Disadvantaged Student Strategy 2026-27

UTC Swindon

School Overview

Detail	Data
School Name	UTC Swindon
Academic Year	2026-2027
Date Published	September 2026
Date Review Due	September 2027
Statement Authorised By	Hollie Taylor
Pupil Premium Lead	Hollie Taylor
Governor Lead	TBC
Pupil Premium Funding Allocation	£47,640
Number of students on roll	186
Number of disadvantaged students	
Percentage of disadvantaged students	

Statement of Intent

At UTC Swindon, we are committed to ensuring that every student, regardless of background or personal circumstances, has the opportunity to achieve highly, participate fully in school life and progress to ambitious destinations.

Our disadvantaged students often face additional barriers which can impact attendance, attainment, literacy, numeracy, confidence and aspirations. Through the effective use of Pupil Premium funding, we aim to remove these barriers and ensure all students can access the same high-quality education, enrichment and career opportunities as their peers.

The key priorities of our strategy are:

1. Improving Academic Outcomes

To reduce attainment gaps between disadvantaged and non-disadvantaged students through high-quality teaching, targeted intervention and personalised support.

2. Improving Literacy and Numeracy

To develop students' reading comprehension, vocabulary, communication skills and mathematical confidence so they can access the full curriculum and achieve success in examinations.

3. Improving Attendance and Engagement

To improve attendance, punctuality and engagement in learning through targeted pastoral support and intervention.

4. Raising Aspirations and Destinations

To ensure disadvantaged students access meaningful employer encounters, higher education experiences and careers guidance which lead to positive progression routes.

5. Supporting Wellbeing

To provide emotional, mental health and pastoral support which enables students to engage successfully in school and overcome barriers to learning.

The strategy aligns with UTC Swindon's key improvement priorities of improving literacy, developing numeracy, securing strong attendance, improving outcomes and ensuring all students progress to ambitious destinations.

Challenges

Challenge Number	Detail of Challenge
1	Disadvantaged students have lower attainment and progress outcomes than their peers.
2	Literacy levels, reading comprehension and technical vocabulary are weaker for some disadvantaged students, limiting access to the curriculum.
3	Numeracy confidence and mathematical attainment remain below target for a number of disadvantaged students.
4	Attendance and punctuality rates are lower for disadvantaged students and persistent absence remains a barrier to success.
5	Some students experience social, emotional and mental health barriers that affect engagement and learning.
6	Financial barriers can limit access to enrichment, resources, equipment and curriculum opportunities.
7	Some disadvantaged students have lower confidence, aspirations and awareness of progression routes into apprenticeships, higher education and skilled technical employment. They may have limited access to professional networks and industry contacts.

Intended outcomes:

Intended Outcome	Success Criteria
Improve attainment and progress of disadvantaged students	Internal and external outcomes show disadvantaged students making at least expected progress and attainment gaps narrowing.
Improve literacy levels	Reading ages, literacy assessments and English outcomes improve year-on-year.
Improve numeracy skills	Mathematics progress measures improve and gaps reduce across all key stages.
Improve attendance	Disadvantaged student attendance improves towards whole-school attendance and persistent absence reduces.
Improve wellbeing and engagement	Reduced behaviour concerns and increased participation in school activities.
Increase participation in enrichment activities	Higher proportion of disadvantaged students access trips, clubs, employer encounters and experiences.
Improve destinations	Sustained destinations for disadvantaged students remain strong with increasing progression into apprenticeships, higher education and skilled employment.

Activity in This Academic Year

Teaching

Budgeted Cost: £15,000

Activity	Evidence and Rationale	Challenge Addressed
Whole-school literacy strategy including Reading Plus, Lexia and That Reading Thing as well as disciplinary literacy approaches	Evidence from EEF demonstrates literacy improvement has significant impact across all curriculum areas.	1,2
Development of a whole-school numeracy strategy	Numeracy intervention and improved mathematical fluency supports attainment across technical and vocational subjects.	1,3
CPD focused on adaptive teaching, metacognition and disadvantaged learners	High-quality teaching remains the most effective method of improving outcomes.	1,2,3,5
SMID and FFT data systems	Supports robust tracking, evaluation and targeted intervention.	1,2,3,4

Targeted Academic Support

Budgeted Cost: £18,000

Activity	Evidence and Rationale	Challenge Addressed
Small-group and 1:1 intervention in English and Mathematics	Targeted tuition has significant evidence of impact through EEF guidance.	1,2,3
Academic mentoring and coaching for disadvantaged students	Improves engagement, confidence and academic outcomes.	1,4,5
Reading intervention for students below chronological reading age	Supports curriculum access and examination success.	2
Revision resources and online learning platforms	Improves independent learning and examination preparation.	1,2,3
Careers mentoring for disadvantaged students	Raises aspirations and strengthens progression routes.	7
Examination support, access arrangements and revision materials	Ensures disadvantaged students can access assessments and prepare effectively for examinations.	1,5

Wider Strategies

Budgeted Cost: £14,640

Activity	Evidence and Rationale	Challenge Addressed
Attendance officer support and attendance interventions	Improved attendance directly correlates with higher achievement.	4
ELSA, EP and wellbeing support	Supports emotional wellbeing, resilience and engagement with learning.	5
Financial support for educational visits, enrichment, STEM	Removes barriers to participation in curriculum	6,7

competitions, employer engagement and industry experiences	enrichment, employer encounters, STEM competitions, engineering projects, WorldSkills activities and university visits, improving cultural capital, aspirations and destination outcomes.	
Support with equipment, resources, uniform and transport where needed	Ensures equal access to learning opportunities.	4,6
Enhanced CEIAG programme including university visits, apprenticeships and employer encounters	Supports Gatsby Benchmarks and raises aspirations.	7
Breakfast and lunch support for vulnerable students	Improves wellbeing, concentration and readiness to learn.	5,6
Parental engagement and targeted family support	Strengthens engagement with learning and attendance.	6,7

Monitoring and Evaluation

The impact of this strategy will be monitored through:

- Termly attendance analysis.
- Termly progress reviews.
- Literacy and numeracy assessments.
- Destination tracking.
- Student voice.
- Governor scrutiny through the LGC.
- Annual review of pupil premium expenditure and impact.

Review of Outcomes

For the 2025-2026 academic year, UTC Swindon will evaluate the impact of funding against:

- Attendance and persistent absence data.
- Reading age improvement.
- Progress and attainment measures.
- Destination outcomes.
- Participation in employer encounters and enrichment.
- Student voice and wellbeing data.
- Behaviour and suspension figures.
- Retention into Post-16 and Post-18 destinations.

Key Success Measures for 2026-27

- PP attendance above 92%.
- Reduction in persistent absence.
- Improved Maths and English outcomes for PP students.
- 100% of disadvantaged students receive a guidance interview.
- 100% of disadvantaged students participate in employer engagement activity.
- All Year 11 and Year 13 disadvantaged students progress to sustained destinations.
- Increased participation in educational visits and enrichment activities.