

# Pupil premium strategy statement – Turney School

Financial Year 2024/25

This statement details our school's use of pupil premium (and recovery 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 financial year and the outcomes for disadvantaged pupils last year.

## School overview

Detail	Data
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils (years 5 - 16) (104/128)	81%
Current pupil premium and strategic plan covers <b>(3-year plans are recommended)</b>	3 Years
Date this statement was published	October 2025
Date on which it will be reviewed	Annually
Statement authorised by	Linda Adams
Pupil premium lead	Elena Gallardo
Governor	Kim Murray

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£132,470
Pupil Premium – Looked After Children (LAC)	£ 2,380
Recovery premium funding allocation this financial year	£ 25,286
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this financial year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this financial year</i>	£160,136

# Part A: Pupil premium strategy plan

## Statement of intent

We believe that all students irrespective of their background and the challenges they face, deserve to access the very best in learning, experiences and opportunities so that they make fantastic progress, achieve high attainment across all areas and are prepared for future destinations.

Pupil Premium is allocated to effectively apply additional support to impact on pupil progress.

The Pupil Premium funding is allocated to schools with pupils ranging from Reception and Year 11 who are eligible for free school meals, anytime in the last six years and who are looked after or adopted.

Turney students have an Autistic Spectrum Condition and associated learning disabilities. Most of our pupils are non-verbal and have significant speech, language and communication needs.

At Turney School we use the Pupil Premium to work in a multi-disciplinary approach with other professionals to support pupils' individual needs.

We measure the impact of Pupil Premium strategies through progress assessment and multi-disciplinary interventions such as SCERTS, Occupational Therapy and Speech and Language Therapy. Offering pupils alternative ways to communicate (visuals, core boards, PECS or Makaton, school council)

## Challenges

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

Challenge number	Detail of challenge
1	Social communication and social interaction
2	Pupils to take up the opportunity to work towards employability in the community
3	Staying healthy and eat a healthy diet
4	Sensory, dysregulation

## 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 A B C D	Success criteria
<i>A: Improve Levels of Engagement / social skills</i>	By the end of the year: <ul style="list-style-type: none"> <li>• Turn taking</li> <li>• Participation in play</li> <li>• Form peer friendships</li> </ul>
<i>B: Develop Independent living and learning skills including eating well to stay healthy</i>	By the end of the year: <ul style="list-style-type: none"> <li>• Chose play activity with physical challenges, for example trampoline, cycle and swimming and gym.</li> <li>• Increase active play</li> <li>• Chose healthy food for school lunch</li> <li>• Learn to prepare and cook during food technology lessons</li> </ul>
<i>C: All students have increased opportunities to access learning outside of the classroom.</i>	By the end of the year: <ul style="list-style-type: none"> <li>• All students will have access to enrichment opportunities</li> <li>• Community Activity – shopping &amp; walking in the community.</li> <li>• Engage in music making which is run by a tutor from <i>Music Makes Sense</i></li> <li>• Life Skills for example Recycling</li> </ul>
<i>D: Communicate effectively</i>	By the end of the year: <ul style="list-style-type: none"> <li>• To improve access to the curriculum through a meaningful learning environment, which supports students sensory and learning needs</li> </ul>

## Activity in this financial year

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

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

Cost: £ 91,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 121 TA Support	A percentage of salary across the school is funded by Pupil Premium to fund extra support in classrooms. Most of our pupils are non-verbal and have significant speech, language and	1, 2, 3, 4

Autism Specific Professional Development and training	communication needs and the modelling of good language. All of which delivers good pupil progress and supports vulnerable pupils Deliver training and support to staff and specialist intervention for pupils to ensure all pupils are able to use effective communication systems	
Music Tutor, Breakfast Club and functional life skills,	There are strong links between communication, skill and aptitude in music and communication and engagement.	1, 3, 4
Parent Groups: Early Bird. Team Life, EP / SALT/ OT Training	Pupils at Turney School have multiple vulnerabilities including social circumstances which present a barrier to their learning. Pastoral work with both pupils and adults ensures that home life is stable and supportive for the pupil.	1,2, 3, 4
Therapies including, Speech and Language, Occupational, Art, Play and Music, Educational Psychologist	To develop independent learning and living skills through a life skills curriculum across the school, students working and participating in the local community and students developing independent working through strategies such as Makaton, TEACCH, PECS, attention autism and Intensive Interaction	1,2,3,4
		2, 4

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

Cost: £41,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 HLTA + Support Staff interventions with targeted students Additional time allocated to EP	1:1 work will ensure that pupil's individual needs are met. Delivering Makaton training This enables focussed sessions for specific pupils to overcome barriers in their learning.	1,2,4

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

Cost: £27,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Install playground musical equipment. More complex climbing frames and a number of swing basket in the primary playground.	Widening their life experiences. Benefit and real-life experiences support learning and positive outcomes. Improvement in pupils' mental health and well being	1, 3

**Total cost: £ 160,136**

## Part B: Review of the previous financial year

### Outcomes for disadvantaged pupils

1. There are no significant progress gaps between PP and Non-PP and in some cases
2. The introduction of *Music Makes Sense* has led to increased interaction, engagement, movement and communication for our pupils.
3. The investment of the additional funding, i.e. Recovery Premium in sustaining a positive behaviour culture in the school. This is evidenced in pupils engaging in turn taking, participation in play, developing peer friendships. Pupils are also better able to regulate their emotions
4. All interventions led by our intervention team have been carefully monitored and are used to update pupils educational plans
5. Overall, Turney' pupil attendance is above the national average. It follows that due to the high number of PP pupils, there attendance is also very high. Pupils have increased their use of the recessed trampolines, more complex climbing frame, cycles and basket swings, which have contributed significantly to pupils' welling. Pupils are calm and well regulated.
6. Increase in the number of pupils needing access therapies, resulting in an increase in EP/OT/SALT and the increase in Inclusion/OT/SALT Resources required to deliver these. The outcome is that pupils are more independent and are overcoming barriers to learning.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous year.*

Programme	Provider
N/A	