

Effective Pupil Premium Spending Policy



**The Inspire Multi Academy
Trust (South West)
March 2025**



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Aims:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible.
- Set out how the school will make decisions on pupil premium spending.
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school.

Legislation & Guidance:

This policy is based on the [Pupil premium: allocations and conditions of grant 2024 to 2025 - GOV.UK](#) published by the Education and Skills Funding Agency. It also draws on [The EEF Guide to the Pupil Premium | EEF](#) from the Education Endowment Foundation (EEF) for guidance on planning, implementing, monitoring, and sustaining an effective strategy, as well as the [Pupil premium: virtual school heads' responsibilities - GOV.UK](#) and [Service pupil premium \(SPP\) - GOV.UK](#).

Purpose of the Grant:

In addition, this policy refers to the DfE's information on [what academies should publish online](#), and complies with our funding agreement and articles of association.

- The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.
- The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.
- We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Use of the Grant:

Our use of the Pupil Premium aligns with the Department for Education's (DfE) 'menu of approaches' and follows the three-tiered framework outlined by the Education Endowment Foundation (EEF). Since the start of the 2022/23 academic year, we have ensured that our Pupil Premium spending is in line with these guidelines. For further details, refer to the DfE's guidance for school leaders on [Using Pupil Premium: Guidance for School Leaders](#). When selecting interventions for Pupil Premium pupils, the Leadership Team and Governing Body consider a range of evidence sources, including:

- The EEF Teaching and Learning Toolkit
- Ofsted case studies
- Observations from visits to other schools and settings

Our Approach:

As a school, we ensure that our Pupil Premium funding is used to:

- Enhance the quality of teaching, including staff professional development.
- Provide targeted academic support, such as structured interventions led by skilled teaching and learning assistants.
- Address non-academic barriers, including attendance, behaviour, and social-emotional support.

This structured approach ensures that our use of the Pupil Premium maximises impact and improves outcomes for disadvantaged pupils.

Some examples of how the school may use the grant include, but are not limited to:

- *Pastoral and emotional support from Learning Mentors, Counsellors, Therapists and the Family Support Worker to help overcome pupils' individual barriers to learning and progress*
- *Providing extra one-to-one or small-group support*
- *Employing extra teaching assistants*
- *Running catch-up sessions before or after school (for example, for children who need extra help with maths or English, including Phonics)*
- *Providing extra tuition where needed*
- *Funding educational trips and visits*
- *Funding English classes for children who speak another language*
- *Addresses a wide range of needs, taking group and individual needs into account*
- *Ensuring all staff promote the principles and ethos of the pupil premium strategy*

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [Using Pupil Premium: Guidance for School Leaders](#) and using the templates on GOV.UK.

Our pupil premium strategy statement is available [here](#).

Eligibility for Pupil Premium Funding:

Pupil Premium funding is provided by the government to support disadvantaged pupils and help close the attainment gap between them and their peers. The following groups of pupils are eligible for Pupil Premium funding:

1. Free School Meals (FSM) Eligibility

Pupils who have been registered as eligible for Free School Meals (FSM) at any point in the last six years (known as 'Ever 6 FSM').

2. Looked After and Previously Looked After Children (LAC/PLAC)

- Children who are currently looked after by a local authority (LAC).
- Children who have previously been in care, including those who have been adopted, placed under a Special Guardianship Order (SGO), a Child Arrangements Order (CAO), or a residence order.

3. Service Pupil Premium (SPP)

Pupils are eligible for Service Pupil Premium (SPP) if they have a parent serving in the regular armed forces, or if they have:

- A parent who has died while serving in the armed forces, and they receive a pension under the Armed Forces Compensation Scheme or War Pensions Scheme.
- A parent who has left the forces in the past six years (Ever 6 Service Child).

Additional Notes

- Schools receive additional funding for eligible pupils in both mainstream and special schools.
- Pupil Premium funding is not directly given to families; it is allocated to the school to support eligible pupils through targeted interventions, additional resources, and wider support strategies.
- The school must monitor the impact of Pupil Premium spending and report on its use annually.

This funding plays a crucial role in supporting disadvantaged pupils and ensuring they receive the necessary resources and opportunities to succeed in their education.

Roles & Responsibilities:

Headteacher and Senior Leadership Team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date and ensuring that it is implemented across the school.
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces.
- Planning premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding.
- Regular reporting to the governing board on the impact of Pupil Premium spending.
- Publishing the school's annual Pupil Premium strategy statement on the website, in line with DfE guidance and GOV.UK templates.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy.
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant.
- Monitoring the attainment and progress of pupils eligible for pupil premium funding, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding.
- Monitoring whether the school is ensuring value for money in its use of the pupil premium.
- Challenging the headteacher to use the pupil premium in the most effective way.
- Setting the school's ethos and values around supporting disadvantaged members of the school community.

Other School Staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis.
- Setting high expectations for all pupils, including those eligible for the pupil premium funding.
- Use data effectively to identify learning gaps and track progress.
- Sharing insights into effective practice with other school staff.

Virtual School Heads

Virtual school heads are responsible for managing pupil premium funding for pupils looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority.
- Making sure methods for allocating and spending ensure that looked-after children benefit without delay.
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way.
- Demonstrating how pupil premium funding is raising the achievement of looked after children.
- Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.