Pupil premium strategy statement

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.

School overview

Detail	Data
School name	The Turing School
Number of pupils in school	736
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2023/24-2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	May 2024
Statement authorised by	Sarah Doyle
Pupil premium lead	Gabrielle Sims
Governor / Trustee lead	Chris Duckling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,236
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School-led tuition grant (to be deployed specifically for PP students)	£6884.80
Total budget for this academic year	£307120.80

Part A: Pupil premium strategy plan

Statement of intent

At TTS, our intention is that all pupils, irrespective of their background or the challenges they face, achieve good rates of progress and attainment across the curriculum, in a broad variety of subjects.

The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve positive outcomes, including those who are already high attainers. We will address the challenges faced by vulnerable pupils, such as those who are SEND, looked after, have a social worker, or are young carers. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is a key part of our school improvement plan for education recovery, post-pandemic, notably in its focus on catch-up through targeted support ,and intervention, using, for example, targeting tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is responsive to the challenges and individual needs faced by our specific local community. The approaches we take are intended to help all pupils excel.

To ensure they are effective we will:

- positively reinforce the importance of high rates of attendance and good behaviour;
- ensure disadvantaged pupils are challenged in the work that they are set in lessons so that they learn effectively and make demonstrable progress;
- act early to intervene at the point when need is identified so that they do not fall behind;
- cultivate positive engagement with parents/carers/families so that all stakeholders have investment in pupils' achievement.

Challenges

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

Challenge number	Detail of challenge
1	Securing high rates of attendance by all pupils, including those who are disadvantaged.
2	Improving attitudes to learning and raising expectations of behaviour, thereby reducing the number of suspensions by all pupils, including those who are disadvantaged.
3	Raising all pupils' expectations of what they can achieve academically, so that they, and disadvantaged pupils especially, achieve the best possible outcomes.
4	Improving levels of literacy, so that all pupils, including those who are disadvantaged, can engage with age-appropriate texts and access the curriculum.
5	Widening participation in enrichment activities so that all pupils, including those who are disadvantaged, develop greater social and cultural capital.
6	Raising ambition beyond post-16 so that all pupils, including those who are disadvantaged, progress into further education, training or employment which will support their development into adulthood.
7	Improving levels of parental support and engagement so that all pupils, including those who are disadvantaged, are encouraged to thrive socially and academically.

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
Attendance is in line with or better than the national average for disadvantaged pupils.	The number of persistent absentees (PA) among pupils eligible for PP will reduce. Target for 2023/24: 15% Target for 2024/25: 12% Target for 2025/6: 10% Overall attendance among pupils eligible for PP to improve, in working towards PP attendance being in line with 'other' pupils and national average. Last year PP attendance: 78.8% Target for 2023/24: 90% Target for 2024/25: 95%

	Target for 2025/6: 98%
	Average PP attendance: To close the gap to 3% or below, of the whole school average each year that this plan covers.
Positive behaviour is reflected in engagement in lessons and responsible attitudes outside lessons, leading to a reduction in behaviour calls and suspensions for disadvantaged pupils.	The number of behaviour on calls reduces across the whole school. Target for PP on calls in line with the whole school on call reduction. (No more than 40% of on calls are PP students and this is continually reflective of the PP % in the whole school cohort). Target for 2023/24: Suspensions for PP in line with the whole school and reduction to no more than 66 total and no more than 40% of which are PP. Target for 2024/25: continually reflective of the PP % in the whole school cohort. Target for 2025/26: continually reflective of the PP % in the whole school cohort.
All staff understand the principles of quality first teaching and use these to plan lessons so that all pupils including those who are disadvantaged achieve good rates of progress and attainment. This includes white working class pupils. (FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group). Catch-up funding and the school-led tutoring grant are used to support all pupils, including those who are vulnerable, to fill in any gaps in learning lost during the pandemic.	The whole school P8 figure for DA pupils is closer to the national average. Last year our P8 was -0.75. Target for 2023/24: -0.5. Target for 2024/25: -0.3 Target for 2025/6: 0 Last year, the gap between DA and non-DA pupils was -0.78. Prior to this, the gap was close to 0. Target for 2023/4: -0.3 Target for 2024/25: 0 Target for 2025/6: 0 Last year, 16.2% DA pupils achieved 4+ English and Maths compared to 61.7% Non-DA Target for 2023/24 - 2025/6: To ensure %'s are equal for DA and Non-DA
Standards of reading improve through our strategic Literacy Implementation Plan	Intervention records will show successful engagement with reading and literacy skills. All DA pupils in years 7, 8 and 9 who have a reading age 6 or more months below their chronological age will have access to literacy and reading intervention and termly assessments. Last year this was 37 PP students who on average made 11 months of progress.

	The school led tutoring grant will be used for individual or small group tuition to raise standards of reading and comprehension for targeted KS3 pupils including DA. This will include reading interventions with a designated literacy specialist.
Improved access to, and high levels of participation in, enrichment/extra-curricular activities by disadvantaged pupils.	Centrally-kept register in place for the school's enrichment offer. Senior leader tracks the rates of participation of all pupils including DA/SEND/LAC in enrichment activities and reports this to SLT and the LGB. Vulnerable pupils are given additional support to participate in enrichment through mentoring; transport; funding; clothing and equipment etc. 100% DA/SEND/LAC students - will be given priority when opportunities for enrichment activities become available. Targets: 100% students offered all enrichment/extra-curricular activities every year. Support given financially to ensure 40% of all trips are PP. 100% of PP students will have taken part in at least 25 of TTS100 each year to achieve 3/4 of the Turing100 by the end of this plan.
All pupils, including disadvantaged pupils, receive high quality CEIAG so that 0% all pupils (including disadvantaged) are NEET. There is early identification of potential NEETs to ensure appropriate mentoring and support is provided.	Our year on year target is that 0% all pupils NEET, including all vulnerable pupils. Last year , 1 pupil out of 86 was NEET. All pupils progress into meaningful further education, training or employment. Currently this is under the remit of YES however we are now advertising for a designated Careers advisor and HE lead.
Parents/carers feel supported by TTS to engage with their child's education .	Parental surveys report positive satisfaction. Attendance at Parents' Evenings target for 2023/4: Over 85% for each year group.

	Each year that this covers, we intend for this to increase to 90%, then 95%. This is an increase on last year's Average attendance for the whole school which was 70% Attendance at Options Evenings in previous years has been over 80%. Target to ensure PP attendance is over this %.
Increase the uptake of the Ebacc route across the school, including amongst students who are pupil premium through promoting Languages as an option and Spanish Scholars programme launched with our current year 8 (2027/8 cohort)	In 2022/3 24.3% of PP students entered for the EBACC. As our numbers are now decided for 2024/5,2025/6 and 2026/7, due to the option process being complete for these years. We expect to see these numbers significantly increase with the emphasis now placed on EBACC uptake with our 2027/8 leavers. We currently have 1.8% of PP students entered for EBACC in 2024/5 and 5.4% of PP students entered in 2025/6 and 20% of PP students expected to be entered for 2026/7 series (options process beginning in January) By the end of our current plan in 2026/7, 30% or more of disadvantaged pupils will be entered for the English Baccalaureate (EBacc). This will be achieved through our Spanish Scholars programme that has been launched with our current y8 cohort.

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: £ 118,597

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Research Lead: - Evidence-based CPD - Align policies with the evidence - Reduce lethal mutations - Support curriculum development	Implement evidence-based CPD for all teaching staff (Sims et al., 2021), using a balanced model (average impact +0.15 on standardised assessments). Align policies with research evidence, e.g. deployment of TAs (Webster et al., 2018) to reduce lethal mutations (Kennedy, 2016). Improve curriculum areas to promote long-term knowledge retention (Latimer et al., 2021).	3, 4
Staffing appointments to support quality first teaching: - additional English teacher - 1:1 tuition (catch-up) - 1:1 / small group tuition (intervention) - Pastoral staff (2 new PSM staff)	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." (EEF guide to the Pupil Premium)	3
Through strong leadership by the DHT, staff use classroom strategies to support quality first teaching – seating plans, class profiles, feedback, effective marking and assessment, adaptive teaching and effective questioning	EEF Toolkit - quality feedback +6 months progress Formative assessment has a considerable evidence base in support of improving student outcomes (e.g. Wiliam, 2017).	3

Teaching Tier 2 and Tier 3 vocabulary	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) Vocabulary is a significant predictor of attainment – by age 7 there is a 4000-word gap between lower class and middle class children. (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018) EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.	3,4
Promotion of homework	Homework strategy from the EEF teacher toolkit "Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools".	3, 5
Academic mentoring for targeted pupils at risk of under-achievement and/or becoming NEET	"Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour." EEF Teacher Toolkit Mentoring.	1, 3, 6
Research Lead to facilitate improving teacher working conditions	Improving working conditions for teachers, quantified through TWES (Sims, 2021) to improve retention and outcomes (Kraft and Papay, 2014; Coe et al., 2022).	3

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

Budgeted cost: £43,072

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual pupil support	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	3, 4
Standardised reading tests	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	4
Diagnostic reading tests and targeted intervention for bottom 20% of reading ages	Diagnose specific barrier (Scarborough, 2001), e.g. using Diagnostic Reading Analysis. Provide evidence-based short-term intervention on specific barrier, e.g. Talk for Literacy +3-4 months and Switch-on Reading +3 months (shown to be effective for Secondary students). Supported by Ofsted's Review (Oct, 2022) "Now the Whole School is Reading)	4
Improving reading	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	4

	EEF Improving Literacy guidance report (2019), recommendation 7, is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	
Promoting reading for pleasure	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others. (The Reading Agency 2015).

Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words. Vocabulary is a significant predictor of attainment – by age 7 there is a 4000-word gap between lower class and middle class children. (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)

EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction. | 4, 5 |
Provide devices to support independent learning for pupils who do not have a laptop or access to the internet at home	Digital technology can add up to +4 months progress (EEF, 2020).	3, 5
Purchasing of Computer Based Testing Maths platform: Sparx	Time spent using Sparx Maths had significant positive correlation (Culora & Ilie, 2021).	
Increased curriculum time in Maths at KS4 for formative assessment using Sparx	Formative assessment consistently shown to improve outcomes in a variety of contexts (Wiliam, 2017).	
Deliver the school's Careers Education Programme Yr7-11 so that all pupils receive high quality CEIAG	https://www.goodcareerguidance.org.uk/case-study/addressing-the-needs-of-each-pupil	

		6
which meets the Gatsby benchmarks and fulfils the Baker Clause. Pupils from vulnerable groups are given additional support, so that funding is used to facilitate transport for work experience; visits to places of study or employment; external speakers; careers fairs; support with clothing for interviews.		
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | Teaching and Learning Toolkit | EEF And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF	1, 2, 3

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

Budgeted cost: £146329

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver key strategies to improve rates of attendance through strong leadership by the AHT: - attendance officer - SEASS - incentives and rewards - targeted tracking - attend and achieve	The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions	1

programme ran AHT	• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons "Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour." Behaviour interventions strategy from the EEF teacher toolkit. Embedding principles of good practice set out in DfE's Improving School Attendance advice.	
Implement the school's Behaviour Policy through strong leadership by the AHT so that behaviour calls reduce and the rate of fixed term exclusions reduces.	PP students are 4 times more likely to be excluded (Peter Humphries, Senior HMI, Sec Ed Pupil Premium Conference: 23/3/2018)	2
Ensure that there is leadership of centralised strategic coordination of enrichment activities, and that all pupils' participation is tracked. Non-participating pupils are identified, mentored and targeted support provided.	"Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research.	5
Cultivate positive engagement with parents via: - website - newsletters - open days / taster days	EEF Toolkit Parental Engagement suggests +3 months progress.	7

- invitations to school events - parents' evenings - parental surveys - incentives	13	

Total budgeted cost: £ 307,998

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Attendance is in line with or better than the national average for disadvantaged pupils.
The Turing School 2022/3 PP attendance: 78.8%
Target for 2023/24: 90%

Positive behaviour is reflected in engagement in lessons and responsible attitudes outside lessons, leading to a reduction in behaviour calls and fixed term exclusions for disadvantaged pupils.
Last year 66 students were suspended, 39 of which were PP (60%PP)
Target for 2023/24: No more than 66 suspension in total and proportionate to the PP population (no more than 40% are PP)

All staff understand the principles of quality first teaching and use these to plan lessons so that all pupils including those who are disadvantaged achieve good rates of progress and attainment.
For our 2023 Y11 cohort, our DA students left making less progress than Non-DA students (-1.17 P8 compared to -0.39 P8 for Non-DA). This a decrease on previous years and as a result the school has improved targeting Yr11 PP students for appropriate support and interventions in preparation for their final exams.

Standards of reading improve.

22-23 = 65 students (Year 7 - 29; Year 8 - 18; Year 9 - 18)

38.5% of students received intervention (25 students)
Reasons that majority did not receive intervention - attendance, behavioural sanctions (IE/school to school placements), lack of staff capacity and student refusal.
- Average improvement overall: +0.8
- Average attendance overall: 73.6%
- Average improvement from those students that received intervention: +15.4 months
- Average attendance: 82.7%
- Average improvement from those students that did not receive intervention: -9 months
- Average attendance: 68%
Students did not necessarily complete a reading test at the end of every term. Students completed entrance and exit tests if they had intervention or an end of year test if not.

Improved access to, and high levels of participation in, enrichment/extra-curricular activities by disadvantaged pupils.

We now have a tracker that was developed in June 2023. Analysis of student engagement from this will be available at the end of this academic year.

In a parental survey in 2022, from the responses, only 10.5% of parents said they received support with the cost of trips of enrichment. Although the survey is limited to only a small sample of PP students, this year PP students will be offered financial support to engage in extra-curricular activities where appropriate. For example, as part of the Turing 100 programme. Despite only a small number of PP parents receiving support, all but one of those that did not receive financial support said that their child either did not engage in activities that required financial help, or that they did not need the financial support.
In the same report, 8/19 parents that responded said their child took part in an extracurricular activity, the majority of these being sporting events or clubs. The general response was that

parents/students would like a wider variety of options rather than just sports, this is supported by the launch of the Turing 100 this year.

All pupils, including disadvantaged pupils, receive high quality CEIAG so that 0% of all pupils (including disadvantaged) are NEET.

- Various Guest F/E and H/E Assemblies - Year 11
- Post 16 Evening - Year 11
- Work Experience - Year 10
- National Careers Week - All Years
- The Big Future's Show - a small group of Year 10
- ESCG College Taster Day - whole cohort of Year 10
- 1:1 Careers Advisor meetings - whole cohort of Year 11 (concluded during Term 1 of this academic year)
- SNE liaises with Aspire at ESCC to keep our 'Neets' as low as possible throughout the academic year.
- Identified students at risk of NEET referred to the YES for extended support through transition
- Only 1 student from last year is NEET.
- We are yet to appoint a Career Advisor.

Parents/carers feel supported by TTS to engage with their child's education .
In a parental survey in 2022, only 15.8% of parents that responded said they did not feel that the school was supportive of their child and their education, with the majority of parents saying that communication with home is good and students receive support where needed.

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
Independent tutoring services	Tutors green
Independent tutoring services	Provided by independent tutors.