St Peter's
Collegiate Academy

Pupil Premium Policy

Owner:	AP: Curriculum
Reviewed by Local Governing Body	June 2026
Next Review:	June 2027

Three Spires TRUST
'Life in all its fullness'

St Peter's Collegiate Academy,
Compton Park, Compton Road West,
Wolverhampton, WV3 9DU
T: 01902 558600
E: info@stpetersacademy.org.uk

Contents:

Statement of intent

At St Peters Collegiate Academy, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some students from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium Grant (PPG).

The PPG was created to provide funding for two key areas:

- Raising the attainment of disadvantaged students - the PPG
- Supporting students with parents in the armed forces - the Service Pupil Premium (SPP)

Rooted in our Christian values, of Service, Respect, and Aspiration, our vision is inclusive and welcomes everyone, from all backgrounds, who seek an education grounded in Christian values and beliefs, which we strive to integrate into everything we do. We represent our values and virtues as a flower, as a visual representation of every student's quest for knowledge and wisdom, helping them flourish as lifelong learners who seek to love God, serve the community, and live life in all its fullness.

This policy outlines the amount of funding available, the academy's strategy for spending the PPG effectively, and the procedure for ensuring the funding is allocated correctly.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance, including but not limited to the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- DfE 'Pupil premium: overview'
- DfE 'Using pupil premium: guidance for school leaders'
- DfE 'Pupil premium: conditions of grant for the 2025 to 2026 financial year'
- DfE 'Promoting the education of looked-after children and previously looked-after children'
- DfE 'Academy trust governance guide'
- Education Endowment Foundation (EEF) 'The EEF Guide to the Pupil Premium'

This policy operates in conjunction with, but not, limited to, the following academy policies and statements:

- CEIAG Policy (Careers)
- Equality Information and Objectives Policy
- LAC Policy
- Pupil Premium Report and Impact Statement

Roles and responsibilities

The Academy Committee (AC) is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the academy meets its statutory duties with regards to the use of the PPG.
- Maintaining robust oversight of the academy's financial affairs.
- Liaising with the Head of School to ensure the academy's strategies and activities regarding pupil premium align with the academy's wider Academy Development Plan (ADP).
- Scrutinising the academy's plans for, and use of, its pupil premium funding, including reading and reviewing the academy's Pupil Premium Impact Statement.

The Head of School is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium lead at the academy.

- Liaising with the AC to ensure the academy's strategies and activities regarding pupil premium align with the academy's wider ADP.
- Working with the Assistant Principal - pupil premium lead to ensure the academy spends the PPG funding effectively and in a way which aligns with the academy's overall pupil premium strategy.
- Ensuring the academy publishes its Pupil Premium Impact Statement, as required in line with statutory guidance.
- Ensuring the academy census is completed accurately.
- Ensuring personal data of students eligible for the PPG is stored, processed and shared in line with the academy's Records Management Policy.

The Assistant Principal - pupil premium lead is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the academy spends its PPG funding to provide support to all eligible students.
- Working with the Head of School and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the academy's PPG strategy as it operates on a day-to-day basis.
- Working with the Head of School and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible students to support their academic and personal progress at academy.
- In combination with the Head of School, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the academy's own strategy.

• PPG allocation

In line with government expectations, the academy will adopt the definitions in the table below for PPG eligibility.

For the 2025 to 2026 financial year PPG allocations are as follows:

Funding criteria	PPG amount per secondary-aged student
Students who are eligible for FSM or have been eligible in the past six years.	£1,075
Students previously looked after by the LA or other state care	£2,630

Children who are looked after by the LA, i.e. LAC	£2,630
Service children	**SPP amount per student**
Any students who meet the following criteria: • One of their parents is serving in the regular armed forces of another nation and is stationed in England and they have been registered as a 'service child' in the most recent autumn DfE school census • They do not currently have 'service child' status but they have been registered as a service child on any DfE school census in the past six years • One of their parents died whilst serving in the armed forces and the student receives a pension under the Armed Forces Compensation Scheme or the War Pensions scheme	£350

The academy will receive its PPG funding directly from DFE.

Objectives

The academy has the following objectives with regards to its use of the PPG:

- To provide additional educational support to raise the achievement of students in receipt of the PPG
- To narrow and eliminate the gap between the educational achievement of these students and their peers
- To address underlying inequalities between students, as far as possible
- To ensure that the PPG reaches the students who are eligible for it
- To make a significant impact on the education and lives of these students
- To work in partnership with the parents of students to collectively ensure students' success

How PPG is spent

The academy will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of students registered at the academy that meet the funding criteria.
- On community services whose provision furthers any benefit for eligible students at the academy.

Pupil premium is not a personal budget for individual students, and academies are not required to spend all of their allocated grant on eligible students. The academy will use the PPG to support other students with identified needs where it is deemed beneficial to do so, for example, on students who have or have had a social worker or students who may be acting as a carer. Pupil premium may also be used on whole-academy approaches, e.g. high-quality teaching, which will also benefit non-disadvantaged students.

The academy will decide the activities on which the PPG will be spent in line with the framework and set out by the government in 'Using pupil premium: guidance for school leaders', and focussed on the three areas below:

- High-quality teaching, such as staff professional development
- Targeted academic support, such as tutoring
- Wider strategies to address non-academic barriers to success in academies, such as attendance, behaviour, and social and emotional support

Academically able students from disadvantaged backgrounds will be given as much focus as less academically able students.

If the academy has not spent the PPG within the financial year in which it was allocated, the academy will carry the remainder forward to the following financial year. When the academy carries PPG funding forward, it will use the funding in line with the conditions of grant for the financial year in which it is spent. Funding carried forward will be accounted for in the academy's pupil premium strategy statement for the academic year in which it is spent.

Long-term strategy for success

The academy has a long-term strategy to ensure it maximises the use of PPG funding. The academy will adopt a long-term three-year strategic plan, aligned to the ADP, which is updated annually, and contains the following considerations:

- expenditure
- recruitment
- teaching practice
- staff deployment

As part of our strategy, the academy will maximise the use of the PPG by:

- Assigning a pupil premium lead role to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the academies budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each student in receipt of the PPG.

The academy will conduct lighter-touch annual reviews to inform the strategic plan and form the academy's Pupil Premium Impact Statement.

The academy will explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The academy will consult the EEF's Families of Schools Database to learn about effective practice in similar academies. The academy will make decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the academy will focus on approaches that:

- Are individually tailored to the strengths and needs of each student, and include targeted academic support, such as; high quality teaching, tutoring, 1-to-1 support.
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for students to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via student's personal education plans (PEPs).
- Support students' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each student's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The academy will also choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with students' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing students' understanding of their emotions and identity.
- Positive reinforcement through relational practice.
- Building self-esteem.
- Relevance to the learner – the approach relates to students' interests and makes success matter to them.
- A joined-up approach involving the student's social worker, carer, virtual school head (VSH) and other relevant professionals.
- A child-centred approach to diagnostic and actionable feedback.

A tiered approach to PPG spending

The academy will operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the academy will spend the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The academy will spend the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

Wider strategies are used to overcome non-academic barriers to success. The academy will spend the PPG on the following wider strategies:

- Behaviour support
- Pupil Premium food allowance
- Attendance and punctuality initiatives (uniform, equipment, staffing)

Use of the Looked After Child (LAC) and Post Looked After Child (PLAC) premiums

The LAC premium will be managed by the Designated Teacher for LAC (DTLAC)

The premium will be used to benefit a student's educational needs as described in their PEP. To avoid any delays in providing support, the academy will work with the DTLAC to ensure that funding allocation is as simple as possible.

The LAC premium will be used to facilitate a wide range of educational support for LAC. The designated teacher will work with the DTLAC to gain a full understanding of each student's needs and determine how to use the premium to support each student effectively. The designated teacher will work with the DTLAC to ensure that all available funding is spent.

PLAC premium is allocated directly to the academy. LAC premium and PLAC premium will not be treated as personal budgets for individual students; however, the DTLAC and the academy may choose to allocate an amount of funding to an individual to support their needs.

Examples of interventions

The academy may utilise the following achievement-focussed interventions:

- Rewards based initiatives

The academy may utilise the following teaching-focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address students' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using Teaching Assistants
- Targeting English and maths teaching for students who are below age-related expectations
- Targeting students who require additional help to reach age-related expectations

The academy may utilise the following wellbeing-focussed interventions:

- One-to-one counselling sessions
- Educational Welfare Officer and Educational Psychologist support
- Occupational therapy-based interventions
- Allocating funds to enable students to participate in extra-curricular activities

The academy may utilise the following communication-focussed interventions:

- Vocabulary interventions for students with poor oral language and communication skills
- Support for students to access a range of off-site trips and experiences

Use of the service pupil premium (SPP)

The academy will use the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

The academy will not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The academy may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the student and their deployed parent(s), such as introducing a 'video call club'.
- Helping students to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- Funding staff hours spent assisting the student when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military-specific trips that allow students to join a wider community and better understand the role their service parent plays.

The academy will not use the SPP to subsidise routine academy activities.

Accountability

Individual targets will be set for each student in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of students in receipt of the PPG will be regularly discussed with subject teachers.

Ofsted inspections report on the attainment and progress of disadvantaged students in receipt of the PPG. The academy will be held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.

The academy will publish its strategy statement for using the PPG on the academy website by the 31st December utilising the DfE document accessible in the 'Pupil Premium' guidance (https://www.gov.uk/government/publications/pupil-premium).

Reporting

The Head of School will report annually to the governing board and parents regarding how effective PPG spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated, and reviewed by the Head of School and the governing board.

The EEF's DIY Evaluation Guide will be used to measure the impact of the academy's spending.

Information regarding PPG spending will be published on the academy website. The academy will not publish any personal data regarding individual students on the academy website.

Pupil premium reviews

If disadvantaged students are not meeting expected levels, or slow progress means they are failing to realise their full potential, the academy will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA, or the DfE, the academy will commission a pupil premium review.

The academy will undertake reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged students.

The cost of the review will reflect the DfE's guideline that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them. Where costs are prohibitive, the academy will consider the use of a joint review with local schools. The academy may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the academy will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

At the end of the review, the academy will have an improved strategy and the plans to implement it. This strategy and these plans will be shared with all relevant stakeholders.

Overpayments

Where the academy identifies that it may have been overpaid, it will contact the DFE as soon as recover the excess in the event of an overpayment identified by the DFE.

Monitoring and review

The Head of School, Assistant Principal and Senior Business Manager will be responsible for reviewing this policy annually.

Any changes to this policy will be communicated to all relevant stakeholders.

The next scheduled review date is June 2027.

Pupil Premium Review Self-Evaluation Form

1. Summary information					
Staff member completing this form	Lee Gardner	**Signature**		**Date**	13 March 2026
Year	2026	**Total PPG budget**	£472 745	**Date of most recent PPG review**	March 2026
Total number of students (KS3-4)	1100	**Number of students eligible for PPG**	421 (38.3%)	**Date for next internal strategy review**	March 2027

2. Current attainment		
	Students eligible for the PPG in the academy	**National average**
Progress 8 score average	Not available for 24/25 and 25/26 cohorts due to lack of KS2 data linked to Covid interrupted education.	N/A
Attainment 8 score (24/25)	44.8	42.05

3. Barriers to future attainment

Academic barriers	
Identified barriers that are to be addressed in-academy, as well as external factors such as home learning environment and low attendance.	
A	Language barriers to education delivered in English
B	Uniform and equipment enabling students to access education and removing social barriers (attendance, punctuality and participation)
C	Financial impediments to; accessing food, activities and education at home and in school
Additional barriers	
D	Cultural capital, such as understanding cultural references such as “at the seaside” or visiting the theatre

4. Intended outcomes

Outcome	Success criteria
Improving students’ literacy and oracy to better prepare them for terminal examinations and flourishing in their lives in the UK	Students gain improved terminal examination results, closing the gap between advantaged and disadvantaged
Removing financial based barriers that impede attendance, punctuality and participation to and success within the academy	Students attendance, punctuality and participation moves towards that of non-disadvantaged children with the aim of it being the same Barriers to work and success are removed while in academy
Students are able to access all aspects of academy life expected at home (both academic and social opportunities)	Students can access enriching work and opportunities in an increasingly IT dependent world
Students are enriched and are able to identify culturally important activities that improve their sense of belonging	Students attend trips, enrichments and opportunities that would be denied them due to financial restrictions

5. Review of expenditure				
Quality of teaching for all				
Action - Employment of staff and the development of roles to support PP students:	**Intended outcome(s)**	**Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for the PPG, if appropriate)**	**Lessons learned (and whether you will continue this approach)**	**Cost (£)**
EAL (leads) and EAL Specialist TA	Development of EAL department to support increasing number of PP students with limited/no English language skills	EAL increase in capacity has been highly impactful for PP and non-PP EAL students	EAL department is proving a sound investment - by increasing capacity to support high numbers of PP students (and others) with limited English. Department to continue to evolve.	£45 325
Nurture group teacher (with KS2 skill set)	Support for students not secondary ready by having lessons delivered in a KS2 environment	Helpful to students in the group initially - supported anxiety and academic gaps. Issues arose with reintegrating some of these students in year8 as unable to continue with that level of support	The nurture group requires reviewing as reintegrating those students into the whole academy creates challenges.	£67 458

PSA - Support Assistants	Supporting students in lessons and also in small group or 121	Significant help for many students; behaviour, attendance, punctuality, SEMH	This will continue	£60 018
Targeted support				
Action	**Intended outcome(s)**	**Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for the PPG, if appropriate)**	**Lessons learned (and whether you will continue this approach)**	**Cost (£)**
PSA - Support Assistants (12 - small group work)	(see above)	Significant help for many students; behaviour, attendance, punctuality, SEMH	Critically important to students wellbeing and success	Already accounted for
Increased capacity in safeguarding and inclusion team	Aid students in their attendance and punctuality to the academy and supporting them in keeping safe, identifying barriers at home	Significant help for many students; behaviour, attendance, punctuality, SEMH	Critically important to students wellbeing and success as well as providing capacity in support for all students	£64 681

Increased capacity in the Teaching and Learning Team	Monitoring and support of PP students in their learning to improve outcomes and close the gap	Student perform better with this support	Targeting PP students to intervene earlier and ensuring that they can achieve their potential	£42 963
Educational Welfare Officer (EWO)	External attendance support.	Ensures students can be visited at home to encourage them into school to access learning as well as ensuring they are safe	Attendance improves or alternative support pathways can be investigated	£15 390
On-site councillors (Hope Services)	Aiding SEMH support and identifying obstacles to success (such as lack of IT at home)	Students feel supported and an external individual often means more is shared	Approach to continue	~£6000
Educational Psychologists	Aiding SEMH and behavioural support	Vital to identifying barriers to learning that enable the academy to adapt its response to individual students	Approach to continue	£14 088
Ed-Class	Online/virtual school support		Approach to continue	£10 555

Other approaches				
Action	**Intended outcome(s)**	**Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for the PPG, if appropriate)**	**Lessons learned (and whether you will continue this approach)**	**Cost (£)**
Support programmes and IT programs (Accelerated Reader, Phonics, GL Assessments, Lexia, Toe2Toe, Sparx Maths)	To improve, literacy, oracy and numeracy and all access to education	High impact but varied - these are under constant review to ensure cost effective	Ongoing reviews - some of these are being checked to be replaced by more modern equivalents	£38 239
Music tuition	Students are able to learn an instrument, irrespective of financial position	High take up of students who would not normally consider an instrument	Highly valuable and real leveller programme	£11 525
Trips (Theatre, sports, fun, enrichment, life experience, WEX etc)	Provides opportunities for students who would not be able to afford to go	Very high impact	Invaluable spend for these students - enriches and improves cultural capital - will continue	£11 260
Equipment, revision guides, IT etc	Ensured students able to access work	High impact	Excellent support - will continue	£1 836

Uniform	Ensures students have an obstacle to attending school and participation	High impact	Excellent and essential support - will continue	£1 224
Excel tuition	Provides support for students falling behind and who have missed school	Some impact but not cost effective	Too expensive and able to offer similar for greater effect to more students internally	£26 610
Breakfast/break food allowance	Providing a breakfast or breaktime snack	Impact high for students unable to get breakfast or who have limited food availability at home - significant impairment to ability to learn	This approach will continue and be reviewed	£49 257
Total cost (£)		**(172801)+(153677)+(139952) = £466 430**		

6. Planned expenditure

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Excel tuition has been removed this academic year	School offer is; better, much more cost effective and reaches more students	Cost, outcomes and coverage	Monitor PP students to ensure they are going to after school sessions	HOYs	From this academic year 2025/26
Total budgeted cost (£)			**> £466 430 (due to increased staffing costs annually)**		