RPT Pupil Premium Policy

With Reference to Keeping Children Safe in Education – September 2026

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Pupil Premium Policy

1.Mission

Our mission is for every child and young person to be successful in their future lives. To achieve this, we must champion the unique potential of every pupil. We know that an excellent education, underpinned with opportunities to love, learn and laugh, is transformative, and we are committed to this motto.

We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils—whatever their age, disability, race, religion or belief, gender/gender identity, or socio-economic background—to ensure that every child really does matter.

Aims

This policy aims to:

- Provide background information about the pupil premium grant so all members of the RPT community understand its purpose and which pupils are eligible.
- Set out how RPT schools will make decisions on pupil premium spending.
- Summarise the roles and responsibilities of those involved in managing the pupil premium in RPT schools.

2. Legislation and guidance

This policy has been developed with regard to the Department for Education's:

- *Pupil Premium: conditions of grant for the 2026 to 2027 financial year*;
- *Pupil Premium: overview*;
- *Using pupil premium: guidance for school leaders*;
- current *Pupil Premium Strategy Statement* template;
- guidance concerning Virtual School Heads and pupil premium for looked-after children;
- guidance relating to Service Pupil Premium; and
- the Education Endowment Foundation's *Guide to the Pupil Premium* and associated evidence base.

The Trust will review its approach in response to any amendments to Department for Education guidance or conditions of grant.

3. Purpose of the grant

The Pupil Premium Grant provides additional funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England. It is intended to help schools address the barriers that may prevent disadvantaged pupils from achieving their full potential.

Pupil Premium funding principally supports pupils who are or have been eligible for qualifying free school meals, looked-after children and previously looked-after children.

Service Pupil Premium (SPP) is also included within pupil premium payments but has a distinct purpose. It is intended primarily to provide pastoral support for eligible children of service families and to help mitigate the potential impact of family mobility or parental deployment. Pupils eligible for SPP are not necessarily economically disadvantaged.

RPT recognises that disadvantaged pupils have a wide range of abilities and needs and that eligibility for pupil premium does not necessarily mean that a pupil is attaining below their peers. High expectations will therefore be maintained for all disadvantaged pupils, including those who are already attaining or progressing well.

4. Use of the grant

All RPT schools use the Pupil Premium Grant to meet the purposes outlined above.

Pupil Premium is not a personal budget for individual pupils. RPT schools will determine how the funding is best used after assessing the needs of their disadvantaged pupil cohort and considering the evidence about which approaches are most likely to be effective.

Funding does not have to be used solely for pupils who meet the Pupil Premium eligibility criteria. Where appropriate, it may be used to support other pupils with identified needs, including pupils who have or have had a social worker, pupils who act as young carers and pupils whom the school identifies as experiencing economic disadvantage. It may also support whole-class or wider approaches where these benefit eligible disadvantaged pupils.

RPT Pupil Premium strategies are:

- Informed by research evidence, such as the Education Endowment Foundation (EEF) guide and evidence-based research on specialist SEND interventions.
- Required to align with the **3-tiered approach** described in the EEF's pupil premium guide:
    1. Developing high-quality teaching (e.g. staff professional development).
    2. Providing targeted academic support (e.g. tutoring).
    3. Tackling non-academic barriers to success (e.g. attendance, behaviour, and social/emotional support).

Pupil Premium funding must be spent on evidence-informed activities that fall within the DfE's current menu of approaches.

When planning strategies, RPT schools will:

- Consider their context and the main challenges/barriers pupils face (e.g. SEND needs, behaviours that challenge, family needs, or barriers to community access).
- Use pupil knowledge and progress data to identify the most effective strategies.
- Share Pupil Premium Strategy Statements with governors for approval.
- Publish Strategy Statements on each school's website, in line with DfE templates.
- Address both group and individual needs through the strategy.
- Draw on evidence from progress meetings (teachers, therapists, parents).
- Monitor progress for pupils in receipt of pupil premium and compare outcomes with peers to ensure a positive impact.
- Where communication, independence, social-emotional needs, attendance, behaviour, sensory needs or access to the community constitute barriers to educational engagement or attainment, Pupil Premium funding may be used to address these barriers through evidence-informed approaches permitted by the DfE menu of approaches.

Schools must use their pupil premium funding as effectively as possible, taking into consideration which interventions are most beneficial for their pupils, based on evidence.

All staff working at any RPT school must be committed to promoting the principles and ethos of the pupil premium strategy.

5. Eligible pupils

The pupil premium is allocated to schools based on the number of eligible pupils from Reception to Year 11.

5.1 Ever 6 Free School Meals

Pupil Premium funding is allocated in respect of pupils recorded as eligible for qualifying free school meals, or who have been recorded as eligible at any point during the previous six years (Ever 6 FSM).

From the 2026/27 academic year, following the expansion of free school meals eligibility, the DfE distinguishes between Targeted FSM and Expanded FSM. Only pupils eligible for Targeted FSM are included within the Ever 6 FSM cohort for Pupil Premium purposes. Pupils qualifying for free school meals solely through Expanded FSM do not attract Pupil Premium funding.

Pupils already within the Ever 6 FSM cohort continue to attract Pupil Premium for the applicable period in accordance with DfE funding rules.

5.2 Looked-after children

Pupils in the care of, or provided with accommodation by, a local authority in England or Wales for at least one day.

5.3 Post looked-after children

Pupils who were:

- Looked after by a local authority immediately before adoption, or who left care under a special guardianship or child arrangements order.
- In state care outside England and Wales before adoption.

5.4 Ever 6 service children

Pupils recorded in the census as:

- Having a parent serving in the regular armed forces.
- Registered as a service child at any point in the last 6 years.
- In receipt of a child pension from the Ministry of Defence due to a parent's death in service.

6. Roles and responsibilities

6.1 Executive Director of Schools

- Keeps this policy up to date and ensures its implementation across the trust.
- Ensures leadership teams understand their role in raising attainment of pupils in receipt of pupil premium.

6.2 Headteacher and Senior Leadership Teams

- Ensure all staff are aware of their role in raising attainment of disadvantaged pupils.
- Plan and review pupil premium spending using an evidence-based approach.
- Monitor the attainment and progress of eligible pupils.
- Report regularly to governors on the impact of funding.
- Publish Strategy Statements on each school's website
- Provide relevant training for staff, as necessary.

6.3 Governors

- Hold the headteacher to account for implementing this policy.
- Ensure funding is used appropriately, in line with grant conditions.
- Monitor attainment and progress of eligible pupils with the headteacher.
- Ensure value for money in pupil premium spending.
- Challenge leaders to ensure pupil premium is used effectively.
- Set the ethos and values for supporting disadvantaged pupils.

6.4 Other school staff

- Implement this policy daily.
- Set high expectations for all pupils, including those eligible for pupil premium.
- Identify pupils whose attainment is not improving and raise concerns with leaders.
- Share effective practice with colleagues.

6.5 Virtual School Heads

Responsible for managing pupil premium for looked-after children, including:

- Identifying eligible pupils and informing the local authority.
- Ensuring funding is allocated and spent without delay.
- Working with schools to create Personal Education Plans (PEPs) that reflect how funding is used.
- Demonstrating how funding is improving outcomes for looked-after children.

7. Monitoring arrangements

Each school will maintain clear records of Pupil Premium income, planned and actual expenditure, and evidence of the use and impact of the funding. Leaders will evaluate the effectiveness of funded approaches against the intended outcomes identified within the school's Pupil Premium Strategy Statement.

This policy will be reviewed annually by the Executive Director of Schools. Following approval by trustees, it will be shared with school governors.