Pupil premium strategy statement

School overview

Detail	Data
School name	EOTAS Swindon
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Juliette Baldwin
Pupil premium lead	Juliette Baldwin
Governors	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41055
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41 055

Part A: Pupil premium strategy plan



Statement of intent

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 disadvantaged pupils' right to succeed is underpinned by our Pupil Premium 'Tilt' Strategy which tackles all potential barriers to learning. Quality first teaching is at the heart of our approach. Our priorities are to maximise outcomes for all disadvantaged pupils, improving their literacy skills, while providing intense pastoral and emotional support and encouraging participation in the wider community through our personal development curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Inconsistencies in teaching provision.
2	Disadvantaged pupils are not making as strong progress as non-PPG pupils.
3	Poor literacy skills mean some PPG pupils struggle to access the curriculum
4	Social and behavioural issues of some PPG learners is having a detrimental effect on their academic progress and behaviour.
5	Low attendance, often historically low in prior schools
6	Lack of positive background forces and low aspirations for the future and/or emotional/social instability due to family factors can affect pupils' learning, including lack of engagement from parents/carers.

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
1. Disadvantaged pupils receive the highest quality teaching provision.	• The quality of teaching provision leads to the improved outcomes. • Teaching is differentiated well to meet the needs of all PPG learners.
2. Disadvantaged pupils make strong progress that allows them to narrow the gap between assessment on entry and expected outcomes	• Nearly all pupils 'on track' especially disadvantaged/SEND, with highly effective support in place to help others get back on track swiftly. • Diminishing gaps in attainment and progress. • Improved progress PPG low prior attainers, upper prior attainers and boys
3. Improved literacy skills, in particular reading, for disadvantaged pupils so that they can fully access the curriculum.	• All pupils, especially PPG/SEND, read at or above reading ages and speak with fluency and articulacy in all lessons • Pupils are more confident in their literacy skills and, as a result, possess a greater ability to access the curriculum. • Closing of progress gaps for PPG and SEND pupils, particularly through reading intervention
4. Improved pupils' behaviour and reduce learning lost through suspensions	• Social and behavioural issues for PPG pupils improved. • Improved attitudes to learning. • Reduced levels of suspensions.
5. Improved attendance rates for PPG pupils and in particular, a reduction in persistent absence.	• Reduced number of PPG persistent absentees, severe absentees and improved PPG attendance, engagement with EWO.
6. Disadvantaged pupils' social and emotional needs are fully supported so that they achieve well and access opportunities to ensure cultural capital and preparation for life.	• Pupils increasingly value the individual College's work on mental health and well-being, recognise the risks and know how to access support. • Increased number of PPG pupils engaging in SMASH/Starting point mentoring. • Work with high risk/vulnerable pupils shows demonstrable impact across a range of indicators.

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: £25 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality first teaching supported by targeted CPD: • Ensure the FIVE FIRSTS are embedded in all lessons • Ensure staff have high expectations of all disadvantaged learners in terms of achievement, with a particular emphasis on PPG pupils' books, written work, presentation and feedback. • Heads of College to lead planned and targeted CPD on Great Teaching @ EOTAS including: Social emotional learning, metacognition, effective deployment of TAs and Feedback to ensure that staff are up to date with impactful strategies (T and L Briefings and TDD) • Profiling PPG pupils to understand appropriate strategies to support in the classroom on entry through the Pupil Passport • Develop and share stretch and challenge strategies for all upper PPG/ SEND pupils (Heads of college) • Heads of College to support teachers with behaviour management and/or building positive relationships. • All staff trained on Trauma Informed practices	The EEF states that good teaching is the most important lever schools have to improve the outcomes for disadvantaged pupils. High quality teaching achieves high quality results. Metacognition and self regulation – this is very high impact for very low cost (EEF Teaching and Learning toolkit). The EEF states: Cognitive science is being used increasingly to inform interventions, practice, and policy in education. Of particular interest to education has been research into motivation and reward, working memory and long-term memory, and cognitive load	1,2,3
Strengthen leadership to secure a consistently good standard of education and strong progress	Ensuring an effective teacher is in front of every class … is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending – EEF Autumn 2021.	1,2,4

• Positively tilt towards PPG provision so that 95%+ PPG pupils are receiving the very best provision and experiences possible appropriate to needs by Summer 2024 • Heads of College maintain strong focus on PPG/SEND in all MRE activities • Identify colleagues requiring support and set specific targets within a specified timeframe for improved provision termly.		
Continue development of the curriculum so that: • Teachers have a strong understanding of the learning journey in their subject and inter-disciplinary and, translate this into highly effective teaching and learning (intent to impact). • Pupils especially PPG, demonstrate a strong understanding of the learning journey in and across all subjects and can articulate their learning and next steps • All teachers trained on cognitive load theory and reciprocal reading strategies to underpin wave 1 teaching of PPG in the classroom	EEF September 2022 Building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment enables the development of high quality teaching, assessment and a broad and balanced curriculum which responds to the needs of pupils.	1,2
Strengthen assessment for PPG/SEND pupils: • Model and share best practice on well-designed teacher and milestone assessment, so teachers can plan learning with appropriate strategies and target teaching precisely • Model quality standard for use of assessment strategies across depts., particularly to support SEND/PPG. • Ensure the assessment framework and policy is implemented fully so that pupils, especially PPG, understand how to improve their work (HOC's) • Laser sharp focus on PPG and SEND pupils' marking and feedback (HOC's) • Disadvantaged students to receive affirmative actions from teachers that is regular and visible in books • Renew focus on 'live feedback' as part of the marking, assessment and feedback process • Introduce a spiral approach to examinations	Effective use of assessment for learning is key to maximising progress for disadvantaged pupils. Sharp analysis of the progress of this group of learners is required. Rigorous tracking after each data review will ensure the correct intervention is in place.	1,2
Highly developed pupils' literacy and oracy, especially SEND/PPG	Reading is the key determiner for academic success.	2,3

• Ensure high standards of literacy and oracy through teachers own speaking, listening, writing and reading of English • Relentless prioritising of reading to allow pupils to access the full curriculum • Appointment of a Literacy Lead and Champions to support this whole college priority • Training for all staff on Reading Programme/ interventions (Julie Norris) • Continue the programme of guided and independent reading. • Deliver, monitor and review impact half-termly reading and decoding programmes:	Renewed focus on the development of pupils' literacy and oracy as being crucial to tackling underachievement and improving the outcomes of all pupils over time.	
Whole school Reading programme • Focus on disciplinary literacy training all staff • One member of staff to be disciplinary literacy lead (DC) • One member of staff to undertake the NPQLL on leading literacy (SM) Intervention plans Inc. year 2 of AR programme with all year 7, 8 and Rise pupils, with focus on PPG. • Ensure all students are at, or above their chronological reading ages	A study by the EEF found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals, the figure was 5 months' additional progress.	2,3
Develop careers and WRL curriculum: • Develop careers tutorials, workshops and events to focus on supporting work towards GATSBY benchmarks. • Drop Down days support • Careers workshops run by L6 accredited careers guidance professionals for year 8, year 10/11.	The Gatsby Benchmarks require that the curriculum is linked to careers. This will allow PPG pupils to broaden their future pathways and raise aspirations.	6

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

Budgeted cost: £12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Implement effective KS 3/4 Raising Standards and Intervention Plans which have a priority focus on PPG intervention
This will include:
• Appointment of subject specialist teachers in English and Maths
• Rigorous analysis of review data to identify underachievers and re-spond with appropriate intervention (Intervention team termly)
• Specific focus on KS3 classes to identify learning gaps early and respond accordingly
• Ensure appropriate Wave 2 intervention is in place to include:
  ○ a programme of 'intervention for underachieving pupils
  ○ one to one sessions
  ○ targeted revision sessions in PDC lessons
• Mentoring programme in place for targeted year 11 pupils
• Build collaborative working partnerships with mainstream schools with a focus on behavior management to inform interventions in KS3 through the CARE package
	EEF identifies small group withdrawal as an effective tool for improving student performance. PPG pupils in particular need additional specialist input.
	
	Tutoring can also help pupils to build resilience. Research shows that individual tuition builds pupils' confidence and pro-vides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.
		2,3

Implement a strong alternative provision offer which meets the needs of vulnerable and at-risk pupils: • Bespoke in house alternative provision including tutoring for targeted pupils who are unable to access mainstream education, including personalised timetables through Oakfield.	Identifying pupils who require access to a range of alternative provision on an individual basis will allow better engagement and attendance.	4,5,6

• Expand alternative curriculum offer, therapies, interventions and support in place for specific pupil including BEST mentoring. Review Cat A and Cat B pupils according to need and implement bespoke provision to meet the needs of pupils on CARE packages • Carry out targeted work with key pupils/groups of pupils displaying low level disruptive and/or anti-social behaviour in and outside the class-room through interventions, including communication with parents/carers • Use Educational Psychology consultation time to develop bespoke strategies for targeted pupils.		

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

Budgeted cost: £ 5 055

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a Restorative Justice approach across the Colleges: • Train pastoral and welfare staff in Motivational Interviewing in order to coach SEMH pupils to secure behaviour change.	The EEF Guidance Report on Improving Behaviour in Schools states, 'Teachers should encourage pupils to be self-reflective of their own behaviours.'	4,5
Improve the behaviour indicators of disadvantaged pupils: a. Clarifying expectations to all pupils through the EOTAS way documents so that all staff and pupils are clear on routines	The EEF Guidance Report on Improving Behaviour in Schools states, 'Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour.' EEF states that, 'Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the great-est effects. Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.'	4,5

• Review the work of the Behaviour Support Team to provide bespoke strategies for these learners.	EFF teaching and learning tool kit- Behaviour intervention	
Adopt *an* 'attendance is everyone's business' mindset with accountability at all levels • Training for all staff • Increase number of personnel of attendance admin team to three • Create 'attendance response team' to respond to the absence of key cohorts 'on the day' (Heads of College) • Improve the attendance of disadvantaged pupils by: o Review key PPG pupils with low attendance and punctuality. o Targeted and staged approach to tackling absence using a range of strategies, including pastoral and welfare intervention. o Link with CAHMS provision to provide additional support for pupils not attending due to mental health concerns. o Implement Individual Attendance Action Plans for all pupils • Streamline communication on attendance through 'lead staff' for pupil concerns. • Expand the discussion of low attenders through PRISM weekly	The DfE 'Working together to improve school attendance' is very clear that 'attendance is everyone business' Our strategies are beginning to show improvement – we will continue with our plans but will ensure a more bespoke approach.	5
Develop the personal skills of self-confidence, resilience, perseverance for PPG pupils through:	Recent thinking advises that if disadvantaged pupils are exposed to cultural experiences they will widen their future opportunities.	6

• Empowering PPG pupils to play a lead role in creating a strong culture of diversity, inclusion and acceptance, including representation through Action Champions • Target year 7/8 PPG pupils to ensure access to rich opportunities inside and outside the classroom through BEST		
Support the wellbeing, safeguarding and mental health of PPG pupils: • Appointment of DDSLs to manage the increase in safeguarding concerns) • Develop the work of the HUB at Riverside to link with mainstream. • Monitor pupil well-being via tutor check-ins and CPOMS; act swiftly to intervene and support. Develop Emotional Literacy and/or other therapies for pupils in need. The work of the Reintegration manager is targeted at 'hard to reach' families – those with complex needs to ensure additional support and appropriate signposting is in place.	DFE research dated November 2021 states: 'During the pandemic, some disadvantaged young people and children, such as children in care or those who are disadvantaged financially, have reported poorer mental health and well-being including anxiety and loneliness.' This is a priority for all pupils, not only disdvantaged.	4,5,6
• Contingency fund for acute issues to provide practical help and/or resources as required.		6

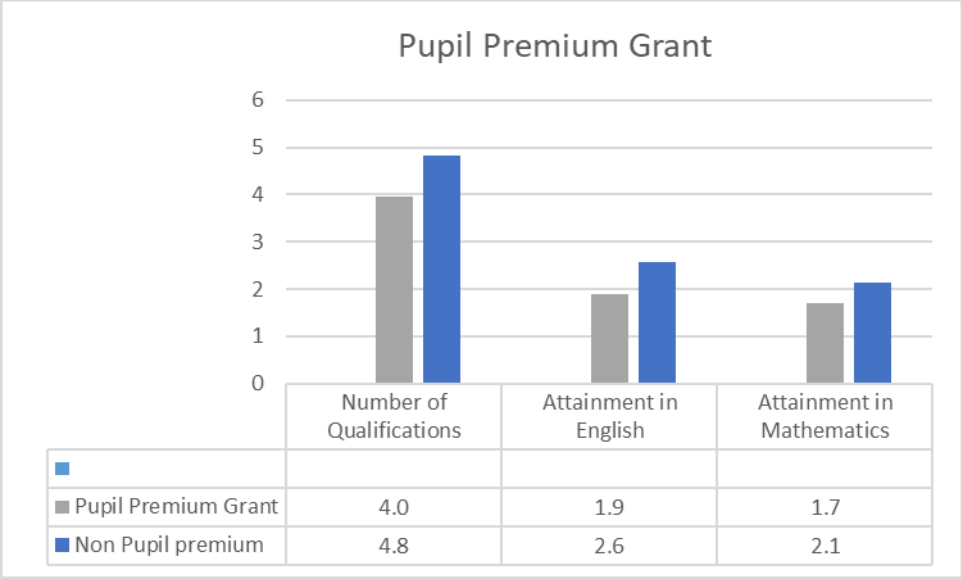
Total budgeted cost: **£ 41 055**

Part B: Review of outcomes in the previous academic year 2025-2026

Pupil premium strategy outcomes

This year's outcomes show a mixed picture for disadvantaged pupils across the 22-pupil cohort. The gap in English increased from 0.4 points last year to 0.7 points, and the gap in maths increased from no gap to 0.4 points. However, the gap across other subjects narrowed by 0.8 points, from 1.3 points last year.

Overall, the reduction in gaps across other subjects is encouraging, but it has not been matched in English and maths. The small cohort means that individual pupils' outcomes can have a noticeable effect on the figures, so these results should be considered alongside each pupil's progress and wider assessment evidence. The strategy review will focus on what supported stronger outcomes in other subjects and whether that can be applied in English and maths, while checking that classroom teaching and any additional support address the specific barriers faced by disadvantaged pupils.



	Number of Qualifications	Attainment in English	Attainment in Mathematics
Pupil Premium Grant	4.0	1.9	1.7
Non Pupil premium	4.8	2.6	2.1

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