

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Sheldon School				
Academic Year	2018-19	Total PP budget	£232,825.42	Date for next internal review of this strategy	2020

CONTEXT Per person funding based on 2018-19 numbers. FSM6: £935, LAC and post LAC: £1900 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
265	141	123	202	11	2	53

\*4 pupils receive both services and FSM6 funding.

2. Current attainment				
	PP	DP	Non PP	All Pupils
Progress 8 score average	-0.373	-0.603	0.175	0.061
Attainment 8 score average	40.41	36.69	53.60	50.81
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 - 43% of the 42 DPs in Y11 2018-19 had persistent absence of below 90%			
E	Lack of parental engagement with some PP students			

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

## 5. Planned expenditure

Academic year

2019-20

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	High quality teaching that supports the needs of all pupils in class which will benefit PP students and all	Evidence shows that high quality teaching and learning improves outcomes for all, but particularly PP students	Ensure all staff know who their PP students are and strategies to support them in class CPD programme – INSET, co-coaching, federation training Teaching and learning priorities based on research – what is proven to work e.g. retrieval practice Ensure staff have an awareness of ‘cultural capital’ and strategies to overcome barriers. Support visits and trips to enhance curriculum 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 2020
A focus on positive behaviour for learning	All students have clear expectations in lessons and are engaged in learning without distraction	Positive behaviour, in lessons, for learning will improve outcomes for all students especially PP students	Staff training on modelling and role play dos and don'ts Keep a high profile the sanctions staircase and x3 praise to 1 negative referral Workshops on de-escalation strategies	JAO SHM	Sept 2020
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	Teaching Assistants are used in lessons to support SEND students (some of which are PP) – but the most effective TAs will support additional students when required in the lesson.	SS asks all TAs to look up classes and record SEN and PP students – QA evidences that TAs are aware of DPs and can help support them in class HoF to remind teachers effective use of TAs in lessons and will monitor Workshop in the schedule for 2019-20	JAO AXG SS HoF	Sept 2020
A continued focus on completion of good quality homework	More students are completing good quality homework and getting into good routines	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 quality and setting of homework and Faculty support for completion Continued discussions in HoF meetings Monitor those who are not completing homework and put support in place Use the homework club in LS	JAO	Sept 2020
<b>Total budgeted cost</b>					<b>£50,500</b>

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
DP mentoring/ intervention	Find out barriers to learning and put support structures in place	Intervene throughout the year to get additional support in place	Check on latest report data and monitor effort levels for class work and homework – select those underachieving Sixth Form to support lessons when needed Sixth Form mentors during tutor time Regular meetings with mentors/students to get feedback – evaluate whether to continue with this approach or to try a different approach	JAO HoY	Sept 2020
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 2020
Faculties to increase participation in extra-curricular activities and trips	More take-up by PP students	To provide experiences and give students context which will supplement their learning and give them cultural capital	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 2020
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 know their PP students and prioritise them for one-to-one mentoring 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 Suggest a PP link tutor for each year group – trial with Year 7 2019-20 Interventions are recorded and case studies kept	JAO HoY	Sept 2020
<b>Total budgeted cost</b>					£105,000

<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Small group Maths KS3 and KS4	More one-to-one teaching time and improved outcomes	Creating an additional group on both sides of the year will reduce class sizes and enable more 1-1 time for each student for all pupils (including DPs)	HoF will ensure the appropriate students are placed with the correct staff	GRA	Sept 2020
Small group English KS3 and KS4	More one-to-one teaching time and improved outcomes	Creating an additional group on both sides of the year will reduce class sizes and enable more 1-1 time for each student	HoF will ensure the appropriate students are placed with the correct staff	EIB	Sept 2020
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 2020
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 2020
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 2020
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	Sometimes school is too much for some PP students with complex emotional and behavioural needs. It would be better for them 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 2020
<b>Total budgeted cost</b>					<b>£117,300</b>

6. Review of expenditure				
Previous Academic Year		2018-2019		
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 TA support for PP students with SEND	Exam results for all students improved. PP students results improved slightly – in some subjects more than others Staff aware of PP in classes – PP booklet issued Inset on 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 QA and PM clearly shows that the vast majority of staff provide a high quality teaching and learning experience A focus on closing the vocabulary gap with 'word of the week' was introduced in January demystifying words that are commonly misspelled – created a discussion between staff and students over language 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	Results: PP = -0.373 DPs = -0.603 non-PP = 0.175 and whole school = 0.061 clearly shows more work is to be done and a whole school focus on DPs has to be a priority for 2019-20  Attendance of DP students need to be a focus next year – particularly Y10 and Y11: 43% of the 42 DPs in Y11 had persistent absence of below 90% 36% of the 39 DPs in Y10, 34% of 41 students in Y9, 16% of 49 students in Y8 and 20% of 46 students in Y7  A need to cut down on number of columns in the intervention chart as it needs to be more manageable for staff to complete	£44,286
Provide support for DPs who have SEND needs	To help support DPs with SEND needs in class and through intervention strategies – help them to succeed and break down barriers to learning TA support for PP students with SEND	TAs in class support to support those PP students with SEND Needs benefits all 42 disadvantaged pupils with SEND needs had access to a TA in their lessons 36 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.	To monitor, track and evaluate interventions more closely next year. JAO to meet more regularly with AXG to discuss SEND pupils who are DPs	£56,621
To provide a family liaison support worker in pupil support	To have one person to build relationships with these students (prioritising DPs) and their families and find their barriers to learning	AB was instrumental in finding out why students weren't in school, or whether there were any barriers to their learning. Through AB requests were received for uniform, travel cards, gym membership, support for trips etc If there were issues – there would be home visits	This has been a very successful appointment and to continue to build on the support next year	£8000

A focus on positive behaviour for learning	A calm purposeful class with students ready to learn	A new system of APs in Y9 worked well and the pupils liked them A continued focus on 3x more praise than negatives e.g. postcards home A focus on positive conversation and praise for the PP students each lesson Staff to meet and greet at the door Following the sanctions staircase when needed has reduced	In lesson behaviour is much improved – but a continued need to work on: Punctuality to lessons Turnaround between lessons 1-2, 3-4 and 5-6 needs continued presence of staff in corridors Positive behaviour during break at lunch needs further improvement with some of our students	£2873
A focus on completion of good quality homework	Faculties to provide support for homework and JAO to track the new system of those who regularly don't complete homework to an acceptable standard or at all.	There were fewer whole school homework detentions than expected Y7 and 10 had the smallest number of detentions – the after school detention trial on a Friday seemed to work as a deterrent for most Faculties provided support at lunch times to help students	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	£4,235

## ii. Targeted support

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 The four mentors recorded issues and barriers to learning so support could be put into place. E.g. New trousers were paid for, Y8 de-motivated boys went to the fire station and their efforts increased in class afterwards and some vulnerable girls had some assertiveness and defence workshop Tutors prioritised extra one-to-one meetings with DPs Sixth Form students supported DPs during pastoral mentoring	This type of mentoring does work for many. Some students refuse it and we don't force them to have extra support It does pull students out of lessons for a short period of time and we will need to evaluate the impact of that next year. But it has been valuable so will continue	£7,210
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	HoY reviewed report data and had regular intervention with students who were underachieving and DPs were prioritised JXB after school support and TBR homework support again prioritised DPs in Y11 Every Y11 DP received some mentoring and extra support throughout the year	LS and BS didn't always get information about who was receiving extra mentoring and this needs to happen next year Better recording of interventions and checking of recording need to be in place so JAO can monitor easily and build up case studies on effective strategies JAO to work with BSD to ensure regular intervention is taking place for under-achieving students which include DPs	£8,045

### iii. Other approaches

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
<p>Small group Maths KS3 and KS4. Small group Maths helps to secure high quality teaching through using teachers to decrease group sizes.</p>	<p>To provide more opportunity for pupils to receive individual help from their teacher and TA. Many pupils work better in smaller groups and are able to ask for help when required.</p>	<p>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. For example, on the B side, two of the created groups achieved SPI (Value Added) better than the whole cohort figure, with DP pupils achieving better than the average. Two pupils (1 DP) were extracted from certain lessons and completed the Edexcel Entry Level, both achieving Level 2.</p>	<p>The maths faculty are very keen for this approach to continue (subject to funding). Teachers and TAs get to know the pupils well and are able to target pupils requiring specific help. The model is now running in 2019/20 and will be reviewed at the end of the year.</p>	<p>£31,070</p>
<p>After school Maths surgery: 4 teachers are available on Tuesdays and Thursdays between 3.00 – 4.00 pm for drop-in surgeries throughout KS4 and KS5.</p>	<p>Pupils are encouraged to bring along exam revision and help is available when needed.</p>	<p>Up to 50 pupils from KS4 and KS5 regularly attended these sessions, with take-up increasing towards exam sittings. Pupils very much appreciate the facility. Many of those pupils who would benefit do not attend these sessions.</p>	<p>Pupils (especially DPs) need to be reminded and encouraged to attend by their class teachers. There is a need to reduce boundaries – how to get there and home.  We are continuing with this approach this year. We will personally invite disadvantaged pupils who would benefit and evaluate progress.</p>	<p>£12,280</p>
<p>Maths Revision Masterclasses: 3 x 2-hour sessions of GCSE revision took place before each GCSE exam. All pupils in the year group were invited and all Maths teachers were utilised.</p>	<p>Pupils attended sessions taken by their own class teacher. The aim was to consolidate the typical material needed and to focus on certain key topics for particular classes.</p>	<p>Attendance was approximately 90%, 60% and 50% for each successive session.</p> <ul style="list-style-type: none"> <li>• 66.1% Y11 DPs achieved 9-4 in maths</li> <li>• 23.2% Y11 DPs achieved 9-5 in maths</li> <li>• 83.6% Y11 non-DPs achieved 9-4 in maths</li> <li>• 60.0% Y11 non-DPs achieved 9-5 in maths</li> </ul> <p>The sessions were effective, but clearly had more impact at 9-4 than at 9-5.</p>	<p>Attendance to the sessions needs to improve. Pupils had been told via letter and all parents had been emailed. We will advertise these sessions well in advance at the parents evening and revision briefing.  We will continue with these masterclasses next year. We will personally invite disadvantaged pupils who would benefit.</p>	<p>£3,306</p>



English intervention Year 11. Small groups of pupils withdrawn from core PE/PSRE to complete a programme of 6 double lessons focusing on Language.	Support student progress. Increase confidence. Close gap between performance of PP students and main cohort. Pupils meet or exceed FFT20 targets in English Language or Literature.	Pupil feedback from evaluation forms was very positive. 19/35 pupils regularly attending these sessions were PP. 74% of these met or exceeded their English Language or Literature FFT20 target. As only 43% of the intervention group as a whole (35 including non-PP students) met or achieved their target, the impact the intervention had on PP students was proportionally much higher.	Timetabling for year 2019-20 will enable greater consistency in delivering the intervention units. Continue to mix PP and non-PP students for reciprocal support. Increase opportunities for students to evaluate their own progress.	£514
Year 11 Period 7 English Intervention 6 x one hour sessions for identified pupils working below target to improve set text English Literature skills.	Support student progress. Increase confidence. Close gap between performance of PP students and main cohort. Pupils meet or exceed FFT20 targets in English Literature.	Pupil feedback from evaluation forms was very positive. 7 PP had regular attendance and 5 met or exceeded their target grade. This was in line with the performance of non-PP students attending similar intervention sessions after school.	Fewer PP pupils attend these sessions and the nature of those who did attend was characterised by a positive attitude towards school and determination to do well. Although pupils are formally invited, it is not compulsory to attend and there may be legitimate barriers that prevent PPs from committing to after school opportunities. We could: <ul style="list-style-type: none"> <li>offer more incentives/rewards to encourage DP attendance;</li> <li>buddy a PP with a non-PP for extra support;</li> <li>improve home school contact to remove some barriers to progress.</li> </ul>	£796
Small group English KS3 and KS4	To provide more opportunity for pupils to receive individual help from their teacher and TA. Many pupils work better in smaller groups and are able to ask for help when required.	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 that would be good to continue.	£31,070
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	£5,479

<p>Alternative provision when school is not appropriate and does not meet the students' needs</p>	<p>The students can improve self-esteem, gain qualifications and have a tailor-made provision in small groups. Other students in school are not affected</p>	<p>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</p>	<p>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</p>	<p>£5,000</p>
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## 7. Additional detail

For a breakdown of all costs – there is a financial spreadsheet for the academic year 2018-19 and financial calculations for 2019-20.

