Frank Field
Education Trust



Pupil Premium Policy

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Approved by CEO:

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Foreword

The Frank Field Education Trust's goal is to ensure that all children – including the most disadvantaged – get the educational opportunities they deserve and make the most of them. Moreover, the Trust is firmly committed to raising the achievement of disadvantaged children in each of its schools and refuses to accept that any child is ever destined to underachieve by virtue of their social circumstances. The Trust regards raising the achievement of disadvantaged pupils as being at the very core of its moral purpose. Every person employed by the Trust has a part to play in helping disadvantaged children to achieve educational excellence, and each of us acknowledges that we are accountable for the impact of our efforts to improve outcomes and diminish gaps in achievement.

Introduction

1. Pupil premium funding is provided by the Department for Education to improve the educational outcomes of disadvantaged pupils. Funding is allocated in accordance with the eligibility criteria set out in the current pupil premium conditions of grant.

   For the 2026/27 financial year, pupil premium funding is allocated in respect of pupils in Reception to Year 11 who:

   - are recorded as eligible for **free school meals (FSM)**, or have been recorded as eligible for FSM at any point during the previous six years (**FSM Ever 6**);
   - are **previously looked-after children (PLAC)** who were looked after by a local authority or in state care immediately before being adopted, or who left care through a special guardianship order or child arrangements order; or
   - are **looked-after children (LAC)**, for whom pupil premium funding is allocated to the relevant local authority and managed in accordance with the applicable Department for Education requirements.

   From the beginning of the 2026/27 academic year, eligibility for free school meals is expanded to include pupils from households receiving Universal Credit. However, this expanded entitlement to a free school meal does not, by itself, confer eligibility for pupil premium funding. Pupil premium eligibility remains linked to the Department for Education's **Targeted FSM** criteria and the other eligibility categories specified in the conditions of grant.

   Service Pupil Premium (SPP) is also provided for eligible pupils from service families. The eligibility criteria and purpose of SPP differ from those applying to disadvantaged pupil premium and are addressed separately within this policy.

2. The pupil premium is additional to main school funding and it will be used to address and minimise any underlying inequalities between children who are eligible and those who are not eligible for the pupil premium.

Aims

3. To improve the educational outcomes of disadvantaged pupils of all abilities and support them to reach their full potential.
4. To support children and young people with parents in the regular armed forces.
5. To provide additional resources to ensure that eligible pupils have targeted support aimed at improving their achievement.
6. To promote the progression of eligible pupils to further education and the development of their personal and social skills.
7. To support the mission, vision and values of the Trust and its establishments.

Who is responsible for this policy?

8. The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory and regulatory framework. The Trust delegates day-to-day responsibility for implementing the policy to FFET's Central Team, the Local Governing Body and the Head Teacher/Head of School of each Trust school.
9. The Local Governing Body and Senior Leadership Team at each Trust school have a specific responsibility to ensure the fair application of this policy. All members of staff are responsible for supporting its implementation.

Focus of the pupil premium

10. The key focus of the school's use of the pupil premium will be to improve the progress and attainment of disadvantaged pupils. In addition, schools may use pupil premium to address identified barriers relating to attendance and wellbeing where these affect disadvantaged pupils' educational outcomes. The following examples of measures (that tackle the specific barriers of each school) will be used to judge the impact of the grant:
    - The attainment and progress of eligible pupils in phonics, reading, writing and mathematics
    - Progress 8 and Attainment 8 measures for eligible pupils
    - The percentage of eligible pupils entering the English Baccalaureate and achieving GCSE English and maths
    - Pupils' acquisition of secure curriculum knowledge at KS3, including their reading proficiency
    - Pupils' attitudes to learning and participation in extracurricular activities
    - The attendance of disadvantaged pupils
    - Physical, personal, social, and emotional development of disadvantaged pupils

Processing the pupil premium

11. In processing the pupil premium, the school will ensure the following:
    - The pupil premium will be clearly identifiable within the budget and appropriate records of income and expenditure are maintained.
    - Each school receiving pupil premium will publish an updated pupil premium strategy statement on its website by 31 December each academic year, using the current DfE template. Schools will adopt a three-year strategy plan but will review and update the published statement annually.
    - The Head Teacher/Head of School will consult with FFET's Central Team, governors and staff, and decide how the pupil premium is spent for the benefit of entitled pupils
    - The school will assess what additional provision should be made by evaluating the needs of disadvantaged pupils and the barriers to their educational achievement.
    - The school will be accountable for its use of pupil premium funding and its impact on the educational outcomes of disadvantaged pupils. The Head Teacher/Head of School will report to FFET's Central Team and the Local Governing Body on the implementation and impact of the pupil premium strategy. The impact of pupil premium provision across the Trust will be reviewed annually by Trustees.
12. The school must use pupil premium funding for evidence-informed activities that fall within the Department for Education's current menu of approaches. In determining expenditure, the school will identify the specific challenges faced by its disadvantaged pupils and select appropriate evidence-informed activity to address those challenges. The school will have regard to the Education Endowment Foundation's guidance on effective pupil premium implementation, including the importance of high-quality teaching.

13. The school will ensure that parents/carers, FFET's Central Team, governors and others are made fully aware of the attainment of pupils covered by the pupil premium.
14. The school will seek to continuously develop strategies and interventions which can improve the progress, attainment, and achievement of these pupils.
15. The school will monitor, evaluate and review the impact and effectiveness of the pupil premium funding and use this evaluation to inform future provision and spending decisions.
16. Where pupil premium funding is carried forward into a subsequent financial year, it will be used in accordance with the conditions of grant applicable to the financial year in which it is spent and will be accounted for within the school's relevant pupil premium strategy statement.

Looked-after and previously looked-after children

17. For **looked-after children (LAC)**, pupil premium plus funding is managed by the relevant local authority's Virtual School Head (VSH). The school will work with the VSH to ensure that the use of pupil premium plus is informed by the child's identified educational needs, is clearly linked to their Personal Education Plan (PEP), and supports improved educational outcomes.
18. For **previously looked-after children (PLAC)**, pupil premium plus funding is allocated to the school. The school is responsible for ensuring that funding is used for evidence-informed activities, in line with the DfE's menu of approaches, to support the identified educational needs of previously looked-after children. Pupil premium plus is not a personal budget for an individual pupil and schools may direct funding to where the need is greatest.

Service Pupil Premium

- Service Pupil Premium (SPP) is provided to support eligible pupils from service families. Eligible pupils are not necessarily financially disadvantaged, and the primary purpose of SPP is to enable schools to provide mainly pastoral support, particularly where pupils may be affected by parental deployment, family mobility or other challenges associated with service life.
- Schools may also use SPP to support the academic progress of eligible service pupils where this is identified as a priority.
- Unlike other pupil premium funding, schools are not required to spend Service Pupil Premium in accordance with the DfE's menu of approaches. Schools will determine how SPP is used based on the identified needs of their eligible service pupils and will monitor the impact of the support provided.

Outcomes

19. This policy will play an important part in the educational development of the individual pupils who are entitled to the pupil premium.
20. The school will ensure that targeted pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face.
21. The school will analyse and report on the outcomes and progress for pupils entitled to pupil premium at each assessment point.
22. The school will use the additional funding to promote the achievement and progress of all entitled pupils.
23. Through effective use of this additional funding, the school is fully committed to ensuring that the individual needs of each entitled child are met.

24. Through the effective use of pupil premium funding, the school will seek to accelerate the progress of disadvantaged pupils, raise their attainment and contribute to reducing the attainment gap between disadvantaged pupils and their peers.