

Pupil premium strategy statement – Undershaw Education Trust

School overview

Detail	Data
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	23 students (22.5%)
Academic year/years that our current pupil premium strategy plan covers	2022 -2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Emma West - Headteacher
Pupil premium lead	Gemma Briggs – Deputy Headteacher (Pastoral)
Governor / Trustee lead	Claire Cookson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,630
Recovery premium funding allocation this academic year	n/a
Pupil premium (and recovery premium*) funding carried forward from previous years.	£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>	£32,630

Part A: Pupil premium strategy plan

Statement of intent

This statement details Undershaw Education'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.

Undershaw Education is an Independent Special School in Hindhead, Surrey with 102 pupils on roll from KS2 through to Post 16. All pupils at Undershaw have an Education, Health and Care Plan (EHCP) and complex barriers to learning, as a result they have their own individual starting points and trajectories of progress.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Evidence shows that disadvantaged pupils have been disproportionately impacted by the pandemic. At Undershaw, we recognise that regardless of school context, high quality teaching is the most important lever that schools have, to improve outcomes for all pupils. The use of research and evidence in special education can sometimes be a challenge due to the bespoke provision we put into place for our pupils. However, we use the EEF's Teaching and Learning Toolkit to support our selection of interventions.

As such the development of phonics is a key feature of our strategic plan as well as supporting students with self-regulation. We offer specialist interventions such as occupational, speech and language and emotional therapy. These specialist therapists also work closely with the teaching and learning team to ensure that best practice is embedded throughout our teaching, such as ensuring consistency in the use of visuals.

Challenges

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

Challenge number	Detail of challenge
1	School attendance data indicates that attendance among disadvantaged pupils is significantly lower than that for non-disadvantaged pupils and they are overrepresented in the Persistently Absent category by a ratio of 2:3.

2	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies.
3	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> - the overall unauthorised absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%.
Improved reading attainment among disadvantaged pupils.	Whole school reading age outcomes in 2024/25 show that 90% of disadvantaged students' reading ages are in line with their chronological ages.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - PASS data shows improved scores for pupils attitudes to self and school - a significant reduction in incidents of dysregulation - A significant reduction in child on child behaviour incidents.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To recruit a Deputy Head Teacher (Pastoral) to lead on attendance and oversee bespoke SLT led interventions for improving attendance.	The average impact of parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	1&2
To develop a coherent and systematic approach to teaching reading by introducing a structured (DfE validated) synthetic phonics programme (Read, Write, Inc) to the whole school.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	1&3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 and small group phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as	2&3

	regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of achieve and sustain improved wellbeing for all pupils in our school. (Team Teach)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
Embedding principles of good practice set out in the DfE's Improving School Attendance Advice. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Subsidies & discounts for wrap around care & enrichment activities to include: <ul style="list-style-type: none"> - Breakfast booster - Homework club - Periapetic music lessons - Trips and residential. 	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence	1,2&3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 32,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In academic year 2022-22:

- PPG students made 3.2 times more progress in reading than non-PPG students, as measured by their reading ages.
- PPG students made slightly more progress than their peers in mathematics but both groups were falling slightly behind -0.72 vs -0.76.
- In English PPG students were falling slightly further behind than their peers; 1.5 (PPG) compared to -1.42 (Non PPG).