Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Sheldon School
Number of pupils in school	1,651 1,311 Years 7-11
Proportion (%) of pupil premium eligible pupils	18.6% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mr N Spurdell, Headteacher
Pupil premium lead	Miss J Owen
Governor / Trustee lead	Mr M Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,900
Recovery premium funding allocation this academic year	£30,596
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	£280,496

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, starting points or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, reducing gaps in performance between disadvantaged and non-disadvantaged learners over the next three years. Led by the research and evidence of what works, our priority is to ensure that high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We hope this will have the greatest impact on closing the attainment gap between those considered disadvantaged and those not, whilst having a positive impact on progress for both.

Our approach will be responsive to common challenges as well as focusing on individual needs such as poor attendance, engagement and behaviour. Our interventions will be firmly based on evidence such as internal report data, attendance figures and behaviour demerits.

We hope that a focus on high-quality teaching for all; targeted academic support for those who need it; and wider strategies to support individual concerns regarding attendance, engagement, behaviour and social and emotional health will improve the outcomes for all students, with the disadvantaged learners benefitting the most.

We are taking on a whole school approach to Pupil Premium students, with tutors and Heads of Year; teachers and Heads of Faculty monitoring progress, attendance and behaviour in their respective areas. Staff will ensure disadvantaged pupils are challenged in the work that they're set and act early to intervene at the point need is identified and prioritise the disadvantaged students for intervention and support. The three-year plan will be reviewed annually and adjusted if necessary.

Disadvantaged learners may, at times, include other groups of students that don't necessarily have the allocated pupil premium funding e.g. children with a social worker or those who are young carers.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils is generally lower than that of their peers and gaps between those who are considered disadvantaged pupils and non-disadvantaged are wide.
	Disadvantaged students gaining 5 GCSEs including English and maths at grade 5s and above in 2019: 10.8%; 2020: 21.21%; 2021: 27.03% which is a gap compared to their non-disadvantaged peers of 2019: -38.3%; 2020 -31.49% and in 2021 -30.47%.
	Disadvantaged students gaining 5 GCSEs including English and maths at grade 4s and above in 2019: 40.5%; 2020: 30.3%; 2021: 48.6% which is a gap compared to their non-disadvantaged peers of 2019: -35.4%; 2020: -47.71% and in 2021: -34.05%.
	Sheldon compared to National and Wiltshire average Attainment 8 scores 2020-21: National DP 38.9, non-DP 50.5, gap: -11.3; Wiltshire DP 32.2, non-DP 47.7, gap -15.5; Sheldon DP 36.98, non-DP 53.85, gap -16.87. that Sheldon's gap is 50% bigger than national and that DP performance is c. 5% behind the National level. If DP children were as far ahead of the National level as non-DP, then Sheldon would be doing really well.
2	Our data from the start of term shows that there is an attendance gap between disadvantaged and non-disadvantaged pupils (up to November 15[th)]) of 6.32%. Year 7 3.3%; Year 8 8.3%; Year 9 6.9%; Year 10 6.8% and Year 11 7.6%.
	Of the 486 students below 90% attendance, 101 are disadvantaged pupils compared to 386 non-disadvantaged students. This equates to 47.6% of disadvantaged students who are considered to be persistently absent compared to 35.1% of non-disadvantaged students.
	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Social and emotional issues particularly affect DPs, which has an impact on their attainment. Our pastoral support team, including tutors and year heads have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic.

	During the pandemic, teacher referrals for support markedly increased to our student support service in school. 124 pupils 7-13 (10 of whom are disadvantaged) currently require additional support with social and emotional needs with counselling and SEMH mentoring. 7-11 there are 108 students in total with 9 considered disadvantaged. This represents 9% of non-disadvantaged pupils compared with only 4.24% of disadvantaged pupils currently getting additional support from in-school services. Despite this, some of our disadvantaged students have had more extreme SEMH needs requiring the support of external agencies. Therefore, it is a challenge that is of utmost importance for all our students.
4	Our observations and behaviour data, which includes alternative provision data, highlights that a number of our disadvantaged pupils struggle to regulate their behaviour which has a detrimental impact on their academic progress. Our behaviour data to present (November 15th) the average demerit count for non-pupil premium students was 3.86 whereas those who were pupil premium were 7.07 and the average demerit value for non-pupil premium students was 4.75 whereas those who were pupil premium were 9.87. This clearly shows that pupil premium students are more likely to get demerits and they are more likely to be more serious behaviours, such as internal and external exclusions. However, our disadvantaged students are getting as many praise points as non-disadvantaged students. 8.01% of our disadvantaged students (up to the 15th November) have had fixed term exclusions compared to 1.36% of non-disadvantaged, with the gap of 6.65% which is in line with the National average of disadvantaged being 4-5 times higher than non-disadvantaged.
5	Lack of parental engagement with some PP students has a negative impact on academic progress and wider engagement with school. Due to the pandemic disadvantaged families were contacted on a regular basis, especially during lockdowns. As school returns to a more normal routine, we will monitor attendance to events and parents' evenings this academic year. Disadvantaged students have a higher increased in unexplained absence (3.8% compared to 1.4% whole school average – which means that parents haven't provided reasons).
6	National and local research suggests that KS3 disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. In Sheldon, in our current Year 7 14.7% of all students were below age-related expectations in spelling and reading and were identified for targeted intervention. This equates to 20% of our disadvantaged students and 11.15% non-disadvantaged which shows there is a clear gap.

	At KS4 in Wiltshire the gap for students achieving English and Maths 5+ 2021 - 29.4 – Sheldon is -30.89 and for students achieving both English and maths 4+ -32.9 – Sheldon is -36.9.
7	The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with some tasks. 25 - 32% of our disadvantaged pupils arrive in Year 7 with below age-related expectations compared to about 14% of their peers. Subsequent internal and external assessments (TAGs) for 2021 show that the proportion of disadvantaged pupils leaving school without a pass (i.e. Grade 3 or below) is 21.7% compared with only 8.6% of their peers.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	By the end of our current plan in 2024/25, KS4 outcomes: The gap between disadvantaged and non-disadvantaged closes to 20% for 5 GCSEs or more including English and Maths at Grade 5 and above. The gap between disadvantaged and non-disadvantaged closes to 25% for 5 GCSEs or more including English and Maths at Grade 4 and above. Nationally, the current gap of those students gaining 4 and above in both English and maths is 27%.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • The aim for all pupils to have 95% attendance, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced for each year group. • Demonstrated by reducing the numbers of persistent absence annually.

To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils' behaviour has shown sustained improvement by 2024/25 demonstrated by: • the overall gap in numbers of demerits (both average count and value) between disadvantaged pupils and their non-disadvantaged peers being reduced by 2. • Intervening early when behaviour causes a concern to reduce the numbers of fixed term exclusions and the gap between disadvantaged and non-disadvantaged is below 4%.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved reading comprehension among disadvantaged pupils across KS3.	The identified students who are below age-related expectations in spelling and reading at KS3 get additional support from the SRA reading programme, SRA reading boxes and rapid reader programmes. Their age-related reading ages improves every time they are tested.
Improved maths attainment among disadvantaged pupils across KS3 and 4.	To reduce the gap between disadvantaged and non-disadvantaged students which was 13.1% in 2021 by 5% to 8.1%.

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: £139,046.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching and learning CPD focussed on strategies shown to have high impact on progress of all pupils. Through in-house whole school CPD, workshops, and external providers e.g. the National College	The EEF and other research clearly shows that high quality teaching and learning improves outcomes for all students, but particularly has the biggest impact on disadvantaged learners. Evidence suggests that gaps between disadvantaged learners and those not considered disadvantaged have widened during the pandemic and it is important to focus on quality teaching and learning, identifying gaps in learning and intervening quickly. Quality teaching and learning such as retrieval practice, regular feedback, modelling and scaffolding, questioning and teaching students meta-cognitive strategies the EEF have found to have high impact on progress. It is also important to have high challenge for all.	1, 6 and 7
Staff training for, and monitoring of, the new behaviour policy using praise points and demerits	Behaviour for learning in the classroom is necessary for progress to be made. Consistency is key for all staff and students and a same language needs to be used, with de-escalation strategies key. Regular praise encourages students, whilst following the behaviour policy consistently ensures students know the expectations.	4
Deploying additional teachers to support exam classes as an additional teacher to help support students who are struggling to progress	Rather than withdrawing students from lessons more support is provided in lessons to help spot misconceptions and help model and scaffold work.	1, 6 and 7
Continued focus on homework in order to consolidate learning and to train students to become independent learners by using a variety of strategies including online platforms.	The EEF have shown that when homework is used effectively, such as short and focused interventions it can be effective in improving students' attainment A variety of homework that can check knowledge e.g. quizzes and have instant feedback is useful to identify gaps and misconceptions Giving students homework that teaches them how to learn (meta-cognitive strategies) have been shown to have high impact on attainment according to the EEF	1, 6 and 7

Teaching staff to make positive contact with home and Year Heads monitor parent attendance to parents' evening and parent forums	Parent involvement and engagement has a moderate impact on student progress according to the EEF Parents of some disadvantaged students have had a negative experience with their own learning and it is important to engage with parents positively rather than negatively The Harvard Family Research Project and the GTC have further information about the benefits of parental engagement	5
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: To teach maths well, teachers need to assess pupils' prior knowledge and teach problem solving strategies to help pupils to develop more complex mental models: Hegarty maths has been purchased to develop all students' maths skills. To begin the Brilliant tutoring programme for current Year 10 students. Both Hegarty maths and the Brilliant tutoring programme will evaluated for impact by monitoring student outcomes.	1
Improving reading and literacy through whole school strategies building on prior work with everyone reads in class and prior CPD.	Continuing to intervene once we have identified students who are below age-related expectations in spelling and reading in Year 7. Continued use of SRA reading programme, SRA reading boxes and rapid reader programmes to monitor progress of each individual after each reading test. Much recent research has been carried out on the vocabulary/reading gap between students who are considered disadvantaged compared to those who are not and they have concluded schools can support by making reading normal across all subjects. To monitor the impact of the English Faculty's focus on reading, continued use of library lessons for Key Stage Three and vocabulary lists for all year groups through pupil voice and library use. To monitor the impact of Book Buzz for Y7 Y8 which gives each student a reading book, through pupil voice and use of the library.	1 and 6

| | Continue with the 'what staff are reading displays' and tutor work focuses on language/word of the week to make reading normal across all subject areas and to monitor the impact through pupil voice.

To begin the Brilliant tutoring programme for current Year 10 students and assess its impact on student outcomes. | |

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

Budgeted cost: £116,946.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year Heads/ Faculty Heads and SMT to regularly meet to discuss students' progress and interventions, especially after scheduled reports.	There is a clear need to regularly monitor progress, identify gaps in knowledge and intervene when students are not making expected progress. This will be expected in the classroom every lesson, however, it is also important for Heads of faculty at key reporting times to have an overview of progress and interventions taking place to ensure they are happening. The outcomes will be monitored for effectiveness in each report scheduled.	1 and 6
Subscribing to online platforms like GCSEPod and Hegarty Maths to encourage independent learning.	EEF and other research highlights that low stakes quizzing, retrieval practice and teaching students meta-cognition skills has a high impact on progress. GCSEPod's own evidence suggests students who use it regularly can increase their grades by as much as two grades compared with students who don't use it.	1, 6 and 7
Targeted English and maths one-to-one tutoring for LAC in school.	The EEF teaching and learning toolkit have suggested one-to-one tutoring has a moderate impact on progress. We have identified some looked after children who struggle to ask and answer questions in a larger class to get specific English and maths support.	1 and 6
Targeted Y11 English revision sessions.	The EEF have identified that some targeted additional support such as programmes that link to the curriculum and particularly booster activities to support revision or exam practice are likely to improve results.	1 and 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
An additional English class KS4 and discreet English classes as KS3.	The EEF outlines that smaller class sizes will not make a difference to progress unless the teacher can work more intensively with small groups and provides more regular feedback – which has the biggest impact on progress. This will, therefore, need monitoring. Discreet English groups can target students who are below age-related expectations in spelling and reading.	1 and 6
Targeted Y11 maths revision sessions.	The EEF have identified that some targeted additional support such as programmes that link to the curriculum and particularly booster activities to support revision or exam practice are likely to improve results.	1 and 7
An additional maths class KS4.	The EEF outlines that smaller class sizes will not make a difference to progress unless the teacher can work more intensively with small groups and provides more regular feedback – which has the biggest impact on progress This will, therefore, need monitoring.	1 and 7
Tutors prioritise disadvantaged students for additional one-to-one support and to create a student profile to highlight individual challenges to learning.	Research shows that knowing challenges to learning and removing those challenges will have an impact on attendance, engagement and progress overall Creating a student profile for all staff to use can have a positive impact on relationships and progress.	1, 2, 3, 4, 5 6 and 7
Employing a TA with special responsibility for Looked after children	Looked after children have some of the highest levels of need and it is important to have a number of staff whom they trust and can turn to for support and who can liaise with outside agencies and carers.	1, 2. 4, 5, 6 and 7

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

Budgeted cost: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a parent and family support worker to work with PP student families.	To have a support worker who can engage and support families with a variety of experiences and needs is crucial to maintain positive engagement with school. To monitor engagement of these families.	5

Employing a school counsellor and school mentors to help support wellbeing of all students, particularly disadvantaged students.	A number of reports have outlined that students' mental health has been impacted negatively as a result of the pandemic e.g. as a result of the lack of hobbies, extra-curricular activities and lack of socialising during lockdowns. Students need to be able to access support for their wellbeing in order to be able to focus on academic progress.	3
Student services team monitors attendance and prioritises students who are eligible for pupil premium.	Students can't make expected levels of progress if they are not attending school on a regular basis. It is important, therefore, to engage with parents and families in supporting them to attend school.	2
Behaviour support centre's assistants work with students who struggle to regulate their behaviour.	Students can't make expected levels of progress if they are not ready to learn and struggle to behave appropriately and engage in lessons. It is important, therefore, to intervene early and monitor improvements in behaviour to support the learning in the classroom.	4
Faculty Heads and Year Heads to monitor involvement of students eligible for pupil premium in extra-curricular activities to promote the wellbeing of our students, especially disadvantaged.	The EEF have concluded that involvement in extra-curricular activities e.g. sports participation has a moderate impact on progress They may increase attendance and engagement with school overall.	3
Sixth form mentors working with students who struggle socially, academically or with organisation.	The EEF research has shown that peer tutoring, when done well, can have a high impact on progress. Cross-age tutoring has clear benefits for both the tutor and the tutee as long as it is used to supplement or enhance normal teaching. Peer-assisted learning can support numeracy and literacy skills. The evidence suggests short but intensive tutoring over 4-10 weeks is more effective than longer and more routine sessions.	1, 4 and 6
Providing laptops, dongles, data, uniform, transport,	The EEF highlights that the effective use of technology has a moderate impact on progress.	1, 2 and 6

funding trips and activities.	Students need to have access to IT equipment and the internet in order to access homework on Microsoft Teams. Engagement in extra-curricular activities can support improvements in attendance and engagement overall with school.	
Providing alternative provision as a last resort for students who struggle to engage appropriately with school.	For some students, a large mixed comprehensive school does not suit or support their needs. Students with extreme SEMH and SEND needs may need to attend alternative providers as a last resort to ensure they can access some education. For some students a more blended approach of school and alternative provision helps to keep them engaged and focused in school in order to achieve some GCSEs.	1, 2 and 4

Total budgeted cost: £ 308,992.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Due to an extended period of lockdown and due to self-isolation of many students due to the pandemic we had to prioritise students being able to access Microsoft Teams in order to attend live lessons. We provided laptops, dongles, staff training on live lessons, student training on Teams and in many cases getting our more vulnerable students into school, prioritising PP and SEND students.

We additionally made regular contact with home through our pastoral teams, student services and Learning support and ensured students who were entitled to free meals, had them. We checked on students' mental health and wellbeing and set regular challenges for the tutor groups and year teams to ensure students remained connected.

On our return to school there was further teaching and learning CPD for how to check progress whilst teaching from the front. With questioning, modelling and scaffolding a priority.

Monitoring progress and identifying gaps in learning and intervening where necessary was a priority and was a feature of many discussions in meetings.

We moved away from withdrawing students from individual lessons (as the evidence suggests) and instead working with them with more in-class support.

Parental response to our communications and support for students 2020-21 were overwhelmingly positive.

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
GCSEPod	GCSEPod
National College – staff CPD	National college

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional one-to-one support from tutors. Year Heads contacting home, when needed. Student services mentoring service children when required. 6th Form mentors working with Service children.
What was the impact of that spending on service pupil premium eligible pupils?	If any Service child had any emotional or social difficulties they were picked up quickly and offered additional pastoral support.

Further information (optional)

Due to the pandemic, some of the in-school evidence we have used has been based on the first term and a half of 2021 – as we move through the year, we will update this evidence and track progress.

External evidence used:

EEF teaching and learning toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

EEF Implementation guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation

David Didau – Making Kids' cleverer book

Mark Rowland – The National College - https://thenationalcollege.co.uk/experts/marc-rowland

Mark Rowland – Addressing Educational Disadvantage – In schools and colleges. The Essex way book

EEF literacy guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4

DfE Improving school attendance guidance:

https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities