

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Hamilton School
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	62.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	April 2021
Statement authorised by	Mandy Wilton
Pupil premium lead	Jill Corfield
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,083
Recovery premium funding allocation this academic year	£10,150
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£40,233

Part A: Pupil premium strategy plan

Statement of intent

All of the students on roll at Hamilton School are disadvantaged by dint of the fact that they each have an EHCP for an SEMH condition. These young people struggle to regulate their moods and behaviour, and this is a real and ongoing challenge for staff. As a result, this strategy is a global strategy with the premise that what will benefit Pupil Premium children will benefit all children.

We know that the key to raising standards is through quality-first teaching. We also know that in order to benefit from it, our students need to be calm and well-regulated and for this reason, this strategy has a keen focus on pastoral support measures.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low literacy levels
2	Low numeracy levels
3	Lack of resilience to cope with the school curriculum
4	Social, Emotional & Behavioural needs including challenging behaviour
5	Poor emotional literacy skills
6	Negative life experiences (including ACEs)
7	Low parental engagement and aspirations
8	Recruitment and retention of high-quality staff
9	High number of school moves/placements

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
Improved literacy	Literacy levels are increased for all
Improved numeracy	Numeracy levels are increased for all
Improved attendance	Attendance rates increase. Persistent absenteeism decreases.

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: £ **No additional costs**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first Teaching – CPD	Ongoing focus on the delivery of high-quality teaching. Intent – Implementation – Impact. We know (Sutton Trust, 2011) that disadvantaged students benefit more, proportionally, from highly effective teaching than their non-disadvantaged peers.	1, 2, 9
Development of a school specific induction plan for the recruitment and retention of staff.	Information from exit interviews make it clear that this is an area for improvement. The plan will be devised by a long-standing member of staff who is well-placed to support, guide and advise new appointments with their assimilation into the school. This will be part of her personal staff development.	8

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

Budgeted cost: **£5,215**

Activity	Evidence that supports this approach	Challenge number(s) addressed
LUCID LASS Tool to screen for dyslexia and highlights specific areas of difficulty. £183	Most students have low literacy levels, some could have undiagnosed difficulties with reading which are a barrier to progress.	1, 9
MYON A reading resource which raises literacy standards. Reading age is assessed before and after. £2000	Most students have low literacy levels, and this is a barrier to learning. Students have already made progress with this tool.	1, 9
STAR ASSESSMENT Maths and English baseline assessments £1489	Many students have had difficult school careers with periods of absence. Accurate assessments are crucial to forward planning and progress measures.	1, 2, 9
First News Resource that embeds news-based learning into the curriculum. £427	Students do not all have access to information about current affairs. Inspires learning by growing students' reading, writing and oracy skills through global news.	1, 6, 7
MyMaths £199	Well respected online application which has raised students engagement.	2, 3, 9
SumDog £234	Online application which helps identify gaps in spelling and numeracy and then builds fluency using adaptive learning games. Aligned to the National Curriculum and proven to accelerate progress.	1, 2, 3, 9
Twinkl £683	Accessible resources that are specifically designed to meet the needs of SEN learners.	1, 2, 3

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

Budgeted cost: **£35,018**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour specialist seconded from PRU Salary contribution £12,784	Students cannot access learning unless they are calm and well-regulated. This colleague is working with staff and students.	4
School Care Officer Salary contribution £12,784	Colleague who provides a crucial link with disengaged children and their families. Feedback is entirely positive. Work to re-integrate non-attenders and/or to ensure alternative provision is in place.	6, 7, 11
Educational Psychologist £7,350	An important service for teachers of SEMH students to benefit from regular, specialist, advice and support.	4, 5
Massage therapy, Speech and Language Therapy, Occupational Therapy £2,000	Some students benefit from therapeutic support which falls outside their outside EHCP funding.	3, 4, 6
Board games Social skills and structured breaktimes £100	Some students find unstructured break and lunchtimes difficult. A quiet room with boardgames has helped these students to stay regulated.	4, 5

Total budgeted cost: £ 40,233

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Aim	Outcome
Pupils to make expected levels of progress in literacy and numeracy (July 2021)	Students meeting their year target: English 23% Maths 37% Assessment descriptors have been changed which will sharpen evaluations moving forward.
Pupils to increase their attendance at school, with all students achieving 85% attendance (July 2021)	<i>Attendance impacted by Covid. No national data published for 2019/20 or 2020/21.</i> Overall attendance: 51.47% EOTAS attendance: 31.23% Persistent Absence students (PA): 8.59% Attendance of 'regular' attendees: 80.49%
Pupils to develop skills to manage their behaviour independently (July 2021)	Covid appears to have impacted students' ability to tolerate one another and to self-regulate with a 57% increase in 'antisocial behaviour' logs and a 26% increase in 'difficult behaviour' logs (BehaviourWatch) last year, compared to 2019-20. Code of Conduct and Therapeutic Approach Behaviour Manual now in place.
Students to have access to targeted interventions, and interventions HLTA to support their special educational needs (July 2022)	Platforms used to support students: English: myON reader - personalizes reading for students by recommending books based on their interests, reading level, and ratings of books they've read. Maths: MyMaths – an interactive online teaching and homework subscription website for schools that builds students' engagement and consolidates maths knowledge. Sumdog - an online practice and assessment tool that uses games-based learning to build maths fluency and improve spelling. No interventions HLTA was appointed
Students will have improved Speech and Language Skills and will be able to express themselves appropriately (July 2022)	Ongoing.

Pupils to have access to the relevant curriculum to support their specific SEND needs (Ongoing)	The curriculum offer is being developed and this is an ongoing piece of work being undertaken by the school with support from the Trust Director of Curriculum and Continuous Improvement.
To provide additional therapeutic support to support students Special Education Needs and Disabilities (Ongoing)	Therapeutic trees and therapeutic plans for each student (ongoing). Weekly EP surgeries focusing on one student per session.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
As outlined in section above on <i>Targeted academic support</i>	