

Assessment of Impact of Actions

Updated September 2020

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time Frames?	Early success indicators
Promote equality of opportunity	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 including sport before and after school.	All staff and EAB	September 20 – July 21	All children have access to activities that they would like to participate in. Subsidies are available for children in receipt of fsm. Residential visits are subsidised for those who are unable to afford them. Parents are informed well in advance of trips and residentials and payment plans are set up to help support financial hardship.
All	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.	Achievement data analysed by race, gender, SEN and disability.	Head of Academy, Executive Principal	Termly through RAGs and pupil progress meetings	Analysis of data by gender, fsm, race and SEND in order to diminish the difference for minority groups against national other. Focus of groups in RAG challenges.

					FSM has a separate plan and focuses on the needs of individuals. By the end of KS2, the difference between boys and girls and FSM and other is narrowed.
All	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 20 onwards	The curriculum has an aspirational focus as well as knowledge rich content. There are very few incidents of racist/ gender inappropriate language being used. Any that do occur are addressed through the curriculum ie PSHE and through 1:1 support – evidenced on CPOMS.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE and learning/environment walks.	Head of Academy, Executive Principal	September 2020 onwards	More diversity reflected in school displays across all year groups. British Values are embedded across the school. PSHE evidences work around British Values.
All	Review accessibility audit to identify physical barriers and develop a programme to remove barriers	All children will have access to everything they need to support their development	HofA Business Manager Health and Safety AAB member	September 2020	Accessibility Plan is reviewed annually. Children with disabilities are situated in areas where they can still access all they require. Reasonable adjustments are in place

