

Pupil premium strategy statement – Percy Hedley School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	32
	3 years
Date this statement was published	1 st Nov 2022
Date on which it will be reviewed	July 2023
Statement authorised by	John Steward, HT
Pupil premium lead	The Senior Leadership Team, with different aspects covered by members of the SLT, but all bearing whole school responsibility – eg wellbeing, attendance, reading etc
Governor / Trustee lead	Julie Dick, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,520 (56116)
Recovery premium funding allocation this academic year	£58,352 (24088)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£121,872

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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Part A: Pupil premium strategy plan

Statement of intent

At Percy Hedley School we have high expectations and ambition for all our pupils, including those who are eligible for pupil premium. Each of our pupils has an Education, Health & Care Plan (EHC Plan) on account of the nature and extent of their Special Educational Needs & Disabilities (SEND). In order to meet these needs, we offer an individualised curriculum which prioritises therapy alongside education and is built upon our three Key Drivers: Communication, Wellbeing and Independence. Our assessment of pupil progress is holistic and includes both quantitative and qualitative measures and we are able to use this information to measure progress, identify areas of concern and target interventions accordingly. By definition and due to the nature of their disabilities, all of our pupils are disadvantaged, but the aim of our pupil premium strategy is designed to support those pupils who are classed as disadvantaged according to the most up to date government guidance (<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>). The pupils who receive pupil premium funding do not stand out as lower attaining than their non pupil premium funded peers.

School leaders are aware that Covid-19 had a significant impact on the education of all pupils. With the exception of 2 weeks, school remained open to the pupils that were identified as disadvantaged. Where parents opted to keep their children at home, remote learning and therapy was offered, as well as weekly video or telephone check-ins. Despite everyone's best efforts during the pandemic, formal and informal assessment has shown that a proportion of our pupils have been adversely impacted by the disruption to their learning. This has presented as higher than typical numbers of pupils with mental health challenges, reduced ability to engage in formal learning, and increased social isolation.

Percy Hedley School takes the responsibility of managing pupil premium funding seriously. There is a team of senior leaders who ensure this money is spent in a targeted manner, providing additional support where need is identified. The school utilises the DfE 'menu of approaches' to allocate funds.

Our strategy is focused on the needs of disadvantaged pupils but will potentially benefit all pupils where the funding is spent on whole school approaches. Every pupil's EHC Plan outlines priority areas of learning and development in the areas of:

- Cognition and learning
- Communication
- Social, emotional and mental health
- Sensory and physical needs

Our prioritisation and allocation of funds is driven by the needs of our pupils based on holistic individual assessment of progress and those approaches which are evidence-based, cost-effective methods of closing the gap. Based on assessment of our disadvantaged pupils, and given the context of the pandemic, our overarching objective is to improve educational and social outcomes for pupils. We will do this by improving engagement with learning through access to high quality teaching, therapeutic interventions to support access to the curriculum, building resilience, emotional regulation, improved attendance and personal development. These interventions fall under the headings of:

- High quality teaching
- Targeted academic support
- Wider strategies

External stakeholders including school governors, school improvement partners and our local authority attendance officer provide a level of accountability and challenge in relation to the monitoring and use of funds.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	All pupils have an EHC Plan and are disadvantaged by the nature of their SEND. Their attainment is lower than age-related peers due to their complex needs and disability. Their access to learning needs to be highly differentiated.
2	Previous negative school experience: a large proportion of pupils come to our school having failed within a mainstream setting. This impacts on their self-esteem, confidence, resilience, attendance, and trust in the education system.
3	Communication difficulties: pupils have limited expressive and/or receptive language skills which impacts on their access to learning, social interactions, emotional development and wider opportunities.
4	Students' complex physical presentations can impact upon their overall health, wellbeing, access and readiness to learn, as well as their attendance.
5	Emotional regulation difficulties impact on engagement, behaviour and readiness to learn. Underlying causes can be varied, eg, adverse childhood experiences, sensory differences, ADHD, fear of failure/high anxiety. Episodes of dysregulation result in lost learning opportunities and may disrupt the learning of others.
6	Limited access to cultural capital: on account of their significant health and/or learning support needs as well as socio-economic status.
7	School attendance: significant physical and/or the mental health needs of pupils means that accessing school can be challenging at times. Medical

	appointments, time in hospital, absence due to their condition (eg epilepsy) or medical vulnerability impacts on access to school.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
High quality transdisciplinary teaching will support the personal development of disadvantaged pupils, particularly in the areas of emotional regulation, physical presentation and wellbeing, effective communication and resilience.	Staff will be confident and competent in delivering these aspects of the personal development curriculum and embedding strategies to support throughout the day. This will be seen in teacher monitoring and learning walks.
Disadvantaged pupils will show improved engagement with learning through: <ul style="list-style-type: none"> • Improved regulation and/or postural management • A varied, exciting program of activities to motivate and foster positive engagement • Improved attendance as a result of the above, plus a robust system of attendance monitoring and targeted interventions 	Evidenced through regular wellbeing progress RABG assessment, teacher assessment, resilience journals, wellbeing intervention case notes, attendance data, attendance interventions
Disadvantaged pupils will demonstrate improved resilience which will help cope with the challenges they face, both in education and as they progress into adulthood	Evidenced through resilience journals, case studies, teacher assessment, pupil self-assessment and parental views.
Disadvantaged pupils will have greater confidence, experience and ability to engage in the wider community and take part in cultural and educational activities beyond the school setting	Evidenced through case studies, discussions with pupils and their family, teacher assessment A greater number of pupils will be regularly engaging in out of school activities and/or non-school based activities.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37654

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Educational Psychologist for 1 day per week to embed the integration of resilience teaching into the curriculum	The Resilience Framework TM https://www.boingboing.org.uk/academic-resilience-approach-evaluation/ is a whole school-based model which aims to equip schools with the tools to support students to overcome adversity and improve their mental health and, in turn, educational outcomes	1,2,5,6,7
Appointment of Personal Development (PD) Lead to promote and oversee the implementation of all aspects of PD	<p>Creation and implementation of school values of resilience, teamwork and respect alongside coaching of how to demonstrate these through behaviour.</p> <p>Co-ordination of five strands of PD: PSHE inc RSHE, SMSC/British Values/Citizenship/RE, Wellbeing, Careers and ESafety. All have an educational framework which is being mapped to create a PD-rich curriculum.</p> <p>Training provided to teachers and staff to improve outcomes for students.</p>	1,2,6,7
CPD training and support to upskill teachers, therapists and LSAs in the <i>Zones of Regulation</i> (ZoR) approach to emotional regulation and to provide necessary resources	The ZoR is a metacognitive framework for regulation and treatment approach that is based on evidence from the fields of autism, ADHD and social-emotional theories https://www.zonesofregulation.com/research-evidence-base.html	1,2,3,5
CPD training to support staff to implement the MOVE principles into the curriculum to improve student access and engagement.	MOVE (Movement Opportunities via Education), is an integrated, curriculum and goal-based program designed to teach functional motor skills to those with complex needs. It incorporates teaching and therapeutic practice to promote effective and inclusive learning. Movement is the foundation for learning, and children learn & develop by being given opportunities to move and explore. MOVE provides a framework to identify meaningful and motivating goals leading to improved engagement, health, independence, dignity and inclusion of the individual. https://moveeurope.org.uk/about/history-of-move/ https://movingphysio.com/worldphysio2021.html	1,4, 7

Intensive Interaction training for Engagement staff	Intensive Interaction is an approach to help people with social communication difficulties, whatever their age, through learning 'Fundamentals of Communication'. https://www.intensiveinteraction.org/	1,3,6
CPD for staff to attend PMLD national conference: Pre-formal approach to Teaching Learners with PMLD	National Conference is an opportunity to engage with a learning and development event centred solely on sharing up to date practice and ideas related to pre-formal learners. https://senhub.org.uk/events-directory/pmld-national-conference-pre-formal-approaches-to-teaching-learners-with-profound-and-multiple-learning-difficulties/	1,3,4,

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £41538.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in Zippy's Friends	Research shows that a child's emotional, social and psychological wellbeing influences their future health, education and social prospects. Research has also demonstrated that positive, well developed coping skills and high emotional literacy lead to improved self-esteem, reduced stress and reduced incidence of emotional problems in later life. Children with SEND are at a disadvantage as they tend to have lower levels of emotional literacy and may have limited opportunities. https://www.partnershipforchildren.org.uk	1,2,3,5
Targeted 1:1 wellbeing intervention	Access to specialist pastoral support with opportunity for Person-Centered Planning and counselling will support the pupils to be in a better place to access learning, enabling them to feel listened to and valued. https://www.learningdisabilities.org.uk/learning-disabilities/a-to-z/p/person-centred-planning-pcp	1,2,5,7

<p>Training of 1xOT Sensory Integration Module 2 - Clinical reasoning in SI: Assessment</p>	<p>The term "SI" refers to the processing, integration, and organisation of sensory information from the body and the environment. It's information processing that is happening all the time to all of us.</p> <p>Difficulties occur when the information taken through the senses - eyes, ears, touch, smell, taste, proprioception (body awareness sense) and vestibular (movement and balance sense) is not perceived or interpreted accurately. This can impact on daily tasks, such as getting dressed, eating, moving around, socialising, and learning.</p> <p>Training on this course will enable staff to support students in this area, a crucial one for many of our young people.</p> <p>Further details can be found on the website: https://www.sensoryintegrationeducation.com/pages/what-is-si</p>	<p>1,2,5,7</p>
<p>Arts Award (recovery)</p>	<p>The inclusion of the arts awards within our curriculum has added an inclusive awards program to allow pupils at all levels to be involved in the arts, whilst completing a portfolio of work, personal to their experiences within the fields of the arts.</p> <p>The arts awards were developed by Trinity College, London, to support pupils to gain a range of skills including creativity and communication, along with problem-solving, reflective-thinking and confidence. The work is based within the evidence that pupils need to be immersed within the arts to appreciate the world around them and develop skills which can be used throughout their lives.</p> <p>https://www.artsaward.org.uk/site/?id=1346</p> <p>The training to lead this initiative has been completed by both our art teacher and our arts support to then create an awards program suitable for our engagement pathway. The arts awards have a resources base which can be used by all in school, alongside a support program, funded at the Laing gallery which we can use. Our arts support has worked to develop the procedures of the arts awards into our GCSE curriculum, supporting pupils with their exhibition work and their sketchbook organisations.</p>	<p>1, 2, 6</p>

Engagement – Music therapy (recovery)	<p>The ability to respond to music is universal, but the way we react is unique to our personality and circumstances. By making music together, then tuning into people’s individual responses, music therapists create a platform for connection and self-expression. The positive impact on physical, social, mental and emotional wellbeing can be transformative.</p> <p>https://www.nordoff-robbins.org.uk/research/</p>	1,3,4,5
Literacy (recovery)	<p>A Specialist Literacy Learning Support Assistant was appointed to support the delivery of ELS (our systematic synthetics phonics - SSP - approach). Resources for library/books including ELS - fully decodable books and ‘love of reading’ literature.</p> <p>Staff training – dyslexia training for Specialist Literacy LSA</p> <p>Subscriptions to ELS and Oxford Junior</p> <p>Elklan Language Builders Materials: Elklan courses provide high-quality training and resources, enabling practitioners to be more effective in their support of children with speech, language and communication needs (SLCN).</p>	1,3
Purchase of Lyfta	<p>Lyfta is an immersive learning platform where teachers can easily build or curate powerful, interactive and curriculum-aligned lessons that bring learning to life. It allows pupils to experience different cultures and perspectives, allowing them to connect with the wider world, to experience modelling resilience, problem-solving and develop appreciation of other’s values and beliefs.</p> <p>https://www.lyfta.com/</p>	1,3,4,6
Purchase of equipment to support and motivate non-verbal pupils to engage in therapy and learning activities which will enable them to develop expressive language. Equipment also includes staff training package	<p>Enabling non-verbal pupils to access a communication support system which allows them to have control of the world around them, to interact, develop social relationships and advocate for themselves is vital for personal development, access to education and learning, and personal development.</p> <p>https://www.communicationmatters.org.uk/</p>	1,2,5,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment opportunities	<p>Research indicates that children who are more resilient do better at school, have better outcomes, and improved wellbeing. Our student population is disadvantaged due to the nature of their disability and needs and likewise, this creates additional challenges for parents and families. The combination of these factors means wellbeing and resilience become key factors in the pupils' outcomes and future successes.</p> <p>Offering curriculum enrichment opportunities is a way of building resilience, engagement and a sense of belonging, as well as offering opportunities that the children may not have access to outside of school</p> <p>https://www.boingboing.org.uk/resilience/resilient-therapy-resilience-framework/</p> <p>Dib and Dab Circus Therapy dog Drama classes</p> <p>Students participate in MOVE days implemented throughout the year to promote and maximise MOVE whilst also allowing opportunities to celebrate their progress. They enable all students the opportunity to contribute, develop and generalise their social, communication and physical skills with a focus on inclusivity and enhancing wellbeing. Students feedback from MOVE days help guide future events.</p>	1,2, 3, 4, 5, 6,7
Improving attendance	<p>As a non-maintained specialist school our pupils travel up to 40 miles to get to school each day. Through working closely with our host LA we will be able to support access to a wider range of family support to help parents work in collaboration with us to improve attendance. See 'Working together to improve school attendance':</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	2, 7

Total budgeted cost: £ 92157.80

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data for 2021 - 2022 comparison of PP and non-PP pupils. From the data it is evident that there are not significant differences between attainment for these cohorts of pupils.

Within the school there are three curriculum pathways, each with its own model of assessment. Expectations of pupil progress are individualised. Progress is monitored closely and where concerns are raised regarding progress, targeted intervention is put in place. Given that a number of assessment models are used across school, information has been provided based on EHC Outcomes as this applies to all pupils in school. This enables whole school data of the progress made by pupil premium pupils in comparison to non-pupil premium pupils.

#2 EHC Outcomes Summer 2022 PP students/ non PP Students

PP	No.	COMMUNICATION AND INTERACTION	SENSORY AND PHYSICAL	COGNITION AND LEARNING	SOCIAL EMOTIONAL MENTAL HEALTH	INDEPENDENCE	TOTALS
KS1	0	0	0	0	0	0	0
KS2	10	95	100	100	100	100	99
KS3	29	91	94	95	87	97	93
KS4	10	92	93	100	93	100	96
Total	49	91	96	98	93	99	96

Preparation for Adulthood						
PP	No	Learning and Work	Living as Independently as Possible	Relationships and Community Involvement	Remaining Healthy	Total
KS4	10	93	92	92	92	92

Overall total	94%
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Non PP	No.	COMMUNICATION AND INTERACTION	SENSORY AND PHYSICAL	COGNITION AND LEARNING	SOCIAL EMOTIONAL MENTAL HEALTH	INDEPENDENCE	TOTALS
KS1	5	100	96	67	80	100	87
KS2	18	96	100	100	100	95	99
KS3	32	98	98	91	89	97	95
KS4	7	100	100	100	100	100	100
Total		98	96	89	92	98	95

Preparation for Adulthood						
Non PP	No	Learning and Work	Living as Independently as Possible	Relationships and Community Involvement	Remaining Healthy	Total
KS4	10	90	86	86	86	87

Overall total	91%
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From the Summer EHC data above, it is evident that the data for both non-pupil premium and pupil premium students are in line. Focused support on wellbeing and targets appropriate to the

time period were able to support the progress within all pupils during last academic year, despite the challenges to be overcome.

Attendance (2021-22)

Absence:

	Absence %
<i>All pupils</i>	11.6
<i>Ever 6 FSM*</i>	14.1
<i>Non-ever 6 FSM**</i>	9.6

Persistent Absentees (PA) - absent for 10% or more:

	PA %
<i>All pupils</i>	39.4
<i>Ever 6 FSM*</i>	50.0
<i>Non-ever 6 FSM**</i>	31.5

* Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

** Pupils who were not eligible for free school meals in any of the previous 6 academic years.

There is discrepancy between attendance for Non-PP versus PP and this is addressed in the current plan