

Pupil premium strategy statement

This statement details Tapton School's use of pupil premium and recovery premium for the 2022 to 2023 funding to help improve the attainment of our disadvantaged pupils.

This is the second year of a three-year strategy. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tapton School
Number of pupils in school	1816 (Y7-14) 1349 Y7-11
Proportion (%) of pupil premium eligible pupils	17.12% 231 students eligible for pupil premium in Y7-11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 2022 2022 2023 2023 2024
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Kathryn Rhodes, Headteacher
Pupil premium lead	Helen Smith, Assistant Headteacher
Governor	Becky Stroud

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 227,000
Recovery premium funding allocation this academic year	£ 58,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 285,500

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, broad and balanced curriculum, including EBACC subjects.

In 2019,20,21 and 22 our cohort of students eligible for the pupil premium exceeded national average (-0.03 in 2022) with their overall progress 8 score (+0.17 in 2019, +0.28 in 2021 and +0.27 in 2022).

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 that they make consistent progress in each curriculum area.

At Tapton our PP cohort varies from year to year, overall, 17% of students in Y7-11 are eligible for the pupil premium. (This equates to between 41 and 50 students per year group in Y7-11) This is below the national average. Our largest PP cohort in Y7-11 is in year 9, where 50 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 50 = 66%).

A key facet of our school context is our thriving sixth form community. It is remarkable that of each year around 17% of our Sixth Form cohort are classed as disadvantaged (PPE6) and where appropriate these students are also supported by the 16-19 Bursary; with our Academic Mentor meeting each student to confirm eligibility. In addition, a further group of students are classed as disadvantaged according to the IMD and, along with our students who were formerly PPE6, these students are eligible for 16-19 Tuition. These students are role models for our learners lower down the school. We are proud to have a representative sixth form.

2022/23 is the second 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 'Further information' section, 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 goals for post-covid recovery as a school are rooted in re-establishing a sense of community and positive learning routines to develop the learner. 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 have a strategic focus on the state of the learner, ensuring high levels of behaviour, attitude, effort and engagement from all learners.** 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, coupled with our **focus on feedback for all learners in 2022-23**, ensures high-quality of teaching and learning. This is proven to have the greatest impact on closing the disadvantaged attainment gap and will benefit the non-disadvantaged students at the same time. Our strategy builds on the strong focus on provision of high-quality education in previous academic years. From September 2020, our strategy has been to ensure continuity of provision 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, rather than making 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 Ifar 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 students 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
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1	<p>PP students achieve a positive progress 8 score overall at KS4 (+0.27 in 2022, when the national average for ALL students was P8 of -0.03) but there is a gap between their Progress 8 score and that of their non-PP peers. Our challenge therefore is to remove barriers to PP students so they can make the same accelerated progress as their non-PP peers by</p> <ul style="list-style-type: none"> A. Maintaining high quality curriculum, teaching and learning and refining existing systems to ensure consistency across the curriculum offer. B. Embedding a consistent whole-school approach to communication strategies (including the teaching of academic language, disciplinary reading and oracy into the curriculum) 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. D. A strategic focus on developing the learner, ensuring high levels of behaviour, attitude, effort and engagement from all learners (one of our 3 core school priorities in 22/23) E. A whole-school focus on feedback as part of our CPD
2	<p>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). In 2021/22 absence increased Pupil absence in schools in England: autumn and spring terms, Autumn and Spring Term 2021/22 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk) At Tapton this was also the case. Increased absence reduces their school hours and impacts on learning and progress significantly.</p>
3	<p>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 develop the state of the learner by providing 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.</p>
4	<p>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.</p>
5	<p>Several 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.</p>
6	<p>Parental engagement from PP families at progress 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 challenge 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 also have EAL.</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
Improve the progress of disadvantaged students and reduce the gap between PP / non-PP overall outcomes in 2023	<p>Academic outcomes in 2023 are positive for PP students and the gap between PP and non-pp cohort is narrowed. A highly effective curriculum will drive progress in disadvantaged pupils ensuring they develop the core knowledge and skills they need to be successful. From September 2023 the efficacy of the curriculum as a progress model will be reviewed systematically through curriculum link meetings; the enacted curriculum process; Learner Experience Enquiries.</p> <p>All curriculum documentation from Y7-13 to contain Tapton's five 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>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>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 academic interventions in English, and maths KS3 and 4 responding to the needs of cohorts / sub cohorts identified by subject leaders. We recognise that the most effective intervention is in-class intervention. This is supplemented by additional small group sessions where necessary and impact on curriculum time is kept to a minimum.</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>
Improved attendance of the PP cohort	<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>

	Reduced attendance deficit between disadvantaged and non-disadvantaged
Develop the state of the learner.	<p>To develop the learner is one of the 3 whole-school priorities 2022/23 across the curriculum.</p> <p>A new homework policy was launched in September 2022 and is reviewed as part of the enacted curriculum / line management process to ensure consistency of experience.</p> <p>The SEND team have clear entrance and exit criteria for small group interventions they lead including RWI and reading intervention Interventions to ensure that they are impactful and show that they are working to close the gap between advantaged and disadvantaged pupils.</p> <p>A menu of interventions, provided at Tapton, outside of the classroom are data driven and their impact is evaluated. Interventions are evaluated for their impact regularly and data is clearly tracked. These interventions support PP learners feel supported and successful at Tapton.</p> <p>The key interventions supported by the pupil premium strategy include pastoral intervention by the KS3 learning and inclusion coordinator with strategic responsibility for PP students; academic mentoring by the HLTA for metacognition, behaviour and engagement support from the self-regulation and engagement officer and wider pastoral support from the inclusion team at the point of need to ensure that we are responsive and enable us to ensure high levels of behaviour, attitude, effort and engagement from all learners.</p>
PP pupils participate in the wider school experience, including extra-curricular and super curricular activities.	<p>Accurate records of attendance of extra and super curricular activities are taken in PD / form time 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 Feb 2022 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>From September to October 2022 we are seeing good progress in PP attendance at extra and super curricular clubs. At KS3 in Half Term 1, overall attendance at clubs was 65% with 45% of attendance by our PP cohort and 68% attendance by our non-PP cohort. At KS4 in half term 1, overall attendance at clubs was 45%, with 51% of attendance from our PP cohort and 43% from our non-PP cohort.</p>
Tapton is a reading school. Reading for pleasure is an established part of the form time routine	Regular learning walks of form time activity by SLT demonstrate good routines consistently in place across Y7-9 to facilitate reading for pleasure

	<p>Reading is 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 the enacted curriculum process.</p>
Parental engagement is high.	<p>KS3 learning and inclusion coordinator with strategic responsibility for PP students creates individual profiles for every PP student, informed by student voice.</p> <p>Contact made with parents of PP student who have not previously attended progress evenings and the KS3 learning and inclusion coordinator to make appointments for PP families to ensure PP parental engagement at progress 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 and to review its progress later in the academic year.</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: £ 186,096.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A relentless focus on high-quality teaching to continue to improve the progress of disadvantaged students and reduce the increased gap between PP / non-PP overall outcomes in 2022.</p> <p>Time is dedicated to weekly curriculum link meetings between SL/SLT</p>	<p>Research shows that 'high quality teaching is the most important lever that will help to improve disadvantaged outcomes'. This has been identified as a key principle in the Education Endowment Foundation EEF . The quality of teaching learning, behaviour, safeguarding and the progress of students eligible for the PP are the responsibility of all members of the senior team.</p> <p>At Tapton we are committed to ensuring our strategic plan for PP is effectively implemented.</p>	1,2,5,6

<p>In July 2021 we held our first subject Leader summit to review and train colleagues on a common approach to planning for the effective implementation of the curriculum as a progress model. This built on previous work on curriculum intent and implementation. The Subject leader summit in June 2022 focussed on routines, culture and norms and also facilitated advanced planning of strategic subject specific CPD to be tailored to professional learning needs identified by the on-going enacted curriculum process.</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>Therefore, its implementation and review are a key part of all our roles in school. 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/educationevidence/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>The strategic whole-school priorities are</p> <ol style="list-style-type: none"> 1, To develop the learner through building routines (including homework) 2, We ensure we deliver a clear, well-sequenced curriculum which provides challenge and aspiration for all. Our quality-first, responsive teaching supports ALL learners. Core knowledge is clearly defined and systematically revisited, supported by our whole school communication strategies (reading, vocabulary and oracy). 3, We see assessment and feedback as central to our teaching and planning 	
<p>Staffing, training and retaining an enhanced inclusion team including:</p>	<p>Wider inclusion strategies and pastoral care are shown to have a positive impact on PP pupil outcomes.</p>	<p>1,2,3,4,5,6</p>

<p>KS3 Learning and inclusion coordinator KS4 Learning and inclusion coordinator Deputy Safeguarding Lead 5 Year leaders</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>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 progress evenings, events hosted in school to encourage parents to come on site and meet key colleagues • A move to virtual progress 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 learning (at home or in the classroom) or attendance in person with more intensive pastoral support for families in crisis. <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>The effective implementation of a whole-school reading strategy.</p> <p>This is supported by whole school strategies to promote communication and literacy as part of training delivered in previous years and revisited through T&L bulletins and as part of the additional professional learning offered in the summer term.</p>	<p>The purpose of this is to improve our literacy provision in line with recommendations in the EEF report. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4</p> <p>EEF (+6) 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</p>	1,3,5

<p>Key strategies are also listed in the Tapton teacher planner as a reminder to all colleagues.</p> <p>Funding the role of the Reading strategy Lead (TLR from September 2021).</p>	<p>then identifying and resolving difficulties for themselves. The average reading age of GCSE exam papers is 15 years and 7 months. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>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 The Matthew Effect – why literacy is so important – David Didau (learningspy.co.uk)</p>	
<p>Invest in staff professional learning. This includes 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 • 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) Feedback. Feedback EEF (educationendowmentfoundation.org.uk) AT TSAT We define feedback as information given to the learner about</p>	1,3,5
<p>Enhance the mechanisms by which staff can reflect on and hone professional practice, in line with EEF guidance on effective 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'</p>	<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) Feedback. Feedback EEF (educationendowmentfoundation.org.uk) AT TSAT We define feedback as information given to the learner about</p>	1

feedback strategy to support and enhance the professional learning that is planned for 2022/23.	learner about the learner's performance relative to learning goals or outcomes. When implemented effectively professional development can have further positive impact on PP student outcomes.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 72,940.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
A workshop delivered by 'InnerDrive' to all Y11 students on how to manage exam stress in order to be successful. The session is based on current psychological research on how to manage our responses to stress in order to perform under pressure	According to Crum et Al, 2013, Journal of personality and social Psychology stress can either enhance or debilitate performance and that our stress mindset can be developed. Learning how it can help us perform is key. Those who view stress as helpful report feeling better, performing better and being more likely to seek out feedback. Dealing with stress effectively in order to perform is also central to developing self-regulation and metacognitive strategies, which the EEF reports can have an effect size of +7 months	1, 3, 6
Provision of learning materials and supporting wider participation in the arts and sports <ul style="list-style-type: none"> • paying a proportion of the cost of 'soundtrap' music software for KS3 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). • 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>	EEF tool kit (+3) 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. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. 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. 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.	1,2,3,4,5,6

<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>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.</p> <p>The pupil premium will provide funding to recruit and retain a proportion of the staffing costs 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. 	<p>EEF (+4) 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) The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), to realise this impact in practice requires 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) Behaviour interventions 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 approach</p>	1,2,3,5
<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>EEF (+5) Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. 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</p>	

<i>This will be supported by voluntary, subject specific clubs which are run by departments.</i>	home, thereby encouraging their attendance and uptake of this support.	
<p><i>Adopting a targeted approach to intervention for students who require support with literacy and language as a result of having English as an Additional Language (EAL) and 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 50% of 2 TA. As part of their role, they will analyse the data and plan reading intervention to support reading comprehension</i></p> <p>In addition, the pupil premium will support the staffing costs of:</p> <ul style="list-style-type: none"> • HLTA for EAL • TLR to lead a strategic approach to assessing and supporting EAL students <p>This is underpinned by the continued work of the SENDCo on effective deployment of classroom assistants whose intervention sessions are included in the enacted curriculum process.</p>	<p>EEF (+4) Teaching assistant intervention 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) 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: Reading comprehension</p>	1,2,3,5

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

Budgeted cost: £ 59,800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
A key activity is to develop a reading culture at Tapton school. We recognise the value and importance of reading for pleasure in order	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.	5,1,3

<p>to encourage students to enhance their literacy skills. This is part of our commitment to develop lifelong learners. The funding from the pupil premium is already accounted for by the appointment of the Reading strategy lead.</p> <p>As part of the reading strategy 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. This strand of the PP strategy will be further.</p> <p>In addition, there is a thriving peer reading programme which capitalises on the positive role models of sixth form students reading with younger students.</p>	<p>Therefore, when implementing this strategy, we work with the results of the reading test scores to support students to be able to access and enjoy the reading.</p> <p>Ensuring that pupils have access to books, can read fluently and comprehend what they are reading will reduce the Matthew effect https://learning-spy.co.uk/learning/the-matthew-effect-why-literacy-is-so-important/ ,</p> <p>Through the peer-reading programme, our sixth form students are trained 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.</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>As part of our attendance strategy to mitigate increased absence levels following the covid-19 disruption. The pupil premium will fund the attendance and punctuality officer 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.</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.</p> <p>As Sam Gyama 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'</p> <p>Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p> <p>The use of the APO provides support for families and school to maintain high rates of attendance and to respond quickly to student absences, and any</p>	2

to evaluate and ultimately reduce PA rates in the PP cohort.	emerging persistent absence, for the most disadvantaged pupils.	
<p>The PP will support alternative timetable provision for PP pupils from whom the main curriculum is not suitable.</p> <p>Members of the senior team will conduct a Learner experience enquiry into the curriculum provision at all alternative curriculum providers to ensure high standards of education.</p>	<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>	1,2,3
<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 Lead and 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)</p> <p>Children's mental health charity – Place2Be</p>	3
<p>Support for PP students to participate in wider school life through the Duke of Edinburgh Award Scheme</p> <p>Financial support for a cohort of students to participate in the brilliant club programme. 2022/23</p>	<p>At present the EEF demonstrates a relatively small impact on student outcomes of outdoor Ed or other Aspiration intervention like the Duke of Edinburgh award scheme and participation in the brilliant club but these opportunities are central to our wider curriculum offer at Tapton. They are part of developing the learner and providing students eligible for the pupil premium with opportunities their more advantaged peers have and which will enrich their lives</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>We will trial the brilliant club in 2022/23 based on examples of impact reports they have shared demonstrating significant impact on the destinations of PP students.</p> <p>Evaluation - The Brilliant Club</p>	4

Total budgeted cost: £318,836

(285,500 from PP+ Recovery and £33,336 from school funds)

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 2021 to 2022 academic year.

An internal and more detailed impact report is shared with Trustees and the Local Governing Body

The primary objectives of year 1 of the pupil premium strategy (2021/22) were

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.

Impact on Student Outcomes

Tapton School is proud to report the success of our cohort of students eligible for the pupil premium in 2022. This fulfils our school value of **Achieving excellence**

The 2022 GCSE results show that the national average progress 8 score for all students was -0.03.

In 2022 44 of the 257 students who took GCSE exams at Tapton were eligible for PP (17%). Once again, the performance of pupil premium students achieved a positive P8 score. Their average progress 8 score was +0.27 with a range of -0.16 to +0.71.

These outcomes continue to build on the historic strong performance of students eligible for the pupil premium.

- 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

Impact on attendance

Attendance of our students in 2021/22 was heavily impacted by covid-related absences. Extensive adaptations to our teaching and learning practices were made to support students engage during period of isolation and lock down due to covid from September 2020 when we moved to a model of 100% live teaching on Microsoft Teams and blended teaching for those required to isolate. This was supported by systematic provision of laptops and access to wifi where necessary for all students eligible for the pupil premium. There was systematic monitoring and support for students who were absent and those who were persistently absent from members of our enhanced inclusion and engagement team. In 2021/22 our attendance target was 96%. Y7-11 cumulative attendance was 93.5%, with PP attendance at 91.4%. This confirms to us the importance of continuing to support our efforts to reduce attendance. In the first term of 2022/23 the cumulative attendance of Y7-11 was 95.3% with the attendance of PP students in the same period at 92.6%.

Impact on developing the state of the learner (including supporting MHWB)

Student, parent and staff voice revealed that participants felt the mentoring was impactful and students were able to identify specific strategies which they now employ which help them to tackle academic tasks. Entrance and exit assessments reveal that the mentoring had a positive impact on nearly all participants' perception of their resilience and ability to tackle difficult tasks. In 21/22 There were 229 students on the health and well-being team's caseload. Of those 229, 20% were eligible for the PP. The main reason for referral is anxiety, focussing on exam anxiety in older age groups and at transition points. This will be acted upon in Y2 of the strategy through work on managing exam stress for Y11 students and work on developing the learner.

Impact on widening the participation of students eligible for the pupil premium at extra and super-curricular opportunities

Accurate records of attendance of extra and super curricular activities were taken from September 2021, which show that the same proportion of pupils eligible for the pupil premium participate in wider school opportunities as their non-PP peers.

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%. In Half term one of academic year 2022 we are seeing good progress in PP attendance at extra and super curricular clubs. At KS3 in Half Term 1, overall attendance at clubs was 65% with 45% of attendance by our PP cohort and 68% attendance by our non-PP cohort. At KS4 in half term 1, overall attendance at clubs was 45%, with 51% of attendance from our PP cohort and 43% from our non-PP cohort.

Impact on developing a reading culture at Tapton and establishing a routine for reading for pleasure during form time.

In the academic year 2021/22 one morning a week KS3 form groups read a book together as part of their morning routine. In 2022/23 this routine has been extended to KS4 and 5, supported by the introduction of the 'Oliver' library system and the continued use of the library as a hub for learning, reading and activities such as paired reading. This is monitored as part of the reading strategy and supported by case studies.

Impact on parental engagement

Parental attendance at open evenings and school events has historically been lower from the families whose children are eligible for the pupil premium. In 2021/22 the KS3 engagement officer with strategic responsibility for PP contacted parents and supported their children to make appointments at progress evenings. In 2020/21 parental voice survey indicated that communications from Tapton were not always clear. However, in 2021/22 85% of respondents to the parental voice stated that they felt that communication was clear. We recognise that disadvantage and disengagement from school is a process and that it will take time to build relationships with families to ensure they feel able and committed to engaging with school ide events so this continues to be a focus for the PP strategy. We are already seeing some improvement in the first term of 2022/23. At the 'Year Ahead' open evenings held in September 2022, in Y10 24% of Y10 of our families with children eligible for the pupil premium attended, later in the term 36% of our PP families attended the progress evening. It continues to be our focus to ensure 100% parental engagement from families of children eligible for the pupil premium.

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

Further 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.

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