



BEECHEN CLIFF

Report on Equality Action Plan 2018-19

Target: Narrowing the gender gap in Sixth Form

Outcome: the gap remained static at VA -0.2

Commentary: many of the girls-specific strategies did not have enough time to have an impact on the Upper Sixth; feedback from girls was that the key time for having an impact was in the Lower Sixth when they were settling into the Sixth Form. Strategies have therefore been started in the Lower Sixth for the next cohort and we would anticipate a narrowing of the gap in 2019-20.

Target: Reduce BME attendance gap

Outcome: the gap was positive: BME attendance last year exceeded non-BME by 0.1% - 95.0 versus 94.9%

Commentary: BME attendance was priority in all attendance meetings and tracked throughout the year. Increasing attendance for all groups in 2019-20 will be key.

Target: Reduce the progress gap for disadvantaged pupils

Outcome: The gap reduced by 0.1 from -1.3 to -1.2.

Commentary: whilst reduced, the gap remains significant between the disadvantaged and non-disadvantaged boys at GCSE. This was disappointing given the comprehensive plan put in place by the school to raise achievement. This plan, however, is a long-term strategy, building from Year 7 upwards and there has been a noticeable change in culture in the school about the priority attached to identifying and catering for pupil premium pupils.

JCO, September 2020



BEECHEN CLIFF

Equality Action Plan 2019-20

Target	RAG	Actions	Lead	Review
To reduce the gap in A level progress between boys and girls to less than 0.1		<ul style="list-style-type: none">• Girls-specific transition events• Publish summary of research into girls' achievement• See girls' views through survey and focus groups• Prioritise girls for academic interventions• HoFs to target girls for academic intervention at subject level	JCO	Sept. 2020
To reduce the gap in GCSE progress between disadvantaged and non-disadvantaged pupils to less than 1.0 in 2020 and less than 0.75 in 2021		<ul style="list-style-type: none">• PP pupils are prioritised for Personal Tutoring.• PP Support Plans.• PP Teaching & Learning Strategy.• PP Pastoral Support Strategy.• Financial Support for Uniform, Equipment & Trips.• Curriculum intervention for English/Maths• Year 11 parents revision evening and year 11 revision incentives	TDM	Sept. 2020
To maintain BME attendance equal to or above non-BME attendance		<ul style="list-style-type: none">• Fortnightly meeting with HoH to monitor BME attendance• Parental contact and early intervention to establish attendance issue and address barriers• Frequent communication with parents regarding positive achievements and good attendance• Target support – allocate 'Mentoring Plus' where appropriate	KSM	June 2020