HCAT

Pupil Premium Policy

EDUCATE. EMPOWER. INSPIRE.

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1	Original	September 2022
2	Reviewed and Rebranded	June 2024
3	Reviewed	September 2026

1. Introduction

At HCAT we are committed to ensuring that every pupil achieves their full potential, regardless of background or circumstance. We recognise that some pupils face barriers to achievement and that the Pupil Premium Grant provides an important opportunity to address educational disadvantage.

Our approach is grounded in the belief that the most effective way to improve outcomes for disadvantaged pupils is through excellent teaching, a strong school culture, and purposeful personal development opportunities. We therefore prioritise high-quality teaching alongside targeted support and wider strategies that remove barriers to learning.

2. Purpose of the Pupil Premium Grant

The Pupil Premium Grant is additional funding provided by the Department for Education which is intended to support improved attainment, attendance, engagement and life chances for disadvantaged pupils. From

From September 2026, pupils eligible only through the expanded FSM entitlement do not attract Pupil Premium; Pupil Premium eligibility remains linked to the DfE "Targeted FSM criteria."

For 2026-27, funding is allocated for:

Pupils eligible for the DfE Targeted Free School Meals (FSM) or who have been eligible within the last six years (Ever 6)	£1550 (Reception – Y6) £1100 (Y7 – Y11)
Pupils previously looked after by a local authority or state care	£2690
Pupils who are looked after by the local authority	£2690

Service Pupil Premium Grant

The Service Pupil Premium (SPP) is available to children from service families in England, key criteria for eligibility:

A parent currently serves in the regular Armed Forces, including those on full commitment as part of the Full-Time Reserve Service.

A parent died while serving in the Armed Forces, and the child receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme.

The child has been registered as a Service child in the most recent autumn DfE school census.

A parent is serving in the Armed Forces of another nation and is stationed in England.

The SPP is extended to include any pupil in reception to Year 11 who has been flagged as a service child in the past 6 years.

Schools get £360 for pupils qualifying for SSP, this funding is to help with pastoral support and help mitigate the negative impact of family mobility. It can also be used to help improve the academic progress of eligible pupils.

3. Key Principles

Pupil Premium funding will be used for evidence-informed activity in accordance with the current DfE conditions of grant and menu of approaches. Each of our key strategies is based on the following principles:

Equity not equality - Resources are allocated according to need to ensure all pupils have the opportunity to succeed.

High-quality teaching first - The greatest impact on disadvantaged outcomes comes from effective classroom practice. High-quality teaching is therefore our primary improvement strategy.

Early identification - Barriers to learning are identified quickly through regular assessment, attendance monitoring, pastoral review and pupil voice.

Inclusive practice - Disadvantaged pupils receive support within high-quality classroom experiences wherever possible.

Evidence-informed decision making - Spending decisions are informed by:

- EEF evidence
- DfE guidance
- Internal school evaluation
- Pupil and family voice

Continuous review - Strategies are regularly evaluated for effectiveness through a structured Plan-Do-Review cycle.

4. Our Pupil Premium Approach

Our schools follow the HCAT Pupil Premium Framework and Approach which is built around two key strands:

A. Classroom Design and Practice that Prioritises the Progress of Disadvantaged Pupils,

B. Personal Development and Character Building to Prepare Pupils for the Next Phase

5. Roles and Responsibilities

Head of Academy / Principal

- Ensure effective use of Pupil Premium funding
- Oversee implementation of the strategy
- Report impact to Associate Trustees
- Ensure accountability for outcomes

Senior Leaders

- Monitor implementation
- Evaluate impact
- Support staff development
- Lead review processes

Teachers

- Deliver high-quality teaching
- Monitor disadvantaged pupils closely
- Adapt teaching appropriately
- Contribute to reviews of impact

Associate Trustees / Trustees

- Hold leaders to account
- Monitor outcomes for disadvantaged pupils
- Review strategy effectiveness
- Ensure statutory requirements are met

Virtual School Heads

- Manage the funding for children looked after by a local authority
- Ensure methods for allocating and spending ensure looked after children benefit without delay
- Work alongside educational settings to create a personal education plan and agree how the funding will be spent to meet the identified needs in the plan

6. Monitoring, Evaluation and Review

The school maintains robust systems to monitor the use and impact of Pupil Premium funding. Clear records are kept of all allocations, expenditure and associated evidence to ensure accountability and value for money. The effectiveness of Pupil Premium provision is evaluated through a continuous Plan-Do-Review cycle, enabling leaders to respond promptly to emerging needs and maximise outcomes for disadvantaged pupils.

Plan

The school will:

- Analyse attainment, progress and wider outcomes data.
- Identify barriers to learning and achievement for eligible pupils.
- Gather pupil, parent and family voice to inform decision-making.
- Use evidence-based research and internal evaluation to determine strategic priorities.
- Allocate funding to targeted interventions and wider support that address identified needs.

Do

The school will:

- Implement agreed strategies and interventions with fidelity.
- Provide appropriate professional development for staff.
- Deploy staffing, resources and funding effectively.
- Monitor the quality and consistency of provision throughout the academic year.
- Ensure disadvantaged pupils are able to access wider curricular and enrichment opportunities.

Review

The impact of Pupil Premium expenditure will be evaluated through a range of quantitative and qualitative measures, including:

- Attainment outcomes.
- Pupil progress measures.
- Attendance and persistent absence rates.
- Behaviour, conduct and wellbeing indicators.
- Participation in enrichment and extracurricular activities.
- Pupil voice and engagement.
- Parent and family feedback.

Successful transition between key stages and into the next phase of education.

Findings from monitoring and evaluation activities will inform future planning. Strategies that demonstrate strong impact will be sustained or expanded, while those that do not demonstrate sufficient effectiveness will be adapted, refined or discontinued to ensure funding is used in the most effective way to improve outcomes for disadvantaged pupils.

7. Accountability and Reporting

Each HCAT school will publish and maintain a Pupil Premium Strategy Statement in line with Department for Education requirements.

Annual reporting will include:

- Summary of spending
- Intended outcomes
- Impact evaluation
- Future priorities

8. Equality Statement

This policy supports the school's commitment to equality of opportunity and compliance with the Equality Act 2010. The school seeks to remove barriers to achievement and ensure that all pupils can thrive, regardless of background or circumstance.