L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

L.E.A.D. ACADEMY TRUST

Pupil Premium Policy

Policy/Procedure Management Log

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Our Vision:

Through outstanding leadership, we at the L.E.A.D. Academy Trust will provide the highest quality education to enable every pupil to realise their full potential.

Our principles

To achieve our vision, we prioritise the four core principles for which our name stands:

Lead ~ *to show the way; to be first or foremost.*

In every aspect of life, the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower ~ *to give power to; to enable.*

At L.E.A.D. Academy, school pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve ~ *to accomplish; to get or attain by effort.*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive ~ *to cause and guide progress; to impel forward.*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high-quality professional development and will constantly move forward, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

To be read in conjunction with the Behaviour Policy, Special Education Needs Policy, Equality Policy, Admissions Policy, Safeguarding & Child Protection Policy and Anti-bullying Policy

Policy Statement

Introduction

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

All L.E.A.D. academies must have a Pupil Premium Strategy which sets out clearly for all stakeholders how Pupil Premium funding is allocated, how it is spent and what the impact of this expenditure has been.

For DfE information on pupil premium funding, how school leaders can use it effectively and pupil premium strategy statements, follow this link:

https://www.gov.uk/government/publications/pupil-premium

All L.E.A.D. academies will ensure that there is an annual impact statement prepared to show how Pupil Premium funding has been used to diminish the difference in achievement for all eligible pupils. This will be carried out within the requirements published by the DfE and will appear on all academy websites by December 31st each year.

For further pupil premium information from the DfE. follow this link:

https://www.gov.uk/government/publications/pupil-premium/pupil-premium

The Pupil Premium

The Pupil Premium is a government initiative designed to target resources towards those pupils deemed to be from a disadvantaged background. For allocations and Conditions of Grant Information, please visit:

https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2025-to-2026

Eligibility

Ever 6 Free School Meals Children

For mainstream and special schools, the pupil premium for 2026 to 2027 will include pupils recorded in the October 2025 school census who have had a recorded period of FSM eligibility since January 2020, as well as those first recorded as eligible in October 2025.

For the purposes of this note, these pupils are collectively referred to as ‘FSM Ever 6’.

From the start of the 2026 to 2027 academic year, FSM eligibility will include all pupils from households in receipt of Universal Credit. There will then be 2 categories of FSM:

- **Targeted FSM**, which continues to be based on the existing £7,400 income threshold
- **Expanded FSM**, which **will apply to meals only**, covering pupils who do not qualify for Targeted FSM, but who are in households in receipt of Universal Credit

Following the expansion of FSM, **only pupils eligible for Targeted FSM will be part of the Ever 6 FSM cohort.** This means that pupils who become eligible for FSM for the first time through the new Expanded FSM category will not attract pupil premium funding.

Pupils who were eligible for FSM before the expansion will continue to be part of the Ever 6 FSM cohort after the expansion. That includes any pupil whose household income increases after the expansion, such that they either lose FSM eligibility altogether or become eligible for FSM through Expanded FSM. Such pupils will remain part of the Ever 6 FSM cohort for 6 years.

Further information is available on the expansion of free school meals eligibility.

Children Adopted from Care or who have Left Care

Looked-after children (LAC) are defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.

In June 2026, a provisional allocation will be calculated using the number of children looked after for at least one day, as recorded in the March 2025 children looked-after data return (SSDA903) and aged 4 to 15 on 31 August 2024.

A final allocation in December 2026 will use the number of children looked after for at least one day during the year ending March 2026, as recorded in the March 2026 children looked-after data return (SSDA903) and aged 4 to 15 on 31 August 2024.

Previously Looked After

The pupil premium for 2026 to 2027 will include children recorded in the October 2025 school 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 (previously known as a residence order).

Ever 6 Service Children

The Pupil Premium Grant (PPG) will include an allocation of Service Pupil Premium (SPP) based on the number of pupils for whom any of the following apply:

- one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service);

- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme;
- they have been registered as a 'service child' on a school census since 2019.

For mainstream and special schools, the SPP for 2026 to 2027 will include pupils recorded in the October 2025 school census who have been recorded as a service child at any point since the January 2020 census, as well as those recorded as a service child for the first time in the October 2025 school census.

Core Principles for Expenditure

1. Whilst the DfE has not explicitly stated how this funding is to be spent, in the L.E.A.D. Academy Trust, we believe that the funding should be directed towards activities and initiatives that will raise attainment for this group of pupils. The DfE states that the grant may be spent in the following ways:

   - for the purposes of the school; that is, for the educational benefit of pupils registered at that school;
   - for the benefit of pupils registered at other maintained schools or academies;
   - on community services whose provision furthers the benefit of pupils at the school.

   The grant does not have to be completely spent by schools in the financial year beginning 1 April; some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions set out in the DfE guidance.

2. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following three areas:

   - teaching where there is a focus on raising the quality of teaching for all by investing in learning and development for staff who teach;
   - targeted academic support such as tutoring;
   - tackling non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

   Read the Pupil Premium Guide from the Education and Endowment Foundation (EEF) for information about the tiered approach to spending.

3. Any pupils identified with barriers to accessing the full curriculum will be supported through a strong focus on literacy (reading, writing and communication) and numeracy. This support will be bespoke to sustain the greatest impact on pupil outcomes.

4. The quality of teaching opportunities in our academies is designed, delivered and evaluated to ensure that they meet the needs of all pupils and groups of pupils; the

focus is on developing high-quality lessons/quality first teaching as the norm rather than relying on interventions.

5. L.E.A.D. academies recognise that the development of the rounded individual is not achieved solely in a classroom environment. Out-of-class learning and enrichment forms a large part of our Trust work and should be considered as intrinsic to any academy's pupil premium spend.

6. All provision and intervention made for FSM, CLA and Services' Pupils, is based on a sound analysis of individual needs in both English and mathematics. This will be accomplished via detailed data analysis, professional judgement and getting to know our pupils.

7. Not all pupils eligible for pupil premium funding will be in receipt of targeted interventions at the same time.

8. When evaluating the impact of provision, all data is analysed forensically through comparisons to national data and compares the progress and attainment of FSM to non-FSM pupils, CLA to non-CLA pupils and children of service personnel to all other pupils.

9. All staff and members of our Local Governing Bodies (AGB) are thorough in ensuring that the use of this funding contributes to pupil achievement. Where appropriate,

10. Performance Management objectives will include reference to the use and evaluation of pupil premium funding where applicable.

Core Expectations of our Academies

1. All academies will develop and publish a strategy for the spending of the pupil premium allocation using analysis of performance data, taking account of the barriers for the eligible pupils and use quality research to provide a rationale for decisions.

2. All staff members have access to high-quality and bespoke Continuous Professional Development (CPD) to gain training, expertise and experience in working to narrow the gaps in achievement between pupils eligible for funding through the pupil premium and all other pupils. This is achieved through the Trust's CPD offer and attendance at termly Pupil Premium Network meetings.

3. All L.E.A.D. academies work in collaboration, where appropriate, with local partners to support high-quality provision for our pupils eligible for pupil premium funding.

4. A designated senior leader has a clear overview of pupil premium funding allocation, spend and impact. The senior leader with responsibility is held to account by the Headteacher and will be delegated the monitoring and evaluation responsibilities as set out in the Trust Monitoring and Evaluation Policy.

5. All teachers are expected to know the pupils they teach who are eligible for pupil premium funding and are held accountable for their progress.

6. The Director of Schools will have the responsibility for the oversight of pupil premium funding and will be involved in the decision-making and challenge of how this funding is spent. The local Academy Governing Body and the Trust receive summary reports and can challenge decisions made by the academy.

7. All strategies funded through the pupil premium are aimed at accelerating progress, ensuring that pupils reach at least age-related expectations and, where possible, beyond. Initially this will be in English and mathematics.

8. Pupil premium resources are used additionally to target able pupils to achieve the highest levels.

9. Academies can use the pupil premium grant to support non-eligible pupils. These are those who are in contact with a social worker, used to be in contact with a social worker, and are acting as a carer.

10. Clear and challenging success criteria are set for each pupil based on analysis of their needs.

11. Where appropriate, the following strategies may be used to support and extend pupils eligible for pupil premium funding and academies will refer to the Education Endowment Foundation to provide a clear rationale of their chosen strategy:

    - Individual/small group tuition in English and/or mathematics according to need;
    - Investment in developing quality first teaching;
    - Improving the quality of feedback;
    - Reducing class sizes in order to impact positively upon pupil outcomes with regular monitoring of impact recorded and evaluated;
    - Providing small group work with an experienced class teacher/subject specialist focused on overcoming gaps in learning, with regular monitoring of impact recorded and evaluated;
    - Learning support (1:1) to enable pupil to access learning fully and accelerate progress;
    - Focused work to raise self-esteem, support pupil welfare and extend personal development in order that pupils make appropriate choices in order to maximise learning opportunities;
    - Strategies for improving attendance, behaviour and/or family links as required.

Impact of provision will be evaluated by the Senior Leadership Team in line management meetings with middle leaders and amended, where appropriate, where strategies are not providing the necessary outcomes. Strategies will be constantly under review to ensure maximum impact and value for money.

Reporting and Accountability

It will be the responsibility of the Headteacher or the named Pupil Premium Leader, to comply with school Information regulations. Maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2026 to 2027 Pupil Premium Strategy, by the end of December 2026. The Department for Education will undertake monitoring checks on a sample of schools' published reports.

The template will report on the following:

- an evaluation of the progress made towards diminishing the difference between those pupils eligible for Pupil Premium funding – FSM/CLA/Children of Service Personnel – and other pupils, as demonstrated through assessment data and comparisons with the same data for all other pupils. Internal monitoring will be termly through the Director of Schools' QA visit. Governors are encouraged to ask questions about the use of the PPG and scrutinise the Pupil Premium Strategy document prior to publishing.
- whether value for money is being achieved against the provision made using pupil premium funding.