

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 2025-26 academic year. A review of last year's spending of pupil premium within our school can be found in Part B of this Pupil Premium Strategy Statement.

School overview

Detail	Data
School name	Sheldon School
Number of pupils in school	1442 1206 Years 7-11
Proportion (%) of pupil premium eligible pupils	23% (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 2026
Statement authorised by	Mr P Lynch, Headteacher
Pupil premium lead	Dr A Simpson, Deputy Headteacher
Governor / Trustee lead	Mrs R Adams, Link Governor for PP

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£255193
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2025-26) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£255193

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 (2025-26)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost 2024-25: £170123. Actual cost 2024-25: £171238

Budgeted cost 2025-26: £115732

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.</p> <p>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.</p> <p>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.</p> <p>Kraft, Blazar and Hogan (2017) found ‘large positive effects of coaching on teachers’ instructional practice.’</p> <p>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.</p> <p>Improving Literacy in Secondary Schools – EEF guidance report (Alex Quigley and Robbie Coleman)</p> <p>Ofsted Research and Analysis report ‘Now the whole school is reading’</p> <p>Disciplinary literacy: Seven tips for explicit vocabulary teaching – Katherine Mortimore</p> <p>EEF Reading comprehension strategies</p> <p>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 2024-25: £93344. Actual cost 2024-25: £100340

Budgeted cost 2025-26: £76350

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/Y8 Maths mastery intervention	Tutor time intervention with a small group of Y7/Y8 students who have been identified as being significantly behind in numeracy on entry to Y7/Y8. 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 promoting reading across the school	<p>NGRT testing use to identify students who have reading ages significantly below age related expectations. Intervention delivered through small 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>	1,3,5
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> <ul style="list-style-type: none"> School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. Universal programmes which generally take place in the classroom with the whole class. More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. <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 2024-25: £123170. Actual cost 2024-25: £121867

Budgeted cost 2025-26: £81662

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> <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>	3,4,6
Extra-curricular activities promoted explicitly with most disadvantaged students. Student voice carried out to better understand and remove barriers to engagement.	Engagement in extra-curricular activities can support improvements in attendance and overall engagement with school.	8
Rewards to support behaviour, inclusion and	<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</p>	3,4,6

	<p>SPARX reading; therefore, tying in with several other PP challenges that we are addressing.</p> <p>Increasing Pupil Motivation - trial EEF</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.</p> <p>The evidence suggests short but intensive tutoring over 4-10 weeks is more effective than longer and more routine sessions.</p> <p>Peer tutoring EEF</p>	1,2,3,4,5,6,7
<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.</p> <p>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.</p> <p>Using Digital Technology to Improve Learning EEF</p>	3
<p>Support for services children</p>	<p>Staff appointed as Services champions to lead community engagement and support for services children.</p> <p>SCiP Alliance</p> <p>Supporting Service Children in School: An Organisational Improvement Framework, iCeGS, University of Derby SCiP Alliance</p>	1,2,3,4,5,6,7,8

Total budgeted cost:

Total Budgeted cost 2024-25: £386637. Actual cost 2024-25: £393445

Total Budgeted cost 2025-26: £273744

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Below is the review of outcomes in the **2024-25 academic year**.

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.
<p>There is a significant overlap between disadvantaged pupils and those with special educational needs. Entry and exit reading assessments show the following impact for 2024-25:</p> <p>86% of the KS3 students participating in the Rapid Plus reading intervention made over 12 months progress and over 50% made an improvement of over 2 years with their reading age.</p> <p>Over half of the KS3 students in specialist withdrawal groups, taught by the SENCO, made the equivalent of over 2 years progress in their reading age.</p>	
Intended outcome	Success criteria
Improved numeracy for pupils eligible for Pupil Premium.	Students in all year groups accessing maths intervention demonstrate improved maths outcomes.
<p>Maths Intervention at KS4</p> <p>Student selection and timeframe: The first cohort of 25 students were selected on the basis they were working below their level 4 or above target based on data from the Y10 assessments May 2024. The second 38 were chosen using similar criteria following the November 2024 assessment point. They attended sessions of approx. 25 minutes, twice weekly for 7 – 8 weeks. Students were taught in groups of six to eight. Attendance was good for all groups averaging 85%.</p> <p>Content: The first cohort worked on the skills identified as weaknesses in the Year 10 mocks. These were covered in either one or two sessions to work on their gaps. In the second cohort we identified the key topics that underpin other areas and also that had the highest frequency of coming up in the exams.</p> <p>Attitude and perception (Qualitative Impact): The majority of students were overwhelmingly positive about the sessions with some who hadn't been selected even asking to join. They understood the purpose and appreciated the extra support in a small group environment.</p> <p>Impact (Quantitative): 21 of 45 (46%) gained at least a grade 4 in Maths. Whilst this is a little disappointing, the students in the second cohort made on average 1.3 grades progress from the first mock compared to 0.9 for the rest of the Year 11 cohort.</p> <p>Of the 6 PP students included only 1 gained a grade 4. However, some of the PP students we included either had a lower starting point than their peers in the group as we wanted to ensure we had a good proportion of PP students. On average the PP students in the group were -0.6 behind their target grade vs -0.8 for the PP students not in the sessions.</p>	

Maths Intervention at KS3

A small group of 9 students identified as significantly below age related expectations in maths were selected to take part in NCETM (National Centre for Excellence in the Teaching of Mathematics) supported intervention twice weekly during morning tutor time. These pupils, who had significant gaps in their maths foundations, benefited from targeted support that helped them strengthen core skills and better access KS3 learning. They engaged enthusiastically, and over the past year their mathematical vocabulary and confidence have noticeably improved. In 2025-26, this group will continue to receive maths intervention and a new cohort of Y7 students will be selected intervention.

Intended outcome	Success criteria
To ensure Pupil Premium students make comparable progress to their non-Pupil Premium peers.	<p>Percentage passing English and Maths GCSEs Progress 8/Attainment 8 score of the school (although for 2025 and 2026 P8 will not apply so Attainment 8 and national figures will be used instead)</p> <p>Comparing those achieving 4+ subject grades for disadvantaged pupils with non-disadvantaged pupils in our school and nationally where information is available.</p> <p>Gaps in outcomes reduced to zero</p> <p>Increase numbers of students staying on for sixth form</p> <p>NEET figures at KS4</p>

Outcomes - P8 is not available for 2025 or 2026

	2023	2024	2025	Local	National	
Number of students						
Cohort	275	270	267			
PP	55	46	50			
Non PP	220	224	217			
%PP	20.0%	17.0%	18.7%		28.9%	
Progress 8						
Cohort	-0.27	-0.09	n/a			
PP	-0.82	-0.78	n/a			
Non PP	-0.15	+0.01	n/a			
Gap	-0.67	-0.79	n/a			
Attainment 8				National 2023	National 2024	National 2025
Cohort	44.5	46.43	45.4	46.3	45.9	45.9
PP	33.22	31.09	37.08	35.0	34.6	34.9
Non PP	47.90	49.58	47.32	50.3	50.0	50.3
Gap	-14.68	-18.49	-10.32	-15.3	-15.4	-15.4
EM 5+				National 2023	National 2024	National 2025
Cohort %	41.82	47.78	42.32	45.3	45.9	45.2
PP %	23.64	17.39	36.00	25.2	25.8	25.6
Non PP %	46.36	54.02	43.78	52.4	53.1	52.8
Gap %	-22.72	-36.63	-7.78	-27.2	-27.3	-27.2
Maths Attainment 8						
Cohort	8.98	9.65	9.11			
PP	6.62	6.52	7.68			
Non PP	9.57	10.29	9.44			
Gap	-2.95	-3.77	-1.76			

English Attainment 8						
Cohort	9.66	9.90	9.51			
PP %	7.49	7.20	8.12			
Non PP %	10.20	10.46	9.82			
Gap %	-2.71	-3.26	-1.70			
EM 4+						
Cohort %	65.82	67.04	65.17			
PP %	38.18	34.78	44.00			
Non PP %	72.73	73.66	70.05			
Gap %	-34.55	-38.88	-26.05			
5 inc EM 4+						
Cohort %	61.09	62.59	61.05			
PP %	38.18	26.09	44.00			
Non PP %	66.82	70.09	64.98			
Gap %	-28.64	-44.0	-20.98			
5 inc EM 5+						
Cohort %	40.73	47.41	46.82			
PP %	23.64	15.22	38.00			
Non PP %	45.0	54.02	48.85			
Gap %	-21.36	-38.8	-10.85			

Outcomes for disadvantaged pupils at Sheldon School has improved in all measures. 23 of the 50 disadvantaged students did not have a full suite of 10 entries into A8 measure. For some of these students this was because they were completing level 1 college courses in Hair and Beauty or Vehicle Maintenance or had a reduced timetable to meet significant SEMH needs. For others, this is because they did not fill the EBacc bucket beyond the two entries for combined science but did fill the open bucket. These curriculum choices were made to support students' successful overall outcomes and this borne out by an average A8 score that is higher than the national average for disadvantaged students. The gap between disadvantaged students and their non-disadvantaged peers has decreased in all measures, however the gap has not yet closed and high quality T&L are targeted interventions will continue to be a significant focus for 2025-26.

English Intervention at KS4

Student selection and timeframe: The first cohort of 18 students were selected on the basis they were working below their level 4 or above target based on data from the Y10 assessments May 2024. The second 18 were chosen using similar criteria following the November 2024 assessment point. They attended sessions of approx. 25 minutes, twice weekly for 7 – 8 weeks. Students were taught in groups of six. Attendance was good for all groups averaging 86% with 74% missing fewer than 2 sessions. Attendance was sometimes disrupted by other events for Y11 e.g. photos.

Content: The first cohort worked on improving skills they faltered with in the Year 10 assessment. Firstly, poetry (to practise writing analytically for the literature exam). The second four weeks focused on descriptive and narrative writing skills. This was a weakness picked up when teachers had reviewed summer 2024 exam scripts.

The second cohort focused more exclusively on writing skills for language, working on strategies in writing to express a viewpoint or opinion (paper 2) as well as the descriptive/narrative writing skills (paper 1) using lessons that we repeated from the previous cohort.

Attitude and perception (Qualitative Impact): Students were positive about attending, responded well to the guidance they received, and fully understood the rationale behind the programme.

Impact (Quantitative):

34 of 36 (94%) gained at least a grade 4 in either English Language or Literature.

75% gained at least a grade 4 in English Language

83% gained at least a grade 4 in English Literature

24% met or exceeded their challenging FFT target in one or both English qualifications and they were all identified as below target when they started the intervention.

8 PP students were part of the intervention programme. All attained a 4 in one or both English qualifications and 2 met or exceeded their target grade.

Teaching and Learning

Drop-ins

1271 drop-ins have been carried out between September 2024 and July 2025. This means that there have been 1271 pieces of feedback to staff on how to improve their practice.

The culture of middle and senior leaders regularly dropping in on lessons and recording feedback on StepLab to improve teacher efficacy has developed over time and is monitored by weekly data snapshots. This will continue to be embedded in our approach to Teaching and Learning going forward.

Instructional Coaching

All Heads of Faculty and members of the Teaching & Learning Research Group (20 members of staff in total) enrolled onto the StepLab Instructional Coaching Course and instructional coaching pilot in November 2024. This has supported the approach to drop-ins and has ensured that excellent practice has been identified across the school and this practice is then shared in whole school CPD.

A programme for whole school CPD was developed in terms 5-6 in 2024-25 and excellent classroom practice in a number of TLAC strategies was recorded. For 2025-26, whole school CPD has adopted an instructional coaching model where 18 sessions of 45 minutes length each have been planned throughout the academic year. The sessions will deliver TLAC strategies in the 'See it, Name it, Do it' model of professional development and staff will have the opportunity to script, rehearse, and receive feedback on a range of T&L strategies throughout the 2025/26 academic year.

Intended outcome	Success criteria
Improved attendance so that Pupil Premium students attend as regularly as their non-Pupil Premium peers.	<p>The attendance of Pupil Premium students is in line with their non-Pupil Premium peers and above national averages.</p> <p>The number of Pupil Premium students classed as persistently absent reduces and is no worse than the national average.</p>

During 2024-25, we appointed a School Attendance Officer, to work alongside the Attendance Administrator. This meant that, for part of the year, we were able to increase the volume and intensity of the attendance interventions. We fully embedded the attendance stages document that was introduced in the previous academic year. Students' attendance was tracked fortnightly and new interventions planned for key students by year heads.

Over the course of the 2024-25 academic year, 76 attendance questionnaires were completed with students, 103 School Attendance Meetings and 113 reviews were held. 17 students were referred to the Education Welfare Officer (EWO).

Throughout 2024-25, we ran Sheldon Team Around the Child meetings for each year group every term. This allows for collaborative working for each year group between the pastoral team, safeguarding and the SEND team. Attendance forms a big part of this discussion. Staff are held accountable for their actions to improve attendance.

Attendance continues to be a standing item on the agenda for line management meetings between LT and Year Heads and Year Heads are expected to have updated the fortnightly tracking document with their pastoral team to discuss with their line manager.

Over positive strategies in 2024-25 included student PP attendance spotlight. This is where a few PP students were highlighted to staff with information about their interests and other relevant information. Staff were asked to ensure that they had a conversation with the student over the fortnight period and make them feel welcome and valued. Students in this programme showed improved attendance.

Our stages system is now fully embedded and will be further developed in 2025-26 to make it even more efficient. The biggest impact of the new system has been with Year 7 and 8, where attendance is now above national average for all students and is improved for PP students from the previous year. Year 7 – 10 all improved their attendance from the previous year. PP attendance improved in Year 7 – 10 also.

	2022/23	2023/24	2024/25
% Attendance School	90.3	89.7	88.1
% Attendance PP	80.1	79.2	78.9
% Attendance Non PP	91.3	92.0	88.26
% Attendance SEND (EHCP)	79.9	89.7	75.1
% Attendance Non SEND	90.6	91.0	90.5
% Persistent Absence (<90%)	31.8	31.0	24.53

In the table above, it is worth noting that the figures will be skewed by the DfE coding change regarding online AP being completed from home. These are now coded as an absence.

The table below shows the difference in attendance of FSM6 students between 2023-24 and 2024-25, with improvements in three year groups.

Attendance %	7	8	9	10	11	Overall
FSM6 Sheldon 2024-25	88.87%	81.60%	77.47%	72.43%	62.64%	77.7%
FSM6 National 2024-25	89.8%	87.0%	85.2%	84.2%	83.6%	86.2%
FSM6 2023-24	86.9%	79.5%	78.4%	68.7%	82.8%	79.2%

The table below shows the progress made with persistent absence since the previous year and compared to the national FFT average.

Attendance %	7	8	9	10	11	Overall
Sheldon PA rate 2024-25	16.31%	17.37%	26.62%	26.83%	34.08%	24.53%
National FFT 2024-25	18.2%	23.8%	26.9%	27.8%	29.0%	25.1%
2023-24 PA rates	17%	32%	35%	34%	35%	31%

Intended outcome	Success criteria
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.

Homework

PP student completion figures (71.31%) remain below the completion figures for non-PP students (85.93%) as of November 2024. Gap of 14.62 percentage points.

However, this gap was closed by 4.08 percentage points when compared to data from March 2024. At that time, PP student completion figures (60.76%) were 18.7 percentage points lower than non-PP students (79.46%).

Homework club is held in the library after school Monday -Thursday until 5pm and Friday until 4pm. Students are encouraged to attend if they are struggling with homework completion. Tracking and monitoring of which and directing to this resource needs

Students without a device at home for homework are identified by the pastoral teams and given a laptop to use at home. In 2024–25, 90 laptops were on loan to students, 67% of whom are Pupil Premium.

Intended outcome	Success criteria
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.

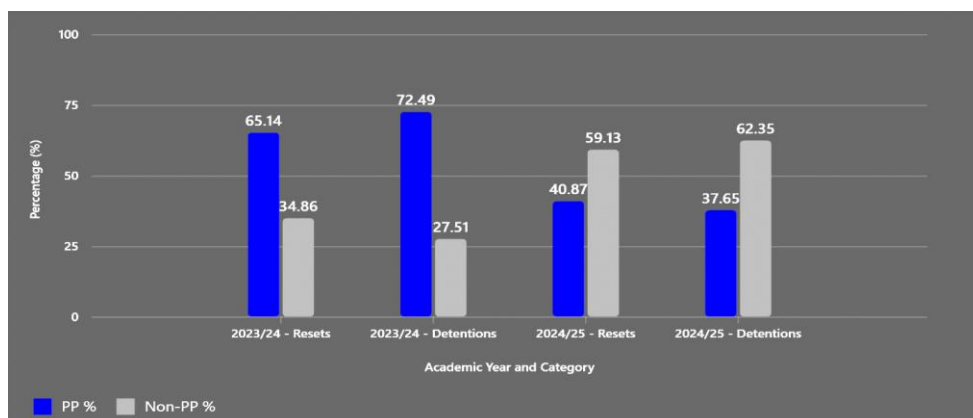
Data suggests that PP students have received fewer detentions and resets in 24/25 compared to 23/24. This implies that the increased consistency in classroom routines and expectations have benefitted PP students. However, suspensions both internal and external show an increase.

RESET and Detention Data – PP students only



2023/24 (solid lines). **2024/25** (dashed lines). Noticeably fewer incidents in both categories, especially in the first half of the year. Suggests improved behaviour or changes in policy/intervention effectiveness.

PP vs Non-PP: Percentage Comparison (2023/24 vs 2024/25)



There has been a significant reduction in the proportion of resets and detentions involving PP students from 2023/24 to 2024/25.

This suggests that interventions from dedicated pastoral leads and behaviour policy changes may be having a positive impact on behaviour outcomes for PP students.

PP Internal Suspension Percentages by Term (2024/25)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
39.1%	37.9%	42.5%	32.7%	36.5%	45.2%

Across all terms, PP students consistently represent over one-third of internal suspensions, peaking at 45.2% in Term 6.

PP External Suspension Percentages by Term (2024/25)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
40.0%	47.1%	31.2%	48.5%	45.8%	42.9%

75 individual PP students were suspended in 24/25 which is an increase of 15% from the 65 individual students suspended in 2023-24. Staff CPD on adaptive teaching and using Least Invasive Strategies alongside other teaching and learning strategies to improve student participation rate will continue through the 2024-27 strategy.

Intended outcome	Success criteria
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.

Mental Health Support

121 referrals were submitted using the mental health referral form in the 2024-25 academic. 30% of referrals were for PP students. One third of referrals were for students identified as PP and SEND.

Interventions for PP students included the following:

One-to-ones with pastoral leads
Counselling
Referral to Wiltshire Mental Health Support Team
Direction to counselling support from Teen Talk
ELSA

Issues that students have been supported with include but are not limited to:

Managing emotions
Low mood
Confidence and self-esteem
Sleep hygiene
Signs of emotional based school avoidance
Anxiety
Friendship issues

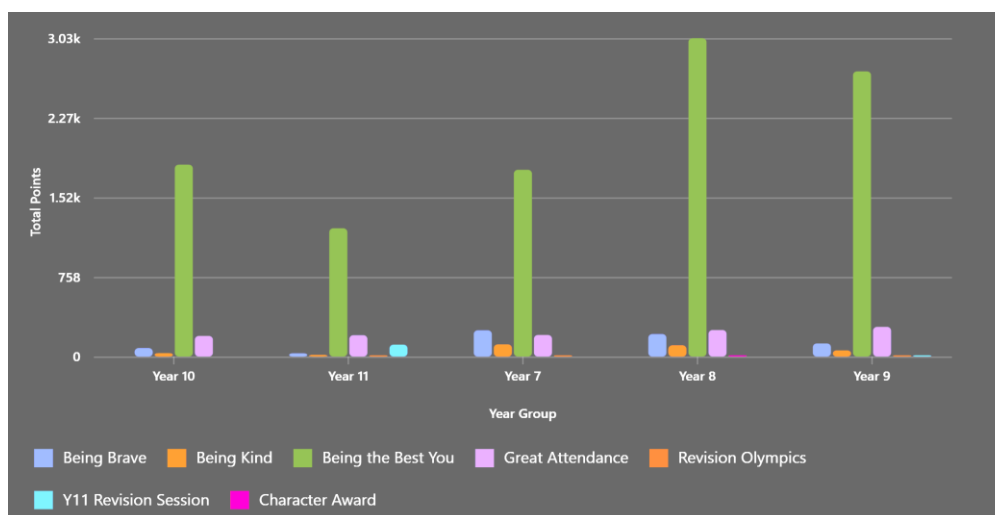
Alternative Provision

Introduction of outdoor learning and social and emotional learning (SEL) interventions alongside subject specific alternative provision has supported PP students with SEMH and attendance. Through 2025-26, pastoral leads are also undergoing ELSA training to create more capacity to support students within their year group.

Demerits and praise points data

	2022/23	2023/24	2024 /25
Average Praise points (PP)	34.1 (35.3)	53.6 (52.3)	44(43)
Demerits (PP)	24.8 (39.3)	42.8 (75.7)	40.8 (64)

Pupil premium students received a similar proportion of praise points compared to their non-PP peers.



Pupil Premium students, on average, receive 57% more demerits than the overall student population. This may indicate a need for targeted behaviour support and/or deeper analysis into contextual factors affecting PP students. In every year group, PP students consistently receive more demerits than their non-PP peers and the gap is particularly pronounced in Year 10 and Year 11. This will be a focus for 2025-26.

Intended outcome	Success criteria
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.

The extracurricular offer is extensive and well attended by both PP and non-PP students alike. However, there was a 10% gap in the percentage of the PP cohort attending clubs/activities when compared with the non-PP cohort in 2025-26.

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 and Details

How did you spend your service pupil premium allocation last academic year?

Sheldon School did not have sufficient data from students who are eligible for SPP to confirm what support and assistance is needed. Differing locations throughout the UK changes the chances of mobility due to the percentage of families from Army/Navy/RAF so this cannot be assumed. More evidence needed to be gathered to explore the barrier to learning faced by pupils eligible for SPP. The awareness and publicity of the support that Sheldon School offers SPP students also needed to be increased.

Appointment of Service Champion staff member to lead community engagement and support for services children.

Data collation and identification of key priorities for support used to produce a Service premium strategy statement.

Engagement with external agencies to investigate potential support projects.

Promotion of community activities for Service pupil through engagement with Community Development Worker at the Army Welfare Service (AWS).

Pilot Support Paws programme.

Application to engage with 'Festival of Friends' project run by the Armed Forces Education Trust. The project aims to develop and share good practice, upskill school staff, whilst also encouraging Service children (and their parents) to consider the benefits that Further and Higher Education can bring. The project also focuses on improving outcomes impacted by mobility, deployment and separation. This aspect will be a focus for development in 2025-26 building on the case study of similar project. [Portsmouth and Gosport Festival of Friends 2024/25 | University of Portsmouth](#)

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

Sheldon School currently has 46 students on roll who qualify for Service Pupil Premium. 26 students are in KS3, 15 are in KS4 and 5 are in KS5.

CPD session delivered to staff to raise awareness of the specific challenges faced by Services pupils. (100 staff members in attendance)

Student and parent survey carried out to collect information. (Returns received from all students and 30 parents/carers.)

Community activities for Service pupils promoted and there has been an increase in the uptake and a strengthening of the relationship between the school and AWS.

Year 7 and Year 8 students selected to take part in Support Paws programme in June 2025. This was a 5-week social and emotional learning programme specifically designed for service children, targeted concerns such as friendships, resilience and transition alongside utilising the emotional benefits of animal assisted interventions. 6 students took part in the programme. This also increased engagement with parents and awareness of the Service Champion and support offered at Sheldon.

Further information (optional)

[Home | Seven Children](#)

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

[Peak Injustice](#)

[Dan Nicholls | @DrDanNicholls | educational leadership | inspiring change | releasing potential](#)