

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Underhill School and Children's Centre
Number of pupils in school	558
Proportion (%) of pupil premium eligible pupils	36.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jennie Reed and Nicola Hayles Co-Headteachers
Governor lead	Abigail Moss (Chair of governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,549
Recovery premium funding allocation this academic year	£29,145
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£313,694

Part A: Pupil premium strategy plan

Statement of intent

We have high expectations and aspirations for all pupils at Underhill School. We endeavour to ensure that all children, irrespective of their backgrounds, make good progress at each key stage at Underhill so that they reach ARE in all curriculum areas and are well prepared for their next stage. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve the knowledge, skills and values needed to achieve this.

The main challenges faced by our disadvantaged children are as follows:

- Poor oracy: weak language and communication skills.
- Limited enrichment opportunities outside of school
- Challenging family circumstances leading to poor attendance and ability to engage with learning.

At Underhill we seek to close the disadvantage attainment gap by focusing on:

- the key skills needed at each stage of a child's education in order to enable them to access their learning at the next stage.
- ensuring disadvantaged children have the opportunity to access all enrichment opportunities offered at Underhill.
- supporting the families of disadvantaged children to enable them to have good attendance.
- providing support with SEMH issues through our learning mentor.

Challenges

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

Challenge number	Detail of challenge
1	Poor oracy: weak language and communication skills. This has always been a challenge faced by our disadvantaged families however it has become even more apparent following the pandemic.
2	Limited enrichment opportunities outside of school: children have fewer cultural, sports and social experiences compared to non-pp children.
3	Poor attendance.
4	Social, emotional and behavioural issues
5	Attainment gaps in reading, writing and maths

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
Improved progress in reading, writing and maths across all phases.	<ul style="list-style-type: none"> At least 80% of disadvantaged children make 'pleased' or 'delighted' progress.
Improved attainment in reading, writing and maths across all phases.	<ul style="list-style-type: none"> At least 70% of disadvantaged children meet the expected standard.
Improved language and communication skills	<ul style="list-style-type: none"> EYFS: progress in Communication and Language at the end of EYFS is 'pleased' or 'delighted'. Learning walks and planning looks show use of sentence stems, opportunities for talk, teacher modelling appropriate language use leading to improved communication skills in disadvantaged children.
Disadvantaged children are engaged in enrichment opportunities in school through partner companies out of school.	<ul style="list-style-type: none"> Enrichment data shows a high level of disadvantaged children are engaged in at least one additional club/ instrument tuition in school.
Sustained and improved attendance	<ul style="list-style-type: none"> Attendance of disadvantaged children in line with their peers.
Disadvantaged children with SEMH are engaged in whole class learning.	<ul style="list-style-type: none"> Identified children receiving targeted support from learning mentor Identified children show good behaviour for learning through learning walks/book looks.

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)

Budget £: 25,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
BPSI review	A review of all teaching and learning practices will help to identify development opportunities for all staff to improve their practice.	1,5
SEND review	A review of SEND in the school to identify development opportunities and focus areas.	4,5
Purchase of a DfE validated SSP programme to secure stronger phonics teaching for all pupils	A DfE validated systematic phonics system purchased, implemented and embedded.	1,5
Purchase of Rising Stars levelled books for all phases.	To support reading progress across all year groups giving children access to varied and high quality texts	1,5
Oracy lead in place to ensure whole school oracy expectations are embedded.	To support language development across the school	1
Subject leader release time	Timetabled additional release time for teachers/ subject leaders will provide them with opportunities to develop and improve their practice.	1, 5

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

Budget: £236,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Lab	Targeted teaching and learning for children with EAL	1, 5
1:1 morning reading interventions for	Targeted teaching and learning, in addition to usual teaching and learning,	5

targeted children in Year 3 and 4	will help to close the attainment gap and to increase progress.	
Structured approach to intervention across the school	Targeted teaching and learning, in addition to usual teaching and learning, will help to close the attainment gap and to increase progress.	5
LEP project	To target PP children to develop their confidence in language and communication	1,5

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

Budget: £51,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor	1:1 and group interventions to support children with SEMH	1,4,5
Free/discounted breakfast club and ASC places available to support disadvantaged families.	Subsidising disadvantaged children who need to attend the clubs will guarantee children a nutritious breakfast and ensure that they are at school ready to learn; it will provide parents/ carers with childcare support.	2,3,5
PP targeted trips and clubs	All children will have access to enrichment opportunities.	2
PP funded and part funded year 6 school journey places	This will ensure that the cost of school journey will not exclude any children from taking part.	2
Whole school drive to improve attendance (certificates, class cup etc)	Improved attendance leads to improved outcomes	5
Additional school experiences to remove barriers to opportunity.	All children will have exciting opportunities to learn and develop their cultural capital.	2,5
Subsidise payments for school trips and residential visits to remove barriers to opportunity	All children will have access to a broad and balanced curriculum with cultural opportunities.	2,5
Regular ring-fenced time for the safeguarding team to analyse and address poor attendance and punctuality.	'Support and challenge' will ensure that children's attendance and punctuality are as good as they possibly can be.	3

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

KS2 Attainment demonstrates the positive impact of our pupil premium strategy this year.

Reading: 76%, (29% GDS)

Writing: 78%, (21% GDS)

Maths: 79%, (21% GDS)

Grammar, Punctuation and Spelling: 72%, (24% GDS)

Percentage of children achieving WA+ for combined RWM: 69%

Further information (optional)

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