



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	30/05/20

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)	
Academic barriers (<i>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 coping 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
E	Speech, Language and Communication Needs
F	Curriculum participation/access: For some PP students, lack of resources means that some students might be unable to afford uniform or 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. Several students are not able to access Google Classroom during Covid-19 lockdown as they do not have computer or internet access at home.
Additional barriers (<i>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						
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Interim Review	Final Review
All students to undertake regular reading baseline testing with data that is shared with all teaching and support staff. Gap analysis of this data to be carried out and made available to all staff.	To enable subject teachers and senior leaders to understand where learning gaps lie to be able to inform teaching and student interventions	<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 	March 2020	LS	May 2020	July 2020
Implementation of a targeted reading and comprehension intervention for students	To support learners developing their reading skills to narrow the gap between PP & non PP students	<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 	March 2020	LS	May 2020	July 2020
Provide spelling and handwriting programmes to support students' access to the literacy curriculum	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 wider curriculum with confidence.	<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 - 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 	March 2020	LS	May 2020	July 2020
Offer reading books for pupils to access across the school	Supports students' development as readers as well as their sense of self as	<ul style="list-style-type: none"> - PP pupils make progress in reading 	March 2020	LS	May 2020	July 2020

	<p>a reader. Will strengthen their browsing and selecting skills, and hopefully lead to a lifetime of reading for pleasure.</p> <p>Will encourage a wider school ethos of the importance of books and reading</p>	<ul style="list-style-type: none"> - 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 				
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Strategic Plan – Barrier B - Low numeracy levels and insecure numeracy skills, with some specific learning issues such as dyscalculia

Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Interim Review	Final Review
<p>All students to undertake regular Maths 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 teachers 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"> - Maths ages will rise - The gap between PP and non PP students will narrow - Students will be on track to reach their target grades in Maths based subjects 	<p>March 2020</p>	<p>YR</p>	<p>May 2020</p>	<p>July 2020</p>
<p>Improving Maths skills with our lower ability students through the use of Numicom</p>	<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-</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 	<p>March 2020</p>	<p>YR</p>	<p>May 2020</p>	<p>July 2020</p>

	specialists and teaching assistants					
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	May 2020	July 2020

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

Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Interim Review	Final Review
Lists of all disadvantaged students to be made easily accessible to all staff.	<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 	March 2020	CM	May 2020	July 2020
	Mentoring through sport and outdoor learning to provide additional engagement and	<ul style="list-style-type: none"> - Attendance for disadvantage students will rise in line with national average 	March 2020	CM	May 2020	July 2020

	enrichment activities to widen curriculum and engagement.	<ul style="list-style-type: none"> - 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 				
Provide additional 1:1 or remote online or paper-based learning to students who are struggling to access the group environment either via HS 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	May 2020	July 2020

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

Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Interim Review	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 positive parental engagement with the school before student starts 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	May 2020	July 2020
Social Skills groups during the school day to support students with peer engagement and interaction	<p>To encourage students to engage with each other appropriately</p> <p>Making use of SaLT recently employed by MET</p>	<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 	March 2020	CM	May 2020	July 2020

	Meeting needs on EHCPs	<ul style="list-style-type: none"> - Calmer school environment - Fewer incidents of physical intervention as outlined in the bound and numbered book - Attendance will rise as school will be more pleasurable environment 				
Outreach support via remote learning (Google Classroom or hard-copy work packs) as part of the school day for students who do not attend full-time	Students who refuse to, or struggle to, attend school regularly will be offered support to learn at home, in line with that provided during Covid-19 lockdown. Provision to be monitored and evaluated to ensure rigour, value and engagement.	Students who do not attend continue to receive educational support and input from HS, their school; as a result they make some academic progress and feel part of the school family.				
AP provision for students who struggle to self-regulate and learn in the HS environment	Students who are not attending regularly are able to access alternate settings and engage in other activities outside the traditional school curriculum.	Students engage socially with the wider world, acquiring skills which may become relevant to their careers and will support their acquisition of social skills	Mar 20	CM	May 20	Jul 20
Strategic Plan – Barrier E – Speech, Language and Communication Needs						
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Interim Review	Final Review
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	May 2020	July 2020

Social Skills groups at 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 - Fewer incidents of physical intervention as outlined in the bound and numbered book - Attendance will rise as school will be more pleasurable environment 	March 2020	CM	May 2020	July 2020
Strategic Plan – Barrier G – Historic low attendance of disadvantaged students						
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Interim Review	Final Review
Regular home visits and cold calling to be undertaken to ensure valid non-attendance reasons. During Covid-19 lockdown, daily pastoral support calls to safeguard students.	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.	<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 	March 2020	CM & TJ	May 2020	July 2020
Attendance data will be monitored and a spreadsheet of attendance by % will be kept. Case studies related to attendance will be prepared.	Due to the long term disengagement at HS, students' attendance figures across the board are lower than the national average. Attendance needs to be monitored closely	<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 	March 2020	TJ	May 2020	July 2020

		attendance to allow action planning				
Provide transportation for students who are unable to get to school or provisions. Provide bus passes for students to get to school	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 attendance and provide an easier transition from home to school in the mornings.	- 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.	March 2020	TJ	May 2020	July 2020

Strategic Plan – Barrier H – Negative Life Experiences both at home, school and within the community, including social care intervention

Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Interim Review	Final Review
Students to have allocated key worker who will build a trusting relationship with PP 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	Pupils need make significant progress in school to change their attitude towards others and their learning to be able to access the curriculum.	- Fewer incidents 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 incidents 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.	March 2020	GC & TJ	May 2020	July 2020

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						
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Interim Review	Final Review
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	May 2020	July 2020
Strategic Plan – Barrier J – Parental engagement with school and their aspirations for their child will be reduced due to past experiences and disadvantage						
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Interim Review	Final Review
Parents to be enabled to get as involved as possible in their child's life/education by consistent home school communication and invitations to all meetings. Positive communication home to be provided via keyworkers.	Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behaviour(National Education Association, 2014)	<ul style="list-style-type: none"> - Improved parent attendance at review meetings - Progress data will increase - Contact books/Teachers to Parents will show increase in engagement 	March 2020	TJ	May 2020	July 2020

Strategic Plan – Barrier K – Engagement in illicit activities, such as substance misuse and crime						
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Interim Review	Final Review
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	May 2020	July 2020
<p>PSHCE curriculum to include external agency visits building a strong and positive relationship with the local police.</p> <p>Offer targeted youth offending and prison visits to lower the risk of young people engaging in crime.</p>	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 PSHCE curriculum as outlined in progress and behaviour for learning data. - Attendance of disadvantaged students will rise and gap will narrow against those who are non PP - Reports from services such as specialist youth services to be kept on file - Fewer safeguarding incidents due to crime activity within the community as evidenced on CPOMS 	March 2020	CM	May 2020	July 2020
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						
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff Lead	Interim Review	Final Review
School to provide young people with enrichment activities as part of their curriculum to ensure	The EEF think enriching education has intrinsic benefits. They think all children, including those from disadvantaged backgrounds,	<ul style="list-style-type: none"> - Attendance of disadvantaged students will rise and the gap will narrow with those who are non PP 	March 2020	SB & SR	May 2020	July 2020

<p>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 able to access the wider curriculum.</p>	<p>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 particularly interested in.</p>	<ul style="list-style-type: none"> - Students will have higher engagement to timetable as outlined in behaviour for learning data - Behaviour incidents will decrease due to a more engaging and enjoyable curriculum 				
<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>	<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.</p>	<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 	<p>March 2020</p>	<p>SB & SR</p>	<p>May 2020</p>	<p>July 2020</p>
<p>Total budgeted cost: £34,000 (average PP grant income £8,500 quarterly)</p>						

Summary of expenditure				
Strand	Amount	%		%
Leadership			Staff (leadership)	
English Staff			Staff (curriculum)	
English Other			Staff (welfare)	
Maths Staff			Curriculum Resources (staff)	
Maths Other			Curricular Equipment (students)	
Curricular Staff	£24,000 (Interventions HLTA: literacy/numeracy)	71%	Enrichment	71%
Other curricular	£1,150 'Catch-up' Literacy & Numeracy programme	3%	Wrap around	3%
Enrichment/cultural capital	£6,000 Alternative Provision fees	18%	Outside agencies	18%
Curricular equipment	£2,850 (laptops/dongles for home learning)	8%	Curricular Resources (online)	8%
More able			CPD Pastoral/Welfare	
Behaviour			Practical support	
Attendance			Other	
Emotional/wellbeing				
Curriculum CPD				
Pastoral/welfare CPD				
Practical help				
Student Personal allowance				
Teacher grants				
Breakfast Club*				
Homework support*				
Other				
TOTAL			TOTAL	

*Wrap around

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.