

Pupil premium strategy statement

School overview

Metric	Data
School name	Percy Hedley School
Pupils in school	161
Proportion of disadvantaged pupils	43.5%
Pupil premium allocation this academic year	£124,975.45
Academic year or years covered by statement	2019 to 2021
Publish date	14 June 2021
Review date	1 November 2021
Statement authorised by	John Steward
Pupil premium lead	Barry Reed & Louise Gunning
Governor lead	Angela Curran

Disadvantaged pupil barriers to success

As a school, we believe issues around mental health represent the most significant barrier to learning for our pupils, their SEND notwithstanding. Many of our pupils are also vulnerable to potential future difficulties with their mental health. Covid, of course, and arrangements around it have only increased this risk.

The disturbance caused by Covid-19 has negatively impacted the level of progress made by our students, which has affected the reliability of our data in evaluating the progress made by students groups. In response, we have taken a different approach when determining this lot of PP allocation.

We believe the more significant the complexity and need of our students, the greater their barriers to success. Therefore, our PP has been matched across the school proportionately to student complexity and need.

Strategy aims for disadvantaged pupils

Aim	Evidence of impact	Target date
<u>Social & Emotional Aspects of Learning (SEAL)</u> Students develop the skills they need to have a healthy, happy and fulfilled life, now and in the future.	All students make expected progress towards their EHCP social, emotional and mental health outcome.	July 2022

<p><u>PBS (Positive Behaviour Support).</u></p> <p>Students, families and friends are provided with the right support to help people lead a meaningful life and learn new skills without unnecessary restrictions.</p>	<p>PBS trained staff developing practice across the school.</p> <p>Fewer behaviour incidents recorded for students with behaviours of concern.</p> <p>Increased percentage in behaviour incidents that are effectively deescalated.</p> <p>Reduction in the percentage of incidents which lead to restrictive practice.</p> <p>Robust and supportive consistent approach plans that effectively reduce the behaviours of concern.</p>	<p>July 2023</p>
<p><u>MOVE</u></p> <p>Students develop the skills and abilities to gain independent movement.</p>	<p>Students take part in an activity-based practice that enables them to gain independent movement.</p> <p>Students are taught the skill of sitting, standing, walking and transitioning between.</p>	<p>July 2023</p>
<p><u>Engagement Model</u></p> <p>Student working below the standard of the national curriculum assessments access an engagement model with accurate assessment.</p>	<p>The school celebrates all students' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in students' performance, whilst recognising that a minority of students may have a regressive condition.</p> <p>Student progress through each of the 5 areas of engagement is measured by identifying how established the pupil is against each of the areas of engagement</p>	<p>July 2022</p>
<p><u>Emotional Well-Being and Resilience</u></p> <p>Students develop the understanding and skills for emotional well-being and resilience.</p>	<p>The principles of well-being and resilience are fully embedded across all areas of the school and its curriculum.</p> <p>Students are prepared for everyday challenges they face now and in the future.</p> <p>Students' progress to their chosen destination and achieve these fully.</p>	<p>July 2023</p>

Teaching priorities for current academic year

Measure	Activity
Priority 1	MOVE will be our new way of implementing the principles of Conductive Education in our curriculum.
Priority 2	Engagement Model to be developed to improve our work on this approach through training and resources.
Barriers to learning these priorities address	Independent movement, monitoring of progress for student working below the standard of the national curriculum assessments
Projected spending	£24,995.09

Wider strategies for current academic year

Measure	Activity
Priority 1	Social & Emotional Aspects of Learning (SEAL). Addressing issues around these aspects using six whole-school timetable collapses throughout the year, with each day having a theme related to SEAL.
Priority 2	Positive Behaviour Support (PBS) training. Some of the difficulties that some of our children have mean that they can at times present in ways that can impact the quality of their life and those around them. We propose to train and create a PBS Team that will focus on developing our PBS approach.
Priority 3	We will further develop and embed the principles of emotional well-being and resilience in the school.
Barriers to learning these priorities address	Poor self-regulation,
Projected spending	£99,980.36

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Wider strategies	Enough time to plan and deliver new programme	Explore options to increase time resources within the well-being team.