

## Pupil Premium Policy

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| Committee   | Full Governing Body |
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## 1. Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible.
- Set out **how the school will make decisions** on pupil premium spending.
- **Summarise the roles and responsibilities of those involved** in managing the pupil premium in school.

## 2. Legislation and guidance

This policy is based on the pupil premium allocations and conditions of grant guidance 2025 to 2026, published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

## 3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so they can reach their full potential.

## 4. Use of the grant

As a school with a recorded 48% pupil premium students, we have high numbers of students who need support with learning. It is our aim that all students at Deptford Green School make great progress regardless of their background. The key strategy to improve the outcomes of disadvantaged students is quality first teaching and excellent pastoral care through a broad and balanced curriculum. We are aware the barriers to learning can be varied but we know absence from school, lack of parental engagement, access to books and technology and support for improved emotional, social, and mental health are key issues facing the school.

Therefore, our main strategy is simple: to ensure disadvantaged pupils make progress in line with all pupils nationally. Our aim is to provide disadvantaged

students with access to a rich curriculum and numerous enrichment opportunities which will broaden their horizons and ignite a love of learning, turning them into life-long learners. The Pupil Premium is an additional fund of money that we receive from the government to ensure that all students are given an equal opportunity to make progress and develop the skill and attributes that will support our aspiration for successful and happy adult lives for all our student community. To aid our curriculum and pastoral delivery, we use the research reports from Educational Endowment Fund guide published by the Education Endowment Foundation (EEF) for example, in literacy, reading, transition from Year 6 to Year 7, numeracy to framework curriculum planning.

The school policy has a 3-tier approach as follows guidance from DfE. High quality teaching is key to our offer. We use educational research and ensure literacy, numeracy and reading are the foundation for learning. These along with computing skills are built into subject schemes of work. Staff have weekly CPD training through subject meetings, working parties and bitesize sessions. Targeted academic support takes the form of staff identifying students who are falling behind in their learning through formative assessment, calendared data submissions and summative tests. This can lead to literacy, numeracy, SEND interventions and wider strategies. For example, intervention is available to close the gaps in learning in English and Maths. Other strategies include breakfast clubs, Jamie Oliver Project, mentoring, Sanctuary provision, Pastoral Leaders, GREAT Bounce Back, Reflection Room, Behaviour mentors, Place2Be, a counselling service, enrichment clubs, careers activities and links to external agencies.

From last year's plan, the school can show the impact of activities. Staff using research to plan and deliver their lessons, increased purchasing of current fiction books and graphical novels have led to an increase in reading score and engagement. English and Maths teachers were employed using the National Tutoring Programme to support identified students. They worked closely with class teachers to provide a stemless programme and enable students to provide personalised support. The EAL team provides strong support for students who speak another language. The work of pastoral assistants and leaders enable school attendance (92.5%) to be higher than national average and remains high. The services of Place2Be have been invaluable in supporting student well-being. There has been an increase in the service, particularly with boys self-referring. The team is supporting this by being much more visible around the school and training. Student Mental Health Ambassadors. Literacy and numeracy staff identified gaps in students learning and adapted work to ensure core skills were revisited and embedded. The library along with Literacy Lead made online books available with LORIC reading points being awarded for students reading and gaining rewards.

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's requirements on what maintained schools must publish online and using the templates on GOV.UK.

Our pupil premium strategy is available here [Pupil Premium Strategy 2025-28](#). Information on how the school uses the pupil premium is available here: [About DGS pupil premium](#)

## 5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in year 7 to year 11. Eligible pupils fall into the categories explained below.

### 5.1 Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

### 5.2 Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority (LA) in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

### 5.3 Post looked-after children

Pupils recorded in the most recent October census who were:

- Looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order
- In state care from outside England and Wales before being adopted

## 5.4 Ever 6 service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces.
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census.
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

## 6. Roles and responsibilities

### 6.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring it is implemented across the school.
- Ensuring all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces.
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding.
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis.
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

### 6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy.
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant.

- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding.
- Monitoring whether the school is ensuring value for money in its use of the pupil premium.
- Challenging the headteacher to use the pupil premium in the most effective way.
- Setting the school's ethos and values around supporting disadvantaged members of the school community.

### 6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis.
- Setting high expectations for all pupils, including those eligible for the pupil premium.
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium and highlighting these individuals to the senior leadership team.
- Sharing insights into effective practice with other school staff.

### 6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying eligible looked-after children and informing the local authority.
- Making sure methods for allocating and spending ensure that looked-after children benefit without delay.
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way.
- Demonstrating how pupil premium funding is raising the achievement of looked-after children.

Virtual school heads oversee promoting the educational achievement of all the children looked after by the local authority they work for.

## 7. Monitoring arrangements

This policy will be reviewed annually by the Director of Finance and Resources. At every review, the policy will be shared with the governing board.

## 8. Links with other policies

This policy is linked to:

Teaching and Learning Policy.

Behaviour for Learning Policy

Equality Policy.