

Pupil premium strategy statement – Hamilton School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium 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
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Katie Williams
Pupil premium lead	Jess Derrer
Governor / Trustee lead	Michael Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113 226
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£113 226

Part A: Pupil premium strategy plan

Statement of intent

Academically there is no significant difference between the progress made by children in receipt of pupil premium funding and those not in receipt of this funding, with regards to progress made against their school based targets. Interventions put in place are designed to ensure that all children are given the support needed in order for them to develop their communication skills and their personal, social and emotional skills. We look to ensure that all children are given the tools needed to ensure they are ready to learn and that any barriers to their learning are addressed. We look to work with parents to ensure that any successful strategies are in place at home as well as in school to allow for consistency in all areas of the children's lives.

Challenges

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

Challenge number	Detail of challenge
1	Communication, Speech and Language Needs
2	Rigidity of thought relating to Autism
3	Personal, social and emotional needs
4	Behavioural needs
5	Complex sensory needs
6	Need for parenting support with regards to sleep, behaviour, communication
7	Difficulties in engaging children in their learning. Breaking down the barriers to the children's learning.

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
Appropriate support in place for children based on their own individual needs with regards to communication and interaction	Outcomes to be identified for pupils through the Speech and Language team that will be regularly reviewed in order to show progress towards outcomes.

	Opportunities to be planned on a daily basis to allow for interaction with peers as appropriate.
Children to accept changes and to cope better with transitions	Appropriate routines and structure to be in place in all classes. Transitions to be supported and change to be introduced to children through the use of timetables and visual support.
Children to develop with regards to the personal, social and emotional needs.	Regular planned activities to be in place to support children to develop their personal, social and emotional needs. This to be reflected through appropriate outcomes in their EHCPs.
Improved behaviour across the school	Class teams to identify appropriate strategies to be in place to support children with regards to their behaviour. Positive Behaviour Plans to be in place for children where needed and regularly reviewed in order to ensure behaviour is managed effectively and consistently. Additional staff across the school to be put in place to support with regards to emotional and sensory needs.
Appropriate strategies in place for children to help them to regulate their sensory needs	Effective referral system to be in place to the Occupational Therapy Team in order to allow for children to be assessed with regards to support needed to manage individual sensory needs. Equipment to be purchased as appropriate to support sensory needs. Use of effective strategies to be in place and stated clearly on children's positive behaviour plans and/ or planning in order to all staff to be aware and ensure consistent strategies are in place. Strategies to be shared with parents and any equipment that has proved to be effective, to be purchased for use with children at home. Occupational Therapy Team to be involved in training for parents as appropriate. Occupational Therapy Team to hold training sessions for staff as needed on Friday afternoons in order to ensure they have the training needed to help them to understand children's sensory needs and possible strategies that could be put in place.
Parents to feel supported with regards to effective strategies for home life.	School to put in place appropriate training for parents with regards to communication and interaction, behaviour, general Autism understanding, sensory needs, sleep etc;. Speech and Language Therapy Team, Occupational Therapy Team and Pastoral Team to carry out this training.

	<p>Pastoral team to work to improve parental engagement and find the most effective way to support parents in this area.</p> <p>Strategic pastoral lead has carried out an intensive Sleep training course and is qualified to support parents in this area. This will be done through working with parents to put in place sleep plans.</p> <p>Our strategic pastoral lead has also carried out a specific toilet training course in order to support parents in this area.</p>
Improvement in progress towards school based targets through increased engagement.	<p>The Speech and Language Team to work with school staff to introduce appropriate strategies for children to improve the engagement in their learning. This may be through the introduction of Attention Autism and specific sessions based around Intensive Interaction. Training to be put in place for staff in order for this to be implemented effectively and consistently across the school,</p> <p>Introduction of more effective ways to track progress for those children working at lower levels through use of the Engagement Model and Evidence for Learning.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff to be carried out by the Speech and Language Therapy Team regarding Attention Autism and Intensive Interaction.	Attention Autism is learning approach created by speech and language therapist Gina Davies, that aims to develop natural and spontaneous communication skills in Autistic children through the use of visually based and highly motivating activities. It is a popular approach and is widely used in schools.	1,2,7

	<p>This approach has been seen successful in other schools for children with Autism. The speech and language team we have at Hamilton are experienced in delivering sessions using this approach.</p> <p>Intensive interaction is an approach that is used to develop positive social communication with people who have communication or social impairments. This technique is also successful in schools to improve the communication skills of children with Autism. The speech and language team here at Hamilton are also experienced at delivering these sessions.</p>	
<p>CPD for all staff to be carried out by the Occupational Therapy Team to ensure all staff have an understanding of the sensory needs of the children and appropriate strategies that can be put in place to support them.</p>	<p>Many of our children greatly benefit from the support provided by the Occupational Therapy Team at Hamilton. Support for children regarding finding ways to help children to manage their sensory needs helps to increase their concentration and engagement in tasks as well as improve behaviour. Our Occupational Therapy team have carried out very useful training at Hamilton that has enabled staff to have more of an understanding of children's sensory needs and helped to ensure that suggested strategies are put in place as needed so that they are as effective as possible.</p>	4,5,7
<p>Training sessions for parents to support with issues such as sleep, communication, toileting. Training to be carried out by pastoral team.</p>	<p>It is important as a school that we are able to support parents with issues they may be having at home. Many of our children struggle with toileting and sleep at home and are grateful for support from our pastoral team. It is important that strategies put in place at school are continued at home and vice versa. This helps to ensure that strategies are more effective for the children.</p>	4,5,6

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

Budgeted cost: £94 705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the use of Evidence for Learning to	Evidence for learning has been introduced successfully in a large	7

<p>better show progress towards EHCP outcomes and the Engagement model.</p>	<p>number of SEND schools across the country. Using this we are aiming to:</p> <ul style="list-style-type: none"> - Demonstrate impact and show clearly what learners can do with regards to their EHCP outcomes. - Show progress of children in the 5 areas of the engagement in line with the new DfE requirements as well as individual children's EHCP outcomes. - Report and analyse assessment and evidence. 	
<p>Ensure appropriate level of support from Speech and Language Therapy Team through 1 day of a qualified Speech and Language Therapist and 2 days of a Speech and Language Therapy assistant</p>	<p>All children have a specification in their EHCP for Speech and Language input. We find it effective that Speech and Language Therapists should work alongside the teachers to ensure appropriate strategies are in place for all pupils in the class. Where individual children require specific support this is put in place through an internal therapy referral service.</p>	<p>1,2,6,7</p>
<p>Ensure appropriate level of support from Occupational Therapists. 1 day of Occupational Therapist and Sensory Integration Specialist and 2 separate days of Occupational Therapy.</p>	<p>Many of the children benefit from support from the Occupational therapy team. We see in school an increase in children's attention and concentration skills when their sensory needs are being appropriately met.</p>	<p>4,5,7</p>
<p>Ensure appropriate level of staffing in classes to support pupils who are struggling emotionally and physically with sensory and communication needs resulting in increasingly challenging behaviour.</p>	<p>Pupils at Hamilton have increasingly complex needs. We have pupils with very challenging behaviours. We apply for Exceptional Special Needs funding for pupils who we feel require 1:1 support. We have some classes where the pupils require an additional member of class to support the pupils across the classroom. This may be classes where pupils are not eligible for 1:1 however require extra support to help to keep the regulated and manage their sensory and emotional needs. The extra member of staff in the classes allows for pupils across the class to receive additional support whether this is to help with regards to regulation or to better support the learning.</p>	<p>1,2,3,4,5,7</p>

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

Budgeted cost: £8 521

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure 1 day of support from a Drama Therapist to support where needed.</p>	<p>Dramatherapy is a recognised form of therapy that gives people the opportunity to explore how they are feeling and what they have gone through in ways that don't have to be verbal. It also helps to support the individual's emotional development, increases their self esteem, confidence and can aid developing their communication skills. Communication is a huge barrier for all children at Hamilton. Providing them a way to express themselves without the need for talking is crucial for a large proportion of our children.</p>	<p>1,2,3,4</p>
<p>Support to be given to families to provide specific equipment needed to allow children to regulate their sensory needs at home.</p>	<p>It is important that strategies we put in place in school are shared with parents in order to support them at home as well. The sensory needs the children present in school are also present at home and it is important that we support parents by providing appropriate equipment when needed. Much of the equipment needed is expensive and parents may struggle to pay for this themselves. It is important we use the pupil premium money to support parents in this way</p>	<p>4,5,6</p>

Total budgeted cost: £113 226

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academically there is no significant difference between the progress made by children in receipt of pupil premium funding and those not in receipt of this funding. The outcome and impact of the funding for the year 2023 -2024 can be seen through the following table.

Type of intervention	Number of children impacted	Impact/ Outcome
<p>1 day Senior Speech and Language Therapist</p> <p>3 days Speech and Language Therapy Assistant</p>	173	<p>Our Speech and Language Therapy Team are invaluable with regards to the work they do across the school. Over the course of the year they work with every child in the school by working with teachers to ensure they are putting in place appropriate communication support for all pupils. Different members of the team work in class to model and demonstrate how to work with different pupils.</p> <p>In the academic year 2023-2024 we changed our communication system from Picture to Object Trading (POTS) to Picture Exchange Communication System (PECS). This system is more nationally recognised> SaLT have worked in classes to ensure all pupils have PECS books who should have them. Further work is underway to ensure there are communication opportunities throughout the school day.</p> <p>We have also started implement Assisted Learning Displays (ALDs). This is helping to ensure key language is appropriately modelled.</p>

		<p>The SaLT team have lead training in the following:</p> <ul style="list-style-type: none"> - Implementation of PECS - Implementation of ALD boards - Lego therapy - Intensive interaction <p>The training has upskilled staff and enabled them to better understand how to use these different resources and strategies in class.</p> <p>The SaLT team have also carried out various parent workshops. They have worked to support strategies being implemented In homes to ensure communication strategies are consistent across home and school.</p>
Occupational Therapy Team – 1 day of Occupational Therapist and Sensory Integration Therapist and 2 days of an additional Occupational Therapist	120	<p>The Occupational Therapy Team worked across the school with children to ensure that appropriate strategies were in place to meet children’s individual sensory needs. The internal Therapy referral service was useful to ensure teachers were able to highlight children they felt needed specific Occupational Therapy interventions. Throughout the year we also had a variety of different Occupational Therapy and Physio students who carried out placements at the school under the supervision of our Occupational Therapist. This enabled more children to receive specific interventions and have 1:1 sessions with therapists throughout the school week.</p> <p>Over the course of the year our Occupational Therapist also held training with staff to ensure the theory behind the strategies was understood by all who were working with the children in the</p>

		<p>class. The training was very beneficial and helped to upskill the staff.</p> <p>Over the course of the year there has been a variety of different equipment bought for children in classes to help them to regulate and engage in their learning. This equipment would be from pencil toppers, chewellery and ear defenders to balls for the crash and bang pit for those children who require a safe space to throw themselves around.</p>
Parent support	110	<p>During last academic year we purchased specific equipment for children such as Chewellery, uniform, sports equipment, and period underwear. We have followed advice from the occupational therapists and speech and language therapists to provide vital outreach to families in their homes. We have also provided individual support packages for families around behaviour and sensory processing difficulties.</p>
Additional support staff in classes	37	<p>The additional members of staff in classes has allowed to ensure safety in all classes. In some rooms this has enabled pupils who have low engagement, to have 1:1 support during learning activities. It has enabled pupils who are not eligible for 1:1 support to be able to access movement breaks when they need it without other pupils' learning being affected.</p> <p>Across the school we have 3 pupils who require 2:1 support for a large portion of the day. This is to keep themselves and others safe. These pupils have some very harmful behaviours and staff have been quite significantly hurt resulting in the decision to increase the staffing to keep everyone safe. This has reduced the</p>

		<p>number of incidents occurring with these pupils.</p> <p>The additional members of staff in classes across the school result in a calmer learning environment where pupils needs are met and de-escalation techniques can be implemented without other pupil's learning being affected.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
N/A
<p>The impact of that spending on service pupil premium eligible pupils</p>
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.