

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1,643 1,348 Years 7-11
Proportion (%) of pupil premium eligible pupils	21.51% (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	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mr N Spurdell, Headteacher
Pupil premium lead	Mr J Rumble
Governor / Trustee lead	Mr M Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,925
Recovery premium funding allocation this academic year	£65,418
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	£297,343

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	<p>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.</p> <p>Disadvantaged students gaining 5 GCSEs including English and maths at grade 5s and above in 2019: 10.8%; 2020: 21.21%; 2021: 27.03%; 2022: 19.05% which is a gap compared to their non-disadvantaged peers of 2019: -38.3%; 2020 -31.49%; 2021 -30.47% and in 2022 - 38.1%</p> <p>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%, in 2021: -34.05% and in 2022 : -42.97%</p> <p>Sheldon compared to National and Wiltshire average Attainment 8 scores 2021-22 : National non DP 52.6. Wiltshire non DP 52.1. Sheldon DP 29. Gap to national non DP 23.6. Gap to Wiltshire non DP 23.1 Sheldon non DP 33.86. Gap within Sheldon 19.78</p> <p>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.</p>
2	<p>Attendance data from 2021-22 academic year shows that there is an attendance gap between disadvantaged and non-disadvantaged pupils. Year 7 – 6.12%, Year 8 7.26%, Year 9 – 9.22%, Year 10 – 7.34%, Year 11 4.59%</p> <p>Of the 407 students below 90% attendance, 116 are disadvantaged pupils compared to 329 non-disadvantaged students. This equates to 53% of disadvantaged students who are considered to be persistently absent compared to 38.9% of non-disadvantaged students.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>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</p>

	<p>learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic.</p> <p>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. In Y7-11, 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.</p> <p>In 2021-22 29 out of 81 students that received support from the school counsellor were disadvantaged. This is 10.7% of disadvantaged students compared to 4.9% of non-disadvantaged students.</p>
4	<p>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.</p> <p>Our behaviour data from 2021-2 shows that the average demerit count for non-pupil premium students was 25.5 whereas those who were pupil premium were 39.0 and the average demerit value for non-pupil premium students was 32.8 whereas those who were pupil premium were 55.8. 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.</p> <p>However, our disadvantaged students are getting as many praise points as non-disadvantaged students. In 2021-22 disadvantaged student had an average of 38.2 praise points per person, compared to 36.8 of non-disadvantaged students. At the current time, for the 2022-3 academic year, the average number of praise points for pupil premium students is 35.3 whereas non-pupil premium students is 34.1</p> <p>In 2021-22 28% of exclusions were disadvantaged students. This a slight increase from 27%, in 2020-21. In 2020-21, 12.22% of our disadvantaged students had fixed term exclusions compared to 4.14% of non-disadvantaged, with the gap of 8.08% which is in line with the National average of disadvantaged being 4-5 times higher than non-disadvantaged.</p>
5	<p>Lack of parental engagement with some PP students has a negative impact on academic progress and wider engagement with school.</p> <p>Due to the pandemic disadvantaged families were contacted on a regular basis, especially during the two lockdown periods.</p>

	<p>In 2021/22, attendance at parents evening was disappointing by Pupil Premium parents. Attendance was : Y7 – 51.5%, Y8 – 48%, Y9 – 39.7%, Y10 – 40.9%, Y11 – 35.4%</p> <p>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).</p>
6	<p>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.</p> <p>At Sheldon, in last year's 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. This year there are 17.1% of all students were below age-related expectations in spelling and reading.</p> <p>At KS4, the gap between our disadvantaged students and the Wiltshire non disadvantaged students for English and maths 5+ is -41% and for students achieving both English and maths 4+ is -52% The Gap within Sheldon is -38.72% for English and Maths 5+ and -42.97% for English and Maths 4+.</p>
7	<p>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.</p> <p>In 2022, 35% of our disadvantaged pupils arrived in Year 7 with below age-related expectations compared to 18% of their peers.</p> <p>GCSE results in 2022 show that the proportion of disadvantaged pupils leaving school without a pass (i.e. Grade 3 or below) is 53.5% compared with only 15.6% of their peers.</p>

Intended outcomes

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

Intended outcome	Success criteria	Progress
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>By the end of our current plan in 2024/25, KS4 outcomes:</p> <p>The gap between disadvantaged and non-disadvantaged closes to 20% for 5 GCSEs or more</p>	The gap has widened in 2021-22. This has been a national issue, not helped by the pandemic and school closures.

	<p>including English and Maths at Grade 5 and above.</p> <p>The gap between disadvantaged and non-disadvantaged closes to 25% for 5 GCSEs or more including English and Maths at Grade 4 and above.</p> <p>Nationally, the current gap of those students gaining 4 and above in both English and maths is 27%.</p>	<p>We have returned to the pre-pandemic gap.</p> <p>Prior to the pandemic, we had closed the gap by approximately 10%. We will now strive to further close this gap over the course of this academic year and beyond.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • 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. 	<p>The pandemic has affected pupil premium students more significantly than non PP students.</p> <p>In 2022/23, there is a big focus on attendance. During this academic year (up to 5/12/22), we have seen the gap reduce by 0.71% so far. This is due to communication with parents by phone, letter and in meetings. Tutors are also regularly discussing attendance in tutor time.</p>
<p>To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.</p>	<p>Disadvantaged pupils' behaviour has shown sustained improvement by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • 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%. 	<p>Comparison of the data on 15th November between this year and last year shows :</p> <p>15th November 2022 Count non PP 5.79 Value Non PP 7.83 Count PP 10.40 Value PP 15.15</p> <p>15th November 2021 Count non PP 3.86 Value non PP 4.75 Count PP 7.07 Value PP 9.87</p> <p>The gap has slightly widened from last year</p>

		from 3.32 to 4.61 for average count of demerits and from 5.12 to 7.32 for value of demerits.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>	Participation in extra-curricular activities is being tracked this year using E-praise. Disadvantaged students are being encouraged to attend trips/visits and extra-curricular activities.
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.	<p>This year there are 12 pupil premium students out of a total of 26 Year 7 students, who have an SAS of below 80, and will therefore qualify for a reading intervention.</p> <p>In 2022/3, we have introduced a new reading strategy which will benefit disadvantaged students. This includes reading aloud and repetition of key words by the class; printing off of key text to annotate rather than reading from a powerpoint and tutor reading to their tutor groups in tutor time from January 2023.</p>
Improved maths attainment among disadvantaged pupils across KS3 and 4.	To reduce the gap between disadvantaged and non-disadvantaged students not achieving a 4+ in maths. This was 13.1% in 2021 and should be reduced by 5% to 8.1%.	Data in 2022-23 showed a decline in this area. 15.6% of non PP students did not achieve a 4+ in maths compared to 56.1% of PP students. This is a gap of 40.5%

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	Progress
<p>High quality teaching and learning CPD focussed on strategies shown to have high impact on progress of all pupils.</p> <p>Through in-house whole school CPD, workshops, and external providers e.g. the National College</p>	<p>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.</p> <p>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.</p> <p>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.</p>	1, 6 and 7	<p>Lesson observations</p> <p>CPD focus in 2021/22 is on T+L is focussing on inclusion, Questioning, scaffolding modelling, A Level QFT, Inclusive classroom</p> <p>4 workshops + 2 hour inclusion BfL</p>
<p>Staff training for, and monitoring of, the new behaviour policy using praise points and demerits</p>	<p>Behaviour for learning in the classroom is necessary for progress to be made.</p> <p>Consistency is key for all staff and students and a same language needs to be used, with de-escalation strategies key.</p> <p>Regular praise encourages students, whilst following the</p>	4	<p>Focus on BfL in CPD this academic year</p> <p>Inclusive classroom CPD has been delivered to improve BfL</p>

	behaviour policy consistently ensures students know the expectations.		language and approach
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	This did not happen formally in 2021-22 although there was still support given to exam classes by other maths teachers to support disadvantaged students.
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	Introduction of Sparx maths has improved engagement of students with homework. It enables retrieval practice.
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	Attendance to parents evening is being tracked. This gives baseline data for improvement in 2022/3 Key strategies are in place for 2022/3 including pre-calls to encourage attendance and support for making appointments.
Enhancement of our maths teaching and	The DfE non-statutory KS3 guidance has been produced in conjunction with the National	1	Introduction of Sparx maths to

<p>curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>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).</p>	<p>Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>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:</p> <p>Hegarty maths has been purchased to develop all students' maths skills.</p> <p>To begin the Brilliant tutoring programme for current Year 10 students.</p> <p>Both Hegarty maths and the Brilliant tutoring programme will be evaluated for impact by monitoring student outcomes.</p>		<p>aid retrieval practice.</p> <p>Completion rate and impact is being monitored. Non PP average is 4259 XP points compared to 3173 for PP</p> <p>Introduction of the White Rose Scheme of Work. This is designed around retrieval practice.</p> <p>A member of the maths faculty is working with the Mobius Hub. This has aided collaborative planning within the maths faculty.</p>
<p>Improving reading and literacy through whole school strategies building on prior work with everyone reads in class and prior CPD.</p>	<p>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.</p> <p>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.</p> <p>To monitor the impact of Book Buzz for Y7 Y8 which gives each</p>	<p>1 and 6</p>	<p>A reading strategy has been introduced in 2022/3. This includes reading aloud and repetition of key words by the class; printing off of key text to annotate rather than reading from a powerpoint and tutor reading to their tutor groups in tutor time from January 2023.</p>

	<p>student a reading book, through pupil voice and use of the library. 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.</p> <p>To begin the Brilliant tutoring programme for current Year 10 students and assess its impact on student outcomes.</p>		
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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	Progress
Year Heads/ Faculty Heads and SMT to regularly meet to discuss students' progress and interventions, especially after scheduled reports.	<p>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.</p>	1 and 6	<p>HOF and HOY complete analysis doc after every report.</p> <p>Impact data will be further tracked in 2022/3</p>
Subscribing to online platforms like GCSEPod and Sparx Maths to encourage independent learning.	<p>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.</p>	1, 6 and 7	Sparx maths added this year in replacement of Hegarty Maths.

Targeted English and maths one-to-one tutoring for LAC in school.	<p>The EEF teaching and learning toolkit have suggested one-to-one tutoring has a moderate impact on progress.</p> <p>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.</p>	1 and 6	A LAC child that received 1:1 tuition achieved his target grade in English language and achieved a grade in maths despite many challenges for him.
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	Targeted sessions were provided in 2021-22 and this will continue in 2022-3
An additional English class KS4 and discreet English classes as KS3.	<p>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.</p> <p>This will, therefore, need monitoring.</p> <p>Discreet English groups can target students who are below age-related expectations in spelling and reading.</p>	1 and 6	Additional English and Maths classes were provided in 2021-22, allowing more individual support for PP students.
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	Attendance by PP students was limited due to the timing. These sessions are being run in tutor time this year to improve engagement
An additional maths class KS4.	The EEF outlines that smaller class sizes will not make a	1 and 7	In 2021-22, the extra class

	<p>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</p> <p>This will, therefore, need monitoring.</p>		<p>in maths allowed for smaller number in the lower ability groups. In 2022-3, this has allowed for middle ability students to be able to do either foundation or higher depending on what suits them.</p>
<p>Tutors prioritise disadvantaged students for additional one-to-one support and to create a student profile to highlight individual challenges to learning.</p>	<p>Research shows that knowing challenges to learning and removing those challenges will have an impact on attendance, engagement and progress overall</p> <p>Creating a student profile for all staff to use can have a positive impact on relationships and progress.</p>	<p>1, 2, 3, 4, 5 6 and 7</p>	<p>DP Profiles have been completed and circulated to staff to improve understanding of the students.</p>
<p>Employing a TA with special responsibility for Looked after children</p>	<p>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.</p>	<p>1, 2, 4, 5, 6 and 7</p>	<p>Meets students 1:1 on a weekly basis.</p> <p>She is ELSA trained.</p>

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

Budgeted cost: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress
Employing a parent and family support worker to	To have a support worker who can engage and support families with a variety of experiences and needs is	5	Have now moved to one Pastoral Support Worker

work with PP student families.	crucial to maintain positive engagement with school. To monitor engagement of these families.		for each year group (one for Y9/10). This allows for more intense support for students.
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	22 PP students (10.3%) received support from the school counsellor in 2021-22 Others were able to access ELSA, Thrive, mentoring and support from the Student Support team.
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	Weekly attendance data is shared with tutors. The tutor calls home if there are concerns. All PP students receive a text message/phone call if absent. PP attendance is analysed monthly and actions planned to improve.
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	Senior staff now supervise students on a level 3 sanction in the Behaviour Support Centre. Students are expected to complete work from the lesson.

<p>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.</p>	<p>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.</p>	<p>3</p>	<p>Trip analysis is now being completed. Measures being introduced to support PP students. Overseas trips must be planned 1 year in advance to aid affordability.</p>
<p>Sixth form mentors working with students who struggle socially, academically or with organisation.</p>	<p>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.</p>	<p>1, 4 and 6</p>	<p>Over 55% of the students that received mentoring from a VI former were disadvantaged. Students said that they valued this support. VI form students have also supported disadvantaged students in class too.</p>
<p>Providing laptops, dongles, data, uniform, transport, funding trips and activities.</p>	<p>The EEF highlights that the effective use of technology has a moderate impact on progress. 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.</p>	<p>1, 2 and 6</p>	<p>All disadvantaged students have been loaned a laptop if needed. This is over 125 laptops that have been loaned. Engagement in extra-curricular activities is being tracked on E-praise in 2022-23.</p>
<p>Providing alternative provision as a last resort for students</p>	<p>For some students, a large mixed comprehensive school does not suit or support their needs.</p>	<p>1, 2 and 4</p>	<p>28 students are currently accessing</p>

<p>who struggle to engage appropriately with school.</p>	<p>Students with extreme SEMH and SEND needs may need to attend alternative providers as a last resort to ensure they can access some education.</p> <p>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.</p>		<p>alternative provision.</p> <p>51% of alternative provision attendance is by PP students.</p>
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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 2021 to 2022 academic year.

Two students were persistent non-attenders through the vast majority of their time at Sheldon. If their data is removed, the English/Maths above grade 5 gap decreases slightly to -37.77% from – 38.72%. The English/maths above grade 4 gap decreases to – 41.07% from -42.97%

A further two students had very poor attendance through the school, especially in Year 11. If these two students are also removed from the data, the English/maths grade 5 reduces to -36.72% from -38.72%. The grade 4 gap decreases to -38.96% from - 42.97%

In 2021-22, focus was on supporting students to be back in the classroom and back into routine. Teaching and learning strategies focussing on retrieval practice and deepening learning were a focus in school.

Due to the use of TEAMS for homework, PP students have been provided with a laptop to use at home, if needed. There have been more than 125 laptops loaned out to disadvantaged students.

A mentoring programme was run with DP students in Year 10 – this helped the performance of DP students in the year group. The English/maths grade 5 gap narrowed from 19.44 to 16.49. The gap for percentage of students achieving 5 9 to 5 grades narrowed from 19.44 to 17.66. In this academic year, the plan is to expand this mentoring scheme to involve senior members of staff acting as mentors for a key group of disadvantaged students.

Emotional support remained an important focus for disadvantaged students in 2021-22. 29 disadvantaged students received support from the school counsellor. This is 10.3% of disadvantaged students. Other disadvantaged students received additional emotional support from the ELSA, Thrive, mentors and the Student Services staff. This continues to be a focus in 2022-23.

In 2021-22, Early Support Assessments were completed for families in need. At present, 25 of the 27 families under Support Assessments and TACs are disadvantaged. This support will continue in 2022-23

During 2021/22, extra-curricular clubs and trips were re-introduced. Partial funding was provided for DP students to be able to access these trips. Camp was fully paid for FSM students.

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.

Our mentoring programme in 2021-22, with Y10 disadvantaged students was successful, with the gaps slightly closed. In 2022-23, this be expanded to provide support for a key group of disadvantaged students following their Y11 internal assessments and leading up to the GCSE exams in the summer term.

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
National online safety hub – Staff and parent CPD	National college
Sparx maths	Sparx – Hegarty maths
CPOMS – increased use for low level welfare incidents	CPOMS

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.

	<p>Year Heads contacting home, when needed.</p> <p>Student services mentoring service children when required.</p> <p>6th Form mentors working with Service children.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>If any Service child had any emotional or social difficulties they were picked up quickly and offered additional pastoral support.</p>
	<p>Book club – for service children. Starting 2023</p>

Further information (optional)

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>