

Effective Pupil Premium Spending Policy



**The Inspire Multi Academy
Trust (South West)
March 2026**



The Inspire Multi Academy Trust **Effective Pupil Premium Spending Policy**

Aims:

This policy aims to:

- Provide clear information about the purpose of the Pupil Premium grant and outline which pupils are eligible.
- Explain how decisions regarding Pupil Premium spending are made within the Trust and across our schools.
- Summarise the roles and responsibilities of staff and governors in managing, monitoring and evaluating the use of the Pupil Premium.

Legislation & Guidance:

This policy is informed by relevant statutory documents and sector guidance, including:

- [Pupil premium: allocations and conditions of grant 2025 to 2026 - GOV.UK](#) (Education and Skills Funding Agency).
- The Education Endowment Foundation's [The EEF Guide to the Pupil Premium | EEF](#), supporting evidence-based planning, implementation and evaluation.
- [Pupil premium: virtual school heads' responsibilities - GOV.UK](#), outlining expectations for looked-after and previously looked-after children.
- [Service pupil premium \(SPP\) - GOV.UK](#).
- DfE requirements on *what academies must publish online*.

This policy aligns with our funding agreement, articles of association, and nationally recognised best practice.

Purpose of the Grant:

The Pupil Premium grant provides additional funding to publicly funded schools to accelerate the progress and raise attainment of disadvantaged pupils, and to support those with parents in the armed forces.

Our approach ensures that:

- The grant supports pupils with a range of abilities.
- Funding is used to narrow gaps in achievement between disadvantaged pupils and their peers.
- Funding may also be used to support eligible pupils who are already attaining well, enabling them to reach their full potential.

Use of the Grant:

Our Pupil Premium strategy aligns with the DfE's menu of approaches and the EEF's three-tiered framework. Since 2022/23, all Pupil Premium planning and spending within the Trust has followed these guidelines.

When selecting interventions or approaches, leaders and governors consider national evidence, including:

- The EEF Teaching and Learning Toolkit
- Ofsted case studies
- Learning from other schools within and beyond the Trust

Our Approach:

We use the Pupil Premium grant to:

1. Enhance the quality of teaching – including professional development and instructional coaching.
2. Provide targeted academic support – through structured, evidence-informed interventions delivered by skilled staff.
3. Address wider barriers to learning – including attendance, behaviour, wellbeing and social-emotional needs.

This structured approach ensures that our use of the Pupil Premium maximises impact and improves outcomes for disadvantaged pupils.

Some examples of how the school may use the grant include, but are not limited to:

- *Pastoral and emotional support from Learning Mentors, counsellors, therapists and the Family Support Worker.*
- *One-to-one or small-group academic interventions.*
- *Additional teaching assistant support.*
- *- or after-school catch-up sessions (e.g., phonics, English, maths).*
- *Targeted tuition where needed.*
- *Subsidising educational visits or enrichment opportunities.*
- *Support for pupils who are new to English.*
- *Ensuring all staff understand and promote the aims of the Pupil Premium strategy.*

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [Using Pupil Premium: Guidance for School Leaders](#) and using the templates on GOV.UK.

Our pupil premium strategy statement is available [here](#).

Eligibility for Pupil Premium Funding:

The following groups of pupils are eligible for Pupil Premium funding:

1. Free School Meals (FSM) – 'Ever 6' Eligibility

Pupils who have been eligible for Free School Meals at any point in the past six years.

2. Looked-After and Previously Looked-After Children (LAC/PLAC)

- Pupils currently looked after by a local authority.
- Pupils previously in care, including those who have been adopted or placed under a Special Guardianship Order, Child Arrangements Order, or residence order.

3. Service Pupil Premium (SPP)

Pupils with parents:

- Serve in the regular armed forces.
- Have died while serving and receive specific pensions.
- Left the armed forces within the past six years (Ever 6 Service Child).

Additional Notes

- Funding is allocated to schools (not families) and must be used to support eligible pupils effectively.
- Schools must assess the impact of their spending and report annually.

Roles & Responsibilities:

Headteacher and Senior Leadership Team

The headteacher and senior leaders are responsible for:

- Keeping this policy up to date and ensuring it is implemented consistently.
- Making all staff aware of their role in supporting disadvantaged pupils.
- Planning Pupil Premium spending using an evidence-informed approach.
- Monitoring the attainment and progress of eligible pupils.
- Reporting on spending and impact to the governing board.
- Publishing the annual Pupil Premium strategy statement.
- Ensuring staff receive relevant training.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

Governors

Governors are responsible for:

- Holding leaders to account for effective implementation of this policy.
- Ensuring Pupil Premium funding is used appropriately and in line with grant conditions.
- Monitoring outcomes for eligible pupils with the headteacher.
- Ensuring value for money.
- Upholding the Trust's ethos around supporting disadvantaged pupils.

Other School Staff

All staff members are expected to:

- Implement this policy in their day-to-day practice.
- Maintain high expectations for all pupils, including those eligible for the Pupil Premium.
- Use assessment information to identify learning needs and track progress.
- Share effective practice across the school.

Virtual School Heads

Virtual school heads manage Pupil Premium funding for looked-after children. They are responsible for:

- Identifying eligible pupils and informing the local authority.
- Ensuring Pupil Premium for LAC/CiC is allocated promptly and effectively.
- Working with schools to create and maintain high-quality Personal Education Plans.
- Ensuring funding is used as agreed and demonstrating impact.
- Promoting the educational achievement of all looked-after children within their authority.