

Academy Annual Assessment of Impact of Actions

Macaulay Primary Academy

Annual Assessment of Impact 2016/2017

Equality & Diversity Targets	Actions	Outcomes
<p>To promote cultural development and understanding through a rich range of experiences.</p>	<ul style="list-style-type: none"> • Culture days: giving children the opportunity to experience different cultures • French taught from Year 1-Year 6 • French day: giving children the opportunity to showcase their skills and learn more about the culture • Parental input to classes regarding own culture • Study of British saints, special study of St George. • Assemblies and visitors • Big Question workshop • RE visits and visitors of different faiths • Core values: basis for assemblies throughout school • Involvement in Remembrance Day display at Cleethorpes Town Hall 	<ul style="list-style-type: none"> • Very few racist incidents recorded in the academy • Pupil voice: 'I liked trying new food on French Day', 'I enjoyed learning how to pronounce French food names'. <p><u>Comments about the importance of RE in school and the wider work:</u></p> <ul style="list-style-type: none"> • It is important because we don't want to be racist. • Differences are important. If we were all the same we would not be able to express our opinions and differences. • It is important to know that there are differences between us and understand them. • If you want to visit a foreign country you want to be able to understand what they do and believe and why. It is normal for them and it is interesting to see what they do. • If you know more about different religions it helps you to respect others more. It is important to ask questions about religions and to understand them. <p><u>Conclusion-what has been successful:</u></p> <ul style="list-style-type: none"> • Pupils showed a very high level of enjoyment and motivation. Their understanding of and respect for other faiths was good, along with some well-developed critical thinking skills and a desire to know and learn more within the subject. They all commented on how much they enjoy the subject and how important they felt that it was. • Learning about other faiths • Visits from members of faith communities • Discussion work • Drama and role play

To diminish the difference between the performance of vulnerable groups and all pupils nationally, especially SEND, LAC and pupil premium.

- Bespoke intervention for groups of children including fine motor, handwriting, Speech therapy, Rapid Reading, Reading Recovery, Catch up numeracy, 1 to 1 tuition.
- LAC children, pastoral support, purchasing of books of interest, access to PGL, transitional support, bespoke intervention, 1 to 1 tuition, online learning.
- Access to music tuition and outside visits.

Reading: Percentage secure (internal testing)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	69%		62%	60%	16%	
SEND	33%		-	13%	-	
PP	69%		56%	56%	6%	
EAL	63%		33%	67%	-	

Writing: percentage secure (internal testing)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	61%		76%	81%	58%	
SEND	-		11%	13%	-	
PP	63%		52%	68%	48%	
EAL	75%		50%	67%	14%	

Maths: percentage secure (internal testing)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	46%		54%	67%	11%	
SEND	33%		-	13%	-	
PP	25%		44%	46%	3%	
EAL	38%		30%	83%	-	

Foundation stage

	GLD
All	62%
PP	53%
Other	64%
EAL	50%
SEND	-

Phonics Year 1

All	75%
PP	68%
EAL	88%
SEND	27%

Key stage 1 results

Reading	All	PP	EAL	SEND
EXS	74%	73%	71%	-
GDS	25%	27%	14%	-

Writing	All	PP	EAL	SEND
EXS	72%	65%	57%	-

		<table border="1"> <tr> <td>GDS</td> <td>18%</td> <td>15%</td> <td>14%</td> <td>-</td> </tr> </table> <table border="1"> <tr> <td>Maths</td> <td>All</td> <td>PP</td> <td>EAL</td> <td>SEND</td> </tr> <tr> <td>EXS</td> <td>79%</td> <td>73%</td> <td>86%</td> <td>10%</td> </tr> <tr> <td>GDS</td> <td>28%</td> <td>23%</td> <td>14%</td> <td>-</td> </tr> </table> <p>Key Stage 2 results</p> <table border="1"> <tr> <td>Reading</td> <td>All</td> <td>PP</td> <td>Other</td> <td>EAL</td> <td>SEND</td> </tr> <tr> <td>EXS</td> <td>52%</td> <td>53%</td> <td>50%</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>GDS</td> <td>5%</td> <td>3%</td> <td>8%</td> <td>-</td> <td>-</td> </tr> </table> <table border="1"> <tr> <td>Writing</td> <td>All</td> <td>PP</td> <td>Other</td> <td>EAL</td> <td>SEND</td> </tr> <tr> <td>EXS</td> <td>75%</td> <td>77%</td> <td>73%</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>GDS</td> <td>11%</td> <td>13%</td> <td>7%</td> <td>-</td> <td>-</td> </tr> </table> <table border="1"> <tr> <td>Maths</td> <td>All</td> <td>PP</td> <td>Other</td> <td>EAL</td> <td>SEND</td> </tr> <tr> <td>EXS</td> <td>55%</td> <td>60%</td> <td>50%</td> <td>33%</td> <td>22%</td> </tr> <tr> <td>GDS</td> <td>2%</td> <td>-</td> <td>4%</td> <td>-</td> <td>-</td> </tr> </table> <ul style="list-style-type: none"> 2 LAC children in Year 6, both LA child at KS1. 1 reached EXS in writing. 1 reached EXS in SPAG. Both achieved in reading and maths 90+. 	GDS	18%	15%	14%	-	Maths	All	PP	EAL	SEND	EXS	79%	73%	86%	10%	GDS	28%	23%	14%	-	Reading	All	PP	Other	EAL	SEND	EXS	52%	53%	50%	67%	33%	GDS	5%	3%	8%	-	-	Writing	All	PP	Other	EAL	SEND	EXS	75%	77%	73%	67%	33%	GDS	11%	13%	7%	-	-	Maths	All	PP	Other	EAL	SEND	EXS	55%	60%	50%	33%	22%	GDS	2%	-	4%	-	-
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To raise attainment in English for boys across the academy.	<ul style="list-style-type: none"> Topics selected to interest boys Book titles in class readers to interest boys Game based activities Comics purchased for the library Outside learning Hooks for learning, film based Cross curricular maths activities 	<ul style="list-style-type: none"> Boys did less well than girls reaching a Good Level of Development in the Foundation stage (boys 52%, girls 70%) Boys achieved better than girls in reaching the phonic threshold in Year 1 (boys 78%, girls 72%). <p>In Key stage 2 English girls did better than boys.</p> <ul style="list-style-type: none"> Key stage 2 Reading: 62% girls achieved EXS, 43% boys achieved EXS. Key stage 2 Writing: 88% girls achieved EXS+, 63% boys achieved EXS+. 																																																																										