

Pupil premium strategy statement – Undershaw Education Trust

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 89 |
| Proportion (%) of pupil premium eligible pupils | 20 students (22.5%) |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| 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 | £26,680 |
| Recovery premium funding allocation this academic year | £5,389 |
| Pupil premium (and recovery premium*) funding carried forward from previous years. | £0 |
| Total budget for this academic year | £32,069 |

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 89 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 reading and 1:1 tuition are key features of our strategic plan. We have also developed the 'Undershaw Tiered Approach', detailing the variety of interventions available. This supports our staff team to create personalised plans for every PPG student aiming to maximise 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 | Making less progress from their starting points when entering the school |

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| 3 | Increased SEMH needs compounded by the effects of COVID and sometimes leading to Emotionally Based School Non Attendance (EBSNA) |
| 4 | Highly individualised barriers due to complex individual needs |

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: <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 severe dysregulation - A significant reduction in severe child on child behaviour incidents. - Increased engagement following Learning Mentor support. |
| 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. |

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: £16,000

| 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. | 1 & 2 |
| 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: Phonics EEF (educationendowmentfoundation.org.uk) | 2 & 4 |

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

Budgeted cost: £ 8,000

| 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 & 4 |

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| | regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk) | |
| 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. One to one tuition EEF (educationendowmentfoundation.org.uk) | 1,2, 3 & 4 |

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

Budgeted cost: £8,069

| 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: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 3 |
| 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. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1 & 2 |
| Subsidies & discounts for wrap around care & enrichment activities to include: <ul style="list-style-type: none"> - Breakfast booster - Homework club - Periapetic music lessons | 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 & 4 |

| | | |
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| <ul style="list-style-type: none"> - Trips and residentials - Summer school. | | |
| 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: £ 32,069

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In academic year 2022-23:

- 47% of PPG students were persistently absent from school
- There was a significant improvement in whole school attendance when comparing September 2022 to September 2023, PPG students' average attendance improved by 12.8%
- Students in KS3 demonstrated accelerated progress in reading interventions.

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