

Pupil Premium (PP) Strategy Statement - Percy Hedley School (PHS) 2025-26

This document details the school's use of PP funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding this academic year, based on our data & the outcomes for disadvantaged pupils last year

School overview

Detail	Data
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	30 of the whole school
Period that this strategy covers	September 2025 – July 2026, although this is the middle year of a three-year program in general with regard to Access to Learning and Cultural Capital
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	John Steward, Headteacher
Pupil Premium (PP) Lead	Headteacher plus the Senior Leadership Team
Governor Lead	Jeff Lough, Chair

Funding overview

Detail	Amount
PP funding allocation this academic year	£65,285
PP funding carried forward from previous years	£0
Total budget for this academic year	£65,285 Breaking down, in summary & approximately a) Music therapy £10k b) Attendance £10k c) Cultural Capital £10k d) AI & Assistive Technology £32k e) Equipment £3k

Part A: Pupil Premium Strategy Plan

Statement of intent

Key Principle

Our strategy for PP this year, last & next, is centered around Access to Learning and the world: that is our key principle, consistent with our Key Drivers of Communication, Wellbeing & Independence. We want to remove barriers to learning for our pupils. Our Key Drivers are our **ultimate objectives** for our disadvantaged pupils, as they are for all our pupils. Access to Learning and preparing our pupils for the wider world are also addressed through our School Values of Respect, Teamwork & Resilience. Challenges listed below are examples of Access to Learning & removing barriers, all in the context of our pupils' needs & PfA

Data told us that last year although we improved achievement across all our pathways, some of our pupils, and some of our PP pupils, missed out through lower than optimal attendance, often for medical & health reasons. That had an impact for them in several curricular areas. This year, because of that, we are refining our approach & targeting both the attendance of those pupils, and the curriculum areas that they may have fallen behind in, primarily under the concept of Cultural Capital and/or different approaches to learning, and through the means of modern technology

Ultimate Objectives

Our objectives will be achieved by a focus on our pupils' Destinations, by reducing where we can the number of Persistent Absentees, and by having a roadmap of how to enhance lives through assistive technology and artificial intelligence. Our objectives will be achieved if we improve the lives of our pupils based on our Key Drivers. This will all improve other aspects of their progress, either immediately or over time, and this will be apparent through our wide range of assessments & professional judgements

Ultimately, our success will be through our pupils' engagement with the world & preparedness for it, and for them to become active, happy & safe citizens of their respective communities. Their Destinations & Next Steps will be right for them. They need enhanced cultural capital, preparation for adulthood & the mean to constructively engage with their communities. This means that they need effective teams around them, particularly at home, to attend school, as much as they can, to be able to use technology to help them, and to interact positively with the world around them. This can be challenging given difficulties with severe medical issues, serious mental health issues, their SEND, travel & in some cases the distance they live from school - so parent partnerships are highly significant for the success of this project. As part of our strategy we plan to use some of the funds this year specifically for more individual access to learning arrangements. We hope that then we will have a smaller number of pupils whose progress we need to address that we can target more effectively, allowing us to effectively individualise our strategic aims, having spent time on group solutions & globally improving figures up until now

Some of our pupils follow practical & sensory approaches to their curriculum, lessons & learning. It's crucial to gather evidence of their progress in these circumstances & context and, eventually, endeavour so that those at home can be included as proactive partners in all such processes. This requires expenditure on software, time & training, particularly in AI & AT. Next year it will probably require expenditure on parents too, if funds allow, to maximise impact

Our ultimate objective is social justice for our pupils & to be a transformational presence in their & their families' lives

Achieving Objectives

To achieve these objectives we plan to spend monies improving attendance & reducing the number of PAs, by planning a roadmap for all Assistive Tech, enhancing cultural capital and providing enriching & accessible curriculum opportunities. This will improve achievement as well as resilience, PfA, literacy, parent partnerships & other areas

Lack of access to the right learning & experiences manifests differently for our different sub-cohorts, so we plan to use PP in several ways to reflect this in terms of closing the gap in specific subjects & improving our pupils' life chances. We anticipate that some of these will also be needed next year as expected within the three-year project

Challenges

These are the key challenges to achievement we have identified among our disadvantaged pupils

Challenge no	Detail of challenge
1	Improve access to learning for those with barriers through use of equipment, other individual needs or engagement in the curriculum eg through sensory needs. Barriers to learning take many forms, so this is an over-arching theme. Some individual aspects may become apparent through the course of the year – and we admit pupils throughout the year. All our pupils have barriers to learning
2	Attendance: historically attendance was low at our school, because of the acute medical needs of many pupils, and the distance some have to travel exacerbating absence when appointments are made near home. Our pupils' SEND also means that some parents only feel able to take holidays at quieter times of the year. In the past this was not challenged significantly enough by the school, whilst our approach has significantly changed, figures have improved & all absence is now strongly challenged, there is room for further improvement. We have addressed this issue as a cultural one, working with governors, parents, LAs & staff, and look at all steps to improve attendance with parents & other stakeholders
3	Cultural Capital , in general and broadly. We are keen for our pupils to have access to certain kinds of cultural opportunities, which may be difficult for them because of their needs. This may be manifested by some pupils falling behind in some subjects, so we want to close the gap for them by spending some PP monies improving their cultural capital, sometimes through a specific subject, but also generally. The concept of cultural capital will benefit the wider lives of our pupils now & in the future, and their Preparation for Adulthood
4	To capture & inform pupil progress for all, but especially for pupils who follow practical & sensory curriculum approaches , and to gather evidence from these activities. This is a significant part of our curriculum offer. These approaches are harder to achieve & evidence than some others, requiring extra support to be put into place. Our most complex pupils are our most vulnerable, and most in danger of being left behind. We will use Music Therapy for this

Intended outcomes

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
By July 2025-26, attendance: to have overcome historic cultural practices and be exceeding comparable national figures for attendance, PAs and SPAs	<p>The school regularly monitors & reviews attendance data to identify trends & adjust interventions accordingly. Attendance data is monitored weekly and reviewed formally every half term. Frequent data monitoring ensures that interventions are responsive and can be adjusted to meet changing attendance patterns</p> <p>The school implements an effective early intervention system to identify & support pupils with declining attendance. Early intervention prevents attendance issues from escalating and ensures timely support for pupils at risk of becoming persistently absent</p> <p>Stronger collaboration with LAs & external agencies results in timely & effective support for families of persistently absent pupils. Coordinating with external agencies helps address complex barriers to attendance, such as safeguarding issues or family-related challenges</p> <p>Absentees below 92% have been analysed into six different categories of non-attendance and the respective challenges for each group being addressed according to their needs</p>
Artificial Intelligence & Assistive Technology	<p>By engaging an external consultant we will develop a roadmap of AI & AT which will benefit our pupils in a wide range of areas and applications. It is clearly a crucial part of every young person's future, and may be especially so for people with various kinds of needs, and be used to enhance their inclusion</p> <p>To enhance the school's knowledge & skills in this area, we need to access additional resources to improve our knowledge & planning so that we can use resources in the right way</p> <p>Many of our pupils need some kind of assistive technology in many areas of their life</p> <p>Future reporting will concentrate on the roadmap</p>
By July 2025-26, gaps showing in the progress of some pupils will have been closed. These are subjects that expand on our pupils' cultural capital	Events, resources, trips, visitors, CPD & experiences will form part of the cultural capital offer for the school. This will help to close the attainment gap for pupils

Music Therapy will enhance the lives of our most complex learners	Assessment will show progress in this area
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Activity in this academic year

How we intend to spend our PP funding this academic year to address the challenges listed above

Teaching (for example, CPD, recruitment and retention)

Cultural Capital: budgeted cost: c£10,000

Activity	Evidence that supports this approach	Challenge nos addressed
<p>Enhance the Cultural Capital of our pupils</p> <p>Carry out initial audit of cultural capital opportunities across school including, external visitors & events, school trips, SMSC calendar, assemblies, literature & display</p> <p>Consultation with staff to identify what is currently working well and any barriers</p> <p>Devise program which explicitly outlines school's commitment to cultural capital across a 3-year program</p> <p>Implement year 1 of the new program - Spring Term</p> <p>Provide further advice, guidance & resources required to achieve year 1 of the program with further development work continuing into year 2</p> <p>Provide pupils with regular opportunities to engage in diverse & enriching activities that promote cultural awareness, character development & life readiness</p> <p>Year 2 of this plan will focus on embedding a structured 3-year program of cultural capital opportunities into both the taught curriculum & wider school life, ensuring consistency, inclusivity & relevance</p>	<ul style="list-style-type: none"> Ofsted Inspection Framework, from 2019 Dfes documentation Speilman, Gramsci, Bordieu etc How Ofsted defines cultural capital How Ofsted Defines Cultural Capital 	<p>1</p> <p>3</p> <p>4</p>

Targeted academic support

Budgeted cost: c£10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapy Select pupils to have 1-1 music therapy with qualified & experienced person	British Association of Music Therapy website and links Cochrane Reviews Previous years' evidence of progress for pupils	1 4

Wider strategies

Budgeted cost: Attendance c£10000. AI & AT c£32000. Equipment c£3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Work of Attendance Officer with stakeholders - half her wages	Attendance has improved since we made this appointment with last year's PP. Better analysis of attendance figures have & will continue to make interventions more targeted. Attendance obviously improves achievement generally	1 2
AI & AT. Create roadmap for progressive use of all AI, including AT for our pupils. School's systems to benefit. Also staff training to implement inputs for pupils	It may be self-evident that AI & AT systems are crucial for our pupils' preparation for adulthood. There are DfE links & studies, and a plethora of journals & materials arising from searches outlining the importance of work in this area. Eg AI in schools and colleges: what you need to know – The Education Hub Harnessing the power of AI to transform SEND Capita Entrust AI and wellbeing: what schools are noticing and why it matters - register Thousands of children with SEND to benefit from assistive tech - GOV.UK DfE's 'digital revolution': Using assistive technology to support pupils with Frontiers A systematic review of the utility of assistive technologies for SEND students in schools	1 3 4
Contingency for equipment for removing any barriers to learning for individuals	As they arise for individuals through assessment, review & professionals' feedback	1

Total budgeted cost: c£65000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Allocated - £80242

(Some money was carried over as we had committed spends for the library, so the total is higher than the allocation)

The main areas of spending were as follows

Library - £48061: the school now has a well-resourced library, a self-evidently good outcome, thanks to the PP money we spent – and some which we carried over – last year. The benefits as recorded as part of our literacy strategy & approach, which was on our Improvement Plan - for classes, individuals, reading for pleasure and the rest of the curriculum; this has been very good, as fed back by everyone involved. Schools need libraries! We have pupil librarians and a rigorous phonics program. The library, at the centre of the school, is a key part of that

Attendance - £21517: we hired an attendance officer with PP money, and she has had a positive impact on our systems and attendance, particularly supporting parents & staff, communicating with stakeholders and chasing PAs. Our attendance is good. The attendance officer has also helped to create & analyse our attendance categories which has enabled us to target interventions. This work is carried over to this year

Music therapy - £11077: all feedback about the music therapy we hired last year using some PP money was favourable, from pupils, staff & parents. We actively studied videos & records from the music therapist and looked at assessments from our most complex & vulnerable students, and it seemed to have had a positive effect on engagement, motivation & enjoyment, using methodologies in addition to existing ones

Cultural Capital - £10107: as the start of our 3-year project on improving our pupils' cultural capital, essential for their PFA, inclusion, their social justice and future lives. Some examples were through events, visitors, trips, resources, CPD. More detail can be found in this year's plans which figure prominently on our Development Plan. See that plan and above for this year's aspects of this category

Removing barriers & engagement in education: this is axiomatic for our cohort. For example £4.5k on hoists, and also relatively small amounts on therapy resources, assistive technology & VR, sensory items, interactive storybooks, toys for talking & similar

We also spent some smaller sums of money on professional external assessments for things like **dyslexia**, setting up a **Gardening Club** for certain pupils, and having a **Science Week** along with some small **individual pupil spends** (£2451 in total)

The following documents contain further information, analysis and evidence

- EHC Outcome tracker 2024-25
- EHC Progress Report Summer 25
- Progress RABG 2024-25
- Therapy Case Notes 2024-25

- Attendance Strand Analyses 2024-25

Strand Leaders and Pathway Leaders can provide evidence of progress and outcomes in their areas of operation

EHCP outcomes show progress in the areas addressed and covered by the areas we have spent PP money on. Pupils are regularly assessed on a range of issues important to & for them, on our system, The Wheel. Strands on The Wheel have leaders who write analyses. Assessments show better engagement and achievement

At the end of the 2024-25 year, we further identified that there was some under-performance in some aspects of our PP children in KS4. This analysis has helped us to further target these aspects in this year's planned spend, as identified above. This work forms an important part of our inclusion agenda, and our commitment to identifying individual & meeting pupils' needs

Externally provided programs

Program	Provider
AI & AT: Roadmap for Effectiveness	Round Peg, Square Hole – training & consultation organisation
Music Therapy	Nordoff-Robins
Cultural Capital	Various providers will be engaged over the year – in fact over the course of the three-year program - in pursuit of our aims to increase the cultural capital of our pupils

Further information about our PP Strategy & other activities being delivered to support disadvantaged pupils, not dependent on PP funding

Our entire purpose is to support disadvantage, PP funded or not, and strive for social justice & increased cultural capital for the young people we support & their families

Key Drivers

In pursuit of our Key Drivers, Vision & Mission, our ambition is to do all we can to help our pupils become safe, active citizens of their communities. See our SEF, Development Plan & the rest of our website for a sense of how we do this. Our current PP overarching aims of removing barriers to learning, PfA & engagement are consistent with our school aims in general, so our strategic aims, daily purpose & PP strategy are coherently related

Much of what we do isn't dependent on extra funding. We use fees paid to us by LAs, sometimes access fundraising opportunities & implement projects relating to estates & capital expenditure when we can

Our service is predicated on a multidisciplinary approach with therapists, nurses & counsellors all employed substantively, alongside teachers, family liaison & support staff. This is effective as it synthesises intervention & provision, reduces the need for external intervention, improves communications & teamworking, is better for families & increases time spent in school rather than travelling to appointments

We provide, or can access, equipment that our learners need through different funding opportunities. We have a mixture of individual equipment budgets, extra staffing funding, specific therapy budgets, specialist funding & sports premium to provide what our pupils need

Transdisciplinary working

We provide as part of our basic staffing cohort teams of physiotherapists, Occupational Therapists, and Speech & Language Therapists; a Wellbeing Team with a Senior Mental Health Lead & two counsellors; a Nursing Team with a Clinical Nurse Manager; a Family Liaison Officer; & a range of specialist teachers, including in Early Years. All work together to meet the needs of each pupil, along with a large number & variety of support staff. We have various types of external supervision, consultation & improvement partners. We have found this to be the most effective way of combatting disadvantage

Pupils receive a multidisciplinary service as part of the school's transformational offer covered by the single fee that LAs pay, a cost that would be higher if provision was purchased separately. Service delivery is individualised, tailoring curriculum arrangements to individual need. We have good resources on site to support this, such as a hydro pool, sensory motor suite, two sensory rooms, sports hall, life skills room, Rebound room, physio room, fitness suite, sensory garden, outdoor learning space, social skills room & Pilates studio. This reinforces the expedition of EHC Outcomes being met more easily, interventions being organised & tracked more efficiently, time being saved and communication being effective

Inclusion & Poverty-proofing

In general we try to mirror national experiences that other children have, such as trips out, proms, a residential experience at as little cost to parents as possible and a full calendar of inclusive events that reflect our national life. *We make every attempt to poverty-proof* – for example, with our Prom, Christmas arrangements, special curriculum/celebration days, and trips. We have active parent groups to help with specific arrangements, to feed back to us and to help us understand views & needs - such as the Friends of PHS, two parent governors, proactive collection of parent views, weekly blogs & the Leading Parent Partnership Award. We are well-placed, with the resources that we manage to access in various ways, including PP, to continue to combat disadvantage & to prepare our pupils for adulthood & the world, as part of our proactive Mission, Vision & ambition, which we have for all our pupils