

Academy Annual Assessment of Impact of Actions

Equality Objectives:

Through additional personalised provision and curriculum:

To continue to close the gap between National “other” and GLIA disadvantaged pupils

Impact:

KS1 Results	Disadvantaged GLIA		2016 national other pupils	
Reading	EXS+ 72%	GDS 32%	EXS+ 78%	GDS 27%
Writing	EXS+ 68%	GDS 16%	EXS+ 70%	GDS 15%
Mathematics	EXS+ 76%	GDS 24%	EXS+ 77%	GDS 20%

This evidences the gap has narrowed and in the case of GD GLIA disadvantaged pupils achieve higher than National other pupils

To continue to close the gender gap between boys and girls

Impact:

KS1 Results	Boys		Girls	
Reading	EXS+ 72%	GDS 33%	EXS+ 74%	GDS 37%
Writing	EXS+ 67%	GDS 11%	EXS+ 74%	GDS 26%
Mathematics	EXS+ 84%	GDS 28%	EXS+ 78%	GDS 33%

This evidences very little gender gaps remain by the end of KS1-girls exceeding in all areas except maths with the main gap being in writing and particularly GDS writing

To continue to ensure that SEND pupils make accelerated progress and close the gap to their peers

Impact:

By the end of KS1 interventions and support have ensured that SEND pupils have made accelerated progress.

By Y2 only 6 children were on the SEND register and the average progress was:

Reading 5.5 steps

Writing 3.3 steps

Mathematics 3.6 steps

Progress for SEN children

	Reading Start	Reading End	Steps Progress	Writing Start	Writing End	Steps Progress	Maths Start	Maths End	Steps Progress
	12	15	3	12	15	3	13	17	4
	15	18	3	15	18	3	15	18	3
	P6	P8	2	P6	P8	2	P5	P8	3
	13	18	5	14	18	4	12	16	4
	16	21	5	15	19	4	16	20	4
	12	17	5	13	17	4	11	15	4

To continue to ensure that EAL pupils make accelerated progress and close the gap to their peers

Impact:

Data is too small to measure as only one child is EAL in Y2-however he did pass the phonics screening, achieved ARE in Mathematics and WTS in reading and mathematics.