

Academy Annual Assessment of Impact of Actions

2017/2018

| 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. • Assembles and visitors from different faiths. • RE visits and visitors of different faiths • Core values: basis for assemblies throughout school • Involvement in School council placing stones on the cenotaph For Remembrance Day. • Big Question workshop. • Involvement in NATRE 'spirited arts' competition | <p>Children study Christianity though out all key stages and focus on Hinduism as a comparative faith in KS1, Islam in LKS2 and Judaism in UKS2. Pupils RE subject knowledge has improved and deepened and pupil engagement and enjoyment high (teacher feedback and pupil questionnaires).</p> <p>Pupils have had the opportunities to learn about and learn from religious faiths, including speaking with faith members and visiting different places of worship. This has greatly improved understanding about and tolerance of others faiths and cultures. (pupil voice and teacher feedback). This includes:</p> <ul style="list-style-type: none"> • Whole school celebration of Harvest led by a member of Grimsby mister team • KS2 Christmas church service at St Hugh's • KS1 Christingle at St Hugh's • KS1 Visit to church for work on festivals • KS1 & 2 regular visits from Christian faith members • KS1 Diwali day • KS2 Easter church service at S Hugh's • LKS2 visitor from Muslim faith to talk about Eid • KS2 involvement in prayer space/thinking skills workshop <p>An audit on those who participated in lessons and visits showed increased participation/inclusion and a significant reduction in withdrawal from such lessons and visits for religious reasons.</p> <p>Pupils are also much more able to make links between religions and to their own lives.</p> |

| <p>To diminish the difference between the performance of vulnerable groups and all pupils nationally, especially SEND, LAC and pupil premium.</p> | <ul style="list-style-type: none"> • Bespoke intervention for groups of children including fine motor, handwriting, Speech therapy, Rapid Reading, Reading Recovery, Catch up numeracy, 1 to 1 tuition. • Pastoral support, purchasing of books of interest, access to visits, transitional support, bespoke intervention, 1 to 1 tuition, online learning. • Access to music tuition and outside visits. | <p>Reading: (1, 2.1, 2.2 on RAG accessing age appropriate curriculum)</p> <table border="1"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>85%</td> <td>74%</td> <td>82%</td> <td>93%</td> </tr> <tr> <td>SEND</td> <td>17%</td> <td>13%</td> <td>20%</td> <td>67%</td> </tr> <tr> <td>PP</td> <td>89%</td> <td>77%</td> <td>74%</td> <td>90%</td> </tr> <tr> <td>EAL</td> <td>71%</td> <td>43%</td> <td>63%</td> <td>100%</td> </tr> </tbody> </table> <p>Writing: (1, 2.1, 2.2 on RAG accessing age appropriate curriculum)</p> <table border="1"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>90%</td> <td>84%</td> <td>80%</td> <td>95%</td> </tr> <tr> <td>SEND</td> <td>17%</td> <td>13%</td> <td>10%</td> <td>89%</td> </tr> <tr> <td>PP</td> <td>89%</td> <td>81%</td> <td>73%</td> <td>92%</td> </tr> <tr> <td>EAL</td> <td>71%</td> <td>86%</td> <td>63%</td> <td>100%</td> </tr> </tbody> </table> <p>Maths: (1, 2.1, 2.2 on RAG accessing age appropriate curriculum)</p> <table border="1"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | Year 1 | Year 3 | Year 4 | Year 5 | All | 85% | 74% | 82% | 93% | SEND | 17% | 13% | 20% | 67% | PP | 89% | 77% | 74% | 90% | EAL | 71% | 43% | 63% | 100% | | Year 1 | Year 3 | Year 4 | Year 5 | All | 90% | 84% | 80% | 95% | SEND | 17% | 13% | 10% | 89% | PP | 89% | 81% | 73% | 92% | EAL | 71% | 86% | 63% | 100% | | Year 1 | Year 3 | Year 4 | Year 5 | | | | | |
|---|--|---|--------|--------|--------|--------|--------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|------|--|--------|--------|--------|--------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|------|--|--------|--------|--------|--------|--|--|--|--|--|
| | Year 1 | Year 3 | Year 4 | Year 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 85% | 74% | 82% | 93% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEND | 17% | 13% | 20% | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | 89% | 77% | 74% | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EAL | 71% | 43% | 63% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Year 1 | Year 3 | Year 4 | Year 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 90% | 84% | 80% | 95% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEND | 17% | 13% | 10% | 89% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | 89% | 81% | 73% | 92% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EAL | 71% | 86% | 63% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Year 1 | Year 3 | Year 4 | Year 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|------|-----|------|-----|------|
| All | 92% | 77% | 84% | 93% |
| SEND | 17% | 0% | 30% | 78% |
| PP | 89% | 78% | 80% | 92% |
| EAL | 71% | 100% | 88% | 100% |

LAC children data available, these children are easily identifiable and so data not included in tables.

Foundation stage

| | |
|-------|-----|
| | GLD |
| All | 66% |
| PP | 57% |
| Other | 71% |
| EAL | 50% |

Phonics Year 1

| | |
|------|-----|
| All | 80% |
| PP | 83% |
| EAL | 71% |
| SEND | 13% |

Key stage 1 results

| Reading | All | PP | EAL | SEND |
|---------|-----|-----|-----|------|
| EXS | 84% | 52% | 78% | 0% |
| GDS | 14% | 5% | 33% | 0% |

| Writing | All | PP | EAL | SEND |
|---------|-----|-----|-----|------|
| EXS | 61% | 57% | 78% | 0% |
| GDS | 8% | 0% | 11% | 0% |

| Maths | All | PP | EAL | SEND |
|-------|-----|-----|-----|------|
| EXS | 70% | 62% | 67% | 9% |
| GDS | 19% | 5% | 33% | 0% |

Key Stage 2 results

| Reading | All | PP | Other | EAL | SEND |
|---------|-----|-----|-------|-----|------|
| EXS | 61% | 60% | 61% | 40% | 27% |
| GDS | 11% | 10% | 11% | 0% | 0% |

| Writing | All | PP | Other | EAL | SEND |
|---------|-----|-----|-------|-----|------|
| EXS | 79% | 77% | 81% | 80% | 36% |
| GDS | 15% | 0% | 28% | 0% | 0% |

| Maths | All | PP | Other | EAL | SEND |
|-------|-----|-----|-------|-----|------|
| EXS | 73% | 67% | 78% | 80% | 27% |
| GDS | 5% | 3% | 6% | 0% | 0% |

To raise attainment in all subjects for boys across the academy.

- Topics selected to interest boys
- Book titles in class readers to interest boys
- Game based activities
- Comics purchased for the library
- Outside learning
- Cross curricular maths activities
- Educational visit to premier League football club, reinforcing the importance of academic achievement.
- Competition brought into a range of activities to encourage good attitude to learning.
- Times tables rockstars introduced for engagement in learning times tables.
- Common room opened for Year 6 students, privilege earned by outstanding behaviour and work during the morning.
- Year 6 GDS maths group.

1, 2.1, 2.2 on RAG accessing age appropriate curriculum

| Y1 | Reading | Writing | Maths |
|-------|---------|---------|-------|
| Boys | 84% | 84% | 84% |
| Girls | 86% | 94% | 94% |

| Y2 (SATS) | Reading | Writing | Maths |
|-----------|---------|---------|-------|
| Boys | 62% | 56% | 70% |
| Girls | 67% | 67% | 70% |

| Y3 | Reading | Writing | Maths |
|-------|---------|---------|-------|
| Boys | 59% | 73% | 62% |
| Girls | 90% | 93% | 93% |

| Y4 | Reading | Writing | Maths |
|-------|---------|---------|-------|
| Boys | 75% | 73% | 80% |
| Girls | 90% | 90% | 90% |

| Y5 | Reading | Writing | Maths |
|------|---------|---------|-------|
| Boys | 97% | 97% | 97% |

| | | | | | |
|--|--|-----------|---------|---------|-------|
| | | Girls | 89% | 92% | 89% |
| | | Y6 (SATS) | Reading | Writing | Maths |
| | | Boys | 64% | 81% | 78% |
| | | Girls | 56% | 76% | 64% |

FS GLD 84% girls, 48% boys achieved GLD.

Phonics Y1.
 Girls:86%
 Boys:76%