

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Stephen Hawking
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	51.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Kirsty Tucker
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,525
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£73,575

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Staff awareness of pupil premium pupils
2	Opportunities for promoting independence and challenge
3	Access and support for pupils with profound, multiple and complex learning needs (PMLD, MSI, transition, orientation and mobility)
4	Access within the community
5	Pandemic recovery –loss of routine, structure, learning, social/interaction opportunities
	<b>External</b>
9	Attendance-family partnership
10	Anxiety within families with children with PMLD and complex medical conditions relating to the pandemic

## 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
Improved outcomes for all PPG pupils, as a result of all staff having identified and targeted pupil premium children in their class	Class teams will have identified PPG pupils in their class Pupil progress meetings termly will specifically have examined the progress of

	<p>these pupils leading to improved outcomes and planned intervention</p> <p>Development of tracking 'Engagement Model' for pupils with PMLD and the use of branch maps will support more accurate assessment, planning and learning for all pupils</p>
<p>Incorporated opportunities for promoting independence and challenge within the learning day</p>	<p>Clearly identified opportunities for independence and challenge will be planned for and evidence of this seen during teaching and transition times.</p> <p>The MSI teacher will work collaboratively with staff, other professionals and plan and implement a tracking/orientation system that develops and supports pupils independent orientation and transition across both sites</p>

<p>Access and support for pupils with profound, multiple and complex learning needs (PMLD, MSI, transition, orientation and mobility)</p> <p>Pupils with specific MSI needs will have improved provision and make increased levels of progress.</p> <p>MSI teacher will work on conjunction with an MSI teacher from Hackney.</p> <p>TLR holders for P.E and Exploration will work collaboratively to provide in house training to support exploration and play during lunchtime and free play sessions.</p>	<p>The MSI teacher and SMT will work collaboratively with staff and other professionals and plan and implement a tracking/orientation system that will provide a smoother and more joined up transition. Pupils will have a clearer understanding of where they are moving from, to and that they are in transition.</p> <p>MSI leader will have targeted 4 PPG (see action plan) These pupils will have a programme in place and improved outcomes evidenced in their Annual Review</p> <p>Further develop expertise and understanding of pupils with MSI. A more bespoke training for staff at SHS which addresses the needs of individual pupils.</p> <p>Raised awareness of MSI and improved outcomes evidenced in their Annual Reviews</p> <p>TLR holders for P.E and Exploration will work collaboratively and provide a basic training session on play and how to play with our pupils for LTA and TA's. Evidence of the impact will be observed through staff engaging more meaningfully with pupils during play sessions (see action plan)</p> <p>TA and LTA's will be confident in how they move on play and when it is the right time to withdraw support and pupils play/explore independently</p>
<p>Regular education visits into the local community, developing awareness of disability.</p> <p>Promoting wellbeing of pupils at Stephen Hawking School.</p> <p>Encouraging integration in the local area</p> <p>Opportunities within the soft federation to develop social links and advocacy.</p>	<p>Pupils will have had a wealth of experiences in their local community linked to both the curriculum and social integration.</p> <p>Pupils will have had positive exposure within their community impacting positively on their well-being.</p>

<p>Parents will have a better understanding of their child's needs, higher expectations and engage with school more.</p> <p>Pupil attendance will improve. Parents of pupils with low attendance will be supported.</p>	<p>Parents will have attended meetings with teachers, parent workshops and coffee mornings that will support them and their child. Parents will have been given opportunities to attend workshops and coffee mornings/afternoons face to face or virtually that are specific to the needs of their child.</p> <p>Pupils will attend school on a regular basis.</p>
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## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
MSI input from specialist teacher	Early identification of MSI pupils ensures that the staff team are aware and input can begin with a qualified teacher for MSI. A clear assessment in a class and other teaching environments can identify learning barriers. Strategies and a programme to support and improve the learning outcomes for pupils.	1, 2, 3, 4, 5
TA and LTA training from the TLR holder for P.E and Exploration	We have a number of new TAs and LTAs to the school. There is a lack of understanding of where there are developmentally and how to play with pupils that have such PMLD. A simple overview and focus on specific developmental stages and ideas of activities that can be used to support pupils will improve outcomes for pupils.	1, 2, 3, 4, 5

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Liaison Officer	Excellent link between, parents, schools and other professionals. Objective Builds excellent relationships with parents throughout their child's school years. Communicates effectively and efficiently As an understanding of the parents challenges, needs and support that	9,10

	school and outside agencies can provide	
Music Therapy	Supports and addresses pupil's needs individually and in groups promoting and encouraging communication, engagement, expression and emotional development through music, song and movement.	2,3,4,5

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 Residential	<p>Improves pupil and parent well-being.</p> <p>Enriches learning, social, independence, physical and sensory skills</p> <p>Builds on prior experiences pupils may have had</p> <p>Continues to build/develop communication and interaction skills</p> <p>Pupils encounter/experience and discover the wider world (their world, the country they live in)</p> <p>Supports vestibular and proprioceptor experiences and development</p> <p>It is a unique experience for our pupils to be away from home, their families and to be with their peers in school in a safe but different environment and the experience of activities that many won't have had before.</p>	2,3,4,5
Home School Liaison Officer	<p>Family support that understands the pupils and their families.</p> <p>Supports parents and the school in monitoring and improving attendance for all pupils</p>	9,10
Attendance Welfare Advisor	Supports parents, Home School Liaison Officer and the school in monitoring and improving attendance for all pupils	9,10

**Total budgeted cost: £ 77,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

TLR leaders were more aware of PPG pupils. They targeted specific pupils and some interventions were put in place. Teachers and staff teams are gradually developing their knowledge of PPG pupils and are beginning to identify interventions. Class teachers were successful in engaging the parents of PPG pupils in remote learning. There was a focus on what suited the need of the pupil and their family. PPG pupils maintained skills or continued to make progress. Teachers of LAC pupils ensured their staff teams were made aware of targets and the interventions put in place to support the pupils, e.g. phonics, sensory diet, horse riding, additional staff input where needed.

Teachers focused very much on the recovery curriculum and re-integrating pupils into the routine and structure of the school day. Teachers planned into their lessons time for pupils to mix and interact with their peers and adults. Teachers provided opportunities for outside play and community enrichment such as going out into the local school community to re-learn and experience what pupils have on the door step.

Enrichment- The Year 6 school residential went ahead as planned. The pupils were happy and engaged in the adventurous activities.

Horse riding went ahead at the beginning of the Autumn Term 2020. PPG pupils were targeted and accessed this. Due to the pandemic the horse riding was forced to close. There were no further opportunities for this throughout the rest of the academic year 2020-2021

Bike Works worked collaboratively with the school staff and pupils to provide a different mobile experience and supported those that were able in developing the physical confidence and cycling skills appropriate to their needs. Due to the pandemic the Bike Works project finished earlier in the term than planned.