

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 24.25 and review for 23.24, our pupil premium strategy is a 3 year plan (22-25).

School overview

Detail	Data	Sept 23 Update	Sept 24 Update
School name	Turing House School	Turing House School	Turing House School
Number of pupils in school	838 (22.23)	931	1005
Number of pupil premium students in school	13% in (22.23)	118 (12.7)	132 (13%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25	N/A	N/A
Date this statement was published	October 2024	N/A	N/A
Date on which it will be reviewed	October 2025	N/A	N/A
Statement authorised by	M O’Sullivan	N/A	
Pupil premium lead	B Tse-Laurence	L Harper	B Tse-Laurence
Governor / Trustee lead	K Greening	K Greening	K Greening

Funding overview this academic year

Detail	Amount	
Pupil premium funding allocation this academic year (24.25)	£148,000	CHA
Recovery premium funding allocation this academic year (24.25)		CHA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Total budget for this academic year (24.25) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£148,000	CHA

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. At Turing House we aim to take a learner-led rather than a label-led approach to minimising and diminishing the differences in outcomes for our disadvantaged learners.

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.	Lack of access to funds for necessary equipment/resources
9.	Behaviour that impedes learning

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, 9)	Reduce the gap between PP and non-PP from 6% to 4%
b) Improved parental engagement of pupil premium parents (impacts challenge numbers 1, 2, 3, 4, 9)	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)	Reduce the gap between PP and non-PP to reflect mock data more closely - 0.91 for mock 2
d) PP students better equipped for learning and properly prepared for examinations (impacts challenge numbers 5,7, 8, 9)	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 24.25** address the challenges listed above.

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

Budgeted cost for this academic year: **£46,000**

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

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

Budgeted cost: **£32,000**

Activity	Evidence that supports this approach	Challenge addressed
a) Mental Health and Wellbeing (survey data to contribute to evidence)	EEF Toolkit <ul style="list-style-type: none"> Behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions 	1, 8,9

b) Targeted Academic Support	<ul style="list-style-type: none"> Individualised instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction 	2, 4, 5, 6, 7, 8, 9
c) Use of new MIS to analyse and inform intervention, intervention to improve academic performance	<ul style="list-style-type: none"> Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Metacognition and self regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 	3, 5, 7, 8, 9
d) Targeted KS4 revision guidance		6, 8, 9

3) Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge addressed
a) Targeted attendance and lateness monitoring and interventions for PP students.	EEF Toolkit <ul style="list-style-type: none"> Behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Social and emotional learning 	1, 2, 3, 9

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
b) Cultural capital and community initiatives		1, 2, 3, 4, 9

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	EEF Toolkit <ul style="list-style-type: none"> Behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions 	1, 2, 3, 4, 6, 7, 8, 9
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"> Extending school time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Individualised instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 	1, 2, 3, 4, 6, 9

<p>c) Increased SEN capacity to support with literacy, numeracy and specific learning needs of PP students</p>	<p>EEF Toolkit</p> <ul style="list-style-type: none"> • Behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions • Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework • Individualised instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction • Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring • Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation • One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition • Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions • Reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies • Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition • Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 	<p>5, 7, 8</p>
<p>d) Improve engagement of parents of PP students through events and engagements and personal invitations to parents' evenings</p>	<p>EEF Toolkit</p> <ul style="list-style-type: none"> • Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement 	<p>1, 2, 3, 4</p>

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

Pupil premium strategy outcomes

Nationally, gaps stay widened for disadvantaged students. Turing House continues to rigorously embed practice to diminish these differences in attainment.

Of the outgoing year 11 cohort the 16 pupil premium students 15 achieved at least 9 total grades at GCSE. Outgoing SPI for pupil premium stands at -0.62 compared to school average of 0.71 (0.91 for non-pp). This demonstrates an overall improvement in outcomes but a continued area for development.

Strategy evaluation is outlined below with progress to date (September 2024).

Intended outcome	Success criteria	Sept 24 update – Progress to date
a) Improved attendance of pupil premium students (impacts challenge numbers 1, 2, 3, 5, 7, 8)	Reduce the gap between PP and non-PP from 6% to 4%	Overall attendance at 94.9% PP attendance to date 89.3% Gap – 5.6%
b) Improved parental engagement of pupil premium parents (impacts challenge numbers 1, 2, 3, 4, 9)	Attendance to parents evening and other engagement events to be 90% from PP families. Feedback from PP students is 90%+ positive on surveys.	PP parents evening attendance across all years stands at 57% First PP working party – 2 attendees Additional date for 26/11/2024
c) Decrease gap in progress in years 10 & 11 (impacts challenge numbers 2, 3, 5, 7, 8, 9).	Reduce the gap between PP and non-PP to reflect mock data more closely – mock 2 0.71	Students achieved -0.62 in 2023-24, this is an improvement on 2022-2023 last year but that gap remains the same at 1.53. Strategies were used throughout the year but still the vast majority of students 10/15 had a negative SPI.
d) PP students better equipped for learning and properly prepared for examinations (impacts challenge numbers 5,7, 8, 9)	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,	12/16 students had a form of access arrangements for their GCSE in 23/24. All disadvantaged pupils were able to completed assessments which they were registered for through provision of resources, allocated spaces and transport.

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
Prince's Trust	WRI
Future Frontiers programme	AXA UK (GO)