

Academy Annual Assessment of Impact of Actions

Equality Objective	How will the impact be monitored?	Responsibility	Time Frames	Impact of Actions
To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities.	Lesson obs Drop ins Planning Assemblies Pupil voice Extra curricular opportunity registers	All staff		Drop ins, Lesson observations and book scrutinies indicate that all children are exposed to a range of cultural and spiritual opportunities throughout the curriculum. The assembly rota indicates that all children are again exposed to all social, cultural, moral and spiritual opportunities. Sports week allows all children a range of diverse opportunities. Every child experienced a class visit linked to the curriculum. Year 5 and 6 were given the opportunity to attend an outdoor based residential. Visitors into the school included church leaders and people from within the local community such as the Brownie leader and local councillors. Experiences included a performance of a pantomime. A variety of clubs are on offer to appeal to all. All clubs are free. They are attended by pupils of all ages and abilities. Clubs are provided for specific age groups so all can attend. All pupils participate in all areas of the curriculum and a variety of festivals were celebrated across the year. The school participated in the Kings Coronation event..
To diminish the difference between the performance of vulnerable groups and all pupils nationally, especially SEND, LAC and pupil premium.	Monitor achievement data (RAG, trackers, SAT's results, PIRA/PUMA tests, phonics scores, EYFSP data etc) and act on any trends of patterns in the data that require additional intervention support.	All staff		Ongoing analysis of data to ensure that the gap between disadvantaged and other groups is narrowed, evidences that disadvantaged children achieve in line with or better than all pupils. SEN pupils, depending on need have areas of the curriculum adapted to enable them to access the learning and achieve. Ongoing analysis of data to ensure that some SEND pupils are making accelerated progress due to

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Raise attainment in English for male learners particularly in the Early Years and KS1

Monitor achievement data (RAG, trackers, SAT's results, PIRA/PUMA tests, phonics scores, EYFSP data etc) to ensure that additional intervention support is built in to meet the needs of the pupils.

All staff

targeted interventions whilst others may still have a gap, it is not widening but is beginning to reduce.

2022/2023 0 boys in Year 6
2022/2023 100% of boys achieved EXS in writing compared to 0% of girls in Year 6
2022/2023 100% of boys and 100% of girls achieved a pass in PSC in Year 1
2022/2023 100% of boys achieved GLD in EYFS.