

To avoid duplication, this policy should be read alongside the statutory Pupil Premium Strategy Statement, published annually using the DfE template.

Pupil Premium Policy

Erdington Academy

Part of Fairfax Multi-Academy Trust

Document Owner:	Mrs Mabbett – Assistant Principal
Ratified By:	Mr Mallett - Principal
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1. Executive Summary

This policy aims to:

Provide background information about the pupil premium grant so 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. Introduction

This policy incorporates our vision and values of, ‘Ambition, Dedication, Integrity, Excellence and Tradition’ which lie at the centre of all that we do and our mission statement, ‘Enriching Lives; Transforming Futures’. We strongly believe that every member of Erdington Academy

can achieve success when displaying an ambitious attitude and dedication to their studies. Together we can remove barriers to learning through a shared ethos centred around a real sense of moral purpose; believing we work towards being the best that we can be, in all that we do.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers.

The Pupil Premium is available to schools to support those pupils who fall into the categories below:

Free School Meals (FSM) (or have been in receipt during the last 6 years "Ever6")

- Children who are looked after (Looked After Children);
- Children whose parents are currently serving in the armed forces;
- Children adopted from care under the Adoption and Children Act 2002;
- and children who have left care under a Special Guardianship or Residence Order.

The school will use the pupil premium grant to support these groups, recognising that disadvantaged pupils have a range of different abilities and needs. Our aim is to narrow any achievement gaps between eligible pupils and their peers. We also acknowledge that not all pupils eligible for pupil premium funding will necessarily have lower attainment than others; in such cases, the grant will be used to support pupils' progress, ensure high expectations, and enable each child to reach their full potential.

Whilst schools are free to spend the Pupil Premium as they see fit, we are required to publish on-line information about how we have used the premium. This is published annually on our website.

3. Vision and Values

We have the highest aspirations for all our students who attend Erdington Academy. High quality learning and teaching promotes enthusiasm for learning which enables all to be successful, articulate and resilient learners. We are passionate about enabling our students to develop a real love of learning and see their futures as full of possibilities. We want every child actively engaged in learning in the curriculum, and extra curriculum, so that they are able to reach their full potential, knowing that they are cared for and supported on their learning journey. Our intent is that all pupils, irrespective of background and barriers to learning, become polite, ambitious, empowered adults who positively participate and contribute to society.

4. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

In addition, this policy refers to the DfE's information on what academies should publish online and complies with our funding agreement and articles of association.

Annex A provides a comprehensive overview of the Erdington Academy policies that directly support, inform and complement the implementation of the Pupil Premium Policy. These linked documents establish the statutory, safeguarding, pastoral and curriculum frameworks within which the Pupil Premium strategy operates, ensuring consistency, coherence and compliance across the Academy. For full details, please refer to Annex A.

5. Intent

At Erdington Academy, we are committed to maximising the impact of our Pupil Premium funding through a focused, evidence-informed approach. Our strategy is rooted in research and is designed to balance investment across high-quality teaching, targeted academic support and wider strategies, ensuring that resources are directed towards the areas that make the greatest difference.

By prioritising a small number of high-impact approaches that respond to the specific needs of our local context, we increase the likelihood of success for all learners. Central to our approach is the belief that high-quality teaching has the greatest impact on outcomes for disadvantaged pupils. We therefore place strong emphasis on professional development to equip staff with the expertise needed to meet diverse needs.

Our intent is to close gaps swiftly by strengthening foundational literacy and numeracy, promoting strong attendance, and ensuring pupils have access to enrichment opportunities that develop confidence, character and cultural capital. Regular, purposeful assessment informs responsive teaching and intervention, enabling barriers to learning to be identified early and addressed effectively.

We intend to:

ensure that all staff, students and parents believe that there are no limits to what we can achieve and that together we make a difference.

embed an ambitious mind-set so that students are always pushing themselves to achieve more and explore more.

provide all children with fair and equal opportunities to excel by removing barriers that can stem from both a lack of resources and inspiration.

diminish the difference between pupil groups which means pupil premium students at Erdington Academy will achieve as well as non-pupil premium students nationally.

work in partnership with families and external agencies to ensure that we provide the very best opportunities for our children and families, enabling excellence.

6. Implementation

At Erdington Academy, high-quality teaching is the foundation of our Pupil Premium approach and the most powerful lever we have to improve outcomes for disadvantaged pupils. Research is clear that improving teaching quality benefits all learners, with a particularly positive impact on pupils eligible for the Pupil Premium. As outlined in the EEF Guide to the Pupil Premium (June 2019), this focus on quality first teaching underpins our strategy and ensures that every pupil is supported to succeed.

This policy is implemented through the Academy's Pupil Premium Strategy Statement (2025–2028), authorised in December 2025. The Strategy sets out our context, intended outcomes, funded activities and approach to evaluation, ensuring that spending decisions are evidence-informed and rigorously reviewed.

For the 2025–26 academic year, the total Pupil Premium budget of £595,785 is allocated across the EEF-aligned tiers of approach as follows:

Tiered Approach Summary

Our approach follows the EEF three-tiered model: high-quality teaching, targeted academic support, and wider strategies. Detailed plans are in the statutory Pupil Premium Strategy Statement.

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7. Roles and Responsibilities

Under the strategic leadership of the Principal and Pupil Premium Leads, responsibility for closing the attainment gaps for disadvantaged pupils is shared across the Academy.

The Principal and SLT Pupil Premium Leads (Simon Mallett – Principal; Simone Mabbett – Assistant Principal) have overall responsibility for strategic planning, publication, compliance and evaluation of the Pupil Premium. They ensure that spending decisions are evidence-informed and aligned with the Academy Improvement Plan, and that the impact of provision is reviewed regularly.

The SLT Pupil Premium Lead (Simone Mabbett – Assistant Principal) will report the monitoring of outcomes to the governing body, ensuring governors are kept fully informed of the impact of Pupil Premium funding.

The Senior Leadership Team and Achievement Coordinators are responsible for monitoring the attainment, progress and attendance of pupils eligible for the Pupil Premium, evaluating the impact of funding, and reporting on outcomes and effectiveness to SLT and governors.

Middle Leaders incorporate Pupil Premium priorities into curriculum and assessment planning, use QA evidence to adapt teaching and provision, and track the progress of disadvantaged cohorts within their subjects.

Teaching staff and Teaching Assistants deliver high-quality teaching and targeted support, implement agreed whole-school routines and literacy strategies, and monitor pupil progress to identify barriers and trigger intervention where needed.

Attendance, Pastoral and Careers teams coordinate targeted interventions to support pupils with persistent absence, pastoral and wellbeing needs, and access to high-quality careers guidance to raise aspiration and improve post-16 destinations.

Governors and Trustees monitor, challenge and evaluate the impact of Pupil Premium spending through termly reports, published strategy statements and annual review, ensuring accountability and value for money.

School Associate Body

Regularly monitor the actions and impact of Pupil Premium funding. Pupil Premium is a Key Performance Indicator for the associate body, they monitor and challenge school leadership on its implementation and impact at each Associate meeting and through regular school contact, these are in the form of visits and phone calls.

All school staff are responsible for:

Implementing this policy on a day-to-day basis by teaching high quality lessons.

Setting high expectations for all pupils, including those eligible for the pupil premium

Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team

8. Monitoring and Review

Implementation of the Pupil Premium Strategy is reviewed on a termly basis to ensure that provision remains effective, responsive and aligned to the needs of our disadvantaged pupils. Monitoring draws on a range of evidence, including quality assurance activity attendance and behaviour data, assessment outcomes, and student voice.

Where impact is not yet evident, strategies are adjusted promptly to ensure that resources are targeted effectively and continue to secure maximum impact.

The Pupil Premium Policy is reviewed annually (next review: December 2026), and the Pupil Premium Strategy Statement is updated and re-published in line with the Academy's improvement and accountability cycle, ensuring transparency, compliance and sustained improvement. The Academy also ensures full compliance with DfE requirements by completing and publishing the Pupil Premium Strategy Statement annually using the statutory DfE template, which is made available on the school website each academic year

9. Impact Evaluation

The school will evaluate the effectiveness of its pupil premium strategy through a rigorous and consistent approach to evidence collection. Impact will be measured using a blend of quantitative data and qualitative insight to ensure a secure understanding of progress over time. This will include:

Attendance analysis, using comparative data to track trends, evaluate interventions, and identify pupils who require targeted support.

Behaviour and pastoral monitoring, drawing on behaviour records, restorative practice logs, and patterns in conduct to assess the effectiveness of pastoral structures.

Attainment and curriculum performance, using assessment information across subjects, including core benchmarks, to evaluate progress and the impact of teaching and learning approaches.

Literacy and numeracy development, assessed through standardised diagnostics (e.g., NGRT, BURT, NGMT), reading and maths age profiles, and participation in targeted support programmes.

Personal development and enrichment engagement, monitored through participation data, leadership involvement, and contribution to the wider curriculum and character education.

Post-16 destinations, using progression and destination data to evaluate aspiration, readiness for next steps, and the impact of careers education.

Parental engagement, reviewed through attendance at school events and participation in activities that strengthen home-school partnerships.

This evaluation framework ensures that the impact of pupil premium funding is systematically monitored, enabling leaders to refine approaches and secure sustained improvement for disadvantaged pupils.

Annex A – Linked Academy policies

The following Erdington Academy policies should be read alongside the Pupil Premium Policy. These documents provide the wider statutory, safeguarding, curriculum and pastoral framework in which Pupil Premium strategy and spending operate. All policies are available on the Erdington Academy website. [Policies a...on Academy]

1. Safeguarding and Welfare Policies

These policies outline the school's statutory safeguarding duties and support structures for vulnerable pupils, many of whom may be eligible for Pupil Premium funding:

- Safeguarding and Child Protection Policy - Accessible via the Academy's policy page.
- Supporting Students with Medical Conditions Policy - Relevant for pupils with SEMH or medical needs receiving PP support.

2. Inclusion and Equality Policies

Special Educational Needs and/or Disability (SEND) Policy – ensures that disadvantaged pupils are supported equitably and consistently

3. Behaviour, Attendance and Conduct Policies

- Pupil Premium strategy - includes actions to improve attendance, engagement and behaviour
- Behaviour Policy - Sets expectations for conduct and engagement.
- Attendance & Punctuality Policy - Crucial for addressing persistent absence among disadvantaged pupils.
- Uniform Policy - Relevant for pastoral support and hardship considerations.

4. Curriculum and Learning Policies

These policies underpin academic interventions funded via the Pupil Premium:

Curriculum Strategic Intent - Sets the Academy's curriculum principles and priorities.

Curriculum Policy (external access link)

Details curriculum intent, implementation and impact.

<https://www.readkong.com/page/curriculum-policy-erdington-academy-part-of-fairfax-9626205>

Careers Education, Information, Advice & Guidance (CEIAG) Policy

Careers Policy - Both support long-term outcomes for disadvantaged pupils.