



MALBY LEARNING TRUST
Exceptional Experiences. Successful Lives.



Equality Objectives
(Pupils)
Reviewed
November 2024

Equality objective 1: *To secure a rich and engaging curriculum delivered by informed professionals in a learning environment that promotes diversity; recognising individuals and groups who share protected characteristics. An awareness, understanding and acceptance of those young people and adults of differing ethnicity, cultural and religious observance, sex, sexual orientation and gender identity will promote community cohesion and prepare young people to be responsible citizens within and beyond each Academy. This is needed to ensure that the incidence of hate related incidents is minimised.*

Why we have chosen this objective:

Maltby is a predominantly White British community with very small numbers of residents from minority ethnic backgrounds. This social mix is reflected in the make-up of the school populations and, without a targeted curriculum and cultural approach there is the potential for the lack of experience of a breadth of cultures to allow extremist or racist views to arise. In turn, this could lead to the small number of minority ethnic pupils feeling a lack of identify and racist incidents/hate crimes to occur.

To achieve this objective, we plan to:

The Maltby Learning Trust will ensure that the curriculums across the academies actively promote messages of diversity and inclusivity. All planned learning journeys across a half term or term should include elements which represent a diverse and inclusive society and, where relevant, the viewpoints and feelings of other cultures should be explored. British values should be taught from standpoint of an inclusive society and subjects such as RE and PSHCE used proactively to promote equality. Exceptional Learning Experiences, including visits, residential excursions, visitors and enrichment events, should all be used to promote equality and diversity.

- Maltby Manor Academy recognised by UNICEF and received the Rights Respecting Schools Silver Award in July 2018 and continue to build on this achievement through actively promoting cultural diversity outside of the curriculum.
- Inquiry curriculum ethos implemented which promotes children's understanding of cultural differences. Opportunities to promote diversity through all aspects of the curriculum is reviewed termly, e.g. resourcing, study of historical figures etc
- First hand experiences ensure children have equal access to events and opportunities thus enhancing knowledge and understanding. The academy will promote engagement of visiting speakers to school to broaden children's perceptions of equality and diversity
- Core texts promote a wider understanding of different aspects of culture and life within the 21st Century. Children who are identified in the bottom 20% of readers have enhanced access to early reading and fluency interventions so that reading is not a barrier to fulfil life chances.
- Children encouraged to be proud of their achievements and celebrate successes – sharing and promoting a culture of respect for others.
- The school calendar and displays reflects opportunities to reflect and remember the importance of diversity, e.g. Black History Month, International Women's Day, Fair Trade etc.

Progress we are making towards achieving this objective:

Reviewed November 2024:

- Core learning characteristics thoroughly evaluated and adapted to align seamlessly with the MLT vision and values, ensuring ongoing excellence in education and a positive impact on the learning community.
- Visit to Crucial Crew in September 2024 promoted tolerance, law and diversity.
- Pupils are confident that any unkind behaviour or bullying will not be tolerated. They have a strong sense of how they should look after themselves and each other.
- Police assembly for Y5 and Y6 on knife crime to ensure that children have an understanding of the law and how to keep themselves safe.
- Carefully planned Relationship and Sex Education (RSE) and Religious Education (RE) sessions prioritise accurate understanding and appreciation of diverse relationships and cultures.
- Police assembly for children in Y5 and Y6 about online safety to ensure that they have a good understanding around responsible use for social media and safety.
- Children contribute wholeheartedly to their local community through raising money for charity, donating to foodbanks and local litter-picking. Pupils play an active part in school through the roles of student leader, sports leader and ecowarrior. These help to develop pupils' character exceptionally well.
- Exceptional experiences planned to promote equality for all
- New school leaders democratically elected and meeting routinely
- Additional curriculum opportunities such as anti bullying week included in the school curriculum overview

Equality objective 2: *To ensure the quality of teaching, learning and assessment and curriculum provision promotes the highest attainment and progress of the most vulnerable and disadvantaged cohorts/groups and serves to diminish the difference from their non-disadvantaged peers*

Why we have chosen this objective:

Within each academy there are significant variances between the attainment of different vulnerable groups. we are committed to ensuring that, irrespective of starting points, all young people make better than expected progress and that no student should be left behind.

Large areas of the Maltby community face high levels of disadvantage yet this is seen as a challenge, not an excuse. However, despite targeted resourcing and a drive to ensure highly effective teaching in every classroom, every day there remains a variance between the attainment and progress of different vulnerable cohorts/groups. In order to ensure equality of opportunity it is the duty of each Trust academy to relentlessly tackle differentials between the performance of vulnerable groups (SEND/ LAC/ PPM/ Disadv/ EAL) so any perceived ceilings are removed, and aspirations are raised.

The number of disadvantaged pupils identified within Maltby Manor Academy in 39.07% of the school population – this has decreased from last year.

To achieve this objective we plan to:

The Maltby Learning Trust will ensure that children within the targeted vulnerable groups are supported through quality first teaching and targeted intervention. All groups should be closely monitored through daily assessment and pupil progress meetings and identified individuals a specific focus of discussion.

Key Strategies are identified in the Pupil Premium Plan and include:

- Increase the percentage of Disadvantaged children reaching the expected standard at KS1 and KS2 and GLD in EYFS.
- Narrow the attainment gap between Disadvantaged and Non-disadvantaged pupils in every year group by planning for teaching which builds on prior knowledge and attainment for all children, ensuring that gaps in learning are secure.
- Hold teachers to account for the performance of All pupils, including Disadvantaged pupils.
- Further enhance SALT provision as an early intervention to develop children's communication and language within the Foundation Stage.
- Holding teachers to account for the quality of teaching and learning through the development of the MLT Standards.
- Provision of individualised coaching and mentor support through phase leaders.
- Provision of a tailored package of internal and external PLD support and enable teachers to address identified weaknesses in their practice and improve the overall quality of provision.

Through these actions we are aiming to achieve a greater proportion of disadvantaged children will reach the expected standard at EYFS, KS1 and KS2 and disadvantaged pupils' progress will be accelerated. Also, we aim that school audit processes demonstrate that APs are highly effective and impacting on the progress of/ enabling teacher to impact on the progress of Disadvantaged pupils.

Progress we are making towards achieving this objective:

Reviewed November 2024:

- Pupil premium children have been target for extra support in Y4 and Y6
- 1:1 tuition used to target vulnerable children who need additional support in phonics
- SENDCO has revised IEPs and ensured that targets are SMART and that they are shared with parents
- Feedback policy ensures that vulnerable children receive regular and routine feedback and where necessary triage sessions follow on
- Comprehensive provision map is in place and routinely updated
- Good working relationship with Virtual School to ensure appropriate and targeted intervention
- Good partnership working between SIT, Speech and Language. With Me in Mind and other stakeholders ensures high quality interventions.

Equality objective 3: To ensure that targeted vulnerable groups receive equality of access to education by ensuring attendance exceeds national averages for all pupils in schools where attendance is below this level

Why we have chosen this objective:

The Maltby Learning Trust recognises that attendance is a very significant barrier to attainment and poor attendance increases inequalities between groups. Within each academy there are significant variances between the attendance of different vulnerable groups of pupils. In order to ensure equality of opportunity it is the duty of each Trust academy to relentlessly tackle differentials between the attendance of vulnerable groups (SEND/ LAC/ PPM/ Disadv/ EAL)

To achieve this objective we plan to:

The Maltby Learning Trust will ensure that intensive support is placed around families and both incentives and consequences are used in a targeted manner to deliver increased attendance. All targeted groups will be monitored through individual and group monitoring with support provided by the MLT attendance team. A cohesive multiagency approach is used to ensure a cohesive and consistent message is shared with the community that attendance to school has to be a critical priority for all families. Tough sanctions are in place to deter unauthorised absence, supported by proactive supportive mechanisms to assist struggling families - all community groups will work together to support and deter sporadic non-attendance across the community.

Specific Actions:

- Monitor and action initiatives to improve the attendance and punctuality of Disadvantaged pupils/Vulnerable pupils.
- Specific tracking/targeting of Disadvantaged/Vulnerable pupils to ensure that rates of PA amongst Disadvantaged pupils are comparable to numbers nationally.
- Provision of MLT Attendance Lead in order to research best practice and implement new strategies.

Outcomes to be achieved through these actions are that the attendance of the Disadvantaged cohort continues to improve and gaps to the national attendance figures close, the number of Disadvantaged pupils arriving late for school reduces significantly and PA rates amongst Disadvantaged pupils reduces to inline or below national levels.

Progress we are making towards achieving this objective:

Reviewed November 2024

- Early help drops in appointments are signposted to parents.
- Regular parent meetings for vulnerable learners to identify next steps.
- Home visits are made on a regular basis to children who the Academy has no contact with.
- Regular presence on the gate ensures early and swift intervention with parents.
- Relaunch of attendance awards to raise the profile of attendance within the Academy.
- Holidays continue to be a major factor for persistent absence
- New attainment tracker includes attendance as a vulnerability factor and can be seen against attainment more easily

