

Pupil premium strategy statement – Stephen Hawking school

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	91 @ 07/10/2025
Proportion (%) of pupil premium eligible pupils	50.54 (46 pupils) 16.48% (15 pupils Year 7)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	21/10/2025
Date on which it will be reviewed	October 2026
Statement authorised by	Full Governing Body - 21/10/25
Pupil premium lead	Gail Weir
Governor / Trustee lead	Susy Gilvin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 64,020.00*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£64,020.00*

Part A: Pupil premium strategy plan – this academic year 2025–26

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 ensure that :

- To ensure that all pupils have equal access to opportunity
- 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	Improving achievement in focused groups - enrichment
4	Pupil 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. The majority of parents feel well supported and are able to implement strategies that may enable their child to be more independent</p>	<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. HSLO (Home School Liaison Officer) will further 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. Communication with parents is good. Parents and staff share achievement and good practice in a family friendly way. Links with target 5 - education is promoted - fewer families take their child out of school during term time</p>
<p>2. Promoting independence and challenge</p>	<p>Teachers are able to plan and deliver physical activities which build on prior learning and skills. Pupils physical skills are assessed enabling teachers and support staff to recognise necessary next steps Support plans are in place for any pupil who is not making expected progress Resources are in place to ensure pupils are motivated to move more.</p>
<p>3. Cultural Capital 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. Widening Cultural Exposure through the ARTS</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. Pupils will access live music from musicians of high quality. They will be able to use specialist, multi-sensory accessible instruments (e.g., switch-adapted, large-format percussion) and engage with external live musical performers.</p>
<p>4. Whole School attendance will be 80% or above. 10 x PP Target children attendance will improve</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. School actively finds solutions to enable pupils to attend : if necessary providing a taxi to collect children who have missed the bus Attendance strategy priorities pupils on pupil premium 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>(The majority of parents feel well supported and are able to implement strategies that may enable their child to be more independent)</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 LED BY tw and KC • Move target setting meetings • support to access class dojo <ul style="list-style-type: none"> ○ HSLO in attendance were necessary 	<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, 2 & 5</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 - move coordinator training (Sept 25) • Purchase range of adaptive cutlery and toilet seats • 5x manual handling train the trainer 	<p>https://moveeurope.org.uk/wp-content/uploads/2023/03/Impact-Report-2022-2023-1.pdf</p>	<p>2</p>
<p>3. Regular educational visits will take place into the local community, and residential setting developing community awareness</p>	<p>https://www.centreforyounglives.org.uk/news-centre/new-research-reveals-positive</p>	<p>3 &4</p>

<p>and experience the vast array that an inner London community can offer, coupled with Year 6 experiencing a rural setting</p> <ul style="list-style-type: none"> • Fund places on residential for pupils on pupil premium • Provide funding to enable all pupils access to class activities off site eg. ice skating etc 	<p><u>-link-between-enrichment-and-tackling-the-school-attendance-crisis</u></p> <p><i>'Beyond the classroom: the role of enrichment in tackling the school absence crisis' reveals:</i></p> <p>*For some children and young people, there is a direct link between enrichment and attendance, with schools and providers consistently describing young people who go to school precisely because of the existence of an enrichment offer.</p> <p>*Some schools are already using enrichment activities to promote attendance, either through setting the expectation that good attendance will be rewarded with enrichment activities, providing points for enrichment, or holding enrichment activities on days when attendance is expected to be lower.</p> <p>*The links between enrichment and attendance are likely to be compounded for children and young people in poverty, as they are more likely to be absent from school and less likely to have access to enrichment activities. There is a well-evidenced strong association between poverty and school absence, and research also shows that children and young people in poverty are adversely affected by a lack of access to enrichment activities. Schools and enrichment providers told us that enrichment is likely to be particularly effective at boosting attendance among children and young people in poverty</p>	
--	---	--

<p>4. Whole School attendance will be 80% or above.</p> <p>10 x PP Target children attendance will improve</p> <p>Provide a free taxi and/or passenger escort to assist pupils who have missed the bus. In an attempt to understand the true cause of absence for some pupils with PP</p> <p>Provide trained & competent staff to escort pupils on LBTH transport until transport are able to provide their own passenger assistant.</p>	<p>https://cstuk.org.uk/news-and-blogs/addressing-pupil-attendance-issues-special-schools</p> <p>School transport is also a complex issue for special school pupils. Pressure on council budgets can often mean transport is commissioned at the lowest possible cost, rather than looking holistically at best value and, often, pupil needs are not a factor in who is awarded a contract. A further complication that stems from this is that, because of the low cost imperative, transport offers little or no flexibility for families to respond to medical appointments. When a child has a medical appointment in the morning and where a parent cannot drive, there is often no mechanism for transport to support their return to school, leading to a whole day lost rather than a part of the day.</p> <p>Some health providers can offer clinics in schools, but this is not widely practiced and often specialist health services are regional, which increases travel time and therefore further impedes attendance.</p>	
--	---	--

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

Budgeted cost £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Habilitation training for pupils with visual impairment Intervener Training • Bespoke See and learn training for STAS Support the acquisition of reading skills (FOC training sessions) See & learn Resources 	<p><i>'Support for children and young people with multisensory impairment in education settings'</i> – Education Wales</p> <p>Pupils will develop exploratory skills which will encourage play and engagement in a wider range of activities</p> <p>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>	<p>2</p>

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

Budgeted cost: £37,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance: Improve from 77% to 80%</p> <ul style="list-style-type: none"> • Work of Home School Liaison Officer • Working with talking therapies for parents • Attendance Welfare Advisor meetings half termly 	<p><i>'Understanding the use of Attendance and Family Liaison Officers as a school level strategy to improve attendance'</i> – EEF</p> <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>	<p>1, 5</p>
<p>Therapeutic Interventions: Purchase of high-quality, specialised sensory equipment (e.g., weighted blankets, therapy balls, tactile resources) to be used as part of individualised sensory diets to enhance pupil regulation, concentration, and engagement in learning.</p>	<p>Children with PMLD are generally considered to operate within the sensorimotor stage of development, meaning they learn about the world through their movements and senses.</p> <p>Their sensory and motor disabilities limit their ability to explore the world independently. Therefore, therapeutic interventions are necessary to bring motor-sensory experiences to the child, compensating for their inability to seek out this input themselves.</p> <p>Weighted equipment (like blankets and vests) provides Deep Pressure Touch (DPT), which stimulates the proprioceptive sense (body awareness).</p> <p>DPT is thought to calm and modulate the Central Nervous System, leading to a lowered state of arousal. This can:</p> <ul style="list-style-type: none"> • Promote a sense of well-being and security (similar to being swaddled). • Improve focus and concentration, allowing the child to be more receptive to teaching and communication. • Reduce anxiety and repetitive, self-stimulatory behaviors that often accompany sensory seeking or sensory overload. 	<p>2,3</p>
<p>Contribution to IT/Assistive Technology for Home Learning and school:</p>	<p><i>The evidence supporting the provision of loaned home devices (Assistive Technology, AT) to disadvantaged pupils with complex needs, particularly those with Profound and Multiple Learning</i></p>	<p>2</p>

<p>Provision of a loaned home device (e.g., tablet, communication aid, specialised software subscription) for PP-eligible pupils whose access to suitable technology is a barrier to communication and , independent skills practice.</p> <p>Switch technology to supports early learning by focusing on cognitive and communication skills.</p>	<p><i>Disabilities (PMLD), focuses on improving access, fostering independence, and facilitating essential communication practice.</i></p> <p><i>Switch technology (often using an adapted switch, which can be pressed by a head, hand, foot, or even subtle movement like an eye blink) is vital for several reasons:</i></p> <ul style="list-style-type: none"> ● Promotes Independence and Control: <i>Many children with PMLD have very limited voluntary movement, meaning they often have little to no control over what happens to them. A switch gives them a reliable way to exert will and choice—a fundamental human need and a key motivator for engagement.</i> ● Accessible Access: <i>Switches come in a huge variety of shapes, sizes, and activation methods (e.g., big button, wobble switch, proximity sensor), allowing therapists and educators to find a mechanism that an individual child can reliably and comfortably use with their most effective movement.</i> <p><i>Providing individuals with a method of communicating, the earlier the better, it improves independence, educational outcomes, and quality of life.</i></p> <p><i>By addressing the "Digital Divide": for Pupil Premium (PP)pupils, who lack home access to suitable devices is a clear barrier to pupils' communication and wellbeing. Data highlights that disadvantaged students are significantly more likely to lack IT interactive devices at home.</i></p>	
<p>Handrails:</p> <p>To promote independence and challenge</p>	<p>Support for Ambulatory Movement: Handrails provide a stable anchor for children who can walk but require intermittent support for balance, helping them to maintain a steady gait and save energy on long corridors</p> <p>Fall Prevention: By offering a continuous, predictable grab-point, handrails significantly mitigate the risk of falls, which, in turn, increases a child's confidence to move independently without fear of injury.</p> <p>For pupils with Visual impairment, a handrail is a crucial tactile and proprioceptive cue that helps them build a mental map of their environment.</p> <p>Changes in the handrail (e.g., the top/bottom of a ramp, a corner, or where it meets a door frame) act as predictable non-visual</p>	<p>2</p>

	<p>landmarks. This allows the student to anticipate upcoming environmental changes and navigate the space more efficiently.</p>	
<p>Communication Wrist bands</p>	<p><i>Wristbands provide a quick and simple way for a non-verbal child to express essential needs or information without relying on a dedicated device.</i></p> <p>Quick Requests and Needs: They often use simple picture symbols, Widgit or text to represent basic requests like "I need a break," "toilet," "help," or "yes/no." The child can simply point, tap the symbol, or show the wristband.</p> <p>Reduced Frustration: Having a readily available means of expression can significantly reduce communication breakdowns and associated frustration or challenging behaviour.</p> <p>Portability and Accessibility: Unlike a communication book or tablet, a wristband is always attached to the child, making it accessible in moments of immediate need, such as during transitions, in the playground, or in a sudden crisis.</p>	2
<p>The Arts</p> <p>Provide enhanced, highly-specialised group and 1:1 music that addresses the complex communication, physical, social, and emotional barriers their disadvantaged pupils face. It will also be used as a non-verbal medium to explore emotional regulation and communication.</p> <p>Artist in residence: Pupils at SJR work with arts to create displays for their school</p>	<p>https://www.choiceforum.org/docs/The-arts-and-people-with-profound-and-multiple-learning-disabilities.pdf</p> <p>Music and musical interaction are highly beneficial for pupils with Profound and Multiple Learning Disabilities (PMLD), according to research, case studies, and systematic reviews.</p> <p>The evidence suggests music is effective because it is a motivational, non-verbal, and multi-sensory medium that helps to address complex barriers to learning.</p> <p>Key benefits include:</p> <ul style="list-style-type: none"> • Communication & Interaction: Music is a primary, non-verbal communication channel. Consistent, responsive musical exchanges (mirroring the pupil's sounds or movements) help students develop fundamental skills like attention, engagement, cause and effect, and turn-taking. • Emotional & Social Well-being: It creates a safe, predictable therapeutic space for emotional regulation and expression. The immediate, shared experience builds a trusting relationship between the pupil and the therapist, helping to reduce anxiety and isolation. • Cognitive & Sensory Stimulation: Music is highly engaging and activates multiple senses simultaneously (auditory, tactile, visual), which promotes cognitive development and sensory processing, providing a vital way for pupils to engage with their environment. 	2, 3

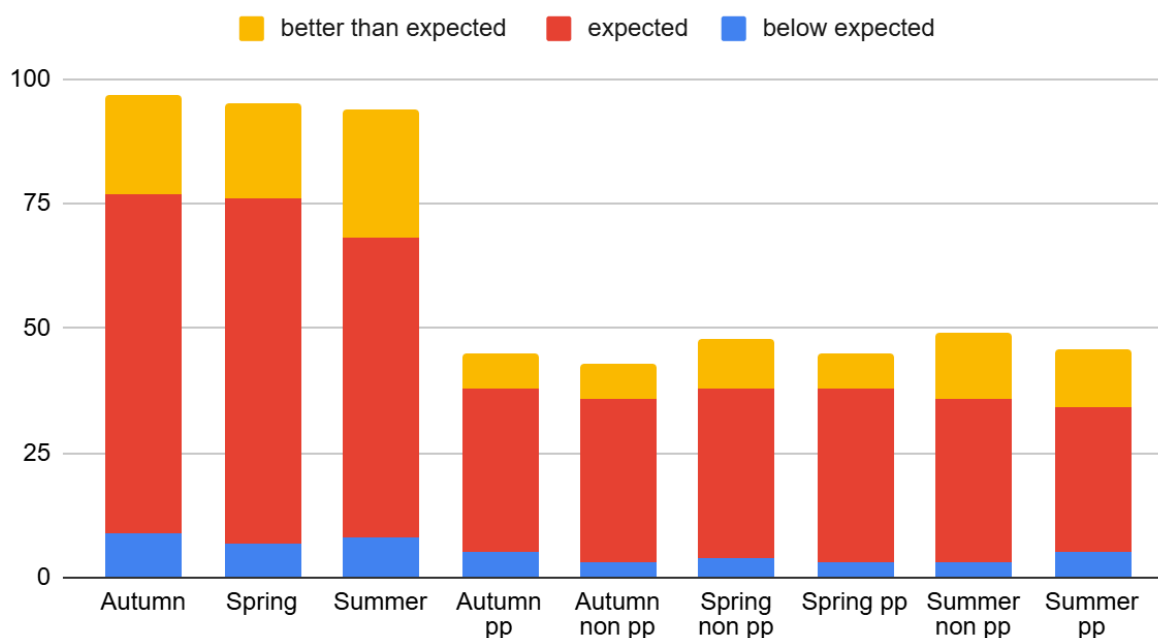
Total budgeted cost: £64,020.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

24-25 below expected , expected and better than expected



Pupils who accessed pupil premium funding in 2024-25 made similar progress as pupils without pupil premium.

Over the course of the year 5 pupils in receipt of pupil premium funding accelerated their outcomes by exceeding expectations. Regular meetings which highlight the pupils in receipt of PP encouraged all teachers to monitor and reflect on this group's attainment.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

