

## 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 2019 – July 2020	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, supporting learning, The Arts and team building.</p> <p>Subsidies for visits are available for children in receipt of pupil premium funding. Residential visits are subsidised for vulnerable pupils on a needs basis.</p> <p>All pupils participate in all areas of the curriculum. Parents have the right to withdraw their children from parts of SRE and school respects this decision.</p> <p>We are aware of any families who struggle financially and provide the appropriate support.</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 2019</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 or 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 SEND to ensure SEND pupils are making progress.</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>SEND has separate plans in the Academy Development Plan for 2019-20. Children in receipt of pupil premium funding feature in all ADPs.</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>By the end of KS2, the difference between boys/girls and those in receipt of pupil premium funding/those not is narrowed.</p> <p>SEND progress in reading, writing and maths is a focus. For these pupils, progress is monitored with B-Squared .Monitoring of what is happening for SEND children is a focus on SEND ADP</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 race, gender and disability.	Increase in pupils' participation, confidence and achievement levels.	All staff	September 2019 – July 2020	Evident in: displays work scrutiny assemblies	<p>Children enjoy the curriculum areas; they are planned with the children in mind.</p> <p>Assemblies are delivered focusing on aspiration looking at role models.</p> <p>British Values themes in class and in assemblies looks at positive role models.</p> <p>There are very few incidents of racist/gender-based inappropriate language being used in school. Any that do occur are addressed through the curriculum and through 1:1 support – evidenced on cpoms and log.</p>
Ensure that displays in classrooms and corridors promote British Values.	PSHE and learning/environment walks.	All staff	September 2019 – July 2020	British Values displays around school, referred to in classes and	<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>Assemblies are well received and good discussion arises from them.</p>

				a weekly BV assembly.	Displays are evident around school.  Topic books evidence work around British values.
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	September 2019– July 2020  Reported termly to AAB	Staff are aware of required actions following any racist incidents.  AAB minutes report termly updates	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.  When these incidents have occurred – parents of all involved have been informed and consequences put in place.  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.  There are very few incidents of racist/gender-based inappropriate language being used in school. Any that do occur are addressed through the curriculum and through 1:1 support – evidenced on cpoms and log.
Review accessibility audit to identify physical barriers and develop a programme to remove barriers.	HOA, SENCo and Finance Manager	HOA and Business Manager	September 2019 – July 2020	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, displays</p>	<p>All staff</p>	<p>September 2019 – July 2020</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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