



An Daras Trust
Igniting Curiosity Growing Capabilities

An Daras Multi Academy Trust

Pupil Premium Policy

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status: Approved	
Recommended	Yes
Statutory	No – Trust policy. Publishing an annual Pupil Premium Strategy Statement for each school is a DfE condition of grant.
Version	1.3
Reviewed	07 October 2026
Next review	October 2027
Advisory Committee	LSS
Linked Documents and Policies	ADMAT PPG Provision Maps School Pupil Premium Strategy Statements (DfE template)

Background

The Pupil Premium Grant (PPG) is additional funding from the Department for Education (DfE) to improve the educational outcomes of disadvantaged pupils. Schools must use it to accelerate disadvantaged pupils' progress and raise their attainment, helping to close the gap between disadvantaged pupils and their peers.

For the 2026 to 2027 financial year, pupil premium is allocated for pupils from Reception to Year 11 who are:

- ✓ **Eligible for Targeted free school meals (FSM)**, either now or at any time in the last 6 years (FSM Ever 6) – see below.
- ✓ **Previously looked-after children (PLAC)** – pupils who left local authority or other state care through adoption, a special guardianship order or a child arrangements order, including children adopted from state care outside England and Wales.
- ✓ **Looked-after children (LAC)** – this funding is allocated to the local authority and managed by the Virtual School Head, who decides, in consultation with the school, how much is passed to the school. Funding for LAC and PLAC is known as Pupil Premium Plus.
- ✓ **Children of service personnel** – service pupil premium (SPP) is allocated for pupils with a parent serving in the regular armed forces, pupils recorded as a service child in the last 6 years, and pupils whose parent died in service and who receive a pension under the Armed Forces Compensation Scheme or War Pensions Scheme.

Targeted and Expanded free school meals (from September 2026)

From the start of the 2026 to 2027 academic year, free school meals have been extended to all children from households receiving Universal Credit. There are now two categories of benefits-based FSM:

- ✓ **Targeted FSM** – households receiving Universal Credit with annual household earnings of £7,400 or less, and households receiving other qualifying benefits. Pupils in this category receive free meals **and attract pupil premium** for their school.
- ✓ **Expanded FSM** – households receiving Universal Credit with annual household earnings above £7,400. Pupils in this category receive **free meals only** and do not attract pupil premium.

Only Targeted FSM counts towards FSM Ever 6. The previous transitional protections for FSM ended at the end of the 2025 to 2026 academic year.

All pupils in Reception, Year 1 and Year 2 receive a free meal under the universal infant free school meals (UIFSM) policy, but UIFSM does not attract pupil premium. Each school will therefore actively encourage all families who may be eligible, including families of infant pupils, to apply for FSM so that eligibility can be checked and the correct category recorded. Families whose circumstances change will be encouraged to reapply.

Use of the grant

Schools have flexibility in how they spend pupil premium, but must meet the DfE conditions of grant. Each school must:

- ✓ spend pupil premium (excluding SPP) on evidence-informed activities that fall within the DfE 'menu of approaches', using the Education Endowment Foundation's (EEF) tiered model, which identifies high-quality teaching as the top priority (Appendix 1);

- ✓ publish an updated Pupil Premium Strategy Statement each year, using the DfE template, by 31 December (schools whose allocation is based on 5 or fewer eligible pupils are not required to publish one);
- ✓ keep clear records of pupil premium income and expenditure.

Pupil premium is not a personal budget for individual pupils. It may also be used to support other pupils with identified needs, such as pupils who have or have had a social worker or who are young carers, and for whole-class approaches that also benefit non-disadvantaged pupils. Funding may be carried forward, but must be spent in line with the conditions of grant and accounted for in the strategy statement for the year in which it is spent.

Service pupil premium is intended mainly for pastoral support to help service children through challenging times, such as parental deployment or family moves. It does not have to be spent in line with the menu of approaches.

Multi-academy trusts may pool pupil premium across their academies. Where ADMAT pools any funding, it will ensure its use meets the specific needs of each academy's disadvantaged pupils, and each academy will still publish its own strategy statement. [Trust to confirm whether any pupil premium is pooled centrally.]

Using pupil premium – guidance for school leaders:

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

Pupil premium conditions of grant 2026 to 2027:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2026-to-2027>

Free school meals guidance: <https://www.gov.uk/government/publications/free-school-meals-guidance-for-schools-and-local-authorities>

Academy Aims

At An Daras we believe that all pupils have the right to aspire to excellence and in so doing achieve their academic potential. We recognise that some groups of pupils need support to achieve this and aim to ensure that the targeted and strategic use of Pupil Premium Grant (PPG) funding will support us in enabling all to succeed.

Our provision funded by PPG income will be aimed at accelerating progress so that the vast majority of pupils leave Trust schools at, or above, the national age-related average. We also aim for every child to make progress that is good or better, so that they leave having made at least good progress from their starting points to the end of Key Stage 2. Providing a broad range of experiences across a full curriculum offer will be a key aim of how PPG funding will be used to support the wider development and growth of pupils entitled to the funding.

The annual achievement of PPG pupils within the MAT will be measured against the annual national achievement benchmarks of non-PPG pupils.

Funding will also be used to develop high aspirations for the future so that children can continue to succeed.

The LAGB of each member school will ensure that the school's annual Pupil Premium Strategy Statement, using the DfE template and including a review of the previous academic year's outcomes, is published on the Pupil Premium part of the school's website by 31 December each year. PPG

Provision Maps support termly monitoring. These must be completed as part of the Trust's responsibility for accountability.

Principles

- ✓ We recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- ✓ We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the individual school has legitimately identified as being socially disadvantaged.
- ✓ We recognise that pupils eligible only for Expanded FSM do not attract pupil premium. Where a school identifies that these pupils face barriers to learning, it may use pupil premium to support them, in the same way as other disadvantaged pupils who do not attract funding, in line with the menu of approaches.
- ✓ We ensure that appropriate provision is made for all pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- ✓ In making provision for socially disadvantaged pupils, we ensure that teaching and learning opportunities meet the needs of all pupils.
- ✓ We recognise that children who meet the criteria for Pupil Premium funding may already be achieving at or above the national age-related expectation for their age group. Therefore, we seek to accelerate their progress through enrichment to support them to achieve at greater depth, including at the end of Key Stage 2.
- ✓ We do not limit the financial support of these vulnerable groups to the PPG allocation. We may make a significant contribution from the individual schools main budget in addition to the Pupil Premium allocation to ensure that provision is deep and far reaching.

Provision

Each individual school will have a range of provision in place to support pupils who belong to vulnerable groups, including those who are socially disadvantaged. The range of provision is determined by annual needs analysis based on latest performance data and also informed by research-based evidence completed by external bodies of effective strategies to narrow the differences (see **Appendix 1 and 2** for examples).

All activity funded by pupil premium (other than SPP) must fall within the DfE menu of approaches, which is organised under three headings: high-quality teaching, targeted academic support, and wider strategies.

The impact of PPG provision is monitored by and reported to the Local Area Governor Boards on a regular basis by individual school leadership. Provision mapping may include:

- ✓ Targeted interventions aimed at accelerating learning which may include maths, reading and writing or science.
- ✓ Enhanced staff CPD to ensure learning strategies are effective at delivering good outcomes for PPG pupils across the whole school. E.g. Visible Learning
- ✓ Provision of one-to-one tuition for pupils and/or mentoring and coaching tutors.
- ✓ Additional support for social and emotional needs that may be a barrier to narrowing the gap.
- ✓ Supporting the cost of employing PSAs (Parent Support Advisors), Child Protection Officers, TIS (Trauma Informed Schools) Practitioners or Attendance Officers who can work with vulnerable families and overcome potential barriers to learning.

- ✓ Support of enrichment activities.
- ✓ Support learning in the classroom by ensuring that all pupils who qualify for pupil premium have their needs clearly identified and their progress is closely monitored.
- ✓ Additional packages from enhanced professional services e.g. speech and language, educational psychologist.
- ✓ Uniform and equipment support
- ✓ Support with costs for enrichment activities and/or breakfast club attendance if considered beneficial to pupils development or well-being
- ✓ For looked-after children, working with the Virtual School Head and designated teacher to agree how Pupil Premium Plus is used, linked to the child's Personal Education Plan.

Reporting

It is the responsibility of the Head of School/Head teacher of the individual school to produce termly impact data within their termly report to the Local Area Governor Board, detailing:

- ✓ An outline of the Provision Map in operation during that term and any changes implemented to planned PPG provision during the term.
- ✓ An evaluation of the cost effectiveness of the provision in terms of the progress of the targeted pupils.
- ✓ The impact on progress made by all vulnerable pupils in receipt of support/ intervention against national non-PPG benchmarks.

Provision Maps will align with each school's Pupil Premium Strategy Statement, which must use the DfE template. <https://www.gov.uk/government/publications/pupil-premium>

Monitoring

The Directors of the Academy Trust will ensure that each school publishes its own annual Pupil Premium Strategy Statement on its website by 31 December, using the DfE template, setting out how the funding will be used and its impact in the previous academic year. Trustees and LAGB members will scrutinise strategy statements, including plans for and use of the grant and the outcomes achieved in the previous academic year. The DfE reviews a sample of published statements, and funding not used in line with the conditions of grant may be recovered.

Appendix 1 – Education Endowment Foundation (EEF): Using your pupil premium funding effectively (tiered approach referred to by the DfE)

<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>



Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending.

Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.

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Appendix 2 – Research Based Average Cost Effectiveness of a range of PPG Provision. Sutton Trust.

Note: this Sutton Trust summary has been superseded. Schools should use the EEF Teaching and Learning Toolkit, which summarises current evidence on the impact, cost and strength of evidence for a wide range of approaches:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

