

Pupil premium strategy statement

This statement details Tapton'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 and is supported by a more detailed action plan for internal use.

School overview

Detail	Data
School name	Tapton School
Number of pupils in school	1,824 1356 in Y7-11 468 in Y12-13
Proportion (%) of pupil premium eligible pupils	18% of our students Y7-11 (243 students)
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Kathryn Rhodes, Headteacher.
Pupil premium lead	Helen Smith, Assistant Headteacher
Governor / Trustee lead	Becky Stroud

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 207,235
Recovery premium funding allocation this academic year	£ 32,190
Catch-up premium funding carried forward from previous years (enter £0 if not applicable)	£ 12,307
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
School-Led Tutoring (will be reported in the January census, it will start after the October 2020 Census data was recorded.)	£23,566
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	£ 275,298

Part A: Pupil premium strategy plan

Statement of intent

At Tapton school we are proud to be a diverse community founded on three core values of

- valuing everyone
- caring for each other
- achieving excellence

We believe these values are essential to all pupils achieving their life chances and dreams, therefore our pupil premium strategy focuses on removing barriers faced by learners to ensure they develop in each of these areas.

Our intention is that all pupils, irrespective of their background or the challenges they face continue to make excellent progress and achieve high attainment across our ambitious curriculum, including all EBACC subjects. In 2019,20,21 our PP learners exceeded national average with their overall progress 8 score (+0.17 in 2019 and +0.28 in 2021). It is the intention of this strategy to reduce the gap in positive outcomes so that PP students make the same accelerated progress as their advantaged peers in terms of their overall progress 8 score and also in each curriculum area.

At Tapton our PP cohort varies from year to year, overall, 18% of students in Y7-11 are eligible for the pupil premium. (This equates to between 43 and 51 students per year group in Y7-11) of students, below the national average. Our largest PP cohort in Y7-11 is in year 8, where 54 students are eligible for PP and of that group there is the largest sub-cohort of EAL learners who are also eligible for PP (33 of the 54 = 61%). One facet of our school context is our thriving sixth form community. It is remarkable that of our Y12 cohort 30% would be termed disadvantaged according to those students classed as 'ever 6', those eligible for the 16-19 bursary and according to the indices of deprivation.

2021/22 is the first year of our current pupil premium strategy. Tapton's pupil premium strategy puts building relationships with students and their families at its heart. We recognise that all learners are individuals, so it is important not to generalise or label PP learners. Please see the 'additional information' section on page 18 of the strategy statement which provides further detail of how this premise is influenced by 'Learning without Labels' (Rowlands, 2017). It is an empirical process, rooted in the three main ideas of transparency, evaluation, and adaptation.

It is evident that covid has had a disproportionate impact on our students who are eligible for the pupil premium, notably in terms of their attendance and engagement with whole school activities. The strategy intends to accurately diagnose and respond to these challenges as part of our whole-school recovery strategy. Our recovery challenges as a school are rooted in re-establishing a sense of community and positive learning routines. To address our main aim of closing the attainment gap, post-covid we are committed to focusing on broader factors that contribute to social mobility and helping to develop lifelong learners. This Pupil premium strategy comprises three waves.

Wave one: whole school policies and practices which are designed to put the needs of the disadvantaged first. A sharp focus on the quality of education, inclusion and destinations drive our approach. We intend that every child is fully engaged in learning in order to gain and retain a deep body of knowledge. This ensures they are ready for a successful transition to the next stage of learning and onwards to employment. High quality curriculum, teaching and learning are central to wave one of our strategy. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged students. Although in its first year, our strategy builds on a strong focus on provision of high-quality education from previous academic years. From September 2020, our strategy has been to ensure continuity of provision of high quality education throughout

partial school closures or individual isolation periods due to covid 19 by teaching 100% live lessons on Microsoft teams. We continue to provide the technology essential to support high quality learning and teaching, including hardware and internet connection to facilitate home learning or homework.

Wave two: Our enhanced inclusion team identifies and addresses any barriers to learning, using robust diagnostic assessment, not assumptions about the impact of disadvantage. This responsive approach is particularly important in the current context, namely, to respond to the challenges of covid recovery. Appropriate interventions are put in place to meet challenges, e.g. attendance policy which focusses on monitoring and support to raise the attendance of PP students first.

Wave three: targeted interventions where wave one and two strategies have not shown sufficient impact. For example, strategies to enhance parental engagement; strategies to increase participation of students eligible for the PP in extra and super curricular activities such as the school Iftar to celebrate the end of Ramadan; strategies to enhance self-regulation and metacognition.

The key principles of our strategy plan are framed by our school values. We value everyone, care for each other and achieve excellence. To ensure the effective implementation of our strategy, we have a clear and detailed action plan for internal use which is regularly reviewed and updated.

Our ultimate objectives are:

- For all students to feel that Tapton is their school and to be proud of the role they play in our community.
- To close the attainment gap between disadvantaged and non-disadvantaged students. For all disadvantaged pupils in school to continue to exceed nationally expected progress rates.
- To improve the attendance of PP students.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	<p>PP students achieve a positive progress 8 score overall at KS4 (+0.17 in 2019 and +0.28 in 2021) but there is a gap between their Progress 8 score and that of their non-PP peers. This gap has widened between 2019 (a gap of 0.43), when the last national examinations were taken and 2021(a gap of 0.82), when results were generated by teacher assessed grades. The gap between PP / non-PP outcomes also varies between subjects. In some subjects PP outcomes are higher than those of their PP peers. This was the case across 6 subject areas in 2019 (Physics, French, German, art, computer science and DT). In 2021 this remained the case for only one subject area (French). In 2021 in 24 of the 25 subjects offered at KS4 there was a gap between PP and non-PP outcomes, with pp students achieving a Progress 8 score of 0 or higher in 14 of the 25 subjects offered.</p> <p>Our challenge is to reduce this gap through</p> <p>A. Maintaining high quality curriculum, teaching and learning and refining existing systems to ensure consistency across the curriculum offer.</p>

	<p>B. Embed a consistent whole-school approach to communication strategies (including the teaching of academic language, disciplinary reading and oracy into the curriculum)</p> <p>C. Clear systems and processes for the inclusion team to review data (including student, staff and parental voice) to diagnose barriers to learning; to put in place and review the impact of targeted interventions.</p>
2	The attendance and punctuality of PP students is less positive than that of their PP peers. Attendance for pupils eligible for pupil premium in 2020/21 was 92% (below the attendance percentage of the whole school cohort, 95%) and persistent absence (10%) in 20/21 was 17.2% (compared to 13.7% of the whole cohort). This reduces their school hours and impacts on learning and progress significantly.
3	Lack of resilience, low self-esteem and poor mental health or well-being for a number of students eligible for the pupil premium across all year groups is having a detrimental impact on their academic progress. Triangulation of academic and qualitative data reveals a lack of knowledge and ability to apply metacognitive and self-regulation strategies to meet high expectations. Therefore, our challenge is to provide students with the tools to build resilience and maintain engagement through the teaching of metacognitive and self-regulation strategies and by providing support for mental health and well-being.
4	Fewer PP pupils engage with extra and super-curricular activities offered at Tapton. Therefore, our challenge is to increase rates of participation in the arts, sports and the wider school enrichment offer by PP students through a range of strategies, including ensuring PP students are allocated spaces in clubs first, the provision of transport and removing financial barriers.
5	A number of disadvantaged pupils, whose reading abilities have been assessed (Y7 and 8) have lower reading ages than non-disadvantaged pupils; this prevents the disadvantaged pupils making the same accelerated progress as their peers. Therefore, our challenge is to promote reading for pleasure, improve reading skills and knowledge and application of academic language.
6	Parental engagement from some PP families at parents' evenings and other whole school events is less than other cohorts, this impacts negatively on pupil outcomes and on building a sense of inclusive community central to our values at Tapton. Our barrier is to ensure our events are accessible and build strong parental relationships with a shared goal of helping students succeed. This includes overcoming a language barrier where it exists for the cohort of PP learners who are also EAL.

Intended outcome

Intended outcome	Success criteria
<p>Improve the progress of disadvantaged students and reduce the increased gap between PP / non-PP overall outcomes in 2022 by</p> <p>A. Maintaining high quality curriculum, teaching and learning and refining existing systems to ensure consistency across the curriculum offer.</p> <p>B. Embed a consistent whole-school approach to communication strategies</p>	<p>All curriculum documentation from Y7-13 to contain Tapton's 5 principles of curriculum design by September 2023: The Knowledge and skills clearly defined (and consistently taught across the department – composite knowledge and component parts); Sequence – the knowledge and skills are taught in a coherent and consistent sequence. Assessment- AFL/ the DIE cycle as well as key assessment points; Communication including tier 2 and 3 vocabulary and disciplinary reading; Personal development</p> <p>A highly effective curriculum will drive progress in disadvantaged pupils ensuring they develop the core knowledge and skills they need to be successful. This will be revealed in improved trajectory of outcomes in 2022. From September 2023 the efficacy of the curriculum as a progress model will be reviewed systematically through curriculum link meetings and other T&L QA.</p>

<p>(including the teaching of academic language, disciplinary reading and oracy into the curriculum)</p> <p>C. Clear systems and processes for the inclusion team to review data (including student, staff and parental voice) to diagnose barriers to learning; to put in place and review the impact of targeted interventions.</p>	<p>Curriculum documentation specifically identifies opportunities for disciplinary reading. Learning walks reveal a common approach to whole-school communication strategies (oracy, disciplinary reading and explicit instruction of tier 2 and 3 academic language) are employed consistently.</p> <p>Teaching and learning QA, including learning walks, Learner experience enquiries, student, staff and parental voice to demonstrate a clear understanding of what constitutes high-quality teaching at Tapton, framing discussions around the TSAT T&L principles.</p> <p>Robust diagnostic assessment of quantitative and qualitative data informs the weekly inclusion meeting and allocation of support from the wider inclusion team. Clear entrance and exit criteria are reviewed to objectively assess the impact of interventions and this inform whether PP pupils continue to access this intervention or not.</p> <p>Clear entrance and exit criteria for small group interventions in English, maths, and science at KS3 and 4 responding to the needs of cohorts / sub cohorts identified by KS progress leads.</p> <p>Use of the 16-19 tuition fund in sixth form to support PP students to achieve their goals (in terms of academic outcomes and destination)</p>
<p>Improved attendance of the PP cohort</p>	<p>Improved overall attendance of disadvantaged cohort</p> <p>Individual contact from the KS3 learning and inclusion coordinator with strategic responsibility for PP students on return to school after period of absence and positive reinforcement of the value of being in school every day.</p> <p>Attendance of pupil premium students is in line with their non-pp peers (95%) by 2024.</p> <p>Reduced attendance deficit between disadvantaged and non-disadvantaged</p>
<p>Provide a range of bespoke interventions to support PP learners feel supported and successful at Tapton.</p> <p>These interventions Include academic interventions (reading interventions, RWI) led by the SEND team), work by the HLTA for metacognition and wider pastoral support from the inclusion team including the self-regulation and engagement officer, the KS3 learning and inclusion coordinator with strategic responsibility for PP students</p>	<p>Clear entrance and exit criteria for small group interventions led by the SEND team including RWI, handwriting and reading intervention</p> <p>Interventions are impactful and show that they are working to close the gap between advantaged and disadvantaged pupils.</p> <p>interventions outside of the classroom should be data driven and impact evaluated. They should be diagnostic in their nature to ensure that interventions right for the pupil. - Interventions are evaluated for their impact regularly and data is clearly tracked.</p>
<p>PP pupils participate in the wider school experience, including extra-curricular and super-curricular activities.</p>	<p>Accurate registers of extra and super curricular activities are taken which show that the same proportion of pupils eligible for the pupil premium participate in wider school opportunities as their non-PP peers.</p> <p>In October 2021 75% of non-pp students attended a club at KS3 and 56% of PP pupils at KS3 attended clubs which is a gap of 19%. By June 2022 registers will indicate 65% of PP students are involved in wider opportunity, increasing to 75% by January 2023</p>

<p>Tapton is a reading school. Reading for pleasure is an established part of the form time routine</p>	<p>Regular learning walks of form time activity by SLT demonstrate good routines consistently in place across Y7-9 to facilitate reading for pleasure</p> <p>In summer HT 6 a colleague from the English department will work with new Y6-7 students to provide a book to read for pleasure, which is then revisited in Y7.</p> <p>Reading to be a part of the learning culture at Tapton, including the transition to Tapton process. Student voice to reveal that they know reading is a core part of our culture at Tapton</p> <p>Improved reading ages for all PP learners, Individual and small group intervention based on focusing on those with a chronological reading age below chronological expectation instituted and evaluated based on TES reading ages</p> <p>A common approach to teaching disciplinary literacy and the teaching of academic vocabulary evident in QA processes.</p>
<p>Parental engagement is high.</p>	<p>KS3 learning and inclusion coordinator with strategic responsibility for PP students creates individual profiles for every PP student, informed by student voice. Contact made with parents of PP student who have not previously attended parents' evenings and the KS3 learning and inclusion coordinator to make appointments for PP families to ensure PP parental engagement at Parents evenings is improved.</p> <p>Year leaders have a clear picture of the PP students in their year group and what interventions they are accessing.</p> <p>The HLTA for meta-cognition and self-regulation contacts the parents of PP students as a cycle of mentoring begins.</p>

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: £127,360.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the progress of disadvantaged students and reduce the increased gap between PP / non-PP overall outcomes in 2022 by</p> <p>A. Maintaining high quality curriculum, teaching and learning and refining existing systems to ensure consistency across the curriculum offer.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. The quality of teaching learning, behaviour, safeguarding and PP pupils are the responsibility of all members of the senior team.</p> <p>Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils. This is also highlighted here: Education Endowment Foundation EEF</p>	<p>1,2,3,4,5,6.</p>

<p>Ensure that each department has a highly challenging and academic curriculum designed to challenge all pupils, especially those who are disadvantaged and may have gaps in their knowledge due to covid 19.</p> <p>B. Embed a consistent whole-school approach to communication strategies (including the teaching of academic language, disciplinary reading and oracy into the curriculum)</p> <p>Identify whole school strategies to promote communication and literacy as part of training delivered to staff in the form of a twilight training session and revisited through T&L Thunks and as part of the individual research projects which form the basis of professional learning in 2021/22. Key strategies are also listed in the Tapton teacher planner as a reminder to all colleagues. The purpose of this is to improve our literacy provision in line with recommendations in the EEF report. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>C. Clear systems and processes for the inclusion team to review data (including student, staff and parental voice) to diagnose barriers to learning; to put in place and review the impact of targeted interventions.</p> <p>Weekly inclusion meetings ensure our PP first policy is effectively put into practice with regular review of data as part of an empirical process.</p>	<p>At Tapton we are committed to ensuring our strategic plan for PP is effectively implemented. Therefore, the senior team lead on all areas of the PP action plan ensuring its smooth implementation. As stated in the EEF report on effective implementation: 'Implementation is a key aspect of what schools do to improve, and yet it is a domain of school practice that rarely receives sufficient attention. In our collective haste to do better for pupils, new ideas are often introduced with too little consideration for how the changes will be managed and what steps are needed to maximise the chances of success. Too often the who, why, where, when, and how are overlooked, meaning implementation risks becoming an 'add on' task expected to be tackled on top of the day-to-day work. As a result, projects initiated with the best of intentions can fade away as schools struggle to manage these competing priorities.</p> <p>One of the characteristics that distinguishes effective and less-effective schools, in addition to what they implement, is how they put those new approaches into practice.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>knowledge rich curriculum that also develops powerful knowledge and skills will result in the progress of disadvantaged students: Sherrington-Article.pdf (chartered.college)</p> <p>Staff CPD and curriculum line management: John Hattie's synthesis of 800 meta-analyses puts CPD as a large effect size on pupil achievement of 0.62, in the top 20 of all the practices analysed. CPD has the potential to raise the bar and close the gap in pupil attainment. Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>EEF (+6)</p> <p>Feedback. We define feedback as information given to the learner about the learner's performance relative to learning goals or outcomes.</p>	
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<p>Enhance the inclusion team by supporting their training, recruitment and retention including:</p> <p>KS3 Learning and inclusion coordinator</p> <p>KS4 Learning and inclusion coordinator</p> <p>Deputy Safeguarding Lead</p> <p>5 Year leaders</p> <p>Outside speaker –Dr Dominique Thomson on ‘How to grow a grown up’ to support parents</p> <p>Central to the purpose of the inclusion team is to ensure all student achieve their potential, attend, develop excellent behaviour for learning. They will have a specific focus on PP learners.</p> <p>Invest in staff training and release time to facilitate weekly inclusion meetings ensure our PP first policy is effectively put into practice with regular review of data as part of an empirical process.</p>	<p>Wider inclusion strategies and pastoral care are shown to have a positive impact on PP pupil outcomes.</p> <p>Parental engagement: EEF (+3) We define parental engagement as the involvement of parents in supporting their children’s academic learning, positive behaviour for learning and attendance at school. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental engagement such as parents’ evenings, events hosted by Dominique Thomson, ‘Next Steps’ evening; • A move to virtual parents evening (having provided access to laptops where necessary) makes attendance at the evenings more accessible by removing logistical barriers such as childcare, distance and any anxiety around coming into the school.) • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; • Ascertaining if there are barriers to remote learning or attendance • more intensive programmes for families in crisis. 	<p>1,2,3,4,5,6</p>
<p>Invest in staff time to collaborate, curate, and produce develop whole school teaching and learning strategies/deliberate practice to promote the progress of disadvantaged pupils during CPD. This includes</p> <ul style="list-style-type: none"> • the purchase of materials to support professional learning • funding for targeted colleagues to attend Alex Quigley’s ‘closing the reading gap master class on 10th June 2021. • Developing a whole school training programme on effective feedback to be delivered in the academic year 2022/23 which will build on the focus on curriculum in 2021/22 	<p>John Hattie’s synthesis of 800 meta-analyses puts CPD as a large effect size on pupil achievement of 0.62, in the top 20 of all the practices analysed. CPD has the potential to raise the bar and close the gap in pupil attainment.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>EEF (+6)</p> <p>Feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback AT TSAT We define feedback as information given to the learner about the learner’s performance relative to learning goals or outcomes.</p>	<p>1,5</p>
<p>Enhance the mechanisms by which staff can reflect on and hone professional practice, in line with EEF guidance on effective</p>	<p>Feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback AT TSAT We define feedback as</p>	<p>1,</p>

<p>professional development: Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>By funding 2x temporary TLR 3s to recruit colleagues to lead an 'effective efficient' feedback strategy to support and enhance the professional learning that is planned for 2022/23.</p>	<p>information given to the learner about the learner's performance relative to learning goals or outcomes.</p> <p>When implemented effectively professional development can have further positive impact on PP student outcomes. Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
<p>Improve our literacy provision in line with recommendations in the EEF report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>We will develop a whole school reading strategy led by the Reading strategy Lead (temporary TLR from September 2021). We will further enhance this provision in 2022/23 by supporting the recruitment of a colleague with specific focus on reviewing disciplinary reading across the curriculum and the impact of whole school communication and literacy strategies.</p>	<p>EEF (+6)</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. The average reading age of GCSE exam papers is 15 years and 7 months.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>The average reading age of pupils sitting their GCSEs is 10 years. If pupils become frequent readers, their achievement and attainment in all subject areas will improve. National Literacy Trust</p> <p>Ensuring that pupils have access to books, can read fluently and comprehend what they are reading will reduce the Matthew effect https://learningspy.co.uk/learning/the-matthew-effect-why-literacy-is-so-important/</p>	1,5,3

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

Budgeted cost: £ 95,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Provision of learning materials and supporting wider participation in the arts and sports</p> <ul style="list-style-type: none"> • paying a proportion of the cost of 'soundtrap' music software for Y7 and 8 which allows students to edit music from home (all PP students have access to laptops provided by the DfE, private donation or repurposed Tapton laptops). The PP fund will cover 20% of the cost which is £106.00, • paying for one to one music lessons for PP pupils • supporting the cost of peripatetic one to one music lessons and ensemble practice. • paying for PP students to participate in clubs including climbing club. <p>In English and Drama we do this through</p> <ul style="list-style-type: none"> • funding places on trips to the theatre <p><i>Provision of materials required for learning, such as art supplies, ingredients and revision books.</i></p>	<p>EEF tool kit (+3)</p> <p>Widening participation to the arts. Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond Maths or English outcomes.</p> <p>Ensuring pupils are well equipped to be able to access teaching and learning, experiences, revision guides will ensure that barriers to learning are removed. There is little evidence to suggest that this has a large impact. In order to maximise its effect at Tapton we support the provision of materials with high-quality teaching, including guidance on how to revise and put these materials to use in order to make progress in line with their more advantaged peers.</p>	<p>1, 2, 4, 6</p>
<p>Develop metacognitive and self-regulation strategies and skills in students.</p> <p>Improve our literacy provision in line with recommendations in the EEF report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>This will involve on going HLTA training and support as part of the SLT link meeting process. The pupil premium</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>EEF (+7)</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), to realise this impact in practice requires</p>	<p>1,2, 3, 5</p>

<p>will provide funding to recruit and retain staff by providing 50% of the salaries for:</p> <ul style="list-style-type: none"> • The HLTA for meta-cognition and Engagement • The Self-regulation and Engagement officer who mentor students and work with parents on a one to one or small group basis. • HLTA for EAL • HLTA to support small group work 	<p>pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. Therefore, our HLTA for meta-cognition has undertaken detailed training, designed a bespoke programme with clear entrance and exit criteria and liaises with all teachers of the child they mentor as well as the parents to ensure these strategies become embedded over time.</p> <p>EEF (+4)</p> <p>Behaviour interventions</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Our Engagement and self-regulation officer, in collaboration with the wider pastoral team ensures an appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>EEF (+4)</p> <p>Small group tuition. In line with EEF research we plan to employ tutors so they develop a knowledge of our curriculum and can liaise with Tapton teachers in order to deliver a bespoke tutoring programme which meets the needs of our learners. We intend that this work will take place with small groups. We will pay the tutors £28 per hour, £13.50 of which will be funded by the DfE school-led tutoring programme (and reported in the census) and the rest of the funding will come from the recovery premium</p>	
<p><i>Provide a weekly homework club and associated transport costs. Transport costs to support PP pupils to access enrichment and extra-curricular activities.</i></p> <p><i>The Progress leaders for KS3 and 4 will monitor the efficacy and attendance at homework club throughout the year.</i></p> <p><i>This will be supported by voluntary, subject specific clubs which are run by departments.</i></p>	<p>EEF (+5)</p> <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some students don't have a suitable place to work at home therefore we provide and guide students to use our homework club where individual support can be given to ensure that the homework set by class teachers can be completed. We then support those students who rely on a bus service to get home, thereby encouraging their attendance and uptake of this support.</p>	<p>1,3</p>

<p><i>Adapting a targeted approach to intervention following the implementation of the Edu Key literacy assessment for all of Y7, Y8 and Y9 in 2021/22.</i></p> <p><i>The pupil premium will support staffing costs for a part time TA to analyse the data and plan reading intervention to support reading comprehension</i></p>	<p>EEF (+4)</p> <p>Teaching assistant intervention</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes</p> <p>EEF (+6)</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>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:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 47,531.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide resources, training and teacher release time to develop a reading culture at Tapton school. We recognise the value and importance of reading for pleasure in order to encourage students to enhance their literacy	The Book Trust's research highlights the importance of ensuring that all homes have access to high quality books. The importance is that not only do we provide books, but we also ensure that pupils can read. Therefore, when implementing this strategy, we will work with the results of the reading test scores to support students to be able to access and enjoy the reading. This strategy will be	1,2,4,5

<p>skills. This is part of our commitment to develop life long learners.</p> <p>UPS teachers in the English department will further support the aim of reading for pleasure as part of the Y6-7 transition process for PP pupils in HT 6, when examination groups no longer have timetabled lessons.</p> <p>This strand of the PP strategy will be further supported by the peer reading programme</p>	<p>launched after examination groups have left in 2022 and capitalise on the gained time of Y11 and Y13 form tutors.</p> <p>Ensuring that pupils have access to books, can read fluently and comprehend what they are reading will reduce the Matthew effect https://learningspy.co.uk/learning/the-matthew-effect-why-literacy-is-so-important/</p> <p>This intervention will be complemented by the peer-reading programme led by the SENDCO, who will train our sixth form students to be peer mentors. There is evidence to support the effectiveness of implementing this sort of approach, both to improve reading skills and boost mental health and well being. Evaluation of the Peer Support for Mental Health and Wellbeing Pilots (publishing.service.gov.uk)</p> <p>Daniel Sobel – Narrowing the Attainment Gap – The power of effective reading interventions is heightened when we foster a joy of reading.</p> <p>The impact of covid EEF report Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)</p> <p>The average reading age of GCSE exam papers is 15 years and 7 months. The average reading age of pupils sitting their GCSEs is 10 years. If pupils become frequent readers, their achievement and attainment in all subject areas will improve. National Literacy Trust</p>	
<p><i>As part of our attendance strategy to mitigate increased absence levels following the covid-19 disruption. The pupil premium will fund the APO to support families and students whose attendance is causing concern. For example, if they have low attendance, multiple broken weeks or absence due to mental health issues.</i></p> <p>In 2021/22 the pupil premium will also support the recruitment and retention of a Persistent Absence Strategy Lead. This person will lead a PA strategy</p>	<p>It is widely accepted that being in the classroom has the greatest impact on student outcomes and well-being. As Sam Giyama said back in the ‘supporting the Attainment of Disadvantaged Pupils briefing for school leaders’ of November 2015. ‘Successful schools have a clear vision for what all their pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all. They realise the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the pupil premium in raising standards’ Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	<p>1,2</p>

to evaluate and ultimately reduce PA rates in the PP cohort.	The use of the EWO provides 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.	
<i>The PP will support alternative timetable provision for PP pupils from whom the main curriculum is not suitable.</i>	<p>For some students we provide alternative provision in the form of a different curriculum that suits their specific needs. Alternative Provision: Effective Practice and Post 16 Transition (publishing.service.gov.uk)</p> <p>Some of our PP students benefit for a timetable with different provision. Our Safeguarding lead works alongside families to ensure a personalised curriculum which helps every student realise their life chances and dreams.</p>	1,2
<p>To develop, train, administer, evaluate and resource a Health and well-being strategy, which is necessitated by the increased request to access support for MHWB amongst the school community in general and the PP cohort in particular.</p> <p>The MHWB officer will coordinate and facilitate training for volunteer MHWB ambassadors and will manage the case load of referrals. They will also evaluate the impact of this intervention.</p>	<p>The Health and well-being officer will work to support our students' health (physical and mental) and well-being. This will complement our existing provision of mental health champions and the inclusion team.</p> <p>There is a variety of evidence to support this approach but most importantly we recognise that if students are not well, they are not able to learn and achieve excellence.</p> <p>Healthy Minds.pdf (d2tic4wvo1iusb.cloudfront.net) https://www.place2be.org.uk/about-us/</p>	1,2,3
Support for PP students to participate in wider school life through the Duke of Edinburgh Award Scheme in 2021/22 and the Brilliant club from 2022/23	<p>The Personal Development Lead will specifically work to build relationships and recruit PP students to participate in the D of E Scheme. This will mean those students have access to a certain amount of mentoring and individualised support (which the EEF tool kit identifies as having an effect size of +3 months).</p> <p>While the evidence from the EEF does not report a significant impact from outdoor adventure learning it will help to build confidence and resilience through exposure to new and challenging experiences and students who participate will also have to demonstrate commitment to the scheme over time.</p>	4

Total budgeted cost: £ 285,836 (£275,298 funds received)

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.

Valuing everyone

We are proud to be a diverse community with a wealth of different experiences outside school.

Therefore, in the first term of the academic year 2020 we surveyed all learners to ascertain if students had access to electronic devices and internet access in order to access remote learning. As described below this was in order to facilitate the delivery of live lessons. This meant that when pupils were required to isolate but their peers were still in schools they could join the lessons in order to participate in the learning. When students were required to work from home in January 2020 they were equipped to do so effectively, with the logistical and technical barriers being removed. The HLTA for metacognition and self-regulation continued their work with small groups on line in break out rooms during live lessons and in their own live lessons.

Caring For Each other

Form tutors, year leaders and the inclusion team made regular safe and well calls home during the period of lock down. Where we identified that students were not engaging we put personalised support in place. On their return to school colleagues volunteered to mentor Y11 PP students to support them through the assessment process. All 5 lesson and form time took place over Microsoft teams so students were able to work with their teachers. Through teaching and learning bulletins and the work by the remote learning innovators we focussed on honing our practice and using break out rooms to facilitate small group work. HLTAs and Tas were able to continue to support in this way, either in lesson or running mentoring sessions.

Achieving excellence

Pupil premium outcomes at Tapton are historically strong and we are proud that this remains the case in the 2020 CAGs and the 2021 TAGs

- 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 for the whole cohort
 - Performance of PP in 2020-21 was +0.28 for PP students and +1.1 for the whole cohort
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- The results show strong outcomes for our PP learners as our students at Tapton School have outperformed national expectations.

- Performance in English, maths and EBacc subjects for PP and whole cohort is evidence of their strong performance

Despite the challenges of Covid and lock downs our provision of High-quality teaching and learning through blended and on-line live lessons remained our key focus. This effort was supported by the TLRs for our 2 remote learning innovators had a positive impact on engagement and on pupil outcomes. We worked to remove logistical barriers to learning by providing lap tops; engaging with families throughout lockdowns and running the key work and vulnerable school.

On our return to school we led the teaching and learning for all students through our Teaching and Learning Bulletin and our Tapton staff Microsoft team to ensure our focus remained on quality-first teaching.

We are mindful of the impact of the Covid-19 pandemic and the gap between outcomes for our PP and non-PP learners has widened. Therefore, we have maintained our sharp focus on removing barriers to learning for our disadvantaged learners by developing a new, detailed 3-year action plan to remove this gap. This is a live document for internal use.

Appendix 1 (in the additional information section) is the covid catch-up premium impact statement

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

Service pupil premium funding (optional) – NA

Additional Information (optional)

When implementing the ‘activities’ detailed above, we follow the guidance from the EEF on effective implementation and therefore we consider the implementation of the strategy to be a process and follow the model as outlined in the EEF report: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

As part of TSAT, Tapton has been able to collaborate and share learning and expertise with colleagues which have honed and improved our pupil premium strategy.

Much of the strategy is influenced by 'Learning without Labels' by Mark Rowland (2017), where he argues that it is easy for schools to apply a label to PP pupils which can inhibit their achievement. He argues we must stop making excuses about why some disadvantaged pupils do not achieve; the only ceiling they have is the one we place on them. He argues there are key building blocks, all focused-on achievement for all pupils and not shifting expectations for PP pupils. They are summarised as follows:

1. Stop making excuses for PP pupils – every child can achieve. We should not make excuses for why any pupil is not achieving, including SEN pupils, pupils who have difficult home lives or any other pupil. All pupils should be given guidance on how to get there rather than saying 'they won't make it'.
2. We should not make assumptions for PP pupils – We need to ensure that we do not make assumptions for PP pupils as 'disadvantage' is different for each pupil. The key is finding out what the disadvantage is and supporting pupils to overcome or find ways to deal with this.
3. Know Your Data – We should be aware of the different groups that come under the PP/ disadvantaged umbrella. We should understand the data of each group so we can identify any further interventions which may be required.
4. Thinking Strategically- Good quality teaching has the biggest impact on pupil outcomes and therefore the bulk of the PP plan focus should be on ensuring all teaching is high quality. Using classroom support to identify issues instead of going straight to interventions will not only mean that we can get to the root of the causes quicker, but will also be more cost effective.
5. Solve the Problem – It is not likely that the implementation of a strategy will work straight away, reflecting, tweaking and improving how a strategy is implemented will be required once we have received feedback and learn from any mistakes.
6. Remember what's good for one should be good for all – If we are focused on improving pupil outcomes for all, then outcomes for 'disadvantaged' pupils will also improve. More successful strategies will ensure that all pupils will achieve in the classroom

Appendix 1



Catch-Up Premium Plan

Tapton School

Summary information

School	Tapton School				
Academic Year	2020-21	Total Catch-Up Premium (projected)	£105,680	Number of pupils	1,863

Department for Education Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

EEF Recommendations

The EEF advises the following:

<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

Desired outcome	Chosen approach and anticipated cost	Desired Impact	Staff lead	Review date?
To mitigate the impact of lockdown and deliver essential exam content – Y13	Y13 Twilight Sessions £7,200 (from school budget)	Revision of Y12 content; Supplement the Y13 Recovery Curriculum. Positive academic outcomes for Y13 students.	AW	Summer
To mitigate the impact of lockdown and deliver essential exam content – Y11	Y11 study skills and revision intervention £10,014 (from school budget)	To support specifically targeted students in reaching their potential, by ensuring that any students adversely affected academically by COVID are given an opportunity to re-engage with their curriculum and recover lost learning. Positive academic outcomes for Y11 students.	DS/HM	January
To improve the capacity of Y9 students to access the KS4 curriculum and to mitigate the impact of lockdown	Summer school for Y9 into Y10 £7,026	To provide catch up learning and support for students starting their GCSE studies. Trail exams in Spring of 2021 reveal similar rates of progress to previous years.	DS/HM	Spring 2021

To support students where a need around self-regulation has been identified, with a focus on academic mentoring and the leadership of specific interventions around study skills and meta-cognition	Recruitment of HLTA for Self-regulation working with Y7-11 students £25,462	Students are better self-regulators and are better equipped to access remote learning should the need arise. Staff and student voice reveals positive impact.	BP	Summer
To ensure all students have access to regularly used stationary in a Covid secure way, that maintains Visible Learning within classrooms.	Provision of stationary packs for all students, including whiteboards. £11,000	Students are able to access equipment in lessons safely. Learning is visible within classrooms with teachers able to adapt their teaching to respond to levels of understanding within their classrooms.	SLT	Half termly
To ensure former PP and current Bursary students in Y12 and Y13 have an advocate for academic success and securing destinations	Employment of Academic Mentor in 6 th Form (equivalent 1 day per week) £7,500 (from school budget)	Students with identified needs are equipped with the tools and strategies necessary to succeed. Positive outcomes for these students in their AS and A Level exams.	AW	Summer
To streamline the setting and assessment of remote learning	Purchase of Show My Homework £3,790	Students have access to a platform with which they are already familiar and don't require additional logins. Measured via parent and student feedback.	DS/HM	Summer

To enable bespoke, targeted support for key groups of students in core areas	Additional staffing in maths and English at KS4 £12,000 (from school budget)	Targeted students demonstrated improved attainment over time. Positive academic outcomes for KS4 students in Maths and English.	DS/HM	Summer
To enable students to access homework and provide additional support	Staffing for KS3 homework clubs on Wed, Thurs, Fri £9,945 (from school budget)	Targeted students demonstrated improved attainment over time. Levels of engagement are high and rates of homework completion rise.	HS/EJ	Summer
To enable staff to develop high quality resources to support our remote learning offer	Video cameras purchased for each department £1,200	Resources produced and delivered. High levels of engagement from students in remote learning.	SLT	Ongoing
To innovate and train staff to deliver high quality online/blended learning for isolating students	2 x TLRs for innovation in on line learning £6,000	Staff feel empowered to deliver remote and blended learning using Microsoft Teams. High levels of engagement from students in remote learning and positive feedback.	BP	Ongoing
To support online/blended learning	Headsets and visualisers £15,000	Teams lessons run smoothly. High levels of engagement from students in remote learning and positive feedback.	SLT	Ongoing

To help to produce video etc for showcasing departments on website e.g. open evenings/concerts etc	Laptop and software for video editing £1,000	Resources produced. High levels of engagement from students in remote learning and positive feedback.	SLT	Ongoing
To mitigate material disadvantage when it comes to remote learning	Provision of resources for isolating students as well as students disadvantaged and in need of support to catch up on lost learning. This includes text books, stationery, postage, revision books. £10,000	Students have access to resources to support remote learning. High levels of engagement from students in remote learning.	SLT	Ongoing
To support students who have found the transition back to school difficult	Appointment of a behaviour support worker £25,462 – vacancy	Targeted students are engaging fully in school life. Behaviour logs reveal reduction in behaviour incidents across the school.	HG/SR	Summer
To enable bespoke, targeted support for key groups of students with study skills and revision	Asst Head (T&L), intervention time £21,147 (from school budget)	Targeted students demonstrated improved attainment over time.	DS/HM	Ongoing
Total budgeted cost				105,940 from catch up funding (additional 67,806)

	from school budget)
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