

All Saints Inter-Church Academy

Pupil Premium Policy

January 2026

1. Purpose and statutory context

The Pupil Premium (PP) grant is provided to improve educational outcomes for disadvantaged pupils. Schools must use the grant to accelerate progress and raise attainment for disadvantaged pupils, within the DfE's menu of approaches, and publish a strategy statement by 31 December each academic year using the DfE template.

This policy sets out how All Saints Inter-Church Academy identifies disadvantage, plans evidence-informed provision, monitors impact, and meets assurance and publishing requirements.

2. Our context and principles

All Saints Inter-Church Academy serves the town of March with a distinctive Anglican and Catholic Christian ethos. We are a single-academy trust primary with mixed intake and a significant proportion of pupils eligible for FSM (as reported on GIAS). Our values—Service, Hope, Integrity, Nurture and Excellence—shape our approach to equity and inclusion.

Our principles align to the EEF's guide to the Pupil Premium and the DfE's "Using pupil premium" guidance:

- Fewer things, better: prioritise high-impact, evidence-informed actions.
- Tiered model: (1) High-quality teaching, (2) Targeted academic support, (3) Wider strategies (attendance, behaviour, wellbeing).
- Rigorous diagnostics rather than assumptions; implementation with fidelity; ongoing monitoring and evaluation.

3. Eligibility and grant rates (2025–26)

3.1 Pupil Premium (school-managed)

- Primary Ever6 FSM: £1,515 per eligible pupil.
- Secondary Ever6 FSM (for completeness where applicable in trusts): £1,075.
- Previously looked-after (PLAC) and looked-after children (LAC): £2,630 per pupil (PP+—see section 3.2 for management arrangements).
- Service Pupil Premium (SPP): paid as part of PP grant and used mainly for pastoral support for service children. (Rate published with DfE overview; schools apply the SPP guidance.)

3.2 Pupil Premium Plus (PP+) (local authority-managed for LAC)

For pupils looked after by the local authority, PP+ is managed by the Virtual School Head (VSH); schools agree use via the Personal Education Plan (PEP). The current notional PP+ figure is £2,630 per child (DfE 2025–26), with complementary post-16 pilot/extension funding administered to LAs. [[gov.uk](https://www.gov.uk)], [[assets.pub...ice.gov.uk](https://assets.publishing.service.gov.uk)]

3.3 Eligibility checks and protections

- Eligibility is derived from FSM/Ever6 FSM, PLAC/LAC, and SPP criteria as set out in DfE guidance and conditions of grant.
- Transitional protections for FSM continue until the end of the 2025/26 school year. Pupils who become eligible remain entitled throughout this period regardless of household changes.

Local note (Cambridgeshire): Families may apply for FSM via the Cambridgeshire County Council online portal or by contacting the Education Welfare Benefits Team. The local page confirms the qualifying benefits (Income Support, income-based JSA/ESA, UC threshold £7,400, Child Tax Credit ≤£16,190 without WTC, WTC run-on, Asylum Act support, Guaranteed Pension Credit).

4. Roles and responsibilities

- Trust Board / Local Governing Body: approves policy and strategy; holds leaders to account for impact; ensures website compliance (publishing the annual PP strategy statement by 31 December).
- Executive Headteacher / Head of School: overall accountability for disadvantaged outcomes and grant compliance.
- Pupil Premium Lead (Senior Leader): leads diagnostics, planning, implementation, monitoring, evaluation; authors the annual PP Strategy Statement (DfE template) and termly reports to governors.
- SENDCo: aligns PP support with SEND provision where relevant; ensures assessments inform targeted interventions. (PP is not SEND funding but pupils may overlap.)
- Class Teachers and Subject Leaders: deliver high-quality teaching; use assessment to adapt instruction; record participation/impact of interventions.
- Designated Teacher & DSL: coordinate PP+/PEP processes for LAC/PLAC and safeguard vulnerable pupils.
- Business Manager: maintains transparent financial records; supports value-for-money analysis and assurance returns.

5. Identification of need

We identify barriers through triangulation of:

- Attainment and progress data (core and wider curriculum);
- Attendance, persistent absence, and punctuality;
- Language development, reading fluency, and maths early number;
- Wellbeing/behaviour indicators;
- Contextual factors (e.g., social worker involvement, young carers, EAL newcomers).
Diagnostics follow the EEF and DfE step-by-step model (assess → plan → do → review).

6. Our tiered approach (menu-aligned)

We allocate funding across three tiers, selecting activities from the DfE menu of approaches and citing evidence (EEF Toolkit and guidance reports) in the annual strategy statement.

6.1 Teaching (most significant investment)

- Early and Sustained Reading: SSP fidelity, fluency practice, and targeted reading interventions; robust formative assessment.
- Explicit instruction & responsive teaching across subjects; adaptive teaching to secure access for disadvantaged pupils.
- Subject-specific CPD (English, maths, science, foundation subjects) with coaching models; high-quality curriculum resources.
Rationale: High-quality teaching has the largest, most sustained impact on disadvantaged attainment.

6.2 Targeted academic support

- Tutoring (1:1 / small-group) delivered by qualified staff for pupils with the greatest gaps.

- Structured interventions in phonics, language (EY/KS1), reading comprehension, and number sense, with clear entry/exit data.
- Pre-teaching/over-learning to secure access to upcoming curriculum content. Implementation follows EEF guidance (selection, dosage, monitoring fidelity).

6.3 Wider strategies

- Attendance strategy (early identification, staged response, pastoral casework).
- Social, emotional and mental health (SEMH) support (e.g., ELSA approach, mentoring, family support) to address barriers to readiness for learning.
- Enrichment, cultural capital & trips remission to ensure access.
- Breakfast club/food support signposting and holiday-voucher information where applicable.

7. Pupil Premium Plus (PP+) and children with a social worker

- For LAC, PP+ is held by the Virtual School Head and deployed through the PEP targets; school requests must be linked to assessed needs and improving outcomes.
- For PLAC (including adopted), PP is paid to the school; we will engage parents/carers sensitively and align provision to individual needs.
- We may also use PP to support pupils with a social worker (past or present) where need is evidenced, in line with DfE overview.

8. Planning, monitoring and evaluation

- Strategy Statement: We will publish by 31 December each year using the DfE template (3-year plan recommended; updated annually with spend and impact).
- Termly monitoring: progress, attainment, attendance, behaviour, and qualitative indicators; dashboards for governors.
- Impact evaluation: effect sizes/standardised scores for interventions; cost-per-outcome analysis; staff and pupil voice; case studies for PP+/complex needs.
- Assurance: compliance with conditions of grant; accurate financial coding; readiness for external scrutiny (Ofsted, Trust, ESFA).

9. Working with families and community partners

We encourage eligible families to apply for free school meals (to trigger PP) via Cambridgeshire's portal or EWB team; we signpost to Holiday Voucher Scheme and wider family support where appropriate. Communications emphasise privacy and dignity.

10. Governance, transparency and publishing

- The Board of Trustees/Governing Body receives termly impact reports and approves the annual PP strategy.
- We publish on our website by 31 December each year:
 - The Pupil Premium Strategy Statement (DfE template);
 - A summary of the previous year's impact and current year allocation (estimated where necessary).
 This meets DfE website requirements for maintained/academy schools.

11. Safeguarding, inclusivity and equality

Use of PP must uphold our safeguarding duties and the public sector equality duty. PP is not a personal allowance; it may support non-eligible pupils where addressing identified need or funding whole-class approaches that also benefit disadvantaged pupils.

12. Data protection

All data handling for eligibility, monitoring and reporting complies with GDPR and DfE data guidance (including use of Get Information About Pupils (GIAP) where applicable).

13. Linked documents

- Pupil Premium Strategy Statement (current year) – DfE template (published on the Academy website)
- School Improvement Plan, Attendance Policy, SEND Information Report, Safeguarding Policy
- PE and Sport Premium (primary) reporting (separate)
- Ofsted reports (as applicable)

Appendix A: Funding summary (2025–26)

- Primary Ever6 FSM: £1,515
- Secondary Ever6 FSM: £1,075
- PP+ (LAC/PLAC): £2,630
(Service Pupil Premium is included within PP payments and used mainly for pastoral support as per DfE guidance.)