

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	93
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	3 rd November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Gail Weir
Pupil premium lead	Sue Jeffery
Governor / Trustee lead	Susy Gilvin

Funding overview

Detail	
Pupil premium funding allocation this academic year	£64,020
Recovery premium funding allocation this academic year	£24,650
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	£ 88,670

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:
 - To inspire and empower our pupils and our community to be ambitious, fearless and successful
 - Assist us in supporting children who are disadvantaged to achieve as well as those who are not disadvantaged

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	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>1. 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 SHS school. Parents will be supported to have high 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. Family liaison officer will effectively support families to ensure high levels of pupil attendance, support in regards to safeguarding of pupils, communicate with wider services to ensure access for all pupils The HSLO will work with families to support them to access wider services 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>2. Pupil premium pupils do as well as pupils without pupil premium in PSED/PHSE and Communication, Language and Literacy.</p> <p>To raise aspirations for all pupils especially those from disadvantaged backgrounds</p>	<p>All pupils will have individual learning outcomes identified within in planning based on prior assessment as recorded in Earwig Evidence of improved Personal Development as demonstrated through WOW tag entries in Earwig Pupils use their independence to move freely around school and communicate effectively with a range of people. Pupils are supported by staff who have accessed different training in a range of communication and interaction strategies including PODD, PECS, Attention Autism, Intensive Interaction</p>
<p>3. Barriers to access to the environment; specific support for pupils with profound, multiple and complex learning needs including those with MSI.</p>	<p>Pupils are effectively supported by staff who have undertaken specialist training to support those pupils with visual and hearing impairment (Intervenor training) Pupils with visual impairment will develop greater confidence and independence. Pupils at SJR will freely move around the building using power chairs (Bugzi's). Pupils will have access to technology such as eye gaze, a variety of switches which assists their independence and gives them control over their environment</p>
<p>4. Regular educational visits will take place into the local community, developing community awareness and experience the vast array that an inner London community can offer.</p>	<p>Pupils will experience positive and inclusive activities within their community, impacting positively on their well-being. Experience of educational visits will develop pupil confidence and exposure to cultural events Pupils will use different accessible environments that promote social inclusion.</p>
<p>5. Pupil attendance will improve from 83% to 85% in line with similar schools.</p>	<p>Pupils will attend school on a regular basis. Staff will have the skills to support parents of pupils with low attendance to make improvements in line with their child's needs. Attendance discussions in Safeguarding meetings and updated Attendance Strategy in place.</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
Access to specialist training	<p>Identified staff will have specific training to increase staff knowledge in supporting pupils with complex needs to access teaching and learning activities</p> <p>The use of a range of specialist techniques such as intervenor approaches, alternative communication including PODD, PECS, Signalong</p> <p>INSET training with Dr Sarah Moseley and Jo Grace to develop staff knowledge of reading/access to language for children with a range of needs</p> <p>Informed by the work of Gayle Porter, Jane Farrell and Karen Ericson</p>	2
Procurement of specialist communication resources	<p>Research article from Diva Portal '<i>Eye Gaze Assistive Technology for play communication and learning</i>' by Yu'Hsin Hsieh</p> <p>Pupils will demonstrate greater awareness of and control over their environment through cause and effect understanding</p> <p>Effective communication skills will be increased for individual pupils through use of eye-gaze systems to develop their expressive communication skills</p>	2
Educational visits in the local and wider community	<p>Teachers will plan and organise for pupils to visit a variety of settings to experience different social and cultural activities and events</p> <p>Pupils will develop knowledge of a range of customs and practices within the community through participation in educational visits</p> <p>Pupils will show awareness of adaptations in the environment to enable access</p>	4

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

Budgeted cost: £40,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mobility training for pupils with physical disability	The Bugzi powered chairs have enabled pupils with physical limitations to move around the school building with greater independence, develop understanding of cause and effect through independent movement, and understanding of their environment	3
Habilitation training for pupils with visual impairment	<i>'Support for children and young people with multisensory impairment in education settings' – Education Wales</i> Pupils will develop exploratory skills which will encourage play and engagement in a wider range of activities Pupils will have skills to navigate their environment with increased independence	3
Bespoke phonics and reading teaching to support the acquisition of reading skills	<i>Phonics – EEF</i> Resources used to teach phonics across the school will be appropriate to support progress for all pupils with a range of learning styles There will be a reading scheme in place to support the acquisition and use of reading skills to engage with text	2
Implementation of AAC systems to support communication, language and literacy development	Research article from Diva Portal <i>'Eye Gaze Assistive Technology for play communication and learning'</i> by Yu'Hsin Hsieh Pupils will have access to specialist technology to enable them to express themselves in a range of activities Pupils will have access to eye gaze technology and use this to engage in learning activities to develop language skills and comprehension	2
Music Therapy	Supports and addresses individual pupils' needs, promoting and encouraging communication, engagement, expression and emotional development through music, song and movement. <i>'Evidence-based practice in Early Childhood Music therapy: a decision-</i>	2

	<i>making process' – Petra Kern Music Therapy perspectives, 2010</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work of Home School Liaison Officer	<p><i>'Understanding the use of Attendance and Family Liaison Officers as a school level strategy to improve attendance' – EEF</i></p> <p>Families will feel well-supported in meeting the needs of their children.</p> <p>School will work sensitively with families to promote the well-being of the child, high levels of attendance and ensure that families are able to access the services available</p> <p>There will be a timetable of family engagement events throughout the school year with input from external professionals such Dental Team, school-based therapists and respite providers</p>	1, 5
Attendance Welfare Advisor	<p>Pupil attendance will be routinely monitored and patterns of lateness/absence will be identified</p> <p>Concerns regarding attendance will be addressed and pupil attendance will improve as a result</p> <p>Pupils unable to access school will be reviewed and appropriate provision will be provided</p>	1,5

Total budgeted cost: £ 88,670

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 2022 to 2023 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 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.

The MSI specialist teacher assessed PPG pupils, collaborating with professionals, including borough's peripatetic teachers, class teachers, and wider teams. She shared assessment results, facilitated collaboration, and shared strategies with parents, maximizing opportunities for children's progress. The 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.

The HSLO, Head of School and AWA have continued to work closely with targeted families to promote pupil attendance. Visitors were able to come to school to celebrate the Kings Coronation, weekly assemblies, our school summer party and attend parent workshops with visiting professionals. 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.