

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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	Turing House School
Number of pupils in school	727
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	July 2021
Date on which it will be reviewed	July 2022
Statement authorised by	M O’Sullivan
Pupil premium lead	L Harper
Governor / Trustee lead	K Greening

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,000
Recovery premium funding allocation this academic year	£14,718
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94,718

Part A: Pupil premium strategy plan

Statement of intent

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.	Underachievement due to lack of engagement with education
7.	Lack of appropriate space to focus, revise and complete work outside of school environment
8.	Speech and language delay
9.	Some students with developmental delays
10.	Lack of access to funds for necessary equipment/resources
11.	Behaviour that impedes learning
12.	Potential low attendance that impacts negatively on learning
13.	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
Progress 8 target	0
Percentage 5+ in English and maths	English 54.5% Maths 54.5%
Percentage 4+ in English and maths	English 72.7% Maths 90.9%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment	Long-term impact: mid-year and end-year assessment results will be improved for PP students. 80% of PP students to achieve expected stage by end of year.	More inclusive and less assessment-based teaching and learning in order to ensure we engender a love of learning without 6 termly assessment and the pressure this creates on young people.
Grouping	Staff meeting PM targets – lesson observations and interim reviews show teachers have strong knowledge of who the disadvantaged students in their classes are, how they are performing and what is being done to support their progress.	Smaller class sizes
Feedback for PP students	Student books show high quality marking and feedback, leading to improved performance and student investment.	Ensuring PP students get high quality feedback
Enrichment		Extra-curricular helps remove barriers to learning for certain students. These activities will help with transition

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health and Wellbeing	Improvement in student engagement and improved integration with peers, raised self-esteem leading to improved outcomes (survey data indicates more positive attitudes to learning and % outcomes indicates improved performance)	Increase in mental health issues due to pandemic and lockdown, increased capacity required
Targeted Academic Support		Engaging with a wider group of students through a range of projects
New MIS		Accessibility homework for those students who find homework challenging without the support of the teacher

Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £10,300

Activity	Evidence that supports this approach	Challenge addressed
Attendance	Increased attendance and reduced incidents of lateness in disadvantaged groups (% attendance improvement). Increased % attendance in vulnerable groups (and across whole school). Reduced numbers of Persistent Absence, particularly in vulnerable groups. Greater attendance, particularly for vulnerable groups (% attendance improvement)	Reduction in positive attendance habits post COVID

Wider strategies (Engagement)

Budgeted cost: £26,700

Activity	Evidence that supports this approach	Challenge addressed
Use of external and alternative provisions to enhance individual support	Daily pastoral support for disadvantaged students. Fewer mental health concerns reported by students. Fewer escalated concerns. Reduced instances of FTEs/P-ex for disadvantaged students	Individual disadvantaged students who become hard to reach and lose engagement with school.
Additional Staff member during terms 5 & 6 2021 and additional support in SEND	Decreased negative behaviour points for students who have had specialist support.	

Total budgeted cost: £81,500

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 2020 to 2021 academic year.

Initiative	Intended outcome	Impact	Evaluation
Whole school literacy	Whole school training and development of supporting materials and teaching strategies	Appointment of a literacy coordinator, leading to an enhanced understanding of literacy across the curriculum. Literacy embedded in teaching practice. Establishment of word of the week, literacy support in the newsletter, literacy tips in the staff bulletin.	Literacy coordinator appointed, spelling and reading tests done, purchase of specific texts during lockdown, whole staff training in literacy conducted, re launch of literacy pyramid.
Closing the gap in maths	Provision of bespoke learning materials to support students with specific difficulties accessing key aspects of numeracy and mathematics (specific reference to concrete, pictorial and abstract resources)	Some progress made with individuals. Generic improvements in maths. Teaching and learning in maths improved as seen in lesson observations and record of visits by the trust lead advisor.	Online learning developed, analysis and review of Hegarty maths taken place, consistent methods training for Science and Geography. Resources purchased and used.
Literacy screening and recovery programme using Literacy Assessment Online and WordShark.	To ensure that students unable to access the curriculum because of reading and writing needs are supported to do so.	WordShark was successfully implemented for Key Stage 3 students with below average literacy scores. Students included in the programme made good progress.	Word Shark replaced by TTRS after research into student engagement. TTRS deemed to have a more mature interface for secondary students. TTRS useful for KS4 building skills for maximizing their access arrangements in examinations and study skills.
College provision	Construction course for students not served appropriately by GCSE options available for founding year group.	All students who completed the course were successful. They attended year 11 and completed their education at Turing House. Several students have progressed to further education in this field.	The course was incredibly successful with all students gaining a pass or merit grade, however the cost for such a small cohort would make this untenable as a regular occurrence.
Attendance officer time	To improve the attendance at school of disadvantaged students.	Whilst covid has had an impact on attendance, the provision and systematic approach to attendance has been excellent. Attendance has maintained levels compared with national trends and students who are persistently absent are closely monitored.	Attendance is very well managed with a clear picture of those students who are a cause for concern. Work requires further time to fully evaluate due to the pandemic. Although during lockdown a robust system was used to track online engagement. Attendance

			data for this period was recorded and online engagement monitored. Post lockdown attendance was above national norms.
Additional Education Welfare Service time	To improve the attendance at school of persistently absent disadvantaged students.	Covid impacted this provision in terms of lockdown measures on contact. However, there was increased communication with the EWO during this period for specific students, supported the school with maintaining online engagement.	Due to the removal of fixed penalty notices during this period success was limited.
Inclusion staff	To provide safeguarding, mental health and emotional support both directly and in partnership with external agencies to enable students to engage effectively in school	Management of vulnerable students has been demanding but effective. FTE have maintained similar patterns and several students have avoided PEX. Attendance to lessons has improved for high need individuals.	There are continued concerns regarding a small minority of high need students. The situation has been exacerbated by the loss of one member of staff due to medical reasons. The school has highly invested in its pastoral care and has a positive reputation for its nurturing ethos in the local community. No students were permanently excluded during this reporting period. The lockdown safeguarding addendum was facilitated by these staff.
Emotional support worker	NHS initiative to provide qualified mental health staff in school to support individual students	This high-cost provision had limited success. Whilst the students appreciated the sessions, there was no onward impact or changes in behaviours and emotional responses.	The program has ceased.
Specific additional support	For individual high needs disadvantaged students to have their needs met through short-term alternative provisions.	Our evidence was varied with impact being seen for a short term but for some, the longer-term success was achieved with avoidance of FTE/PEX etc. Provision used includes, AFC Mentoring (EISS), MOOT, Malden Oaks, Woodbridge. MOOT helped with building students' self-esteem, but we have seen little impact on improving their overall engagement and behaviour in school, due to different expectations and environment.	We will continue to consider alternative provision for high need students. The appointment of Sheldon Snashall at AFC has combined nicely with our initiative to bring these kinds of interventions in earlier.
Senior Staff Designated Roles	Designated person for looked after children, SENCO,	The additional time given by the DHT and AHT attached to this area has been incredibly	The demands of the split site create additional pressures for the senior

	Designated Safeguarding Lead.	successful, CLAs are engaging well with a high level of attendance and a low rate of incidents.	staff. However LAC's are well supported, attend school and are making progress.
Miscellaneous other expenditure	Welfare contributions to individuals towards the cost of uniform and key school trips.	Impact of supporting students to become part of the school community by wearing the correct uniform and or going on school trips is invaluable.	We will continue to support in this area. A number of students have been provided with uniform, schooling equipment and items as reading pens.

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
Sam Learning	Sam Learning