



SUMMARY INFORMATION				
Name of School	Hamilton School		Total students on roll	34
Students eligible for PP	Number: 27	?: 79.4%	Number eligible for PP Plus (PLAC)	
School PP Lead	Luke Baker	LAB PP Lead		
		Total projected spend	2020 – 21 Spend - £23,250	

DISADVANTAGED PERFORMANCE	%
Year 11s on track to receive 5 Qualifications(Including English and Maths)	
Year 11s on track to receive 5 qualifications	
Pupils on track to gain GCSE English or Maths grade 4-9 by end of Yr11	
KS3 Achieving expected progress or above in reading, writing and maths	
KS4 Achieving expected progress or above in reading, writing and maths	

INTERVENTION	% IN NEED
Targeted Literacy Intervention	50%
Targeted Spelling & Writing Intervention	17.6%
Targeted Maths Intervention	23.5%
Speech and Language Intervention	15%
Emotional Literacy Work	70.6%
Targeted Therapy(Art, Play, Equine etc)	32.5%

BARRIERS TO PROGRESS AND ATTAINMENT	
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 learning
D	Social, Emotional and Behavioural needs preventing access to the curriculum, school environment and interaction with their peer group – including confrontational and challenging behaviour
E	Speech, Language and Communication Needs
F	Poor emotional literacy skills

Additional barriers (including issues which also require action outside school, such as low attendance rates)	
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
M	Students not being emotionally ready to learn due to external factors

STRATEGY AIMS FOR DISADVANTAGED PUPILS - ACADEMIC PROGRESS AND ATTAINMENT	
Aims	Target date
Pupils to make expected levels of progress in literacy and numeracy	July 2021
Students to have access to targeted interventions, and interventions HLTA to support their special educational needs	July 2022
Students will have improved Speech and Language Skills and will be able to express themselves appropriately	July 2022

STRATEGY AIMS FOR DISADVANTAGED PUPILS - WIDER OUTCOMES (e.g. independence, cultural capital, behaviour)	
Aims	Target date
Pupils to increase their attendance at school, with all students achieving 85% attendance	July 2021
Pupils to develop skills to manage their behaviour independently	July 2021
Pupils to have access to the relevant curriculum to support their specific SEND needs	Ongoing

To provide additional therapeutic support to support students Special Education Needs and Disabilities	Ongoing
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STAFFING COSTS		
Role	Rationale	Projected Spend
N/A		

TEACHING PRIORITIES FOR THE CURRENT ACADEMIC YEAR						
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Pupil progress and attainment will be accurately and consistently tracked by teaching staff, against the relevant attainment standards. This will be shared with all relevant stakeholders at least Annually	A, B	<ul style="list-style-type: none"> - Teachers will have a clear understanding of pupil's academic attainment and progress - Teachers will know and understand the levels of the students within their classes and be able to differentiate appropriately - The interventions HLTA will have an understanding of where gaps lie and will be able to support as appropriate 	£0	Sept 2020	JS Subject Leads	March 2021
Training Programmes to be available to all staff via the Educational Psychology Service, Speech and Language Therapist, Occupational Therapist and other bodies to support students with access to their learning, allowing teachers to plan with individual learning needs in mind.	A, B, D, E, F	<ul style="list-style-type: none"> - Teachers Will have an understanding of students learning needs and will be able to adapt teaching accordingly - Teachers and classroom support staff will be able to enable access to the curriculum by understanding pupil needs - Pupil attainment and behaviour data will show improvements 	£2,000	Sept 2020	JS All Classroom staff	March 2021

		- Attendance to lessons will rise				
Students to undertake baseline testing, in particular in Maths and English, upon Entry to Hamilton School, with subject leaders completing a Gap Analysis of the data to inform pupil progress and attainment planning	A, B, I	<ul style="list-style-type: none"> - Staff will have available to them meaningful learning data relating to students - The interventions HLTA will be able to work alongside class teachers to enable narrowing of gaps in learning based on data - Teachers will be able to plan learning according to needs of the students as they will be fully aware of where learning gaps lie 	£1,500	Sept 2020	TR LB LS YR	March 2021

TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Students to have access to the "Accelerated Reader Programme" and a Targeted Numeracy programme to narrow gaps within their learning	A, B, I	<ul style="list-style-type: none"> - Programme will have formed part of the school intervention programme and will be delivered to those that need it regularly - The Gaps between disadvantaged and non-disadvantaged students will narrow - Students will be on track to reach target grades in literacy and numeracy based subjects 	£1,500	Sept 2020	TR LB	March 2021
Emotional Literacy Support to be provided through the School Care Officer, Interventions HLTA and Speech and Language Therapist. Nurture Training to be provided to key	F, M	<ul style="list-style-type: none"> - There will be fewer behaviour incidences as evidenced on behaviour logs - School will be a calmer environment - Students will have a clear understanding of how to show their emotions 	£1,500	Sept 2020	TJ TR WT	March 2021

staff working with more vulnerable students.		- Staff will have a “bank” of strategies to support students				
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	C, D	- Students will have wider opportunities to learn to narrow gaps in their learning - Learning gaps will narrow between those disadvantaged and those not - Progress data will rise - Attendance will rise due to students feeling more able to access learning	£3,000	Sept 2020	GC TJ LB TR	March 2021
Students with Speech, Language and Communication Needs to have access to target Speech and Language therapy	E	- Students will have engaged with Speech and Language Therapy as evidenced in progress logs - Students will be confident in their communication resulting in fewer behaviour incidences	£1,500	Sept 2020	JS LB WT	March 2021

WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Provide targeted mentoring for PP students using RAW Health and Fitness, Path Hill Outdoors and Reading Football Club Community Trust	C, D, G, H, L	- Student engagement to learning will rise - Students attendance will rise - There will be fewer behaviour incidences	£4,000	Sept 2020	GC	March 2021
Breakfast Club to be provided for all pupils	C, D, F, G, H, M	- Improve attendance of disadvantaged pupils - Improve punctuality of vulnerable disadvantaged pupils - To allow PP pupils to feel included in the mornings - Ensuring students have eaten leads to a more successful day. - Pupils time out of learning will be less and progress will grow as evidenced	£1,250	Sept 2020	GC TJ SR SB	March 2021

		through progress progress data monitoring - Improved social skills due to increased interaction with others, behaviour incidences will decrease				
Regular home visits and cold calling to be undertaken to ensure valid non-attendance reasons.	G, J	- Pupil and parent engagement with the school will rise - Pupils will attend school more regularly as reflected in attendance data - The school will have better processes of tracking reasons for non-attendance and finding ways to support families and refer to other services.	£0	Sept 2020	TJ	March 2021
Students to have allocated key worker who will build a trusting relationship with students. 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	C, D, J	- Engagement to learning will rise due to trusting relationships - Lower behaviour incidences as students will have somebody they can talk to - Parents will feel more involved in education due to having key point of contact for individual child	£0	Sept 2020	JS GC TJ	March 2021
PSHE curriculum to include external agency visits building a strong and positive relationship with the local police. Offer targeted youth offending and prison visits to lower the risk of young people engaging in crime.	D, K, M	- Students will have a wider understanding of issues that are effecting them - School will have an open line of communication with the police to support students - Students will be signposted to services to support their needs - Students will have positive e	£1,500	Sept 2020	GC SV	March 2021
School to provide young people with enrichment activities as part of their curriculum to ensure they gain life experience.	L	- Students engagement in the curriculum will rise due to accessing meaningful and positive activities - Student attendance will rise	£1,750	Sept 2020	GC	March 2021

		- Students will leave Hamilton School with the relevant skills required for later life				
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 able to access the wider curriculum.	C, D, L,	- Students engagement in the curriculum will rise due to accessing meaningful and positive activities - Student attendance will rise - Student progress data will rise and the gap between disadvantaged and non-disadvantaged will rise	£1,750	Sept 2020	GC	March 2021

TEACHING PRIORITIES FOR THE NEXT THREE/FIVE YEARS

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Quality first teaching through teaching and feedback, including metacognition and self-regulation by children additional group teaching by highly experienced teachers	A, B, E, I, M	- Systems will be in place to feedback appropriately to individual students taking into account their Special Educational Needs and Disabilities - Robust Marking and Feedback policy in place which includes how we involve students in feedback - Providing self-assessment opportunities to all students across all subject areas - Regular staff CPD on Teaching, Learning and Feedback - Systems in place to understand students learning style, and support them in understanding their own ways of learning	£0 – included in staffing spend and CPD budget	Sept 2020	JS	July 2021

		<ul style="list-style-type: none"> - Progress data and school engagement will rise - Students will be able to successfully communicate their view on their own learning 				
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TARGETED ACADEMIC SUPPORT FOR THE NEXT THREE/FIVE YEARS

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
<p>Widen the range of testing, interventions and progress tracking for pupils to ensure learning and emotional gaps are narrows but all EHCP Outcomes are fully being met.</p> <p>To include:</p> <ul style="list-style-type: none"> - Touch Typing - Handwriting - Spelling - Learning Styles - SDQ's 	A, B, I	<ul style="list-style-type: none"> - Testing will be embedded into the school curriculum so staff are able to gain an understanding of student's needs, wants, wishes, views and abilities - Planning of learning will be completely informed by the students' needs - Students will have an idea of where their gaps lie and how to improve these - Students will be engaged in intervention work - Outcome within EHCPs will be met regularly - Student progress data will rise and the gap between disadvantaged and non-disadvantaged will narrow 	<p>£8,000 over 3 Years (Year 1 Included above)</p> <p>£13,00 over 5 Years</p>	Sept 2020	TR LB	July 2021
Students to have access to outdoor adventure and Forest School Learning opportunities, making use of in house trained staff, to enable students to access wider learning, promote curriculum engagement and raise attainment.	C, F, H, L, M	<ul style="list-style-type: none"> - Students will be engaged in outdoor learning - The curriculum will support the emotional wellbeing of disadvantaged students - Attendance of students will rise due to positive activities available - Students' progress and attainment data will rise due to positive learning opportunities 	<p>Year 1 included in staffing and curriculum spend</p> <p>£4,000 over 3 years</p>	Sept 2020	GC	July 2021

			£6,500 over 5 years			
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WIDER STRATEGIES FOR THE NEXT THREE/FIVE YEARS						
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
<p>Regular Provision and Curriculum Reviews to ensure students' needs are being met – Hamilton School is a constantly changing environment and regular reviews of these areas must take place to ensure we are supporting pupils to be the best they can be, engaged in learning and narrowing their gaps to attainment and the whole school environment.</p> <p>Ensuring the curriculum meets the needs of the students and parental expectations</p>	C, D, I, J	<ul style="list-style-type: none"> - Parents and students will be actively engaged in their education - The curriculum will be fit for purpose and meet the needs of the students within the school - Due to having a curriculum that meets students' needs the gap between disadvantaged and non-disadvantaged students will narrow - Attendance of students will rise 	<p>£3,000 over 3 Years.</p> <p>£6,000 over 5 Years</p>	Sept 2020	SV	July 2021
<p>Provide transportation for students who are unable to get to school or provisions.</p> <p>Provide Bus Passes for students to get to school</p>	G	<ul style="list-style-type: none"> - Students will be accessing school more regularly due to removing the barrier of transportation to school – attendance figure will rise - Students will have a calmer start to the school day, due to removing the stress of getting to school, meaning engagement and attainment will rise 	<p>£2,000 per year</p> <p>£6,000 over 3 years</p> <p>£10,000 over 5 year</p>	Sept 2020	GC	July 2021

PP PLUS – ADDITIONAL SUPPORT FOR POST LOOKED AFTER STUDENTS

Action	KPIs	Projected Spend	Date	Staff lead	Interim Review
Students to have access to additional Learning opportunities to ensure their trauma and emotional needs are being met			Sept 2020	TJ	March 2020
Due to a number of school changes looked after children often have large gaps in their learning. Additional 1:1 teaching support is to be provided to looked after children where required			Sept 2020	TJ	March 2020

	Challenge(s)	Mitigating action
Teaching	<ol style="list-style-type: none"> 1. No school day is the same, due to the nature of the Children at Hamilton School 2. A history of poor engagement in learning resulting in large learning gap 3. Consistently low literacy and numeracy levels 4. Difficulties in attracting and recruiting high quality staff due to the nature of the school when staff spaces become vacant 	<ol style="list-style-type: none"> 1. The children and curriculum will be adaptable and fluid and all will be prepared for change 2. Staff are to be aware of student's barriers to education, and a chronology is to be completed upon entry to ensure all are aware of barriers and how to overcome them 3. Literacy interventions and testing to be put in place 4. Positive recruitment campaigns for staff, keeping a talent pool and using the good reputation of MET to support gaining quality staff
Targeted support	<ol style="list-style-type: none"> 1. Students will struggle to engage in 1:1 intervention due to learning needs 2. Students take time to build relationships, and would struggle to engage in learning until a relationship has formed 3. Time constraints – students can come to Hamilton School late in their education so gaps may not be able to be narrowed, the time it takes to build a relationship and engage a child in 1:1 interventions may then impact on others being able to access 	<ol style="list-style-type: none"> 1. Pressure is to be removed from students, timetable for interventions to be fluid. Remind staff that any engagement is good engagement 2. Training and understanding with staff that relationships take time, but will form. Staff to be paired with children who have things in common to help build relationships 3. Ensure interventions are identified as early as possible and that these students are the priority for interventions

Wider strategies	<ol style="list-style-type: none">1. Historic and embedded low attendance2. Spend may rise and fluctuate over time due to new students, or significant events in a child's life	<ol style="list-style-type: none">1. Utilise the skills of the school care officer to work with families to remove attendance barriers.2. Utilise EHCP funding to ensure students are supported to the best of our ability
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