



Dream Big, Aim High
& Make a Difference

Potley Hill Primary School – Equalities Outcomes 2020 - 2024

The aim of this document is to summarise the developments and outcomes of the following identified Equality Objectives:

Objective 1:

To improve progress in Reading for disadvantaged pupils from their starting points

Objective 2:

To improve the provision and support for SEN pupils in all core subjects (Reading, Writing & Maths) to increase progress rates overall

Objective 3:

To develop the oracy provision across the school in order to reduce the vocabulary gap between disadvantaged pupils and non-disadvantaged pupils

	Review Feb 2021	Review March 2022	Review March 2023	Review March 2024
<p><u>Objective 1:</u> To improve progress in Reading for disadvantaged pupils from their starting points</p>	<p>Complete review of reading progression has taken place. All early reading books are now matched to the phonic phase that is being taught. This was introduced in September 2020. Additional intervention programme (Bounce Back Phonics) has allowed teachers to address gaps for older children. Tracking of non-readers is now more rigorous with teachers targeted adult support for these pupils. Additional PP small group support is in place from Y1 upwards. Increase in standardised scores from beginning of Oct to Dec indicated that disadvantaged pupils were making good progress. However, some cohorts need greater focus due to a higher proportion of PP children with SEN.</p>	<p>A new phonics scheme (Little Wandle) was launched in September 2021. All early reading books are matched to the scheme, and 3Xweekly reading practice sessions are taking place in Years R and I. Interventions form part of this scheme and take place daily as needed with the mantra of 'keep-up' rather than 'catch-up'. These interventions are currently being rolled out in Year 2+ also. The lowest 20% of readers in each year group are targeted, with SLT and LTSAs having named target children to read with together with those pupils who are non-readers at home. Contact is made with the parents of non-readers every half term and strategies discussed about how best to support them. Small group support led by a qualified teacher continues to take place with a focus being on reading where needed and this is also the case with some of the funding from School Led Tutoring. Evidence across school demonstrates that where there is only one indicator of disadvantage, e.g. Pupil Premium</p>	<p>Little Wandle Phonics scheme, which was launched at Potley Hill in September 2021, continues to be embedded. Data from assessments is used to target pupils who require additional daily practice or a keep up intervention. All early reading books are matched to the scheme, and 3Xweekly reading practice sessions are taking place in Years R and I. The lowest 20% of readers in each year group are targeted, with SLT and LTSAs having named target children to read with together with those pupils who are non-readers at home. Regular contact is made with the parents of non-readers and strategies discussed about how best to support them. Reading certificates, (both in terms of the number of reads at home but also reading the 50 must reads), are presented in celebration assemblies. The relocation and upgrade of the library facilities' has taken place with reading and books being at the centre of the school. Staff are also able to access a range of audio books through the Hampshire Library Service to</p>	<p>Little Wandle Phonics scheme continues to be embedded in Potley Hill Primary School with half-termly assessments taking place to identify pupils are in need of additional daily support and keep up intervention. All early reading books are matched to the scheme, and 3Xweekly reading practice sessions are taking place in Years R and I. Also, a targeted Key Stage 2 intervention programme from Little Wandle has been implemented this year in order to fill the 'gaps' in phonics knowledge of older pupils in order to close the gap with their peers. In addition to this, from Y2-Y6 'BookTalk' has been implemented ensuring all pupils have a further 3 opportunities each week to read aloud in class together with twice weekly guided reading sessions. The lowest 20% of readers continue to receive additional time to read aloud to an adult with LTSAs, SLT and volunteers having targeted readers. A small number of older pupils, who are excellent readers, are also used as role models in a reading buddy system to support the lowest 20% if readers. in the school also have in each year group are targeted, with SLT and LTSAs having named target children to read with together with those pupils who are non-readers at home. The introduction of the</p>

		<p>funding, that pupils make accelerated progress but this isn't always the case when there are other vulnerabilities, e.g. SEN attendance.</p>	<p>share with their classes. This service is also used to provide a set of books every term to disadvantaged pupils, (they must return them but the service is free of charge).</p>	<p>BoomReader App has also enabled staff to identify pupils who are not reading at home but also provides rewards/incentives to do more reading. A small number of disadvantaged pupils in upper Key Stage 2 also receive tutoring as a result of the National Tutoring Programme. The School Library Service continue to be engaged with school in terms of updating the books available in the library whilst also providing training to staff. This service is also used to provide a set of books every term to disadvantaged pupils, (they must return them but the service is free of charge).</p>
<p><u>Objective 2:</u> To improve the provision and support for SEN pupils in all core subjects (Reading, Writing & Maths) to increase progress rates overall</p>	<p>Planning reflects focus on this group with targeted teaching and scaffolded activities for SEND. Intervention MAPs demonstrate that teachers are targeting resources to meet the needs of this group. New interventions (such as Bounce Back phonics above) are being used to address gaps in knowledge. Tracking of spelling shows this is still a weaker area that needs continued focused development across the school. A Maths focus on use of concrete resources, visuals and variation has led to improvements in children's fluency and problem solving. Standardised scores for this group are gradually improving.</p>	<p>Planning continues to focus on this group through scaffolded activities. These are not specifically labelled as SEN provision, as it is there for all children who require additional scaffolding. MAP's and Personal Plans continue to be used to identify specific areas of difficulty and appropriate interventions to support SEND children. SEND testing is used to track progress termly. The Little Wandle phonics provision has been in place since September. Year R and 1 staff were trained in September and Y2 and above have subsequently been trained. Keep up interventions using this scheme are in place and children will be identified in the Spring MAPS and this will be rolled out further for Year groups 2-6. The maths lead provided a 'refresh' CPD session for all teachers in Spring 2, covering scaffolding and support</p>	<p>Planning focuses on SEN pupils with scaffolding of learning being explicit. These are not specifically labelled as SEN provision, as it is there for all children who require additional scaffolding. Personal Plans are in place for all pupils on the SEN register and contain SMART targets which are regularly reviewed. The targets might be addressed in class or through specific interventions which will be detailed in the provision map. The LSAs responsible for these interventions are supported by the SENCO and all LSAs receive fortnightly training focussing on a range of areas, including interventions and strategies to support pupils with SEN. LSAs also receive specific training as they developing expertise in particular areas and therefore teach children across the school in these areas, e.g. phonics, maths, speech and language. Pupil progress meetings also provide a focus for senior leaders and teachers to discuss the progress and attainment of pupils with SEN whilst identifying next steps. Also, SEND testing is used for some pupils to track their smaller steps of progress. In Math, the Rekenrek (Early Number) Programme is also providing robust</p>	

		<p>resources for all pupils including SEND. All education support staff and SENCo attended training by the maths hub In Spring 2 focusing on Maths interventions.</p> <p>The Maths and English leads have provided some support to a variety of teachers (within the teaching and learning time) with their planning and delivery of lessons to ensure the correct level of support and challenge is provided within all lessons.</p>	<p>by the SENCO and all LSAs receive fortnightly training focussing on a range of areas, including interventions and strategies to support pupils with SEN.</p>	<p>foundations for all future maths learning to be built upon. In addition to this, a wider pastoral package is accessible for pupils with SEN including the new addition of the possibility of alternative provision, play therapy or canine assisted learning in order to ensure that emotional needs are being met in order to access learning.</p>
<p>Objective 3: To develop the oracy provision across the school in order to reduce the vocabulary gap between disadvantaged pupils and non-disadvantaged pupils</p>	<p>'Speechlink' is being used to identify pupils with lower than average speech and language skills – all year groups have had an initial assessment, YR are benchmarked on entry and pupils with 'alert' scores are retested annually. The program provides suggested individual and small group interventions to address gaps. All staff have been given oracy training, based on the 'Voice21' model with 4 strands: linguistic, physical, social and emotional, and cognitive. School will continue to track scores to ascertain if focus in having an impact.</p>	<p>Opportunities for the explicit teaching of oracy skills are embedded in the planning of both core and foundation subjects.</p> <p>Speechlink continues to be used to identify pupils with lower than average speech and language skills – all year groups have had an initial assessment, YR are benchmarked in Autumn and pupils with 'alert' scores are retested annually, until they cease. The program provides suggested individual and small group interventions to address gaps.</p>	<p>Opportunities for the explicit teaching of oracy skills continue to be embedded in the planning of both core and foundation subjects.</p> <p>Speechlink continues to be used to identify pupils with lower than average speech and language skills – all year groups have had an initial assessment, YR are benchmarked in Spring and pupils with 'alert' scores are retested annually, until they cease. The program provides suggested individual and small group interventions to address gaps. These are led by a specific member of the support staff who has received additional training and delivers speech and language interventions with specific pupils across the school and liaises closely with the speech and language therapist.</p>	<p>Opportunities for the teaching of oracy skills continue to be identified in the planning of both core and foundation subjects with feedback provided by the English leader on areas for improvement. However, with the redevelopment of the curriculum it hasn't been as high profile over the past year as it was when the Voice21 project started. Speechlink continues to be used to identify pupils with lower than average speech and language skills – all year groups have had an initial assessment, YR are benchmarked in Spring and pupils with 'alert' scores are retested annually, until they cease. The program provides suggested individual and small group interventions to address gaps. These are led by a specific member of the support staff who has received additional training and delivers speech and language interventions with specific pupils across the school and liaises closely with the speech and language therapist.</p>