

Academy Annual Assessment of Impact of Actions

Equality Objective	How will the impact be monitored?	Responsibility	Time Frames	Success Indicators	Impact
To increase participation from disadvantaged pupils in after school activities.	Attendance lists for Breakfast Club, Lunchtime and after school clubs. Targeted invitations to specific pupils to boost attendance of disadvantaged pupils.	All staff	September 2017 – July 2018	All children have access to a variety of lunchtime and after school clubs throughout the year. Breakfast club is available for all pupils.	<p>All children had an opportunity to attend Breakfast Club, Bungalow Bunch After School Club and a variety of lunchtime and after school clubs (Multiskills, Football, Phunky Foods, Reading Club etc). All Clubs were oversubscribed and waiting lists created to ensure ALL pupils were able to attend Clubs of their choice during 2017-18. The needs of vulnerable/SEND children were fully met to ensure accessibility for all (additional staffing etc).</p> <p>All curriculum clubs were free of charge. Breakfast Club was provided free of charge for some of our vulnerable pupils.</p> <p>Our Family Learning sessions were well attended by the majority of families, including those who were disadvantaged. The sessions proved to be so popular extra sessions were provided to meet demand.</p> <p>The Academy holds regular after school events (disco's etc) and the last disco had 93% attendance.</p>

<p>To narrow the gap between disadvantaged pupils and other pupils.</p>	<p>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.</p>	<p>All staff</p>	<p>September 2017 – July 2018</p>	<p>Ongoing analysis of data to ensure that the gap between disadvantaged and other groups is narrowed.</p>	<p>The 2018 data reflects very positive outcomes overall with disadvantaged pupils making exceptional progress: Y1 phonics – 73% of disadvantaged pupils met the standard, which is 2% above national. Y2 phonics – 100% of disadvantaged pupils met the standard, which is 15% above national. Y2 SAT'S Reading – 90% of disadvantaged pupils met the standard, which is 29% above national. Y2 SAT'S Writing – 87% of disadvantaged pupils met the standard, which is 33% above national. Y2 SAT'S Maths – 90% of disadvantaged pupils met the standard, which is 28% above national.</p>
<p>To continue to ensure that SEND pupils make accelerated progress and close the gap to their peers.</p>	<p>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.</p>	<p>All staff</p>	<p>September 2017 – July 2018</p>	<p>Ongoing analysis of data to ensure that SEND pupils are making accelerated progress due to targeted interventions.</p>	<p>100% of SEND pupils passed the phonics screening test by the end of Year 2 which is 50% above the national outcomes. Y2 SAT'S Reading – 64% of SEND pupils met the standard, which is 31% above national. Y2 SAT'S Writing – 55% of SEND pupils met the standard, which is 31% above national. Y2 SAT'S Maths – 55% of SEND pupils met the standard, which is 19% above national.</p>

<p>Publish and promote the Equality Plan through the academy website and staff training.</p>	<p>Stakeholders will be questioned about their understanding of the plan and its outcomes.</p>	<p>All staff and AAB</p>	<p>September 2017 – July 2018</p>	<p>Staff and AAB are familiar with the principals of the Equality Plan and use them when planning lessons etc. Parents will be directed towards the website for awareness of the awareness of the Equality Plan.</p>	<p>The Equality Plan was shared with all staff and AAB so all staff are aware of objectives and requirements. Updates were provided to AAB so challenge could be provided by AAB. The plan and policy are on the Statutory Page of the website so all stakeholders are aware of objectives and requirements.</p>
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