



**Developing Trust, Inspiring Hope, Building Success, Shaping the Future**

# Rawlins

# Pupil Premium Policy

Rawlins, as a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective. With a commitment to learning and maturing in the context of the school vision, we lay particular emphasis on the Christian values of compassion, wisdom and endurance for both individuals and as a school community.

Reviewed/Approved	December 2025
Next Review	November 2026
Approval By	Governors
Review Frequency	Annual

## 1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible;
- Set out how the school will make decisions on pupil premium spending;
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school.

## 2. Legislation and guidance

This policy is based on the [pupil premium guidance](#) and documents contained within published by the Department for Education (DfE) and Education and Skills Funding Agency. It is also linked to guidance from the DfE on [virtual school heads' responsibilities concerning the pupil premium](#) and [the service premium](#).

## 3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any 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 pupils' progress and attainment so that they can reach their full potential.

## 4. Use of the grant

Our use of the Pupil Premium funding is guided by the following principles:

- To ensure pupils are appropriately supported;
- To use evidence (such as The Education Endowment Foundation) to inform good practice;
- To ensure that the level of challenge in lessons supports high expectations for all students, regardless of ability;
- To create appropriate learning opportunities and monitor progress in learning carefully;
- To provide effective feedback to enable students to reach their full potential;
- To guide students on future pathways and successfully transition on to the next step in their learning journey.

In line with the [EEF Guide to Pupil Premium](#), we use a tiered approach to pupil premium spending to:

- Improve Teaching;
- Facilitate targeted academic support;
- Employ wider strategies to break down barriers to success.

Our use of the pupil premium and activities align with the DfE's 'menu of approaches' based on the 3 tiers outlined above. See the [DfE's guidance for schools leaders](#) on using the pupil premium for details.

Linking into our values of compassion, wisdom and endurance, we envision that our disadvantaged pupils, along with our non-disadvantaged pupils, will overcome barriers to success and achieve their full potential, enabling them to become successful and confident citizens in order that they can help to shape a better future for themselves, their families and their communities.

We will publish our 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 guidance on using the pupil premium and using the templates on GOV.UK.

Our Pupil Premium Strategy Statement is available via the school website: [Pupil Premium - Rawlins Academy](#)

## **5. Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in years 7-11.

Eligible pupils fall into the categories explained below.

### **5.1 Ever 6 free school meals**

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance). This includes pupils first known to be eligible for free school meals in the most recent October census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

### **5.2 Looked-after children**

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

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

Pupils recorded in the most recent October census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

### **5.4 Ever 6 service children**

Pupils recorded in the most recent census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

## **6. Roles and responsibilities**

### **6.1 Principal and Senior Leadership Team**

The Principal and Senior Leadership Team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils 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 governing board 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 guidance on using the pupil premium and using the templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment
- The Pupil Premium lead is Nick Schober (Vice Principal); the Pupil Premium Champion is Andy Higson

## 6.2 Governors

The Governing Committee is responsible for:

- Holding the Principal to account for the implementation of this policy
- 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 the 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

## 6.3 Other school staff

All school staff are responsible for:

Implementing this policy on a day-to-day basis

- Ensuring high expectations of everyone, every day; including those eligible for the pupil premium
- Identifying pupils whose progress is below their expected progress levels use assessment and adaptive teaching strategies in their High Quality Teaching approaches to address this.
- Where attainment is still not improving in response to adaptive teaching approaches, ensure interventions are targeted to close gaps and enhance learning to enable individuals to successfully transition on to the next step on their learning journey.
- Raise concerns, or share insights into effective practice, with line managers and/or other school staff

## 7. Monitoring arrangements

This policy will be reviewed every year by the Senior Leadership Team. At every review, the policy will be shared with the Governing Committee.

## 8. Links with other policies

This policy is linked to:

Attendance Policy  
Behaviour Policy  
Curriculum Policy  
Mental Health Policy