

## Academy Annual Assessment of Impact of Actions

Action	How will the impact of the action be monitored?	Responsibility	Time	
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, clubs and other extra-curricular activities.	All staff and AAB	June 2017 onwards	
<b>Impact Review – July 2018</b>				
Analysis of After-School Club attendance for disadvantaged pupils, SEN pupils, and Ethnic Minorities				
All	Disadvantaged	SEN	Ethnic Minorities	EAL
63%	52%	37%	73%	83%
Analysis of Sports Events attendance for disadvantaged pupils, SEN pupils and Ethnic Minorities				
All	Disadvantaged	SEN	Ethnic Minorities	EAL
33	52%	18%	12%	12%
All pupils have had equal opportunities to attend all class trips.				

Publish and promote the Equality Plan through the school website and staff training.	Question stakeholders about their understanding of the plan.	Head of Academy	After Equality Plan is agreed by AAB
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Engage with Anti-Bullying Alliance 'All Together' programme, with a specific focus on SEND and those with disabilities.	Pupil voice, audit, monitoring and tracking.	Vice Principal & Well-being Team	September 17 onwards
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<b>Impact Review – July 2018</b>			
See Audit and Action Planning document and Case Study completed by L Fairfield and L Silburn			
Academy achieved All Together Gold School 2018 Award which recognises our work to reduce bullying and improve the well-being of pupils.			

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.	Achievement data analysed by race, gender and disability.	Vice & Assistant Principal	Annually in September
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<b>Impact Review – July 2018</b>			
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### KS2 Outcomes

	All (34)	PP (24)	Boys (20)	Girls (14)	EAL (3)	SEN (7)
Reading	85%	79%	75%	100%	100%	43%
Writing	77%	67%	65%	93%	100%	29%
Maths	77%	70%	60%	100%	100%	43%
Combined	68%	58%	50%	93%	100%	14%

All 7 SEN pupils are boys. Two SEN pupils with EHC Plans were working below the KS2 curriculum and did not sit the tests. 16 of the 24 disadvantaged pupils are boys.

Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels.	All staff	June 2017 onwards
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Ensure that displays and assemblies promote British Values.	Increase in pupil participation, confidence and positive identity – monitor through PSHE and learning/environment walks.	Head of Academy & Vice Principal All staff	June 2017 onwards
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Identify, respond and report racial, homophobic, sexist incidents.	SLT will use the data to assess the impact of the school's response to incidents.	SLT & EAB	Reporting: Termly
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### Impact Review – July 2018

One reported racial incident (use of racial language towards another pupil) and three reported homophobic incidents (use of derogatory language towards another pupil and staff) this academic year. All unique incidents (no repeat offenders).

All staff completed Positive Identities training with Barnardos, with focus work completed in Upper Key Stage 2.

Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments	Deep Experience Lead	Ongoing
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### Impact Review – July 2018

Range of cultural events celebrated throughout the year, including member of staff raising awareness of Jewish events and religious practises.