

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	89
Proportion (%) of pupil premium eligible pupils	51.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	18 th October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jennie Bird
Pupil premium lead	Liz Baxter
Governor / Trustee lead	Susy Gilvin

Funding overview

Detail	
Pupil premium funding allocation this academic year	£60, 940
Recovery premium funding allocation this academic year	£23, 490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 84,430

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils:

- That all pupils at Stephen Hawking School receive an equal opportunity to learn and develop to their maximum potential, regardless of their background.
- That those pupils and their families at a social or economic disadvantage, have the support they need to take part and to progress equally, with and alongside their peers.

The key principles of our strategy plan:

- To ensure that all pupils have equal access to opportunity. This commitment will be ensured by;
 - Robust assessment procedures for all pupils
 - Systems to alert all teachers to the additional needs of PPG pupils and procedures for ensuring extra support where and when this may be needed
 - Targeted provision and intervention for PPG pupils

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement
2	Opportunities for promoting independence and challenge
3	Barriers to access to the environment; specific support for pupils with profound, multiple and complex learning needs including those with MSI.
4	Barriers to access within the community
5	Attendance

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
<p>All parents will be well supported; enabling them to further understand their child's unique strengths and needs as they develop and grow within their time at our school. Parents will be supported to have high, whilst realistic, expectations of their children and through this to engage as fully as possible with school life and within their community.</p>	<p>Parents/carers will attend meetings with teachers throughout the year, at least termly. In addition they may also attend the range of events planned, such as parent workshops designed to support them and their child in line with the school SDP.</p>
<p>Opportunities for promoting autonomy, independence and challenge within the learning day for all pupils as a result of all staff having identified and targeted pupil premium children in their class</p>	<p>Class teams will have identified PPG pupils in their class and be alert to individual pupil needs. Ongoing, termly pupil progress meetings will specifically have examined the progress of these pupils leading to opportunities for improved outcomes through planned intervention. Development of tracking progress within 'The Engagement Model' for pupils with PMLD and the use of 'Branch Maps' will support more accurate assessment, planning and learning for all pupils. Development of tracking pupils' progress in relation to their EHCP outcomes within and beyond an academic year will be established with the support of the analytics of Earwig. Clearly identified opportunities for pupil independence and challenge will be planned for. Evidence of this will be noted during structured teaching times, transition times and pupils' 'free time'.</p>
<p>Barriers to access to the environment; specific support for pupils with profound, multiple and complex learning needs including those with MSI.</p>	<p>The MSI teacher will work collaboratively with class based staff and other professionals such as the VI and HI teachers. Together with the Communication Leader, they will ensure that consistent communication strategies are embedded across the school. The MSI teacher will plan training sessions for class staff to develop understanding across the school of the use of objects of reference. This will maximise pupils' ability to orientate around the school environment and support their awareness of and participation within their transition from place to place, across both sites.</p>
<p>Pupils with specific MSI needs will have improved provision and make increased levels of progress.</p>	<p>MSI leader will work with targeted PPG pupils (see action plan). They will have a programme in place and improved outcomes evidenced in their Annual Review.</p>
<p>MSI teacher will work in conjunction with an MSI teacher from Hackney.</p>	<p>Building on the training delivered last year, the MSI teacher will further develop expertise and understanding of pupils with MSI across the school. Bespoke training for individual class teams which addresses the needs of individual pupils.</p>

<p>Leaders of Physical Development and Cognition will work collaboratively to provide a continued in-house training to support exploration and play during lunchtime and free play sessions.</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 PD action plan) TAs and LTAs will be confident in how they develop pupils' play. They will recognise the right time to reduce or withdraw support, allowing pupils to play or explore independently.</p>
<p>Regular educational visits will take place into the local community, developing community awareness and acceptance of disability and encouraging integration in the local area.</p> <p>The wellbeing of pupils at Stephen Hawking School will be promoted.</p> <p>Opportunities will have been created within the soft federation to develop social links and advocacy.</p> <p>The HSLO will work with families to support them to access wider services</p>	<p>Pupils will have continuing and equal learning experiences in their local community linked to both the curriculum and social integration. Such opportunities will begin for all pupils when they join the school and will develop and broaden as they move up within the school.</p> <p>Pupils will have continuing positive and inclusive experiences within their community, impacting positively on their well-being.</p> <p>The HSLO will have supported parents to access support within the wider community</p>
<p>Pupil attendance will improve. Parents of pupils with low attendance will have the support to facilitate improved attendance – e.g. through TAC meetings (see Parental Engagement action plan)</p>	<p>Pupils will attend school on a regular basis.</p>

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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
MSI input from specialist teacher	<p>Early identification of MSI pupils ensures that the staff team are aware and input can begin with a qualified teacher for MSI.</p> <p>A clear assessment in a class and other teaching environments can identify learning barriers.</p> <p>Strategies and a programme to support and improve the learning outcomes for pupils.</p>	2, 3, 4
TA and LTA training from the leaders for P.E and Cognition	<p>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.</p> <p>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.</p>	2, 3, 4

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class based target intervention	<p>Ongoing, termly pupil progress meetings will specifically have examined the progress of PPG pupils leading to opportunities for improved outcomes through planned intervention.</p> <p>Clearly identified opportunities for pupil independence and challenge will be planned for.</p>	2,3,4,5
Music Therapy	<p>Supports and addresses pupils' needs individually and in groups promoting and encouraging communication, engagement, expression and emotional development through music, song and movement.</p>	2,3,4

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

Budgeted cost: £ 36000

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>Devises a programme of events for parents to attend.</p> <p>Advocates for parents with a range of external services such as social care, transport, etc</p> <p>Supports parents and the school in monitoring and improving attendance for all pupils</p>	1, 5
Attendance Welfare Advisor	<p>Supports parents, Home School Liaison Officer and the school in monitoring and improving attendance for all pupils</p>	1,5

Total budgeted cost: £ 84,000

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 2021 to 2022 academic year.

During all pupil progress meetings across the school, PPG pupils were routinely identified so that supportive interventions could be planned. This raised the profile of these pupils and ensured that they remained a focus for class teams throughout the year. As a result, teachers across the school are aware of the potential for a child's social and economic background to pose increased vulnerability and the impact this may have on their progress.

The MSI specialist teacher targeted PPG pupils. She carried out detailed assessments and liaised with the whole professional team around those pupils, particularly the borough's peripatetic teachers for the visually and hearing impaired. She worked with the class teachers and wider class teams of these pupils and supported them to plan effectively for these pupils by sharing her assessment and which enabled professionals to collaborate in order to develop agreed strategies. She liaised with parents and families so that these strategies were shared between home and school which facilitated parental confidence leading to maximised opportunities for children to make good progress. Children made good progress as a result.

School journey. The number of PPG pupils attending the school residential trip to Bewl Water increased. Pupils stayed for three days and participated in a wide range of adventurous activity, including sailing and abseiling. All pupils made progress in terms of their levels of independence and their ability to face challenges and develop self-confidence, courage and resilience. All pupils were highly engaged and enjoyed the experience immensely.

During periods of school closure due to outbreaks of COVID, additional resources and devices were made available to families of PPG pupils. Food vouchers have been provided during the school holidays.

The HSLO and AWA have continued to work closely with targeted families to promote pupil attendance. Visitors to school were restricted due to COVID which meant that parent workshops were paused, however in the summer term some key events, such as celebrations for the Queen's Jubilee and the summer garden party were held. The HSLO ensured that she targeted PPG families to attend. This has set the tone for the new academic year so that parents are looking forward to future events. Throughout the year, the HSLO supported families to access services within the community and liaised with LA departments such transport, children's social care and short breaks (holiday schemes). She ensured that parents were supported to complete important applications, such as applications for disability living allowance, that provide children with equal opportunities.