Pupil Premium Policy 2026-2027

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Unless there are legislative or regulatory changes in the interim, this policy will be reviewed annually. Should no substantive changes be required at that point, the policy will move to the next review cycle.	

Version Control		
Version	Date	Changes
1.0	09/07/2026	In-cycle review and re-approval
1.1	05/10/2026	Updated to reflect 2026/2027 rates of payment

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1. Introduction and purpose

1.1 The Pupil Premium Grant (PPG) was introduced in April 2011 by the coalition government to address the gap in attainment between students deemed 'disadvantaged' and their peers. Children are considered disadvantaged if:

- eligible for free school meals (or have been eligible in the last six years, known as 'Ever 6')
- looked-after children and previously looked-after children in accordance with current Department for Education guidance
- a parent works in the armed forces

1.2 At E-ACT, we believe that disadvantage should never determine a child's future. Every disadvantaged pupil deserves access to an exceptional education, an ambitious curriculum, excellent teaching and the wider opportunities that enable them to thrive academically, socially and personally.

1.3 Pupil Premium funding forms one element of our wider commitment to educational equity. It strengthens our ability to remove barriers to learning, raise aspirations and improve life chances, but never replaces our responsibility to provide consistently high-quality education for every pupil.

1.4 At E-ACT, closing the disadvantage gap is not the responsibility of one leader, one team or one funding stream. It is the responsibility of every adult, in every classroom, every day.

1.5 Pupil Premium funding strengthens but never replaces excellent teaching, high expectations, inclusive practice and a relentless focus on removing barriers to success. Our ambition is that disadvantaged pupils leave our academies with the knowledge, skills, confidence and aspirations required to succeed in the next stage of education, employment and life.

1.6 The pupil premium is paid to pupils between the ages of 5 and 16 and it should be spent in ways that close the gap in attainment between these students and their peers.

1.7 The 2026/2027[1] rate of payment is:

- £1550 per FSM (Free School Meals) or Ever 6 FSM pupil in reception to year 6
- £1100 per FSM or Ever 6 FSM pupil in year 7 to year 11
- £2,690 for looked-after children and previously looked-after children, in accordance with the annual Department for Education Pupil Premium Grant guidance
- £360 per service child or Ever 6 service children

1.8 The pupil premium is paid to academies as they are best placed to assess what additional provision their pupils need.

1.9 Funding arrangements may change over time in accordance with Department for Education announcements. Academies will ensure that any additional disadvantage related funding streams are integrated into their Pupil Premium planning and reporting requirements where applicable.

1.10 Ofsted inspections report on how academies use of the funding affects:

- The attainment of the pupils who attract the funding
- The progress made by these pupils
- The gap in attainment between disadvantaged pupils and their peers

[1] https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2026-to-2027/pupil-premium-2026-to-2027-technical-note

2. Key principles

2.1 Our academy has the following key principles in relation to the expenditure of pupil premium funds:

- Expectations are high for all pupils. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trial and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

3. Making decisions regarding the use of Pupil Premium

3.1 When making decisions about using pupil premium funding it is important to consider the context of the academy and subsequent challenges faced.

3.2 Common barriers for FSM children can be less support at home, weak language skills, and a lack of confidence, more frequent behavioural difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied. The academy recognises that disadvantage may arise from a range of factors beyond eligibility for free school meals. In determining priorities and allocating support, consideration will also be given to pupils experiencing vulnerabilities including attendance concerns, social care involvement, special educational needs and disabilities, mobility, bereavement, family instability, mental health needs and other barriers to learning.

3.3 Pupil Premium funding will be planned and deployed as part of the academy's wider improvement strategy rather than operating as a standalone initiative. Strategies should align with wider Trust priorities, including:

- Quality First Teaching
- Attendance
- Behaviour and Culture
- Reading
- SEND and Inclusion
- Personal Development
- Careers Education
- Family and Community Engagement

3.4 This integrated approach ensures that disadvantaged pupils benefit from coherent, evidence-informed provision across all aspects of academy life.

3.5 In making decisions on the use of the Pupil Premium, we will ensure that Pupil Premium funding allocated to our academy is used solely for its intended purpose.

3.6 We also recognise that the Dedicated Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils. We will:

- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

- Wherever possible, spending decisions will be informed by robust evidence, including the Education Endowment Foundation Teaching and Learning Toolkit and implementation guidance, alongside academy evaluation of local need and impact.
- Evidence alone does not improve outcomes. Academies will ensure that evidence informed approaches are implemented effectively through careful planning, staff professional development, appropriate resourcing, ongoing monitoring and robust evaluation before being adopted at scale. Implementation quality will be considered alongside impact when evaluating effectiveness.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Be transparent in our reporting of how we have used our Pupil Premium through our Pupil Premium Strategy Statement, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Recognise the fact that FSM pupils are not a homogenous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time-limited way.
- Ensure disadvantaged pupils receive full entitlement to a broad, balanced and ambitious curriculum. Pupils should not routinely miss high-quality classroom teaching in order to participate in interventions. Additional support should complement, rather than replace, excellent first teaching wherever possible.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

Pupil Premium Strategy Statement

3.7 Each academy will publish an annual Pupil Premium Strategy Statement on its website in accordance with Department for Education requirements.

3.8 The statement will:

- Identify the academy's key challenges for disadvantaged pupils
- Outline the intended use of Pupil Premium funding
- Explain the evidence-informed rationale for selected strategies
- Identify measurable success criteria
- Evaluate the impact of previous spending
- Be reviewed and updated annually

3.9 The strategy will align with current Department for Education guidance and draw upon evidence from the Education Endowment Foundation and other recognised research sources.

3.10 Academies will identify barriers to learning at the earliest opportunity and implement timely, proportionate support before attainment gaps widen. Early identification and intervention remain central to improving long-term outcomes for disadvantaged pupils.

Financial Principles

3.11 Pupil Premium funding will be used strategically to improve outcomes for disadvantaged pupils and will represent value for money. Funding will not normally be used:

- To replace core staffing that should be funded through the academy budget
- To replace or subsidise the academy's core professional development budget (Where professional development is funded through the Pupil Premium, it must be additional, evidence-informed, directly linked to improving outcomes for disadvantaged pupils, and clearly identified within the academy's published Pupil Premium Strategy Statement)

- To address general budget pressures or deficits
- For activities where there is little evidence of likely impact
- For one off purchases without consideration of sustainability or long-term benefit

3.12 Spending decisions will be proportionate, evidence informed and regularly reviewed.

4. Roles and responsibilities

4.1 We expect all members of our school community to be committed to raising standards and narrowing the attainment gaps for our pupils.

The Headteacher and Senior Leadership Team (SLT)

4.2 The Headteacher and the Senior Leadership Team are responsible for implementing this policy. They will ensure that:

- All staff are aware of their responsibilities in narrowing the gaps of our pupils.
- All staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.
- Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.
- All strategies are evaluated as robustly as possible to ensure that the approach applied is having the desired effect.

4.3 To do this effectively, the Headteacher and senior leaders, where relevant, undertake ongoing evaluations of the strategies being used, such as that outlined in the 2019 Education Endowment Foundation, Guide to the Pupil Premium. The Headteacher will be expected to ensure that the school's Pupil Premium Statement is written and published on the school's website in line with the required dates.

4.4 It will be the responsibility of the Headteacher to include the following information in the report for governance through the termly Academy Review Days, which in turn will be reported at the termly Challenge Days:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils.
- An outline of the provision that has been made since the last annual report.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

Teaching and Support Staff

4.5 Teaching and support staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed, and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement.

4.6 We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and roles. This will support them in implementing successful strategies to accelerate the progress of pupils and narrow the gaps.

4.7 Investment in staff expertise is recognised as one of the most effective ways of improving outcomes for disadvantaged pupils. Academies will ensure that teachers, leaders and support staff receive appropriate professional development to strengthen inclusive classroom practice, adaptive teaching and evidence-informed approaches to improving outcomes for disadvantaged learners.

Executive Leadership Team and Board of Trustees

4.8 The Executive Leadership Team and Board of Trustees have an important role in ensuring our academy complies with legislation and this policy, along with its specific stated actions for narrowing gaps is implemented.

4.9 Through regular review days and performance reviews the Executive Leadership team will:

- At least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In doing this, the Executive Leadership Team (when meeting monthly and report to the Trustees Education Committee) will consider a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.
- Ensure that, as part of their scrutiny, monitoring and evaluation, the impact of each selected strategy in relation to the expenditure of the pupil premium is assessed regularly, and that appropriate changes are made in a timely manner where impact is not being evidenced.
- Receive assurance that disadvantaged pupils are making strong academic, attendance, behaviour and personal development progress and that spending decisions are contributing to improved outcomes.
- At the end of the academic year, the Education Director/Executive Headteacher, through the review and feedback meetings, will ensure that there is an annual statement prepared by the Headteacher and issued to parents, via the website, on how the Pupil Premium funding has been used to address the issues of narrowing the gaps in our academy and the impact this has had.
- Ensure that the Headteacher has met statutory requirements in publishing key information relating to the use of Pupil Premium.
- Ensure that the Headteacher has met statutory requirements in publishing key information relating to the use of Pupil Premium on the academy website. In meeting this requirement, academies will comply with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 to ensure that individual pupils or groups of pupils cannot be identified through published information.

5. Impact

5.1 We regularly measure the attainment and progress of all students with particular reference to all our vulnerable groups.

5.2 Attendance and persistent absence data for disadvantaged pupils will be reviewed regularly. Academies will identify and remove barriers to attendance and will evaluate the effectiveness of attendance interventions as part of their wider Pupil Premium strategy.

5.3 Academies will monitor behaviour, suspensions, exclusions and participation in enrichment opportunities for disadvantaged pupils to ensure that barriers to engagement and achievement are identified and addressed.

5.4 Academies will ensure disadvantaged pupils have equitable access to educational visits, residential experiences, music, sport, performing arts, student leadership, careers education,

work-related learning and wider enrichment opportunities. Participation will be monitored to ensure financial disadvantage does not restrict access.

5.5 Academies will routinely monitor:

- Expenditure against the approved strategy
- Implementation fidelity
- Participation in planned provision
- Measurable pupil outcomes
- Cost effectiveness of interventions
- Whether strategies should be continued, refined, expanded or discontinued

5.6 The Senior Leadership Team, SENCo (SEN co-ordinator), our Heads of Year/Phase, and our Heads of Department evaluate the needs of students and the outcomes of interventions as well as the needs for any additional support that could be put in place.

5.7 There is strong communication between pastoral support and curriculum provision to ensure all our students are tracked carefully and their needs are met.

5.8 Interventions are logged, and progress is monitored to evaluate impact.

5.9 The Education Director/Executive Headteacher is kept informed through regular scrutiny, challenge, and support of the Headteacher of this crucial area of work and parents can access information through the academy website.

5.10 Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

6. Outcomes

6.1 Disadvantaged pupils will be identified accurately and their needs understood through robust assessment and ongoing review.

6.2 Gaps in attainment and progress between disadvantaged pupils and their peers will reduce over time.

6.3 Attendance will improve and persistent absence will reduce.

6.4 Suspensions and permanent exclusions for disadvantaged pupils will reduce through effective early intervention and inclusive practice.

6.5 Reading attainment and literacy outcomes will improve, enabling pupils to access the full curriculum.

6.6 Disadvantaged pupils will participate fully in enrichment, leadership, wider opportunities and personal development experiences.

6.7 Pupils will demonstrate positive attitudes to learning, increased confidence, resilience and aspiration.

6.8 Parent and carer engagement will strengthen through effective partnership working.

6.9 Pupils will achieve successful destinations into further education, employment or training.

6.10 Academy leaders will evaluate the impact and cost effectiveness of funded strategies annually and use findings to inform future planning.

7. Disseminating the policy

7.1 This pupil premium policy along with the details of the academy strategy and evaluation will be published:

- On our website (with paper copies available on request in the academy office)
- In any staff handbook/guidance documents and as part of induction for new staff.