

Pupil premium strategy statement – The Turing School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	782
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26 - 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Doyle
Pupil premium lead	Luke Honeybourne
Governor / Trustee lead	Chris Duckling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 344,786
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 344,786

Part A: Pupil premium strategy plan

Statement of intent

At the Turing School, 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	<p>Securing high rates of attendance by all pupils, including those who are disadvantaged. The attendance data over the last academic year indicates that attendance among disadvantaged pupils has been 10% lower than for non-disadvantaged pupils (academic year 2024 - 25).</p> <p>Persistent absence is nearly twice as high in disadvantaged pupils when compared to their peers during the 2024 - 25 academic year. In-school assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress</p>
2	<p>Raising all pupils' expectations of what they can achieve academically, so that they, and disadvantaged pupils especially, achieve the best possible outcomes.</p>
3	<p>Improving levels of literacy, so that all pupils, including those who are disadvantaged, can engage with age-appropriate texts and access the curriculum.</p> <p>Closing the literacy gap for all students, whilst developing their knowledge gap and vocabulary, will positively impact pupil progress and allow access to higher tier challenges and material used during assessments.</p>
4	<p>Widening participation in enrichment activities so that all pupils, including those who are disadvantaged, develop greater social and cultural capital.</p> <p>Ensuring that data on attendance to enrichment activities is comparable to the school context and cohort.</p>
5	<p>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.</p> <p>Ensuring the number of NEET students is in-line with, or below that of the National average.</p>
6	<p>Improving levels of parental support and engagement so that all pupils, including those who are disadvantaged, are encouraged to thrive socially and academically.</p> <p>Ensuring that parental communication and engagement is accessible for all, and increases assessment outcomes at both Key Stage 3 and 4.</p>

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
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> ● attendance rates in school for all pupils to be at 92% by July 2028, demonstrating an increase in attendance data in the preceding years. ● the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by each year. ● the percentage of all pupils who are persistently absent being below 30% and the figure among disadvantaged pupils being no more than 7% lower than their peers.
<p>Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, particularly in Maths and English.</p>	<p>KS4 performance measures in 2027/28 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 34.00 inline with national average and at least 60% pass GCSE maths and English at grade 4 or above.</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p> <p>A robust programme of diagnostic testing and intervention is in place to rapidly target students below chronological reading age.</p>	<p>Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>Improved access to, and high levels of participation in, enrichment/extra-curricular activities by disadvantaged pupils.</p>	<p>Centrally-kept register in place for the school's enrichment offer.</p> <p>Senior leaders track the rates of participation of all pupils including disadvantaged in enrichment activities and report this to SLT and the LGB.</p>

	<p>Disadvantaged pupils are given additional support to participate in enrichment through mentoring; transport; funding; clothing and equipment etc.</p> <p>Disadvantaged students - will be given priority when opportunities for enrichment activities become available.</p> <p>70% of disadvantaged pupils participate in five enrichment activities annually.</p> <p>Support given financially to ensure disadvantaged students can access experience-enhancing trips.</p>
<p>All pupils, including disadvantaged pupils, receive high quality CEIAG so that numbers of all pupils (including disadvantaged) identified as NEET is below the National average.</p> <p>There is early identification of potential NEETs to ensure appropriate mentoring and support is provided.</p>	<p>The number of NEET students is below the National average, and decreases by 2027/28.</p> <p>Students identified at risk of being NEET progress into meaningful further education, training or employment through targeted support in school.</p>
<p>Improving levels of parental support and engagement so that all pupils, including those who are disadvantaged, are encouraged to thrive socially and academically.</p>	<p>Parental surveys report positive satisfaction with the support provided by the Turing School. Attendance at Parents' Evenings improves yearly, with a target for 2027/28 at 75%. Attendance at Options Evenings in previous years has been over 80%. Targeted support for parents/carers of disadvantaged students to ensure disadvantaged attendance is over 80%.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £101,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of NGRT assessments across the school.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	2, 3, 5
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>Metacognition strategies to form part of staff training, building on the work undertaken as part of the EFA programme.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Teaching and Learning Toolkit EEF</p>	2, 5
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	3
<p>Through strong leadership, modelling and quality assurance by the T+L school leads, staff use classroom strategies to support quality first teaching.</p> <p>These include (but are not limited to) seating plans, student profiles, feedback, effective marking and assessment, adaptive teaching and effective questioning.</p>	<p>Formative assessment has a considerable evidence base in support of improving student outcomes.</p> <p>EFA programme: supporting quality-first teaching in classrooms.</p> <p>High impact feedback:EEF</p>	2, 3, 5
<p>Staffing appointments to support quality first teaching and interventions:</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a</p>	1, 2, 3, 5

<ul style="list-style-type: none"> • Higher Level Teaching assistants • Additional English Teacher 	<p>key aspect of successful schools.</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p>(EEF guide to the Pupil Premium)</p>	
<p>Implement, monitor and quality assure intervention sessions with students at risk of under achievement against predicted outcomes.</p>	<p>Interventions can be one important aspect of a school’s provision for pupils, complementing (but not replacing) high-quality teaching.</p> <p>Selecting interventions: EEF</p>	2, 5, 6

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

Budgeted cost: £ 81,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE’s guide: Tutoring: guidance for education settings</p> <p>Disadvantaged students identified in the bottom 20% of readers will receive regular targeted interventions to quickly address reading gaps Interventions are well attended by all students.</p> <p>Disadvantaged students with a SAS below 89 or a reading age 12 or more months below their chronological reading age will have access to termly small group/121</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	2, 3, 5, 6

<p>literacy and reading interventions.</p> <p>A reduction in the number of disadvantaged students below chronological reading age; a decrease in the cohort percentage scoring within Stanines 1–3; and an uplift in the mean Standard Age Score (SAS).</p>		
<p>Use of standardised reading tests (NGRT) to track, monitor and provide evidence of required interventions and their impact in school.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2, 3, 5</p>

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

Budgeted cost: £161,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE’s guidance on working together to improve school attendance.</p> <p>Deliver key strategies to improve rates of attendance through strong leadership by the attendance team:</p> <ul style="list-style-type: none"> - incentives and rewards - targeted tracking - attend and achieve programme - increased parental engagement to build a positive narrative around school. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Improved parental engagement has been proven to be an effective way to increase belonging and development in school:</p> <p>Parental Engagement: EEF</p>	<p>1, 4, 6</p>

<p>Plan and implement a comprehensive careers education programme designed to:</p> <ul style="list-style-type: none"> - Educate students on the opportunities available to them post-16. - Provide knowledge on pathways and the skills required to access these to students. - Reduce NEET students, and those at risk of being NEET when leaving school. 	<p>Gatsby Benchmarks</p> <p>Careers Enterprise research</p>	<p>2, 4, 5, 6</p>
<p>Staffing:</p> <ul style="list-style-type: none"> ● Additional attendance staff ● Additional behaviour staffing 	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • 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 • 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 <p>“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.”</p> <p>Behaviour interventions strategy from the EEF teacher toolkit.</p> <p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p>	<p>1, 2, 5, 6</p>
<p>Ensure that there is leadership of centralised strategic coordination of</p>	<p>“Findings from previous research suggest extracurricular activities are important in developing soft (especially</p>	<p>1, 4, 5, 6</p>

<p>enrichment activities, and that all pupils' participation is tracked. Non-participating pupils are identified, mentored and targeted support provided.</p> <p>Cultivate positive engagement with parents via:</p> <ul style="list-style-type: none"> - website - newsletters - open days / taster days - invitations to school events - parents' evenings - parental surveys. 	<p>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.”</p> <p>Parental Engagement: EEF</p>	
--	---	--

Total budgeted cost: £ 344786

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance:

Attendance for the academic year 2024-25:

Disadvantaged pupils: 79.2% Non-disadvantaged: 89.2%

PA = 57.8% 29.6%

SA = 15.8% 5.6%

The lower attendance of disadvantaged pupils significantly impacted their academic progress and outcomes. The school plans to appoint additional attendance staff to reduce the attendance gap across all cohorts to positively impact on pupil outcomes for all.

Outcomes:

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the performance of disadvantaged students is below that of non-disadvantaged students:

National A8 scores:

Disadvantaged: 34.6

Non-disadvantaged: 50.0

The Turing School:

Disadvantaged: 25.0

Non-disadvantaged: 45.5

LAC/PLAC: numbers are too small to report.

This gap in outcomes was reflected in the Basics measures as a consistent pattern.

English:

Literature:

Disadvantaged: 2.3

Non-disadvantaged: 4.3

LAC/PLAC: numbers are too small to report.

Language:

Disadvantaged: 2.55

Non-disadvantaged:4.31

LAC/PLAC: numbers are too small to report.

Maths:

Disadvantaged: 2.3

Non-disadvantaged: 4.68

LAC/PLAC: numbers are too small to report.

Outcomes for disadvantaged pupils demonstrated an increase over the course of the academic year due to interventions and a renewed focus on quality-first teaching in the classroom. Interventions were specifically planned using GAP analysis from assessments undertaken in controlled conditions.

Teaching in the classroom has adopted a 'back-to-basics' approach with a focus on modelling, questioning and high-engagement levels from all students to ensure gaps in knowledge are addressed in a timely manner.

Assessment data will be used to analyse to highlight gaps in pupil knowledge at class and cohort level. This directly impacts on the intervention that is planned and implemented, with a specific focus on English, Maths and Science.

Significant work needs to be completed to ensure the outcomes of the disadvantaged students and the gap when compared to the non-disadvantaged is narrowed for the cohorts over the next three years.

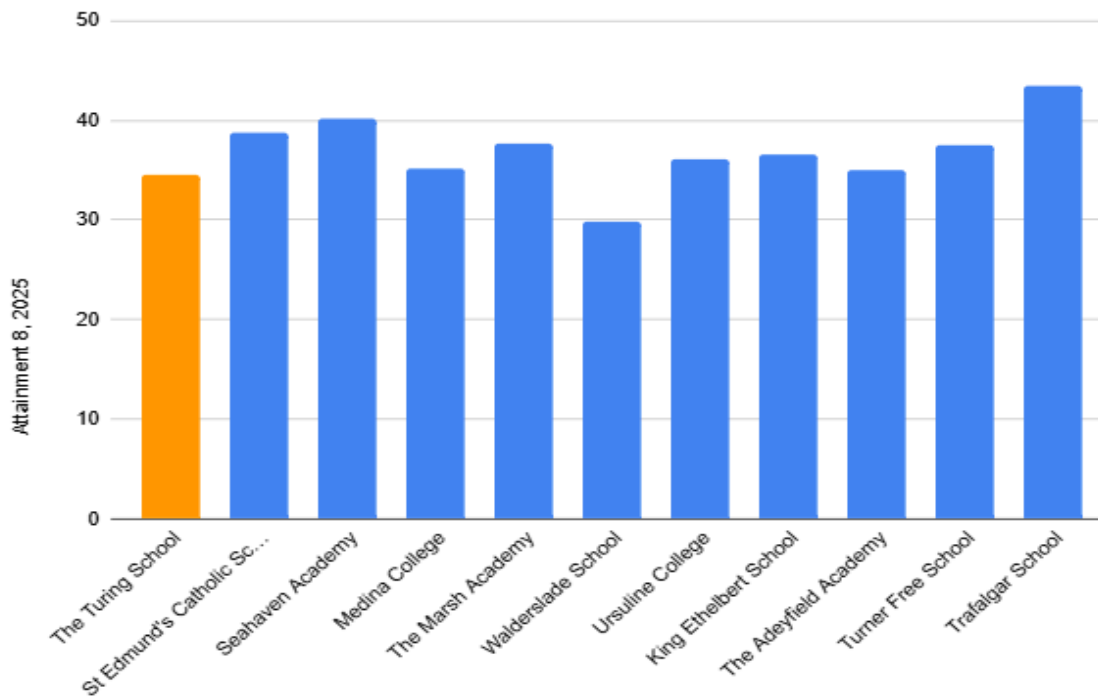
There has been positive growth when compared to previous years in the outcomes for all students:

	A8	English A8	Maths A8	EBACC A8	Open A8
23/24	3.00	3.14	3.09	2.72	3.13
24/25	3.48	3.77	3.59	3.33	3.37

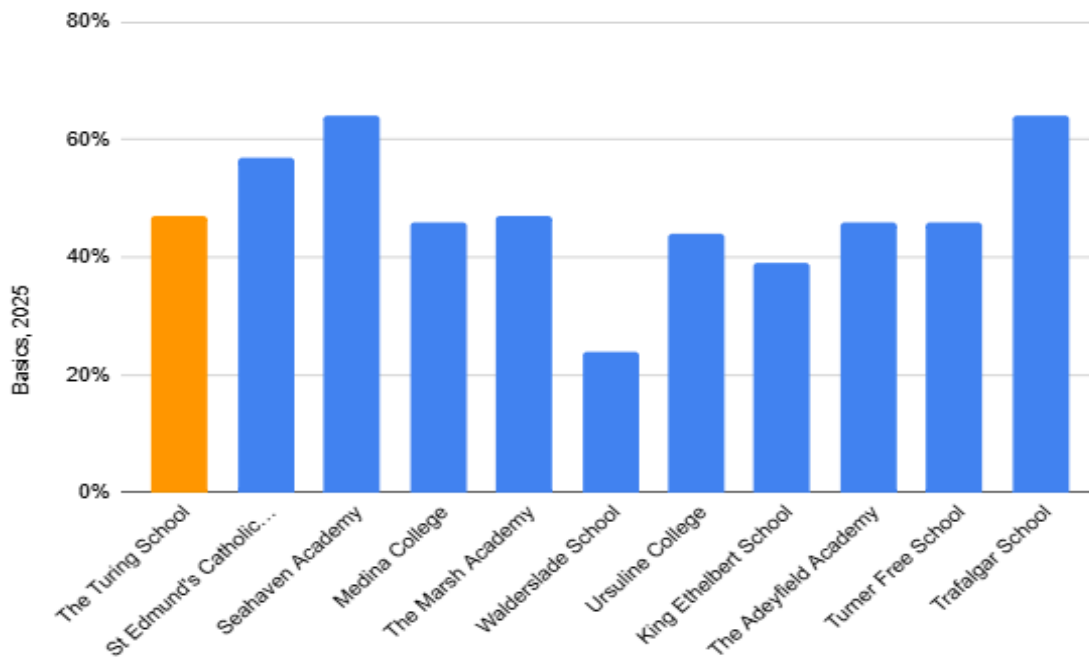
These improvements are a direct impact of the interventions implemented post-assessment, with the focus on gap analysis and a rigorous quality assurance process.

The impact of these strategies is seen in:

The average 2025 A8 score of our disadvantaged pupils when compared to the FFT Family of Schools provided by distance: The Turing School = 34.5. Average = 36.8



The average 2025 Basics score of our disadvantaged pupils when compared to the FFT Family of Schools provided by distance: The Turing School = 47% . Average = 48%



Parental engagement:

The school recognises that more work needs to be completed in engaging parents and carers to improve outcomes, attendance and belonging for pupils. Improved parental engagement has been shown to positively impact pupils' outcomes.

In year 1, we will be collecting data and feedback from:

Parents' evenings

Targeted language support events

Parental surveys

Parental support events e.g. Me and my Mind.

Literacy:

Our literacy strategy for Disadvantaged pupils is underpinned by robust, diagnostic assessment using the New Group Reading Test (NGRT). NGRT provides precise, age-standardised data on reading ability, identifying specific barriers across comprehension, fluency and word recognition. This enables the school to accurately target support, ensure timely intervention, and track progress against national benchmarks. NGRT data is central to our approach to closing the reading age gap for Disadvantaged students, recognising that strong reading skills are fundamental to curriculum access, knowledge acquisition and improved academic outcomes.

Assessment outcomes directly inform our Reading Recovery and targeted intervention programmes, where structured strategies are implemented to accelerate reading development, increase engagement and embed core literacy skills through frequent, deliberate practice. By addressing gaps early and systematically, disadvantaged pupils are better equipped to navigate increasingly complex academic texts, enabling them to access learning across all subjects and make sustained progress.

At TTS, reciprocal reading strategies are embedded across the curriculum, ensuring that all students, and particularly Disadvantaged pupils, benefit from regular, purposeful exposure to high-quality reading and explicit instruction in subject-specific vocabulary. At Key Stage 3, diagnostic reading assessments are undertaken at increased frequency for Disadvantaged students who are reading below their chronological age, allowing for early identification of need and responsive intervention. Students whose NGRT data indicates reading below age-related expectations receive targeted one-to-one or small-group reading support, delivered by specialist staff to provide the intensity and precision required to close attainment gaps.

At Key Stage 4, Disadvantaged students who require further support receive a combination of targeted reading intervention and focused English subject support. This ensures students can confidently access exam-level texts, strengthen reading comprehension under examination conditions, and maximise their outcomes at GCSE.

Disadvantaged Impact (of those re-tested)

- NGRT data shows that disadvantaged pupils made positive progress in reading, with the mean Standard Age Score (SAS) increasing from 99.8 to 100.6 (+0.8) following intervention.
- Boys demonstrated particularly strong progress, with mean SAS increasing from 100.1 to 101.9, indicating a narrowing of gender-related gaps in reading attainment.
- As SAS provides an age-standardised comparison against national benchmarks, this improvement demonstrates that disadvantaged pupils are keeping pace with, and in some cases exceeding, national expectations.
- The number of disadvantaged pupils reading below their chronological age reduced from 158 to 146, representing an 8% reduction.

Disadvantaged Reduction in Low Prior Attainment and Movement Up Stanines

- The proportion of disadvantaged students in the lowest stanines (1–2) reduced from 18% to 14%, demonstrating a reduction in the number of students with very low reading attainment.
- There was a corresponding increase in students moving into stanine 3 (6% to 14%), evidencing secure progress out of the lowest attainment bands.
- The proportion of disadvantaged students in middle stanines (4–5) reduced from 31% to 23%, while those in stanine 6 increased from 16% to 22%, indicating sustained progress beyond minimum expectations.
- The proportion of disadvantaged pupils in higher stanines (8–9) increased from 11% to 15%, demonstrating that reading strategies supported progress across the full ability range, not solely targeted intervention students.

Disadvantaged Reading Age Outcomes

- The mean reading age of disadvantaged pupils increased by one year, from 12:04 to 13:04, indicating accelerated progress.
- The proportion of disadvantaged pupils reading below 8 years of age reduced from 11% to 5%, demonstrating significant impact in addressing severe reading delay.
- Boys showed particularly strong gains, with those reading below 8 years reducing from 14% to 4%.
- The proportion of disadvantaged pupils reading at 12+ years increased from 55% to 64%, supporting improved curriculum access:
 - Female students increased from 56% to 63%
 - Male students increased from 55% to 66%

Disadvantaged pupils and SEND

- Disadvantaged pupils with SEND demonstrated measurable progress, with mean SAS increasing from 91.7 to 92.9 (+1.2).
- Students with SEMH as a primary area of need showed strong improvement, with mean SAS increasing from 86.8 to 92.4, reflecting the impact of structured, supportive reading interventions.
- The proportion of disadvantaged/SEND students in stanines 1–2 reduced by 10 percentage points, indicating fewer students remaining in the lowest reading categories.

- There was an increase in disadvantaged pupils/SEND students in stanines 6–9 from 28% to 32%, demonstrating improved attainment and reading confidence.

Disadvantaged pupils, SEND and EAL (Small Cohort)

- Students identified as disadvantaged, SEND and EAL improved their mean SAS from 79.3 to 82.7.
- Although this cohort is small, the improvement indicates that highly targeted, personalised reading interventions can be effective for pupils facing multiple barriers to learning.

Targeted reading interventions funded through the Disadvantaged allocation have been most effective where delivered regularly, with explicit focus on fluency and comprehension, particularly for boys and students with SEND. Improvements in Standard Age Scores, reading ages, and upward movement across stanines demonstrate that the school’s approach is successfully closing gaps, reducing the number of students in the lowest reading bands, and enabling more disadvantaged pupils to meet or exceed age-related expectations.

Outcomes, improvements data

NEET: 12 students have been identified as being NEET from the 2024-25 cohort of 125 pupils.

Wider strategies:

Year 11 parental workshops opportunities were provided to disadvantaged parents and carers in the lead up to mock and summer examinations. The workshops focused on how parents and carers can support their child in effective revision strategies. A Year 7 transition programme was designed alongside a Year 7 parental information evening in order to support the transition for pupils in Year 6 to Year 7.

A range of trips and extra-curricular activities opportunities were provided to pupils and financial contributions were given to PP pupils.

Additional careers one-to-one guidance was provided to disadvantaged students in year 9 via a select group of pupils on the Inspire 3 programme, designed to widen participation from the Sussex Learning Network via Sussex University. Year 10 and 11 have additional provision provided by Elev8 and Get Careers Confident.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
NGRT testing programme	GL Assessment

SPARX Maths and Reader	Sparx
Seneca Learning	Seneca
Widening Participation	Sussex Learning Network
Elev8 careers	Elev8 careers
Inspire 3	Sussex University

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising support from our counselling providers which provide specialist outside intervention for mental health and anxiety concerns.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.