

# IMPACT REPORT



# Impact Report: Strategic Partnership with PGS-Educators



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Since the Summer Term of the 2024/25 academic year, we have been in fruitful partnership with PGS Educators. This decision was deliberate and strategically aligned with our ongoing commitment to strengthening behaviour systems, refining reintegration processes and ensuring our practice remains firmly aligned with the **Ofsted framework**.

As a school leadership team, we recognise that when pupils present with repeated or high-level behaviour challenges, respite placements or off-site alternative provision can often feel like the most immediate and effective response. While such approaches undoubtedly have their place within the wider system, they remove pupils from the culture and expectations we are working hard to build and do not always address the underlying behaviours in a sustained way.

We therefore sought a strategic and structured, in-school alternative that would solidify the internal provision we have in place, strengthen reflection and support meaningful reintegration for our pupils, giving them every opportunity to be successful within our school community. I can confidently state that our partnership with PGS-Educators is providing its intended outcome.





## Whole School Impact

The **Re-Education Programme Model** has become an instrumental component of our **behaviour strategy**, particularly for pupils returning from suspension or completing time in our **internal exclusion provision**.

The programme provides access to more than **35 adaptable projects**, enabling us to respond **strategically** to serious incidents, repeated disruptive behaviours and issues that risk pupils potentially compromising their position within our **school community**. Rather than treating behaviour incidents as **isolated events**, the programme ensures pupils engage in **structured reflection, targeted re-education** and **supported reintegration**.

Importantly, delivery operates through a **hybrid model**. This combines practitioner-led, on-site sessions delivered by PGS specialist practitioners with structured school-led sessions using **tailored** and **bespoke** resources suited to our **contextual needs**. Alongside this, there is ongoing **strategic collaboration** between the PGS team and senior leaders, in addition to wider school staff.

This **hybrid approach** has been critical. It provides **relational consistency** and **specialist expertise** while ensuring that the programme is fully integrated into our **existing systems** rather than functioning as a standalone intervention.





## Outcomes – May 2025 – February 2026

Key Measure	Baseline Period (Sept 2024 – May 2025)	Implementation Phase (Year 1 Impact, May 2025 – Present)	Percentage Change
<b>Suspensions</b>	1 in 19 pupils experienced a suspension.	This decreased to 1 in 27 pupils experiencing a suspension	30% reduction in suspensions.
<b>Behaviour Incidents</b>	Around 15 out of every 100 pupils were involved in a behaviour incident.	This reduced to around 11 out of every 100 pupils being involved in a behaviour incident.	26% reduction in pupils being involved in a behaviour incident.
<b>Repeat Behaviour Incidents</b>	Around 19 out of every 100 pupils were involved in repeat behaviour incidents	This decreased to around 13 out of every 100 pupils being involved in repeat behaviour incidents.	Around a 30% reduction in pupils involved in repeat behaviour incidents

### Summary Reflections

“These reductions represent more than **short-term** improvements. They represent **sustained impact** over time. The most significant indicator is the **reduction in repeat behavioural incidents**, demonstrating that pupils are not simply modifying behaviour temporarily but are engaging in deeper **reflection** and behavioural change.

The programme has strengthened our ability to demonstrate a coherent and **strategic** reintegration model when engaging with external stakeholders, including **Ofsted**, and has enhanced **staff confidence** in managing high-level behaviour within the school.



## Targeted Intervention: Future Aspirations Intervention Programme

A particularly significant strand of this partnership has been the **Future Aspirations Mentoring Programme**, delivered to selected cohorts across Years 9 and 10.

Pupils were identified through careful monitoring of behaviour trends, attendance data and wider contextual concerns, including behaviours beyond the school gate that presented reputational and safeguarding concerns. Many presented with multiple barriers to learning, including **low engagement, inconsistent attendance** and **repeated behavioural incidents**.

As a leadership team, we deliberately commissioned a sustained 10-week intervention rather than a shorter-term programme. Our experience tells us that meaningful behavioural and attitudinal change requires relational consistency, accountability and time.

The impact of this intervention was substantial, as evidenced through the outcomes.



# Impact Summary – Future Aspirations Intervention Programme

## 10-Week Intervention: Outcomes for 6 Pupils (Sept 2025–Feb 2026)

Measure	Baseline Period (Previous 10 weeks)	Implementation Phase (10 -week intervention)	Observed Impact
<b>Attendance</b>	Overall attendance of participating pupils was 91.7%	Overall attendance increased to 94% during the intervention	Pupil attendance improved by 2.3% during the course of the intervention.
<b>Behaviour Incidents</b>	Pupils recorded 104 behaviour incidents during the baseline period	Pupils recorded 84 behaviour incidents during the intervention.	This represents 20 fewer incidents, a 19% reduction during the intervention.
<b>Positive Behaviour Incidents</b>	Pupils accumulated 140 positive achievement points.	Pupils accumulated 160 positive achievement points.	This reflects a 14% increase in positive achievement points during the intervention

### Summary Reflections

Beyond the quantitative improvements, qualitative shifts were equally evident. **Learning walks** and staff observations noted stronger classroom **engagement** and **improved** academic focus. Pupils were able to produce structured **CVs** and clearly articulate intended **career pathways**. In final interviews, pupils demonstrated stronger ownership of their next steps, clearer short- and medium-term academic goals and a more developed understanding of the relationship between **behaviour, academic success** and **future aspiration**.

## Closing Summary

The bespoke intervention modules delivered alongside the **Re-Education Programme** have addressed key **contextual** challenges facing schools nationally, including **harmful gender attitudes**, poor attendance, **cultivating a sense of belonging**, **emotional literacy**, disruptive behaviour in lessons, and not demonstrating **positive learning behaviour** due to a lack of engagement in learning.

PGS practitioners have built strong rapport with pupils, including those with **complex** and **overlapping** needs. This **relational** foundation has been central to the programme's success. The cumulative effect of this work is visible across our **school culture**. Staff **confidence** in reintegration has increased, pupils demonstrate greater accountability following suspension and **repeat** behavioural patterns have **reduced** significantly.

Crucially, this partnership has provided a credible and **effective alternative** to **off-site placements** and **respite provision**. While such placements can appear to offer immediate relief, the PGS **hybrid model** has demonstrated that structured, internally aligned and relationally driven intervention can achieve sustained behavioural improvement without removing pupils from our community. It has proven to be both **outcomes-driven** and more **cost-effective** than external provision, while maintaining continuity of **education** and **belonging**.

This partnership is no longer an isolated intervention; it is embedded within our behaviour infrastructure. The hybrid delivery model ensures **strategic alignment**, practitioner expertise and internal ownership. The data evidences **measurable impact**, and the qualitative feedback confirms a deeper **cultural shift** across the school.

PGS are responsive to our context and work **collaboratively** with **leaders** and **staff**. The progress made to date gives us every confidence that this partnership will continue to **strengthen** reintegration systems, **reduce exclusion** and support pupils in achieving strong **academic** and **personal** outcomes. Pupil voice further reinforces the significant impact PGS is having across the school.

### Overall Pupil Feedback

"I have improved my punctuality as I know it will help set me up to be successful in Year 11."

"I feel more confident communicating, which I know will help me in my future career."

"I am more aware of my actions and making better decisions for my future"

"I feel like I have a better understanding of what I want to do in the future"



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