Aspire Educational Trust

Policy for

Pupil Premium

Reviewed by CEO: Spring 2026

Changes highlighted in yellow

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Statement of intent

All AET policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:



Applying these values to everything we do means always acting with integrity, in the interests of others, being honest, open and transparent and putting the safety of our children first.

At The Aspire Educational Trust, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for two separate policies:

- Raising the attainment of disadvantaged pupils
- Supporting pupils with parents in the armed forces

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

Roles and responsibilities

The Local Academy Committee is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the pupil premium grant (PPG).
- Maintaining robust oversight of the school's financial affairs.
- Liaising with the principal to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Impact Statement.

The principal is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium lead at the school.
- Liaising with the Local Academy Committee to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Working with the pupil premium lead to ensure the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the school's Records Management Policy.

The pupil premium lead is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with the principal and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Working with the principal and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.
- In combination with the principal, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

PPG allocation

In line with government expectations the school adopts the following definitions for PPG eligibility:

- **Ever 6 FSM**: pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **NRPF**: pupils in households with no recourse to public funds (NRPF).
- **LAC:** pupils who are looked after by the LA.
- **PLAC**: pupils who have been adopted from care or have left care.
- **Service children**: pupils who meet one of the following criteria:
- One of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)
- They have been registered as a 'service child' on a school census in the past six years
    - One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

PPG allocation

In line with government expectations, the school will adopt the definitions in the table below for PPG eligibility.

For the 2025 to 2026 financial year PPG allocations are as follows:

Funding criteria	PPG amount per primary-aged pupil	PPG amount per secondary-aged pupil
Primary-aged pupils who are eligible for FSM or have been eligible in the past six years.	£1,515	£1,075
Pupils previously looked after by the LA or other state care	£2,630	£2,630
Children who are looked after by the LA, i.e. LAC	£2,630	£2,630
Service children	**SPP amount per pupil**	
Any pupils who meet the following criteria: ● One of their parents is serving in the regular armed forces of another nation and	£350	

is stationed in England and they have been registered as a 'service child' in the most recent autumn DfE school census • They do not currently have 'service child' status but they have been registered as a service child on any DfE school census in the past six years • One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions scheme	

The school will receive its PPG funding directly from DFE.

Objectives

The school has the following objectives with regards to its use of the PPG:

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG
- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To ensure that the PPG reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils
- To work in partnership with the parents of pupil to collectively ensure pupils' success

How PPG is spent

The school will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of pupils registered at the school and meet the funding criteria.
- For the benefit of pupils registered at other maintained schools or academies that meet the funding criteria, e.g. when hosting summer schools.
- On community facilities whose provision furthers any benefit for pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where it is deemed beneficial to do so, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer. Pupil premium may also be used on whole-school approaches, e.g. high-quality teaching, which will also benefit non-disadvantaged pupils.

The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in 'Using pupil premium: guidance for school leaders', and focussed on the three areas below:

- High-quality teaching, particularly in English and Maths e.g. through CPD, recruitment and retention.
- Targeted academic support, such as tutoring
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it will use the funding in line with the conditions of grant for the financial year in which it is spent. Funding carried forward will be accounted for in the school's pupil premium strategy statement for the academic year in which it is spent.

Long-term strategy for success

The school has a long-term strategy to ensure it maximises the use of PGG funding. The school has also adopted a long-term **three-year** strategic plan, aligned to the school's wider School Development Plan, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, the school maximises the use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

The school conducts lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

The school explores evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school consults the EEF's Families of Schools Database to learn about effective practice in similar schools. The school makes decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the school focuses on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.

- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's personal education plans (PEPs).
- Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The school also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals.
- A child-centred approach to assessment for learning.

A tiered approach to PPG spending

The school operates a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the school spends the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school spends the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

Wider strategies are used to overcome non-academic barriers to success. The school spends the PPG on the following wider strategies:

- Behaviour support
- The breakfast club
- Attendance initiatives

Use of the LAC and PLAC premiums

The LAC premium is managed by the LA's designated VSH.

The premium will be used to benefit a pupil's educational needs as described in their PEP. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium is used to facilitate a wide range of educational support for LAC. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. The designated teacher works with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium is not treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

Example interventions

The school may utilise the following achievement-focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using TAs
- Targeting English and maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

The school may utilise the following teaching-focussed interventions:

- A half-hour weekly CPD slot for staff
- A termly one-day teaching development programme delivered by external experts
- Weekly individual coaching sessions to support teachers

The school may utilise the following wellbeing-focussed interventions:

- One-to-one counselling sessions
- Occupational therapy-based interventions
- Allocating funds to enable pupils to participate in extra-curricular activities

The school may utilise the following communication-focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills
- Transport for parents to attend annual reviews

- Support for pupils to access a range of off-site trips and experiences

The school may utilise the following independence-focussed interventions:

- Work experience opportunities
- Opportunities to lead sessions

Use of the service pupil premium (SPP)

The school will use the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

The school will not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The school may use the SPP for:

• Providing pastoral support in the form of counselling, nurture groups, clubs, etc.

• Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.

• Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.

• Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.

• School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

The school will not use the SPP to subsidise routine school activities.

Schools with nursery provision - Early years pupil premium (EYPP)

The school understands that, similar to the pupil premium grant, the purpose of EYPP is to improve the educational outcomes of socio-economically disadvantaged children who are eligible for free early years entitlements in an early years setting.

The school is aware that all early years providers who provide early years entitlements provision to children eligible for EYPP are eligible to receive the EYPP.

Eligibility

Children will be eligible for EYPP if they receive at least one hour of free early years entitlements provision and their parent or carer meet any of the following criteria:

Their family gets one of the following:

- Income Support.

- Income-based Jobseeker's Allowance.

- Income-related Employment and Support Allowance.
- Support under part 6 of the Immigration and Asylum Act 1999.
- The guaranteed element of Pension Credit.
- Child Tax Credit.
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for working tax credit.
- Universal Credit

They are currently being looked after by an LA in England or Wales.

They have left care in England or Wales through:

- An adoption order.
- A special guardianship order.
- A child arrangements order.

If a child qualifies for EYPP under more than one set of criteria, they will only attract the funding once.

EYPP will only be payable for the first 15 hours used by children taking up the eligible working parents' entitlements for 3 and 4-year-olds and 2-year-olds and under. The EYPP will not be payable on the additional 15 hours for these entitlements.

Identifying eligible children

The school is aware that it is ultimately responsible for identifying eligible children so that the LA can provide the appropriate funding.

To ensure appropriate funding is sought, the school will speak with parents of all children aged 9 months to 4 years taking up one of the entitlements, to find out who is eligible for EYPP funding.

The school will also ensure that it speaks to the parents of children who took up either of the early education entitlements for 2-year-olds, as many of these children will attract EYPP when they turn 3.

Where appropriate, the school will refer to the DfE's parental declaration form, which includes a section on parental consent for early years settings and LAs to check eligibility for EYPP.

The school is aware, that it is the responsibility of the LA's virtual school head (VSH) to identify children eligible for EYPP who are currently in LA care.

Eligibility checking

The school understands that it is the LAs responsibility to check EYPP eligibility when they are informed, either by a parent or the school, that a child may be eligible.

The school is aware that an EYPP eligibility check should not be made more than a term in advance of the child taking up their free entitlement in case the family's circumstances change. Once a child becomes eligible for EYPP, that child will remain eligible while they are taking up the early years entitlements.

The school is aware that, once the child enters reception, they will no longer be eligible for the EYPP but may become eligible for the pupil premium. Eligibility for EYPP does not automatically lead to eligibility for pupil premium when the child starts school.

Using EYPP funding

The school will ensure EYPP funding is used, alongside any other available funding streams, to improve educational outcomes for disadvantaged children by spending on activities, staff training and resources that specifically impact educational outcomes for disadvantaged children.

The school will plan EYPP spending based on consideration of well-evidenced approaches such as professional development for staff, which may benefit all children while providing the greatest benefit to disadvantaged children.

The school will ensure that it spends EYPP funding in full within the academic year for which it has been allocated.

When planning EYPP spending, the school will refer to the recommended approaches set out by the DfE and the Education Endowment Foundation (EEF) Guide, by taking a **balanced approach** to:

- **Develop quality practice** – e.g. by developing the quality of practice through effective professional development.
- **Tailor personalised support** – e.g. by purchasing robust assessment tools and offering personalised support.
- **Lead, plan and sustain a strategy** – e.g. by taking time to plan monitor and sustain programmes and initiatives, as well as accessing additional support or working with other settings.

EYPP Accountability

The school is aware that, during an inspection, Ofsted will evaluate the quality of provision and consider:

- How effective the setting is at identifying children eligible for funding for disadvantage.
- The decisions that leaders take about supporting those children's needs.
- How well children are supported.
- The impact on disadvantaged children.

The school understands that Ofsted will use its inspection methodology to have discussions with leaders, staff and parents about what it is like at the school for children eligible for EYPP.

During times where they may not be any children in the early years who are in receipt of EYPP, the school understands that Ofsted may want to know why this is.

Accountability

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.

The school publishes its strategy for using the PPG on the school website by the 31 December 2021 utilising the DfE template.

The school uses its recovery premium alongside its pupil premium funding and reports on the use of them as a single sum in their strategy statement.

The school publishes the updated PPG strategy annually, in line with its statutory duties.

The school publishes its strategy statement for using the PPG on the school website by the 31 December 2023 utilising the DfE template.

The school publishes a link to the **school and college performance tables** search tool, as well as the schools' individual performance tables page, on the school website.

Reporting

The principal reports **annually** to the Local Academy Committee and parents regarding how effective PPG spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the principal and the Local Academy Committee.

The EEF's DIY Evaluation Guide is used to measure the impact of the school's spending.

Information regarding PPG spending is published on the school website. The school does not publish any personal data regarding individual pupils on the school website.

For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

Pupil premium reviews

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.

The school undertakes reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

The cost of the review reflects the DfE's guideline that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them. Where costs are prohibitive, the school considers the use of a joint review with local schools. The school may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the school completes sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

At the end of the review, the school has an improved strategy and plans to implement it. This strategy and these plans are shared with all relevant stakeholders.

Overpayments

Where the school identifies that it may have been overpaid, it will contact the DFE as soon as possible to arrange repayment of the excess. The school will comply with any written request from the DFE seeking to recover the excess in the event of an overpayment identified by the DFE.