



## **Pupil Premium Policy**

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## **Statement of intent**

At Inspire Multi Academy Trust, we have the highest expectations of all learners and aim to secure the highest possible outcomes. Pupil premium is additional funding to improve educational outcomes for disadvantaged pupils. From September 2026, free school meals are recorded in two categories. Targeted FSM continues to use the existing £7,400 annual household earnings threshold and can generate pupil premium and Ever 6 eligibility. Expanded FSM applies to pupils in households receiving Universal Credit who do not meet the Targeted FSM threshold; it provides free meals only and does not generate pupil premium funding or Ever 6 status. Pupil premium is also provided for eligible previously looked-after children, while pupil premium plus for looked-after children is managed by the local authority. Separate provision is made through the service pupil premium.

All academies within the Trust are committed to ensuring maximum progress for all groups of children and strive to close any gaps in achievement.

Inspire Multi Academy Trust has a clear, strategic approach to pupil premium. Each academy integrates its pupil premium strategy into wider school improvement planning and reviews the impact of spending regularly. Leaders use attainment, progress, attendance, behaviour and wider pastoral evidence to identify barriers and select appropriate approaches. Each academy publishes and evaluates its pupil premium strategy statement annually in line with Department for Education requirements.

Strong leadership systems ensure that the Pupil Premium funding has the necessary impact. This includes an identified governor having responsibility for Pupil Premium, a designated Head Teacher leading across the Trust, all Head Teachers and designated pupil premium leads leading the development plan and analysis ensuring that the correct support and strategies are identified to maximise progress. Matters relating to the Pupil Premium are reported back to the Local Governing Bodies and the Trustees, ensuring that each academy is held to account for the impact of spending.

This policy explains pupil premium eligibility, including the distinction between Targeted FSM and Expanded FSM from September 2026, and sets out how funding is planned, used, monitored and reported.

## **Legislation and guidance**

This policy is based on Department for Education guidance on pupil premium, including Pupil premium overview (<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>), Using pupil premium guidance for school leaders, and Pupil premium conditions of grant for the 2026 to 2027 financial year (<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2026-to-2027/pupil-premium-conditions-of-grant-for-the-2026-to-2027-financial-year>).

## Pupil premium grant

For the 2026 to 2027 financial year, the grant rates are as follows:

| Disadvantaged pupil                                                                                                                  | Grant amount per pupil |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Pupils in Reception to Year 6 who are eligible for Targeted FSM or have been eligible for FSM in the previous six years (Ever 6 FSM) | £1,550                 |
| Looked-after children, with pupil premium plus managed by the local authority                                                        | £2,690                 |
| Previously looked-after children, including eligible children adopted from state care outside England and Wales                      | £2,690                 |
| Eligible service children                                                                                                            | £360                   |

## Principles

- We ensure that teaching and learning opportunities meet the needs of all of our pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for disadvantaged pupils, we recognise that not every pupil eligible for Targeted FSM or Ever 6 FSM will face the same barriers or require the same provision.
- We also recognise that pupils who do not attract pupil premium may experience disadvantage or have identified needs. This includes pupils eligible only for Expanded FSM. Pupil premium may support these pupils where the funded activity also benefits eligible pupils and remains within the permitted use of the grant.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals
- Pupil premium is not a personal budget for individual pupils. Funding may support eligible pupils, other pupils with identified needs, or whole-class approaches, provided that spending is designed to improve outcomes for disadvantaged pupils and complies with the Department for Education menu of approaches.

We allocate pupil premium according to assessed need and the barriers identified in each academy's strategy. Spending may benefit pupils who do not meet the funding criteria, including pupils eligible only for Expanded FSM, where this forms part of an evidence-informed approach

that benefits eligible disadvantaged pupils.

## **Provision**

Governors and leaders may consider provision within the Department for Education menu of approaches and the Education Endowment Foundation three-tiered model.

- Developing high-quality teaching, including staff professional development, curriculum development, recruitment and retention.
- Providing targeted academic support, including structured one-to-one or small-group tuition where needs assessment shows this is appropriate.
- Reducing class sizes to increase opportunities for targeted teaching.
- Creating additional teaching and learning opportunities provided through specialist staff e.g. music teachers, nurture or external agencies
- Targeting English and Maths in pupils who are below age expectations.
- Allocating funds to enable these pupils to participate in extra-curricular activities.
- Targeting pupils who require additional help to reach age related expectations.
- Targeting more-able children on FSM to achieve higher levels.
- Tackling non-academic barriers to educational success, including attendance, behaviour, social and emotional wellbeing, and support for families.

## **Strategies**

- We have assigned a Head Teacher who leads on pupil premium across the Trust and who works in partnership with pupil premium leads within each academy to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- We ensure that pupil premium income and expenditure can be identified clearly within each academy's budget and financial records.
- The Head Teacher consults with the pupil premium lead and informs the local governing bodies and trustees when deciding how funds are spent.
- We assess the barriers and needs of eligible pupils and the wider disadvantaged cohort. We do not assume that eligibility alone determines the provision a pupil requires.

## **Reporting**

- The pupil premium leads report on progress and attainment to Head Teachers and to the Head Teacher lead termly.
- Headteachers and pupil premium leads monitor and evaluate the impact and cost-effectiveness of pupil premium spending, using a range of evidence rather than relying only on attainment data.
- The Pupil premium lead reports termly to the local governing body on the actions and impact of the PPG spend within each term.

- The Head Teachers reports annually to the local governing body and parents/carers on how effective PPG spending has been and what impact has been made.
- The Head Teacher lead provides termly reports for trustees on the allocation and impact of pupil premium expenditure.
- Each academy publishes an updated pupil premium strategy statement annually using the Department for Education template. For 2026 to 2027, schools whose allocation is based on more than five eligible pupils, excluding pupils eligible only for service pupil premium, must publish by 31 December 2026.
- This evaluation will lead the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

## **Eligible pupils**

Pupil premium is allocated to the academy for eligible pupils in Reception to Year 6. From September 2026, school census records must distinguish Targeted FSM from Expanded FSM because only Targeted FSM can create pupil premium and Ever 6 eligibility.

Eligible pupils fall into the categories explained below.

### **5.1 Targeted FSM and Ever 6 FSM**

- Pupils eligible for Targeted FSM are those who meet the existing qualifying-benefit rules and, where the household receives Universal Credit, the £7,400 annual household earnings threshold. Pupils recorded as eligible for Targeted FSM, or recorded as eligible at any point in the previous six years, are included in the Ever 6 FSM cohort in line with the latest Department for Education conditions of grant.
- Only Targeted FSM eligibility can add a pupil to the Ever 6 FSM cohort from September 2026.
- Pupils who were eligible for FSM before the September 2026 expansion retain their Ever 6 status for six years, including where household income later rises and they move to Expanded FSM or cease to be eligible for FSM.
- Expanded FSM and universal infant free school meals do not, by themselves, create pupil premium or Ever 6 eligibility. Expanded FSM covers pupils in households receiving Universal Credit who do not qualify for Targeted FSM and provides meal entitlement only.

### **5.2 Looked-after children**

- Pupils who are in the care of, or provided with accommodation by, an English local authority. Pupil premium plus for looked-after children is allocated to the local authority and managed by the virtual school head in consultation with the child's school. Spending should support the outcomes in the pupil's personal education plan and comply with the Department for Education menu of approaches.

### **5.3 Previously 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 outside England and Wales immediately before being adopted. Pupil premium plus for previously looked-after children is paid to the academy, which is responsible for using it to meet identified educational needs in line with the menu of approaches.

#### **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

## **Roles and responsibilities**

### **Headteacher and senior leadership team**

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring it is implemented across the school
- Ensuring 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 through a diagnosis of need and an evidence-informed approach, using the Department for Education menu of approaches and working with virtual school heads where appropriate
- Monitoring educational outcomes for eligible pupils and the wider disadvantaged cohort, including attainment, progress, attendance and relevant wider outcomes, to assess the impact of funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the academy's pupil premium strategy statement each academic year, using the current Department for Education template and meeting the applicable publication deadline
- 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 academy uses pupil premium appropriately, in line with the current conditions of grant and menu of approaches

- 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
- 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

### **Trustees**

The Trustees are responsible for:

- Holding the head teachers to account for the implementation of this policy.
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the Lead Headteacher, to assess the impact and effectiveness of each school's use of the funding.
- Setting the Trust'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
- 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

### **Virtual school heads**

Virtual school heads manage pupil premium plus for children looked after by their local authority. They work with schools to ensure funding supports the outcomes identified in each child's personal education plan and is used in line with the Department for Education menu of approaches. Their responsibilities include:

- 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.

## **Monitoring and review**

Headteachers of the Trust will review this policy annually and sooner if Department for Education eligibility, grant conditions or reporting requirements change.