



BEECHEN CLIFF

Report on Equality Action Plan 2019-20

Target: Narrowing the gender gap in Sixth Form

Outcome: the gap closed from -0.20 to -0.11

Commentary: the VA gap this year closed following the embedding of strategies to target girls. In particular girls' specific events in the Lower Sixth, mental health provision for all students (well accessed by girls) and teachers' priority given to girl intervention has had an impact.

Target: Reduce BME attendance gap

Outcome: the gap was negative: BME attendance last fell below non-BME (94.4% versus 94.7%).

Commentary: With the academic year ending prematurely in March due to Covid, intervention work to raise attendance until the end of the year was not possible.

Target: Reduce the progress gap for disadvantaged pupils

Outcome: The gap reduced by 0.1 from -1.1 to -1.0.

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 2020-21

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. 2021
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. 2021
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 2021