

Pupil premium strategy statement

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

It outlines our three-year pupil premium strategy for 2024-2027, how we intend to spend the funding in the 2024-25 academic year. The effect that last year's spending of pupil premium had within our school can be found in the 2023-24 Pupil Premium Statement.

School overview

Detail	Data
School name	Sheldon School
Number of pupils in school	1542 1273 Years 7-11
Proportion (%) of pupil premium eligible pupils	22.1% (Y7-11)
Academic years that our current pupil premium strategy plan covers	2024/25 – 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mr P Lynch, Headteacher
Pupil premium lead	Dr A Simpson, Deputy Headteacher
Governor / Trustee lead	Mr K Manzi, Link Governor for PP

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293708 (tbc)
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	£293708 (tbc)

Part A: Pupil premium strategy plan

Statement of intent

At Sheldon School, our values 'Be Kind', 'Be Brave', 'Be the Best You' are at the heart of everything we do. From providing an inspirational curriculum which gives students experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve, not because they are not good enough but because they can be even better (Dylan William).

We aim to ensure that every student can thrive regardless of social background, academic ability or special educational need. We recognise that education is more than what happens in the classroom and are rightly proud of the experiences students will receive through our extra-curricular offer, trips and visits. We pride ourselves on having the highest expectations of all students and staff. We are passionate about working together with parents and our wider community to ensure success for all our students and particularly those who are disadvantaged.

We are determined to ensure that every child is able to feel a true sense of belonging to the Sheldon School community, has the opportunity to participate fully across the academic and wider curricular offer and achieves regardless of starting points and barriers.

Our aim is to provide a curriculum that is effective in delivering outcomes but also ensures our students will be widely educated and well equipped for the next stage of their education, training or employment and prepared for the opportunities, responsibilities and experiences of adult life. We aim to ensure that students leave Sheldon School having experienced the following universal provision:

Represent the school in an enrichment opportunity
Participate in a residential trip
Contribute to a range of clubs
Gather hundreds of praise points
Take part in outdoor education (DofE, Ten Tors, school walk)
Interaction with a University/ further education and future employers
Visit a religious building
See a theatre production
Personalised careers/ guidance talk
Participate in volunteering and charity work

To ensure that our most disadvantaged students are successful we will strive to:

- Ensure disadvantaged students have the same equity of access to enrichment and participation as others.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve by prioritising everything through the lens of disadvantage.

- Ensure all colleagues are skilled and able to intervene early when there is a lack of knowledge within a sequence of lessons through high quality teaching first.
- Identify underachievement through internal data and progress systems at a subject leader, faculty head, year head, and LT level and provide support where necessary.
- Aim to close the gap for every single disadvantage learner compared to their peers, regardless of starting point or barriers, and ensure they are able to access a wealth of opportunity open to them which their peers are accessing.

The barriers and challenges disadvantaged pupils face are complex and varied- there is no single difficulty faced by all. However, we have identified several barriers that we believe are particularly relevant to our disadvantaged children in our context.

The key barriers we identified are listed below in the “Challenges” section.

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- Sutton Trust report: “School Funding and Pupil Premium 2024” available [here](#).
- Education Endowment Foundation Teaching and Learning Toolkit, available [here](#).
- Education Endowment Foundation Guidance reports, available [here](#)
- Research on disadvantaged pupils and the vocabulary gap, available [here](#).
- Learning from what works in other schools and our combined experience of what works best.

From these sources we have identified the following priority areas for spending:

- Professional development for staff to support implementation of approaches.
- Evidence based literacy interventions: phonics, comprehension strategies, reading programmes.
- Evidence based numeracy interventions: mastery maths.
- Supporting attendance.
- High quality homework and homework programmes.
- Small group and/or individual intervention groups.
- Supporting students’ social, emotional and behavioural needs.
- Extra-Curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low reading and literacy attainment on beginning KS3.</p> <p>The percentage of incoming students at KS3 with below age-related expectations for reading and literacy has increased, especially among those from disadvantaged backgrounds.</p>
2	<p>Low maths attainment on beginning KS3.</p> <p>The percentage of incoming students at KS3 with below age-related expectations for maths has increased, especially among those from disadvantaged backgrounds.</p>
3	<p>Outcomes at KS4.</p> <p>Outcomes in 2024 show that while progress of our disadvantaged students is improving, there is still a gap in attainment and progress between our disadvantaged students and their non-disadvantaged peers.</p>
4	<p>Issues relating to attendance</p> <p>From our experience, we have found that our disadvantaged pupils are more likely to have low attendance in KS3. In KS4, we have found that our disadvantaged pupils are also more likely to become persistently absent which can, in turn, result in a negative impact on their GCSE results.</p>
5	<p>Homework completion</p> <p>Our students from disadvantaged backgrounds often find it harder to complete their homework, due to less consistent home environments or a lack of engagement in school from their family. As students grow older, the importance of them keeping up with their homework becomes even greater, as they can fall behind their peers, leading to homework becoming a non-preferred task.</p>
6	<p>Behaviour</p> <p>The number of repeat RESETs and suspensions, both internal and external, is higher for our disadvantaged students than their non-disadvantaged peers.</p>
7	<p>Increasing SEND needs</p> <p>There is an increasing number of disadvantaged students with SEND needs that include SEMH.</p>
8	<p>Lower Cultural Capital and involvement in extra-curricular opportunities</p> <p>Students' knowledge of the wider world and exposure to bigger ideas is less for those from a disadvantaged background, on average. Our internal data shows that our disadvantaged students are less likely to partake in extra-curricular opportunities compared to their non-disadvantaged 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
Improved literacy (Reading and Writing) for pupils eligible for Pupil Premium.	Students in all year groups accessing the NGRT demonstrate improved reading ages.
Improved numeracy for pupils eligible for Pupil Premium.	Students in all year groups accessing maths intervention demonstrate improved maths outcomes.
To ensure Pupil Premium students make comparable progress to their non-Pupil Premium peers.	Percentage passing English and Maths GCSEs Progress 8 score of the school (although for 2025 and 2026 P8 will not apply so Attainment 8 and national figures will be used instead) Comparing those achieving 4+ subject grades for disadvantaged pupils with non-disadvantaged pupils in our school and nationally where information is available. Gaps in outcomes reduced to zero Increase numbers of students staying on for sixth form NEET figures at KS4
Improved attendance so that Pupil Premium students attend as regularly as their non-Pupil Premium peers.	The attendance of Pupil Premium students is in line with their non-Pupil Premium peers and above national averages. The number of Pupil Premium students classed as persistently absent reduces and is no worse than the national average.
Completion of homework for Pupil Premium students is in line with non-Pupil Premium students.	Pupil Premium students complete their homework to the same high quality as non-pupil premium students. Appropriate strategies to support, such as homework club, are used effectively to ensure that homework is completed to a high standard.
Fewer students who receive the pupil premium spending time in RESET and/or REFLECTION due to their behavioural choices through developing an understanding of any reasons for the behaviour so that strategies can be implemented to address them.	Fewer incidences of RESET and/or REFLECTION for students who are eligible for the Pupil Premium. Effective intervention ensures that students who are repeatedly flagged up through visiting the RESET/REFLECTION rooms reduce their number of visits over time and are able to demonstrate effective learning behaviours in lessons. Reductions in the number of Pupil Premium students who receive a Fixed Term Suspension and a reduction in the number who receive repeat Fixed Term Suspension. Data representative of the school population.
To encourage emotionally healthy, strong and positive behaviours in our disadvantaged pupils.	Positive results from pastoral support strategies. Positive results from mentoring programmes / interventions for pupils struggling with mental health-related issues.
Improved attendance at enrichment opportunities so that the attendance of Pupil Premium students is representative of the school population.	The enrichment culture is embedded in all year groups with the numbers of Pupil Premium students attending all enrichment clubs being representative of the school population.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year (2024-25)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £170123

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality-first teaching	<p>Many different evidence sources recognise quality-first teaching as the most effective way to improve progress and attainment. Including the EEF publication ‘Closing the Attainment Gap’.</p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. SEND needs will be addressed first, through universal provision, in the classroom and regular CPD will be given to upskill and support staff. Effective Professional Development EEF</p>	1,2,3,5,6,7
Curriculum refinement and development of pedagogy around curriculum and T&L principles	<p>Continued development of TLAC strategies across the school resulting in greater engagement and higher participation ratios in the classroom leading to improved outcomes for all and particularly the most disadvantaged learners. Teaching and Learning Toolkit EEF</p>	1,2,3,5,6,7
Instructional Coaching and CPD	<p>To maintain high quality teaching, continued professional development must be embedded. Instructional coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo. Kraft, Blazar and Hogan (2017) found ‘large positive effects of coaching on teachers’ instructional practice.’ Steplab will be used to QA teaching and learning across the school and to support an instructional coaching approach to teacher CPD.</p>	1,2,3,5,6,7
Literacy, reading and explicit vocabulary instruction	<p>Further embedding of explicit vocabulary instruction, FASE reading and oracy in the classroom. Improving Literacy in Secondary Schools – EEF guidance report (Alex Quigley and Robbie Coleman) Ofsted Research and Analysis report ‘Now the whole school is reading’ Disciplinary literacy: Seven tips for explicit vocabulary teaching – Katherine Mortimore EEF Reading comprehension strategies Oral language interventions EEF</p>	1,3,5,6,7

Homework	Continued focus on the setting of homework to embed learning and support retrieval and interleaving. Data used to identify students not completing homework and interventions put in place to support them. EEF teaching and learning toolkit - homework	3,5,7
Feedback and formative assessment	Feedback studies tend to show high effects on learning. Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. The EEF has trialled Embedding Formative Assessment EEF in English schools and found a positive impact, on average. EEF Teaching and learning toolkit - Feedback	1,2,3,5,6,7

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

Budgeted cost: £ 93344

Activity	Evidence that supports this approach	Challenge number(s) addressed
English tutor time intervention	Subject specialist teachers to develop and deliver a rolling programme of small group interventions with students who, through assessment data, have been identified as not making progress. Focussed largely on KS4 through terms 1-5 then Y9. Small group tuition EEF	1,3
Maths Tutor time intervention	Subject specialist teachers to develop and deliver a rolling programme of small group interventions with students who, through assessment data, have been identified as not making progress. Focussed largely on KS4 through terms 1-5 then Y9. Small group tuition EEF	2,3
Y7 Maths mastery intervention	Tutor time intervention with a small group of Y7 students who have been identified as being significantly behind in numeracy on entry to Y7. Students identified using KS2, CATs & baseline data. Mastery learning EEF Mobius Maths Hub - Secondary School Programme Working with Mobius Maths hub to support TAs working predominantly with students in the KS3 maths classroom or who lead intervention sessions with groups of students Mobius Maths Hub - Secondary Teaching Assistants Teaching Assistant Interventions EEF	2,3
Support of weaker readers, reading intervention and	NGRT testing use to identify students who have reading ages significantly below age related expectations. Intervention delivered through small	1,3,5

promoting reading across the school	<p>group work and students reassessed to ensure progress is made.</p> <p>Reading comprehension strategies EEF</p> <p>Reading encouraged across the school through the implementation of Sparx reader</p> <p>Sparx Reader - Home Students and book choice</p>	
Alternative provision to support reintegration to school and to maintain attendance	<p>Introduction of outdoor learning and social and emotional learning (SEL) interventions alongside subject specific alternative provision.</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>Outdoor adventure learning EEF</p> <p>Three broad categories of SEL interventions can be identified:</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</p> <p>Universal programmes which generally take place in the classroom with the whole class.</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>Social and emotional learning EEF</p>	1,2,3,4,5,6,7,8

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

Budgeted cost: £ 123170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour interventions and monitoring alongside CPD and support for whole school behaviour strategy to ensure that the number of RESETS, REFLECTIONS and suspensions are reduced	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective at managing behaviour in the classroom.</p> <p>Behaviour interventions EEF</p>	3,4,6
Attendance interventions	<p>Students attending school regularly is key for learning and progress. There is strong evidence to suggest that GCSE results are strongly correlated to attendance at school.</p>	3,4,6

	<p>A system of attendance stages has been introduced with clear interventions at each stage. This includes identification of barriers to attendance school and putting in strategies to overcome these.</p> <p>Positive promotion of good attendance is also key. Rewards are being introduced praise points for 100% attendance in the week. Competitions between tutor groups have also been introduced.</p> <p>Regular communication with parents through meetings and phone calls are a key part of the strategy. Pupil Premium parents will be prioritised for these interventions.</p> <p>Positive promotion of attendance to parents will happen through regular communication about how important attendance is.</p> <p>Positive promotion of good attendance will also be more visible around school through displays in every classroom and in foyer areas</p> <p>Students will show more desire to be at school and will show that they feel part of the community</p> <p>Attendance-REA-report EEF</p>	
<p>Extra-curricular activities promoted explicitly with most disadvantaged students. Student voice carried out to better understand and remove barriers to engagement.</p>	<p>Engagement in extra-curricular activities can support improvements in attendance and overall engagement with school.</p>	<p>8</p>
<p>Rewards to support behaviour, inclusion and</p>	<p>The use of rewards is recommended on the menu of choices in the EEF's guide to raising attainment of disadvantaged students.</p> <p>In September 2024, Sheldon published a new transparent rewards strategy so that all students know what they are working towards in each year group.</p> <p>91% of students in the student survey in October 2024 said they liked the new system.</p> <p>Focus will be on ensuring staff are taking positive action to ensure disadvantaged students achieve praise points.</p> <p>This will be achieved through continual reminders in staff briefings and faculty meetings. There is also cross over here with the PP spotlights in Year 11 as Praise Points are highlighted on there also.</p> <p>Students are also being issued with praise points for 100% attendance in a week, over 80% or significant effort on homework and their engagement with SPARX reading; therefore, tying in with several other PP challenges that we are addressing.</p> <p>Increasing Pupil Motivation - trial EEF</p>	<p>3,4,6</p>

<p>Sixth form mentors working with students who struggle socially, academically or with organisation</p>	<p>The EEF research has shown that peer mentoring, when done well, can have an impact on progress. Cross-age mentoring has clear benefits for both the mentor and the mentee 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. Peer tutoring EEF</p>	<p>1,2,3,4,5,6,7</p>
<p>Providing financial support for the most disadvantaged learners were possible</p>	<p>Support for IT provision, uniform, transport, funding trips and activities, revision guides etc. The EEF highlights that the effective use of technology has a moderate impact on progress. Students need access to IT equipment and the internet to access homework on Epraise/Sparx/Teams. Using Digital Technology to Improve Learning EEF</p>	<p>3</p>
<p>Support for services children</p>	<p>Staff appointed as Services champions to lead community engagement and support for services children. SCiP Alliance Supporting Service Children in School: An Organisational Improvement Framework, iCeGS, University of Derby SCiP Alliance</p>	<p>1,2,3,4,5,6,7,8</p>

Total budgeted cost: £ 386637

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see the **2023-24 report** for the review of outcomes in the previous academic year.

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 Learning
CPOMS – increased use for low level welfare incidents	CPOMS
StepLab	StepLab
Provision Map - Edukey	TES
NGRT assessment	GL Assessment
Unifrog	Unifrog
Sparx reader	Sparx Learning
Epraise	Epraise
Learning village	Across Cultures

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

[Home | Seven Children](#)

[I've learned to love the girl I was - author of Poor - BBC News](#)

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