



RPT Pupil Premium Policy

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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 is based on the pupil premium allocations and conditions of grant guidance 2024 to 2025, published by the Education and Skills Funding Agency (ESFA).

It is also informed by:

- Guidance from the Department for Education (DfE) on the use of pupil premium.
- Guidance on virtual school heads' responsibilities concerning the pupil premium.
- Guidance on the service pupil premium.

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of:

- Socio-economically disadvantaged pupils.
- Pupils who have spent time in care.
- Pupils with parents in the armed forces.

RPT schools will use the grant to support these groups, which include pupils with a wide range of abilities, to narrow achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve progress and attainment so pupils can reach their full potential.

4. Use of the grant

All RPT schools use the Pupil Premium Grant to meet the purposes outlined above. RPT Trustees also agree to the grant being used to support those pupils identified by the school as 'disadvantaged' but who do not **formally qualify**. The definition of 'disadvantaged' may be applied or withdrawn to meet individual needs arising over shorter or longer periods. This will be regularly reviewed.

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. Supporting the quality of 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).
- Consistent with the DfE's **menu of approaches** (2024).

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.

Examples of how RPT schools may utilise the grant include (but are not limited to):

- Promoting social, emotional and mental wellbeing, improving behaviours for learning and building self-esteem.
- Developing communication skills, ensuring pupils can access and use communication methods to express their wants, needs, and choices.
- Addressing gaps in communication, maths, writing and reading (including phonics).
- Developing independent living and life skills, both at home and school, in preparation for adulthood.
- Creating enrichment opportunities inside and outside school (e.g. cultural, arts, and community events).

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

Pupils recorded in the most recent October census as eligible for FSM at any point in the last 6 years. This includes pupils with **no recourse to public funds (NRPF)**, as FSM eligibility has been permanently extended to these households.

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 the school's annual pupil premium strategy statement on the website, using DfE templates.
- 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

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