

Academy Annual Assessment of Impact of Actions

Action	How will the impact be monitored?	Responsibility	Time Frames	Success Indicators	Impact
Promote equality of opportunity and ensure all pupils have access to all activities provided, according to their age and ability.	Attendance lists for school trips, work scrutiny, lesson observations, clubs and other extra-curricular activities.	All staff	September 2017 – July 2018	All learning, visits and clubs are planned for and open to all children.	<p>Every class had at least one visit and visitors. All pupils attended all visits/visitors unless parents specifically said they did not want their child travelling by coach. No child missed a visit because of the cost.</p> <p>All clubs are free. They are well-attended by pupils of all ages and abilities. Clubs are provided for specific age groups so all can attend.</p> <p>A variety of clubs are on offer to appeal to all. We also conduct pupil voice. Clubs include: sporting activities, support learning, musical, arty and team building.</p> <p>Subsidies for visits are available for children in receipt of pupil premium funding. Residential visits are heavily subsidised for pupils in receipt of Pupil premium funding.</p> <p>All pupils participate in all areas of the curriculum. Some parents withdrew their children from SRE and school respects this decision.</p> <p>We have introduced parentpay and, as requested by parents we inform them in September which visits their child will be going on during the academic year and the price. Parents can then pay in small instalments.</p>

<p>Publish and promote the Equality Plan through the school website and staff training.</p>	<p>Question stakeholders about their understanding of the plan.</p>	<p>All staff and AAB</p>	<p>September 2017</p>	<p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays. Parents are directed towards the website for awareness of the Equality Plan.</p>	<p>The Equality Plan and Equality and Diversity Policy are shared with all staff and AAB so all staff are aware of objectives and requirements.</p> <p>Updates are provided to AAB so challenge can be provided by AAB.</p> <p>The plan and policy are on the Statutory Page of the website so all stakeholders are aware of objectives and requirements.</p>
<p>Monitor and analyse pupil achievement by race, gender and disability and act on any trends of patterns in the data that require additional support for pupils.</p>	<p>Achievement data analysed by race, gender and disability.</p>	<p>Leadership team</p>	<p>Continually at RAG meetings</p>	<p>ADP includes boys as some cohorts of boys are not performing as well as girls in school.</p>	<p>Data is always analysed by gender, those in receipt of pupil premium funding, race and SEND.</p> <p>During RAG challenge meetings, these pupils are a focus.</p> <p>Boys and SEND have separate plans in the Academy Development Plan for 2018-19. Children in receipt of pupil premium funding feature in all ADPs.</p> <p>2018-19 Performance Management targets will involve boys for EYFS and KS1 staff and SEND for KS2 staff.</p>

					<p>All staff are aware that, pupils in receipt of pupil premium funding, boys and SEND are groups we focus on during monitoring.</p> <p>The Pupil Premium Strategy is written with staff and focuses on each child's individual needs.</p> <p>Autumn term 2018 monitoring will have a particular focus on Boys/SEND.</p> <p>By the end of KS2, the difference between boys/girls and those in receipt of pupil premium funding/those not is narrowed.</p> <p>Dta analysis shows that SEND progress in writing needs to be a focus. For these pupils, progress is monitored with PIVATs however writing progress for SEND is not as good as other areas so in September, monitoring will focus on what is happening for SEND children in writing sessions and the use of TAs. Discussions will take place with staff and CPD will be provided for all staff.</p>
Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of	Increase in pupils' participation, confidence and achievement levels.	All staff	September 2017 – July 2018	<p>Evident in:</p> <ul style="list-style-type: none"> displays work scrutiny assemblies 	<p>Children enjoy the curriculum topics; they are planned with the children in mind.</p> <p>A weekly assembly will be delivered on aspiration looking at role models from Autumn term onwards.</p> <p>British Values themes in class and in the weekly assembly looks at positive role models.</p> <p>There are very few incidents of racist/gender-based inappropriate language being used in school.</p>

race, gender and disability.					
Ensure that displays in classrooms and corridors promote British Values.	PSHE and learning/environment walks.	All staff	September 2017 – July 2018	British Values displays around school, referred to in classes and a weekly BV assembly.	<p>British values is embedded throughout school. The children understand that British Values are the values that everyone in Britain should live by.</p> <p>They enjoy the weekly assembly and good discussion arises from it.</p> <p>Displays are evident around school.</p> <p>Topic books evidence work around British values.</p>
Identify, respond and report racial, homophobic, sexist incidents.	Leadership team will use the data to assess the impact of the school's response to incidents.	Leadership team and AAB	<p>September 2017 – July 2018</p> <p>Reported termly to AAB</p>	<p>Staff are aware of required actions following any racist incidents.</p> <p>AAB minutes report termly updates</p>	<p>AAB are aware of the very few racist incidents as these are reported termly in the Heads' report. Any use of homophobic or derogatory language is reported too.</p> <p>When these incidents have occurred – parents of all involved have been informed and consequences put in place.</p> <p>There are clear procedures in place which all staff are aware of following any such incident – discuss with both parties, inform both parents, put consequence in place and record incident and actions.</p>
Review accessibility audit to identify physical barriers and develop a programme to remove barriers.	HOA, SENCo and Finance Manager	HOA and Business Manager	September 2017 – July 2018	School is accessible to all including wheelchair users.	There are no barriers currently in school. Accessibility Plan is reviewed annually and will be reviewed should any new children be admitted.

<p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid and Christmas.</p>	<p>Pupil voice, purple learning journey books, displays</p>	<p>All staff</p>	<p>September 2017 – July 2018</p>	<p>Evident in: displays work scrutiny assemblies</p>	<p>Cultural awareness is embedded in the curriculum – see topic books, photograph display, displays around school, assemblies, pupil voice.</p>
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