



# Inspire Education Trust

Together we achieve, individually we grow

## Pupil Premium Policy - Primary

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**Policy Date:** May 2025

**Review Date:** May 2026

## Document History

Version	Status		Date	Author	Summary Changes
V1			Nov 21	Claire Jones	Initial draft
V2			Jan 23	Claire Jones	Updated for 2023 – see highlights
V3			May 24	Claire Jones	<p>Updated for 2024 – see highlights</p> <p>This policy is based on, <a href="#">Pupil premium: allocations and conditions of grant 2024 to 2025 - GOV.UK (www.gov.uk)</a></p> <p><b>Key Inspire objectives:</b></p> <p>Research based evidence to inform best classroom practice including interventions, tutoring, appropriate challenge and scaffolding, engagement and relationships</p> <p>Priority feedback as standard to support accelerated progress</p> <p>Rigorous monitoring including; pupil voice, pupil premium profile questionnaire, case study, parental questionnaire and 1:1 parent conversations/catch ups</p> <p><b>5.5 No Recourse to Public Funding</b></p> <p>In October 2022, the DfE permanently extended free school meal eligibility to children in all households with no recourse to public funds (NRPF), subject to maximum income thresholds. They set out conditions of grant which may include children with no recourse to public funding such as new arrivals to the country as refugees and families who are clearly disadvantaged but may not qualify. Pupil Premium funding can be inclusive of these groups of children without them qualifying for the funding. <a href="#">Providing free school meals to families with no recourse to public funds (NRPF) - GOV.UK (www.gov.uk)</a></p>
V4			March 25	Claire Jones	<p>Hyperlinks updated throughout</p> <p>Reference to DCEO amended from Head of Education</p> <p>Updated names in table on p7</p> <p>Updated dates and funding details</p>

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## 1 Aims

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

## 2 Legislation and guidance

This policy is based on, [Pupil premium: allocations and conditions of grant 2024 to 2025 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/pupil-premium) published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education, 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.

## 3 Purpose of the grant

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.

## 4 Use of the grant

The priority for all Inspire schools is for every pupil to make good progress and achieve their full potential achieving high attainment in line with peers regardless of the social inequalities that disadvantaged children overcome on a daily basis. Our priority is for every child to have the skills and mindset to overcome challenges and barriers to live life to the full and achieve on an individual basis through the following key priorities:

- Quality first teaching and feedback to narrow the attainment gap between disadvantaged and all other pupils nationally and within our own school's data
- Pupil Premium children to make or exceed national progress data
- For all our disadvantaged pupils to be supported academically, mentally, emotionally and socially so they can access a full curriculum and thrive and achieve every day at school alongside their peers
- Each school's funding strategy is informed by research evidence, including the [EEF Toolkit](#), [EEF EYFS Toolkit](#) and [EEF School Improvement Planning Guidance](#)

The use of the grant was clarified in a recent update on 17<sup>th</sup> March 2025 where it states:

The grant can be spent:

- for the benefit of eligible pupils registered at the academy who meet the funding criteria
- for the benefit of pupils who meet the funding criteria and are registered at other state funded schools - for example, when hosting summer schools which welcome pupils from

- other schools
- on community services whose provision furthers the benefit of eligible pupils at the academy

It also states:

Academies do not have to spend PP so that it solely benefits pupils who meet the funding criteria. PP can be used to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer. It can also be used for whole class interventions which will also benefit non-disadvantaged pupils.

MATs may pool resources and set a plan for use of PP grant across multiple academies. MATs must ensure that any plan is flexible enough to accommodate the specific needs of each academy's disadvantaged pupil cohort and the plan must be in addition to the pupil premium strategy statement for each academy – see section 4 for further information.

More information at: [Pupil premium 2024 to 2025: conditions of grant for academies and free schools - GOV.UK](#)

The pupil premium provides important support to contribute to the attainment of pupils from disadvantaged backgrounds. Inspire Education Trust's pupil premium strategies are founded on the following principles and practices:

- Implementing a tiered approach to Pupil Premium spending to focus on the approach to improving teaching, targeted academic support, and wider strategies.
- School leaders and Disadvantaged Champions focus on a small number of priorities each year in areas that will make the biggest difference, with a focus on effective implementation.
- Developing high-quality teaching through professional development, recruitment and retention.

The tiered approach adopted is formed on the basis of strong external evidence. School leaders will consider a wide range of external evidence to inform their decision making, to enhance the expert knowledge they have of the pupils in their care. In addition to the EEF research based resources and evidence, schools follow the recommendations set out in the [Using Pupil Premium: guidance for school leaders](#) from the DfE updated on 1st November 2021.

When planning the Pupil Premium Strategy Inspire primary schools will:

- Consider the context of the school and the main challenges or barriers the pupils face, such as the overall demographic, numbers of children entitled to Pupil Premium funding, deprivation indicator, analysis of school's internal data and statutory year group data to identify gaps.
- Use other evidence such as learning from what works in your school to inform your decisions on pupil premium spending including staffing, tutoring opportunities, co-curricular opportunities and advice and guidance from external professionals including Educational Welfare Officers (Attendance).
- Address a wide range of needs, and take group and individual needs into account. Hold

termly pupil progress meetings to identify needs of individual pupils, interventions and support along with pastoral needs.

- Engage with parents to take their views on the needs of their child into account, developing relationships with families and supporting them through additional routes such as financial support for trips, clubs, family learning, Early Help and those families without recourse to public funding.

#### Key Inspire objectives:

- Research based evidence to inform best classroom practice including interventions, tutoring, appropriate challenge and scaffolding, engagement and relationships
- A comprehensive CPD programme for all classroom practitioners including Walk Thru principles
- Priority feedback as standard to support accelerated progress
- Data analysis of all vulnerable groups evidenced through robust termly pupil progress meetings
- All barriers for pupil premium children identified including; FSM, SEND, EAL, gender, pastoral, safeguarding, ethnicity, GLD, end of KS1 data and Phonic Screening Check
- Positive parental engagement through a variety of mediums; regular meetings, drop ins, workshops, online support, family liaison and Early Help
- Rigorous monitoring of attendance of individual children/families working alongside external professionals to ensure good attendance for all including reducing persistent absenteeism, lateness and unauthorised absences; [Working together to improve school attendance - GOV.UK](#)
- High levels of pastoral support and relational behaviour, trauma-based approach training to maintain high expectations of behaviour and to develop good learning behaviours in all through appropriate support and alongside external professionals
- Rigorous monitoring including; pupil voice, pupil premium profile questionnaire, case study, parental questionnaire and 1:1 parent conversations/catch ups
- Effective implementation of interventions with analysis of impact on progress and attainment
- Enrichment strategies to improve the daily lived experience of all disadvantaged children including financial support for trips, residential, co-curricular clubs and free Breakfast Club
- ~~• Accountability through performance management for all teaching and support staff~~
- ~~• Named key children for teaching and support staff linked to performance management~~
- Identification and planning for the complex needs of families in receipt of Free School Meals, Pupil Premium funding and families who require school support who do not qualify but meet the criteria social care involvement or as a young carer.
- Disadvantaged Champion in all Inspire schools

This may be delivered through:

- Providing extra one-to-one or small-group support, additional interventions
- Recruitment of high quality teachers and teaching assistants
- High quality Continual Professional Development programmes

- Running catch-up sessions before or after school (for example, for children who need extra help with maths or English)
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs)
- Funding educational trips and visits
- Tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

Pupil Premium Leads are as follows:

School	Headteacher	Disadvantaged Champion	Premiums Governor	Link
Arley Primary Academy	Kate Parkes	Kate Parkes	Kate Steventon	
Clifford Bridge Academy	Madaleine Morgan	Rebecca Robinson	Chisom Akyjobi	
Frederick Bird Academy	Michelle Porter	Clare Rees	Saradha Krishnamoorthy	
Hearsall Community Academy	Claire Jones	Claire Jones	Dilesha Chima	
Stockingford Academy	Gill Bowser	Klarianne Clark	Phil Johnson	
Walsgrave C of E Academy	Damien Sowerby	Aarti Crowter	Amy Barker	
Whittle Academy	Michelle Harris	Michelle Harris	To be confirmed on appointment	

We will publish information on the school's use of the pupil premium on each school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online, using the templates on GOV.UK.

Information on how the school uses the pupil premium is available here (click logo below):



## 5 Eligible pupils fall into the categories explained below

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

## **5.2 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.

## **5.3 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.

## **5.4 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

## **5.5 No Recourse to Public Funding**

In October 2022, the DfE permanently extended free school meal eligibility to children in all households with no recourse to public funds (NRPF), subject to maximum income thresholds. They set out conditions of grant which may include children with no recourse to public funding such as new arrivals to the country as refugees and families who are clearly disadvantaged but may not qualify. Pupil Premium funding can be inclusive of these groups of children without them qualifying for the funding. [Providing free school meals to families with no recourse to public funds \(NRPF\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/providing-free-school-meals-to-families-with-no-recourse-to-public-funds-nrpf)

## **5.6 Funding Rates for the 2025 to 2026 financial year**



## Funding rates for the 2025 to 2026 financial year

This table shows how the pupil premium grant is allocated to schools and local authorities in the 2025 to 2026 financial year, based on per pupil rates.

Funding criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1,515	£1,075	School
Pupils previously looked after by a local authority or other state care	£2,630	£2,630	School
Children who are looked after by the local authority	£2,630	£2,630	Local authority

## 6 Roles and responsibilities

### 6.1 Headteacher, Pupil Premium Lead & 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 pupil 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
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment through the established EEF menu of approaches.

### 6.2 Governors: Head of Education Primary (HoEP) Local Governing Committee (LGC) & Trust Standards Committee (TSC)

The above are responsible for:

- Holding the headteacher to account for the implementation of this policy (DCEO & LGC)
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant (LGC)
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding (DCEO & TSC)
- Monitoring whether the school is ensuring value for money in its use of the pupil premium (DCEO & LGC)

- Challenging the headteacher to use the pupil premium in the most effective way (DCEO & LGC)
- Setting the school's ethos and values around supporting disadvantaged members of the school community (DCEO & LGC)

### 6.3 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
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff networking across academies

### 6.4 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.

## 7 Monitoring arrangements

This policy will be reviewed annually by the Trust Pupil Premium Lead. At every review, the policy will be shared with the Standards Committee.

## 8 Further information

Key Website	Guidance
<a href="#">Pupil premium: overview - GOV.UK</a>	This guidance is an overview of pupil premium for school staff, parents and anyone else interested in the pupil premium.
<a href="#">Using Pupil Premium: Guidance for School Leaders</a>	The guidance is for school leaders and those involved in managing the use of pupil premium in schools, such as academy trust leaders, trustees and governors.
<a href="#">Pupil-Premium-2023.pdf</a>	EEF guide to tiered approach of supporting pupil premium children in schools.
<a href="#">The EEF Guide to the Pupil Premium   EEF</a>	EEF Guide to Pupil Premium Resources

<a href="#">Service pupil premium (SPP) - GOV.UK</a>	Information for schools on service personnel children in state schools (SPP)
<a href="#">Providing free school meals to families with no recourse to public funds (NRPF) - GOV.UK</a>	Guidance for schools on the extended free school meal eligibility to all households with no recourse to public funding (NRPF)

Reviewed by:	Claire Jones	December 2021
	Claire Jones	December 2022
	Claire Jones	May 2024
	Claire Jones	March 2025

Senior Lead Review:	Rob Darling	March 2025
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Next Review Date:		May 2026
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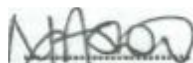
Approved by Directors:		5 June 2026
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Signed:



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Lois Whitehouse  
CEO



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Nicky Aston  
Chair of Standards