

## Pupil premium strategy statement – Hamilton School

This statement details our school's use of pupil premium (and recovery premium for the period 2023 to 2024 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	61
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Sarah Concannon, Headteacher
Pupil premium lead	Sarah Concannon
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 43,815.01
Recovery premium funding allocation this academic year	£ 29,532.00
Pupil premium (and recovery premium) funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 73,347.01</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. Reduced number of students CME.
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. 1:1 to support through Fresh Start program for the lowest readers.
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)

Budgeted cost: **£ 3,125**

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
Forest Lead & Forest TA Training	Forest School staff to be trained in the Forest School training through an outside provider, also allowing staff to achieve formal qualifications.	3, 4, 8
Numicon & Art Therapy Training	Recognised staff with necessary skill sets given CPD training to allow them to deliver 1:1 or small group interventions in Numicon and Art Therapy. Numicon will support students with low numeracy skills and art therapy will give students strategies to regulate through art.	2, 4, 8

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

Budgeted cost: **£4,010.88**

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>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>	Digital cognitive profiling of strengths and challenges for pupils aged 11– 15. Assesses pupils' literacy and cognitive skills to understand particular strengths and challenges that may relate to a specific learning difficulty, such as dyslexia.	1, 3
<b>Widgit Online</b>	Supports the creation of visual timetables and visual displays.	1, 3
<b>Read Write Inc - Fresh Start</b>	A systematic synthetic phonics programme to accelerate progress for struggling readers aged 9-13+. Resources Only	1
<b>Uniform</b>	Supporting students have the correct uniform form school and be part of the school community.	10

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

Budgeted cost: **£ 65,949**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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
Forest School Lead	Creating a wider curriculum and introducing outdoor learning that promotes social and emotional skills along with team work.	3,8,10
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>In general, when students take more time on completing the tests, they gave themselves a greater opportunity for improvement. Most students are working <b>Well Below</b> (3yrs or more below age expected levels) in Reading.</p> <p>Star Reader shows that student reading ages are improving across the school.</p>
Improved Numeracy	<p>In general, when students take more time on completing the tests, they gave themselves a greater opportunity for improvement. Most students are working <b>Well Below</b> (3yrs or more below age expected levels) in Maths.</p> <p>Star Maths has shown that students have made small steps of progress in their numeracy abilities.</p>
Improved Attendance	<p>Overall attendance: 63.6%</p> <p>EOTAS attendance: 35.40%</p> <p>Persistent Absence students (PA: &gt;90%): 77.46%</p> <p>Attendance of 'regular' attendees (&lt;70%): 49.30%</p>
Improved Emotional Literacy	<p>The range of interventions available at school has seen an improvement in students being able to manage their behaviour, understand other peoples behaviour. Students are able to either co-regulate or self-regulate when they are dysregulated through the support of our student support team. Interventions students can get involved with:</p> <ul style="list-style-type: none"> <li>• Lego therapy</li> <li>• Aerial Yoga</li> <li>• Building Resilience in Young Minds</li> <li>• Massage therapy</li> <li>• Canine Assisted learning</li> <li>• 1:1 Learning Support</li> </ul>