



## **Percy Main Primary School: Profile and Characteristics**

Percy Main Primary School, located in North Shields, North Tyneside, serves a diverse community of 200 pupils aged 2 to 11. The school is in the top 5% most deprived wards in the country with 58.5% of pupils eligible for free school meals (FSM), more than double the national average, underscoring the school's critical role in supporting children from economically disadvantaged backgrounds. Rated "Good" in its most recent Ofsted inspection (March 2022), the school was commended for its strong leadership, ambitious curriculum, and emphasis on pupil well-being. Ofsted inspectors highlighted the school's nurturing environment and its commitment to fostering readiness, respect, and safety among pupils.

The school's leaders have established effective strategies to close learning gaps, particularly in early reading and mathematics, while embedding Trauma-Informed Practices across the staff. These approaches, alongside initiatives like the free daily breakfast club, ensure pupils are prepared for learning and contribute positively to the school's inclusive ethos. Percy Main is now a beacon of community engagement and aspiration.

## **Strategic Onboarding and Leadership Development**

Following a period of significant leadership disruption during the COVID-19 pandemic, Percy Main has undergone a transformative journey. Key leadership roles were stabilised when Kathryn Thompson and Rebecca Godfrey assumed the roles of Headteacher and Deputy Headteacher, respectively. Under their stewardship, and with DSP Implementation Partnership work from Jamie Rogers, Director of Programmes & Partnerships at The Difference, the school is seeking to further extend its vision for inclusion and excellence.

Kathryn Thompson completed The Difference's Inclusive Leadership Course (ILC) during the 2023/2024 academic year, a programme she credits as instrumental in developing her leadership capacity and establishing Percy Main as a sector leader in inclusion. The school's implementation of the Zones of Regulation framework and its focus on Trauma-Informed Practices have deepened staff expertise and directly enhanced pupil outcomes. The adaptation of The Difference's Pupil Voice Survey for primary phase is now embedded so the school is now able to measure pupil attitudes around learning, wellbeing and safeguarding and uses this information to inform interventions.

## **Establishment of the Additionally Resourced Provision (ARP)**

The Difference's partnership with Percy Main has had its most tangible impact to date through the planning and establishment of an Additionally Resourced Provision (ARP) for Early Years and Key Stage 1 pupils, opening January 1st 2025. Jamie has previously directly led an ARP for children with a main diagnosis of

having Autistic Spectrum Disorder, and as headteacher held oversight of an ARP for pupils with Speech and Language Disorder. He utilised this background and work within EYFS/KS1/2 behaviour, to lead a series of workshops for the school's management team.

These sessions utilised the BRIDGE framework, a research-driven model developed by Mohamed Abdallah, to support strategic decision-making in setting up the ARP. Key outcomes include:

- **Staffing and Recruitment:** Jamie directly supported the recruitment of an ARP Lead Teacher and additional staff, ensuring the right expertise was in place. A model for ensuring that ARP teaching informs all classroom teaching is now in place - with the ARP teacher completing regular outreach, and a rotation system in place so that all teachers experience ARP teaching.
- **Learning Environment Design:** Workshops informed the design of a nurturing and functional space aligned with SEMH principles, informing the practical and physical set up for success.
- **Operational Frameworks:** Decisions around timetabling, onboarding assessment packages, and daily structures were underpinned with The Difference's guidance.

To further enrich their practice, Kathryn and Rebecca participated in a study visit to Glasgow, facilitated by The Difference's network. This visit to Glasgow's renowned nurture provisions, supported by former Glasgow City Director of Education Maureen McKenna, provided invaluable insights. Inspired by this experience, Percy Main's leaders have embedded elements of the Glaswegian approach, including robust interventions, strategic use of support staff, and innovative timetabling.

The ARP officially opened on Monday 6th January 2025 with five pupils enrolled and a planned phased intake of 16 pupils. Metrics for success include attendance, suspension rates, well-being measures, and academic progress (Reading, Writing, Maths). These indicators will inform future interventions and ensure the provision's continued success.

### **Measuring Impact: Evidence of Progress**

The Difference has supported work in these areas;

#### **Behaviour and Safety**

Data collection systems, including CPOMS and the ARP Incident Overview framework, provide robust monitoring of behavioural trends. Early data indicates week-on-week reductions in dysregulation periods, a testament to the efficacy of Trauma-Informed Practices and the structured support within the ARP.

#### **Well-Being and Pupil Voice**

The Primary Well-Being and Safety Survey (2024/2025) captures nuanced insights into pupil experiences, including self-esteem, emotional resilience, and perceptions of school belonging. Initial responses highlight a marked improvement in pupils feeling proud, happy, and connected to their school community.

#### **Inclusion Leadership**

Rebecca Godfrey's participation in the Inclusive Leadership Course and summer residential training has strengthened the school's capacity to sustain inclusive practices. This ensures that leadership continuity and the ARP's principles are embedded across the school.

## Key Future Actions

- **Scaling ARP Impact:** Continue phased intake and monitor success metrics rigorously. ●
- Trauma-Informed Training:** Expand training to further embed these practices across all year groups.
- **Community Engagement:** Host open mornings to showcase the ARP's impact and foster local partnerships.
- **Research-Informed Practice:** Leverage insights from The Difference's network to refine interventions and track longitudinal outcomes.

## Conclusion

The Difference School Partnership's collaboration with Percy Main Primary School has begun to have impact building on the Inclusive Leadership Course supporting Kathryn to lead a profound transformation as headteacher, and positioning the school as a regional exemplar of inclusion. The combination of strategic leadership development, innovative ARP design, and data-driven practices exemplifies the programme's value.