



Potley Hill Primary School – Equalities Outcomes 2024 - 2028

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

Objective 1:

To improve Key Stage 2 combined outcomes, (reading, writing and maths) at both the expected and greater depth standard for disadvantaged pupils.

Objective 2:

To further develop the pastoral provision in place for disadvantaged pupils, including those with SEND, to enable them to access learning and meet key milestones.

Objective 3:

To improve the attendance of disadvantaged pupils.

	Review March 2025	Review March 2026	Review March 2027	Review March 2028
<u>Objective 1:</u> To improve Key Stage 2 combined outcomes, (reading, writing and maths) at both the expected and greater depth standard for disadvantaged pupils.	Increased training of PPG leader together with an audit of provision from HCC acknowledged robust provision and tracking documents in place for vulnerable pupils. Focus on the se pupils and the barriers needed to overcome for them to make progress are a central feature of pupil progress meetings. Targeted interventions taking place, with a specific focus on phonics and early reading in order to impact on long term reading outcomes. 57% of disadvantaged pupils achieved the expected standard at the end of Key Stage 2 in 2024 which was an increase of 13% on 2023. Internal tracking for the current Year 6 suggests this upward curve will continue in 2025. 0% of disadvantaged pupils achieved combined outcomes at the greater depth standard in July 2024 but internal tracking is showing this will not be the case for Year 6 or other year groups in 2025.			
<u>Objective 2:</u> To further develop the pastoral provision in place for disadvantaged pupils, including those with SEND, to enable them to access learning and meet key milestones.	myHappy Mind scheme of work together with robust school rules and values, that permeate all aspects of school life, are in place together with an emotional check-in and access to outdoor learning help provide a strong universal pastoral offer to pupils. This has also been supported by training led by The Primary Behaviour Service to equip staff to meet the specific needs of particular pupils at particular times, e.g. 1:1, lunchtime staff. For some pupils more bespoke interventions are needed with the first layer of intervention focussing engagement with FSW, nurture groups or additional outdoor learning. These may then graduate to ELSA or accessing Canine Assisted Learning, before play therapy is also provided for			

	<p>pupils with the highest need. In addition to this, school engages with a range of alternative provision however this has yet to have the desired impact in terms of enabling the pupil to meet key milestones. Also, internal training has taken place throughout the year so that by increasing expertise within school will allow us to reduce the amount of external expertise we access, in particular play therapy and canine assisted learning.</p>			
<p><u>Objective 3:</u> To improve the attendance of disadvantaged pupils.</p>	<p>The appointment of a Family Support Worker had helped build stronger relationships with parents, as they increasingly reach out for parental support this has had a positive impact on attendance and enabled barriers to be overcome. Knowledge, understanding and training to support with emotional based school avoidance has provided different strategies when dealing with particular situations/circumstances. As a deterrent, FPNs and a robust Attendance Policy, (in line with DfE expectations), is implemented across the school, whilst regular rewards for attendance include class certificates in assembly (sometimes with a multi-day for 100%), published attendances in the weekly bulletin together with individual certificates. There was a 1.5% increase in the attendance of disadvantaged pupils in 2023-4, to 92.1% from 90.59%, with internal tracking data demonstrating an increase to 93.3% so far this year. In addition to this 16.7% of disadvantaged pupils in Potley Hill in 2023-4 were categorised as persistently absent which is 10.6% less than the national average.</p>			