



**Watford Grammar School for Girls**

## **Equalities Report: 2017-18**

**with reference to the Public Sector Equality Duty (PSED)**

The school has set itself these objectives for the 2017/18 academic year.

**Objective 1:** Ensure each Pupil Premium student receives support appropriate to her particular needs.

*Why we have chosen this objective:*

Nationally, a gap in achievement exists between Pupil Premium (PP) students and non-PP students, and supporting PP students is therefore a priority for all schools. Our PP students are a diverse group: they come from a wide selection of home backgrounds; they have prior attainment which ranges significantly; and they belong to many different ethnic groups. This means that each individual needs support particular to her needs, abilities and aims.

*To achieve this objective we plan to:*

- Provide each student with a package of support which has been designed in response to that student's particular needs and abilities. The SLT lead for PP students will oversee the development of this package of support, working with the HoY, HoDs, G&T coordinator and SENDCO as appropriate.
- Monitor closely the performance of PP students. This will be done following each reporting cycle.
- Discuss the achievement of each PP student at SLT-led Pupil Progress meetings. These meetings will allow a substantial review of the package of support, and for adjustments to be made during the academic year.

*Progress we are making towards this objective:*

Internal tracking data for the 2017-2018 academic year suggests that PP students are performing in line with non-PP students in years 7-11.

**Objective 2:** Provide personalised support to the very small number of students who are withdrawn from the full curriculum due to particular needs.

*Why we have chosen this objective:*

A very small number of our students are unable to follow the whole curriculum for their year group. This will be because of very particular needs, such as physical disability, severe mental health difficulties, or complex special educational needs. These students need to be supported so that they can achieve well in the reduced curriculum they are following.

*To achieve this objective we plan to:*

- Ensure that any student withdrawn from part of the curriculum has a detailed plan in place, which outlines how she will be supported.
- As far as is possible, provide 1:1 support for such students from a specialist TA.
- Link such students with a peer mentor ('study buddy').

*Progress we are making towards this objective:*

- A specialist TA has been employed to support students withdrawn from part of the curriculum.
- Detailed support plans exist for those students who have been withdrawn from part of the curriculum.