

## Wimborne Junior – Equality Objectives

Equality Information Statement 2017-2018

### **Objective 1 – To ensure that the curriculum effectively supports the needs of all children.**

The learning environment in each classroom is similar to ensure consistency and we are catering for the different needs as they are identified as part of the planning process for lessons.

The curriculum is vibrant and engaging. It makes a positive contribution to pupils' spiritual, moral, social and cultural development. (OFSTED 2018)

The leadership team has created a school with an ambitious learning culture. It has worked hard to ensure that attainment, particularly in mathematics, has risen. Pupils now make good progress due to effective teaching. (OFSTED 2018)

Leaders have set up effective systems to check on progress. Any pupil who is falling behind is identified quickly. Effective strategies are put in place to ensure that these pupils catch up. (OFSTED 2018)

Leaders make effective use of additional funding to support disadvantaged pupils. They have tackled successfully recent weaknesses in the achievement of this group. Teachers identify what works best for each pupil and modify support accordingly. This has had a beneficial effect on pupils' progress. (OFSTED 2018)

The sport premium is well used to ensure that pupils take part in a large number of activities. Leaders make sure that all pupils, including those who are disadvantaged, take full advantage of the sports on offer. (OFSTED 2018)

Recent improvements in teaching and learning have led to better outcomes. In lessons, teachers carefully check pupils' understanding. Books and school records clearly show how pupils are building on their previous learning. (OFSTED 2018)

Teachers and teaching assistants work well together. They understand the needs of pupils. They adapt learning carefully to suit pupils' abilities. (OFSTED 2018)

The school's work to promote pupils' personal development and welfare is good. In lessons, pupils learn how to become successful learners. (OFSTED 2018)

In 2017, disadvantaged pupils attained less well than other pupils nationally. The school now uses pupil-premium funding more effectively. Current disadvantaged pupils are making good progress from their starting points. Attainment is rising and is closer to that of other pupils. (OFSTED 2018)

Pupils who have special educational needs (SEN) and/or disabilities are making good progress. Some make exceptional progress. This is because they receive effective support from staff who provide work that is well matched to their abilities. (OFSTED 2018)

In previous years the needs of the most able pupils have not always been well enough identified. The current most able pupils are now making strong progress, particularly in Years 3, 4 and 5. This is due to the work of senior leaders, who have ensured that staff plan clear learning targets for them. (OFSTED 2018)

## **Objective 2 – To ensure that there are no gender differences in attainment**

Topics are set to engage boys and girls eg. year 6 have worked hard on developing their topics including Influential Icons and Over to You.

Senior leaders led a learning walk to ensure there was an equal amount of 'air time' given to boys and girls within lessons – ensuring neither gender were dominating lessons.

Emotional Literacy Support Assistant (ELSA) led a maths anxiety questionnaire and worked with a group of girls who felt they lacked confidence in maths lessons. This data was fed back to Governors. This will continue next year starting earlier to hopefully see more impact on progress.

Our trends from 2016 – 2018 shows that our percentages and average scaled scores have risen across all areas, boys, girls and combined.

Reading is still a strength of the school and boys and girls achieve higher than the national average at GDS.

National average scores show that boys are out performing girls in maths and girls are out performing boys in SPAG and reading.

Objective 3 – To diminish the difference in pupils’ progress in maths between disadvantaged pupils and non-disadvantaged pupils.

(KS1 results)	Maths EXS+ (59%)	Maths GDS (22%)
Year 3 2017-2018	79% 70/89	29% 26/89
PP	74% 17/23	22% 5/23
Non-PP	80% 53/66	32% 21/66
Year 4 2017-2018	77% 69/90	27% 24/90
PP	64% 16/25	16% 4/25
Non-PP	82% 53/65	31% 20/65
(KS1 results)	Maths EXS+ (94%)	Maths GDS (27%)
Year 5 2017-2018	74% 67/90	32% 29/90
PP	70% 17/24	29% 7/24
Non-PP	77% 50/65	34% 22/65

There is a positive impact on children’s learning whether pupils are pupil premium (PP) or non-PP.

End of KS2 data

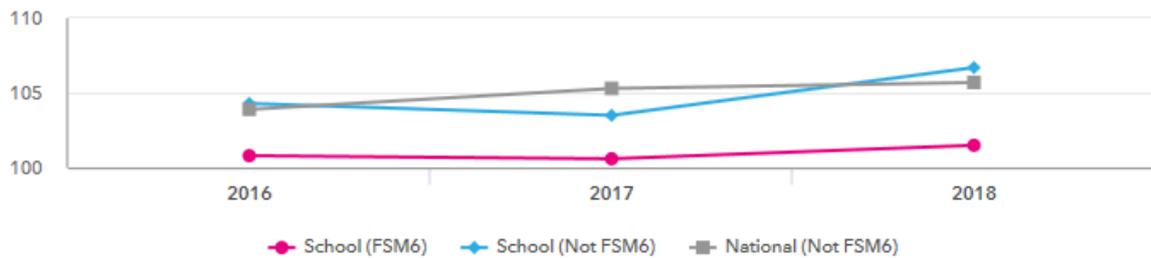
	Maths ARE	Maths GDS
Disadvantaged	51.9	7.4
Non-disadvantaged	82.5	22.2

Since 2016 our percentages for disadvantaged pupils has increased but there is still a wide gap between our non-disadvantaged pupils.

In 2018 our average scaled score is at the expected level (-4.5 between non-disadvantaged).

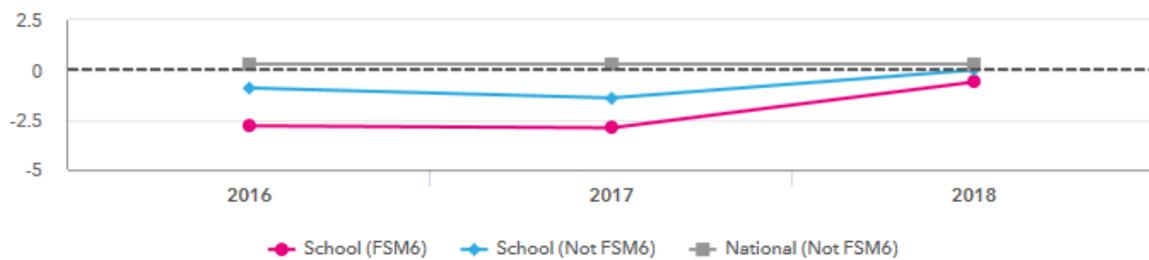
## KS2 attainment for disadvantaged pupils 2018

### Average Scaled Score (Re, Ma) ∨



## KS2 progress for disadvantaged pupils 2018

### Average Scaled Score (Re, Ma) ∨



		Actual results		Pupil progress	
		Pupils	Average Scaled Score (Re, Ma)	Average Scaled Score (Re, Ma)	
Gender	Male <span>›</span>	39	105.6	+0.2	
	Female <span>›</span>	51	105.0 <span>↑</span>	+1.4 <span>⬆️</span> <span>⬆️</span>	
Prior Attainment	Higher attainers <span>›</span>	35	110.6 <span>↑</span>	+1.5 <span>↑</span>	
	Middle attainers <span>›</span>	33	105.0	+1.4	
	Lower attainers <span>›</span>	17	96.4	-1.2	
Pupil Premium	FSM (in last 6 years) <span>›</span>	26	101.5	+0.9 <span>↑</span>	
	Not FSM (in last 6 years) <span>›</span>	64	106.7 <span>↑</span>	+0.9 <span>↑</span>	
FSM	FSM <span>›</span>	7	102.1	-0.2	
	Not FSM <span>›</span>	83	105.5 <span>↑</span>	+1.0 <span>↑</span>	
FSM Ever	FSM (ever) <span>›</span>	26	101.5	+0.9 <span>↑</span>	
	Not FSM (ever) <span>›</span>	64	106.7 <span>↑</span>	+0.9 <span>↑</span>	