



Three Towers
An Alternative Provision Academy
Expanding Horizons

Our Approach to Pupil Premium

Statutory: No

Required on website: No

THREE TOWERS



1 Introduction

This document aims to provide background information about the pupil premium grant (PPG) so that everyone understands its purpose and which learners are eligible. It also summarises the roles and responsibilities of those involved in managing PP in school. It should be read alongside the Pupil Premium Strategy document.

2 Legislation & Guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2026 to 2027](#) and guidance on [using the pupil premium, virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#) from the Department for Education (DfE).

3 Purposes of the grant

3.1 Pupil Premium Grant (PPG) is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged learners. We 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 learners eligible for PP funding will have lower attainment than their peers. In such cases, the grant will be used to help improve learners' progress and attainment so they can reach their full potential.

3.2 Service Premium Grant (SPG) is an additional grant to fund pastoral support for learners who are children of serving and former armed service personnel. Learners can be eligible for both pupil premium (PP) and service pupil premium. This funding is not combined with the PPG, and each premium will be accounted for separately.

4 Eligibility

PP is allocated to the school based on the number of eligible learners in Year 1 to Year 11, who into the categories explained below.

4.1 Pupils eligible for 'targeted' free school meals and 'ever 6'

From the 2026/27 academic year, all learners in households that receive Universal Credit are eligible for free school meals (FSM) under the government's expanded FSM programme. As a result, there are now 2 categories of benefits-based FSM:

- **Targeted:** for learners whose household income is less than £7,400 – the same income threshold as before the expansion
- **Expanded:** for learners whose household income is £7,400 or more

Learners who qualify for targeted FSM are eligible for the pupil premium - learners who only qualify for expanded FSM are **not** eligible for the PP. We recheck learners' eligibility annually.

Learners in Key Stage 1 who receive universal infant free school meals (UIFSM) **and** qualify for targeted FSM are eligible for the PP; learners who only qualify for expanded FSM are **not** eligible for the PP (though we still encourage them to apply for benefits-based FSM). We will recheck learners' eligibility annually.

Ever 6 FSM cohort - learners are eligible for the PP if they have been eligible for targeted FSM (or FSM before the 2026/27 academic year) at any point in the past 6 years – these pupils are known as being part of the 'ever 6 FSM cohort'.

4.2 Looked-after children (LAC) – learners who are in the care of, or provided with accommodation by, a local authority in England or Wales for more than 24 hours.

4.3 Previously looked-after children (P-LAC) - learners recorded in the most recent January census who:

- were looked after by a local authority or other state care immediately before being adopted;
- left local authority or other state care on a special guardianship order or child arrangement order

This includes children adopted from state care or equivalent from outside England and Wales.

4.4 Service children - a learner attracts the service pupil premium and meet any of the following criteria:

- they have been registered as a 'service child' in the most recent January census and
 - they have a parent serving in the regular armed forces (this includes learners with a parent who is on full commitment as part of the full-time reserve service); or
 - they have a parent serving in the armed forces of another nation and is stationed in England
- they have been registered as a 'service child' on any DfE school census at any point in the past 6 years ('ever 6 service children'), as determined by the DfE's latest conditions of grant guidance, including those first recorded as such in the most recent January census
- they are in receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

5 Uses of the grant

5.1 Pupil Premium is used to address specific challenges disadvantaged learners face, through:

- high-quality teaching;
- targeted academic support;
- wider strategies to help learners to attend, belong and succeed.

Pupil premium is not a personal budget for individual learners. The school may spend the pupil premium grant to benefit:

- eligible learners registered at our school;
- learners who meet the funding criteria and who are registered at other state-funded schools – e.g. part-time learners attending Three Towers as an intervention.

We may also use PP funding to:

- support non-eligible pupils with other identified needs, such as those who:
 - have or have had a social worker;
 - are carers;
 - we believe it to be economically disadvantaged, but who have not been identified as eligible for the pupil premium;
- deliver whole-class interventions which will also benefit non-disadvantaged learners.

As an AP academy, we provide education for permanently excluded learners, those at risk of exclusion (dual registered with mainstream schools), school age parents and those with medical needs particularly mental health needs. As such many of our learners come from disadvantaged backgrounds, with a significant majority* in receipt of pupil premium funding and the vast majority of learners already designated as persistently absent from school.

(*over 77% by May 2023-2024)

It is very difficult to provide a completely accurate level of PPG to be allocated as this can fluctuate throughout the year dependent on the learners who are on roll. Due to the ever-changing school roll this funding is not linked to specific learners with the exception of some looked after children. As a baseline we set our spending based on the number of single-registered learners on our roll at the time of the January school census.

5.2 Service pupil premium will be spent in response to the specific needs of service children at the school – it will not be used to subsidise routine school activity. We will use the service premium as outlined in the strategy including but limited to:

- offering additional pastoral support and counselling during challenging times for service children;
- help mitigate the negative effects of family mobility and separation on service children;
- help improve communication with a deployed parent.

6 Roles & Responsibilities

6.1 The Rowan Learning Trust (RLT) is responsible for:

- making sure the school is using PP funding appropriately, in line with the rules set out in the conditions of grant;
- monitoring whether the school is ensuring value for money in its use of the PP;
- monitoring the school's use of the SPP to assess the effectiveness of the school's use of the funding in providing pastoral support to service children;
- setting the school's ethos and values around supporting disadvantaged members of the school community;
- challenging the headteacher to use the PP in the most effective way.

6.2 The Local Governing Committee (LGC) is responsible for:

- holding the headteacher to account for the implementation of this policy;
- nominating a governor to discuss the impact of PP and SPP spending with the headteacher on a regular basis.

6.3 The headteacher and core leadership team (CLT) are responsible for:

- keeping this policy up to date, and making sure it is implemented across the school;
- ensure all school staff are aware of their role in raising the attainment of disadvantaged learners and those with parents in the armed forces;
- providing relevant training for staff, as necessary, on supporting disadvantaged learners and raising attainment;
- planning PP spending and keeping this under constant review, using an evidence-based approach, and working with virtual school heads where appropriate;
- spending pupil premium in line with the conditions of grant for each financial year and the DfE's 'menu of approaches';

- monitoring the attainment and progress of those eligible for PP to assess the impact of the school's use of the funding;
- reporting on the impact of PP and SPP spending to the nominated governor on a regular basis;
- publishing the PP strategy statement on the school's use of the PP in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the template on GOV.UK.

6.4 All staff are responsible for:

- implementing this policy on a day-to-day basis;
- setting high expectations for all learners, including those eligible for PP;
- identifying learners whose attainment is not improving in response to interventions funded by the PP, and highlighting these individuals to CLT;
- sharing insights into effective practice with other staff.

6.5 Virtual school heads (VSH) are in charge of promoting the educational achievement of all the children looked after by the local authority they work for. They are also responsible for managing PP funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

- identifying the eligible looked-after children and informing the local authority;
- ensuring methods for allocating and spending the funding ensure that looked-after children benefit without delay;
- working with each looked-after child's educational setting to put together a personal education plan (PEP), agree how PP funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way;
- demonstrating how PP funding is raising the achievement of looked-after children.

7 Reporting

We publish our strategy statement on our use of the pupil premium annually on our website – www.ttapa.net, in line with the conditions of grant, and using the template on GOV.UK.

8 Monitoring Arrangements

This policy will be reviewed by headteacher, SENDCo and Designated LAC teacher annually. At every review, the policy will be shared with the Local Governing Committee

UNICEF - UNCRC

The UN Convention of the Rights of the Child sets out human rights of every person under 18 and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, whatever their family background (Article 2). Articles directly relating to this policy are:

2 (Non-discrimination)	28 (Right to education)
3 (Best interests of the child)	29 (Goals of education)
18 (Parental responsibilities & state assistance)	31 (Leisure, play and culture)
20 (Child unable to live with their family)	