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Ethos College

Pupil Premium Strategy Statement 2025 - 2026



Nurturing inclusive learning communities



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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ethos College
Number of pupils in school	43
Proportion (%) of pupil premium eligible pupils	67
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	1
Date this statement was published	06/10/25
Date on which it will be reviewed	01/09/26
Statement authorised by	Rebecca Smith Executive Headteacher
Pupil premium lead	Mel Kilner Head of School
Governor / Trustee lead	Learning & Achievement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37883
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37883

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide a personalised knowledge base to allow all pupils to access further education and employment, irrespective of their ability or background, by improving academic outcomes and showing pupils the possibilities in a world where it is not obvious, by giving them access to high quality education and challenging poverty to aspiration.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are CLA or have more complex learning needs, identified in their EHCPs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We will use EHCPs and Boxall Profiling to identify the specific needs of pupils and then plan highly effective research-based interventions to improve SEND outcomes.

High quality teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit non-disadvantaged pupils in our school.

Our approach will be responsive to personal challenges and individual needs, rooted in robust diagnostic and developmental assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set*
- Act early to intervene at the point at which need is identified*
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge
1	The vast majority of disadvantaged children enter the school with attainment levels that are significantly below their peers nationally, and in many cases well below age related expectations, due to their complex learning needs identified in EHCPs.
2	The long-term impact of the pandemic means that some disadvantaged children are at greater risk of not achieving what they are capable of.

	Robust targeted support in every lesson, through quality first teaching, including; explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, literacy strategies, effective questioning, high levels of stretch and challenge, rigorous and robust assessments and accurate, honest feedback on their work, will enable them to diminish the differences and accelerate their progress in line with their non-disadvantaged peers.
3	A number of disadvantaged children have a range of existing gaps in their knowledge and skills, due to SEND and, in many cases, poor attendance. Many disadvantaged pupils arrive with deep rooted familial barriers to attendance.
4	The vast majority of pupil premium children face significant obstacles to their individual learning based on their ability to communicate, social, emotional and mental health needs and their ability to interact with others as identified in EHCPs and through Boxall Profiling.
5	Independence, confidence, self-esteem, resilience, problem solving and life skills need support, to enable children to access their environment and community to raise aspirations and maximise life chances.

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
To secure increased outcomes for disadvantaged children through quality first teaching and subject specific targeted interventions to accelerate progress and plug gaps in learning	Improvement in all key performance indicators. Data analysis will be carried out three times a year to show progress made in terms of achievement and attainment. Disadvantaged children achieve aspirational targets set in all academic subjects.
To improve progress towards SEND outcomes for disadvantaged children through a range of activities to build cultural capital, improve social interactions and personal outcomes	Improvement in Boxall diagnostic and developmental scores for all disadvantaged children from October 2025 to spring and summer 2026. Termly and annual EHCP reviews and outcomes.
To secure increased value-added attendance for disadvantaged pupils by building trusting relationships with families so that an effective partnership approach supports pupils to improve their attendance	Improvement in value added. Data analysis will be carried out weekly and more formally, termly, to measure progress.

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching effectively supports the needs of disadvantaged pupils in all lessons using the EEF 'Five -a-day' principle EEF guidance report 'Special Educational Needs'	EEF research has shown that 'students eligible for the pupil premium are more likely to be low attaining than other children.' However, the EEF teaching and learning toolkit, based on extensive evidence, identifies small group tuition is a highly effective strategy in accelerating progress and closing learning gaps (+4 months impact). EEF research has shown mastery learning where subject matter is broken down into blocks and units, with specific outcomes, can accelerate progress (+5 months impact). EEF research shows that approaches in metacognition is a highly effective strategy to improve pupil outcomes (+7 months impact) EEF research shows that studies of verbal feedback show high impacts on improving pupil outcomes (+5 months).	1, 2 and 3

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

Budgeted cost: £10272

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading tests conducted at the start of year 10 and year 11 to ensure correct identification of pupils. 1-1/small group intervention in place with our literacy team. Assessments will be repeated, throughout the year, to monitor impact of provision	EEF research shows that small group tuition is more effective when targeted at pupils' specific needs and has an average impact of +4 months additional progress over a year.	1, 2 and 3
Reading and Phonics specialist support worker	EEF research shows that small group tuition is more effective when targeted at pupils' specific needs and has an average impact of +4 months additional progress over a year.	1, 2 and 3

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

Budgeted cost: £22611

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will work proactively with families to improve daily routines and understanding of the importance of regular attendance. This will include strengthening relationships through consistent communication, personalised support, and practical guidance. Alongside this, we will	EEF research shows that there are 5 common themes that support the successful engagement of pupils and families in school: - Building a holistic understanding of pupils and families to diagnose the specific needs, - Building a culture of community and belonging,	1, 2, 3, 4 and 5

implement targeted interventions—such as mentoring and attendance champions—to encourage timely arrival and establish positive routines for disadvantaged pupils. These actions aim to reduce persistent absence and improve value-added attendance outcomes. (£6000)	- Communicate effectively with families, improve universal provision and - Deliver targeted interventions to supplement universal provision. Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)	
Build emotional resilience and self-esteem by providing music therapy sessions both 1:1 and in small groups. (£8500)	EEF social and emotional learning suggests that interventions to improve personal outcomes have a +5 month impact.	3, 4, and 5
Adoption of SEND interventions to support pupils with the largest deficits and identified needs, to diminish the differences between pupil premium and non-pupil premium. (£5928)	EEF social and emotional learning suggests that improving social interaction has an average impact of +6 months. Interventions to improve personal outcomes have a +5 month impact. Interventions to prevent problematic behaviours have a +5 month impact. DfE data and research shows children with mental health difficulties are less likely to attend school regularly and are more likely to feel unsafe. Given our cohort, it makes sense to attribute a significant spend to the more complex needs of a small group of individuals, on a rolling cycle across the year.	3, 4 and 5
Musica – personalised 1:1 instrument tuition. (£2183)	EEF social and emotional learning suggests that interventions to improve personal outcomes have a +5 month impact. A number of our pupils aspire to study music-based courses post 16.	3, 4 and 5

Total budgeted cost: £37883

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils from the 2022/3 academic year onwards.

Outcomes:

Year 11 Headline Figures	2022/23	2023/24	2024/25
Number of Y11 pupils	31	31	24
5 or more GCSEs 9-4 or their equivalent including English and Maths	9.7%	16.1%	8%
5 or more GCSEs 9-1 or their equivalent including English and Maths	38.7%	45.1%	17%
5 or more GCSEs 9-4 or their equivalent	16.1%	19.3%	8%
5 or more GCSEs 9-1 or their equivalent	38.7%	48.3%	21%
At least 1 GCSE 9-4 or equivalent	54.8%	64.5%	46%
At least 1 GCSE 9-1 or equivalent	90.3%	80.6%	58%
9-4 in English and Maths GCSE	16.1%	19.3%	8%

Impact of wider strategies

	Autumn	Spring	Summer
Overall SEMH Progress	100% (32/32)	100% (30/30)	87% (26/30)
Pathway 3 SEMH Progress	100% (21/21)	100% (19/19)	84% (16/19)
Pathway 2 SEMH Progress	100% (8/8)	100% (8/8)	87.5% (7/8)
Pathway 1 SEMH Progress	100% (3/3)	100% (3/3)	100% (3/3)
Gender Male SEMH Progress	100% (18/18)	100% (17/17)	82% (14/17)
Gender Female SEMH progress	100% (14/14)	100% (13/13)	92% (12/13)
Ethnicity WBRI SEMH Progress	100% (28/28)	100% (27/27)	85% (23/27)
Ethnicity Other SEMH Progress	100% (4/4)	100% (3/3)	100% (3/3)
EAL SEMH Progress	100% (2/2)	100% (1/1)	100% (1/1)
Pupil Premium SEMH Progress	100% (22/22)	100% (22/22)	82% (18/22)
CLA SEMH Progress	100% (2/2)	100% (2/2)	100% (2/2)

PTT SEMH Progress	100% (9/9)	100% (3/3)	80% (4/5)
AP- SEND EHCP SEMH Progress	100% (32/32)	100% (30/30)	87% (26/30)
AP- SEND Support SEMH Progress			
CIN/ CP SEMH Progress	100% (2/2)	100% (1/1)	100% (1/1)

SEND- Behaviour	Autumn	Spring	Summer
Absconding	7	3	6
HATE crime	7	1	1
Persistent Bullying	2	2	0
Criminal Damage	34	11	11
Drug/Alcohol possession or use	1	0	0
Persistent Disruptive Behaviour	32	9	5
Physical assault against a Pupil	5	1	1
Physical assault against an adult	40	6	5
Physical Assault in an RPI	20	5	2
Sexual misconduct	1	0	0
Theft	2	0	1
Use or Threat of Use of an Offensive Weapon or Prohibited Item	22	7	4
Verbal Abuse/Threatening Behaviour Against a Pupil	17	4	3
Verbal Abuse/Threatening Behaviour Against an Adult	56	25	19
Climbing	14	7	2
Inappropriate use of social media or Online Technology	2	2	0
Total Incidents	105	45	32

Context

- Ethos College is a KS4 provision and, as such, approximately 50% of the cohort changes every year.
- During the Autumn Term staff work with young people establishing routines and expectations.
- We have a larger number of behavioural incidents during the Autumn Term. Interventions are put in place to support our young people. The behaviour incidents reduce in the Spring Term and then reduce further in the Summer Term.

Impact

- The attendance strategy implemented during the previous academic year had a positive impact, resulting in a 9.5% increase in value-added attendance from baseline figures. This demonstrates the effectiveness of targeted interventions in improving attendance outcomes for our Pupil Premium cohort.
- From October 2024 through to the summer term of 2025, all disadvantaged pupils demonstrated improvements in both diagnostic and developmental scores on the Boxall Profile. This progress was accompanied by a noticeable reduction in behavioural incidents, indicating improved emotional regulation and engagement. Additionally, pupils made measurable progress towards their EHCP outcomes, reflecting the impact of targeted support and interventions. Pupils were supported

to meet these outcomes through the interventions such as music therapy and in-class support as identified in last year's strategy.

- High-quality teaching, underpinned by the EEF's 'Five-a-day' principles, has been central to supporting the needs of disadvantaged pupils in every lesson. As a result, 58% of all pupils at Ethos College achieved at least one GCSE (grades 1–9). This is particularly significant given that the vast majority of pupils had experienced prolonged periods of disengagement from education prior to joining the college. The consistent delivery of effective teaching has enabled these pupils to re-engage with learning and secure recognised qualifications by the end of Year 11.

Externally provided programmes

No non-DfE programmes were purchased in the previous academic year.