

Tapton SCHOOL

Headteacher: Ms Kathryn Rhodes
Tapton School Academy Trust, Darwin Lane, Sheffield, S10 5RG Tel: 0114 267 1414
Email: enquiries@taptonschool.co.uk Web: www.taptonschool.co.uk Twitter: @TaptonSchool1

Pupil Premium Update October 2020

AUTHOR: Tapton SLT

COMMITTEE: Learning and Inclusion

LAST REVIEW/UPDATE: September 2020

LEVEL OF CHANGE: Minor

NEXT REVIEW: September 2021

Pupil Premium- AUTUMN STATEMENT

This statement should be read in conjunction with our Pupil Premium Policy and aims to set out for parents and other interested parties the current picture of the performance of our disadvantaged students. The below is the picture in Autumn 2020, establishing the impact of our outlined measures from 2019-2020 and setting out our expectations for 2020-21.

Pupil Premium Grant Allocation

Pupil Premium is funding given to schools to help to support disadvantaged students, and to help to close the gap in attainment between these students and their peers. It is allocated to schools for every student who has been registered for free school meals at any point in the last six years, and for Children Looked After. More information about Pupil Premium funding can be found [here](#):

At Tapton in 2020, we have 229 Pupil Premium students, making up 17% of our school. We receive £935 per Pupil Premium student, giving a total of £204,370 in Pupil Premium funding. In addition, we receive an uplift of £1,900 for students in Local Authority Care. This year we are expecting this to total £5,500 per term (for 11 students).

We are committed to closing the attainment gap between our disadvantaged students and their peers, and we hope to do this by ensuring that all our students get access to an ambitious, broad and balanced curriculum, the best teaching and learning, and targeted support. A culture of high expectations is ever present, ensuring all students are striving for the best at all times, regardless of any barriers to learning that may exist.

Barriers to educational achievement faced by eligible pupils

Due to the broad range of potential barriers that disadvantaged pupils face in education, as well as the unique nature of each, individual disadvantaged student, it is difficult to generalise about barriers faced, however barrier often include:

Material disadvantage – addressed through the provision of resource, access to IT, provision of uniform, access to extra-curricular activity, for example sport and music, transport

Inclusion – ensuring students feel welcome in our school and participate as full and active members of our school community.

Communication with parents – securing parental support and ensuring clear communication with parents.

Access to quality first teaching – ensuring the curriculum is ambitious and bespoke for all learners, and that students have the tools and strategies to reach their full potential, for example they are able to self-regulate

Targeted academic interventions are available where required.

High expectations apply to all students – they have the tools to exhibit excellent behaviour, and can access support where needed, both pastoral and academic.

The impact of our work (2019-2020)

- All of the evidence suggests that quality first teaching is the key driver for improvement for disadvantaged students. While this is difficult to quantify, and while barriers have arisen due to the impact of Covid-19, Teaching and Learning, as well as recovery, continue to be at the heart of all that we do at Tapton.
- 2019-20 saw our Career and Professional Development shift focus from work around Communication, to the launch of Inclusive, Responsive and Respectful Classrooms. Teacher evaluations demonstrated that there was much to retain about our model of CPD, for example, the emphasis on action research and subject specific pedagogy. However, there were changes to be made for 2020-21, for example further training for staff around research methods, which is now being delivered by our Lead Practitioner, Andrew Farrell.
- It is now clear that in all lesson evaluations, all disadvantaged students are identified, and teaching is adaptive, meeting the learners where they are, working to mitigate gaps and common misconceptions, and providing support and challenge so that all students are able to access the same ambitious, broad and balanced curriculum.
- It is clear that the culture around school (both pastoral and academic) has developed exponentially and at the heart of that culture is a focus on inclusivity, community and achievement for all.
- Outcomes for disadvantaged groups were strong in this round of results; our pupil premium students achieve both attainment and progress measures that exceed those of all students nationally

Data for 2019-20 cohort

- **Outcomes at KS4 continue to be strong for disadvantaged students at Tapton. Our Progress 8 measure was 0.3 for pupil premium students.**
- **P8 scores for English (0.09) and Maths (0.61) show that pupil premium students at Tapton make significantly more progress than other students nationally**
- **Our PP Ebacc score is 0.61 and open basket is 0.01 The open basket score is weaker as a result of our curriculum of high value qualifications**
 - Performance of PP in 2017-18 was +0.17 for PP students and +0.69 for the whole cohort.
 - Performance of PP in 2018-19 was +0.07 for PP students and +0.46 for the whole cohort.
 - Performance of PP in 2019-20 was +0.30 for PP students and +0.70
 - The results still show strong outcomes for our PP learners as our students at Tapton School have outperformed expectations.

Performance in English, maths and EBacc subjects shown below for PP and whole cohort as evidence of their strong performance

PP vs Whole Cohort:

	Pupils	Percent		Pupils	Percent		
5 A* to C	30	61.22	5 A* to C	221	85.66		
	Inc EnMa	29		59.18	Inc EnMa	217	84.11
		21		42.86	Inc EnMa	190	73.64
5 Grade	24	48.98	5 Grade	197	76.36		
	Inc EnMa	20		40.82	Inc EnMa	185	71.71

Objectives and actions 2019-20

Objective:	Actions:	Impact:
<p>Objective 1 – <i>Teaching and learning is ambitious, based upon high expectations, and adaptive enabling all students to achieve their potential.</i></p>	<p>Launch of Communication CPD: subject specific action research conducted by all teachers and linked to Performance Development.</p> <p>Referenced in TSAT Teaching and Learning Principles – forms a key part of lesson evaluations.</p> <p>Subject level support and intervention to ensure that no children are left behind in their learning.</p> <p>Deployment of our expert UPS3 teachers to support with these interventions.</p> <p>Use of regular structured progress conversations by and with Subject Leaders.</p> <p>Analysis of tier of entry for Science and MFL with careful planning for teaching to both tiers within mixed ability setting.</p>	<p>A range of projects completed focused on better communication as a way to mitigate the impact of disadvantage</p>
<p>Objective 2 – <i>Excellent behaviour and punctuality enable all learners to be successful members of our school community</i></p>	<p>Staff-led review of behaviour and sustained engagement by all staff.</p> <p>New behaviour policy ‘by the people for the people’ has been created using voice of all stakeholders.</p> <p>Initial feedback has been excellent.</p> <p>Later start time in place. 9.10 warning bell. ‘Ping’ on teacher laptops to signal start of lesson.</p> <p>Letters home to parents to inform of patterns of lateness.</p> <p>Lunchtime detentions for all late comers to registration and p1.</p>	<p>A number of staff have volunteered for additional duties.</p> <p>Use of UPS3 teachers as duty leaders.</p> <p>Zoned approach to SLT presence on corridor.</p> <p>Detentions are already having an impact following July trial.</p> <p>Many parents contacted school in agreement with the policy on receiving their letter.</p> <p>Staff from across the school have shared positive feedback on behaviour across the school.</p>

	Changes to duty rota to include arrival duty for teachers.	
Objective 3 – Work takes place to identify and overcome the impact of material disadvantage	<p>Provision of resource where need is identified, for example access to IT, revision guides and resources, reading books, uniform, PE kit, contribution to trips and visits.</p> <p>Disadvantaged students are prioritised for intervention where needs are identified, for example academic mentoring, study skills, subject specific revision.</p> <p>Teachers encouraged to refer individual cases for action by Progress Leaders or other teams.</p> <p>Disadvantage is a standing item on agendas for progress and inclusion meetings.</p>	<p>Students are able to access the curriculum and more easily access work outside of the classroom.</p> <p>Teaching staff are vigilant when it comes to disadvantaged students in their care and act according to need.</p>
Objective 4 – Support for key transition points is inclusive and addresses pastoral and academic issues	<p>Thorough transition programmes and strategies in place at Y6>Y7 and Y11>Y12.</p> <p>Additional support arranged this year for transition to GCSE, as well as Y13 Masterclasses.</p>	<p>Students feel included in the school community and acknowledge the importance of transition to a new phase.</p> <p>All stakeholders can be strategic, pre-empting any issues.</p>

Pupil Premium Action Plan 2020-21

Objective:	Actions:
Objective 1 – Teaching and Learning is characterised by inclusivity and high expectations for all – our curriculum planning and delivery are ambitious and meet the needs of all students, particularly disadvantaged students	<p>Teacher and support staff CPD for 20-21 is centred around these three principles to ensure that we grow visible learners and maintain high standards for all, providing ways into the same ambitious curriculum for those who require scaffolding, and ways to deepen learning for those who are working beyond the curriculum.</p> <p>Each department has chosen up to 3 foci that meets their individual CPD needs and those of their cohort. These will form the basis of 6 Department Development sessions throughout the year and our trust wide training day in November.</p> <p>Each member of staff will set a research question to focus the changes they will make to their practice. All are allocated a</p>

	<p>'buddy' in the role of 'critical friend'. Bespoke training around research methodologies and concepts to be drip-fed throughout the year by the Lead Practitioner.</p> <p>Teacher Performance Development is also linked to this. Lesson evaluations will focus on this.</p> <p>Adaptive and Responsive teaching will be a significant focus as teachers diagnose, intervene and evaluate both in and outside lessons to ascertain and respond to the gaps formed during COVID-19.</p> <p>COVID-19 closure has empowered staff to experiment with a range of different ways of engaging all students in home learning.</p> <p>In response to feedback from staff, students and parents the school invested in the Show My Homework platform and Unifrog in June 2020 to streamline the setting, submission and ability to offer feedback on home learning and provide online careers support during closure.</p> <p>Feedback on this change has been very positive enabling greater inclusivity for all students. Positive engagement from parents has increased.</p> <p>School and DfE laptops issued to disadvantaged and vulnerable students.</p> <p>Preparation of resource has prioritised accessibility with a mix of online, hard copy resources. Menus encompass a variety of tasks including those where no resource is required and those that are based on conversation with family. A student-led approach using voiced PowerPoints, recorded videos has enabled us to tackle new learning more effectively.</p> <p>A timed online exam week for Y12s has been piloted, modelled on university approach.</p> <p>Focus on community - Virtual Sports Day, 6th form and Y6 Induction, Assemblies and Music Concert have driven our community focus.</p> <p>SLT is now working on a strategy in collaboration with Subject Leaders to develop remote education even further so it is integrated into curriculum planning. This will mean any students educated at home due to self isolation are given the support they need to master the curriculum and make good progress.</p> <p>Teams training has taken place for staff and students, with regular updates as we evolve our remote and blended learning strategies.</p>
<p>Objective 2 – Our work towards a successful recovery ensures a sharper focus on disadvantage</p>	<p>Relationships and Reconnection following COVID-19: Our priority, particularly during the first part of this academic year will be to reconnect with our students and open up a dialogue to help them understand the 'new normal'. Many students have</p>

experienced bereavements, loss without death and increased levels of stress and anxiety.

Assessments in half term 1 to establish student progress and plan a suite of interventions – in class and out of class.

Cycle of diagnosis, intervention, evaluation

A whole school focus on consolidation, mastery, adaptive teaching and routines.

A pause from the Trust-wide alignment focus at KS3 for a year to repair the damage created by COVID-19.

Intervention time built into curriculum with masterclass twilights in 6 week blocks for Y13 students.

Interventions for Y11s built into the curriculum and timetabled - staffed by experienced teachers.

GCSE Readiness Summer School for Y9s into 10 in wc 24th August.

A focus on 'recovery conversations' seizing opportunities during break and lunchtime when teachers are supervising students in classrooms.

Emphasis on rebuilding resilience – form time. Building in time to talk to curriculum to enable recovery conversations to take place.

Form times extended for whole of day one (with staggered start times) Planned sessions on self regulation and metacognition and COVID reflections prepared for form tutors, followed up in the final week of the half term with extended form time. Form tutors to use the learning about their forms from individual consultations in June and July to inform their September response.

Deployment of HLTA for Student Self Regulation – small group and one to one interventions. Mental Health, Wellbeing and Resilience Worker deployed to support students as they reconnect with school. Meetings between HLTA, Assistant Headteachers and disadvantaged students to address disadvantage and celebrate achievements.

Assemblies pre-recorded – shared by form tutors on Monday morning each week with accompanying form discussion later in the week to promote and maintain positive culture of the school.

Deployment of Academic Mentor at 6th form to equip students with means to become independent and resilient learners. Particular focus on disadvantaged students.

	<p>Pastoral staff and Form tutors to track socio-economic impact of COVID and changes to lifestyle.</p> <p>Transition lead and head of year 7 meet with all disadvantaged students to understand how COVID has impacted on them and to plan interventions and ensure resources are accessible. This is also taking place for all disadvantaged students in other year groups with year managers, Assistant Headteachers and HLTA working on this.</p> <p>Reconnection and support for staff (particularly those who have self isolated throughout COVID) within the guidelines for staff 'keeping their distance from other staff as much as possible'. Conversations and time to listen prioritised e.g. outdoor walking meetings.</p>
<p>Objective 3 – Our broad curriculum offer, co-constructed with students, supports them to move on to other education, training and employment</p>	<p>30 subjects are offered – high number of EBacc entries alongside a strong STEM and Arts curriculum.</p> <p>Over 25 subjects consistently offered at 6th form enabling students to access a wide range of Post 18 destinations in employment, training and university, including a range of minority subjects. All students have the opportunity to study 4 subjects to ensure a continued breadth of curriculum at KS5.</p> <p>Clear intent, implementation and impact focus amongst Subject Leaders.</p> <p>Personalised pathways Y8 into Y9 and Y9 into Y10 – approach regularly reviewed. For example in 19/20 the Science reviewed entries into triple science through consultation with parents, students and staff. In addition SLT have reviewed the Options Process in Y9 to ensure greater personalisation around EBacc entries.</p> <p>All Y11 students are met by our external careers advisor and all applicants to 6th form both internal and external are provided with an admissions meeting.</p> <p>A proactive response to resit classes in English and Maths at Y12 through to Y14 ensures all students in the 6th form have an opportunity to access higher education.</p>
<p>Objective 4 – To build upon our work around behaviour to develop a greater ethos of kindness within our school community</p>	<p>New behaviour policy 'by the people for the people' launched in September 2019 using voice of all stakeholders. All staff are engaged with this with many volunteering for additional duties. Points based system provides greater transparency.</p> <p>Us not me mantra to be widely shared and work will begin to work towards Rights Respecting School Bronze and Silver Award.</p> <p>Consistency achieved across the whole school (including the 6th form) and across year groups. Sanctions, including non negotiable lunchtime and afterschool detentions have been consistently maintained (certainty not severity) and have had a</p>

	<p>significant positive impact on improving punctuality engagement and behaviour.</p> <p>A revised student code of conduct and home school agreement underpins this along with a robust process around communication with all stakeholders. The use of disciplinaries for students causing concern have added an additional layer of intervention and formality to the process.</p> <p>A culture of kindness and high expectations is at the forefront of all communications.</p> <p>6th form lunchtime supervisors planned for September 2020 (currently on hold due to restrictions around year group bubbles under COVID). As well as supporting with routines this reinforces aspirational role models.</p> <p>Routines, consistency and order will continue to be a priority for the school as students return following lockdown in September 2020. COVID related revisions have been made to the behaviour policy and a focus on kindness will continue.</p> <p>Behaviour Support Worker to be appointed to provide further capacity to pastoral team.</p>
--	---

Projected Allocation of Funds 2020-2021

The Pupil Premium funding is used to:

<u>Funding</u>	<u>Allocation</u>	<u>Desired Impact</u>
Our allocated Pupil Premium budget this year is £204,370. In addition, we receive an uplift for our children under Local Authority Care, totalling £11,000. This amounts to £215,370	215,370	<p>To diminish the difference between disadvantaged pupils and their peers.</p> <p>To address any underlying inequalities between children eligible for Pupil Premium and their peers.</p> <p>To support pupils who need the funding most in order to make a significant impact on the education and lives.</p> <p>To provide additional educational support to improve the progress and to raise the standards of achievement for disadvantaged pupils.</p>
<p><u>Staffing:</u> All of SLT have a responsibility for PP students.</p> <p>SENCO</p> <p>Administration staff</p> <p>Year Managers and Heads of Year</p>	161,911	The achievement of all Pupil Premium students is known in all subjects, at all levels and appropriate strategies are planned and in place to close achievement gaps. (See objective 3)

<p>Teaching assistant and two Higher Level Teaching Assistants to lead Rapid Reading catch up intervention programme.</p> <p>EAL lead</p> <p>All of these staff members work closely alongside subject leaders, with a focus on vulnerable groups, to identify students for intervention and to act jointly to improve their progress.</p>		<p>The attendance of our disadvantaged students continues to be a challenge and narrowing the attendance gap is the prerequisite for narrowing the achievement gap, particularly around persistent absentees. Building strong relationships with families helps to support student engagement.</p> <p>Literacy and the culture of reading underpins academic success, as outlined above.</p>
<p>A key part of our strategy for supporting PP students is ensuring superb quality teaching and learning through the targeted planning and delivery of the Communications CPD (Trust mission statement: To close the communication disadvantage gap, developing confidence, independence and resilience - so that all our learners can communicate with clarity and realise their life chances and dreams).</p> <p>All colleagues will have at least 11 hours of directed time to develop their practice in their chosen communications area.</p> <ul style="list-style-type: none"> • 6 hours throughout the year of department development time • 1 – 2 hour during the performance development training day in October • 2 hours on the training day in November • 2 hours during a twilight in May <p>(Approx 119 members of staff) Resourcing time for TFS including learning walk cover for staff where required. Books purchased for the teaching and learning library. Resourcing for TFS.</p>	<p>SLT Planning time: included in staffing costs</p> <p>Cost of keynote for Training Day in November £1000.</p> <p>Planning time for SLT and remote innovation leads £1000</p> <p>£1,000 for books to support the inclusive, responsive, respectful focus.</p>	<p>Quality First teaching is present in all classrooms (demonstrated through the lesson observation data-base, SLT observations and quality assurance) with a focus on progress for all, using evidence based strategies, ensuring that all Pupil Premium students are identified and planned for. The School Vision document explicitly identifies Disadvantaged Groups as a major focus for the School and Many Performance Development targets for this year have the performance of PP students as a named focus, including all of those of members of SLT.</p>
<p>Mini-bus for homework clubs</p>	<p>Two hours per week – from Spring Term £1,000</p>	<p>Homework has a significant impact on Pupil progress and this strategy overcomes difficulties with the existing bus service for students in the far reaches of our catchment, as well as other areas of disadvantage.</p>
EDUCATIONAL SERVICES		
Action:	Funds:	Impact area:
<p>Attendance and punctuality officer</p>	<p>£12,500</p>	<p>To provide the support for families and school to maintain high rates of attendance and to respond quickly to student absences, and any emerging persistent absence, for the most disadvantaged pupils.</p>

Educational Psychologist	£5,700	Complex needs, mental health support and assessment needs to be high quality and accurate to drive in-school interventions and the accurate deployment of additional resources.
INTERVENTION SUPPORT		
Action:	Funds:	Impact area:
Summer school	£6,000	Enabling new pupils to make a positive transition from primary school by developing a sense of community and working to reduce the attainment gap in the early stages of secondary school. Y9 into 10 GCSE Readiness Week for 2021
Alternative provision	£12,000	To provide an enriched and engaging learning experience for disadvantaged youngsters outside of school, which are not available to other students for example, Heeley City Farm and Work Ltd.
Reading Programme	£1,000	A programme implemented in conjunction with the English department, designed to support Literacy and Oracy and develop the reading skills of our disadvantaged students particularly.
Music funding	£1,000	Drive to support students' cultural capital through giving them access to learning a musical instrument.
Uniform assistance and PE kit	£2,000	The identification and removal of any barriers to learning for our most disadvantaged students is key.
Buffets for catch up sessions and especially breakfast clubs	£500	To attract students to our interventions and to ensure that they are nourished and ready for learning in the morning and afternoon.
Contribution to enrichment and commodity purchases in lessons, e.g. Food, DT and Art	£5,000	To ensure equality of opportunity to enrichment and to enable students to access every opportunity offered in lessons, regardless of any financial barriers to learning that may exist.
Revision resources and books for students	£3,000	Particularly at KS4, it is vital that our most disadvantaged students have the tools to complete revision and

		consolidation activities outside of school, regardless of any financial barriers to learning that may exist.
TOTAL EXPENDITURE	£215,611	Leaving £241 to be supported by school funds