

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	96
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 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Gail Weir
Pupil premium lead	Kirsty Tucker
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:
 - o To inspire and empower our pupils and our community to be ambitious, fearless and successful
 - o 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	Improving achievement in focused groups
4	Barriers to access within the community
5	Attendance : Improve from 77% to 80%

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
1 The majority of parents feel well supported	<p>parents and carers are enabled to further understand their child's unique strengths and needs as they develop and grow within their time at SHS school. Parents are supported to have high expectations of their children and through this to engage as fully as possible with school life and within their community. Parents/carers will attend meetings with teachers throughout the year, at least termly.</p> <p>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</p> <p>The HSLO will work with families to support them to access wider services</p> <p>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>Communication with parents is good. Parents and staff share achievement and good practice in a family friendly way.</p> <p>Teachers meet with families 3 times a year to enable sharing of strategies</p> <p>Links with target 5 - education is promoted - fewer families take their child out of school during term time</p>
2 Promoting independence and challenge	<p>Teachers are able to plan and deliver physical activities which build on prior learning and skills.</p> <p>Pupils physical skills are assessed enabling teachers and support staff to recognise necessary next steps</p> <p>Support plans are in place for any pupil who is not making expected progress</p>
3 Improving achievement in focused groups	<p>Pupils in Key stage 1 do as well as pupils in key Stage 2</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>Pupils will experience positive and inclusive activities within their community, impacting positively on their well-being.</p> <p>Experience of educational visits will develop pupil confidence and exposure to cultural events</p> <p>Pupils will use different accessible environments that promote social inclusion.</p>
Pupil attendance will improve from 77% to 80%	<p>Pupils will attend school on a regular basis.</p> <p>Staff will have the skills to support parents of pupils with low attendance to make improvements in line with their child's needs.</p> <p>Attendance discussions in Safeguarding meetings and updated Attendance Strategy in place.</p> <p>School actively finds solutions to enable pupils to attend</p> <p>Attendance strategy priorities pupils on pupil premium</p> <p>Discussions with health providers highlight the important of school attendance</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
<p>The majority of parents feel well supported</p> <ul style="list-style-type: none"> ● specific pupil centred meetings - focusing on solutions ● annual reviews that have a parent target to be worked on at home ● class dojo workshops ● support to access class dojo 	<p>Gonzalez-Dehass research concluded “parent involvement is a much bigger factor than school effects in shaping achievement. It has consistently be found to be positively associated with a child’s academic performance</p>	<p>1</p>
<p>Promoting independence and challenge</p> <ul style="list-style-type: none"> ● Work with OTs to improve independence during lunch times ● work with SALT to ensure staff are confident and competent at using different communication devices including eye gaze ● Specific staff training on the MOVE program 	<p>26 yrs of delivery</p> <p>https://moveeurope.org.uk/wp-content/uploads/2023/03/Impact-Report-2022-2023-1.pdf</p>	<p>2</p>
<p>Educational visits in the local and wider community</p> <ul style="list-style-type: none"> ● each class has at least one trip per half term ● end of year residential for yr 6 pupils 	<p>J Wythe</p> <p><i>Educational school visits can have extensive benefits for children with a range of special educational needs, including outcome-based affordances, learning engagement-related benefits and skill acquisition and development. Childhood and education-based theorists and an extensive body of academic literature and research affirm the pervasive benefits of non-classroom learning opportunities for children and young people. Currently, less literature focuses on the</i></p>	<p>4</p>

	<i>affordances for learners with special educational needs, but both the literature reviewed, and the findings of this study are transferable for practitioners to increase learning engagement and outcomes for all children</i>	
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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
Improving achievement in focused groups <ul style="list-style-type: none"> • Habilitation training for pupils with visual impairment • Bespoke phonics and reading teaching to support the acquisition of reading skills 	<p><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</p> <p>Education Endowment Foundation <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</i></p>	3

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance : Improve from 77% to 80% <ul style="list-style-type: none"> • 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>	1, 5

<ul style="list-style-type: none"> • Working with talking therapies for parents • Attendance Welfare Advisor meetings half termly 	<p>nhs recommend “ <i>If you're going through a sad and upsetting time, talking therapies can help you deal with it</i>”</p> <p>Why is school attendance so important and what are the risks of missing a day? – The Education Hub</p> <p>DFE</p>	
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Total budgeted cost: £ 82,670

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 2023 to 2024 academic year.

intended outcome

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.

Parents attended special assemblies and workshops with special and language therapists. Meet the teacher workshops were attended by parents in some classes. This area continues to be a growth area for the school.

**2 Pupil premium pupils do as well as pupils without pupil premium in PSED/PHSE and Communication, Language and Literacy.
To raise aspirations for all pupils especially those from disadvantaged background
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3 Barriers to access to the environment; specific support for pupils with profound, multiple and complex learning needs including those with MSI.

2 X eye gaze devices purchased. 4 x staff given intervenor training. Habilitation project undertaken.

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.

Every class took part in community visits across the school year these include trips to the park, shops, to visit Father Christmas and residential for leavers.

5. Pupil attendance will improve from 83% to 85% in line with similar schools.

Pupil attendance for 2023-24 was 77%