

Academy Annual Assessment of Impact of Actions

Action	How will the impact be monitored?	Responsibility	Time Frames	Success Indicators	Impact
To promote cultural development and understanding through a rich range of experiences.	Monitor: visitors into school, attendance uptake on school trips, clubs and other extra-curricular activities.	All staff	September 2020-July 2021	All learning, visits and clubs are planned for and open to all children.	<p>Every class had at least one visit. All pupils attended all visits. No child missed a visit because of the cost. Subsidies for visits are available for children in receipt of pupil premium funding.</p> <p>Visitors who are successful within the local community are invited to provide aspirations e.g. local poet, Olympian.</p> <p>A variety of clubs are on offer to appeal to all. Clubs include: sporting activities, Forest School and music. All clubs are free. They are well-attended by pupils of all ages and abilities. Clubs are provided for specific age groups so all can attend</p> <p>All pupils participate in all areas of the curriculum.</p>
To diminish the difference between the performance of vulnerable groups and all pupils nationally, especially	Monitoring through work scrutinises, learning walks, pupil voice, data monitoring of specific groups	All staff and AAB	September 2020-July 2021	Increased progress towards meeting or exceeding national targets.	<p>Data is always analysed by groups; those in receipt of pupil premium funding, SEND and LAC.</p> <p>All staff are aware that, pupils in receipt of pupil premium funding, boys and SEND are groups we focus on during monitoring. During RAG challenge meetings, these pupils are a focus.</p>

<p>SEND, LAC and pupil premium.</p>					<p>Updates are provided to AAB so challenge can be provided by AAB</p> <p>The Pupil Premium Strategy is written by staff and focuses on each child's individual needs. Regularly reviewing progress has led to more targeted interventions.</p> <p>SEND progress where below Key Stage is monitored with PIVATs. This has enabled staff to better target next small steps leading to more consistent progression.</p> <p>Low achieving pupils at KS1 have made progress above average in all areas by the end of KS2. LAC and PP children now exceed the % of children achieving GLD at the end of EYFS.</p>
<p>To raise attainment in writing for boys across the academy.</p>	<p>SLT and Curriculum leaders to monitor through work scrutinies, learning walks, pupil voice, data monitoring. Implement Talk 4 Writing Strategy</p>	<p>All staff</p>	<p>September 2020-July 2021</p>	<p>Increase in pupils' participation, confidence and achievement levels.</p>	<p>Boys are engaged in writing across the curriculum including topic.</p> <p>Visitor invited to school local male poetry writer to act to inspire and act as a positive role model.</p> <p>ADP/EEF for English is written to include specific targets for engagement in writing.</p> <p>Invested in engaging hook – Literacy shed to provide stimulus to writing.</p>