

Pupil Premium policy on a page

Pupil Premium funding is given to all schools in order to target the specific issues which face our most vulnerable pupils. The Heads create and update a 3 year Pupil Premium Strategy which sets out the specific challenges and how these will be addressed. The strategy is based on educational research and links to the EEF toolkit [Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](#) and pupil premium funding guidance [Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](#)

Who receives the funding?

We use the criteria for 'disadvantaged pupils' from the Ofsted handbook which is:

- the term 'disadvantaged pupils' is used to mean: pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last 6 years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route)

We use the funding for children and families but also for vulnerable children and families who are not necessarily part of this definition such as those made homeless or families fleeing from domestic abuse. Contextually the mainstream schools have low levels of disadvantaged pupils, whereas Aspire has a higher level of disadvantaged pupils. The grant also provides support for children with parents in the regular armed forces – known as the service pupil premium. This funding is to enable schools to offer pastoral support and help mitigate the negative impact of family mobility or parental deployment, but can also be for improving academic progress of eligible pupils.

The funding is not a personal budget for individual pupils and so parents/carers cannot request a breakdown of the spend for their child, not request any of the funding if their child is absent from school.

It does not offer funding for pupils who receive Universal Infant Free School Meals (all children in EYFS-year 2).

Key principles

The key principles for the Trust are based on high expectations of all children and a personalised approach. This can be seen in the statements for building belief, analysing data, identification of pupils, improving day to day teaching, increasing learning time and individualising support statements on pages 2-4. These set out the Trust expectations for all class facing staff.

The Pupil Premium Strategy for each school – found on their website or by speaking to the Head, sets out how the funding will be allocated according to the EEF guidance for teaching, targeted academic support and wider approaches.

Pupil Premium bids

Staff are encouraged to put in PP bids to their Head which specify funding they would like to apply for – for an individual child, a group of children or their subject. This is then tracked for impact. This can be found here [Curriculum or PP bid request form.docx](#)

Roles and responsibilities

See page 7-8 for specific responsibilities

Policy Document for: Pupil Premium

Due for Review: Autumn 2025

Additions/amendments in this version

Page 7	<i>Additional link to Looked After children policy for clarity</i>
Page 8	<i>Edits to Pupil Premium monitoring</i>
	<i>Edits to title from Strat team to Heads/SLT/Deputy CEO</i>
	<i>Additions to monitoring and reviewing section</i>

This policy aims to:

- 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

At Bourne Alliance Multi Academy Trust (MAT) we have high aspirations and ambitions for all children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Research has found that Pupil Premium children were the worst affected by the Covid pandemic, so it is therefore more important than ever that schools focus on effective, informed support for these pupils to close their gaps to their peers.

Legislation and guidance

This policy is based on the [Pupil premium - GOV.UK \(www.gov.uk\)](https://www.gov.uk), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

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.

Purpose of the grant

The Pupil Premium Grant (PPG) is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces (known as the service pupil premium).

The school will use the grant to support these groups, which comprise pupils with a range of different prior attainment, 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.

In BA MAT schools, we will also use the funding for 'disadvantaged' pupils, of which FSM eligibility is part of the criteria. The Ofsted Handbook sets out the following criteria:

- the term 'disadvantaged pupils' is used to mean: pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last 6 years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route)

We will use funding to support children and families within this broader definition, but also for vulnerable children and families who are not necessarily FSM eligible such as where families are fleeing from domestic abuse or where families are made homeless. The funding can also be used for whole class interventions which will also benefit non-disadvantaged pupils. The service pupil premium is primarily to enable schools to offer pastoral support and help mitigate the negative impact of family mobility or parental deployment, but can also be for improving academic progress of eligible pupils. The funding is not a personal budget for individual pupils and so parents/carers cannot request a breakdown of the spend for their child, not request any of the funding if their child is absent from school.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common challenges for FSM children can be; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Contextually Bourne Alliance MAT schools are in areas of low deprivation, with low percentages of Pupil Premium children. This makes the targeting of the PPG even more important so that it is allocated to maximum benefit for the children.

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending. Having a thorough knowledge of the pupils attainment and their challenges within learning are the first steps in developing an effective Pupil Premium Strategy.

Building Belief

We will provide a culture where:

- Staff believe that there are "no limits" to what our children can achieve
- There are "no excuses" made for underperformance
- Staff adopt a "solution-focused" approach to overcoming barriers
- Staff support children to develop resilience and self-challenge in their learning
- Staff provide cultural capital to provide high quality trips, curriculum experiences and 'the best that has been thought and said' to level the playing field for pupil premium children

- Pupil Premium children are given equality in accessing school clubs (these are available free of charge), and wider school experiences such as trips and residential trips are available free of charge
- Our ethos ensures equity in representing the school such as for competitions (representing the school) and opportunities such as team leaders and Head Boy and Girl
- Our curriculum rationale and curriculum approaches support cultural capital “the best that has been thought and said” to bring equity of opportunity to all children
- Engaging with the Gateway Alliance and within the Trust schools to continue to improve provision for all vulnerable pupils (added Sept 24)

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses in their class
- Ensure subject leaders have an understanding of the performance of disadvantaged children through monitoring and discussions (added Sept 24)
- We will use a broad range of data to inform decisions such as attendance, persistent absence or lateness, teacher feedback, behaviour incidences and exclusions, progress/attainment, information on wellbeing, mental health and safeguarding and access to technology or supporting materials
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff are involved in the analysis of data for their class (edited Sept 24)
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”
- We identify where Pupil Premium children fall into the lowest “20%” of the children within a class so they can be targeted for additional support
- The FLO works closely with vulnerable families to engage them to increase support for their children, working tirelessly to engage the families who are reluctant to engage with the school

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our year group leads to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the Trust Essentials and the Curriculum offer
- Share good practice within the school and draw on external expertise
- Provide high quality CPD for all class facing staff
- Continue to use evidence based practice to inform teaching practice
- Improve assessment through joint levelling and moderation, with KSENT (for Aspire school) and within the Trust and the local Gateway Alliance schools (Edited Sept 24)
- Offer subject specific CPD to upskill class teams in high class provision in the whole range of primary subjects, led by Subject Leaders in the school/Trust as well as external providers where applicable (edited Sept 24)

- Utilise external support to improve the offer for SEND pupils, which improves support for all pupils in the mainstream schools (added Sept 24)

Increasing learning time

We will maximise the time children have to make progress through:

- Improving attendance and punctuality, in line with Government guidance and expectations
- Providing earlier support (KS1 and EYFS)

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying challenges within their learning
- Ensuring support staff and class teachers communicate regularly and ensuring that class teachers routinely teach the most vulnerable children (edited Sept 24)
- Create personalised provision for each child in order to target their barriers
- Working with other agencies to bring in additional expertise, including gaining support from other schools in the Trust (edited Sept 24)
- Tailoring the curriculum to provide challenge for all children with a focus on mastery learning to fill any gaps in knowledge.
- Any additional intervention in place is evaluated after 6 weeks to check for impact
- Providing counselling and wellbeing support where needed
- Primarily use the PPG fund to provide high quality teaching for all children

Education research

The Government guidance is used to ensure that the actions taken to target the funding are linked to research which evidences the best use of the spend. This may be found through wider documentation from the DfE such as [The reading framework - teaching the foundations of literacy \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641212/The_reading_framework_-_teaching_the_foundations_of_literacy.pdf) and [reading for pleasure.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641212/reading_for_pleasure.pdf) but also the EEF toolkit [Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/teaching-and-learning-toolkit) and EEF Pupil Premium funding guidance [Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/using-pupil-premium)

It is clear that research provides insight into what has happened in classrooms in the past, but not whether it will be effective in the future. This requires the school leaders to make a careful judgement of the relevance and applicability of the evidence. This is also influenced by the context of the schools and may require intelligent adaptations when interpreting the evidence.

Use of the grant

The Pupil Premium Strategy sets out the strategic plan for how the schools plan to spend the Pupil Premium Grant. This is tightly matched to the needs of the children, in order to close any gaps in knowledge and wider understanding that they may have. This spend is underpinned by the use of Educational Research such as that provided by EEF. The PPG is only used for its intended purpose and is not distributed into the main Trust budget. The spend is tightly tracked for impact so that we can share the outcome of the actions taken with parents, Governors and Ofsted.

EEF evidence suggests that spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching. The PP Strategy document for each school is adapted to demonstrate how the PPG funding is allocated to each area (added Sept 24)

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips or visits

The research and guidance sets out that the school should focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation. The Pupil Premium strategy (published on the schools website) sets out a 3 year plan as part of school development planning.

- All Trust schools consider their context and the main challenges that disadvantaged and vulnerable pupils face when considering how funding will be targeted.
- All schools will use evidence to underpin decisions made around targeting the funding
- Will address a wider ranges of needs, along with consideration of group and individual needs so funding is very carefully considered
- Integrate any interventions or approaches into the curriculum so that all pupils continue to receive a broad and balanced curriculum
- The Trust offers a 'Pupil Premium Hub' which meets 3 times a year, so that teachers have a good understanding of the funding and how this is used for the children, as well as considering how it is used to strengthen the curriculum and cultural capital

Pupil Premium bids

We encourage all class facing staff to complete Pupil Premium bids to support individual children in their class, a group of children or a specific subject. Each bid that is successful is then tracked for impact by both the Strat team (as part of the Pupil Premium Strategy) and by the teacher as a subject leader.

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in years R to 6. All families who join the school, regardless of year group, are encouraged to complete the online registration to check for eligibility.

Eligible pupils fall into the categories explained below.

Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census. This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

See also the **Looked After children** policy (added for clarity Dec 24)

Post-looked after children

Pupils recorded in the most recent October census who were:

- Looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order
- In state care from outside England and Wales before being adopted
- See also the **Looked After children** policy (added for clarity Dec 24)

Ever 6 service children

Pupils recorded in the most recent October census.

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

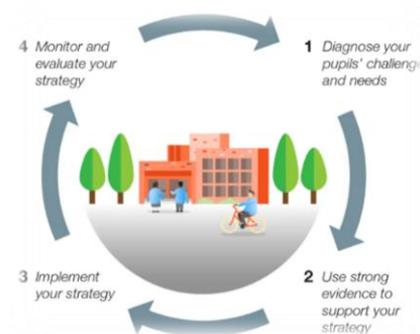
Implementing the Pupil Premium Strategy

Successful implementation of the planned 3 year strategy is a process that takes time, rather than being a one off event. This strategy is aligned with the school and Trust development plans and practice for a sustained impact. Leaders reflect on questions such as how we have previously addressed similar challenges and needs of pupils? Does the planned process require changes to processes of structures to be successful? Does the strategy provide CPD for staff to implement it successfully – how will this be planned in? Are there any activities that should be stopped as they are not working, or since we believe they have a weaker impact that the new approach may have?

The school strategy can be found on each school website.

Monitoring and reviewing

We continually monitor the impact of the Pupil Premium Strategy, and adapt our approaches where appropriate. We continue to lead changes through distributed leadership so that all staff feel empowered to implement the change and understand their role in this, offer training to upskill our teaching staff as a whole (particularly around curriculum subjects) and using the knowledge of the staff about the children to inform the strategy.



On a termly basis, we review the impact of the activities which are outlined in the Strategy, along with reviewing current expenditure. Then, annually we review the implementation and impact of the strategy overall, before editing the strategy to forward plan for the following year. We are aware that something that has been successful in one year, may not be successful in the following year.

This policy will be reviewed annually. At every review, the policy will be shared with the governing board, and the Trustee with responsibility will monitor the strategies and expenditure throughout the year, so that he/she is able to report back to the Board.

- The spend of the funding is reviewed monthly and cross checked to the strategy so that accurate tracking is available for the Heads (added Dec 24)
- Heads meet termly with the Deputy CEO to discuss the strategy and make any changes that may be needed, as well as tracking spend and impact (added Dec 24)

Roles and responsibilities

Heads/Trust Deputy CEO/SLT

This 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 pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Closely track the spend alongside the Finance team
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding. This is through termly meetings.
- Reporting on the impact of pupil premium spending to the Trust Board through monitoring – this could be at Trust level or with each individual school (edited Sept 24)
- Publishing the pupil premium 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 [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment
- Ensure that class facing staff have a keen focus on closing gaps for Pupil Premium children and that all have high aspirations
- Encourage class facing staff to bid for Pupil Premium funding to meet the needs of their children
- Ensure that the pupil progress meeting process continues to tightly focus on challenging pupil premium children as well as those who are both PP and SEND
- Provide reports for the Governing Body and take part in monitoring with the linked Governor

Governors/Trustees

The Trustees/Governors are responsible for:

- Holding the Strat team 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 the pupil premium, in conjunction with the Strat team, 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 Strat team to use the pupil premium in the most effective way
- Setting the Trust ethos and values around supporting disadvantaged members of the school community

Teaching teams

All teaching teams are responsible for:

- Implementing this policy on a day-to-day basis – ensuring that they hold the highest expectations of all pupils and not equate disadvantage of circumstance with “low prior attainment” (edited Sept 24)
- Promote an inclusive and collaborative ethos in their classrooms which enables all pupils to thrive (added Sept 24)
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the Strat team
- Sharing at Pupil Progress Meetings the impact of the strategies which have been utilised, along with any changes in circumstances which may be barriers for the children. This supports the ongoing evaluation of attainment, barriers to learning and needs for each Pupil Premium child
- Provide suitable scaffolding for learning which challenges all pupils (added Sept 24)
- Provide cultural capital for all children as part of the curriculum implemented in class and across the Trust
- Sharing insights into effective practice with other school staff

Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children 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.