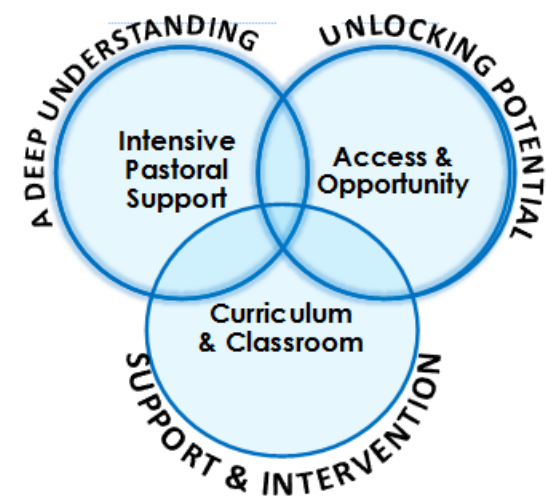


## Pupil Premium Report 2020 - 2021

Disadvantage should never be a barrier to educational achievement. Our vision is that all Young People no matter what their background should receive a first class learning experience and achieve outcomes that enable them to progress to their next stage of education, employment or training.

### Our Aims

1.	To ensure that disadvantaged Young People receive the highest quality provision, including high quality 'wave one' teaching.
2.	To diminish the difference in outcomes by addressing inequalities and raising the attainment of disadvantaged Young People relative to the rest of the cohort with a particular focus on disadvantaged Young People who have an additional SEND.
3.	To improve the attendance and behaviour of disadvantaged Young People.
4.	To provide personalised support for disadvantaged Young People through our Personal Development Curriculum.
5.	To ensure that disadvantaged Young People have full access to our curriculum and extra-curricular and enrichment provision.



1. Summary information					
School	EOTAS Swindon				
Academic Year	2020 - 2021	Total PP budget	£48 060	Date of most recent PP Review	
Total number of Young People	89 (17 AUS)	Number of Young People eligible for PP	55 5 LAC not receiving funding)	Date for next internal review of this strategy	Autumn 2020
2. Current attainment Summer 2020					
28 Year 11 pupils (34% of cohort)			Young People eligible for PP (your school)	Young People not eligible for PP (national average)	
English 4+			37.5%		
Mathematics 4+			24%		
English and Mathematics 4+			17.9% (5)		
English and Mathematics 5+			3.6% (1)		

3. Barriers to future attainment (for Young People eligible for PPG)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A.	Gap in the attainment and progress of PPG learners compared to non PPG learners - particularly those who are double disadvantaged (PPG and SEND)	
B.	Speech and language communication difficulties	
C.	Social and behavioural issues of some PPG learners is having a detrimental effect on their academic progress and behaviour.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Lower attendance rates for PPG Young People and lower PPG persistent absence rates	
E.	Lack of positive background forces – emotional/social instability due to family factors can affect Young People' learning.	
4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Diminish the difference in outcomes between PPG and non PPG learners through improving the quality of teaching – some Young People arrive with poor literacy and numeracy meaning limited access to the curriculum, which in turn affects progress. Improve the performance of our double disadvantage cohort	<ul style="list-style-type: none"><li>The quality of teaching provision leads to the improved outcomes. Teaching is differentiated well to meet the needs of all PPG learners.</li><li>Difference in attainment and progress is diminished.</li><li>Pupil meet or exceed Age Related Expectations</li><li>Attainment for double disadvantaged is at least in line with those who are PPG and no SEND</li></ul>
B.	Identify and improve SEND and speech and language communication difficulties for Young People – some Young People arrive with undiagnosed SEND and speech and language issues meaning limited access to the curriculum.	<ul style="list-style-type: none"><li>Teaching strategies to improve speech and language issues identified. Teaching is differentiated to remove these barriers to learning.</li></ul>
C.	Further improve Young People' behaviour, especially reducing disruption in lessons Social and behavioural issues for a group of PPG Young People improved.	<ul style="list-style-type: none"><li>All Young People have equally positive experiences of learning.</li><li>Reduced levels of behaviour support team calls, removal from lessons and exclusions for this cohort</li><li>These Young People achieve their potential and learn to manage their social interactions more positively.</li></ul>
D.	Improved attendance rates for PPG Young People.	<ul style="list-style-type: none"><li>Reduced number of PPG persistent absentees</li><li>Overall PPG attendance to improve to be in line with non-PPG attendance.</li></ul>
E.	Increase of positive engagement from PPG Young People to foster higher aspirations.	<ul style="list-style-type: none"><li>Increased number of PPG Young People who hold leadership/manager roles in school</li><li>Increased number of PPG Young People engaging in The PIXL Edge programme</li><li>100% of PPG Young People have a September provision Post 16 which is sustained in October 2021</li></ul>

5. Our Strategy					
Academic year		2020-2021			
The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Diminish the difference in outcomes between PPG and non PPG learners	<p>Review and develop the impact of middle leaders to ensure they apply a high degree of rigour and consistency across their teams with much greater emphasis, or 'tilt', towards disadvantaged Young People.</p> <p>Strong focus on identifying under-performance to ensure that progress which has stalled is re-accelerated based on accurate data</p>	Outcomes for disadvantaged Young People must be central to the work of raising standards leaders.	<ul style="list-style-type: none"><li>• Rigorous 'holding to account' by DHT evidenced through appraisal, department line reports. This to include data analysis of PPG performance at class level and sub-group level.</li><li>• Ensure that Raising standards leads have a sharp awareness of the effectiveness of strategies implemented and review these regularly</li><li>• Identify issues swiftly and ensure underachievement is remedied quickly and effectively – if PPG Young People are not 'on track' intervention MUST be put in place.</li></ul>	SLT  Raising standards leads	Regularly monitored through: <ul style="list-style-type: none"><li>• Robust use and regular scrutiny of 'Line Reports' across all year groups by SLT.</li><li>• Work with Management committee</li></ul>

A. Diminish the difference in outcomes between PPG and non PPG learners	PPG Young People are given appropriate help and consideration in lessons to make sure that they are being pushed to progress as much as their peers.	It is important to profile Young People to identify their exact barriers and implement and tailor support accordingly. These profiles are included in the pupil passports and class context sheets	Deputy Head will: <ul style="list-style-type: none"> <li>• Embed revised T&amp;L framework with PPG heavily prioritised which includes Five Firsts' for PPG Young People</li> <li>• Implement 'pupil profiles' for PPG Young People so that teachers can effectively plan and execute learning strategies to overcome barriers to learning and progress</li> <li>• Set up PPG Young People focus groups</li> <li>• Whole School INSET will focus on meeting the needs of all learners</li> </ul>	DHT  Raising Standards leaders	Through: <ul style="list-style-type: none"> <li>• Appraisal reviews</li> <li>• Focus PPG TILT</li> <li>• PPP lessons</li> <li>• Qad work</li> <li>• Pupil passports</li> <li>• Class Context sheets</li> </ul>
A. Diminish the difference in outcomes between PPG and non PPG learners	Increase the proportion of disadvantaged Young People experiencing securely good teaching and learning.	PPG learners need consistently good and ideally outstanding provision.	<ul style="list-style-type: none"> <li>• Half-termly review of staffing/teaching provision of PPG Young People to ensure our best teachers teach a disproportionate number of PPG Young People.</li> <li>• Carry out specific provision mapping for Year 11 PPG cohort (November 2019)</li> </ul>	Raising Standards Leaders  SLT  Teaching and Learning council	<ul style="list-style-type: none"> <li>• Reviewed half termly at Teaching and Learning meetings and SLT focused meeting teaching and learning council</li> </ul>

A. Diminish the difference in outcomes between PPG and non PPG learners	Further develop the assessment model at Key Stage 3	Effective use of assessment for learning is key to maximising progress for disadvantaged Young People.	<ul style="list-style-type: none"> <li>• Ensure an aspirational 'flightpath' for lower attaining PPG Young People</li> <li>• Evaluation of the gap in attainment in each cohort at the end of the previous key stage and complete a comparison of the current gap against this.</li> <li>• Routinely provide helpful qualitative feedback in WWW and EBI style and set 'Grow Blue' that PPG Young People respond to and use to build effectively on their learning and progress.</li> </ul>	DH SLT Data Manager Raising standards leaders	Monitored through: <ul style="list-style-type: none"> <li>• Monitoring of Review Data</li> <li>• Regular learning walks</li> <li>• PPP lessons</li> <li>• Book Scrutinies as per QAD schedule</li> </ul>
B Identify and improve speech and language communication difficulties for Young People	Progression tool applied for all Young People on entry as well as Young People currently on roll. Full assessment of Young People identified in need	Strategies for teaching Young People with SLCN shared with teaching staff Identified needs shared with schools to enable transition to mainstream	<ul style="list-style-type: none"> <li>• SALT therapist engaged 2 days a week</li> <li>• Review data analysed at every review point and plans in place to support underachievement if required.</li> <li>• Profiling work (detailed above)</li> <li>• Teaching strategies shared with classroom teachers and support staff will support this group of Young People</li> </ul>	Raising standards lead SENCo	<ul style="list-style-type: none"> <li>• Half termly meetings where the progress of these groups is analysed closely and plans in place to support underachievement.</li> <li>• Weekly case management meetings</li> </ul>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Diminish the difference in progress between PPG and non PPG learners	Programme of Intervention, Extra Tuition and Catch Up for underachieving Young People including catch up reading	<p>Many PPG Young People need additional out of school hours tuition, which they may be reluctant to engage with.</p> <p>Reading ages of Young People</p>	<ul style="list-style-type: none"> <li>Targeted Revision Sessions,</li> <li>Attainment Mentoring Focus Group</li> <li>Teachers in English and Maths will provide the catch up/intervention scheme to small groups and individuals working below the expected standard</li> <li>SEND intervention groups</li> <li>Reading scheme</li> <li>Twilight teaching programme</li> </ul>	Raising standard leaders	<ul style="list-style-type: none"> <li>Our RSL team will meet half termly to assess the impact of these interventions.</li> <li>Monitored at each of the 3 data collection points throughout the year</li> <li>Progress of the reading scheme measured using standardised scores.</li> </ul>

<p>C. Improve behaviour and reduce exclusions for a persistent group of learners</p>	<p>Implement a Restorative Justice approach across the school – embed this culture through restorative discussions at the end of each day</p> <p>Implement bespoke provision to meet the needs of Young People at risk of exclusion/vulnerable</p>	<p>A minority of Young People present with complex social and behavioural needs which need bespoke support.</p>	<ul style="list-style-type: none"> <li>• Key group of staff trained in RJ approaches with training rolled out to all staff in 2019-2020</li> <li>• Review the work of the Behaviour Support Team to provide bespoke strategies for these learners.</li> <li>• Widen the Alternative Provision offer for targeted PPG Young People eg TUTE this will link with PIXL Edge</li> <li>• Tutors to continue using pupil passports prioritising PPG Young People</li> <li>• KS3 'behaviour' nurture to support Young People at risk of failing to return to mainstream</li> <li>• ELSA and Thrive sessions</li> <li>• PDC curriculum</li> </ul>	<p>Raising Standards leads</p> <p>AH Attendance and Behaviour lead</p> <p>Behaviour Support Team</p> <p>Tutors</p> <p>SENCo</p> <p>PDC team</p>	<ul style="list-style-type: none"> <li>• Progress reviewed regularly at RnR meetings and/or professionals meetings 6-8 weeks.</li> <li>• Scrutiny of pastoral line reports regular analysis of exclusion data, and behaviour send-out data by SLT</li> <li>• Pupil satisfaction rates</li> <li>• Diminished PPG gap by end of Spring Term 2020 with significant reduction in PPG data by end of Summer 2020</li> <li>• Reduction in repeat exclusions</li> <li>• Pupil Voice evidences efficacy of Restorative Justice approach including role of peer mentors to effect resolution.</li> <li>• Case management meetings weekly</li> </ul>
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D. Improved attendance rates for PPG Young People	Strategic focus of SLT and HOC on PPG Young People' attendance and taking swift actions. This will include focusing on the engagement of parents/ carers.	Our strategies are beginning to show improvement – we will continue with our plans but will ensure a more bespoke approach.	<ul style="list-style-type: none"> <li>• First day response for PPG Young People not in School</li> <li>• Form tutors – targeted groups to identify barriers and support</li> <li>• Introduction of a weekly Attendance Tracking Tool monitored by Form Tutors and SLT</li> <li>• AIP in place for each Young Person</li> <li>• Hold regular Attendance Panel meetings</li> <li>• Continue with Attendance and Punctuality Alerts and regularly review the impact</li> <li>• Rewarding and recognising improved and good attendance initiatives</li> </ul>	HOC  SLT  Assistant Head i/c Attendance  Form Tutors	<ul style="list-style-type: none"> <li>• Pastoral line reports</li> <li>• This data is analysed termly by SLT and presented to the Management committee</li> <li>• Increase in PPG attendance</li> <li>• Reduction in the numbers of PPG persistent absentees across years 7-11</li> </ul>
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E. Increase of positive engagement from PPG Young People to foster higher aspirations.	Our focus is on the whole child offering Young People opportunities to succeed	<p>We want to develop intrinsic motivation in our disadvantaged learners.</p> <p>We have engaged 20 Year 11 Young People in PIXL Build Up</p>	<ul style="list-style-type: none"> <li>Implement a 'Personal Development Curriculum' for all Young People with PPG, SEND as a priority – tracked by PIXL Edge</li> <li>Increase the number of PPG Young People holding leadership positions e.g. school council</li> <li>Level up strategy for staff talking with PPG Young People</li> <li>ELSA and Thrive session incorporated into the timetable through PDC</li> </ul>	<p>Lead for PIXL edge</p> <p>SLT</p> <p>AH Behaviour</p> <p>Behaviour support team</p>	<p><b>Edge targets PDC</b></p> <p>30-50% of KS3 PPG Young People will complete 1-2 Apprentice Edge activities (Autumn Term 2020). 50-75% of KS3 PPG Young People will complete 2-4 Apprentice Edge activities (Spring Term 2021) 75% + of KS3 PPG Young People will complete 5+ Apprentice Edge activities (Summer Term 2021).</p> <p>10-25% of KS4 PPG Young People will complete 1-2 Graduate Edge activities Spring Term 2021.</p> <p>25-50% of KS4 PPG Young People will complete 3+ Graduate Edge activities Summer Term 2021.</p> <p>100% of year 11 pupils have Post 16 Destinations September 2021 which are sustained October 2021</p>
E Increase of positive engagement from PPG Young People to foster higher aspirations.	Secure improved overall participation, particularly of PPG and SEND Young People	The PIXL Edge programme offers Young People opportunities to become involved in activities, which adhere to the LORIC principles.	<ul style="list-style-type: none"> <li>Target PPG and SEND key groups for selected extra-curricular activities and accurately track and monitor PPG/SEND Young People' participation – driven through PIXL Edge</li> <li>PDC curriculum</li> </ul>	<p>AHT Behaviour and Attendance</p> <p>PIXL Edge Lead</p> <p>Form Tutors</p>	Specific monitoring of EOTAS school development plan

## Pupil Premium Funding for 2020-2021 and planned expenditure

These are clearly linked to the desired outcomes detailed in our plan above these plans have been approved by the Resource Committee where Pupil Premium Funding is scrutinised:

Item No.	Item Description/Commitment	Total	Link to section
	English and Mathematics HLTA support	11,000	A
	Academic Resources	2,500	A
	Speech and Language Therapy support	7,000	B
	Additional administrative support attendance	1,500	D
	Additional BST support	3,500	C
	Mentoring/Motivation programme for specific groups	150	A,B
	PIXL Membership	2500	A
	Alternative Provision offer including TUTE	11,000	A,B
	Pastoral support workers additional support	3,520	D
	Literacy support	4,440	A
	The Edge Programme	250	E
	Attendance Initiatives	200	D
<b>Sub Total Expenditure/Commitment</b>		<b>48,060</b>	

## Glossary of Terms

**PPG** – Pupil Premium Grant

**RSL**- Raising Standards Lead

**AH** - Assistant Headteacher

**(HL)TA** – (Higher Level) Teaching Assistant

**CPD** - Continuing Professional Development

**SLT** - Senior Leadership Team

**PIXL** - Partners in Excellence Club. We belong to this collaboration of schools, which provides us with access to vibrant, purposeful conferences and networks, complemented by online resources, training opportunities and development programmes.

**PPE** - Pre Public Exams

**SENCo** - Special Educational Needs Coordinator

**SEND** - Special Educational Needs and Disability

**QAD** - Quality Assurance and Development

**BST** - Behaviour Support Team

**PDC** – Personal Development Curriculum

**IAG** - Information, Advice and Guidance

**FTE** - Full Time Equivalent