CAMBRIAN

Nurturing Growth - Inspiring Minds

Pupil Premium Policy

September 2026

This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

Document Control			
Author	Head of Inclusion	**Approved By**	Trust Board
Last Reviewed	September 2026	**Next Review**	September 2027
Review Cycle	Annually	**Version**	2026

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In this document 'Parent' means:

- All natural parents, whether married or not
- Any person who has parental responsibility for a child or young person
- Any person who has care (is a carer) of a child or young person (i.e. lives with and looks after the child)

1. Introduction

'Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.' Sutton Trust, 2014.

The Pupil Premium Grant is additional funding allocated to schools by means of a specific grant, based on the number of children in the school who are registered as eligible for 'Free School Meals', or have been recorded as eligible in the past 6 years (known as 'Ever 6 FSM').

All children from households in receipt of Universal Credit attending our schools are entitled to receive a free meal.

This a legal requirement through the Children's Wellbeing and Schools Act 2026.

There are now 2 categories of benefits-based free school meals:

- **Targeted FSM**, which continues to be based on the existing threshold, covering pupils who are in households in receipt of Universal Credit with annual household earnings of £7,400 or less
- **Expanded FSM**, a new category covering pupils who do not qualify for targeted FSM, but who are in households receiving Universal Credit

Ever 6 FSM Cohort

Pupils who are, or have been, eligible for FSM over the last 6 years are part of the 'Ever 6' FSM cohort. This is used for disadvantage funding and accountability purposes. Following the expansion of FSM, Ever 6 FSM will be based on targeted FSM.

Ending transitional protections

Transitional protections for free school meals have now ended. Households must meet the FSM eligibility criteria from the start of the 2026 to 2027 academic year to continue receiving provision.

Schools receive additional funding for children looked after by Local Authorities (previously referred to as looked-after children) and children previously looked after by a local authority or other state care (previously looked-after children).

In addition, a grant also provides additional funding for schools for pupils who have parents currently serving in the armed forces, or have served in the last 6 years, this is known as Service Pupil Premium (SPP).

The Pupil Premium is additional to main school funding, and it will be used to address and minimise any underlying inequalities between children eligible and those who are not eligible for the Pupil Premium.

'The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress'.

The EEF Guide to the Pupil Premium

Cambrian Learning Trust have also undertaken a programme of work with national expert Marc Rowland to strengthen evidence-informed practice, deepen understanding of implementation and support staff CPD. This work reinforces the principle that the practitioner is the intervention, and that high-quality adaptive teaching remains the most effective strategy for improving outcomes for disadvantaged pupils.

2. Aims

- To improve the academic achievement of pupils who are eligible for Free School Meals; those who are cared for (looked-after children/CWCF in Oxfordshire) and those who have parents currently serving in the Armed Forces
- To reduce the gap in the achievement of eligible children and their peers through the delivery of high quality adaptive teaching
- To provide additional resources, particularly in English (Oracy and Reading) and Maths, to ensure that eligible pupils have targeted support aimed at improving their achievement
- Ensure all disadvantaged pupils have access to high-quality academic support which enables them to achieve well and progress into further education, training and employment.
- To promote the development of personal and social skills in eligible pupils
- To support the vision and values of CLT schools

School strategies outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Trust in receipt of Pupil Premium funding, we are accountable to our parents and school communities for how we are using this additional resource to narrow the achievement gaps of our children. Measures are included in the performance tables published annually on a national level which capture the achievement of disadvantaged children covered by the Pupil Premium.

Each Trust school will develop and publish their Pupil Premium strategy detailing specific information on their funding allocation; the challenges facing their communities; their spending plans and an impact evaluation of the previous year's spending.

This policy also reflects updated DfE guidance (2024–2026), including strengthened expectations around Inclusion - attendance, behaviour and high-quality teaching as the primary driver of improved outcomes.

3. Legislation and Guidance

This policy is based on:

- Pupil Premium: allocations and conditions of grant 2023–2024
- DfE Using Pupil Premium: Guidance for School Leaders (Updated August 2026)
- Service Pupil Premium guidance

It also incorporates updates from the DfE's 2025 and 2026 guidance on FSM eligibility changes, Ever6 FSM verification processes, and strengthened expectations around implementation planning, attendance improvement, and evidence-informed decision-making 'Pupil premium: overview - GOV.UK

4. Decisions around the use of the Pupil Premium grant

The Trust is accountable for the use of this additional funding. In making decisions on the use of the Pupil Premium we will:

The Trust is accountable for the use of this funding. We will:

- Ensure funding is used solely for its intended purpose
- Use high-quality teaching as the primary strategy
- Use quality, time-limited interventions
- Strengthened inclusion messaging to support narrowing attendance gaps
- Use evidence-based strategies to narrow attainment gaps
- Be transparent in reporting
- Encourage take-up of FSM sensitively

- Ensure robust monitoring and evaluation
- Recognise that FSM children are not a homogeneous group
- Use pupil premium for all year groups

From April 2026, schools must ensure parents understand that universal FSM entitlement does not affect Pupil Premium eligibility, which remains based on Ever6 FSM. Communication schools have with parents emphasises the importance of accurate data collection and timely updates to pupil records.

Trust schools also demonstrate how staff CPD - particularly around adaptive teaching, curriculum design, and implementation - is funded and evaluated. This is reflective of Trust-wide work with Marc Rowland.

The Trust recognises that not all children who are eligible for Pupil Premium are underachieving, while also recognising that some children may be underachieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, wherever under achievement is evident.

Trust schools must publish their Pupil Premium strategy statement on the school's use of the Pupil Premium in each academic year on their school website, in line with the DfE's guidance and using the templates provided by the DfE (shown in Appendix 2). This strategy statement must be published by 31st December each year.

Trust schools must ensure their use of the Pupil Premium and spending activities align with the DfE's 'menu of approaches (Appendix 1)' and show how the spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF).

Trust schools must ensure the use of the Pupil Premium funding aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE states a school's activities must be those that:

- Support high quality of teaching, for example through staff professional development.
- Provide targeted academic support, such as tutoring; and
- Address wider strategies to tackle non-academic barriers to success, such as attendance, behaviour and social and emotional support.

Trust school Pupil Premium strategy statements are available on individual school websites.

Service Pupil Premium

The Service Pupil Premium (SPP) is funding provided by the Department for Education to support children from armed forces families. Introduced in 2011 as part of the Armed Forces Covenant, it recognises the additional challenges service children may face. Eligible state schools, academies and free schools in England receive £360 per service child for the 2026–2027 financial year.

Eligibility

Pupils qualify if:

- A parent serves in the regular armed forces (including full-time reserve service) or is a member of another nation's forces stationed in England, and the pupil is recorded as a *service child* in the autumn census.
- They have been recorded as a *service child* on any census within the past six years (Ever 6).
- A parent died while serving and the pupil receives an Armed Forces Compensation Scheme or War Pensions Scheme pension.

Under Ever 6, schools continue to receive SPP for up to six years after a parent leaves service, or where parents separate, divorce or a parent dies, provided the child was previously recorded as a service child.

Purpose

SPP is primarily for pastoral support, helping schools reduce the impact of:

- Family mobility (frequent moves or postings)
- Separation (unaccompanied assignments or long commutes)
- Parental deployment (extended periods away from home)

Difference from Pupil Premium

SPP supports pastoral needs, whereas the Pupil Premium (PP) targets academic disadvantage. Schools must account for each funding stream separately, though a pupil may be eligible for both.

5. Roles and Responsibilities

5.1. The Trustees

The Trustees have overall responsibility for approving this policy and reviewing its effectiveness.

5.2. The Local Governing Committee (LGC)

The LGC is responsible for:

- Holding the headteacher to account for the implementation of this policy and the Pupil Premium strategy.
- Ensuring the school is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of grant.
- Monitoring the attainment and progress of pupils eligible for Pupil Premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding.
- Monitoring whether the school is ensuring value for money in its use of the Pupil Premium.
- Challenging the headteacher to use the Pupil Premium in the most effective way.
- Setting the school's ethos and values around supporting disadvantaged members of the school community.
- Ensuring the school understands and applies updated Ever6 FSM eligibility requirements following April 2026 changes.

5.3. Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Reading and enacting this policy - keeping their school strategy up to date and ensuring that it is implemented across the school.
- Promoting a sense of Inclusion through relational practice - belonging & mattering
- Encouraging aspiration of all children, including those who are disadvantaged.
- Planning a curriculum which enhances the lives of disadvantaged children.
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged children and supporting children with parents in the armed forces.
- Planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.

- Monitoring the attainment and progress of pupils eligible for the Pupil Premium to assess the impact of the school's use of the funding.
- Reporting on the impact of Pupil Premium spending to the local governing body on an ongoing basis.
- Publishing the Pupil Premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's Using pupil premium: guidance for school leaders - GOV.UK and using the templates on the DfE website.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.
- Ensuring staff receive high-quality CPD rooted in evidence-informed practice including Trust-wide CPD aligned to the Marc Rowland project.
- Ensuring the school's strategy reflects updated DfE guidance on attendance, behaviour, and implementation.

5.4. Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis.
- Setting high expectations for all children, including those eligible for the Pupil Premium.
- Identifying children whose attainment is not improving in response to interventions funded by the Pupil Premium and highlighting these individuals to the senior leadership team.
- Sharing insights into effective practice with other school staff.

6. Monitoring and Reviewing the Policy

Trust schools recognise the importance of context so will evaluate their strategies in relation to the Pupil Premium, on a termly basis. This will enable new strategies to be assessed robustly to ensure approaches used are having the desired impact in narrowing the gaps. Timely adjustments can then be made if particular strategies are not effective.

Through their own Pupil Premium strategy statement, each school will undertake an end of year review to assess the ongoing impact of their chosen Pupil Premium strategies. This will also include a judgement as to how well and effectively the premium allocation is being used. This evaluation will be shared with the LGC and once approved, will be published on the school website.

This policy will be reviewed on an annual basis and approved by the Trust Board. Adjustments will be made to the policy, accordingly, taking into consideration the impact schools have shown on narrowing the gaps. The policy review will also take into consideration any changes to the level of funding that becomes available under the Pupil Premium Grant.

Schools must review the impact of strategies in light of updated Ever6 FSM eligibility and ensure data systems accurately reflect children who qualify for Pupil Premium following the April 2026 changes.

7. Links with other Policies

This policy is linked to:

- Inclusion Policy
- Equality, Diversity and Inclusion Policy

This policy is written with reference to, and should be read in conjunction with, the Pupil Premium Strategy Statement for each school, and the following:

- Pupil Premium guidance from the DfE, Ofsted and the ESFA
- Education Endowment Foundation Tool Kit and implementation guidance
- Unseen Children: Access and Achievement 20 years on, Ofsted
- The Pupil Premium: Analysis and challenge tools for schools
- School Inspection Handbook, Ofsted

8. Communications of Policy

This policy must be made available on the Trust and all school websites.

Communications must include clear messaging about universal FSM entitlement from April 2026 and the continued importance of Ever6 FSM eligibility for Pupil Premium.

Appendix A: Menu of Approaches

Menu of approaches

In line with the conditions of grant, any activity that you fund using pupil premium must fall under an approach listed in the table below.

When selecting approaches from the menu, you should also consider how you are using the funding to support:

- Effective identification of pupil needs, for example through diagnostic assessment
- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

3 tiers	Approaches that you could implement
High-quality teaching	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support the implementation of evidence-based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, 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 National Professional Qualifications (NPQs)
	Technology and other resources that support high quality teaching, for example software to support diagnostic assessment
Targeted academic support	One to one, small group or peer academic tuition, including through the National Tutoring Programme (NTP)*
	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
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance, including approaches outlined in the working together to improve school attendance guidance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Extended school time, including for summer schools
	Breakfast clubs and meal provision
	Communicating with and supporting parents

Appendix B: Pupil Premium Strategy Statement

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

Pupil Premium Strategy Statement

[insert school name]

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£

Part A: Pupil Premium Strategy Plan

Statement of Intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	*Add or delete rows as needed*
2	
3	
4	
5	

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Add or delete rows as needed	

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

- *If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Further Links

- Model registration form - Annex_A_-_Model_registration_form_for_free_school_meals.docx
- Evidence of eligibility Evidence of eligibility for free school meals (Annex B) - GOV.UK