

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 23.24 and review for 22.23, our pupil premium strategy is a 3 year plan (22-25).

### School overview

Detail	Data	April 23 Update	Sept 23 Update
School name	Turing House School	Turing House School	Turing House School
Number of pupils in school	838 (22.23)	833	931
Pupil Premium	13% in (22.23)	114 (14%)	118 (12.7)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24	N/A	N/A
Date this statement was published	October 2022	N/A	N/A
Date on which it will be reviewed	October 2023	N/A	N/A
Statement authorised by	M O'Sullivan	N/A	N/A
Pupil premium lead	L Harper	L Harper	L Harper
Governor / Trustee lead	K Greening	K Greening	K Greening

### Funding overview this academic year

Detail	Amount	
Pupil premium funding allocation this academic year (22.23)	£100,000	CHA
Recovery premium funding allocation this academic year (22.23)	£15,876	CHA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	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.

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.	- This is a repeat of No. 3
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	April 23 Update	Sept 23 update
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	Attendance 22.23 Non PP was 94.2 Attendance 22.23 PP was 86.1	Attendance to end of September in new year is 96.5 (94 national) for non-PP and 91.2 for PP (no national comparative)
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.	Attendance to parents' evenings of PP students Sept 22 to April 23 is Y7: 92.5% Y8: 81.8% Y9: 59.2% Y11: 50% Y10 (June)	Y10 70%
c) Decrease gap in progress in years 10 & 11 (impacts challenge numbers 2, 3, 5, 7, 8, 9, 10, 11, 12) COVID period means early data not available.	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	Year 10 end of year examinations yet to be taken Mock 1 Nov 22 indicates gap was 1.37 Mock 2 Feb 23 indicates gap was 1.47	RP +0.62 all, PP -0.46  Year 11 all 0.52 (unvalidated) PP -0.73  Since then reports indicate this gap has widened nationally.  APS grade is down 1.91 for PP students. The national grade here is 3.84 (2022)
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,	6 PP students assessed for access arrangements in Y11. None in Year 13.	11 students assessed for Access Arrangements

## 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: £21,400

Activity	Evidence that supports this approach	Challenge addressed
a) Metacognition teaching focus (80% of PP students to achieve expected stage at KS3) <b>£3,000</b>	EEF Toolkit <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) <b>£2,000</b>		3, 4, 5, 6, 7, 8, 10, 12
d) Enrichment and development of cultural capital through specific visits and opportunities. <b>£4,000</b>		1, 2, 3, 4, 8, 10, 11
e) Reading intervention <b>£12,400</b>		3, 5, 8, 12

### April 23 Questions

SEND/PP Learning walk indicates improved practice in metacognition?

Are 80% of KS3 PP kids on track to achieve expected stage?

Does observation and pupil feedback tell you metacognition focus is helping PP students?

What opportunities have students had re: cultural capital?

Should this target be amended, changed or kept for next year?

### Update April 23

Cultural capital target has transferred into reading. Since the inception off this initiative the following has occurred

- Testing has taken place at KS3, identifying those students with a reading age below their chronological age.
- New markbooks have been created on Bromcom to assess this data
- Class readers distributed for KS3 tutor time reading sessions which take place once a week.
- Weekly silent reading for twenty minutes, continues to occur in all KS3 English lessons.
- Detailed analysis has taken place with cohorts identified in Dec 2022
- Staff training on 03/01/2023
- Shared data, departmental analysis has taken place to support those students with low reading ages
- Academic training on the importance of reading
- Staff surveys indicated a willingness to read to the students in from time
- Decision made to use this tool for the assessment of texts <https://storytoolz.com/>
- Sharing of this resource with staff [Download a Sample | Reading Champion \(reading-champion.co.uk\)](https://www.reading-champion.co.uk)
- Logo created 'Reading is Everyone's Responsibility'
- We have begun to create the 70-100 books to read at Turing
- Survey on linking key books to Turing Values
- Staff have created posters for doors
- Staff welcomed all students back from Christmas with a focus on what they had read.
- HOY conversation about student survey and reading in form time
- Year 7 project has begun.
- Lark and Other Me recordings [https://www.amazon.co.uk/Books-Elen-Lewis/s?rh=n%3A266239%2Cp\\_27%3AElen+Lewis](https://www.amazon.co.uk/Books-Elen-Lewis/s?rh=n%3A266239%2Cp_27%3AElen+Lewis)

Pupil Premium students are making the following progress in KS3 (%of students on or above target)

	7	8	9
English	85.7	65	74
Maths	71.4	38.1	50.1

Mixed ability teaching remains in place in Year 7 & 8. White Rose feedback is positive in maths. First five adopted in the marking of Key assessment tasks.

## Update September 2023

- Awaiting validated data to assess gaps.
- 21 PP students in Year 11, 2 no prior data, 7 students positive P8, 10 students negative, 8 students were high tariff with CP, EWO, Police, other agency involvement.
- Reading project finalised with launch in Sept/Oct 2023
- PP students invited to evenings a week early and sent prompts – starting with Year 10 parents evening
- PP event for new year 10s in place for Autumn 2023
- PP focus in September inset
- Maths advisor collating best PP practice across the trust.

Pupil Premium students are making the following progress in KS3 (%of students on or above target)

	7	8	9
English	85.2	66	74
Maths	70.3	36.9	50.1

Mixed ability teaching remains in place in Year 7 & 8. White Rose feedback is positive in maths. First five adopted in the marking of Key assessment tasks.

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

Budgeted cost: £28,600

Activity	Evidence that supports this approach	Challenge addressed
a) Mental Health and Wellbeing (survey data to contribute to evidence) <b>£2,000</b>	<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, 8, 10
b) Targeted Academic Support <b>£24,300</b>	<ul style="list-style-type: none"> <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>	2, 4, 5, 6, 7, 8, 10, 11, 12
c) Use of new MIS to analyse and inform intervention, intervention to improve academic performance <b>£2,300</b>	<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>• 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> </ul>	3, 5, 7, 8, 10, 11, 12

- 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>

### Update April 23

CORC survey results indicate that the school supports the mental health of students well.

The Year 11 mentoring programme has seen some real success with some staff going above and beyond to support PP students. This has led to a few big PP successes and improvements from Mock 1 to Mock 2. For example:

- Student 1 SPI from Mock 1 to Mock 2 improved by 0.75
- Student 2 SPI from Mock 1 to Mock 2 improved by 0.22
- Student 3 SPI from Mock 1 to Mock 2 improved by 0.13
- Students 4 SPI from Mock 1 to Mock 2 improved by 0.09

There was also a large PP attendance at the first ever Year 11 'Students Evening' which we ran in Term 5. The feedback from students was very positive.

Student A – PLUS mentoring has helped re-engage with learning, attendance is improving

Student B – PLUS mentoring has prevented a PEX

Student C – PLUS mentoring prevented school refusal after friendship fall out

Student D – PLUS mentoring has helped re-engage with learning, attendance is improving

Student E – PLUS mentoring has helped with increased school attendance from primary

Student F – PLUS mentoring has prevented school refusal due to mental health issues

Student G – PLUS mentoring has improved engagement with school

Student H - PLUS mentoring has prevented school refusal due to mental health issues, increased attendance

Student I – PLUS mentoring has prevented school refusal

### Sept 23 Update

- Progress from Mock 1 to final +0.33
- PLUS, the school and other external agencies provide the following support for PP students
- Placement at local AP
- 1:1 supervision during the exam period
- 1:1 mentor for two students to support learning, engagement and to ensure the students completed the year
- Education Welfare involvement
- Medical tuition
- 1:1 support for EA provided by relevant Local Authority
- Assessment for Access arrangements
- PLUS Pastoral Services drop in
- Parental meetings
- Bromcom now fully integrated with clearer tracking for PP students in regard to attendance, progress and behaviour
- Sistra used extensively to monitor progress

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge addressed
<p>a) Targeted attendance and lateness monitoring and interventions for PP students.</p> <p><b>£16,000</b></p>	<p><b>EEF Toolkit</b></p> <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>	<p>1, 2, 3, 10, 11</p>

#### April 23 Update

Weekly meeting between Deputy Headteacher and Attendance Officer. Identification of PAPs and those with less than 96% attendance.

EWO involvement

5 FPNs have been issued this year due to unauthorised family holidays. One family took another unauthorised family holiday during term time. The others were effective. Education Welfare has issued 3 first court warnings and 1 second court warning. It is likely that the second court warning will now lead to court. PLUS continue to work with a large volume of students who school refuse.

Attendance 22.23 (Sept to April) Non PP was 94.2

Attendance 22.23 (Sept to April) PP was 86.1

PP 2021-22 86.3% (92.5% all students)

PP 2022- 23 (April) 85.5% (93.2% all students)

#### Sept 23 Update

End of Year attendance (to term 5 due to the exam session for Year 11) PP 86.8% (all 93%) 2022.23. National attendance was 94% although only 67 of school engaged with the data exercise.

Final court warnings submitted.

Chair of governors provided exam invigilation for one student under medical tuition during GCSE examinations.

Appointment of school receptionist to give further time for attendance officer

Several home visits

#### 4 Wider strategies (Engagement)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge addressed
<p>a) Use of external and alternative provisions to enhance individual support</p> <p><b>£8,000</b></p>	<p><b>EEF Toolkit</b></p> <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>	<p>1, 2, 3, 4, 6, 7, 8, 10, 11, 12</p>
<p>b) Daily pastoral support for disadvantaged students (resulting in fewer mental health concerns, fewer escalated concerns, reduced suspensions, decreased behaviour points)</p> <p><b>£25,000</b></p>	<p><b>EEF Toolkit</b></p> <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> <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>	<p>1, 2, 3, 4, 6, 9, 10, 11</p>
<p>c) Increased SEN capacity to support with literacy, numeracy and specific learning needs of PP students</p> <p><b>£15,000</b></p>	<p><b>EEF Toolkit</b></p> <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> </ul>	<p>5, 7, 8, 12</p>

	<ul style="list-style-type: none"> <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 <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>	
<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>£2,000</b></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>	<p>1, 2, 3, 4, 11</p>

## April 23 Update

### External Providers used.

- Reading assessment
- Project X – provided music workshop to support students who are at risk of becoming disaffected
- Anstee Bridge
- MOOT/Discovery
- Early help
- MHST (Mental Health Support Team) have provided 1:1 sessions for students with low mood and anxiety, group sessions on secondary transition and exam anxiety. They have also provided online parent workshops on anxiety and resilience.
- EISS
- AfC Family Consultants
- LVA (Love, Value, Action) have provided mentoring and self-esteem support.

- School Nurse
- AfC Xplained workshops to support students at risk of exploitation.

#### **Internal Events**

- Information evening
- SEND information Evening
- Parents evenings
- 1:1 meeting with tutors

#### **Sept 23 Update**

- Reduction in teaching load for SENDCO
- Intervention evening summer term Year 11
- Appointment of new PLUS member (subsequent resignation of two, both DDSL)

**Total budgeted cost: £116 000**

#### **OVERALL SUMMARY APRIL 23**

All targets to continue as they are saved for the cultural capital target as the latter is undeliverable with regard to budget therefore the target has been absorbed into the reading target.

#### **OVERALL SUMMARY SEPTEMBER 23**

Initiatives in place are not yet changing the outcomes of this group, this is also because of external factors which are symptomatic of a national picture.

Going forward the following will take place:

- Increased parental engagement (Intervention sessions etc.)
- Early invites to keep events
- Departmental focus on Year 7 ad Year 11 cohort
- Maths advisor to complete a cross trust investigation into PP students
- Reading at KS3
- PP Year 7 Project

## 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.	– repeat of No. 3
12.	Access arrangements for examinations

Initiative	Intended outcome	Impact	Evaluation
1a) Metacognition teaching focus	80% PP KS3 students to achieve expected stage (challenge no 5, 8)	21.22 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  22.23 KS3 Overall outcomes PP -0.88 compared to -0.70 for all students.	School began metacognition drive post COVID, this now needs to be embedded and an expected way of working.
1b) Grouping of students	PP gap KS3 to be no more than -0.2  KS4 PP student gap narrowed (challenge no 5, 7, 8, 10)	Y9 gap: -0.1 Y8 gap: -0.16 Y7 gap: -0.03  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  Gap 2023 exam series 0.93 lower than rest of cohort (0.88 2022)	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 observation)	KS4 PP student Progress Index gap narrowed (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)  22.23	PP performance was strong against national data and an

and marking scrutiny)		Similar gap to 2022 but negative. Awaiting validated data for disapplied students. 8/21 extreme pastoral cases. Case studies completed. Attendance 8/10 PP students were Persistently Absent Pupils, 4 did not attend in Year 11	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 (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> <u>22.23</u> See 1c. More emphasis in the latter half of the year of early invite to events. Year 11 PP intervention evening based on early entry RP grades	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. <u>22.23</u> Reading Task Force Completed all plans for 23.23, Inset for staff on Phonics, reading Sept 23. Testing taking place In Sept 23.	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 <u>22.23</u> There were 26 SPA referrals for PP students in 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. <u>22.23</u> Widening gap as is the national pattern	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 Widening gap	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"> <thead> <tr> <th></th> <th>20.21</th> <th>21.22</th> <th>Gap</th> </tr> </thead> <tbody> <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> </tbody> </table> <p><a href="#">22.23</a></p> <table border="1"> <thead> <tr> <th></th> <th><a href="#">21.22</a></th> <th><a href="#">22.23</a></th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Y7-13</td> <td><a href="#">PP 85.8%</a> <a href="#">All 93.9%</a></td> <td><a href="#">PP 85.7</a> <a href="#">All 92.4</a></td> <td><a href="#">-0.01</a> <a href="#">-1.5</a></td> </tr> <tr> <td>Y7-11</td> <td><a href="#">PP 86.2%</a> <a href="#">All 92.2%</a></td> <td><a href="#">PP 85.7%</a> <a href="#">All 93%</a></td> <td><a href="#">-0.5</a> <a href="#">-0.8</a></td> </tr> </tbody> </table>		20.21	21.22	Gap	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%		<a href="#">21.22</a>	<a href="#">22.23</a>	Gap	Y7-13	<a href="#">PP 85.8%</a> <a href="#">All 93.9%</a>	<a href="#">PP 85.7</a> <a href="#">All 92.4</a>	<a href="#">-0.01</a> <a href="#">-1.5</a>	Y7-11	<a href="#">PP 86.2%</a> <a href="#">All 92.2%</a>	<a href="#">PP 85.7%</a> <a href="#">All 93%</a>	<a href="#">-0.5</a> <a href="#">-0.8</a>	<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>
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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)	<p>N/A No alternative provisions used for 21.22 cohort – all stayed in house and took GCSEs</p> <p>22.23 The following were all used to support PP students in 22.23</p> <ul style="list-style-type: none"> <li>• Woodbridge</li> <li>• Malden Oaks</li> <li>• Anstee Bridge</li> <li>• Medical schooling</li> </ul>	<p>N/A for 21.22</p> <p>For 22.23 2 students in AP + 1 temporary AP + 2x new placement in 23.24</p>																								
4b) Daily pastoral support for disadvantaged students (resulting in fewer mental health concerns, fewer escalated	PP students demonstrate lower need of support for mental health because of early intervention (challenge no 1, 2, 3, 6 11)	<p>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</p> <p>22.23 15/21 students on the PP list in Yr 11 worked with PLUS 71%</p>	<p>Extra student support capacity was successful in reducing the number of students who needed ongoing intensive support by 19%.</p>																								

concerns, reduced suspensions, decreased behaviour points			
4c) Increased SEN capacity to support with literacy, numeracy and specific learning needs of PP students	Students who are PP and SEN meet end of Yr Stage at KS3 Students who are PP and SEN gap narrowed from 20.21 to 21.22 (challenge no 7, 8, 10, 12)	KS3 PP & SEN outcomes: TBC KS4 PP & SEN gap: -4.59 (20-21) -0.35 (21-22) -0.53 (22-23)  Data in 2022-2023 impacted by 6 students 1 medical schooling 2 non-attenders 3 Pastoral issues  10 students who were PP and SEND. Progress score range from +0.45 to -2.87	Data to be formalised for KS3; KS4 analysis shows improvement over 12 months but dips again in 2023.

#### 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