

Pupil premium strategy statement – Hamilton School

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

All schools that receive pupil premium (and recovery 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.

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

This statement details our school’s use of pupil premium (and recovery 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	126
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Jess Derrer
Governor / Trustee lead	

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£96, 950
Recovery premium funding allocation this academic year	£27, 116
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
School Lead Tutoring	£14, 849
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>	£138, 915

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.
Appropriate strategies in place for children to help them to regulate their sensory needs.	<p>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.</p> <p>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.</p> <p>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.</p>
Parents to feel supported with regards to effective strategies for home life.	<p>School to put in place appropriate training for parents with regards to communication and interaction, behaviour, general Autism understanding, sensory needs, sleep etc;.</p> <p>Speech and Language Therapy Team, Occupational Therapy Team and Pastoral Team to carry out this training.</p> <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 now carried out an intensive Sleep training course and is now 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 (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 13 727

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.	<p>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.</p> <p>This approach has been seen successful in other schools for children with Autism. The speech and language team we have at Hamilton are</p>	1, 2, 7

	<p>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: £ 101 422

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement the use of Evidence for Learning to better show progress towards EHCP</p>	<p>Evidence for learning has been introduced successfully in a large number of SEND schools across the country. Using this we are aiming to:</p>	7

<p>outcomes and the Engagement model.</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>Intervention teacher to support children who are not making progress towards their school based targets</p>	<p>Analysis of progress data throughout the year alongside regular learning walks and lesson observations helps to highlight where children are not quite making the progress that may be expected. In these instances it is important to look at ways to address these barriers. One of the ways of doing this is to be able to offer an extra teacher who is able to work 1:1 with individual children or lead small groups carrying out activities based on their individual barriers for learning. This has proved successful over the past few years. It has shown that where children were not reaching their targets, after specific intervention work they began to improve in their progress.</p>	<p>7</p>

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

Budgeted cost: £ 11 500

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: £ 126 649

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 2021-2022 can be seen through the following table.

Type of intervention	Number of children impacted	Impact/ Outcome
Speech and Language Therapist – 2 days a week	120	<p>Up until May last year we had a Speech and Language Therapist who worked in the school for 2 days a week. She worked in a way that she supported all class teachers to ensure that appropriate strategies were in place in order to meet the individual communication needs of the children in that class. Where children needed a more focused approach there was a therapy referral system in place where children could be referred by the teacher and then assessed by the Speech and Language Therapist. Strategies were then formulated and put into place. Where needed parents were also contacted and liaised with in order to ensure support was put in place at home as well. This also ensured that parents were involved and given a voice.</p> <p>The Speech and Language Therapist was involved with training of staff in the basic understanding of communication difficulties for children with Autism as well as helping to ensure a strategy known as 'What's in the Box' was in place across the school consistently. This involved creating training videos as well as carrying out staff training sessions alongside school leaders. She also worked in class with both individual pupils</p>

		<p>and groups of pupils to ensure sessions were run accordingly and to model the leading of these sessions to both teachers and Teaching Assistants.</p> <p>The Speech and Language Therapist worked in classes to ensure appropriate activities were in place to support children's social interaction development. Ideas were suggested and resources given to support in this area.</p>
<p>Occupational Therapy Team – 1 day of Occupational Therapist and Sensory Integration Therapist and 2 days of an additional Occupational Therapist</p>	<p>70</p>	<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 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</p>

		balls for the crash and bang pit for those children who require a safe space to throw themselves around.
Parent support	30	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. As the Pastoral team has grown, we have been able to reach more families than ever before.
Intervention teacher	26	Our intervention teacher worked with children across a couple of classes to support them in areas that were identified barriers. The termly data collection and analysis helped to identify these pupils. Intervention support took place either 1:1 or in small groups.

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

<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>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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