



---

# PUPIL PREMIUM STRATEGY 2025-28

---

EAST MIDLANDS EDUCATION TRUST



MARCH 25, 2025

## **The targeted and strategic use of pupil premium supports schools in achieving our vision of helping everyone to achieve to their full potential.**

EMET schools share a commitment for ensuring that all pupils in school reach their full potential. They have high aspirations for their futures, giving every young person the best start in life, whatever their background and wherever they grow up. This is a mission which unites all staff.

Despite tireless efforts in school, there remains a stubborn link between socio-economic background of pupils and their educational outcomes. Attainment gaps between disadvantaged pupils and their peers grew between 2019 and 2022, having narrowed over the previous 8 years following targeted intervention using DFE Pupil Premium funding. Covid-19 has been identified as a key factor in this regression. The good news is that disadvantage gap index at primary level has remained constant between 2022 and 2023 and this is a result purposeful and targeted approaches to help tackle the barriers that stand in the way of eligible pupils' progress. This has never been more urgent, with over 100,000 more children meeting the threshold for free school meals this year than in 2022.

Pupil Premium is allocated to schools with pupils on roll in that are known to have been eligible for free school meals (FSM) at any time in the last six years. Evidence and facts make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. The pupil premium is aimed at re-writing the futures of these children by closing the attainment gap between themselves and their peers as well as ensuring that they make expected or better progress.

### **Principle**

Leaders are committed to using the Pupil Premium to powerfully address social disadvantage by ensuring that teaching and learning is designed to meet the needs of all pupils. Each pupil attracts £1,480, which is additional to the school's budget, for schools to utilise in ways that they think will best support the focus on raising of the attainment and aspirations of the most vulnerable pupils.

Schools recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals, because of this schools reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of intervention and support. Pupil premium is not a personal budget for individual pupils and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. Pupil premium can be used to support other pupils with identified needs, or used for whole class interventions that will benefit all pupils.

Support is allocated following a needs analysis which will identify priority classes, groups or individuals. Due to limited funding and resources not all children receiving free school meals will be in receipt of pupil premium interventions at all times.

Schools are required to :

- 🔗 use pupil premium in line with the 'menu of approaches'
- 🔗 publish/update a strategy statement on websites by 31 December using the DfE's strategy statement template

EEF maintain that an effective Pupil Premium strategy should be cyclical and viewed as an integral part of existing school development planning. Setting longer-term objectives provides time and space to diagnose the challenges facing socio-economically disadvantaged pupils accurately as well as implement other key elements of the strategy such as recruitment, teaching practice, and staff development.



Taking a tiered approach to Pupil Premium spending helps balance the essential ingredients of an effective Pupil Premium plan.

<p><b>High Quality Teaching</b>          Schools are committed to ensuring that an effective teacher is in front of every class, and that every teacher is supported to keep improving by investing in high quality professional development and support. English and maths are the cornerstones of a broad, academic and knowledge-rich curriculum. English and maths are the cornerstones of a broad, academic and knowledge-rich curriculum.</p>	<p><b>Targetted Academic Support</b>          This has a documented positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress. It is most effective when delivered via structured small-group or one to one interventions that link to classroom teaching and the curriculum, delivered in regular sessions over a period of time, by a teaching professional or tutor.</p>	<p><b>Wider Strategies</b>          Addressing wider barriers to learning is an important part of any Pupil Premium strategy. Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Schools will develop a menu of approaches that best serve their school context and challenges.</p>

## 1. Diagnosis of need

When identifying the main challenges pupils are facing, it is important to consider the underlying academic and non-academic causes. Schools adopt a rigorous approach to evaluating need in order to build a rich picture of each pupil. Leaders draw on attainment and progress data combined with pastoral information to deepen their understanding of any non-academic challenges that pupils are facing which negatively affect their education and readiness to engage with education, including:

- 🔗 attendance and levels of persistent and persistent absence
- 🔗 behaviour incidences and exclusions data
- 🔗 wellbeing, mental health and safeguarding concerns
- 🔗 discussions with teachers and support staff
- 🔗 engagement with pupils and their feedback
- 🔗 Information on access to technology
- 🔗 engagement with families
- 🔗 internal assessments
- 🔗 performance data
- 🔗 utilising information from external agencies

Schools make particular effort to diagnose the challenges facing higher attaining eligible pupils to help identify how to improve their progress further.

Our Pupil Premium Calculator (PPC) is used to assist schools in ensuring that a thorough approach is consistently applied throughout the school. (Appendix 1)

Schools will review their evaluations recorded in the PPC termly.

PPC framework is reviewed annually by EMET.

## 2. Evidence to support strategy

Using evidence to inform the development of a pupil premium strategy is vital to achieve the biggest impact on pupil outcomes. EEF has conducted extensive research into the impact of a range of interventions and strategies, including The Teaching and Learning Toolkit. This, combined with a depth of knowledge about each pupil premium pupil should support schools in developing a purposeful and bespoke approach to accelerating progress for PP pupils.

It is for school leaders to decide how to use their pupil premium within the framework. Pupil Premium budgets are allocated annually to best address the challenges identified by a thorough diagnosis of need.

Research enables leaders to :

- 🔗 Evaluate which specific activities have been found to be the most effective in addressing the types of challenge that your pupils face
- 🔗 Decide how to successfully implement their chosen activities
- 🔗 Understand the relative impact of different approaches
- 🔗 Know the range of high-quality evidence and practical resources for each approach identified

## Step 3 Developing a strategic approach

Schools will work strategically to address the needs of their current pupils ensuring that the needs of the disadvantaged is a whole school priority. Strategic planning follows a thorough diagnosis of need. It takes into account evaluations of current contextual challenges and aligns with school improvement planning.

Planning will:

- 🔗 focus on the challenges that are having the most significant impact, and are within the school's control
- 🔗 set ambitious, but realistic, targeted outcomes
- 🔗 allocate funding to activities most likely to deliver those outcomes, based on evidence of what works

The responsibility for the care, support and achievement of Pupil Premium pupils lies with all staff.

<b>Leadership</b>	<b>Teachers</b>	<b>Governance</b>
<ul style="list-style-type: none"> <li>🔗 Strategic approach</li> <li>🔗 Assess, monitor and evaluate the impact of provision</li> <li>🔗 Analyse data &amp; take action regarding gaps widening or plateauing</li> <li>🔗 Monitor the quality of interventions &amp; provision</li> <li>🔗 Challenge &amp; support teachers to achieve the aims</li> <li>🔗 Report termly to governors regarding progress and provision.</li> <li>🔗 Evaluate the value for money of provision &amp; intervention provided with PP funds</li> <li>🔗 Senior Leader identified as PP Lead</li> <li>🔗 Develop provision for groups of children with similar challenges and needs</li> </ul>	<ul style="list-style-type: none"> <li>🔗 Be aware of procedures for the identification and assessment of PP pupils</li> <li>🔗 promotes good development</li> <li>🔗 Collaborate to agree action</li> <li>🔗 Know the barriers to learning &amp; progress for each pupil</li> <li>🔗 Plan &amp; deliver a curriculum which provides a broad &amp; balanced education which engages PP pupils</li> <li>🔗 Maintain accurate records</li> <li>🔗 Working closely with TA's/SENCo to ensure that provision is effective</li> <li>🔗 Liaise with outside agencies where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>🔗 Agree &amp; review the Pupil Premium Strategy</li> <li>🔗 Named governor to monitor &amp; evaluate impact of PP Strategy</li> <li>🔗 Ensure that funding is being used to raise attainment, aspirations and provide positive futures</li> <li>🔗 Ensure consistent approaches</li> <li>🔗 Ensure high standards &amp; expectations</li> <li>🔗 Perform an annual review &amp; report to all Governors</li> <li>🔗 Update stakeholders via school website</li> </ul>

Steps 1 and 2 should contribute to the development of the strategic plan which is aligned with the EEF's guide to the pupil premium and focuses provision and spending across three key areas.

- 🔗 developing high-quality teaching
- 🔗 providing targeted academic support
- 🔗 tackling non-academic barriers to academic success

Whilst each one plays an important part of the success of pupils, when considering the balance of spending across the 3 key areas, promoting high-quality teaching must take priority for pupil premium spending.

The strategic plan will be developed by the senior leadership team and relevant staff members - for example, the designated safeguarding lead, the designated teacher for previously looked-after children, and the special educational needs coordinator (SENCo) and where appropriate outside agencies including the virtual school.

The draft plan will be presented to governors for consultation and approval.

Key Areas	Approaches that you could implement
<b>High-quality teaching</b>	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support implementation of approaches, for example, training provided by <a href="#">a DfE validated systematic synthetic phonics programme</a> , mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as <a href="#">National Professional Qualifications (NPQs)</a>
	Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment
<b>Targeted academic support</b>	One to one and small group tuition
	Peer tutoring
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
	Extended school time, including for summer schools
<b>Wider strategies</b>	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Breakfast clubs and meal provision
	Communicating with and supporting parents

EMET has a basic offer of provision that has been developed from the DFE guidance and research. This is a 'general offer' called the Menu of Provision, it captures the range of interventions, activities and provision that the school may provide under the headings provided in the DFE guidance. Schools develop this to better match the context of the school and the current needs of their pupils.

The menu of provision is reviewed annually.

## Step 4 Delivery and monitoring of the Strategy

Effective delivery of the strategy is a priority for leaders. The Pupil Premium Strategy is part of school development planning.

Leaders will consider 3 key factors when planning.

### Coherence with curriculum:

- 🔗 Leaders should place an emphasis on core curriculum content and adjusting it to ensure that identified pupils are not at a disadvantage with regards to content and accessibility
- 🔗 Any planned activity should be integrated with the curriculum and ensure that pupils receiving targeted support do not miss out on core curriculum content.
- 🔗 Interventions should focus on raising attainment and closing the gap on their peers
- 🔗 Only those interventions with evidence of proven impact should be used

### Collective responsibility:

- 🔗 Leaders will ensure that all staff promote the principles and ethos of the strategy
- 🔗 Leaders ensure that Staff Induction procedures include PP Strategy and clarity of expectations
- 🔗 Leaders will plan and deliver targeted CPD for all staff to deliver the aims of the strategy
- 🔗 Governors will approve and commit appropriate resources to the strategy
- 🔗 Primary Pupil Premium Network will provide guidance and support for Leads, especially sharing of best practice and successful strategies

### Targeting and monitoring:

- 🔗 Utilise the PP Calculator to accurately target pupil needs
- 🔗 Leaders monitor provision regularly via Lesson visits, learning walks, peer to peer support etc
- 🔗 Pupil Progress meetings will ensure that provision is well matched to need and pupils make good progress as a result of targeted intervention
- 🔗 Leaders review Pupil Progress meetings ensuring impact on learners
- 🔗 Core subject leads review data and support staff to ensure provision has a positive impact on pupils
- 🔗 Stakeholder reviews are conducted regularly
- 🔗 SENDCo monitors provision where pupils are both SEND and PP. This includes updating one-page profiles, provision maps and IEPs/support plans
- 🔗 Leaders monitor the impact of CPD
- 🔗 Governors receive termly reports evaluating impact and identifying areas for improvement

## Step 5 Evaluation

Effective evaluation considers the full range of information and data as part of the annual review of strategy as well as an ongoing review throughout the year. It must include measuring success based on outcomes for disadvantaged pupils. Outcomes are reported referencing the combined evaluations and should inform decisions on whether to sustain or stop each activity based on the impact on pupil outcomes. Leaders should share their evaluations with Governors in preparation for the publication of the review via the website as part of the Pupil Premium Strategy.

Parents will receive information as to the progress of pupils through personal information sent home on individual education plans (IEP's) and through reporting of assessment results at the end of the academic year as part of the formal annual Report.

Information about the use of Pupil Premium is available for parents on the website.

## **Additional guidance for pupil premium plus**

Pupil premium plus refers to the portion of the pupil premium grant for children who are looked-after by the local authority or were previously looked-after by a local authority or other state care. Looked-after and previously looked-after children achieve significantly poorer outcomes than non-looked after children. In many cases the impact of pre-care and care experience can be a significant barrier to their educational achievement. To help close the attainment gap between looked-after children and their peers, the Government has introduced a number of measures, including the pupil premium plus for looked-after and previously looked-after children. As with the main pupil premium budget, it is not a personal budget for individual children and schools must spend their funding in line with the 'menu of approaches'.

### **Looked-after children**

Pupil premium allocations based on the eligibility of looked-after children are managed by the local authority's Virtual School Head (VSH). Each school has identified a designated teacher who will work with VSHs to ensure that pupil premium benefits looked-after children. The funding should be used on evidence-informed interventions that are clearly linked to robust Personal Education Plans and in line with the menu of approaches. The VSH should ensure that there are arrangements in place to discuss how the child will benefit from the pupil premium grant for looked-after children grant with the designated teacher or another member of staff in the child's education setting who best understands their needs.

### **Previously looked-after children**

Pupil premium funding based on the eligibility of previously looked-after children is part of your school's pupil premium allocation. The designated teacher has a key role in ensuring that the specific needs of previously looked-after children are reflected in how you use your pupil premium plus.

Designated teacher responsibilities:

- 🔗 encourage parents of eligible previously looked-after children to tell the school if their child is eligible to attract Pupil Premium Plus funding
- 🔗 consult the Virtual School Head on how to use the funding effectively, where appropriate
- 🔗 encourage parents and guardians' involvement in how Pupil Premium Plus funding is used to support their child
- 🔗 be the main contact for queries about how pupil premium is being used to support previously looked-after children

## **Additional guidance for service pupil premium**

Service pupil premium is additional funding for schools with pupil(s) who have parent(s) serving in the armed forces. It has been combined into pupil premium payments to make it easier for schools to manage their spending.

The principal purposes of the service pupil premium are to:

- 🔗 enable schools to offer mainly pastoral support to eligible pupils during challenging times
- 🔗 help mitigate the negative impact on service children of family mobility or parental deployment
- 🔗 help improve the academic progress of eligible pupils if the school deems this to be a priority

The strategy statement includes a section to report on how schools are using the service pupil premium and its impact on eligible pupils. There is separate guidance on service children and service pupil premium available on GOV.UK