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	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Juliette Baldwin
Pupil premium lead	Juliette Baldwin
Governors	Tom Witts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57 756
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	£57 756

Part A: Pupil premium strategy plan



Statement of intent

Disadvantage should never be a barrier to educational achievement. Our ultimate objective is that every disadvantaged pupil, whatever their background, receives a first-class learning experience and makes the academic, social and emotional progress needed to move successfully to an appropriate next stage of education, employment or training.

At EOTAS Swindon, that objective must be pursued in a highly individualised way. Pupils may attend for a short period or for several years; they may be dual registered with a mainstream school, referred for bespoke support, close to permanent exclusion, receiving medical tuition or accessing provision connected to health needs. Some pupils arrive with significant gaps in prior learning, low attendance histories, complex social or emotional circumstances, SEND, or interrupted schooling. A coherent strategy therefore needs to be ambitious and consistent while remaining responsive to each pupil's starting point, length of placement and intended destination.

Our strategy uses the DfE Menu of Approaches as its organising framework:

1. High-quality teaching: strengthen consistent curriculum delivery, assessment and teaching across colleges and subjects.
2. Targeted academic support: identify and address the specific learning gaps that prevent disadvantaged pupils from accessing and progressing through the curriculum.
3. Wider strategies: reduce the attendance, emotional, behavioural, family and participation barriers that can prevent pupils benefiting from education.

These tiers are complementary. High-quality teaching is the foundation; targeted support is planned in response to assessment rather than used as a substitute for good classroom teaching; wider strategies help pupils to attend, feel safe, regulate, engage and sustain learning. Pupil Premium funding will be directed to activity that is additional to, or enhances, the school's core offer and is informed by evidence about the needs of disadvantaged pupils.

Our current Pupil Premium "Tilt" Strategy already establishes the central principles of this plan: quality-first teaching, maximising outcomes, improving literacy, providing intense pastoral and emotional support, and encouraging participation in the wider community through personal development. This strategy does not present those existing commitments as new interventions. Instead, it formalises how they will be implemented, evaluated and sharpened for disadvantaged pupils. It builds on the Tilt approach by linking it explicitly to the barriers and attainment information supplied, the school's improvement priorities and the Menu of Approaches.

The school's improvement plan reinforces this direction. In particular, the priority to improve consistency in curriculum delivery responds to the inspection finding that implementation is not equally effective in all subjects. The inclusion and SEND priorities support a better understanding of pupils' starting points and needs. The attendance and behaviour priority connects early identification with support for pupils and families. Personal development and pupil voice provide routes for pupils to build confidence, agency and participation. These priorities are reflected below through activities that connect school-wide improvement to the specific progress and engagement of disadvantaged pupils.

The strategy is informed by the school's context: 47% of pupils are disadvantaged overall, although the proportion varies from 0% to 57% between year cohorts. Fifteen per cent of pupils have an EHCP and a further 7% are under assessment. Many pupils have SEND, and the school reports significant underachievement at entry. The English and mathematics attainment figures provided are 1.9 and 2.6 for PPG and non-PPG pupils in English, and 1.7 and 2.4 respectively in mathematics. The supplied data does not state the assessment scale or measurement period, so these figures should be treated as the school's reported measures rather than interpreted as grades. On that measure, the PPG/non-PPG difference is 0.7 in both subjects and will be investigated alongside progress-from-entry data, cohort size, placement length and pupil need.

Implementation and evaluation must reflect the dispersed structure of EOTAS Swindon, with three colleges and medical provision. The school already uses monitoring and review processes including line reports, school reviews, learning walks, QAD checks, PPP lessons and deep dives. This strategy will use those existing systems, where appropriate, to examine the quality and impact of Pupil Premium activity rather than creating a parallel monitoring structure. Because pupils' placements and circumstances vary, evaluation will consider starting points, attendance, time on roll, dual-registration arrangements and intended destinations; cohort-level comparisons will be interpreted cautiously, particularly when cohorts are small or their needs differ substantially.
The key principles are:

· Ambition and equity: disadvantaged pupils should have access to an ambitious curriculum, qualifications and meaningful next steps.
· Starting-point-led planning: assessment on entry and ongoing checks should identify what each pupil knows, the gaps to address and the support likely to help.
· Teaching first: improve the consistency and effectiveness of teaching across subjects and settings.
· Targeted, purposeful support: select interventions for a defined need, timetable them carefully and check whether learning transfers back into lessons.
· Inclusion and personalisation: account for SEND, trauma, health needs, placement length and individual circumstances without lowering expectations.
· Relationships and pupil voice: build on the school's nurturing environment and personal-development work so pupils can express needs, contribute and develop confidence.
· Partnership: work with families, referring schools, health services and other professionals where this helps remove barriers and support continuity.
· Evaluation and refinement: use relevant evidence and pupil-level information to retain, adapt or discontinue activity based on its impact.

Evidence and framework note
The activities below use research and guidance from the Education Endowment Foundation (EEF) and DfE. Evidence is a guide to decision-making, not a guarantee of impact for every pupil or setting; the school should consider implementation, pupil response and the fit with its alternative provision context. The school's supplied Ofsted grades and comments are from an inspection under the previous framework. They are included as context, not as a statement of judgement under the inspection framework introduced in November 2025.

Challenges

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

Challenge number	Detail of challenge
1	Inconsistency in teaching provision and curriculum implementation. The school's inspection evidence says that the curriculum is not implemented as intended in some subjects, limiting pupils' ability to deepen knowledge, make connections and build on prior learning. This creates a particular risk for disadvantaged pupils who may have experienced interrupted education or significant underachievement on entry
2	Disadvantaged pupils are not making as strong progress as non-PPG pupils. The school reports attainment measures of 1.9 for PPG and 2.6 for non-PPG pupils in English, and 1.7 and 2.4 respectively in mathematics. The 0.7 difference in each subject needs to be examined using consistent assessment information, including pupils' entry points, progress over time and placement length.
3	Literacy needs restrict access to the curriculum. Some disadvantaged pupils have weak literacy skills, making it harder to understand instructions, subject vocabulary and written material, and to demonstrate learning across subjects. The Tilt Strategy already identifies literacy improvement as a priority; the challenge is to make support more systematically assessed, subject-connected and evaluated.
4	Social, emotional, behavioural and family circumstances impede learning and engagement. Some pupils experience emotional or social instability, low aspirations, limited positive background influences, behavioural difficulties or low engagement from parents/carers. These factors can affect readiness to learn, relationships, behaviour and academic progress. The Tilt Strategy already commits to intense pastoral and emotional support; provision needs to be coordinated with learning goals and reviewed for impact
5	Low attendance and disrupted access to education. Some pupils arrive with historically low attendance, which reduces access to teaching, intervention and qualifications. In a provision where placements, health needs and dual-registration arrangements vary, attendance barriers require timely, individualised responses and appropriate coordination with families and partners.
6	

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. More consistent teaching and curriculum implementation for disadvantaged pupils across EOTAS Swindon.	Subject and college reviews show that agreed curriculum plans, assessment approaches and teaching routines are being implemented more consistently. Learning walks, QAD checks, identify improved alignment between intended curriculum, lesson activity and assessment. Pupils can increasingly recall and build on prior learning.
2. Improved progress and attainment in English and mathematics for disadvantaged pupils.	Entry and review assessments are recorded consistently, with progress monitored over each pupil's placement. PPG/non-PPG attainment and progress are reviewed each term, with differences analysed in context. Pupils receiving support make demonstrable progress from their own starting points; the school sets and reviews subject-specific targets once the assessment scale and baseline are confirmed.
3. Improved literacy, enabling disadvantaged pupils to access learning across subjects.	Identified literacy needs are recorded at entry and reviewed during placement. Pupils show progress in the specific skills targeted, such as reading comprehension, vocabulary, fluency or written expression. Work scrutiny and subject review indicate that pupils increasingly understand and use key vocabulary and can access age-appropriate subject material with suitable support.
4. Improved regulation, engagement and readiness to learn for disadvantaged pupils experiencing social, emotional or behavioural barriers	Individual support is linked to identifiable needs and reviewed with pupils and relevant adults. Pupil engagement, participation and behaviour information shows improvement over time for pupils receiving support. Pupils report that they know how to seek help, feel supported and can use strategies to return to learning after difficulty.
5. Improved attendance and continuity of learning for disadvantaged pupils.	Attendance is monitored promptly and in the context of each pupil's circumstances, including medical provision and dual registration. Identified pupils have recorded attendance actions and review points. Persistent absence and missed education are identified early, family contact is timely and attendance trends improve from each pupil's baseline where this is appropriate to their placement and health needs.
Across all outcomes: better evidence of impact and effective use of Pupil Premium funding.	Pupil-level records distinguish existing provision from Pupil Premium-funded enhancement. Each funded activity has an identified cohort, intended outcome, review date and evidence of participation and impact. Termly review informs continuation, adjustment or stopping of activities.

Activity in this academic year

The activities below are designed to address the five challenges and to fit the DfE Menu of Approaches. The school has described existing Tilt Strategy commitments to quality-first teaching, literacy improvement, intense pastoral and emotional support, and personal-development participation. Accordingly, activities in those areas are identified as building on, extending or formalising the current approach rather than being
presented as entirely new provision. Activities are not intended to duplicate the school's existing offer. Final funding decisions should be made against the confirmed Pupil Premium allocation and the additionality of each activity.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Formalise a cross-college curriculum implementation cycle for priority subjects. Building on the school's existing curriculum audit, subject leadership work and monitoring processes, identify where curriculum delivery is least consistent and agree a focused improvement cycle. Subject leads will clarify essential knowledge and sequencing, identify likely misconceptions, review whether lesson activities secure and deepen knowledge, and agree common assessment checks. Use existing learning walks, QAD checks, PPP lessons and deep dives to evaluate implementation and pupil learning. Prioritise subjects identified through the audit rather than assuming all subjects require the same support.	The EEF's Effective Professional Development guidance report supports professional development that develops teacher knowledge and practice through mechanisms such as goal-setting, feedback and revisiting learning. The EEF Teaching and Learning Toolkit: Feedback summarises evidence on feedback as a teaching approach.	**1, 2**
Deliver subject-focused CPD, coaching and peer observation to strengthen teaching consistency. Building on the improvement plan's commitment to targeted CPD for subject leads and peer observation, identify a small number of agreed teaching priorities from curriculum review—for example, explaining key concepts, checking understanding, revisiting prior learning and adapting teaching when pupils have gaps. Use coaching and peer observation to help staff practise and refine those approaches. Ensure staff working across different colleges and medical provision can access relevant development and shared examples.	The EEF's Effective Professional Development guidance report provides an evidence-informed framework for designing, implementing and evaluating teacher professional development.	**1, 2, 3**
Make assessment on entry and progress review more consistent and	The EEF's Assessment and Feedback guidance report and	**1, 2, 3**

Activity	Evidence that supports this approach	Challenge number(s) addressed
useful. Building on the school's existing baseline assessment and data on entry, agree a manageable shared record of pupils' starting points in English and mathematics, curriculum knowledge, attendance and relevant learning needs. Use regular formative checks to identify what has been learned and what needs reteaching. Where possible, record time on roll, dual-registration arrangements and relevant health-related access arrangements so progress measures are interpreted fairly. Use findings to adapt classroom teaching and identify pupils who may need targeted support.	Teaching and Learning Toolkit: Feedback discuss the role of assessment and feedback in informing learning and teaching.	
Embed literacy in subject teaching rather than treating it only as a separate intervention. Building on the Tilt Strategy's existing literacy priority, subject teams will identify essential vocabulary, reading demands and writing expectations in their curriculum. Staff will explicitly teach and revisit important words, check that pupils understand task language and provide planned opportunities to read, discuss and write about subject content. Adapt scaffolds to help pupils access learning while maintaining curriculum ambition.	The EEF's Improving Literacy in Secondary Schools guidance report recommends a coordinated approach to literacy across the secondary curriculum, including explicit teaching of reading, writing and subject-specific vocabulary.	**1, 2, 3**
Use the existing monitoring and review structure to evaluate Pupil Premium impact. Building on the school's established MRE arrangements, line reports, school reviews and lesson-review processes, include a termly Pupil Premium check: which disadvantaged pupils were reached, what support they received, what changed in their learning or engagement, and what needs to change next. Use pupil and staff feedback alongside assessment, attendance and behaviour information. This is an evaluation and implementation activity, not a new intervention for pupils.	The EEF's A School's Guide to Implementation sets out an evidence-informed process for exploring needs, preparing, delivering and sustaining an approach. DfE's Using pupil premium: guidance for school leaders describes the expectation that schools plan, monitor and evaluate their use of Pupil Premium.	**1, 2, 3, 4, 5**

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

Budgeted cost: £19 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish a time-limited, diagnostic English and mathematics support cycle for pupils with identified gaps. This is a proposed targeted offer, not a duplication of the stated whole-school literacy priority. Use entry assessment and classroom evidence to identify specific gaps; set a short series of learning goals; provide focused one-to-one or small-group teaching where appropriate; and reassess to check progress. Match the duration and intensity to each pupil's placement and timetable. Coordinate the content with class teaching so pupils can apply what they learn in lessons.	The EEF's Teaching and Learning Toolkit: Small Group Tuition and One to One Tuition provide evidence summaries on targeted tuition. The EEF's Making a Difference with Effective Tutoring gives guidance on planning and implementing tutoring.	**2, 3**
Use a structured reading and vocabulary intervention for pupils whose assessment shows literacy is a barrier. This extends the existing Tilt Strategy literacy priority by adding a clear identification, delivery and review cycle. Identify whether the main barrier is, for example, word reading, fluency, comprehension or vocabulary; select support matched to that need; and check whether pupils can apply the skill in subject lessons. Consider suitable adjustments for SEND and avoid withdrawing pupils from the same important curriculum learning repeatedly.	The EEF's Improving Literacy in Secondary Schools guidance report includes recommendations on reading, disciplinary literacy and vocabulary. The EEF's Teaching and Learning Toolkit: Reading Comprehension Strategies summarises evidence on teaching pupils strategies to improve comprehension.	**2, 3**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan targeted numeracy support from assessment evidence. Where baseline and lesson assessment identify gaps, provide structured practice in the specific mathematical knowledge and methods pupils need to access current curriculum content. Link the support to subject teaching, review retention as well as immediate task completion, and use individual support where a pupil's needs or placement make a group unsuitable. This is a proposed response to the reported mathematics difference, not an assumption that a particular existing intervention is in place.	The EEF's Teaching and Learning Toolkit: Small Group Tuition and One to One Tuition provide evidence summaries for targeted tuition approaches. The EEF's Special Educational Needs in Mainstream Schools guidance report is relevant when adapting academic support for pupils with SEND.	**2**
Coordinate teaching-assistant support around lesson objectives and independence. Review how TA time is deployed for disadvantaged pupils, especially pupils with SEND or substantial gaps in learning. Agree in advance the lesson purpose, how support will help the pupil access teacher instruction, and how staff will avoid unnecessary dependence or separation from peers. Where feasible, use preparation and feedback time to connect TA support with class teaching and pupil targets.	The EEF's Making Best Use of Teaching Assistants guidance report recommends approaches that help teaching assistants support learning effectively and preserve access to high-quality teacher instruction.	**1, 2, 3**
Create short, portable learning plans for pupils with short, changing or dual-registration placements. For pupils whose time at EOTAS is limited or whose education is shared with a mainstream school, record a small number of priority learning goals, current working information, literacy or numeracy needs and successful strategies. Agree how information will be shared with relevant staff and referring schools, subject to appropriate information-sharing arrangements. Review and update the plan at transition points so learning support is not lost when the pupil moves between settings.	The EEF's A School's Guide to Implementation supports adapting and implementing approaches in context. The EEF's Special Educational Needs in Mainstream Schools guidance report includes guidance on using assessment and adapting teaching to meet individual needs.	**1, 2, 3**

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

Budgeted cost: £ 8 756

Activity	Evidence that supports this approach	Challenge number(s) addressed
Formalise early attendance review and individual attendance response for disadvantaged pupils. This is a proposed structured enhancement; the information supplied identifies low attendance as a barrier but does not describe a specific existing Pupil Premium attendance programme. Review attendance promptly, identify emerging patterns and agree proportionate actions with the pupil and family. Consider medical needs, placement arrangements and dual registration before interpreting absence. Record agreed actions and review dates, and coordinate with referring schools or other relevant partners where appropriate.	The DfE's Working together to improve school attendance provides guidance on attendance responsibilities and support. The EEF's Working with Parents to Support Children's Learning reviews approaches to engaging parents and carers.	**5, 4**
Extend the existing intense pastoral and emotional support through clear links to learning and review. The Tilt Strategy already commits to intense pastoral and emotional support; this activity formalises how that support connects with pupils' learning, attendance and behaviour goals. For pupils with identified barriers, agree with them and relevant staff a small number of practical goals, strategies for returning to learning after difficulty, and review points. Where appropriate, involve families and relevant professionals. Do not assume one intervention suits every pupil or treat trauma-informed practice as a substitute for specialist support.	The EEF's Social and Emotional Learning guidance report provides evidence-informed recommendations for developing pupils' social and emotional skills. The EEF's Improving Behaviour in Schools guidance report covers approaches to understanding and improving behaviour.	**4, 5**
Build on the school's established personal-development offer and pupil roles. The school describes an existing personal development programme and "action champions"; this plan does not propose those as new. Instead, use pupil voice and existing participation routes to identify barriers to engagement, strengthen pupils' confidence to ask for help and inform changes that affect their learning experience. Where a gap is identified, develop a specific additional opportunity—such as a peer-support or pupil-review role—and evaluate participation among disadvantaged pupils.	The EEF's Social and Emotional Learning guidance report includes evidence-informed approaches to supporting pupils' social and emotional development. The EEF's Working with Parents to Support Children's Learning provides guidance on partnership with families.	**4, 5**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop consistent, two-way communication with parents/carers around attendance, engagement and learning. The school identifies low family engagement as a possible barrier, but no specific parent communication or support intervention is described in the supplied current-practice information. This is therefore a proposed activity to fill a gap: agree accessible ways to contact families, share timely and practical information, listen to barriers and celebrate progress. Where a pupil is dual registered, coordinate communication with the referring school to reduce conflicting messages and support continuity.	The EEF's Working with Parents to Support Children's Learning guidance report considers evidence on working with parents and carers and the importance of designing engagement approaches carefully.	**4, 5**
Provide or strengthen an individualised transition and next-steps plan for disadvantaged pupils. The school's stated purpose includes helping pupils move to appropriate destinations, and its inspection comments note preparation for next steps. Building on that existing purpose, ensure disadvantaged pupils have a recorded, pupil-informed transition plan proportionate to placement length. Include academic priorities, attendance and engagement information, relevant successful strategies and practical arrangements for onward learning, training or employment. Share information with the receiving setting or partner where appropriate.	The EEF's A School's Guide to Implementation supports planning and sustaining approaches in context. The DfE's Using pupil premium: guidance for school leaders provides the policy context for planning and evaluating support for disadvantaged pupils.	**2, 4, 5**

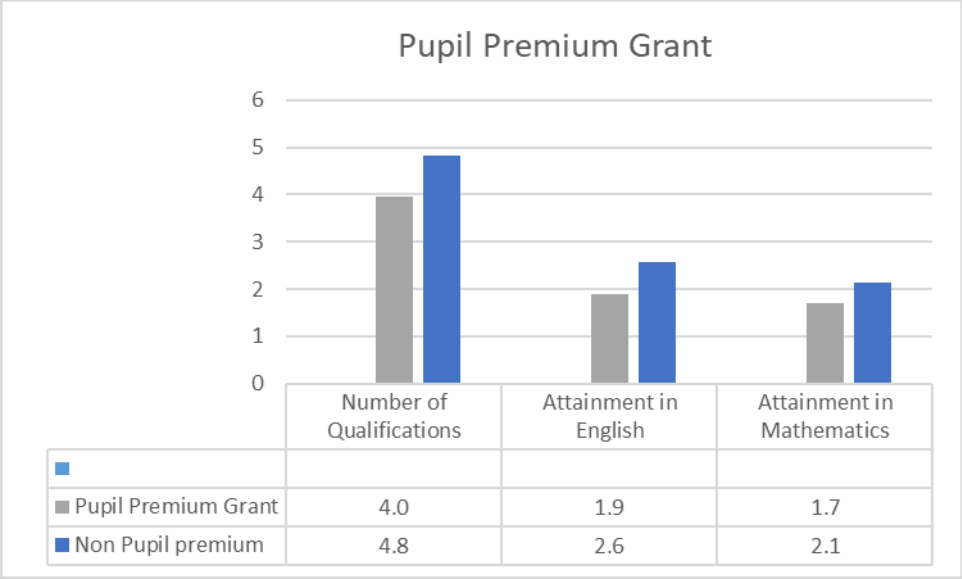
Total budgeted cost: £ 57 756

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