PUPIL PREMIUM STRATEGY
Securing Equity. Leading Excellence.

Think it, Believe it, Live it

2025–26

Table of Contents

1. Policy Statement & Purpose

ACT Multi Academy Trust is committed to ensuring that **disadvantaged pupils achieve high and rising standards** through a strategy that is:

- **Evidence-informed** (drawing on EEF guidance and research)
- **Rooted in the frameworks of ACT, GROW and FRAME**—which together define our approach to teaching, inclusion, and improvement
- **Aligned to the new Ofsted Education Inspection Framework (EIF)**, especially the focus on "achieve, belong, thrive"

Our approach blends:

- **High-quality teaching** (explicit instruction, responsive feedback, curriculum ambition, fidelity to core programmes, as defined in the ACT FRAME)
- **Targeted academic support** (diagnostic-led tutoring, 1:1 and small group, tracked for fidelity and impact)

- **Wider strategies** (attendance, behaviour, wellbeing, pupil voice, cultural capital, and purposeful parental engagement)

All academies will **publish a DfE-compliant Pupil Premium strategy by 31 December** each year, aligned to the DfE menu of approaches and the 2025–26 Conditions of Grant.

OUR STRATEGIC FOCUS: GROW

G:GUIDED BY CHRISTIAN VALUES
Rooted in our Christian ethos, every academy will nurture a culture of love, hope, and moral citizenship. Our values shape every decision and action, inspiring children and adults to live with integrity, kindness, and purpose.

R:REALISING POTENTIAL
We believe every child has limitless potential. By relentlessly raising the quality of teaching and learning, and by tackling disadvantage head-on, we will ensure that excellence is not the privilege of a few but the entitlement of all.

O:OPPORTUNITY FOR ALL
True success means every child is known, valued, and supported. We will build inclusive, safe, and thriving schools where wellbeing, enrichment, and pupil voice sit at the heart of the learning journey, enabling all to flourish academically, socially, and emotionally.

W:WORKFORCE EMPOWERED
Our people are our greatest strength. Through professional development, leadership opportunities, and a culture of collaboration, we will invest in building a confident, resilient, and innovative workforce that transforms lives every day.

OUR STRATEGIC FOCUS:
ACCOUTNABILITY, COMMUNITY, TRANSFORMATION

A:ACCOUNTABILITY AND ASSURANCE
Excellence is built on trust, safety, and strong governance. We will uphold the highest standards of safeguarding, compliance, and risk management, ensuring that every academy is a place where children and adults feel safe, secure, and supported to thrive.

C:COMMUNITY COLLABORATION
Education is a shared endeavour. By developing deep partnerships with pupils, parents, staff, governors, and local communities, we will create a culture of openness, trust, and shared purpose where everyone's voice helps to shape the future.

T:TRANSFORMATION THROUGH SUSTAINABILITY
We will look beyond the present to secure the future. Through disciplined financial stewardship, operational excellence, and investment in innovation, we will build a sustainable Trust that transforms opportunities for generations to come.

Why Pupil Premium Matters

Pupil Premium is not just a funding stream—it is a moral and strategic imperative. Disadvantaged pupils face persistent gaps in attainment, access, and opportunity. These gaps are visible in every phase: from early language and phonics, through KS1/KS2 reading, writing, and maths, to attendance, enrichment, and personal development.

- *Equity and Social Justice:* ACT's vision is to ensure every child—regardless of background—achieves their full potential. Pupil Premium is the lever to address historic inequalities, rural poverty, and "hidden" disadvantage.

- *Impact on Life Chances:* Research (EEF, DfE) shows that high-quality teaching, targeted support, and wider strategies can add months of progress for disadvantaged pupils. The EEF's tiered approach—high-quality teaching, targeted academic support, and wider strategies—is recognised as best practice for Pupil Premium.

- *Inspection and Accountability:* Ofsted's renewed framework (from Nov 2025) places disadvantaged pupils at the heart of inspection. Inspectors will look for typicality: is the PP strategy lived, not laminated? Are gaps closing? Is enrichment accessible? Is pupil voice heard and acted upon? The EIF expects schools to demonstrate that disadvantaged pupils "achieve, belong, and thrive"—not just in outcomes, but in lived experience.

- *Personal Development and Cultural Capital:* ACT Priority 5 ensures every child is heard, belongs, and flourishes. Pupil Premium is the mechanism to ensure that enrichment, leadership, and cultural capital are not privileges for a few, but entitlements for all.

- *Community and System Leadership:* The Trust's role is to set standards, share best practice, and ensure that every academy is both compliant and ambitious.

- **Evidence and Continuous Improvement:** The EEF's tiered approach, DfE's menu of approaches, and ACT's QA cycles (including GROW coaching and FRAME) mean that every intervention is chosen for impact, monitored for fidelity, and adapted for best outcomes.

Policy Foundations: Ofsted EIF and EEF Research

- **Ofsted EIF (2025):**

  - "The 2025 Ofsted inspection model defines the purpose of education through the lens of pupils *achieving, belonging and thriving*. While that phrase belongs to Ofsted, it aligns perfectly with ACT's long-established vision and culture."

  - "Inspectors will look for evidence that the PP strategy is embedded in daily practice, not just on paper."

  - "There is a focus on personal development, cultural capital, and pupil voice—these are explicit in ACT's Priority 5 and in the policy statement above."
    (See: FRAME working on.docx, 'Contextual note: alignment with Ofsted's new framework' and 'The FRAME as our shared definition of great teaching')

- **EEF Best Practice:**

  - "The EEF's tiered approach is referenced: 1) High-quality teaching, 2) Targeted academic support, 3) Wider strategies (attendance, wellbeing, parental engagement)."

  - "The policy commits to using EEF evidence to select, monitor, and adapt interventions for maximum impact."

  - "The emphasis on 'fidelity' and 'impact' reflects EEF guidance that implementation quality is as important as intervention choice." (See: FRAME working on.docx, 'Principles that Underpin Effective Teaching', 'The nine elements are designed to: ...', and 'The FRAME gives coherence and purpose to professional development across ACT.')

2. Alignment to ACT Strategic Framework, GROW, ACT, FRAME & Priority 5

Purpose:

This section demonstrates how the Pupil Premium (PP) strategy is the practical engine of ACT's improvement strategy—translating the Trust's vision and frameworks (ACT, GROW, FRAME) into daily practice for disadvantaged pupils. It also evidences how Priority 5 (Pupil Voice & Cultural Capital) is structurally embedded, not an add-on.

Inspection Alignment (Ofsted EIF 2025)

The ACT PP strategy operationalises the EIF's core evaluation areas:

- **Inclusion**, **Curriculum & Teaching**, **Achievement, Attendance & Behaviour**, **Personal Development & Wellbeing**, **Leadership & Governance** & **Safeguarding**

All evidence is embedded in "normal business" documents (plans, logs, dashboards, AIV notes, SCR/MyConcern), as required by Ofsted.

2.1 GROW: The Strategic Focus Shaping Pupil Premium

Our PP strategy is the working expression of GROW across every classroom, intervention, and leadership routine, directly supporting Ofsted EIF 2025 expectations:

- **G – Guided by Christian Values**
  Decisions for disadvantaged pupils are grounded in love, hope, and moral citizenship. We deliberately design belonging, dignity, and fairness into our curriculum, support, and communications.
  EIF alignment: Inclusion; Personal Development & Wellbeing; Leadership & Governance.

- **R – Realising Potential**
  We tackle disadvantage head-on by relentlessly raising the quality of teaching and learning. Excellence is an entitlement, not a privilege. Termly PP targets and teaching routines are specified, observable, and checked for fidelity.
  EIF alignment: Achievement; Curriculum & Teaching; Inclusion.

- **O – Opportunity for All**
  Every PP pupil is known, valued, and supported. Wellbeing, pupil voice, enrichment, and leadership are positioned as core entitlements, with barriers (cost, transport, kit, confidence) identified, removed, and tracked to closure.
  EIF alignment: Inclusion; Personal Development & Wellbeing; Attendance & Behaviour.

- **W – Workforce Empowered**
  Staff are equipped and trusted to deliver impact. GROW is embedded in appraisals, coaching, line management, AIVs, and intervention QA so the work is practised, supported, and improved—not just planned.
  EIF alignment: Leadership & Governance; Curriculum & Teaching; Achievement. **Workforce Wellbeing**
  PP delivery is scheduled and resourced to minimise workload, and leaders routinely check staff wellbeing as part of leadership and governance evaluation under the Ofsted toolkit.
  EIF alignment: Leadership & Governance; Safeguarding.

Summary:

The GROW framework ensures that the PP strategy is not a standalone document, but a living, daily practice that meets Ofsted's expectations for inclusion, curriculum, achievement, and leadership. Every aspect of GROW is mapped to EIF criteria, and all evidence is visible in the Trust's routine documentation and quality assurance processes.

Report Card Narrative: Alignment to ACT Strategic Framework, GROW & Priority 5

Inclusion

The ACT PP strategy is the operational engine for ensuring disadvantaged pupils are known, valued, and supported. Through the GROW framework, every pupil's wellbeing, voice, enrichment, and leadership opportunities are positioned as core entitlements. Barriers to participation (cost, transport, kit, confidence) are systematically identified, removed, and tracked to closure, ensuring equity is embedded in daily practice.

Curriculum & Teaching

Decisions for disadvantaged pupils are grounded in Christian values—belonging, dignity, and fairness are deliberately designed into curriculum, support, and communications. Teaching routines are specified, observable, and checked for fidelity, ensuring excellence is an entitlement for all. Termly PP targets drive high expectations and curriculum alignment.

Achievement

The strategy tackles disadvantage head-on by relentlessly raising the quality of teaching and learning. Excellence is not a privilege but a right. PP targets and intervention logs are used to monitor progress and ensure gaps are closing. Impact is evidenced through entry/exit data, work sampling, and achievement dashboards.

Attendance & Behaviour

PP pupils' attendance and behaviour are tracked and supported through early-warning systems and responsive interventions. Wellbeing and pupil voice structures ensure that attendance barriers are addressed rapidly, and behaviour is managed with dignity and fairness.

Personal Development & Wellbeing

Priority 5 is the structural driver for pupil voice and cultural capital, ensuring these are built in, not bolt-on. PP pupils participate in enrichment, clubs, trips, and leadership roles, with their confidence and sense of belonging growing as a result. Staff wellbeing is also prioritised, with PP delivery scheduled and resourced to minimise workload, and leaders routinely checking staff wellbeing as part of governance evaluation.

Leadership & Governance

GROW is embedded in appraisals, coaching, line management, AIVs, and intervention QA, ensuring that leadership is both supportive and accountable. The ACT enablers (Accountability, Community, Transformation) assure and sustain impact, with all evidence living in normal business documents—plans, logs, dashboards, AIV notes, and safeguarding records—exactly as required by Ofsted.

Safeguarding (Met/Not Met)

Safeguarding is integral to PP delivery, with all routines and interventions subject to regular review and assurance. Staff wellbeing and pupil safety are routinely checked and documented, meeting Ofsted's safeguarding requirements.

Summary Statement for Inspection:

The ACT PP strategy is fully aligned with the Ofsted Education Inspection Framework (EIF) 2025. It operationalises the Trust's GROW values and Priority 5, ensuring that disadvantaged pupils benefit from high-quality teaching, targeted support, inclusive opportunities, and strong leadership. All evidence is embedded in routine documentation, ready for inspection and governor challenge. Priority 5 guarantees that pupil voice and cultural capital are structurally embedded, supporting both inspection and continuous improvement.

2.2 ACT: The Enablers that Assure and Sustain Impact

To ensure the GROW framework is embedded in daily practice, Pupil Premium (PP) work is structured and quality-assured through the ACT triad. This approach fully aligns with Ofsted EIF 2025 expectations for robust leadership, governance, and sustained impact for disadvantaged pupils.

A — Accountability & Assurance (Achieving)

Safeguarding, compliance, and risk management are integral to every aspect of PP delivery. Each academy produces a termly PP impact pack (Intent → Implementation → Impact), provides intervention fidelity evidence, and includes

cost-impact narration. The Trust maintains a consolidated MAT dashboard and ensures statutory publication compliance by 31 December. These processes create a transparent evidence trail for inspection and governor challenge, demonstrating that impact is monitored, risks are managed, and statutory duties are met.

C — Community Collaboration (Belonging)

Education at ACT is a shared endeavour. We work collaboratively with pupils, parents, staff, governors, and local partners to co-own priorities, identify barriers, and develop solutions. Priority 5 structures formalise this collaboration, ensuring "You said → We did" is documented and visible in routine records. This approach directly supports Ofsted's focus on inclusion, pupil voice, and community engagement, ensuring that the needs and perspectives of disadvantaged pupils are central to school improvement.

T — Transformation through Sustainability (Thriving)

Resourcing, digital tools, and workload-smart templates ensure that PP work is viable and sustainable. Shared templates, streamlined QA forms, standard dashboards, and efficient allocation of time, staffing, and budgets enable leaders to scale, compare, and improve provision across the Trust. This meets Ofsted's expectations for sustainable improvement, effective resource management, and continuous development.

What This Means in Practice

Governing boards receive consistent, comparable evidence in a common format, enabling effective challenge and assurance. Leaders can scale and improve provision Trust-wide, supporting typicality and impact as required by the Ofsted EIF. All evidence is embedded in "normal business" documents—plans, logs, dashboards, AIV notes, and safeguarding records—ready for inspection and governor scrutiny.

Summary Statement for Inspection:

The ACT triad—Accountability & Assurance, Community Collaboration, and Transformation through Sustainability—ensures that the PP strategy is not only compliant but also impactful, inclusive, and sustainable. All processes and evidence are mapped to the Ofsted Education Inspection Framework (EIF) 2025, supporting high standards for disadvantaged pupils and continuous improvement across the Trust.

FRAME: Shaping the Teaching and Learning of All Pupil Premium Pupils

The ACT FRAME is the Trust's shared professional standard for excellent teaching and inclusion. It is the foundation for how every teacher plans, delivers, and reflects on learning—ensuring that Pupil Premium (PP) pupils benefit from high-quality, adaptive, and inclusive classroom practice every day.

How FRAME Drives Pupil Premium Success

1. Universal High-Quality Teaching

- FRAME's nine elements ensure every lesson is accessible, ambitious, and memorable for all pupils, including those eligible for Pupil Premium.

- For PP pupils, this means teaching is deliberately planned to address gaps in prior knowledge, language, and confidence, and to build secure foundations for future learning.

2. Adaptive Practice and Inclusion

- FRAME is rooted in the principle that "what works for pupils with SEND works for all pupils." Teachers use FRAME to anticipate and remove barriers for PP pupils, such as low vocabulary, limited cultural capital, or inconsistent attendance.

- Scaffolding, modelling, and explicit vocabulary instruction are embedded in daily teaching, ensuring PP pupils can access and succeed in the full curriculum.

3. Responsive Teaching and Feedback

- Teachers use FRAME to check understanding continually, adapting explanations and tasks in real time. This ensures that misconceptions are addressed immediately and that PP pupils are not left behind.

- Feedback is timely, specific, and actionable, supporting PP pupils to close gaps and make rapid progress.

4. Pupil Voice and Belonging

- FRAME places pupil voice at the heart of teaching and learning. PP pupils are regularly consulted about what helps them learn, what barriers they face, and how teaching can be improved.

- This feedback is used to refine classroom practice and to ensure that PP pupils feel known, valued, and empowered.

5. Consistency and Sustainability

- FRAME provides a common language and structure for teaching across all ACT schools. This consistency ensures that PP pupils experience high expectations and effective support, regardless of class, year group, or academy.

- Leaders use FRAME-aligned monitoring and self-evaluation to identify strengths and areas for development, ensuring that improvements for PP pupils are sustained and embedded.

2.3 FRAME in Action: Practical Examples

Planning for Knowledge and Memory

- *Example:* In Year 4, teachers begin each maths lesson with a short retrieval quiz that revisits key concepts from previous weeks. PP pupils are given visual prompts and sentence stems to help them recall and explain their thinking, ensuring they can connect new learning to what they already know.

Language, Vocabulary, and Oracy

- *Example:* In English, key vocabulary is explicitly taught and displayed on working walls. PP pupils use sentence stems and structured talk routines ("think-pair-share") to build confidence in using academic language. Teaching assistants pre-teach vocabulary to PP pupils before whole-class lessons.

Challenge and High Expectations

- *Example:* All PP pupils are given access to the same ambitious writing tasks as their peers. Scaffolds (such as writing frames or model texts) are provided to support success, but expectations are never lowered. Teachers use targeted questioning to stretch PP pupils' reasoning and creativity.

Responsive Teaching

- *Example:* During science investigations, teachers use hinge questions to check understanding. If a PP pupil is struggling, the teacher adapts the explanation and provides a concrete example or visual model, ensuring misconceptions are addressed immediately.

Calm and Focused Environments

- *Example:* Classrooms have clear, predictable routines and visual timetables. PP pupils who may experience anxiety or irregular attendance are greeted personally each morning and reminded of the day's structure, helping them feel secure and ready to learn.

Purposeful Activities and Task Design

- *Example:* In geography, tasks are designed so that all pupils—including PP—must apply knowledge to real-world scenarios (e.g., planning a route using maps). PP pupils are supported with step-by-step guides and collaborative group work, ensuring they can participate fully.

Pupil Voice and Belonging

- *Example:* PP pupils are invited to small-group feedback sessions each term, where they discuss what helps them learn and what could be improved. Their suggestions (e.g., more visual aids, extra reading time) are acted upon and changes are shared with the class ("You said, we did").

Monitoring and Impact

- The impact of FRAME on PP pupils is tracked through lesson visits, work scrutiny, pupil voice, and progress data—all documented in "normal business" records.

- Leaders and governors use FRAME evidence to challenge and support staff, ensuring that the needs of PP pupils are always a priority in school improvement.

In summary:

FRAME is the operational backbone of ACT's Pupil Premium strategy. It ensures that every PP pupil benefits from high-quality, inclusive teaching—day in, day out. By embedding FRAME in all aspects of classroom practice, ACT guarantees that the success of disadvantaged pupils is not left to chance or isolated intervention, but is a core expectation for every teacher, every lesson, every day.

2.4 Priority 5: Empowering Every Voice, Enriching Every Journey (The PP Driver)

Priority 5 ensures that pupil voice, enrichment, and opportunity are routine and expected for all disadvantaged pupils, fully aligned with Ofsted EIF 2025 expectations for Inclusion and Personal Development.

Pupil Voice

- **Structures such as Equity Ambassadors, SEND Pupil Panels, and Curriculum Feedback Forums operate on a termly cycle.**

- These mechanisms surface what helps learning, what blocks access, and what needs to change—feeding directly into curriculum sequencing, wellbeing offers, behaviour systems, and enrichment calendars.

- *Example in action:* Pupil Premium pupils participate in feedback forums where they identify barriers (e.g., lack of confidence in reading aloud), leading to targeted support and visible changes in classroom routines ("You said → We did").

Cultural Capital & Leadership

- **PP participation in clubs, trips, leadership roles, performances, and showcases is planned, subsidised, and tracked.**

- Barrier logs record what was removed (e.g., transport, kit, cost, confidence) and when; actions are closed within the same half term.

- *Example in action:* A PP pupil who lacked sports kit is provided with equipment and transport, enabling them to join a sports club for the first time. Participation is tracked and celebrated, and the impact is reviewed at termly enrichment meetings.

Family Partnership

- **Engagement with families is purposeful and practical, not limited to information-only events.**

- Examples include phonics/home reading routines, attendance habits, study spaces, and access to support. Communications are targeted, two-way, and scheduled to support follow-through.

- *Example in action:* Families of PP pupils are invited to a "Reading at Home" workshop, receive tailored follow-up calls, and are provided with resources to create a reading space at home. Attendance and engagement are tracked, and feedback is used to refine future support.

Leadership & Governance

- **Priority 5 structures are embedded in governance and QA, ensuring that evidence of impact appears in "normal business" documents:**

    o Pupil forum minutes

- o Barrier tracker with 'closed' statuses

- o Enrichment participation dashboards (disaggregated for PP only vs PP+SEND)

- o Curriculum/wellbeing adjustments recorded as "You said → We did"

- *Example in action:* Governors review a dashboard showing increased PP participation in after-school clubs, with notes on barriers removed and actions taken in response to pupil and parent feedback.

Summary Statement for Inspection:
Priority 5 is the structural driver for pupil voice and cultural capital in the ACT PP strategy. It ensures that disadvantaged pupils routinely access enrichment, leadership, and purposeful family partnership, with all evidence embedded in routine documentation and mapped to Ofsted EIF 2025 inspection areas. This guarantees typicality, impact, and continuous improvement for PP provision across the Trust.

What this means in practice:
Priority 5 evidence appears in normal business documents: pupil forum minutes, barrier tracker with 'closed' statuses, enrichment participation dashboards (disaggregated for PP only vs PP+SEND), and curriculum/wellbeing adjustments recorded as "You said → We did".

GROW Focus	ACT Enabler	PP Lever	FRAME Element(s)	Typical "Normal Business" Artefacts
Guided by values	Accountability & Assurance	Teaching that embodies dignity and fairness; same-day attendance response	Equity; Calm and Focused Environments; Responsive Teaching	Learning walk notes; attendance early warning logs; safeguarding scripts
Realising potential	Accountability & Assurance	Explicit instruction, scaffold→independence, responsive feedback; 100% phonics book match	Structured Explanation and Modelling; Recall and Retrieval; Challenge & High Expectations	Walkthrough schedule; book match audit; work sampling; feedback snapshots
Opportunity for all	Community Collaboration	Priority 5 voice & enrichment with barrier removal	Language, Vocabulary & Oracy; Pupil Voice; Purposeful Activities & Task Design	Equity Ambassador minutes; SEND Panel actions; enrichment tracker
Workforce empowered	Transformation (Sustainability)	Coaching & CPD; tutoring fidelity; shared tools/templates	Professional Development; Modelling; Reflection and Refinement	GROW coaching logs; tutoring session checklists; intervention data; templates
All four (G/R/O/W)	All three (A/C/T)	DfE PP strategy & termly reporting	All FRAME elements (as a coherent system)	Published DfE template; termly LGB PP pack; MAT dashboard

---

Key to FRAME Elements:

- **Equity:** Ensuring all pupils are known, valued, and supported.

- **Calm and Focused Environments:** Predictable routines and psychological safety.

- **Responsive Teaching:** Adapting teaching in real time to pupil needs.

- **Structured Explanation and Modelling:** Making thinking visible, step-by-step.

- **Recall and Retrieval:** Embedding memory through regular practice.

- **Challenge & High Expectations:** Ambition for every pupil, scaffolding not ceilings.

- **Language, Vocabulary & Oracy:** Explicit vocabulary teaching and structured talk.

- **Pupil Voice:** Embedding feedback and agency in learning.

- **Purposeful Activities & Task Design:** Tasks that deepen thinking and application.

- **Professional Development; Reflection and Refinement:** Ongoing CPD and coaching.

2.6 What Good Looks Like (WGLL) When Aligned to GROW, ACT & FRAME

High-quality provision for Pupil Premium pupils is not about showcase lessons, but about consistent, embedded routines and evidence-based practice, as defined by GROW, ACT, and the FRAME framework.

Typical Teaching (FRAME in Action)
- **FRAME Elements:**
  - *Recall and Retrieval*: Daily routines for retrieval practice (e.g., low-stakes quizzes, flashbacks).
  - *Responsive Teaching*: Immediate, actionable feedback; scaffolds used to enable independence, not create dependency.
  - *Structured Explanation and Modelling*: Phonics delivered with observed routines and 100% decodable book match.
- **GROW/ACT Alignment:**
  - *Guided by Values, Realising Potential* (GROW) through *Accountability & Assurance* (ACT).
- **Evidence:**
  - Learning walk notes, book match audits, work sampling with success criteria, feedback snapshots.

Targeted Support (FRAME in Action)
- **FRAME Elements:**
  - *Purposeful Activities and Task Design*: Tutoring designed using diagnostics → SMART goal → short bursts (3–5×30min/week for ≤10 weeks), always aligned to class sequences.

  - *Reflection and Refinement*: Fidelity of intervention is logged; exit gains are evidenced and reviewed.
- **GROW/ACT Alignment:**
  - *Realising Potential* (GROW) through *Accountability & Assurance* (ACT).
- **Evidence:**
  - Tutoring session checklists, intervention entry/exit data, SMART goal logs.

Wider Strategies (FRAME in Action)
- **FRAME Elements:**
  - *Calm and Focused Environments*: Stepped attendance thresholds (<96 / <93 / <90), same-day contact, multi-agency escalation.
  - *Pupil Voice & Equity*: Pupil voice structures (e.g., Equity Ambassadors, SEND Panels) are active and inform provision.
  - *Enrichment & Inclusion*: Participation in enrichment is tracked and barriers are closed.
- **GROW/ACT Alignment:**
  - *Opportunity for All* (GROW) through *Community Collaboration* (ACT).
- **Evidence:**
  - Attendance logs, enrichment trackers (disaggregated for PP/SEND), pupil forum minutes, barrier tracker with 'closed' statuses.

Assurance Hooks (ACT & FRAME)
- **FRAME Elements:**

- o *Professional Development; Reflection and Refinement*: Half-termly QA checks not just data, but fidelity to FRAME routines.
- o *Leadership & Governance*: Termly PP packs land at LGB; MAT dashboard aggregates trust-wide impact and ensures publication compliance.
- **GROW/ACT Alignment:**
  - o *Workforce Empowered* (GROW) through *Transformation (Sustainability)* (ACT).
- **Evidence:**
  - o QA logs, coaching records, published DfE template, termly LGB PP packs, MAT dashboard with cost-impact narrative.

Summary:

What good looks like for Pupil Premium provision at ACT is defined by the consistent, embedded use of FRAME elements—across teaching, targeted support, and wider strategies—mapped to GROW values and assured through ACT processes. This ensures that every PP pupil benefits from high-quality, inclusive teaching, targeted intervention, and equitable access to enrichment, with all evidence visible in routine documentation and ready for inspection or governor challenge.

2.7 Roles in this Alignment (Headline Expectations)

Effective Pupil Premium (PP) provision at ACT is a collective responsibility, with each role translating the principles of GROW, ACT, FRAME, and Priority 5 into daily practice and assurance.

Headteacher & Pupil Premium Lead

- **GROW:** Translate the Trust's values and strategic focus into school-level routines and expectations for PP pupils.
- **ACT:** Ensure robust assurance through fidelity logs, termly impact reports, website publication, and use of the PP toolkit.

- **FRAME:** Embed FRAME elements (e.g., responsive teaching, recall, challenge, equity) in all classroom practice and intervention.
- **Priority 5:** Guarantee that pupil voice and enrichment are routine for PP pupils, and that feedback leads to visible change.

Subject/Phase Leads

- **GROW:** Champion ambition and opportunity for all within their subject or phase.
- **ACT:** Use Priority 5 feedback to inform curriculum and assessment design, and monitor fidelity to agreed routines.
- **FRAME:** Secure phonics/reading fidelity, model high expectations, and coach staff to ensure typicality in teaching (not just showcase lessons).
- **Priority 5:** Ensure PP pupils' voices are heard in subject/phase development and that enrichment is accessible and tracked.

Attendance Lead / DSL / SENCo

- **GROW:** Promote inclusion and wellbeing for all, with a focus on the most vulnerable.
- **ACT:** Operate early warning systems for attendance (<96%, <93%, <90%), run SEND Panels, and integrate pastoral and academic supports for PP+SEND pupils.
- **FRAME:** Use calm, focused environments and responsive teaching to address barriers; ensure interventions are evidence-based and tracked.
- **Priority 5:** Act on family and pupil feedback to remove attendance and engagement barriers, and ensure PP+SEND pupils are represented in all enrichment and voice structures.

Local Governing Body (LGB) & Trust Board
- **GROW:** Hold leaders to account for ambition, equity, and opportunity for all.
- **ACT:** Use common PP packs and dashboards to challenge on fidelity evidence and monitor "what changes next fortnight" for identified cohorts.
- **FRAME:** Scrutinise evidence of FRAME-aligned teaching, intervention, and inclusion for PP pupils.
- **Priority 5:** Ensure that pupil voice, enrichment, and family partnership for PP pupils are evidenced in "normal business" documents (e.g., forum minutes, barrier trackers, enrichment dashboards, "You said → We did" logs).

Summary:
Every role in ACT is responsible for making the frameworks of GROW, ACT, FRAME, and Priority 5 visible and effective for Pupil Premium pupils. This ensures that high standards, inclusion, and continuous improvement are not just aspirations, but daily realities—evidenced in routine documentation and ready for inspection or governor challenge.

2.7a Measures That Prove Alignment (and Feed Sections 7 & 9)

To ensure our Pupil Premium (PP) strategy is not only compliant but impactful, ACT uses clear, measurable indicators—each mapped to GROW, ACT, FRAME, and Priority 5:

- **Fidelity:**
  - *FRAME/ACT*: 100% of interventions for PP pupils carry entry/exit data and session fidelity logs; phonics audits are completed by Spring 1 to ensure observed routines and 100% decodable book match.
- **Therapies:**
  - *FRAME*: ≥80% of tutored PP pupils show positive exit gains (diagnostics), evidencing the impact of targeted, responsive support.
- **Attendance:**
  - *GROW/ACT*: PP attendance improves by +2.0 percentage points vs baseline; persistent absence (PA) for PP pupils is reduced by 25%.
- **Priority 5 (Pupil Voice & Enrichment):**
  - *Priority 5/FRAME*: PP enrichment and leadership uptake increases (academy-set target); termly pupil voice actions are closed and evidenced, ensuring disadvantaged pupils' voices are heard and acted upon.
- **Reporting:**
  - *ACT*: DfE PP strategy is published by 31 December; termly LGB PP packs and MAT dashboard are maintained for ongoing assurance and transparency.

2.8 Evidence Trail Seen by Reviewers ("Normal Business")

All evidence for PP provision is embedded in routine documentation, as required by Ofsted EIF and ACT assurance:

- **Classroom:**
  - Walkthrough notes, book match checks, work samples (showing scaffold → independence), feedback snapshots—demonstrating FRAME-aligned teaching and learning.
- **Interventions:**
  - Therapy timetables, fidelity checklists, entry/exit probes, mini review notes—proving targeted support is delivered as planned and has measurable impact.
- **Priority 5:**
  - Forum minutes, "You said → We did" logs, disaggregated enrichment/leadership participation, and barrier closure records—showing that pupil voice and cultural capital are structural, not bolt-on.
- **Assurance:**
  - Published DfE statement, termly LGB PP pack, MAT dashboard, and safeguarding/compliance references—enabling governors and leaders to challenge and assure provision.

Summary Statement for Publication

Our Pupil Premium strategy is the operational heart of the Trust's GROW focus—guided by Christian values, realising potential, creating opportunity for all, and empowering our workforce. Its impact is secured through ACT: Accountability & Assurance, Community Collaboration, and Transformation through Sustainability. The FRAME framework ensures that high-quality teaching, targeted support, and inclusive routines are embedded for every disadvantaged pupil. Priority 5 guarantees that pupil voice and cultural capital are structural, visible, and effective, so that disadvantaged pupils experience excellent teaching, targeted support, and rich opportunities as a matter of course—not exception. All evidence is embedded in routine documentation, mapped to Ofsted EIF 2025, and ready for inspection or governor challenge.

3. Roles, Responsibilities & Governance (MAT–School RACI)

3.1 Governance Principles

- **GROW-led:** Every decision and action in our Pupil Premium strategy is shaped by the four pillars of GROW—Guided by Values, Realising Potential, Opportunity for All, Workforce Empowered.

- **ACT-assured:** The impact and sustainability of our PP strategy are secured through the ACT enablers—Accountability & Assurance, Community Collaboration, Transformation through Sustainability.

- **FRAME-embedded:** High-quality teaching is the first response to need; all interventions, monitoring, and QA are aligned to the nine elements of FRAME (e.g., recall, responsive teaching, challenge, equity).

- **Priority 5 Embedded:** Pupil voice and equitable access to enrichment are structurally embedded in governance, reporting, and quality assurance, ensuring disadvantaged pupils' perspectives and opportunities are central to improvement.

3.2 Roles & Core Responsibilities

Trust Board & CEO

- **Strategic Leadership:** Approve MAT-wide PP standards, KPIs, and the annual QA calendar, ensuring all are mapped to GROW, ACT, FRAME, and Priority 5.

- **Oversight & Assurance:** Require website publication of the DfE-compliant PP strategy by 31 December; receive and scrutinise the termly MAT PP dashboard, which includes FRAME-aligned evidence and Priority 5 participation.

- **Resource & Risk:** Ensure sustainable budgets for PP provision, monitor risk (e.g., attendance, intervention fidelity, enrichment access), and hold leaders to account for continuous improvement and compliance.

CEO / DCEO (Education)

- **Quality of Education:** Specify and model PP teaching standards (explicit instruction, scaffold→independence, responsive feedback) as defined in FRAME.

- **Tutoring & Intervention:** Define and monitor the tutoring strategy (diagnostics, SMART goals, fidelity, exit gains), ensuring targeted support for PP pupils is impactful and sustainable.

- **Quality Assurance:** Lead Academy Improvement Visits (AIVs) focusing on implementation typicality, FRAME fidelity, and Priority 5 evidence; triangulate findings for MAT reporting.

Director of Inclusion

- **Inclusion & Attendance:** Oversee attendance early-warning thresholds, escalation routes, and persistent absence (PA) reduction for PP and PP+SEND pupils.

- **Priority 5 Leadership:** Co-establish and monitor Priority 5 structures (e.g., Equity Ambassadors, SEND Panels, enrichment audits), ensuring pupil voice and cultural capital are embedded and evidenced.

- **Barrier Removal:** Oversee tracking and closure of barriers to participation (cost, transport, kit, confidence), and ensure Service Pupil Premium is used for pastoral and academic support.

Headteacher

- **School-Level Implementation:** Publish the DfE-template PP strategy by 31 December; ensure SMART targets and menu-aligned activities are in place and regularly reviewed.

- **FRAME & GROW in Practice:** Embed FRAME elements in all teaching, intervention, and enrichment; use GROW for line management, coaching, and staff development.

- **Monitoring & Reporting:** Maintain a live implementation log; schedule walkthroughs, work sampling, and fidelity checks; provide termly LGB PP reports with evidence of impact and next steps.

Pupil Premium Lead

- **Operational Delivery:** Maintain the PP register; coordinate diagnostics and set intervention goals and cadence for all PP pupils.

- **Data & Impact:** Ensure entry/exit data is complete for all interventions; disaggregate and analyse outcomes for PP-only vs PP+SEND; track attendance, PA, and Priority 5 participation.

- **FRAME & Priority 5:** Use FRAME to guide intervention design and review; ensure PP pupils are represented in pupil voice, enrichment, and leadership opportunities.

Subject/Phase Leads

- **Curriculum & Assessment:** Embed Priority 5 feedback into curriculum and assessment planning; secure fidelity to phonics/reading routines; coach staff to ensure FRAME-aligned typicality.

- **Monitoring:** Use FRAME and Priority 5 evidence to identify and address gaps in provision for PP pupils.

Attendance Lead / DSL / SENCo

- **Early Warning & Support:** Operate early warning systems for attendance; run SEND Panels; integrate pastoral and academic supports for PP+SEND pupils.

- **FRAME & Priority 5:** Use FRAME-aligned routines to create calm, inclusive environments; ensure PP+SEND pupils are included in enrichment and voice structures.

Local Governing Body (LGB)

- **Challenge & Assurance:** Receive and challenge the termly PP report and MAT KPIs; use common PP packs and dashboards to scrutinise fidelity evidence and monitor progress for identified cohorts.

- **FRAME & Priority 5 Oversight:** Check that PP pupils are represented in voice structures and enrichment/leadership; confirm DfE statement is live and up-to-date; ensure all evidence is embedded in "normal business" documents (forum minutes, barrier trackers, enrichment dashboards, "You said → We did" logs).

Summary:
Every role in ACT is responsible for making GROW, ACT, FRAME, and Priority 5 visible and effective for Pupil Premium pupils. This ensures high standards, inclusion, and continuous improvement are not just aspirations, but daily realities—evidenced in routine documentation and ready for inspection or governor challenge.

3.3 RACI (who is Responsible, Accountable, Consulted, Informed)

A = Accountable | R = Responsible | C = Consulted | I = Informed

*("Lens" indicates the dominant **GROW/ACT** driver for that workstream.)*

Workstream	Lens	Trust Board & CEO	DCEO	Director of Inclusion	Head	PP Lead	LGB
Publish DfE-template PP strategy by 31 Dec (incl. SPP)	A/G	**A**	C	C	**R**	R	**A (assure)**
Set MAT PP standards, KPIs & QA calendar	A/T	**A/R**	**R**	C	I	I	I
Therapies strategy & curriculum alignment	R/W/A	I	**A/R**	C	R	R	I
Intervention/phonics fidelity QA	R/A	I	**A/R**	C	**R**	R	I
Attendance early-warning & PA reduction	O/A/C	I	C	**A/R**	**R**	R	I
Priority-5 pupil voice & enrichment access	O/C	**A/R**	**A/R**	**A/R**	**R**	R	I
Data & dashboards (PP-only vs PP+SEND; Priority-5)	R/A/T	I	C	C	**A**	**R**	I
AIVs & triangulation (leaders/staff/pupils/parents)	A/R	I	**A/R**	**R**	C	C	I
Termly LGB PP report (Intent→Implementation→Impact)	A	I	C	C	**A/R**	R	**A (receive/ challenge)**
Safeguarding & vulnerability mapping (incl. CPOMS links)	A/C	I	C	**A/R**	**R**	C	I
Funding, Conditions of Grant & SPP compliance	A/T	**A**	C	C	**R**	R	I
GROW coaching & staff development	W/T	A	**A**	A	**R**	R	I
Publication compliance (website audit)	A	**A**	C	C	**R**	R	**A (assure)**
Risk, audit & escalation	A/T	**A**	**R**	**R**	**R**	C	I
Case studies & MAT learning exchange	C/T	I	**R**	R	**R**	R	I

3.4 Annual Cadence (Who Meets When; What Lands Where)

Half-Termly (School Level)

- **Fidelity checks:** Phonics book match, tutoring session structure, explicit instruction/feedback (FRAME: Structured Explanation, Responsive Teaching).

- **Work sampling:** Scaffold→independence, reasoning, sentence-level accuracy (FRAME: Modelling, Challenge, Recall).

- **Pupil voice:** Equity Ambassadors, SEND Panels, Curriculum Forums (Priority 5; FRAME: Language, Oracy, Inclusion).

- **GROW reviews:** Coaching drop-ins, adjust Options/Will for next 4 weeks (GROW: Goal, Reality, Options, Will).

- **Artefacts:** Visit notes, updated intervention logs, "You said → We did" logs, barrier tracker closures.

Termly (MAT Level)

- **AIV with triangulation:** Leaders, staff, pupils, parents; Priority 5 review; publication compliance (ACT: Accountability, Community, Transformation).

- **PP visits:** Targeted reviews of PP provision and impact.

- **MAT dashboard update:** For Board, including KPIs and variance commentary.

- **Artefacts:** AIV summary, MAT dashboard, Board paper.

Annual Deadlines

- **By 31 Dec:** All academies publish DfE PP strategy (menu aligned, SMART targets, SPP arrangements).

- **Spring 1:** Trust phonics audits complete; dashboard updated.

- **July:** Consolidated impact analysis, case studies, headline priorities for next year.

3.5 Reporting Standards (What Every Termly PP Pack Contains)

1. **Intent:** Barriers, SMART targets, links to GROW (goal statement) and ACT (assurance routes).

2. **Implementation:** Activities against DfE menu, dosage, fidelity evidence (FRAME-aligned checklists, photos of routines/boards).
3. **Impact:** Entry→exit gains, attainment/progress (PP only vs PP+SEND), attendance & PA, Priority 5 participation and barrier closures, cost impact narration.
4. **Compliance & Risk:** Website check, risk log (amber/red) with mitigations.
5. **Dashboards/charts:** Use ACT colour conventions and school palette for academy comparisons.

3.6 Triggers & Escalation (What Turns Amber/Red—And What We Do)

Area	Amber Trigger	Red Trigger	Immediate Action	Escalation
Publication	Draft not QA'd by mid Nov	Not published by 31 Dec	HT/PP Lead sprint clinic; template support	DoE & CEO notify LGB; Board flag
Tutoring	<70% positive exit gains	<60% positive exit gains	Peer observation & redesign; retrain	DoE deploys support team; Board report
Phonics fidelity	Inconsistent routine language	<100% decodable book match	Coaching; decodable stock check	DoE phonics audit + revisit

Area	Amber Trigger	Red Trigger	Immediate Action	Escalation
Attendance (PP)	Weekly dip vs baseline; static cohort	PA not reducing term on term	Attendance panel; family plan	Dir. Inclusion review; EWO
Priority 5	PP uptake stagnant term on term	PP underrepresented in leadership	Barrier removal & targeted invites	LGB spotlight; Dir. Inclusion support
Data quality	Missing entry/exit logs	Repeated missing logs	Admin sweep; template reset	AIV action; HT performance objective

3.7 Governor Challenge Lines (Termly, Aligned to ACT & GROW)

GROW:

- **G – Guided by Christian Values:**
  Are our PP decisions and actions rooted in love, hope, and moral citizenship? How do we ensure every intervention and support for disadvantaged pupils reflects integrity, kindness, and purpose?

- **R – Realising Potential:**
  What are this term's precise PP objectives for raising achievement and tackling disadvantage? How will we know in four weeks if we're on track to make excellence the entitlement of all, not the privilege of a few?

- **O – Opportunity for All:**
  What do diagnostics, pupil voice, and work scrutiny reveal about whether every PP pupil is known, valued, and supported? How are wellbeing, enrichment, and pupil voice embedded in their learning journey?

- **W – Workforce Empowered:**
  Which evidence-based methods have we chosen and why? How are we investing in staff development, coaching, and collaboration to ensure PP provision is confident, resilient, and innovative? Who owns fidelity checks, and what is our plan if progress stalls?

ACT:

- **Accountability & Assurance:**
  Can you show clear fidelity evidence for interventions and teaching routines—not just outcome data? Are safeguarding, compliance, and risk management robust for PP provision?

- **Community Collaboration:**
  What feedback have Equity Ambassadors, SEND Panels, or Curriculum Forums provided, and what has changed as a result in the last fortnight? How are families and local partners involved in shaping PP priorities and solutions?

- **Transformation through Sustainability:**
  How are we resourcing PP provision sustainably (time, staff, materials)? What is the narrative on cost impact and value for money? How are we building a Trust that transforms opportunities for disadvantaged pupils now and in the future?

In practice:
These challenge lines ensure every review, governor meeting, and leadership discussion is sharply focused on ambition, evidence, and sustainable improvement for Pupil Premium pupils—fully aligned to the GROW pillars and ACT assurance principles.

3.8 Training & Capability (Who Needs What, By When)

- **All staff:** PP strategy induction; explicit instruction & responsive feedback; phonics fidelity routines; attendance scripts; safeguarding updates (FRAME: Professional Development).

- **TAs/tutors:** Diagnostics → SMART → dosage; session structure; fidelity logs; exit probes (FRAME: Purposeful Activities, Responsive Teaching).

- **Middle leaders:** Work sampling for scaffold→independence; coaching for tweak-to-teach; data disaggregation for PP only vs PP+SEND (FRAME: Reflection, Modelling).

- **Governors:** 30-minute PP briefing pack each Autumn (dashboard reading; challenge questions; Priority 5 oversight).

- Leaders: line management; running AIVs; cost impact narration.

Training on the use of monitoring logs and proformas is included in annual staff induction and CPD, ensuring consistency and high-quality evidence collection across the Trust.

3.9 Data Management (Ownership, Frequency, and Integrity)

- **Owners:** PP Lead (content), Data Lead (engineering), HT (assurance).

- **Frequency:** Half-termly progress & participation refresh; weekly attendance watch lists.

3.10 Risk & Assurance (How We Keep It Tight)

- **Key risks:** Staff changes reducing dosage; variable phonics fidelity; tutoring drift from class sequences; mid-90s attendance blind spots; under-tracked enrichment/voice.

- **Controls:** AIVs & fidelity logs; GROW coaching cadence; mid-cycle retargeting; participation dashboards; transparent Board reports.

- **Review:** Annual MAT PP evaluation each September; school PP strategies refreshed by 31 Dec with updated benchmarks/outcomes.
  Findings from the annual MAT Pupil Premium evaluation directly inform the refresh of individual school strategies and Trust-wide priorities for the following year, ensuring that lessons learned and emerging needs are systematically addressed.

3.11 Quick "What Good Looks Like" (Per Role)

- **HT/PP Lead:** Walkthrough calendar delivered; 100% interventions have entry/exit + fidelity; termly report lands with LGB; website compliant.

- **DoE:** AIV cycle complete; phonics audits complete by Spring 1; tutoring impact ≥80% positive exits.

- **Dir. Inclusion:** Attendance early warning operational; PA −25% vs baseline; Priority 5 cycle active with closed actions.

- **LGB:** Minutes show challenge on fidelity and "next fortnight"; publication checked on site by 31 Dec.

- **Board/CEO:** MAT dashboard scrutinised; risks/controls monitored; resourcing sustained.

In summary:
The annual cycle, reporting standards, escalation triggers, and assurance routines ensure that ACT's Pupil Premium strategy is not only compliant but impactful, sustainable, and continuously improving—fully aligned with GROW, ACT, FRAME, and Priority 5. All evidence is embedded in routine documentation and ready for inspection or governor challenge.

4. The FRAME Framework: The Foundation for Excellence and Inclusion

The ACT FRAME is the Trust's shared professional language for high-quality, inclusive teaching. It is the operational backbone for all Pupil Premium (PP) provision, ensuring that every disadvantaged pupil benefits from evidence-based, adaptive, and ambitious classroom practice—day in, day out.

What is FRAME?

FRAME stands for:

- **Focus:** Clarity of learning goals, explicit links to prior knowledge, and clear success criteria.

- **Recall:** Regular retrieval practice and opportunities to revisit and connect learning.

- **Ambition:** High expectations for all, with scaffolds to enable—not limit—success.

- **Modelling:** Making thinking visible through "I do–we do–you do" routines, worked examples, and guided practice.

- **Equity:** Every pupil is known, valued, and supported; classrooms are calm, inclusive, and language-rich.

How FRAME Shapes PP Provision

1. Universal High-Quality Teaching
- FRAME's nine elements define what consistently strong practice looks like in every ACT classroom, ensuring that PP pupils experience ambitious, inclusive, and memorable teaching.

- Teachers use FRAME to plan lessons that anticipate and remove barriers for PP pupils, such as low vocabulary, limited cultural capital, or inconsistent attendance.

2. Adaptive Practice and Inclusion
- FRAME is rooted in the principle that "what works for pupils with SEND works for all pupils."

- Scaffolding, explicit vocabulary instruction, and structured talk are embedded in daily teaching, ensuring PP pupils can access and succeed in the full curriculum.

3. Responsive Teaching and Feedback
- Teachers check understanding continually, adapting explanations and tasks in real time.

- Feedback is timely, specific, and actionable, supporting PP pupils to close gaps and make rapid progress.

4. Pupil Voice and Belonging
- FRAME places pupil voice at the heart of teaching and learning.

- PP pupils are regularly consulted about what helps them learn and what barriers they face, with feedback used to refine classroom practice and ensure they feel known, valued, and empowered.

5. Consistency and Sustainability
- FRAME provides a common structure for teaching across all ACT schools, ensuring that PP pupils experience high expectations and effective support, regardless of class, year group, or academy.

- Leaders use FRAME-aligned monitoring and self-evaluation to identify strengths and areas for development, ensuring that improvements for PP pupils are sustained and embedded.

FRAME in Action: Examples

- **Planning for Knowledge and Memory:**
  Teachers begin each lesson with a retrieval activity, using visual prompts and sentence stems to help PP pupils recall and connect prior learning.

- **Language, Vocabulary, and Oracy:**
  Key vocabulary is explicitly taught and displayed; PP pupils use sentence stems and structured talk routines to build confidence in academic language.

- **Challenge and High Expectations:**
  All PP pupils are given access to ambitious tasks, with scaffolds provided to enable success without lowering expectations.

- **Responsive Teaching:**
  Teachers use hinge questions and immediate feedback to address misconceptions, ensuring PP pupils are not left behind.

- **Calm and Focused Environments:**
  Predictable routines and positive relationships create psychological safety, supporting PP pupils to engage and take risks in their learning.

- **Purposeful Activities and Task Design:**
  Tasks require thinking, reasoning, and application, with step-by-step guides and collaborative group work supporting PP participation.

- **Pupil Voice:**
  PP pupils participate in feedback forums, with their suggestions leading to visible changes in classroom routines ("You said → We did").

FRAME and Monitoring

- **Lesson visits, work scrutiny, and pupil voice** are all structured around FRAME elements, providing a clear evidence trail for leaders, governors, and inspectors.

- **FRAME-aligned self-evaluation** is completed annually and mid-year, feeding directly into school improvement planning and MAT assurance.

- **Governors and trustees** use FRAME to challenge and assure provision, ensuring that high-quality teaching and inclusion for PP pupils are not just aspirations, but daily realities.

In summary:

FRAME is the foundation for all Pupil Premium provision at ACT. It ensures that every PP pupil benefits from high-quality, inclusive teaching, targeted support, and rich opportunities—embedded in daily practice, monitored through routine documentation, and continuously improved through professional reflection and collaboration.

4.2 Tier 2: Targeted Academic Support (Therapies)

- **Design:**
  - Diagnostics → SMART goals → short bursts (3–5 × 30 min/week for ≤10 weeks).
  - Interventions are planned using assessment data to identify precise needs and set measurable, time-limited targets for each Pupil Premium pupil.
- **Delivery:**
  - 1:1 tutoring (≈ +5 months progress, EEF) and small group (2–5 pupils, ≈ +4 months), always aligned to classroom sequences and curriculum.
  - Delivered by trained staff, with fidelity to evidence-based models (FRAME: Purposeful Activities, Responsive Teaching).
  - Every session is tracked for fidelity and exit gains, with entry/exit data logged for each pupil.

- **References:**
  - o Ofsted: Effective use of the Pupil Premium
  - o EEF: Small Group Tuition
  - o Pupil Premium: Guidance for Schools

4.3 Tier 3: Wider Strategies

- **Attendance:**
  - o Statutory guidance compliance; stepped response for <96%, <93%, <90% attendance; same-day contact; multi-agency escalation; mid-90s watch lists for early intervention.
  - o (FRAME: Calm and Focused Environments, Responsive Teaching)
- **Parental Engagement:**
  - o Targeted communications and practical supports (EEF: +4 months impact); no generic "information only" events.

  - o Examples: workshops on phonics/home reading, attendance routines, creating study spaces, and signposting to support.
  - o (FRAME: Language, Vocabulary & Oracy; Priority 5: Family Partnership)
- **Pupil Voice & Cultural Capital:**
  - o Priority 5 standards: tracked PP uptake in enrichment, leadership, and clubs; barrier removal (cost, transport, kit, confidence) is logged and closed.
  - o Pupil voice structures (Equity Ambassadors, SEND Panels) are active and feed into curriculum and wellbeing adjustments ("You said → We did").
  - o (FRAME: Pupil Voice, Inclusion, Personal Development)
- **References:**
  - o EEF: Parental Engagement
  - o ACT Multi Academy Trust Attainment Report
  - o Priority 5: Empowering Every Voice, Enriching Every Journey

---

In summary:
Tier 2 and Tier 3 provision at ACT is evidence-based, targeted, and tracked for impact. All interventions and wider strategies are designed and delivered in line with GROW, ACT, FRAME, and Priority 5, ensuring that every Pupil Premium pupil receives the right support, at the right time, in the right way—and that all evidence is embedded in routine documentation, ready for inspection or governor challenge.

---

5. Professional Development, Monitoring & Continuous Improvement: The FRAME in Action

5.1 FRAME as the Foundation for Professional Growth

The ACT FRAME is the Trust's blueprint for excellent, inclusive teaching. It is not only a guide for classroom practice but also the foundation for all professional development, coaching, and quality assurance related to Pupil Premium (PP) provision.

- **Alignment:** All CPD, coaching, and leadership development is anchored in FRAME principles and the Trust's strategic priorities (GROW, ACT, Priority 5).

- **Coherence:** Training builds cumulatively over time—each term, one or two FRAME elements become the trust-wide focus, ensuring depth of learning rather than superficial coverage.

- **Inclusivity:** Development opportunities are open to all, differentiated by need, phase, and role, with a particular focus on the needs of disadvantaged pupils.

- **Collaboration:** Teachers and leaders learn with, from, and for each other, using FRAME as a shared language for improvement.

- **Impact:** Success is measured through improved pupil learning, not just attendance at courses or completion of activities.

5.2 FRAME-Driven Professional Development

- **Induction:** All staff receive induction on the PP strategy, explicit instruction, responsive feedback, phonics fidelity routines, and safeguarding—each mapped to relevant FRAME elements.

- **Ongoing CPD:** Staff meetings, INSET days, and professional learning communities are mapped to FRAME elements, with priorities drawn from AIV feedback and school self-evaluation.

- **Coaching & Mentoring:** All coaching and mentoring is structured around FRAME. Mentors and instructional coaches use FRAME to focus observations and feedback on high-leverage aspects of practice for PP pupils.

- **Subject Networks:** Subject and phase leaders use FRAME to embed Priority 5 feedback into curriculum and assessment, secure fidelity to phonics/reading routines, and coach staff to ensure typicality in teaching.

5.3 Monitoring and Assurance through FRAME

- **Lesson Visits & Work Sampling:** All monitoring is structured around FRAME elements—e.g., scaffold→independence, recall and retrieval, challenge and high expectations, language and oracy.

- **Pupil Voice:** Equity Ambassadors, SEND Panels, and Curriculum Forums provide regular feedback on what helps learning, what blocks access, and what needs to change for PP pupils.

- **Self-Evaluation:** Every school completes a formal self-evaluation against FRAME annually and mid-year, feeding directly into the Academy Improvement Plan (AIP) and MAT assurance.

- **Governance:** Governors and trustees use FRAME to challenge and assure provision, ensuring that high-quality teaching and inclusion for PP pupils are not just aspirations, but daily realities.

5.4 Continuous Improvement and Impact

- **Evidence-Informed:** Patterns from FRAME monitoring directly shape professional learning. For example, gaps in modelling and explanation lead to CPD on cognitive load and scaffolding; variability in challenge and high expectations leads to peer observation of high-challenge lessons.

- **Responsive:** Each term, leaders review FRAME evidence and identify trust-wide or local foci for improvement, ensuring professional development is responsive, not routine.

- **Celebration:** Monitoring through FRAME is a professional partnership—celebrating strengths, identifying next steps, and ensuring that every member of staff grows in confidence, expertise, and empathy.

5.5 What Good Looks Like: FRAME in Practice

- **Teachers:** Use FRAME to plan, teach, and reflect, ensuring every lesson builds on prior learning and supports all pupils to achieve, belong, and thrive.

- **Leaders:** Use FRAME to shape coaching, feedback, and professional development, creating a consistent and developmental language for improving teaching and learning.

- **Governors:** Use FRAME to understand the quality of teaching and its impact on PP pupils, enabling informed, strategic oversight of educational standards.

In summary:
FRAME is the engine for professional development, monitoring, and continuous improvement at ACT. It ensures that every PP pupil benefits from high-quality, inclusive teaching, targeted support, and rich opportunities—embedded in daily practice, monitored through routine documentation, and continuously improved through professional reflection and collaboration.

---

6. Evaluation, Assurance & Continuous Improvement: FRAME as the Quality Standard

6.1 FRAME as the Lens for Evaluation and Assurance

The ACT FRAME is the Trust's shared standard for evaluating the quality and impact of teaching, learning, and inclusion for all pupils—including those eligible for Pupil Premium (PP). FRAME is used at every level of monitoring and assurance, ensuring that evaluation is not a compliance exercise but a cycle of reflection, dialogue, and improvement.

- **Consistent Language:** All lesson visits, work scrutiny, pupil voice, and self-evaluation are structured around FRAME elements, providing a common language for staff, leaders, and governors.

- **Evidence-Informed:** Judgements are based on multiple sources—observation, pupil voice, outcomes, and professional dialogue—focusing on what pupils learn, remember, and experience.

- **Inclusive:** Evaluation looks at how teaching supports every pupil, particularly those with additional needs or disadvantage, ensuring that inclusion is not a bolt-on but a core expectation.

6.2 FRAME in Practice: Evaluation Cycle

Classroom Level:
- Lesson visits and learning walks focus on FRAME elements (e.g., recall, responsive teaching, challenge, equity).
- Pupil voice is gathered using FRAME-aligned questions, exploring memory, challenge, inclusion, and engagement.
- Work sampling analyses how knowledge builds and how pupils apply learning over time.

School Level:
- Senior and subject leaders use FRAME to guide internal monitoring cycles, feeding findings into school development priorities and CPD planning.
- FRAME-aligned templates ensure consistency in what is recorded and how evidence is discussed.

Trust Level:
- Academy Improvement Visits (AIVs) and peer reviews are structured around FRAME principles, ensuring consistency and fairness across academies.
- Evidence from these visits informs MAT professional development priorities and the design of future CPD cycles.

6.3 FRAME and Continuous Improvement

- **Self-Evaluation:**
  Every school completes a formal self-evaluation against FRAME annually and mid-year, feeding directly into the Academy Improvement Plan (AIP) and MAT assurance.

- **Responsive CPD:**
  Patterns from FRAME monitoring directly shape professional learning. For example, gaps in modelling and explanation lead to CPD on cognitive load and scaffolding; variability in challenge and high expectations leads to peer observation of high-challenge lessons.

- **Celebration and Sharing:**
  Monitoring through FRAME is a professional partnership—celebrating strengths, identifying next steps, and ensuring that every member of staff grows in confidence, expertise, and empathy.

6.4 FRAME in Governance and Reporting

- **Governors and trustees** use FRAME to challenge and assure provision, ensuring that high-quality teaching and inclusion for PP pupils are not just aspirations, but daily realities.

- **FRAME-informed questions** are built into the agendas for LGBs and the Standards Committee, enabling intelligent challenge and assurance.

- **Reporting:**
  All reports (AIVs, Standards Committee, Headteacher reports) use FRAME headings, ensuring alignment and clarity at every level.

6.5 What Good Looks Like: FRAME in Assurance

- **Teachers:** Use FRAME for self-reflection and coaching, focusing on impact for PP pupils.

- **Leaders:** Use FRAME for AIVs, peer review, and work scrutiny, identifying strengths and priorities for improvement.

- **Governors:** Use FRAME for strategic questioning and visits, ensuring informed challenge and assurance.

- **Trust:** Synthesises FRAME evidence from all schools, providing a trust-wide view of strengths, gaps, and next steps.

In summary:

FRAME is the quality standard for evaluation, assurance, and continuous improvement at ACT. It ensures that every PP pupil benefits from high-quality, inclusive teaching, targeted support, and rich opportunities—embedded in daily practice, monitored through routine documentation, and continuously improved through professional reflection and collaboration.

---

7. Data, Dashboard & Targets

Disaggregation:

All pupil data is systematically split by Pupil Premium (PP) non-SEND and PP+SEND, and further broken down by year group and subject/domain (e.g., reading, writing, maths, science). This enables leaders and teachers to:

- Identify specific gaps for each group.

- Target interventions precisely (e.g., if PP+SEND boys in Year 4 are underachieving in writing, a tailored support plan is created).

- Monitor the impact of strategies for both academic and wider outcomes.

Tracking and Reporting of Pupil Premium Plus (PP+) Outcomes

Outcomes for Pupil Premium Plus (PP+) pupils—including Looked After Children (LAC) and Previously Looked After Children (PLAC)—are tracked and reported separately from other Pupil Premium cohorts. Data dashboards and analysis disaggregate results for PP+, ensuring that the progress, attainment, attendance, and participation of these pupils are closely monitored. This enables leaders and governors to evaluate the impact of targeted support and interventions for PP+ pupils, and to ensure that their specific needs are addressed in line with statutory guidance and best practice.

Benchmarks & SMART Targets:

Targets are set using the latest national and local benchmarks (e.g., DfE, LA, EEF), then refined after Autumn data to ensure they are ambitious yet achievable for each cohort.

- *Example:* If the national average for PP phonics is 72%, the school sets a target of 75% for its PP cohort, adjusting after Autumn term data if needed.

Dashboard:

The MAT dashboard is a live, visual tool mapping directly to toolkit areas—achievement, inclusion, attendance, personal development, and leadership. (SchoolBi)

- It displays trends, highlights strengths and areas for improvement, and enables comparison across schools and groups.

- *Example:* The dashboard shows that PP attendance has improved by 2.5pp in Buckden, but persistent absence for PP+SEND remains high in St Michael's, triggering targeted action.

QA Checks:

Data integrity is checked termly by the PP Lead, Data Lead, and Headteacher. Dashboards and reports are shared with Local Governing Bodies (LGBs) and the Trust Board for challenge and assurance.

- *Example:* Governors review the dashboard and ask, "What is being done to address the gap in PP+SEND maths outcomes in Year 5?"

---

8. Funding, Compliance & Publication

DfE Menu Compliance:

All PP spending is mapped to the DfE menu of approaches (e.g., high-quality teaching, targeted academic support, wider strategies), ensuring activities are evidence-based and targeted for maximum impact.

- *Example:* Funding for a reading intervention is justified by EEF evidence and mapped to the "targeted academic support" strand.

Pupil Premium Menu of Approaches: Mapping Table

Menu Strand	Example Activities/Interventions	ACT/FRAME Reference
High-Quality Teaching	- Explicit instruction - Responsive feedback - Curriculum ambition - Phonics fidelity - CPD for staff - Adaptive teaching - Use of FRAME elements in daily practice	FRAME: All elements CPD, QA, coaching
Targeted Academic Support	- Diagnostic-led tutoring (1:1/small group) - SMART goal interventions - Entry/exit data tracking - Targeted phonics/reading support - SEND/PP+SEND interventions	FRAME: Purposeful Activities, Responsive Teaching, Reflection
Wider Strategies	- Attendance strategies (early warning, stepped response) - Behaviour support - Wellbeing and mental health - Pupil voice structures (Equity Ambassadors, SEND Panels) - Enrichment and cultural capital - Parental engagement (workshops, targeted comms) - Barrier removal (cost, transport, kit, confidence)	FRAME: Calm Environments, Pupil Voice, Inclusion, Priority 5

Rationale–Activity–Impact:

Every funded activity is linked to a clear rationale (why this approach?), a description of the intervention (what is being done?), and an impact statement (what difference did it make?).

- *Example:* "We funded a breakfast club to improve attendance for PP pupils. Attendance for this group increased by 3pp, and punctuality improved."

Conditions of Grant:

All PP and Service Pupil Premium (SPP) spending complies with the latest DfE Conditions of Grant, including not pooling funds, tracking spend, and evaluating impact.

- Service Pupil Premium (SPP**)**

  Service Pupil Premium (SPP) is additional funding provided to support the pastoral and academic needs of children whose parents serve in the armed forces. At ACT Multi Academy Trust, SPP is used to ensure that service children receive tailored support to address the unique challenges they may face, such as mobility, parental deployment, and emotional wellbeing.
  Our approach includes:

  Providing pastoral support and mentoring for service children

  Ensuring swift induction and transition support for new arrivals

  Offering targeted academic interventions where needed

  Engaging with families to understand and respond to individual needs

  SPP spending is tracked separately from the main Pupil Premium grant and is reported annually in line with DfE requirements. The impact of SPP-funded activities is reviewed termly and included in the published Pupil Premium strategy statement.

- **Pupil Premium Plus (PP+)**

  Pupil Premium Plus (PP+) is additional funding for children who are Looked After (LAC) or Previously Looked After (PLAC). ACT Multi Academy Trust is committed to ensuring that PP+ funding is used to provide bespoke support for these pupils, recognising their specific needs and circumstances.
  Our approach includes:

  Working closely with Virtual School Heads and designated teachers to plan and review support

  Providing targeted academic and pastoral interventions, including mentoring and counselling

  Ensuring access to enrichment, leadership, and cultural capital opportunities

  Tracking the impact of PP+ funding separately and reporting outcomes to governors and Virtual Schools

  All PP+ spending is aligned with statutory guidance and is reviewed regularly to ensure maximum impact on progress, wellbeing, and personal development.

Use of Evidence-Based Programmes

In line with the latest EEF guidance, ACT Multi Academy Trust selects interventions and approaches for Pupil Premium pupils based on the best available evidence. As part of this commitment, we regularly consult the Education Endowment Foundation's (EEF) Promising Programmes hub, which highlights interventions with strong evidence of impact in UK schools.
When planning or reviewing Pupil Premium spending, leaders and staff are encouraged to:
- Prioritise approaches with robust evidence from the EEF's Teaching and Learning Toolkit and Promising Programmes hub
- Evaluate the fit and feasibility of new interventions using EEF implementation guidance
- Monitor and adapt provision in light of emerging evidence and local impact data
  This ensures that our Pupil Premium strategy remains dynamic, evidence-informed, and focused on securing the best possible outcomes for disadvantaged pupils.

Publication:

Each academy uses the DfE strategy statement template, updates it annually, and publishes it on the school website by 31 December.

- *Example:* The published statement includes SMART targets, a breakdown of spend, and a review date, ensuring transparency for parents, governors, and inspectors.

Sustainability of Impact

ACT Multi Academy Trust is committed to ensuring that the impact of Pupil Premium funding is not only immediate but also sustainable over time. We achieve this by embedding evidence-based approaches (such as FRAME and the EEF tiered model) into daily practice, investing in ongoing professional development for all staff, and using shared tools and templates to ensure consistency and scalability across the Trust. Resource allocation, workforce development, and succession planning are regularly reviewed to maintain high standards and secure long-term improvement for disadvantaged pupils. All strategies are routinely evaluated for their lasting impact, ensuring that gains for Pupil Premium pupils are sustained and built upon year after year.

Digital Integration of Monitoring Logs

All logs and monitoring proformas can be completed digitally or in paper form, and are integrated with our Trust's data systems (SchoolBi) for ease of analysis and reporting. This ensures that evidence is accessible, up-to-date, and can be used effectively for leadership, governance, and inspection.

Sample logs and proformas used across the Trust are provided in the appendices to support consistency, monitoring, and evidence for inspection and governance
"We are committed to ongoing review and refinement of our Pupil Premium strategy, ensuring it evolves in line with emerging evidence, national guidance, and the lived experience of our pupils and staff."

Impact from interventions and wider strategies, as evidenced in the logs and dashboards, is reported termly to Local Governing Bodies and the Trust Board.

Accessibility Statement

Our published Pupil Premium strategy is accessible to all stakeholders and available in alternative formats upon request.

---

9. Trust-wide KPIs & Milestones (2025–26)

- **Publication:** 100% of academies publish a DfE-compliant PP strategy by 31 December.

- **Fidelity:** 100% of interventions have entry/exit data and session fidelity logs; phonics audits are completed by Spring 1.

- **Tutoring Impact:** At least 80% of tutored PP pupils show positive exit gains, as evidenced by diagnostics and progress data.

- **Attendance:** PP attendance improves by at least +2.0 percentage points versus baseline; persistent absence for PP pupils is reduced by 25%.

- **Priority 5:** PP enrichment and leadership uptake increases (academy-set targets); termly pupil voice actions are closed and evidenced.

- **Review:** Progress against these KPIs is reviewed termly at MAT level, with actions and support adjusted as needed.

Practical Example:
If a school's PP attendance does not improve by 2pp by Spring, the Attendance Lead and Headteacher review strategies, engage families, and report actions to the LGB and Trust Board.

Summary Table: ACT PP Policy Pack vs Ofsted EIF **2025**

ACT Section	Ofsted EIF Area(s)	Evidence/Artefacts
1. Policy Statement	Inclusion, Achievement, Leadership, Personal Development	Published PP strategy, impact statements
2. Strategic Alignment	Leadership, Inclusion, Personal Development, Achievement	GROW/ACT artefacts, Priority 5 logs
3. Governance & RACI	Leadership, Safeguarding, Inclusion	RACI matrix, governor minutes, QA logs
4. Standards (WGLL)	Curriculum, Achievement, Inclusion, Personal Development	Teaching routines, intervention logs
5. Implementation & CPD	Leadership, Curriculum, Inclusion, Personal Development	CPD records, coaching logs, QA reports
6. QA & AIVs	Leadership, Achievement, Inclusion, Safeguarding	QA cycle artefacts, AIV reports, dashboards
7. Data & Targets	Achievement, Inclusion, Attendance, Personal Development	Disaggregated data, dashboards, SMART targets
8. Funding & Compliance	Leadership, Achievement, Inclusion	Spend tracking, published statements
9. KPIs & Milestones	Achievement, Attendance, Inclusion, Leadership	KPI reports, milestone logs, dashboards
10. Local Intelligence	Achievement, Inclusion, Attendance, Leadership	School review reports, action plans
11. Annexes	All (as relevant)	Compliance checklists, governor questions, report card templates
12. Risk & Review	Leadership, Safeguarding, Achievement, Inclusion	Risk logs, assurance reports, annual reviews

How to Use This Mapping

- **Inspection Preparation:** Ensure all artefacts listed are up-to-date and easily accessible in "normal business" documents.
- **Governor Challenge:** Use the mapped questions and evidence to structure termly challenge and assurance.
- **Continuous Improvement:** Regularly review each section against EIF expectations, updating practice and documentation as needed.

Pupil Premium Logs & Proformas

The following sample logs and proformas are provided to support implementation, monitoring, and evidence gathering across the Trust

Appendix A: Intervention Entry/Exit Log

Pupil Name	PP/PP+/SEND	Intervention	Start Date	End Date	Entry Data (Baseline)	Exit Data (Outcome)	Staff Lead	Fidelity Checks	Notes/Next Steps
John Smith	PP	Reading Intervention	01/10/2025	15/12/2025	Reading Age: 7.2	Reading Age: 8.0	Mrs Brown	Weekly log completed	Continue home reading support

Appendix B: Tutoring Session Fidelity Checklist

Date	Pupil(s)	Tutor	Focus/Target	Session Structure Followed?	Attendance	Engagement	Notes/Barriers	Next Steps
05/11/2025	Jane Doe	Mr Green	Phonics Phase 5	Yes	Present	High	Needed extra visual aids	Provide pre-teach vocabulary

Appendix C: Barrier Removal & Participation Tracker

Pupil Name	PP/PP+/SEND	Club/Trip/Enrichment	Barrier Identified	Action Taken	Date Closed	Impact/Feedback
Sam Lee	PP+SEND	Science Club	Transport	Taxi arranged and funded	10/11/2025	Attended 4 sessions, confidence improved

Appendix D: Pupil Voice & 'You Said, We Did' Log

Date	Pupil Group	Issue Raised	Action Agreed	Date Actioned	Evidence of Change	Review/Impact
20/10/2025	Year 5 PP Pupils	Wanted more reading time	Added 10-min daily DEAR	01/11/2025	Timetable updated	Pupils report improved enjoyment

Appendix E: Governor Challenge/QA Proforma

Date	Area Reviewed	Evidence Seen	Challenge/Question	Response/Action	Follow-up Date
15/12/2025	Tutoring Impact	Entry/Exit data logs	How do we ensure fidelity?	Weekly QA checks by PP Lead	Spring Term

Appendix F: SPP/PP+ Monitoring Log

Pupil Name	SPP/PP+	Support Provided	Lead Professional	Review Date	Outcome/Impact	Next Steps
Alex White	SPP	Pastoral mentoring and maths support	Mrs Jones	30/11/2025	Improved wellbeing and maths scores	Continue mentoring until Easter

APPENDIX H

Pupil Premium Monitoring Visit – AUTUMN

Purpose: Establish the starting point for disadvantaged pupils and the robustness of planning. Confirm identification of PP/PP+/SPP and PP+SEND pupils, baseline attainment and attendance, key barriers, and the coherence of the strategy. Check that implementation plans, resources and staff training are in place and that monitoring tools (logs/proformas) are set up and integrated with SchoolBi.

School	Date	CEO Visitor	Headteacher
Pupil Premium Lead	Term	Autumn 1	Other Attendees

Autumn Term Focus: Identification, baselines, planning; Attendance/SEND baselines; setup & readiness

Section 1: Headteacher Leadership Discussion

Key Questions / Prompts	Responses / Notes	Evidence Seen (e.g., logs, dashboards, work)
How have you ensured Pupil Premium is a whole-school priority from September? What are this term's PP objectives? (Leadership & Governance)		
How is the PP strategy reflected in everyday practice (teaching, pastoral, enrichment) rather than only in documents? (Achievement & Inclusion)		
How have you communicated roles/accountabilities to leaders,		

teachers and governors (including challenge lines)? [Leadership and Governance]		
What does baseline data tell you about PP, PP+ (LAC/PLAC) and PP+SEND cohorts (attainment, attendance, behaviour)? [Achievement, Inclusion, Attendance and Behaviour]		
What are the top 3 barriers for disadvantaged pupils this year and how are they built into the plan? [Inclusion, Personal Development and Wellbeing]		
How will you assure fidelity of delivery this term (QA calendar, coaching, AIVs)? [Leadership and Governance]		

Section 2: Pupil Premium Lead Discussion

Key Questions / Prompts	Responses / Notes	Evidence Seen (e.g., logs, dashboards, work)
Identification & Register: How are PP, PP+, SPP and PP+SEND pupils identified and kept current (joiners/leavers)? [Inclusion, Leadership and Governance]		
Planning: Which interventions are planned per cohort? How do these map to the DfE menu and EEF evidence? [Curriculum and Teaching, Achievement]		
Baselines: What are entry points for key interventions (diagnostics) and how will exit be measured? [Achievement, Curriculum and Teaching]		
Attendance/SEND Baseline: What is current attendance for PP, PP+ and PP+SEND? Who are potential PA risks? How are SEND needs		

integrated into plans? [Attendance and Behaviour, Inclusion]		
Monitoring Tools: Are intervention/fidelity/participation logs set up (digital or paper) and integrated with SchoolBi? [Leadership and Governance]		
Parent & Pupil Engagement: What Priority 5 (voice/enrichment) arrangements are planned and how will barriers be removed? [Personal Development and Wellbeing, Inclusion]		

Section 3: Pupil Voice

Key Questions / Prompts	Responses / Notes	Evidence Seen (e.g., logs, dashboards, work)
Do you feel known and supported in your class? What helps you learn at the start of the year? [Personal Development and Wellbeing, Inclusion]		
Are there any worries or barriers (e.g., reading confidence, equipment, transport) we should know about? [Inclusion, Personal Development and Wellbeing]		
Do you know about clubs, trips or roles you can take part in this term? [Personal Development and Wellbeing]		
If you could change one thing this term to help you learn more, what would it be? [Curriculum and Teaching, Personal Development and Wellbeing]		

Summary & Next Steps

Key Strengths Observed	
Areas for Development	

Actions Agreed (with owner & timescale)	
Follow-up Date & Evidence Required	
Additional Notes	

Pupil Premium Monitoring Visit – SPRING

Purpose: Evaluate implementation fidelity and early impact. Triangulate classroom practice, intervention delivery and wider strategies (attendance, behaviour, enrichment). Identify mid-year adjustments based on evidence from logs, SchoolBi dashboards and pupil voice.

School	Date	CEO Visitor	Headteacher
Pupil Premium Lead	Term	Focus of Visit	Other Attendees

Spring Term Focus: Implementation & fidelity; Early impact; Attendance/SEND monitoring; mid-year adjustments

Section 1: Headteacher Leadership Discussion

Key Questions / Prompts	Responses / Notes	Evidence Seen (e.g., logs, dashboards, work)
From Autumn to now: what has changed as a result of your PP monitoring and governor challenge? [Leadership and Governance]		
What does in-year data show for PP, PP+ and PP+SEND (attainment, progress, attendance, behaviour)? [Achievement, Attendance and Behaviour, Inclusion]		
How are you assuring fidelity to key routines (e.g., phonics, feedback, retrieval) and interventions? [Curriculum and Teaching, Leadership and Governance]		
Which strategies are being stopped, started or scaled this term, and why? [Leadership and Governance, Curriculum and Teaching]		
How are workload and wellbeing being managed while sustaining PP priorities? [Leadership and Governance, Personal Development and Wellbeing]		

Section 2: Pupil Premium Lead Discussion

Key Questions / Prompts	Responses / Notes	Evidence Seen (e.g., logs, dashboards, work)
Fidelity: Are planned sessions delivered to dosage? What do intervention/tutoring logs show (entry→midpoint gains)? [Achievement, Curriculum and Teaching]		
Attendance: What are the current attendance/PA rates for PP, PP+ and PP+SEND? Who are the stuck cases and what escalations are in place? [Attendance and Behaviour, Inclusion]		
SEND Integration: How are interventions adapted for PP+SEND? Evidence of impact vs baselines? [Inclusion, Curriculum and Teaching, Achievement]		
Wider Strategies: What barrier removals have been actioned (cost, transport, kit, confidence) and with what effect? [Inclusion, Personal Development and Wellbeing]		
Pupil Voice: What have pupils said this term and what has changed as a result ("You said → We did")? [Personal Development and Wellbeing, Leadership and Governance]		
Data & Systems: How are SchoolBi dashboards and logs being used for fortnightly decision-making? [Leadership and Governance, Achievement]		

Section 3: Pupil Voice

Key Questions / Prompts	Responses / Notes	Evidence Seen (e.g., logs, dashboards, work)
What has helped you most with learning since Autumn? What has changed in class or in support time? [Achievement, Curriculum and Teaching, Personal Development and Wellbeing]		
Are you attending regularly? If not, what would help you to attend more? [Attendance and Behaviour, Inclusion, Personal Development and Wellbeing]		

Have you joined any clubs, trips or leadership roles? What difference did it make? [Personal Development and Wellbeing, Inclusion]		
Is there anything we promised to improve that you have (or have not) seen happen? [Leadership and Governance, Personal Development and Wellbeing]		

Summary & Next Steps

Key Strengths Observed	
Areas for Development	
Named PP Pupil Case Study (summary of journey & impact)	
Actions Agreed (with owner & timescale)	
Follow-up Date & Evidence Required	
Additional Notes	

Pupil Premium Monitoring Visit – SUMMER

Purpose: Assess end-of-year impact and the lived journey of disadvantaged pupils. Review attainment/progress, attendance and personal development outcomes for PP, PP+ and PP+SEND. Capture case studies, evaluate value for money, and agree priorities and sustainability for next year.

School	Date	CEO Visitor	Headteacher
Pupil Premium Lead	Term	Focus of Visit	Other Attendees

Sumer Term Focus: Impact & outcomes; Pupil journey; Attendance/SEND outcomes; sustainability & next-year priorities

Section 1: Headteacher Leadership Discussion

Key Questions / Prompts	Responses / Notes	Evidence Seen (e.g., logs, dashboards, work)
What is the end-of-year impact story for PP, PP+ and PP+SEND (attainment, progress, attendance, behaviour, enrichment)? [Achievement, Attendance and Behaviour, Inclusion, Personal Development and Wellbeing]		
Which classroom routines and interventions had the strongest impact, and which will you sustain or stop? [Curriculum and Teaching, Achievement, Leadership and Governance]		

How will learning from this year inform staffing, CPD and resource allocation next year? [Leadership and Governance, Curriculum and Teaching]		
How are governors informed of impact and value for money (cost-impact narrative)? [Leadership and Governance]		

Section 2: Pupil Premium Lead Discussion

Key Questions / Prompts	Responses / Notes	Evidence Seen (e.g., logs, dashboards, work)
Interventions: Summarise entry→exit gains and proportion of pupils with positive outcomes. Lessons learned? [Achievement, Curriculum and Teaching]		
Attendance: End-of-year PP, PP+ and PP+SEND attendance/PA. Which strategies worked best? [Attendance and Behaviour, Inclusion]		
PP+ / SPP: What bespoke support had the greatest impact for LAC/PLAC and service pupils? [Inclusion, Personal Development and Wellbeing]		
Wider Strategies & Priority 5: Participation rates, barrier removals closed, and impact on belonging/confidence. [Personal Development and Wellbeing, Inclusion]		
Pupil Journey: Present 1–2 anonymised case studies (with/without SEND) showing barriers, support, and outcomes. [Inclusion, Achievement, Personal Development and Wellbeing]		
Data & Systems: How will logs and SchoolBi data feed into next year's planning and targets? [Leadership and Governance, Achievement]		

Section 3: Pupil Voice

Key Questions / Prompts	Responses / Notes	Evidence Seen (e.g., logs, dashboards, work)
Thinking about this year, what are you most proud of in your learning? [Achievement, Personal Development and Wellbeing]		

What support or classroom changes helped you the most? [Curriculum and Teaching, Inclusion]		
Did you attend regularly? What helped or hindered you? [Attendance and Behaviour, Inclusion, Personal Development and Wellbeing]		
What opportunities (clubs/trips/leadership) did you take part in and how did they help you belong and thrive? [Personal Development and Wellbeing, Inclusion]		
What should we keep, change or add for next year to help you and others like you? [Personal Development and Wellbeing, Leadership and Governance]		

Summary & Next Steps

Key Strengths Observed	
Areas for Development	
Named PP Pupil Case Study (summary of journey & impact)	
Actions Agreed (with owner & timescale)	
Follow-up Date & Evidence Required	
Additional Notes	

Pupil Premium Monitoring Visit – AUTUMN (Exemplar)

Purpose: Establish the starting point for disadvantaged pupils and the robustness of planning. Confirm identification of PP/PP+/SPP and PP+SEND pupils, baseline attainment and attendance, key barriers, and the coherence of the strategy. Check that implementation plans, resources and staff training are in place and that monitoring tools (logs/proformas) are set up and integrated with SchoolBi.

School	Date	CEO Visitor	Headteacher
Burrough Green Primary	30/09/2025	Alison Anderson	Sarah Turner

Autumn Term Focus: Identification, baselines, planning; Attendance/SEND baselines; setup & readiness

Section 1: Headteacher Leadership Discussion

Key Questions / Prompts	Responses / Notes	Evidence Seen
How have you ensured Pupil Premium is a whole-school	PP is a standing item in SLT and phase meetings; PP targets included in all staff appraisal objectives. Autumn PP objectives:	Staff briefing slides; appraisal objective tracker; September INSET agenda.

	(1) Secure phonics fidelity and 100% decodable match; (2) Improve PP attendance baseline by +0.5pp by end of term; (3) Launch Priority 5 enrichment plan.	
priority from September? What are this term's PP objectives?		
How is the PP strategy reflected in everyday practice (teaching, pastoral, enrichment) rather than only in documents?	FRAME routines (recall, modelling, feedback) are visible in learning walks. Pastoral: daily meet-and-greet for named PP pupils. Enrichment: targeted invites and subsidies in place for clubs (STEM/choir).	Learning walk notes (12/09), club invitation letters, subsidy log.
How have you communicated roles/accountabilities to leaders, teachers and governors (including challenge lines)?	RACI shared at LGB; middle leaders briefed to report PP-specific evidence in book looks. Governor PP link allocated and visit scheduled for 18/10.	RACI summary; LGB minutes (Sep); governor visit plan.
What does baseline data tell you about PP, PP+ (LAC/PLAC) and PP+SEND cohorts (attainment, attendance, behaviour)?	Cohort: 48 PP (24%); PP+ 3; PP+SEND 12. Baseline PP attendance 92.8% (non-PP 95.4%); 6 pupils flagged at risk of PA. Reading age gap Y3–Y5 ≈ -8 months; behaviour incidents proportionate with cohort size.	SchoolBi baseline dashboard; attendance watch list; reading diagnostics (PiXL).
What are the top 3 barriers for disadvantaged pupils this year and how are they built into the plan?	1) Vocabulary/oracy (built into FRAME CPD block 1). 2) Mid-90s attendance drift (stepped response, family plans). 3) Access to enrichment (barrier removal fund, targeted invites).	CPD plan; attendance escalation flow; Priority 5 barrier tracker.
How will you assure fidelity of delivery this term (QA calendar, coaching, AIVs)?	Half-termly phonics audits; fortnightly PP intervention dip-ins; AIV scheduled 07/11 with focus on typicality and logs fidelity.	QA calendar; phonics audit template; AIV brief.

Section 2: Pupil Premium Lead Discussion

Key Questions / Prompts	Responses / Notes	Evidence Seen
Identification & Register: How are PP, PP+, SPP and PP+SEND pupils identified and kept current (joiners/leavers)?	PP register synced weekly with MIS; joiners verified against Ever6; PP+ pupils cross-checked with Virtual School Head; SPP list confirmed with HR declarations.	PP master register; VSH email confirmation; SPP list.
Planning: Which interventions are planned per cohort? How do these map to the DfE menu and EEF evidence?	KS2: 1:1 tutoring in reading (targeted academic support). KS1: additional phonics keep-up. Whole-school: explicit vocabulary instruction (high-quality teaching). Wider strategies: breakfast club for punctuality.	Intervention plan mapped to DfE menu; EEF references; timetable.
Baselines: What are entry points for key interventions (diagnostics) and how will exit be measured?	Reading: NGRT and running records at entry/exit; Phonics: PSC-style probes bi-weekly; Writing: teacher judgements moderated against exemplification.	Diagnostic sheets; probe schedule; moderation notes.
Attendance/SEND Baseline: What is current attendance for PP, PP+ and PP+SEND? Who are potential PA risks? How are SEND needs integrated into plans?	PP 92.8%; PP+ 91.5%; PP+SEND 90.9%. 6 at risk of PA; individual plans in place (EWO link). Interventions coordinated with SENCo to ensure scaffolds and reasonable adjustments.	SchoolBi attendance widget; PA watchlist; SEND pupil plans.
Monitoring Tools: Are intervention/fidelity/participation logs set up (digital or paper) and integrated with SchoolBi?	Yes — all logs created in Trust template; staff trained on completion cadence; weekly admin sweep; summary tiles pushed to SchoolBi each Friday.	Completed exemplar logs; admin schedule; SchoolBi tile screenshot.

Parent & Pupil Engagement: What Priority 5 (voice/enrichment) arrangements are planned and how will barriers be removed?	Termly Equity Ambassadors forum; targeted club invites with kit/transport funded; "You said → We did" board launched in the hall.	Invite list; barrier removal tracker; photo of display.

Section 3: Pupil Voice

Key Questions / Prompts	Responses / Notes	Evidence Seen
Do you feel known and supported in your class? What helps you learn at the start of the year?	"My teacher checks I understand and gives me a sentence starter. The retrieval quiz helps me remember."	Pupil interview notes.
Are there any worries or barriers (e.g., reading confidence, equipment, transport) we should know about?	Two pupils worried about reading aloud; one lacked PE kit — kit provided via barrier fund.	Barrier tracker update; parent call log.
Do you know about clubs, trips or roles you can take part in this term?	Yes — letters received; STEM club targeted invites shared; transport arranged for rural families.	Club list; transport booking.
If you could change one thing this term to help you learn more, what would it be?	"More time to talk with a partner before writing." — incorporated via structured talk routines.	Lesson plan tweaks; coaching note.

Summary & Next Steps

Key Strengths Observed	Clear PP objectives; strong start on phonics fidelity; proactive barrier removal; logs set up and staff trained.
Areas for Development	Close mid-90s attendance gap; increase PP participation in KS2 clubs by 10% by end of term.
Actions Agreed (with owner & timescale)	1) Family plans for 6 PA-risk pupils (Attendance Lead, by 18/10). 2) Weekly fidelity dip-ins (PP Lead, ongoing). 3) Targeted club follow-up calls (Admin, by 25/10).
Follow-up Date & Evidence Required	Review on 08/11/2025; SchoolBi attendance widget export; sample fidelity logs; club uptake report.
Additional Notes	Governor PP link visit confirmed for 18/10 focusing on DfE menu mapping.

APPENDIX I:

Pupil Premium Strategy: Governor/Trust Board Dashboard (2025–26)

This dashboard provides a one-page summary of key performance indicators (KPIs), impact measures, and assurance routines for Pupil Premium provision across ACT MAT. It supports strategic oversight, governor challenge, and inspection readiness.

KPI / Assurance Area	Target / Expectation	Current Status	Notes / Actions
Publication Compliance	100% academies publish DfE-compliant PP strategy by 31 Dec		Check websites; escalate if non-compliant

KPI / Assurance Area	Target / Expectation	Current Status	Notes / Actions
Intervention Fidelity	100% interventions have entry/exit data and fidelity logs		Review logs; QA during AIV
Tutoring Impact	≥80% tutored PP pupils show positive exit gains		Analyse diagnostics; adjust provision if below target
Attendance	PP attendance +2.0pp vs baseline; PA reduced by 25%		Monitor SchoolBi dashboard; trigger early warning for PA
Priority 5: Enrichment & Leadership	Increase PP uptake in enrichment/leadership (academy-set targets)		Review participation dashboards; close barriers
Priority 5: Pupil Voice Actions	Termly pupil voice actions closed and evidenced		Check "You said → We did" logs; confirm impact
Safeguarding & Compliance	Met (all checks complete)		Confirm safeguarding audit; address any amber risks
Summary of Strengths	E.g., High tutoring impact; strong enrichment participation		Populate from termly MAT review
Areas for Development	E.g., Attendance PA remains high for PP+SEND		Agree actions and support for next term

Data Source: SchoolBi dashboards, intervention logs, enrichment trackers, pupil voice records. Reviewed termly at MAT level; actions reported to LGB and Trust Board.