

Pupil premium strategy statement – Tapton School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1331
Proportion (%) of pupil premium eligible pupils	20%
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Kat Rhodes
Pupil premium lead	David Sabbagh
Governor / Trustee lead	Clare Fowler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£239,555
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£203,622 This is following deduction of 15% contribution to Trust of £35,933.25

Part A: Pupil premium strategy plan

Statement of intent

At Tapton School, we are proud to be a diverse community built on three core values: valuing everyone, caring for each other, and achieving excellence. We believe these values are fundamental to enabling all pupils to realise their aspirations and life chances. Our Pupil Premium strategy is therefore centred on removing the barriers that disadvantaged learners face, ensuring they are able to thrive academically, personally, and socially. Our aim is that all pupils, regardless of background or challenge, continue to make strong progress and achieve highly across our ambitious, broad, and balanced curriculum.

National deprivation data from 2015 to 2025 shows a clear trend of increasing polarisation. The least deprived decile (10) has grown the most, indicating a rising concentration of the population in the most affluent areas. While the middle deciles (4–8) remain comparatively small, the most deprived deciles have also increased. This pattern suggests a widening divide, with more people living either in the least deprived areas or within the most disadvantaged communities, and fewer in the middle.

At Tapton, the proportion of Pupil Premium students has steadily increased, with the highest levels of need found in our youngest cohorts. PP eligibility is currently 24% in both Year 7 and Year 8, compared to 16–18% in older year groups. This trend reflects rising levels of disadvantage within more recent intakes.

Within the Pupil Premium cohort, White British PP students typically achieve higher outcomes than PP students from other ethnic backgrounds; however, both groups continue to attain below their non-PP peers. This highlights the persistent nature of attainment gaps and underscores the importance of culturally responsive teaching, targeted support, and personalised intervention to meet the diverse needs of all disadvantaged learners.

The INOVA School Excellence Strategy vision is to ensure that every child, regardless of background or starting point, thrives through equitable access to outstanding education. The Key Performance Indicators established in the INOVA School Excellence Strategy focus on tackling disadvantage and drive the Challenges within this Strategy Statement.

Our ultimate objectives are that our disadvantaged pupils attain superb outcomes in line with their non-disadvantaged peers, through equitable access to excellent teaching. We will also provide cultural capital 'Powerful Moments' to enhance their sense of belonging to school and ensure readiness for life in an ever-changing world – a platform for social mobility.

Our principles for tackling disadvantage have been established in partnership with national expert Marc Rowland, through the Learn Sheffield 'Making the Difference' programme:

- We will prioritise equity of access to excellent teaching provision, understanding that quality first teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.
- Targeted academic support will be data driven; care will be taken to ensure that participation in intervention does not involve pupils being withdrawn from other crucial activities.
- Wider strategies will focus on ensuring that our disadvantaged pupils feel a sense of belonging, reflected through strong attendance – this is key for securing excellent outcomes.
- We will take an empirical approach, with activities grounded in research. We will objectively measure impact through data, observation, case studies and student voice, adjusting strategy accordingly.

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes</p> <ul style="list-style-type: none"> • Non-PP 61.33 vs PP 41.18 (gap 19.52 points). • Small gaps in Chinese, Dual Science, Vocational Engineering, German. • Large gaps in Computer Science, Spanish, Music, History, Drama, Geography. • PP students lag in English & Maths by 35–40+ points, wider than national averages. • Gap most pronounced for minority ethnic groups and male PP students.
2	<p>Equity of access to excellent teaching</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>1. High-quality teaching EEF</p> <ul style="list-style-type: none"> • Ensure uniform classroom practices to reduce cognitive load using structured seating plans, timely feedback, and Step Lab guidance. • Use of EdTech: Provide disadvantaged students with devices, staff training, and personalized learning apps to support targeted interventions and monitor progress. • Equip teachers with up-to-date student data on progress, attendance, behaviour, and barriers to tailor teaching effectively for PP students. • Deliver appropriate, precise support so PP pupils can access the full curriculum without over-dependence. • Regularly review and adjust teaching strategies to ensure consistent, high-quality support and progress for all PP students.
3	<p>Literacy (reading, writing, oracy)</p> <p>Removing literacy barriers is essential for enabling disadvantaged learners to access the curriculum.</p> <ul style="list-style-type: none"> • Reading data informs classroom strategies and targeted interventions. • Pupils participate in interventions supported by high-quality teaching and a broad curriculum. • Literacy Focus emphasis on early reading skills, fluency, comprehension, and fostering a love of reading.
4	<p>Attendance</p> <p>INOVA Trust performance data indicates a strong positive correlation between the attendance and outcomes of disadvantaged pupils – strong attendance is key for equity of access to excellent teaching.</p> <ul style="list-style-type: none"> • PP Attendance increased from 89.4% (22/23) to 91.4% (25/26). • Non-PP Attendance rose from 93.8% to 95.4% over the same period. • Persistent gap in attendance remains around 4–5 percentage points annually.

5	<p>Powerful Moments – cultural capital and enrichment opportunities</p> <p><u>Supporting School Attendance - Reflection and Planning Tool - EEF</u></p> <p>A feeling of belonging is key to driving attendance.</p> <p>Engagement in cultural capital opportunities is key to pupils having equity of access to the national curriculum.</p> <p>Engagement in enrichment opportunities is key to developing pupils’ metacognitive and self-regulation strategies, and sense of belonging.</p> <ul style="list-style-type: none"> • PP student attainment has consistently risen across KS3 and KS4 over the last four years. • KS3 gap reduced from 23% (21/22) to 1% (24/25); KS4 gap reduced from -8% to 2%. • In 21/22, PP students (51%) outperformed non-PP (43%), showing potential for accelerated progress. • Maintain focus on sustaining progress and narrowing remaining attainment gaps. • Data needed on PP participation in trips to ensure equal access to learning beyond the classroom.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Challenge 1: Outcomes</p> <p>50% reduction in the A8 gap, in line with INOVA School Excellence Strategy KPI 1.</p>	<p>2026 performance data</p>
<p>Challenge 2: Equity of access to excellent teaching</p> <p>The teaching and learning priority is to ensure consistency across classrooms to reduce cognitive load for students. Key strategies include the use of structured seating plans and the provision of effective, timely feedback to support learning. Step Lab is employed to embed these practices, allowing staff to access guidance and examples that promote consistent approaches and high-quality teaching.</p> <p>All staff to engage in Pocket bi-weekly pocket pedagogy sessions to ensure consistency.</p> <p>Wave 1 teaching is a focus, with all staff engaging in Step Lab modules to improve practice identified during enacted curriculum walks.</p> <p>To create and regularly update Pupil Premium (PP) Passports to ensure all staff have an accurate, accessible overview of each PP student’s individual barriers, strengths, and support needs. These passports will collate key data—including progress,</p>	<ul style="list-style-type: none"> • All classrooms implement structured seating plans consistently. • Step Lab modules are completed by all staff, demonstrating engagement with guidance and best-practice examples. • Evidence from curriculum walks shows consistent high-quality teaching approaches across classrooms. • All staff attend bi-weekly Pocket Pedagogy sessions and can demonstrate application of strategies in lessons. • Staff demonstrate effective use of educational technology in lessons through observed practice or student outcomes.

<p>attendance, pastoral information, and identified challenges—and will be reviewed termly to reflect changes in circumstance.</p>	<ul style="list-style-type: none"> • Student voice indicates indicates reduced cognitive load and more effective learning. • All PP Passports are completed for every PP student and made available to staff by the start of each term • Classroom practice reflects information from PP Passports, demonstrated in lesson observations and pupil voice feedback.
<p>Challenge 3: Literacy (reading, writing, oracy) Ensuring that Pupil Premium pupils make strong progress in reading and close the achievement gap. While targeted interventions and high-quality instruction are in place, PP pupils require consistent support to address gaps in phonics, fluency, comprehension, and engagement. Embedding reading across the curriculum and promoting a love of reading remain key priorities, alongside effective monitoring and communication to ensure timely support and sustained progress.</p>	<ul style="list-style-type: none"> • PP pupils show measurable improvement in reading ages and comprehension scores. • Gaps between PP and non-PP pupils in reading attainment narrow over the year. • Targeted interventions for struggling readers are consistently implemented and monitored. • Reading is embedded across the curriculum, with all teachers promoting literacy in their subjects. • PP pupils actively engage in elective reading and demonstrate increased motivation to read. • Regular assessment and data tracking inform timely interventions and next steps. • Clear communication between staff, parents, and support teams ensures coordinated support for PP pupils.
<p>Challenge 4: Attendance Improve attendance among PP students to match that of non-PP students.</p>	<ul style="list-style-type: none"> • Attendance data to demonstrate improving attendance of PP cohorts in all year groups • Attendance data to demonstrate narrowing the gap between PP and Non PP cohorts in all year groups • Reach of attendance of 94.2%
<p>Challenge 5: Powerful Moments 100% of PP pupils to participate in cultural capital / extra-curricular / enrichment activities</p> <p>To ensure PP pupils attend extra-curricular clubs at rates comparable to their peers by eliminating existing participation gaps.</p>	<ul style="list-style-type: none"> • Tracking data indicating number/proportion of PP pupils participating in cultural capital / extra-curricular / enrichment activities • Student voice from PP pupils indicating positive response to opportunities

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £152,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic assessment: Whole school and departmental CPD activities Impact monitored through LEE (Learner Experience Enquiry), Health Check and StepLab focus	Diagnostic_Assessment_Tool.pdf	1, 2
Leadership capacity allocated to driving equity of access to excellent teaching: Assistant Headteacher INOVA Chief Learning Officer	Effective Professional Development EEF	1, 2
Transition to PedTech – Purchase of iPads for all teachers and pupils CPD for Digital Leader representative Trust CPD events and support from Showbie team	EdTech interventions for disadvantaged pupils EEF	1, 2
Ensuring that all staff consistently engage with StepLab and complete bespoke training through the Enacted Curriculum and Whole School Priorities modules.	EdTech interventions for disadvantaged pupils EEF	1, 2
Ensuring Pupil Premium pupils receive targeted support to access the full curriculum and make strong progress. Staff provide carefully planned, high-quality scaffolds that build independence, monitor impact, and adapt strategies to meet individual needs, ensuring all PP pupils can fully engage and achieve.	EdTech interventions for disadvantaged pupils EEF	1, 2
Pupil Premium pupils fully grasp new concepts and can apply them confidently. Teachers use clear explanations, questioning, modelling, and regular formative assessment to check understanding, address misconceptions promptly, and adapt teaching so that all PP pupils achieve strong, sustained progress.	EdTech interventions for disadvantaged pupils EEF	1, 2

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

Budgeted cost: £30,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fortnightly RAP meeting with SL Maths, SL English, SENDCo, Year Lead and Co-Head of School. Data analysis led by Co-Head of School.	EdTech interventions for disadvantaged pupils EEF	1
Y11 strategy including: Specialist Year Leads who exclusively lead KS4. Post-16 focus to help students identify next steps, including career interviews and parent engagement evenings. Early Y11 assessments to guide specific focus from class teachers. Robust PPE programme throughout Year 10 and Year 11. Over communication to families and students about the Year 11 year starting with Year Ahead and GCSE Exam Information Evening in January. Early Y11 progress evening to follow up after assessments.	EdTech interventions for disadvantaged pupils EEF	1, 2, 3
<i>After school revision</i> led by academic mentor, specialist teachers and Sixth Form mentors.	EdTech interventions for disadvantaged pupils EEF	1, 2, 3
<i>Form time</i> revision and independent practice by all KS4 students	EdTech interventions for disadvantaged pupils EEF	1, 2
Allocation of trust director for maths to work with targeted students in Y11	EdTech interventions for disadvantaged pupils EEF	1, 2

Bonus Maths, English or directed study for Y11 students	EdTech interventions for disadvantaged pupils EEF	1, 2, 3
Paired Reading for students with low reading with student mentors and community volunteers	https://files.eric.ed.gov/fulltext/ED581127.pdf	1, 3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Safeguarding interventions</p> <p>Highly skilled and experienced Inclusion Team deliver bespoke support and interventions across all Key Stages</p> <p>Specialist safeguarding and mental health teams offer a wider range of support including 1:1 provision</p> <p>Experienced, specialist PD staff deliver a diverse curriculum across all Key Stages which is reflective of the school context and safeguarding priorities</p> <p>Extensive staff CPD programme which highlights safeguarding priorities</p> <p>Specialist SEND Key Workers provide support</p>	<p>EEF toolkit – Social and emotional learning Social and emotional learning EEF</p>	4
Mental health and wellbeing interventions	<p>EEF toolkit – Social and emotional learning Social and emotional learning EEF</p>	4

<ul style="list-style-type: none"> • Highly skilled and experienced Inclusion Team deliver bespoke support and interventions across all Key Stages • Specialist safeguarding and mental health teams offer a wider range of support including 1:1 provision • Experienced, specialist PD staff deliver a diverse curriculum across all Key Stages which is reflective of the school context and safeguarding priorities • Extensive staff CPD programme which highlights safeguarding priorities • Specialist SEND Key Workers provide support 		
<p>Behaviour / Social and emotional learning interventions</p> <ul style="list-style-type: none"> • Highly skilled and experienced Inclusion Team deliver bespoke support and interventions across all Key Stages • Specialist safeguarding and mental health teams offer a wider range of support including 1:1 provision • Extensive engagement with external agencies including Forge Youth, CYT • Experienced, specialist PD staff deliver a diverse curriculum across all Key Stages which is reflective of the school context and safeguarding priorities • Extensive staff CPD programme which highlights safeguarding priorities • Specialist SEND Key Workers provide support • Adaptations to curriculum as required according to student need 	<p>EEF toolkit – Social and emotional learning Social and emotional learning EEF</p>	<p>4</p>
<p>Powerful moment opportunities for PP pupils</p> <ul style="list-style-type: none"> • Whole year group visits • Wide range of other trips and visits including • Opportunities for overseas residential visits 	<p>EEF toolkit – Social and emotional learning Social and emotional learning EEF</p>	<p>4, 5</p>

<ul style="list-style-type: none"> • Well-established DofE programme in Y10 and Y12 • Extensive offer of extra-curricular sports teams and fixtures including national-level competitions • Diverse and extensive performing arts offer including brass band, orchestra, wind band, staff/student choir, drama groups • Wide range of regular clubs and activities in all Key Stages eg. Pokemon, D&D, History Club, Debate Club • High profile praise and rewards strategy: Friday Rewards, Pastries and Postcards, Year Leader rewards • Ambitious community engagement offer eg. Visit to Blend Culinary Foundation, fundraising activities, charity week, readathon 		
<p>Tracking of PP participation in cultural capital / extra-curricular / enrichment opportunities</p> <ul style="list-style-type: none"> • Unifrog tracking of extra-curricular engagement • PP Annual Reviews and Passports • Regular student voice 	EEF toolkit – Social and emotional learning Social and emotional learning EEF	4, 5
<p>Trust Chief Inclusion Officer Data driven allocation of inclusion team to PP pupils</p> <ul style="list-style-type: none"> • Trust-wide PP and Powerful Moments strategy to support school programme of activities 	EEF toolkit – Social and emotional learning Social and emotional learning EEF	4, 5

Total budgeted cost: £ 203,622

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

1	2	PP	3	Non-PP	
4	22/23	5	89.4	6	93.8
7	23/24	8	90.3	9	93.8
10	24/25	11	90.3	12	94.8

Over the last three years, attendance for Pupil Premium pupils has shown a modest upward trend, though improvement has levelled off more recently. Attendance for non-Pupil Premium pupils has continued to rise steadily, reflecting a strong whole-school approach to promoting good attendance. Although the gap between the two groups has narrowed slightly at points, it remains consistently wide, indicating that disadvantaged pupils continue to face greater barriers to regular attendance. The plateau in PP attendance suggests that current strategies may need refining, with a greater focus on personalised and proactive support to address persistent barriers and sustain further improvement.

Outcomes

		#	Attainment 8					English and Maths	
			A8 overall	A8 baskets				EnMa 4+	EnMa 5+
				Score	English	Maths	Ebacc		
National			45.9*	9.8*	9.1*	13.4*	13.5*	Not available	48.1
Tapton		270	57.57	11.97	11.75	17.03	16.83	84.07	66.3
Gender	Males	134	54.33	11.04	11.73	16.03	15.53	82.84	61.94
	Females	136	60.76	12.88	11.76	18.01	18.11	85.29	70.59
	Gender Gap		-6.43	-1.85	-0.03	-1.98	-2.57	-2.46	-8.65
Pupil Premium	PP	52	41.81	9.63	8.38	11.58	12.21	55.77	34.62
	Non-PP	218	61.33	12.52	12.55	18.33	17.93	90.83	73.85
	PP Gap		-19.52	-2.89	-4.17	-6.75	-5.72	-35.06	-39.24

Tapton demonstrates strong overall academic performance, significantly exceeding national averages, with 84.07% of students achieving grade 4 or above in English and Maths, and 66.3% reaching grade 5 or above. The average Attainment 8 score of 57.57 reflects solid achievement across a broad range of subjects, including English, Maths, EBacc, and open baskets. Female students consistently outperform their male counterparts, with a clear gender gap evident across

all measures, especially in English and EBacc scores, highlighting the need for continued focus on supporting male learners to close this gap.

Despite these positive outcomes, a considerable disparity remains between Pupil Premium (PP) and non-Pupil Premium students. PP pupils perform substantially lower across all areas, with only 55.77% reaching grade 4 or above in English and Maths compared to 90.83% of non-PP students. The Attainment 8 score gap of nearly 20 points between these groups indicates a persistent inequality in educational outcomes. This gap is reflected across all subject baskets, with the most significant differences in EBacc and Maths, suggesting targeted interventions in these areas are essential.

Within the Pupil Premium cohort, White British PP students generally achieve higher results than their peers from other ethnic backgrounds, though both groups fall behind non-PP students. This highlights the nature of attainment gaps and the importance of culturally responsive teaching and support tailored to diverse student needs.

Attendance in Wider School experience:

	21/22		22/23		23/24		24/25	
	KS3	KS4	KS3	KS4	KS3	KS4	KS3	KS4
Non PP	68%	43%	85%	69%	75%	71%	66%	48%
PP	45%	51%	77%	60%	69%	66%	65%	46%
Gap	23%	-8%	8%	9%	6%	5%	1%	2%

Over time, attainment for both Pupil Premium and non-Pupil Premium pupils has fluctuated across key stages. While non-PP performance has varied, PP pupils have generally shown steady improvement, leading to a narrowing of the attainment gap. Overall, the data indicates that disparities between PP and non-PP pupils have reduced, though some variation remains, highlighting the need for continued targeted support.

Enhance Parental engagement:

23 - 24

Year group now	Year group in 2023	Total PP	PP attendance	PP attendance %	Total Non PP	Non PP attendance	Non PP attendance %
9	7	44	18	40.91%	207	174	84.06%
10	8	38	27	71.05%	210	174	82.86%
11	9	40	23	57.50%	210	195	92.86%

24-25

Year group now	Year group in 2024	Total PP	PP attendance	PP attendance %	Total Non PP	Non PP attendance	Non PP attendance %
9	8	44	14	31.82%	207	169	81.64%
10	9	38	35	92.11%	210	186	88.57%

11	10	40	20	50.00%	210	183	87.14%
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Across the two years, attendance patterns for Pupil Premium pupils show noticeable fluctuations, with some cohorts improving while others decline. In contrast, attendance for non-Pupil Premium pupils remains more stable and consistently higher. This results in a widening gap in certain cohorts and a narrowing gap in others, depending on the direction of PP attendance change. Overall, the data highlights that PP attendance is less consistent from year to year and more sensitive to cohort-specific challenges, indicating a continued need for targeted and responsive intervention to reduce variation and close the attendance gap.

Destination

	<u>2024</u>			<u>2025</u>		
	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>
Tapton 6 th	15	0	0	12		
Sheffield College	5	3	8	3	15	3
Other 6 th	7	0	0	11	0	0
Other college/ training provider	3	1	0	0	0	00
Apprenticeship	0			0		

The destination data for 2024 and 2025 shows that most students continued to progress onto Level 3 pathways, indicating a strong academic focus across both years. Tapton Sixth Form remained the most common Level 3 destination, though numbers fell slightly from 15 to 12. Sheffield College showed a notable shift, with Level 2 entrants increasing significantly from 3 to 15 in 2025, suggesting improved course suitability or increased interest at this level, while Level 3 and Level 1 numbers declined. Other sixth forms also became a more popular choice, with Level 3 destinations rising from 7 to 11. In contrast, no students moved on to other colleges or training providers in 2025, compared to four students in 2024, indicating a reduced need for specialist or alternative provision. Apprenticeship uptake remained at zero across both years, highlighting that this route continues to be less preferred or less accessible for students. Overall, the data suggests shifting preferences across providers but a consistent emphasis on higher-level academic study.

13 Reading Fluency:

Year 7 PP Reading Progress				
Overall Stanine	Expected	Higher	Much Higher	Total
1	2	0	0	2

2	1	0	0	1
3	1	0	0	1
4	5	0	1	6
5	3	1	0	4
6	3	1	0	4
7	4	2	1	7
8	0	3	3	6
9	0	0	3	3
Total	19	7	8	34
Year 8 PP Reading Progress				
Overall Stanine	Expected	Higher	Much Higher	Total
2	1	0	0	1
3	2	0	0	2
4	3	0	0	3
5	2	0	1	3
6	0	3	0	3
7	3	0	0	3
8	1	3	1	5
9	0	0	4	4
Total	12	6	6	24

There was positive reading progress for PP pupils in both Y7 and 8s. In Year 7, 19 of 34 pupils are making expected progress, while 15 (44%) are exceeding expectations. In Year 8, outcomes are stronger, with 12 of 24 pupils (50%) making higher or much higher progress. Overall, this indicates that targeted support is effective in accelerating reading progress for PP pupils and helping to narrow attainment gaps as they move through Key Stage 3.

Externally provided programmes

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

Programme	Provider
'Unravel' counselling / mental health services	Unravel
Step Lab	Step Lab
Forge Youth	Forge Youth
Sparx Reader	Sparx

EAL Star	EAL Star
InnerDrive	InnerDrive

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.