

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Sheldon School				
Academic Year	2019-20	Total PP budget	£224,000	Date for next internal review of this strategy	2021

CONTEXT Per person funding based on 2019-20 numbers. FSM6: £935, LAC and post LAC: £2,300 and Service Children: £300

Number of pupils eligible for Pupil Premium Funding	Number of eligible males	Number of eligible females	Number of pupils eligible for free school meals (last 6 years)	Number of Looked After Children	Number of post Looked After Children	Number of Service Children
310	159	152	238	8	9	60

- 7 students have more than one PP indicator e.g. FSM and LAC

2. Current attainment				
	PP	DP	Non PP	All Pupils
Progress 8 score average	N/A	N/A	N/A	N/A
Attainment 8 score average	N/A	N/A	N/A	N/A
(Results in 2020 were produced via CAGs or the algorithm)				

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Poor effort levels classwork and homework (engagement with school for some PP students)
B.	Behaviour for learning for some PP students is poor
C.	Poor literacy skills for some PP students
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates for many PP students -
E.	Lack of parental engagement with some PP student
F.	Lack of IT equipment at home or limited internet

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improved results – with support from HoF and HoY (and learning support)	GCSE Exam results 2021
B.	Improved attendance – with support from tutors, HoY (and pupil support)	Attendance figures show improved attendance – pupil support
C.	Improved behaviour - monitoring LLD and ETB and work with HoF and HoY (and behaviour support)	Monitor LLD and ETB and work with HoF and BS
D.	Reports show effort for classwork and homework improves	Average effort for PP pupils improve – shows increased engagement
E.	Encourage PP students to be fully involved in the life of the school	Increased involvement in extra-curricular activities and trips (when able to this year)

5. Planned expenditure

Academic year

2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide a high-quality teaching and learning experience for PP students and all pupils and ensure content and skills over the past 6 months that are deemed necessary are revisited.	High-quality teaching that supports the needs of all pupils in class which will benefit PP students and all. Students are in a position to be confident ahead of exams in 2021.	Evidence shows that high quality teaching and learning improves outcomes for all, but particularly PP students. The evidence suggests that the gap has increased between disadvantaged and non-disadvantaged during lockdown.	Ensure all staff know who their PP students are and strategies to support them in class. Continuing CPD programme – INSET, co-coaching, federation training. Teaching and learning priorities based on research – what is proven to work e.g. retrieval practice, language used to check progress, differentiation techniques etc Literacy policy – staff aware of literacy gap and strategies to overcome barriers. Word of the week, grammar tip of the week, even better words of the week.	JAO	Sept 2021
A focus on positive behaviour for learning with the new EPraise system.	All students have clear expectations in lessons and are engaged in learning without distraction. They are rewarded for positive behaviour and work.	Positive behaviour, in lessons, for learning will improve outcomes for all students especially PP students. Praise helps with engagement.	Staff training on the new EPraise system. Keep a high profile on praising positive behaviour whilst Continued staff training on de-escalation strategies. A continued focus on punctuality to lessons.	JAO SHM JXS	Sept 2021
A continued focus on completion of good quality homework, set through teams. Purchase and use GCSEPod and Oak National Academy to support homework and any further home learning.	More students are completing good quality homework and getting into good routines of independent learning.	Sutton Trust research – students who complete homework daily do nine times better than those who don't. New GCSEs require independent work.	Staff training on setting of homework on Teams and more retrieval practice through systems such as GCSEPod. Faculty support in school for completion of homework. Monitor those who are not completing homework and put support in place.	JAO	Sept 2021

Total budgeted cost					
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
DP targeted for additional one-to-one tutor support and create pupil profiles. Offering a Sixth Form mentor where appropriate and when able.	Find out barriers to learning and put support structures in place.	Intervene throughout the year to get additional support in place.	Pupil profiles completed and shared. Check on latest report data and monitor effort levels for class work and homework – select those underachieving for sixth form mentor. Sixth Form mentors during tutor time Regular meetings with Year Head to get feedback – evaluate whether to continue with mentoring.	JAO HoY	Sept 2021
Using teaching staff who are under allocation to support PP students in classes in their subject areas.	Extra support for PP students by subject specialists.	To give PP students additional help when they need it most in lessons.	Timetable the lessons with the support of HoF Regular teacher updates and pupil voice feedback Teacher support to ensure that DPs engage and understand the work each lesson.	JAO HoF	Sept 2021
Effective use of TAs to support the work of SEN DPs in class	Extra support for those students who are SEN and DP.	Raising awareness of SEND needs alongside additional barriers to learning will allow for best support as and when needed.	Of the 124 EHCP/K students who have access to TAs in lessons 39 of those are DPs. 9 DPs who have SEND needs are withdrawn from languages lessons to have additional Maths and English support in learning support.	JAO AXG SS	Sept 2021
Faculties to increase participation in extra-curricular activities and trips when able.	More take-up by PP students.	To provide experiences and give students context which will supplement their learning.	Ensure that Faculty Heads are inviting PP students to attend trips and clubs. Ensure Faculty Heads keep a record of PP attendance.	JAO HoF	Sept 2021
The development and sustaining of pastoral support interventions.	Year Heads (and tutors) to have an overview of needs and support and to ensure PP can succeed.	Year Heads and tutors working together to ensure positive praise is provided. They build positive relations with families and are aware of needs and support to provide best education for PP students	Tutors to make positive phone calls home. Tutors to monitor attendance and prioritise PP students. Year Heads to ensure PP students are on the Agenda of meetings throughout the year. Interventions are recorded by Year Heads and case studies kept.	JAO HoY	Sept 2021

To further audit home learning resources e.g. IT equipment and access to the internet. To try to support students through loaning school equipment.	Students can access Teams and GCSEPod to use at home. They can complete homework online and have resources, in case of further lockdown	We had to react quickly in March to lack of resources at home. We wish to continue to support remote learning if needed.	Updated lists kept centrally and updated when necessary. Keep a log of all loaned equipment.	RM JAO HoY	Sept 2021
Total budgeted cost					
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Apply for any National or local programmes to support one-to-one or small group 'catch up tuition.	Ensure students are ready for exams in 2021 and not further disadvantaged.	Increasing evidence of the attainment gap. Government schemes available and funded for some.	Applications are successful and students have the additional support they need.	JAO	Sept 2021
Maths intervention Year 11.	Improved outcomes.	Targeted support for students in ability bands for revision and examination technique.	HoF will evaluate. Pupil voice completed.	GRA	Sept 2021
English intervention Year 11.	Improved outcomes.	Targeted support for students in ability bands for revision and examination technique.	HoF will evaluate. Pupil voice to evaluate.	EIB	Sept 2021
Providing materials/financial support to aid learning.	To close some barriers to learning and to enrich the curriculum.	To support DPs into school and improve attendance and engagement.	To evaluate all requests when they are received and continue to provide financial support when students need it.	JAO	Sept 2021
Alternative provision when school is not appropriate and does not meet the students' needs.	The students can improve self-esteem, gain qualifications and have a tailor-made provision in small groups.	Sometimes school is too much for some PP students with complex emotional and behavioural needs. It would be better to be in small groups with provision suited to their needs	JXS Alternative Provision co-ordinator to oversee supported by PS (inclusion co-ordinator). JAO to check on PP students on AP (attendance/progress) – through behaviour support and JXS.	JAO JXS PS	Sept 2021
Total budgeted cost					

6. Review of expenditure Pre-lockdown up to March 2020

Previous Academic Year		2019-20		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provide a high-quality teaching and learning experience for PP students and all pupils.	High-quality teaching that supports the needs of all pupils in class which will benefit PP students and all.	<p>PP students results improved slightly – in some subjects more than others such as Hums and Languages.</p> <p>Staff aware of PP in classes – PP booklet issued non-negotiables brought in e.g. speak to every PP each lesson and send praise postcards home. Inset provided on evidence-based closing the gap strategies.</p> <p>Retrieval practice – need for continued revision instead of end of course revision has become part of lessons. Hopefully the impact will be seen in results over next few years. Workshops and a T&L priority.</p> <p>A focus on closing the vocabulary gap with 'word of the week' moving to 'Spag of the Week'. Staff had inset by SHM on closing the literacy gap.</p> <p>Tracking PP students looking at data in reports and effort grades for c/w and h/w in order for JAO and HoY to intervene effectively.</p>	<p>Results 2019 compared to 2020: PP = -0.373 (19) to -0.25 (20) DPs = -0.603 (19) to -0.53 (20) non-PP = 0.175 (19) to +0.11 (20) and whole school = 0.061 (19) to +0.04 (20) clearly shows more work is to be done and a whole school focus on DPs needs to continue in 2020-21.</p> <p>Continue with research-based strategies that work.</p> <p>Attendance of DPs needs a continued focus next year – particularly Y10 and Y11 after time missed. Ensuring they have the opportunities to complete any work not understood.</p> <p>Tutors and Year Heads to find out reasons for absence and if it is Covid related – ensure they have work to complete at home and the resources in order to do it.</p>	£49,813
A focus on positive behaviour for learning.	All students have clear expectations in lessons and are engaged in learning without distraction.	<p>A continued focus on 3x more praise than negatives e.g. postcards home.</p> <p>A focus on positive conversation and praise for the PP students each lesson.</p> <p>Staff to meet and greet at the door. Following the sanctions staircase when needed has reduced, monitor punctuality in lessons. CPD for staff.</p> <p>Non-negotiables for DPs – speak positively every lesson and send praise postcards home each term.</p> <p>Teachers and tutors spend time calling home, sending praise postcards and reinforcing messages on a one-to-one basis and in tutor sessions. Using under allocated teachers to support groups if needed.</p>	<p>In lesson behaviour is much improved – but a continued need to work on:</p> <p>Punctuality to lessons.</p> <p>Turnaround between lessons 1-2, 3-4 and 5-6 needs continued presence of staff in corridors.</p> <p>Positive behaviour during break at lunch needs further improvement with some of our students.</p>	£5,000
Teaching assistants are used effectively in lessons to support students.	All TAs to work with teachers and to know who the PP students are in lessons – to support, if needed	<p>TAs in class support to support those PP students with SEND Needs benefits all. TAs provided with training and information on all their DPs in class. Included in closing the gap inset.</p> <p>39 disadvantaged pupils with SEND needs had access to a TA in their lessons and some disadvantaged pupils had additional intervention e.g. withdrawal from MFL and having extra English and Maths sessions, rapid reader programme, equine therapy, mentoring or tutor support.</p>	<p>To continue to monitor, track and evaluate use of Tas in class next year.</p> <p>To include Tas in training and encourage involvement in T&L Team</p> <p>JAO to continue to meet regularly with AXG and SS to discuss SEND pupils who are DPs with in class support strategies discussed and evaluated.</p>	£9,761

A continued focus on completion of good quality homework	More students are completing good quality homework and getting into good routines.	Faculties provided support at lunch times to help students Homework report cards were monitored by HoY and for worst offenders – JAO. Lists were provided of those who had not completed homework each week and parents were contacted to try to engage parents in their child's homework.	Of the 17 students who had a whole school homework detention – 7 were DPs Two students had more than one detention and both are DPs The homework club in LS is not being used enough and staff are paid to supervise every lunchtime – more students need to use this facility next year.	£2,357
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ii. Targeted support Pre-lockdown to March 2020

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
DP mentoring/ intervention	Find out barriers to learning and put support structures in place	Pupil evaluation on mentoring was very positive – with many expressing the desire to have it for longer – but is that because for some mentoring they were withdrawn from lessons? The four mentors recorded issues and barriers to learning so support could be put into place. Tutors prioritised extra one-to-one meetings with DPs Sixth Form students supported DPs during pastoral mentoring.	This type of mentoring does help engage some. However, it does pull students out of lessons for a short period of time and we not be withdrawing students from lessons in the future apart from tutor one-to-ones. Students are better supported in class.	£18,300
The development and sustaining of pastoral support interventions.	Year Heads (and tutors) to have an overview of needs and support and to ensure PP can succeed.	Every Y11 DP received some mentoring and extra support throughout the year. Heads of Year met with JAO and discussed DPs and support provided. PS workers liaised with JAO on support provided. DPs discussed in year teams and year head meetings.	Discussing ways to better record interventions needs to happen so JAO can monitor easily and build up case studies on effective strategies. JAO to work with MRM to ensure regular intervention is taking place for under-achieving students which include DPs	£29,549

iii. Other approaches Pre-lockdown to March 2020

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Small group Maths KS3 and KS4.	More one-to-one teaching time.	The small groups help provide pupils with a positive and focused approach with appropriate levels of expectation. Two additional sets were staffed in both Year 10 and 11. This reduced class sizes and allowed more targeted work to be given to pupils.	The maths faculty are very keen for this approach to continue, however, due to costs and research which has shown this is less effective than another teacher supporting the main classroom teacher we won't be continuing with this approach.	£33,732

Maths intervention Year 11.	Improved outcomes.	Some targeted lunch time and after school sessions were held after the mocks. Unfortunately, due to lockdown no other intervention sessions were held.	We hope we to run intervention sessions again this academic year.	£1,000
Small group English KS3 and KS4	More one-to-one teaching time.	The small groups help provide pupils with a positive and focused approach with appropriate levels of expectation.	The English faculty have carefully selected students and teachers to work together and the extra class gives that additional flexibility. however, due to costs and research which has shown this is less effective than another teacher supporting the main classroom teacher	£33,732
English intervention Year 11.	Improved outcomes.	Some targeted lunch time and after school sessions were held after the mocks. Unfortunately, due to lockdown no other intervention sessions were held.	We hope we to run intervention sessions again this academic year.	£1,000
Providing materials/financial support to aid learning	To close some barriers to learning and to enrich the curriculum	Uniform was bought when requested, rail cards were bought to get a student to school. KS3 PP visit organised. Financial support for whole year group trips e.g. camp. Overseas trips were part funded. Gym membership was bought – which improved the attendance of a Year 10 student. A school bag was also purchased.	We have to continue to support these students to help get them into and keep them in school Perhaps invite more DPs to extra events and trips and offer financial support in advance, rather than waiting for requests	£6,200
Alternative provision when school is not appropriate and does not meet the students' needs	The students can improve self-esteem, gain qualifications and have a tailor-made provision in small groups. Other students in school are not affected	14 out of 18 students who had some alternative provision programme were DPs – despite extensive support lower down the school. 10 out of the 14 DPs improved in terms of student engagement, parent engagement, attendance improvement and getting access to further courses 5 out of the 7 Year 11 DPs took qualifications, including GCSEs in the summer of 2019 Other students were on reduced timetables and were provided AP e.g. equine therapy for short periods of time	4 students despite repeated intervention didn't engage with AP. One refused to attend managed move school despite providing equipment and uniform One parents refused to engage with school and refused any AP options/courses Two students who had college course arranged – one had poor attendance the other refused to attend at all There is a need to continue to engage with parents in every stage and from when students start school It remains clear that for some students school is not the appropriate place for them and we will continue to investigate alternative options	£10,000

7. Additional detail

For a breakdown of all costs – there is a financial spreadsheet for the academic year 2019-20 and financial calculations for 2020-21.

iv. Targeted support during lockdown

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Ensured PP families were managing at home and well.	Families were safe, fed and healthy.	Vulnerable children had weekly phone calls home from tutors/HoYs. Pupil support workers made home visits, did food shopping, collected food from food banks. FSM vouchers were arranged immediately, before the government scheme began. For those not coping, support was put in place e.g. support to complete forms, counselling, more regular home visits, contacting agencies on family's behalf.	Ensuring that contact was made with vulnerable families was essential to provide well-being checks.	£2000
Ensured all students had access to home learning.	To ensure students kept on top of school work to try to prevent a widening gap.	Many DP students had limited access to laptops/Wi-Fi. We loaned over 50 school laptops over the course of lockdown plus 2 laptops from WIN (Wessex Inspiration Network). We were given 13 government laptops and 6 dongles in July and an additional 29 Wiltshire laptops arrived end of July. The latest software was uploaded on to some students own devices. We posted work packs home every fortnight to 114 students Year 7-12. Without the above students would have struggled to access any work at home. Over 30 students had individual tutoring provided by a tutor in school.	Limited technology, shared technology and limited IT skills is a concern and needs to be regularly assessed even after the pandemic.	£5,809
Some students e.g. LAC encouraged to attend school.	To provide some of the most vulnerable students structure and normality. To ensure they were fed and healthy.	Students had a mixture of lessons and sport every day Monday-Friday, including Easter and May half term. Staff were on a rota and 8 staff were in each day. It meant they had to get up and dressed and kept in a routine. They were also provided with a hot meal during the day. Transport to and from school was provided if needed.	For some children they need the structure of the school day in order to remain well mentally and physically.	£19,819