

# Pupil premium strategy statement – Undershaw Education Trust

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	102
Proportion (%) of pupil premium eligible pupils	24.5%
Academic year that current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£38,710
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£38,710

## Part A: Pupil premium strategy plan

### Statement of intent

This statement outlines Undershaw Education's use of Pupil Premium funding to enhance the attainment of our disadvantaged pupils. It details our pupil premium strategy, how we plan to allocate the funding during this academic year, and the outcomes achieved by disadvantaged pupils in the previous academic year.

Undershaw Education is an independent special school located in Hindhead, Surrey, with 102 pupils on roll from Key Stage 2 through to Post-16. All pupils at Undershaw have an Education, Health and Care Plan (EHCP) and face complex barriers to learning. As a result, each pupil has an individual starting point and unique trajectory of progress. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, it adds an additional layer of complexity that necessitates meticulous planning.

Although our strategy prioritises the needs of disadvantaged pupils, it also benefits all pupils through the implementation of whole-school approaches. Implicit in the intended outcomes described below is the goal of improving outcomes for non-disadvantaged pupils alongside progress for their disadvantaged peers.

Evidence demonstrates that disadvantaged pupils have been disproportionately affected by the pandemic. At Undershaw, we recognise that, regardless of context, high-quality teaching is the most significant lever schools have to improve outcomes for all pupils. While applying research and evidence in special education can be challenging due to the bespoke nature of our provision, we rely on the Education Endowment Foundation (EEF)'s *Teaching and Learning Toolkit* to inform our selection of interventions.

As part of our strategic plan, we emphasise the development of reading skills, as well as small-group and one-to-one tuition. Additionally, we have developed the 'Undershaw Tiered Approach,' which outlines a wide range of available interventions. This framework equips our staff to create personalised plans for each Pupil Premium Grant (PPG) student, with the aim of maximising outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	Poor attendance.
2	A lower than average reading ability on entry that inhibits access to the wider curriculum.
3	Increased SEMH needs, compounded by the effects of COVID and sometimes leading to Emotionally Based School Non Attendance (EBSNA) and / or dysregulation.
4	Highly individualised barriers due to complex individual needs.
5	Starting points for newer cohorts are significantly below national expectations with a higher proportion of PPG.
6	Limited cultural experiences to draw references from when completing academic work.

## 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.	Sustained high attendance by 2024/25 demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers being eliminated.
Improved reading attainment among disadvantaged pupils.	Whole school reading age outcomes in 2024/25 will continue to show disadvantaged students' reading ages accelerating towards chronological ages.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>- Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>- A reduction in incidents of severe dysregulation</li> <li>- A reduction in severe child on child behaviour incidents.</li> <li>- Increased engagement following Learning Mentor support.</li> </ul>
To accelerate the progress of our youngest KS2 students.	Students will make accelerated progress from their baseline assessments.

To develop action focused case studies for PPG pupils.	Every PPG pupil will receive bespoke support to maximise their curriculum engagement and accelerate learning through Undershaw's Tiered Approach.
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## 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: £19,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head Teacher (Pastoral) to leading on attendance and oversee bespoke SLT and Family Liaison Officer 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. <a href="#">Parental engagement   EEF</a>	1, 2 & 3
To embed a coherent and systematic approach to teaching Reading through a structured (DfE validated) synthetic phonics programme (Read, Write, Inc).	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: <a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	2, 4 & 5

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

Budgeted cost: £9,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small Group Tuition In KS2 – where starting points are low and PPG proportions are high. Staff : student ratios are higher than school average.	Small group tuition has an average impact of four months' additional progress over the course of a year. <a href="#">Small group tuition   EEF</a>	5
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 regular sessions over a period up to 12 weeks: <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2, 4 & 5
1:1 Mentoring with Learning Mentors offering students bespoke support to empower them to consistently access classroom learning.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	2, 3 & 4
Focused weekly language intervention in KS2 where starting points are low and PPG proportions are high.	Oral language intervention lead by a SALT and an EYFS specialist. <a href="#">Oral language interventions   EEF</a>	5

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

Budgeted cost: £9,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of achieving and sustaining improved wellbeing for all pupils in our school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3

<p>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 procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1 &amp; 3</p>
<p>Subsidies &amp; discounts for wrap around care &amp; enrichment activities to include:</p> <ul style="list-style-type: none"> <li>- Breakfast booster</li> <li>- Homework club</li> <li>- Peripatetic music lessons</li> <li>- Trips and residentials</li> <li>- Summer school.</li> </ul>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – sports participation increases educational engagement and attainment. <a href="#">Physical activity   EEF</a></p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence</p>	<p>1, 3, 4 &amp; 6</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

**Total budgeted cost: £38,710**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In Academic year 2023-24:

- Whole school attendance was 84.9% and the attendance of PP students was 3.4% behind that of non-PP peers (79.6% vs 84.9%). Proportions of persistent absenteeism were similar across both groups. Whole school trends show an upwards trajectory in attendance for all students and the gap between PP and non-PP continuing to narrow.
- KS3 reading data shows that students are accelerating towards chronological reading ages.

Due to small cohort sizes in KS4, generalisations can be misleading which is why Undershaw utilises a bespoke and individualised case study approach to further evidence impact.

- All of the Year 11 cohort transitioned successfully to Undershaw's P16 provision, FE colleges or specialist provision.

Feedback from parents, staff and students demonstrates improvements in wellbeing and the school was recognised for this in achieving Gold status in both Surrey County Council's Anti Bullying Charter Mark and the Carnegie Centre of Excellence's award for Mental Health in Schools.

Undershaw has made great progress towards the outcomes of our 2023-24 strategy and will continue to embed and develop these strategies in 2024-25.