

# Pupil premium strategy statement – Hamilton School

This statement details our school's use of pupil premium (and recovery premium for the period 2022 to 2023 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School Name	Hamilton School
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	80%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Sarah Concannon, Headteacher
Pupil premium lead	<i>George Chatzakis,</i> Deputy Headteacher
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44,432.00
Recovery premium funding allocation this academic year	£ 11,316.00
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£ 55,748.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for all our disadvantaged pupils, with all our students being disadvantaged by fact that they have an EHCP for an SEMH condition. Our students 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.

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. We also know that in order to benefit from it, our students need to be able to understand their emotions and be able to self or co-regulate to access their learning 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 and 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
10	Improved engagement of all stakeholders

## 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 attendance	Attendance rates for all increase with persistent absenteeism decreasing. Students are attending school, enjoying school and feel safe at school.
Improved social and emotional behaviours	Students are able to self and co-regulate, understanding their own emotions through the use of zones of regulation tool.
Improved literacy	Levels are increased for all and all steps are measured through Star Reader assessments half termly. Allocated daily reading sessions on the timetable to support the growth of reading and literacy skills across all students
Improved numeracy	Levels are increased for all and all steps are measured through Star Maths assessments half termly.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Behaviour for Learning Programme	CPS sessions delivered weekly to staff focusing on improving the behaviour for learning. Within this programme there is a focus on the delivery of high-quality teaching. Intent-Implementation-Impact. We know that disadvantaged students benefit more, proportionally, from highly effective teaching than their non-disadvantaged peers.	1,2,9,10
Further development of staff induction, to support retention of staff.	SLT to work on creating a induction programme for new starters to support them into their new roles and the new environment. Ensuring that support is available to help them find their feet and regular drop-ins available to feedback on how things are going.	8

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

Budgeted cost: **£11463.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Star Assessment</b> Maths and English Assessments – completed for baseline and then half termly to measure progress	Many students have had difficult school careers with periods of absence. Accurate baseline assessments are crucial for understand student starting points. Regular assessment from the baseline allows us to measure the small levels of progress being made and if no progress being made, put in an intervention to support.	1,2
<b>MyOn</b> A reading resource which raises literacy standards. Reading age is assessed before and after.	Most students have low literacy levels, and this is a barrier to learning. Students have already made progress with this tool.	1
<b>SumDog</b>	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.	2
<b>White Rose Maths</b>	Schemes of work and resources for all levels of maths learners, allowing staff to ensure lesson are pitched at the correct level for the students and the necessary differentiation made.	2
<b>TT RockStars</b>	Times Tables Rock Stars is an award-winning maths learning platform where children can practise their times tables like a rock star! It can create competition between classes and individuals which can increase engagement and learning.	2
<b>Lucid Lass</b>	Most students have low literacy levels, some could have difficulties with reading which then becomes a barrier to progress; being able to highlight these allows the necessary interventions to be put in place.	1
<b>Lego Therapy – Staff Training</b>	Training staff to be skilled in delivering lego therapy as interventions supporting students with their social development.	4
<b>Lego Therapy Resources</b>	To be able to deliver Lego therapy certain resources are required to ensure it is successful.	4
<b>Play Therapy</b>	Supporting students to express themselves in their own way; especially if they are struggling to understand how they are feeling, or are finding it	3,4,5,6

	hard to put their experiences into words. Play Therapy can be a particularly helpful approach for children in need of therapeutic support.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 44,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Care Officer	Crucial member of staff who provides a link with disengaged students and their families. Feedback is entirely positive. Work to re-integrate non-attenders and/or to ensure alternative provision is in place.	6,7,10
Key Stage 3 Phase Leader	Pastoral Lead who works to support the academic progress of students ensuring they stay on track, working closely with students and their families.	3,8,10
Key Stage 4 Phase Leader	Pastoral Lead who works to support the academic progress of students ensuring they stay on track, working closely with students and their families.	3,8,10
Student Support Lead	Leading a team to support students in self and co-regulation to enable them to understand their emotions and be able to access their learning.	4,5,6,7,8
Student Support Team Members	Support students in self and co-regulation to enable them to understand their emotions and be able to access their learning.	4,5,6,7,8

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim	Outcome
Improved Literacy	<p>Students that met their set targets in writing: 36%</p> <p>Students that met their set targets in reading (months improved): 23%</p> <p>Students that showed improvement in reading: 57% (percentage from 23 students who completed the assessment)</p> <p>MyON reader (reading platform), was used by 38 students who read a total of 21 books (11hrs 13min Time spent Reading).</p> <p><b>MyON reader</b> - personalizes reading for students by recommending books based on their interests, reading level, and ratings of books they've read.</p>
Improved Numeracy	<p>Students that met or exceeded their target: 42%</p> <p>More engagement led to improved performance as indicated above. The use of the MyMaths software helped to increase student engagement.</p> <p><b>MyMaths</b> – 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</p>
Improved Attendance	<p>Overall attendance: 62%</p> <p>EOTAS attendance: 26%</p> <p>Persistent Absence students (PA: &gt;90%): 76%</p> <p>Attendance of 'regular' attendees (&lt;70%): 88%</p>