



Summary information					
School	Hamilton School				
Academic Year	19-20	Total PP budget	£34,000	Date of most recent PP Review	30/03/20
Total no. of pupils	36	Number of pupils eligible for PP	No: 28 %: 78	Date for next internal review of this strategy	July 2020

Cohort information							
Academic Year	No. PP	No (%) LOW	No. (%) MID	No. (%) HI	% Attendance	No (%) PA	Other year group notes
7	1	-	-	100	79.0	-	
8	4	50	25	25	74.4	25%	
9	9	67	11	22	62.8	44%	
10	8	63	37	-	48.3	50%	
11	6	50	17	33	52.0	33%	
ALL	28	58	21	21	52.8	39%	

Barriers to future attainment (for pupils eligible for PP)	
<i>Academic barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A	Low literacy levels. With some specific learning difficulties such as dyslexia
B	Low numeracy levels and insecure numeracy skills, with some specific learning issues such as dyscalculia
C	Lack of resilience for to cope with the school curriculum, or in a group, with some having to access Alternative Provision and 1:1
D	Social, Emotional and Behavioural needs preventing access to the curriculum, school environment and interaction with their peer group
E	Speech, Language and Communication Needs
F	Curriculum participation/access: For some PP students lack of resources mean that some students might be unable to afford uniform, equipment to enable them to feel part of the school. Some students are not able to access extra-curricular and enrichment activities where a parental financial contribution usually supports these activities.
<i>Additional barriers (including issues which also require action outside school, such as low attendance rates)</i>	
G	Historic low attendance of disadvantaged students
H	Negative Life Experiences both at home, school and within the community, including social care intervention
I	High number of school moves/placements with all students having gaps within their education at some point in their educational history
J	Parental engagement with school and their aspirations for their child will be reduced due to past experiences and disadvantage
K	Engagement in illicit activities, such as substance misuse and crime
L	Lack of enrichment activities outside of school compared to non-PP students due to financial constraints, lack of available opportunities and/or transportation

Strategic Plan – Barrier A - Low literacy levels. With some specific learning difficulties such as dyslexia

TOTAL COST FOR BARRIER A: £3,000

Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Final Review	RAG
<p>All students to undertake regular Reading baseline testing with data that is shared with all teaching and support staff.</p> <p>Gap analysis of this data to be carried out and made available to all staff.</p>	<p>To enable subject teacher and senior leaders to understand where learning gaps lie to be able to inform teaching and student interventions</p>	<ul style="list-style-type: none"> - Staff will know and have understanding the reading ages of all pupils within their class/group - Staff will know where the gaps in learning are and will have put in interventions to support student learning within lessons 	<p>March 2020</p>	<p>LS</p>	<p>July 2020 – Renaissance STAR assessment is now in full use and the Head of English is undertaking a Gap Analysis. This data is available on a shared drive to all staff to ensure staff are aware of Reading and Literacy Capabilities. This has allowed staff to differentiate their lessons in line with the students ability</p>	
<p>Implementation of a targeted Reading and comprehension intervention for students</p>	<p>To support learners developing their reading skills to narrow the gap between PP & Non PP students</p>	<ul style="list-style-type: none"> - Reading ages will rise - The gap between PP and non PP students will narrow - Students will be on track to reach their target grades in literacy based subjects 	<p>March 2020</p>	<p>LS</p>	<p>July 2020 – Accelerated Reader was purchased to enable staff to undertake reading interventions with Students. Due to Covid-19 we did not complete as many intervention sessions as we would have liked.</p>	
<p>Provide a spelling a handwriting programme to support students access to the</p>	<p>To support learners in developing their literacy and writing skills to narrow the gap between PP & Non PP students and enable students to access the</p>	<ul style="list-style-type: none"> - Spelling ages will rise - Handwriting legibility and speed will improve - Children will gain more confidence in English/literacy/reading 	<p>March 2020</p>	<p>LS</p>	<p>July 2020 – This was not achieved. Although star assessment was used to gauge levels no Handwriting assessment was undertaken – however teacher assessment was completed during lesson times.</p>	

Literacy curriculum	wider curriculum with confidence.	- Gap between PP and Non PP students will Narrow as evidenced in Key Assessment data - Students will have higher engagement in lessons due to confidence boost				
Offer reading books for pupils to access across the school	Supports the development as a reader as well as their sense of self as a reader. Will strengthen their browsing and selecting skills, and hopefully lead to a lifetime of reading for pleasure. Will encourage a wider school ethos of the importance of books and reading	- PP pupils make progress in reading - Reading is encouraged and taken up widely - Books available for students to read when required - Reading/English Progress data will rise. Gap between disadvantaged and non-disadvantaged will narrow	March 2020	LS	July 2020 - Reading books have been made available to students via the English Teacher, although not as readily available as we would like Students now have opportunities in tutor time to undertake Reading. Staff also now encourage students to read to them aloud as needed.	

Strategic Plan – Barrier B - Low numeracy levels and insecure numeracy skills, with some specific learning issues such as dyscalculia

TOTAL COST FOR BARRIER B: £3,000

Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Final Review	RAG
All students to undertake regular Maths baseline testing with data that is shared	To enable subject teacher and senior leaders to understand where learning gaps lie to be able to informing	- Maths ages will rise - The gap between PP and non PP students will narrow - Students will be on track to reach their target	March 2020	YR	July 2020 – Renaissance STAR assessment is now in full use and the Head of Maths is undertaking a Gap Analysis. This data is available on a shared are to all staff to ensure staff are aware of Numeracy Capabilities. This has allowed staff to	

with all teaching and support staff. Gap analysis of this data to be carried out and made available to all staff.	teaching and student interventions	grades in Maths based subjects			differentiate their lessons in line with the students ability	
Improving Maths skills with our lower ability students through the use of Numicom	<p>Focuses on strong teaching of key maths topics using an active, practical approach</p> <p>Is a 'pick up and go pack', which can be used alongside your existing maths resources to help rebuild key learning</p> <p>Is a 12-week programme suitable for delivery by non-specialists and teaching assistants</p>	<ul style="list-style-type: none"> - Number skills will improve - Confidence in counting will improve as evidenced in gap analysis and progress data - Maths ages will rise - Gap between PP and Non PP will narrow - Engagement in maths lessons will rise as outlined in behaviour for learning data 	March 2020	YR	July 2020 – Numicon training was booked but did not take place due to Covid-19. Therefore, the intervention was not delivered. This will be something to be looked at for 20/21.	
Using "my maths" programmes to raise attainment at across the School	Support students with their numeracy learning and encourage Independent study skills	<ul style="list-style-type: none"> - Higher pupil engagement in maths - Maths ages will rise - Gap between PP and Non PP will Narrow 	March 2020	YR	July 2020 – Collins Connect was purchased instead as it was deemed more appropriate for the Children and Young People at Hamilton School. This has allowed students to access a wider curriculum and engagement in maths have increased.	
Strategic Plan – Barrier C - Lack of resilience for to cope with the school curriculum, or in a group, with some having to access Alternative Provision and 1:1 learning						
TOTAL COST FOR BARRIER C: £9,000						

Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Final Review
<p>Lists of all disadvantaged students to be made easily accessible to all staff.</p>	<p>Ensure that the profile of disadvantaged students is maintained and accessible to all staff to enable awareness of need, to adapt their teaching style.</p> <p>Teachers use this information when they are planning lessons and when putting students on alternative plans and pathways to learning.</p> <p>Improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. (EEF Attainment Gap report 2018)</p>	<ul style="list-style-type: none"> - All teaching staff can identify PP students and how they positively plan and mark with them in mind. - Behaviour for Learning data will show an increase in engagement and behaviour 	<p>March 2020</p>	<p>CM</p>	<p>July 2020 – The data is available to all staff via the school information system but this is not readily available as required. Staff do know the young people’s needs so know where their weaknesses lie, however this is often reliant on individual knowledge. Staff do access this data whilst planning their lessons</p>

Provide targeted mentoring for PP students using RAW Health and Fitness, Path Hill Outdoors and Reading Football Club Community Trust	Mentoring through sport and outdoor learning to provide additional engagement and enrichment activities to widen curriculum and engagement.	<ul style="list-style-type: none"> - Attendance for disadvantage students will rise in line with national average - The gap between PP and Non PP will narrow - Behaviour for learning data will show higher engagement in lessons and the wider school/learning environment 	March 2020	CM	<p>July 2020 – One Child Attended Path Hill, this grew his attendance from below 10% to above 50%. His engagement in learning increased during other times because of the impact of Path Hill Outdoors.</p> <p>8 Students attended RAW Gym and Mentoring. These programmes improved student's engagement to timetable and improved their personal wellbeing and confidence. Attendance data for these pupils showed improvement.</p> <p>4 Students attended RFC. Their attendance data improved as did their attitude to learning and sport.</p>
Provide additional 1:1 learning to students who are struggling to access the group environment either via Hamilton Teachers or a tutoring service such as tutor Drs	Allowing students to access the curriculum and learning who wouldn't normally be able to due to anxiety and SEMH needs.	<ul style="list-style-type: none"> - Engagement in learning will increase as seen in progress, behaviour and learning data - Attendance for those disadvantaged students will rise in line with national average 	March 2020	CM	<p>July 2020 – Students that were struggling to access the curriculum due to significant gaps in their learning had access to 1:1 learning in the afternoons. These learning opportunities enabled students to close gaps and re-integrate back into classroom learning. Attendance of these students rose due to the removal of the learning barriers</p>

Strategic Plan – Barrier D - Social, Emotional and Behavioural needs preventing access to the curriculum, school environment and interaction with their peer group

TOTAL COST FOR BARRIER D: £2,000

Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Final Review
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This outcome and plan will be met through the work undertaken regarding barrier C						
Continue to provide a free school uniform for students.	<p>Ensure there are no financial barriers or implications to purchasing uniform.</p> <p>Supports parental engagement with the school is positive before student start school.</p> <p>Allows student to feel part of school life.</p>	<ul style="list-style-type: none"> - Students will be in uniform - Behaviour and Progress data will show further engagement due to feeling part of the school as evidenced in school progress data 	March 2020	TJ	<p>July 2020 – New Hamilton School Uniform was purchased for Students ready for them to wear. This uniform was issued to students that were able to wear it, and wearing of this was encouraged, all students that need now have a uniform. This has removed some worries for some students regarding their appearance.</p>	
Social Skills groups before, during and after school to support students with peer engagement and interaction	To encourage students to engage with each other appropriately	<ul style="list-style-type: none"> - Progress data will show a rise in engagement - Less behaviour incidences for those PP students as evidenced in Behaviour data - Calmer school environment - Less incidences of physical intervention as outlined in the bound and numbered book - Attendance will rise as school will be more pleasurable environment 	March 2020	CM	<p>July 2020 – Some Social Skills work has been undertaken by the Speech and Language Therapist but with little success. No after school groups were put in place. Breakfast club was used to support with social skills, but for all students, with some specific work for those that needed it.</p>	
Strategic Plan – Barrier E – Speech, Language and Communication Needs						
TOTAL COST FOR BARRIER E: £4,500						

Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Interim Review	Final Review	RAG
Targeted Speech and Language Therapy plan as outlined within EHCPs	Students who are disadvantaged will be able to meet their aspirations and outcomes as outlined with their EHCPs to enable them to access the curriculum and fuller.	<ul style="list-style-type: none"> - Progress data will rise - The gap with PP and non PP will narrow - Students will be engaged in learning due to improved understanding and ability to contribute fully 	March 2020	CM	July 2020 – A speech and Language Therapist has been employed by the trust and has implemented and put together a plan for Hamilton School students to ensure their needs are being met. Due to Covid-19 the initial planned session could not take place but resources were planned and time was taken to understand the Speech and Language Needs of our students.		
Social Skills groups before, during and after school to support students with peer engagement and interaction	To encourage students to engage with each other appropriately	<ul style="list-style-type: none"> - Progress data will show a rise in engagement - Less behaviour incidences for those PP students as evidenced in Behaviour data - Calmer school environment - Less incidences of physical intervention as outlined in the bound and numbered book - Attendance will rise as school will be more pleasurable environment 	March 2020	CM	July 2020 – Some Social Skills work has been undertaken by the Speech and Language Therapist but with little success. No after school groups were put in place. Breakfast club was used to support with social skills, but for all students, with some specific work for those that needed it.		
Strategic Plan – Barrier G – Historic low attendance of disadvantaged students							
TOTAL COST FOR BARRIER G: £4,500							
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Final Review		

<p>Regular home visits and cold calling to be undertaken to ensure valid non-attendance reasons.</p>	<p>To provide face to face support for families in need. Allows school staff, in particular the School Care officer, to see and support issues within the home. This will/can also provide support for referrals to external agencies.</p>	<ul style="list-style-type: none"> - Attendance data will show improvements - Attendance gap between PP and non PP students will narrow - Clear trust and engagement built with families as evidenced through contact logs and attendance at meetings - Staff will be engaging with students continually to ensure their safeguarding 	<p>March 2020</p>	<p>CM & TJ</p>	<p>July 2020 – All non-attendees had a home visit after 3 days of absence. Any pupil on long term persistence absence was visited once, or twice, a week. This encouraged a rise in attendance as some were taken into school from home. Parents reported they felt supported in getting their child into school. This also allowed young people to put their voice across, enabling an action plan to be put into place to get them into school, and increase their attendance.</p>	
<p>Attendance data will be monitored and a spreadsheet of attendance by % will be kept</p>	<p>Due to the long term disengagement of Hamilton student's attendance figures across the board are lower than the national average. Attendance needs to be monitored closely</p>	<ul style="list-style-type: none"> - Regular attendance meetings to happen, minutes to be made accessible to all - Spreadsheet will provide overview of students with attendance issues - Provide a clear view for staff on rising and falling attendance to allow action planning 	<p>March 2020</p>	<p>TJ</p>	<p>July 2020 – This was implemented and all student's attendance % was monitored. This data informed the agenda for the fortnightly attendance meeting and allowed action planning to take place to hopefully increase attendance. Some student's showed an increase in attendance due to the regular monitoring. This data was also used to complete individual case studies to understand reasons and patterns for non-attendance</p>	
<p>Provide transportation for students who are unable to get to school or provisions. Provide Bus Passes for</p>	<p>Due to disadvantage parents may not have sufficient funds to access transport. This gives students easy access to and from school. This will also remove some excuses for poor</p>	<ul style="list-style-type: none"> - Pupils attendance will rise - Number of late marks will reduce - PP attendance will rise to the national average and the gap between non PP and PP will narrow. 	<p>March 2020</p>	<p>TJ</p>	<p>July 2020 – Transportation, Taxis and Bus Passes were provided for those that needed it and/or were eligible. Hamilton also worked closely with School Transport to build a relationship. Staff were also used to go and pick up students from their homes. Attendance for these students increased and students came in more settled and ready for learning during the day</p>	

students to get to school	attendance and provide an easier transition from home to school in the mornings.					
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Strategic Plan – Barrier H – Negative Life Experiences both at home, school and within the community, including social care intervention

TOTAL COST FOR BARRIER H: £0

Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Final Review	RAG
<p>Students to have allocated key worker who will build a trusting relationship with PP students.</p> <p>Students to have access to the school care officer for continued support with access and sign posting to additional services such as counsellors and other in school support networks</p>	<p>Pupils need make significant progress in school to change their attitude towards others and their learning to be able to access the curriculum.</p>	<ul style="list-style-type: none"> - Less incidences and physical interventions as outlined in the Bound and Numbered Book - Classroom progress data and class charts will reflect time and attitude towards learning - Behaviour incidences will decrease in line with non PP students - Students and families will engage further with staff and other services through trust of school staff and encouragement. 	<p>March 2020</p>	<p>GC & TJ</p>	<p>July 2020 – All students have been allocated a key person to support the young person with their needs. The School Care Officer has worked to build up relationships with student’s that struggle to engage in school life increasing their engagement in learning.</p> <p>Parents engagement with school has increased and staff are becoming more and more aware of problems at home.</p>	

Strategic Plan – Barrier I – High number of school moves/placements with all students having gaps within their education at some point in their educational history						
TOTAL COST FOR BARRIER I: £0						
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Final Review	RAG
This outcome and plan will be predominantly met through the work undertaken regarding barrier A & B						
School Care Officer to undertake chronology of educational history upon entry to Hamilton School	To enable leaders, teachers and support staff to see where the gaps in education lie for students and be able to see and understand the number of hours previously missed	<ul style="list-style-type: none"> - Student progress data will narrow between PP and non PP - Staff will have an understanding of the needs of the students - Attendance % will rise in line with national average, and the gap between PP & non PP will narrow 	March 2020	TJ	July 2020 – An admissions process was introduced for school leaders by the Associate SEN & Vulnerable Groups Manager. The school care officer reviews relevant information upon entry and feeds this to leaders. A formal Chronology/System for education gaps has not been implemented yet.	
Strategic Plan – Barrier J – Parental engagement with school and their aspirations for their child will be reduced due to past experiences and disadvantage						
TOTAL COST FOR BARRIER J: £500						
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Final Review	RAG
Parents to be enabled to get as involved as possible in their child's life/education by consistent home school	Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their	<ul style="list-style-type: none"> - Improved parent attendance at review meetings - Progress data will increase - Contact books/Teachers to 	March 2020	TJ	July 2020 – Parents invited to all meetings involving their child. School Care Officer supports all the parents in TAF, CIN and CP meetings. The School Care Officer works with parents in improving strategies to cope with their child's behaviour at home – this has increased our engagement in the mornings as they have a better start to the school day due	

communication and invitations to all meetings. Positive communication home to be provided via keyworkers.	children's education. Students with involved parents or other caregivers earn higher grades and test scores, and show improved behaviour(National Education Association, 2014)	Parents will show increase in engagement			to less issues at home. Key Workers contact as much as possible with both positive and negative feedback.	
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Strategic Plan – Barrier K – Engagement in illicit activities, such as substance misuse and crime

TOTAL COST FOR BARRIER K: £265

Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Final Review	RAG
Encourage pupils to access specialist services to discourage such activities	Not all students will be aware of what support is out there, nor understand the need for help. Particularly those disadvantaged.	<ul style="list-style-type: none"> - Improving engagement in education as evidenced through attendance and behaviour for learning data. - Evidence of referrals made to be kept on file with outcomes 	March 2020	CM	July 2020 – Students are encouraged at all times to seek the help they need. Hamilton School has a youth worker session to talk with student's regarding their thoughts and feeling to encourage engagement. However, a broader balance of services need to be explored with our students.	
PSHE curriculum to include external agency visits building a strong and positive relationships with the local police.	It is proven that positive engagement with the police leads to more positive outcomes for young people involved in crime	<ul style="list-style-type: none"> - Police will have regularly visited the school - Students will be engaged with the PSHE curriculum as outlined in progress and behaviour for learning data. - Student attendance of disadvantaged students 	March 2020	CM	July 2020 – Two external visits were conducted, one regarding Knife Crime and County Lines. More were planned but cancelled due to Covid-19	

Offer targeted youth offending and prison visits to lower the risk of young people engaging in crime.		will rise and narrow with those who are non PP - Reports from services such as specialist youth services to be kept on file - Lower safeguarding incident due to crime activity within the community as evidenced on CPOMS				
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Strategic Plan – Barrier L – Lack of enrichment activities outside of school compared to non-PP students due to financial constraints, lack of available opportunities and/or transportation

TOTAL COST FOR BARRIER L: £3,000

Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Final Review	RAG
<p>School to provide young people with enrichment activities as part of their curriculum to ensure they gain life experience.</p> <p>Continue to offer a full range of educational visits and activities. The PP funding will be used to ensure these trips are paid for and children are</p>	<p>The EEF think enriching education has intrinsic benefits. They think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is</p>	<p>- Attendance of disadvantaged students will rise and the gap will narrow with those who are Non PP - Students will have higher engagement to timetable as outlined in behaviour for learning data - Behaviour incidences will decrease due to a more engaging and enjoyable curriculum</p>	March 2020	SB & SR	<p>July 2020 – Enrichment activities have formed part of the core curriculum at Hamilton School and students have engaged in these well. Students engage well in these activities and this then encourages engagement in their academic learning. Attainment and attendance has risen due to this but progress is slow.</p>	

able to access the wider curriculum.	particularly interested in.					
<p>School to publish details of activities outside of school hours.</p> <p>School to support students unable to access out of school/after school activities to do so.</p> <p>School to signpost families to support groups and charities to enable transportation and funds to access activities</p>	Enables students to undertake and pursue activities they are interested in outside of school hours reducing the risk of crime and illicit activities and giving a disadvantaged child a more enjoyable and enriching home life.	<ul style="list-style-type: none"> - Students will be actively engaging with out of school/after school activities - Safeguarding and Behaviour data will show a decrease in incidents due to positive engagement in something meaningful - Narrows the gap between PP & Non PP learners 	March 2020	SB & SR	July 2020 – Details of these activities has been made known to students and parents but have not been publicised well enough. A number of the activities that were known were then closed due to Covid-19.	
Total budgeted cost: £29,765						

Additional detail

Because of the nature of Hamilton School, and the backgrounds of the majority of the students, children that are both PP and non PP may benefit from some of these interventions and activities as outlined within the Action Plan. Across the school many of our children are disadvantaged and deprived which immediately has a negative impact on their ability to learn and access a full curriculum. By working collaboratively and tailoring learning experiences to meet student needs, progress for all students will increase and the gap will narrow between children in receipt of PP and those who are not. Due to historic disengagement, pupils' attendance and willingness to engage in a curriculum is low; these barriers need to be overcome, so our pupils can succeed at school and beyond.

Some costs are not included within this strategy, and some areas will cost in excess of those predicted. These costs will be covered by existing staff and curriculum spending already budgeted to ensure a full holistic approach to supporting disadvantaged pupil premium students. Some costs will also be supported through SEND EHCP provision funding.

Summary of Attendance and Punctuality

Session Attendance Summary for Attendance

	Year 7	Year 8	Year 9	Year 10	Year 11	All Years
All	78.8%	67.9%	54.1%	40.3%	48.2%	57.86%
Pupil Premium	63.1%	67.9%	50.8%	30.0%	41.2%	50.6%
Not Pupil Premium	5.65	N/A	68.5%	100%	53.5%	56.9%

Session Attendance Summary for Persistent Absence Less Than 90%

	Year 7	Year 8	Year 9	Year 10	Year 11	All Years
All	50%	75%	81%	89%	100%	79%
Pupil Premium	100%	75%	88%	100%	100%	92.6%
Not Pupil Premium	0%	N/A	100%	0%	100%	100%

Session Attendance Summary for Lates

	Year 7	Year 8	Year 9	Year 10	Year 11	
All	0	0	0.17%	0.4%	0.6%	
Pupil Premium	0	0	0	0.4%	0.6%	
Not Pupil Premium	0	0	0.17%	0	0	