

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.

Please note that although this plan is for the year 22.23 and review for 21.22, our pupil premium strategy is a 3 year plan (21-24).

## School overview

Detail	Data
School name	Turing House School
Number of pupils in school	838 (22.23)
Proportion % of Pupil Premium eligible pupils	13% in (22.23)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-24
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	M O'Sullivan
Pupil premium lead	L Harper
Governor / Trustee lead	K Greening

## Funding overview this academic year

Detail	Amount
Pupil premium funding allocation this academic year (22.23)	£100,000
Recovery premium funding allocation this academic year (22.23)	£15,876
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (22.23)</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£115,876

## Part A: Pupil premium strategy plan

### Statement of intent

Irrespective of socio-economic background; Turing House believes that every child has the right to access opportunities that will allow them to make the same future learning and career choices as their peers. The pupil premium strategy this academic year has been written in the knowledge that the pandemic has widened the gap between pupil premium and non-pupil premium students nationally and that although disadvantaged students at the school performed better than national statistics suggest they did in other secondary schools, their performance still does not match the performance of non-disadvantaged students at the school. The school acknowledges that there is no single project that will combat this issue and that the programme of support for PP students must be personalised to suit a child's personal circumstances and needs.

The school's main focus remains on quality first teaching and then on the selection of evidence-based approaches to improve the life chances of our disadvantaged cohort. Research shows that quality first teaching is the most important lever that will have the greatest impact on the outcomes of all pupils, particularly the disadvantaged. In order to overcome any potential barriers and equip pupils with the 'powerful knowledge,' investment in professional development, training and support for early career teachers as well as recruitment and retention of all staff will be integral in consistently implementing the school's ambitious curriculum. Our focus on cognitive science and memory recall will assist our endeavours to ensure that students have a focused and efficient education.

Children have experienced social and emotional hardship over the last three years, and we have found that they need extra support to overcome these barriers to learning. Our investment in our PLUS team and in mental health and wellbeing is, we feel, the reason that many students have met their targets at KS4. We will continue to ensure that this provision is supported and promoted.

Our three-year plan is intended to narrow the gap between disadvantaged and non-disadvantaged students and ensure that all students make good progress. The pupil premium strategy will regularly review the impact of the chosen strategies, refining the implementation if the strategies are not having the desired effect and continually assessing value for money. Ongoing student assessment, feedback (including student voice) and communication with parents will be used to ensure that our strategies are the correct ones.

### Challenges

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

Challenge number	Detail of challenge
1.	Vulnerable families with emotional and social needs
2.	Vulnerable families lacking engagement with education
3.	Potential low attendance that impacts negatively on learning
4.	Lack of cultural capital and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature
5.	Low KS2 SATs scores on entry to Y7
6.	Lack of appropriate space to focus, revise and complete work outside of school environment
7.	Speech and language delay
8.	Some students with developmental delays
9.	Lack of access to funds for necessary equipment/resources
10.	Behaviour that impedes learning
11.	Potential low attendance that impacts negatively on learning
12.	Access arrangements for examinations

## 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
a) Improved attendance of pupil premium students (impacts challenge numbers 1, 2, 3, 5, 7, 8, 11, 12)	Reduce the gap between PP and non-PP from 6% to 4% i.e. would have been 90% as opposed to 86% in 21.22
b) Improved parental engagement of pupil premium parents (impacts challenge numbers 1, 2, 3, 4, 9, 10, 11, 12)	Attendance to parents evening and other engagement events to be 90% from PP families. Hasn't been formally monitored in this was previously. Feedback from PP students is 90%+ positive on surveys.
c) Decrease gap in progress in years 10 & 11 (impacts challenge numbers 2, 3, 5, 7, 8, 9, 10, 11, 12)	Mock results in year 10 indicate a smaller gap than 0.65 Mock results 1 and 2 in Year 11 indicate a smaller gap than 0.88 and 0.74 GCSE final outcomes
d) PP students better equipped for learning and properly prepared for examinations (impacts challenge numbers 5,7, 8, 9, 10, 11, 12)	All PP students assessed for access arrangements and these are put in place for those who meet criteria (to present in numerical/% format) PP students better catered for in terms of books and equipment – staff to be trained to cater for PP needs,

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 22.23** address the challenges listed above.

### 1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost for this academic year: £25000

Activity	Evidence that supports this approach	Challenge addressed
a) Metacognition teaching focus (80% of PP students to achieve expected stage at KS3)	<b>EEF Toolkit</b> <ul style="list-style-type: none"> <li>Collaborative learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></li> <li>Feedback <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></li> <li>Mastery learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></li> <li>Metacognition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></li> <li>Reading comprehension <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></li> </ul>	4, 5, 7, 8, 10
b) Grouping of students		3, 4, 5, 7, 8, 9, 10, 11, 12
c) Feedback for PP students (seen through observation and marking scrutiny)		3, 4, 5, 6, 7, 8, 10, 12
d) Enrichment and development of cultural capital through specific visits and opportunities.		1, 2, 3, 4, 8, 10, 11
e) Reading intervention		3, 5, 8, 12

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge addressed
a) Mental Health and Wellbeing (survey data to contribute to evidence)	<b>EEF Toolkit</b> <ul style="list-style-type: none"> <li>Behaviour interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></li> <li>Individualised instruction <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></li> <li>Mentoring <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></li> <li>Metacognition and self regulation <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></li> <li>One to one tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></li> <li>Oral language interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></li> <li>Parental engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></li> </ul>	1, 8, 10
b) Targeted Academic Support		2, 4, 5, 6, 7, 8, 10, 11, 12
c) Use of new MIS to analyse and inform intervention, intervention to improve academic performance		3, 5, 7, 8, 10, 11, 12

	<ul style="list-style-type: none"> <li>• Reading comprehension strategies <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></li> <li>• Small group tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> <li>• Social and emotional learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></li> </ul>	
--	--	--

### 3) Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £16 000

Activity	Evidence that supports this approach	Challenge addressed
a) Targeted attendance and lateness monitoring and interventions for PP students.	<b>EEF Toolkit</b> <ul style="list-style-type: none"> <li>• Behaviour interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></li> <li>• Mentoring <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></li> <li>• Parental engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></li> <li>• Social and emotional learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></li> </ul>	1, 2, 3, 10, 11

### 4 Wider strategies (Engagement)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge addressed
a) Use of external and alternative provisions to enhance individual support	<b>EEF Toolkit</b> <ul style="list-style-type: none"> <li>• Behaviour interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></li> </ul>	1, 2, 3, 4, 6, 7, 8, 10, 11, 12
b) Daily pastoral support for disadvantaged students (resulting in fewer mental health concerns, fewer escalated concerns, reduced suspensions, decreased behaviour points)	<ul style="list-style-type: none"> <li>• Extending school time <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></li> <li>• Homework <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></li> <li>• Individualised instruction <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></li> </ul>	1, 2, 3, 4, 6, 9, 10, 11

	<ul style="list-style-type: none"> <li>• Mentoring <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></li> <li>• Metacognition and self-regulation <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></li> <li>• One to one tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></li> <li>• Oral language interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></li> <li>• Parental engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></li> <li>• Small group tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> <li>• Social and emotional learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></li> </ul>	
c) Increased SEN capacity to support with literacy, numeracy and specific learning needs of PP students	<b>EEF Toolkit</b> <ul style="list-style-type: none"> <li>• Behaviour interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></li> <li>• Homework <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></li> <li>• Individualised instruction <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></li> <li>• Mentoring <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></li> <li>• Metacognition and self-regulation <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></li> <li>• One to one tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></li> <li>• Oral language interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></li> <li>• Reading comprehension strategies</li> </ul>	5, 7, 8, 12

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <ul style="list-style-type: none"> <li>• Small group tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> <li>• Social and emotional learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></li> </ul>	
<p>Added for 22.23</p> <p>d) Improve engagement of parents of PP students through events and engagements and personal invitations to parents evenings</p>	<p><b>EEF Toolkit</b></p> <ul style="list-style-type: none"> <li>• Parental engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></li> </ul>	1, 2, 3, 4, 11

**Total budgeted cost: £116 000**

## Part B: Review of outcomes in the previous academic year (Year 1 in 3 Year plan)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

**NB This is a 3 year plan and 20.21 outcomes were not nationally published because of TAGs.**

1.	Vulnerable families with emotional and social needs
2.	Vulnerable families lacking engagement with education
3.	Potential low attendance that impacts negatively on learning
4.	Lack of cultural capital and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature
5.	Low KS2 SATs scores on entry to Y7
6.	Lack of appropriate space to focus, revise and complete work outside of school environment
7.	Speech and language delay
8.	Some students with developmental delays
9.	Lack of access to funds for necessary equipment/resources
10.	Behaviour that impedes learning
11.	Potential low attendance that impacts negatively on learning
12.	Access arrangements for examinations

Initiative	Intended outcome	Impact 21.22	Evaluation
1a) Metacognition teaching focus	80% PP KS3 students to achieve expected stage (challenge no 5, 8)	PP end of Year outcomes were Year 7 -0.05, Year 8 -0.05, Year 9 -0.58 End 20.21 data unpublished. 21.22 PP KS4 outcomes were 61% expected grade	School began metacognition drive post COVID, this now needs to be embedded and an expected way of working.
1b) Grouping of students	80% PP KS3 students to achieve expected stage, KS4 PP student gap narrowed 20.21 to 20.22 (challenge no 5, 7, 8, 10)	PP end of Year outcomes were Year 7 -0.05, Year 8 -0.05, Year 9 -0.58 End 20.21 data unpublished. 21.22 PP KS4 outcomes were 61% expected grade	Years 7 and 8 target met, Year 9 not. GCSE not yet met but making progression towards. Groups formed carefully with emphasis on quality first teaching, we expect this to improve further in 22.23
1c) Feedback for PP students (seen through	KS4 PP student Progress Index gap narrowed 20.21 to 21.22 (challenge no 5, 7, 8)	End 21.22 PP outcomes were 0.19 (cohort was 0.87), gap is 0.68, tags gap previous year was 0.20 so gap has increased after COVID)	PP performance was strong against national data



observation and marking scrutiny)			and an improvement on 20.21 but the gap has widened not narrowed.
1d) Enrichment and development of cultural capital through specific visits and opportunities.	KS4 PP student gap narrowed 20.21 to 21.22 (challenge no 1, 2, 4)	See above, PP outcomes improved from -0.12 to +0.19 so although the gap was bigger there has been a 0.31 improvement. Please see evidence of the school's enrichment activities here <a href="https://www.turinghouseschool.org.uk/newsletters">https://www.turinghouseschool.org.uk/newsletters</a>	The diet of PP students improved once they arrived back at school post COVID as prior to this, opportunities were not running.
1e) Reading intervention	PP students are at chronological reading age by the end of KS3 (challenge no 3, 5, 8, 12)	PP students last recorded reading ages (analysed at the end of Year 9) indicate 19% of PP students below chronological reading age by end of Y9.	No data for previous year due to lockdown, therefore comparison not possible.
2a) Improve Mental Health and Wellbeing of PP students	Make progress towards pre-pandemic levels of PLUS support for mental health and external CAMHs referrals (challenge no 1, 2, 3, 4, 6, 9)	Referrals to the Local Authority were 101 in 21.22. PP analysis of this number needs more formal measurements for 22.23	In order to measure this effectively specific data needs to be collected and analysed in 22.23.
2b) Targeted Academic Support	KS4 PP performance positive and student gap narrowed 20.21 to 21.22 (challenge no 2, 5, 6, 7, 8, 9)	End 21.22 PP outcomes were SPI 0.20, gap widened did not narrow.	Academic support was effective in gaining PP students positive SPI but not in narrowing the gap.
2c) Use of new MIS to analyse and inform intervention	KS4 PP performance positive and student gap narrowed 20.21 to 21.22 (challenge see 2b)	See 2b	MIS system was utilised effectively and interventions brought about improvements but non PP students performed well above average nationally.

3a) Targeted attendance and lateness monitoring and interventions for PP students.	Attendance of PP groups improve in all year groups across the school (challenge no 1, 2, 3, 11)	<p>Last National data is for FSM – there is/was no PP measure published so although schools are required to publish a PP plan there is no published PP data. This figure was 20.21 90.4%</p> <table border="1"> <tr> <td></td><td>20.21</td><td>21.22</td><td></td></tr> <tr> <td>Y7-13</td><td>PP 85.5% (all 91.2%)</td><td>PP 85.8% (all 93.9%)</td><td>PP +0.3% All +2.7%</td></tr> <tr> <td>Y7-11</td><td>88.4% (all 91.3%)</td><td>86.2% (all 92.2%)</td><td>PP-+2.2% All +0.9%</td></tr> </table>		20.21	21.22		Y7-13	PP 85.5% (all 91.2%)	PP 85.8% (all 93.9%)	PP +0.3% All +2.7%	Y7-11	88.4% (all 91.3%)	86.2% (all 92.2%)	PP-+2.2% All +0.9%	<p>Pre-COVID in 2019 PP attendance was 88.2% (7-11)</p> <p>Post COVID has seen difficulties in getting students to attend in the same way they had before COVID. This has impacted on PP students more dramatically. Targeted interventions will need to be stepped up in 22.23 as 21.22 interventions had limited impact.</p>
	20.21	21.22													
Y7-13	PP 85.5% (all 91.2%)	PP 85.8% (all 93.9%)	PP +0.3% All +2.7%												
Y7-11	88.4% (all 91.3%)	86.2% (all 92.2%)	PP-+2.2% All +0.9%												
4a) Use of external and alternative provisions to enhance individual support	Targeted students with alternative provisions stay on until the end of Y11 and take GCSEs (challenge no 3, 5, 6, 7, 8)	N/A No alternative provisions used for 21.22 cohort – all stayed in house and took GCSEs	N/A for 21.22												
4b) Daily pastoral support for disadvantaged students (resulting in fewer mental health concerns, fewer escalated concerns, reduced suspensions, decreased behaviour points)	PP students demonstrate lower need of support for mental health because of early intervention (challenge no 1, 2, 3, 6 11)	Sample Y11 PP case studies suggests 11 out of 16 PP students in Year 11 were regular visitors to PLUS post COVID = 69%, previous year was 23/26 = 88.4% mid COVID	Extra student support capacity was successful in reducing the number of students who needed ongoing intensive support by 19%.												
4c) Increased SEN capacity to support with literacy, numeracy and specific learning	<p>Students who are PP and SEN meet end of Yr Stage at KS3</p> <p>Students who are PP and SEN gap</p>	<p>KS3 PP &amp; SEN outcomes: TBC</p> <p>KS4 PP &amp; SEN gap narrowing: -0.35 (21-22) -4.59 (20-21)</p>	Data to be formalised for KS3; KS4 analysis shows huge improvement												

needs of PP students	narrowed from 20.21 to 21.22 (challenge no 7, 8, 10, 12)		over 12 months.
----------------------	--	--	-----------------

#### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
MOOT (Malden Oaks Outreach Team)	Malden Oaks
Literacy Intervention	Agency staff (KI/HP)
Numeracy Intervention	Agency staff (NI/HP)
Anstee Bridge Group mentoring x 2	Anstee Bridge
Project X	Achieving for Children
Mental Health Support Team (MHST)	Richmond Trailblazer Programme via CAMHS