



PUPIL PREMIUM POLICY

November 2025

Responsibility	Head Teacher
Date of last review	November 2025
Date of next review	November 2026

Signed: 
Chair of Governors

Date: 06.11.2025

Signed: 
Headteacher

Date: 06.11.2025

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INTRODUCTION

The Pupil premium is additional funding which is allocated to school on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. This has increased year-on-year to £1075 for the financial year 2025-2026. Pupil Premium Plus funding for Looked After Children is currently £2,630 per pupil.

The Aspire Academy will claim Pupil Premium funding for all eligible pupils, on a termly basis from the referring school.

In the current financial year, 2025-2026, we expect to receive in the region of £83,650 of Pupil Premium funding, this includes Pupil Premium Plus funding for Looked After Children.

Academic Year	Pupil Premium Funding Received / To be received
2026-2027	£60,000.00
2025-2026	£83,650.00
2024-2025	£82,064.98
2023-2024	£54,335.00
2022-2023	£49,730.68
2021-2022	£42,998.05
2020-2021	£46,639.68
2019-2020	£58,411.00
2018-2019	£51,122.80

The DfE has given us the freedom to use Pupil Premium, as we see fit, based upon our knowledge of our pupil needs. (See Pupil Premium Strategy Statement)

'It is for schools to decide how the Pupil premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

We are aware that under [The School Information \(England\) \(Amendment\) Regulations 2016, Schedule 4](#) there is specified information which has to be published on the school's website.

Section 9 of this regulation requires schools to publish their annual Pupil Premium statement demonstrating

(i) how the pupil premium allocation was spent; and (ii) the impact of that expenditure on eligible and other pupils; and (b) a statement as to the school's strategy in respect of the pupil premium allocation for the current academic year ("pupil premium strategy")— (i) the amount of the school's pupil premium allocation; (ii) a summary of the main barriers to educational achievement faced by eligible pupils of the school; (iii) how the pupil premium allocation is to be

spent to address those barriers and the reasons for that approach; (iv) how the school is to measure the impact and effect of its expenditure of the pupil premium allocation; and (v) the date of the school's next review of its pupil premium strategy.'

In meeting this requirement we will observe our continuing responsibilities under the [General Data Protection Regulation \(2018\)](#), so that individuals or groups of individuals cannot be identified.

Additional recovery and covid premiums have been utilised on additional one to one therapeutic interventions and sessions for individuals and small groups; one on one individual interventions to address issues of mental health and wellbeing and some bespoke resources for interactive learning.

In the current financial year, **2025-2026**, the LA will fund £23,650.

OBJECTIVES

In making decisions on the use of the Pupil premium we will:

- Ensure that Pupil Premium funding is used solely for its intended purpose.
- Use proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the specific needs of our pupils and link them to appropriate research evidence in the PP statement.
- Be transparent in our reporting of how we have used Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these groups and individual needs fully into account.
- Use high quality teaching and learning experiences in every lesson as the preferred way to narrow the gap in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups to provide additional educational support to improve the progress and to raise the standard of achievement for pupils and to support pupils by unlocking their potential and accelerating their progress.
- Provide quality feedback to pupils which is specific, meaningful and clear and which sets challenging goals which can be achieved with encouragement and support.
- The funding will be used to narrow the gap between the achievement of pupil premium pupils and their peers.
- As far as its powers allow, the Aspire Academy will use the additional funding to address any underlying inequalities between pupils eligible for Pupil Premium and others.
- We will ensure that the additional funding reaches the pupils who need it most, thus making a significant impact on their education and lives.

PROCESSES AND PROCEDURES

The Aspire Academy will regularly review, and develop strategies and interventions to identify pupils and improve their progress and attainment and will seek support from colleagues in mainstream

settings and referring schools to extend knowledge and understanding. We will use data to effectively analyse the impact of strategies and use this to guide future interventions.

Examples of the range of provision that may be put into place include:

- Small group intensive tuition to address specific needs such as raising literacy levels, including early reading schemes for early readers.
- Focused pastoral support to develop self-confidence and social skills.
- Small group or 1:1 support with an experienced member of staff to focus on overcoming barriers to learning including social emotional mental health and well being.
- Additional teaching and learning opportunities provided through Specialist Teaching Assistants
- (including from commissioning schools), Higher Level Teaching Assistants and/or outside agencies.
- Encouraging the involvement of parents and carers in the learning and educational experiences of their child as much as is possible

ROLES AND RESPONSIBILITIES

At the Aspire Academy, staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs. Every child, whether considered to be 'disadvantaged' or not, is valued, respected and entitled to reach their full potential, irrespective of any disadvantage which may be relevant to their lives.

GOVERNING BODY

- Monitor and review the school's Pupil Premium Policy annually by naming a specific Governor with responsibility for the Pupil Premium.
- Ensure that the school uses the Pupil Premium and other resources to overcome barriers to learning in areas such as speaking, listening, reading, writing and numeracy.

HEADTEACHER

- Will regularly and rigorously, monitor, evaluate and review the strategies put into place for Pupil Premium and report to the governing body on its effectiveness.
- Will ensure that parents/carers, governors and others are made fully aware of the attainment of pupils entitled to the premium.
- Publish on the school website how funding has been allocated for the current academic year, and publish a statement of how the school spent the funding in the previous year and its impact on the attainment of pupils eligible for support through the Pupil Premium linking to appropriate research.

DEPUTY HEADTEACHER

- Monitor and review the expenditure of the Pupil Premium budget allocation and its impact on attainment of the cohort.
- Liaise with the Finance Team regarding allocation and monitoring of the Pupil Premium budget.
- Provide feedback with regard to the progress and attainment of the Pupil Premium cohort.

- Track the impact of the strategies put into place through the funding to demonstrate added value to the education of the entitled pupils.

TEACHERS

- Maintain the highest expectations and aspirations for all pupils.
- Promote an inclusive and collective ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver a cohesive and logically sequenced curriculum and lessons to a high standard and support acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated and adapted planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind or who are already behind when they join the school.
- Keep up-to-date with teaching strategies and research, which have proven track records in supporting reducing the difference in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and to reduce the difference in attainment.

OUTCOMES

- This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium.
- We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face.
- The school will use the additional funding to promote the achievement and progress of all entitled pupils.
- Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled pupil are met.
- As a result of the additional funding, these pupils will make better progress and achieve higher standards than would have been likely without it.

This policy should be read in conjunction with the following documents;

Pupil Premium Grant Strategy Statement

The SEND information report 2025 -2026

The Equality Objectives and Action Plan 2021 – 2025.

The SEND policy 2025-2026

The LAC policy 2025-2026