



PUPIL PREMIUM POLICY

2026-2027

Approved by LA:	Autumn 2026
Internal review due:	September 2027
Full review and ratification due:	September 2027
Signed on behalf of the Local Advisory Board (LAB) by the Headteacher	

This statutory policy will be reviewed annually, following legislative change, following safeguarding audits or following incidents where lessons can be learned.



1. Policy Statement

The Pupil Premium is additional funding provided by the Department for Education (DfE) to improve educational outcomes for disadvantaged pupils in publicly funded schools in England. It is designed to close the attainment gap between pupils eligible for Free School Meals (FSM), looked-after children (LAC), children adopted from care, and those from service families, compared with their peers.

At Park Aspire AP Academy, we recognise that many pupils, whether or not they qualify for Pupil Premium, face significant barriers to learning, including social, emotional and mental health (SEMH) needs and/or special educational needs and disabilities (SEND). Our policy ensures that Pupil Premium funding is used strategically, transparently and inclusively to:

- Improve outcomes for eligible pupils.
- Support a whole-school approach that benefits the wider pupil body where appropriate, without creating stigma or inequality.

2. Legislative and Statutory Framework

This policy aligns with the following frameworks:

- DfE Pupil Premium: Conditions of Grant (2024-25)
- DfE Using Pupil Premium: Guidance for School Leaders (2023)
- The Equality Act 2010
- SEND Code of Practice (2015)
- Ofsted Education Inspection Framework (2019)
- Children and Families Act (2014)

The Headteacher and members of the Local Advisory Board are responsible for ensuring that funding is used in accordance with these frameworks and that impact is demonstrable and evidence-based.

3. School Context

Park Aspire AP Academy provides education for up to 90 pupils aged 4-14 who have been permanently excluded or are at risk of exclusion from mainstream schools. Many pupils have experienced disrupted education, social and emotional difficulties, and significant barriers to learning.

Around 65% of pupils are eligible for Pupil Premium; however, this figure can fluctuate due to the high mobility of pupils entering and leaving Park Aspire AP Academy.

Due to the geographical spread of pupils and reliance on Passenger Transport Services, after-school or out-of-hours provision is not feasible. Enrichment and targeted interventions are therefore embedded within the school day.



4. Intent and Principles

Intent

Our intent is to use Pupil Premium funding to:

- Narrow the attainment gap between disadvantaged pupils and their peers.
- Address SEMH and social barriers impacting engagement and learning.
- Provide equitable access to high-quality teaching, interventions and enrichment.
- Develop belonging, confidence and readiness for transition.
- Ensure inclusivity and sensitivity in implementation.

Principles

- Funding is used strategically and guided by Education Endowment Foundation (EEF) evidence.
- All staff understand the needs of disadvantaged pupils.
- Interventions are monitored and adapted to maximise impact.
- Expenditure avoids stigma or visible segregation.

5. Implementation – How Funding is Used

A. Teaching and Learning

- Learning and Behaviour Assistants provide small-group and personalised support.
- Staff CPD focuses on trauma-informed and relational practice.
- Curriculum pathways are adapted to support reintegration readiness.

B. Targeted Academic Support

- One-to-one and small-group tuition in English and Mathematics.
- Speech, Language and Communication interventions.
- Educational Psychology-led assessments and guidance.

C. Wider SEMH and Pastoral Support

- Therapeutic mentoring and mental health practitioner support.
- Life skills, resilience and outdoor education programmes.
- Attendance and family liaison work.
- Personal development activities built into the timetable, including life skills, resilience and outdoor learning.
- Nutritional support, such as breakfast on arrival, to ensure readiness to learn.
- Uniform or essential items support, managed discreetly to avoid singling out pupils.

D. Whole-School and Community Support

- Trauma-informed culture and behaviour management.
 - Safer Schools Officer provision and external partnerships, including Emerge and Breaking the Cycle.
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6. Avoiding Discrimination and Promoting Parity

Pupil Premium funding is used to support pupils through inclusive, non-stigmatising approaches. Resources purchased with Pupil Premium funding are available to all pupils where appropriate, ensuring parity and fairness.

- Pupil Premium funding may be used to create opportunities that are accessible to all pupils, while ensuring that disadvantaged pupils remain the primary intended beneficiaries.
 - Resources purchased with Pupil Premium funding, such as literacy software or sensory equipment, are made available across cohorts where appropriate.
 - When additional support is offered, selection criteria are based on identified need rather than entitlement, helping to avoid stigma.
 - The school maintains discretion and sensitivity when allocating individual support, such as uniform assistance, meals or therapeutic provision.
 - Impact measures focus on individual progress, wellbeing and outcomes rather than comparisons that may disadvantage other pupils.
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7. Monitoring and Evaluation

Impact is reviewed termly by the Senior Leadership Team and the Local Advisory Board.

Evaluation evidence may include:

- Academic attainment and progress data.
- Attendance and punctuality.
- Behaviour, exclusion and engagement measures.
- SEMH and wellbeing indicators.
- Reintegration and transition outcomes.
- Parent/carers and pupil feedback.

Interventions and spending decisions are evaluated for effectiveness and adjusted as required to ensure the best outcomes for disadvantaged pupils.

The annual Pupil Premium Strategy Statement details the academy's context, intended outcomes and planned expenditure.

8. Roles and Responsibilities

Headteacher

Has overall responsibility for the strategic use, monitoring and reporting of Pupil Premium funding.

Pupil Premium Lead

Coordinates the implementation of the Pupil Premium Strategy, monitors impact and ensures compliance with DfE requirements.

SENCo

Ensures that support for pupils eligible for Pupil Premium and those with SEND is complementary and effectively coordinated.

Teaching Staff

Deliver high-quality inclusive teaching, implement agreed interventions and monitor pupil progress.

Local Advisory Board

Provides challenge and support to leaders and holds them accountable for demonstrating measurable impact, equity and value for money.

9. Review and Publication

This policy and the accompanying Pupil Premium Strategy Statement will be reviewed annually and published on the school website in line with DfE requirements.

9A. Transparency and Accountability

The academy will publish an annual Pupil Premium Strategy Statement on its website in accordance with DfE requirements. This statement will outline:

- The academy's context and key challenges.
- Intended outcomes for disadvantaged pupils.
- Planned expenditure.
- Evidence-informed approaches.
- Evaluation of the previous year's impact.

10. Example Uses That Benefit All (Whilst Targeting Pupil Premium Pupils)

Therapeutic or Pastoral Support

Intended benefit for disadvantaged pupils: Addresses trauma, anxiety and other barriers linked to disadvantage.

Also benefits wider cohort: Improves wellbeing for all pupils accessing the provision.

Specialist Staff Training (e.g. Trauma-Informed Practice or Emotion Coaching)

Intended benefit for disadvantaged pupils: Improves staff understanding of the needs of disadvantaged pupils.

Also benefits wider cohort: Enhances practice across all classes and settings.

Learning Resources (e.g. Literacy or Sensory Tools)

Intended benefit for disadvantaged pupils: Targets identified gaps in literacy, learning and self-regulation.

Also benefits wider cohort: Available to any pupil requiring support.

Development of Calm Zones and Wellbeing Spaces

Intended benefit for disadvantaged pupils: Provides safe spaces to regulate emotions and reduce barriers to learning.

Also benefits wider cohort: Accessible to any pupil requiring emotional regulation support.

Breakfast Provision

Intended benefit for disadvantaged pupils: Ensures pupils begin the school day ready to learn.

Also benefits wider cohort: Any pupil arriving hungry can access support discreetly.

Pastoral Mentoring Programme

Intended benefit for disadvantaged pupils: Builds resilience, aspiration and engagement.

Also benefits wider cohort: Relational support may be extended to other pupils where capacity allows.

11. Conclusion

This policy ensures that Pupil Premium funding at Park Aspire AP Academy is used strategically, inclusively and transparently.

It supports our mission to remove barriers to learning, promote wellbeing, and enable every pupil, regardless of circumstance, to achieve their personal, social and educational potential. Through careful planning, effective monitoring and evidence-informed practice, the academy aims to ensure that disadvantaged pupils have the opportunities and support they need to thrive.
