



**An Daras Trust**  
Igniting Curiosity Growing Capabilities

## **An Daras Multi Academy Trust**

# **Pupil Premium Policy**

The An Daras Multi Academy Trust (ADMAT) Company  
An Exempt Charity Limited by Guarantee  
Company Number/08156955

| Status: <b>Approved</b>       |                                                        |
|-------------------------------|--------------------------------------------------------|
| Recommended                   | Yes                                                    |
| Statutory                     |                                                        |
| Version                       | <b>1.2</b>                                             |
| Reviewed                      | <b>25 Sep 2025</b>                                     |
| Next review                   | <b>Sep 2026</b>                                        |
| Advisory Committee            | LSS                                                    |
| Linked Documents and Policies | ADMAT PPG Provision Maps<br>ADMAT PPG Impact Statement |

## Background

The Pupil Premium for is allocated to schools with pupils on that are known to be:

- ✓ Eligible for free school meals either now or at any time in the last 6 years.
- ✓ Children of service personnel
- ✓ Children in local authority care

Academies have the freedom to spend the pupil premium in a way that they think will best ensure the raising of attainment for the most vulnerable pupils but this takes account of the DFE new requirements from September 2021.

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

*“As part of the [pupil premium allocations and conditions of grant for 2021 to 2022](#), schools are now required to:*

- *demonstrate, from the next academic year, how their spending decisions are informed by research evidence (condition 7)*
- *use the [strategy statement templates](#) to publish their pupil premium strategy (condition 8)”*

## Academy Aims

At An Daras we believe that all pupils have the right to aspire to excellence and in so doing achieve their academic potential. We recognise that some groups of pupils need support to achieve this and aim to ensure that the targeted and strategic use of Pupil Premium Grant (PPG) funding will support us in enabling all to succeed.

Our provision funded by PPG income will be aimed at accelerating progress so that the vast majority of pupils leave Trust schools at, or above, the national age-related average. We also aim for every child to make progress that is good or better, so that they leave having made at least good progress from Key Stage 1 to Key Stage 2. Providing a broad range of experiences across a full curriculum offer will be a key aim of how PPG funding will be used to support the wider development and growth of pupils entitled to the funding.

The annual achievement of PPG pupils within the MAT will be measured against the annual national achievement benchmarks of non-PPG pupils.

Funding will also be used to develop high aspirations for the future so that children can continue to succeed.

The LAGB of each member school will ensure an annual **PPG Impact Report** and **PPG Provision Map** are available to view on the Pupil Premium part of each school’s website. These must be completed as part of the Trust’s responsibility for accountability.

## Principles

- ✓ We recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- ✓ We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the individual school has legitimately identified as being socially disadvantaged.
- ✓ We ensure that appropriate provision is made for all pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.

- ✓ In making provision for socially disadvantaged pupils, we ensure that teaching and learning opportunities meet the needs of all pupils.
- ✓ We recognise that children who meet the criteria for Pupil Premium funding may already be achieving at or above the national age-related expectation for their age group. Therefore, we seek to accelerate their progress through enrichment to ensure they achieve GDS at the end of KS1 and at the end of Key Stage 2.
- ✓ We do not limit the financial support of these vulnerable groups to the PPG allocation. We may make a significant contribution from the individual schools main budget in addition to the Pupil Premium allocation to ensure that provision is deep and far reaching.

### **Provision**

Each individual school will have a range of provision in place to support pupils who belong to vulnerable groups, including those who are socially disadvantaged. The range of provision is determined by annual needs analysis based on latest performance data and also informed by research-based evidence completed by external bodies of effective strategies to narrow the differences (see **Appendix 1 and 2** for examples).

The impact of PPG provision is monitored by and reported to the Local Area Governor Boards on a regular basis by individual school leadership. Provision mapping may include:

- ✓ Targeted interventions aimed at accelerating learning which may include maths, reading and writing or science.
- ✓ Enhanced staff CPD to ensure learning strategies are effective at delivering good outcomes for PPG pupils across the whole school. E.g. Visible Learning
- ✓ Provision of one-to-one tuition for pupils and/or mentoring and coaching tutors.
- ✓ Additional support for social and emotional needs that may be a barrier to narrowing the gap.
- ✓ Supporting the cost of employing PSAs (Parent Support Advisors), Child Protection Officers, TIS (Trauma Informed Schools) Practitioners or Attendance Officers who can work with vulnerable families and overcome potential barriers to learning.
- ✓ Support of enrichment activities.
- ✓ Support learning in the classroom by ensuring that all pupils who qualify for pupil premium have their needs clearly identified and their progress is closely monitored.
- ✓ Additional packages from enhanced professional services e.g. speech and language, educational psychologist.
- ✓ Uniform and equipment support
- ✓ Support with costs for enrichment activities and/or breakfast club attendance if considered beneficial to pupils development or well-being

### **Reporting**

It is the responsibility of the Head of School/Head teacher of the individual school to produce termly impact data within their report Termly Report for the Local Area Governor Board. Detailing:

- ✓ An outline of the Provision Map in operation during that term and any changes implemented to planned PPG provision during the term.
- ✓ An evaluation of the cost effectiveness of the provision in terms of the progress of the targeted pupils.
- ✓ The impact on progress made by all vulnerable pupils in receipt of support/ intervention against national non-PPG benchmarks.

Provision Maps will be based on the Pupil Premium Strategy Statements template.

<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

### Monitoring;

The Directors of the Academy Trust will ensure that there is a school specific annual statement available on each school's website to parents and carers on how the Pupil Premium funding has been used to address the issue of 'narrowing the differences', for socially disadvantaged pupils.

### Appendix 1 –Education Endowment Fund's (EEF): pupil premium guide (Tiered Approach referred to by the DFE)

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf)



#### Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending.

Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.

**Appendix 2 – Research Based Average Cost Effectiveness of a range of PPG Provision. Sutton Trust.**

