



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

Happy Children and Limitless Learning in an Anglican Christian School A place where everyone can flourish

Reviewed	Agreed by Staff	Agreed by Governors	Review Date
September 2023	September 2023	September 2023	September 2024

At Old Bexley CE Primary School, we aim to provide the best possible education for each child within the context of a caring Christian community.

Our school values are the Fruit of the Spirit – Love, Joy, Peace, Patience, Goodness, Kindness, Faithfulness, Gentleness and Self-Control (Galatians 5: 22-23) These values promote inclusion, respect and empathy whilst our broad and balanced curriculum inspires aspirational, lifelong learners. They underpin all aspects of school life, including behaviour and relationships within the school.

Pupil Premium Policy

1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that 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 Conditions of Grant Guidance \(2020-21\)](#) and the [Coronavirus Catch-up Premium](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [Virtual School Heads' Responsibilities Concerning the Pupil Premium](#), and the [Service Premium](#).

In addition, this policy refers to the DfE's information on [What Academies Should Publish Online](#), and complies with our funding agreement and articles of association.

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.

Evidence shows that children from disadvantaged backgrounds:

- generally, face extra challenges in reaching their potential at school
- often do not perform as well as 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 that they can reach their full potential.

4. Use of the Grant

The decisions we make on how to use the funding to improve the progress and attainment of the eligible students will be based on guidance and research provided by the [Education Endowment Foundation](#) and other educational research bodies, as well as our analysis of the specific needs of our school and wider community, and take group and individual needs into account. The School use The Learning Together Partnership and Parent Forum to engage with parents, listening to their view on the needs of their child/children, helping them to support their progress and attainment.

Evidence shows that the most effective schools narrow the achievement gap through a combination of high quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations and targeted catch-up and enrichment activities. We intend to use the Pupil Premium grant to develop these practices at Old Bexley CE Primary School and increase student achievement.

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants and/ or teachers
- Running catch-up sessions (for example, for children who need extra help with maths or literacy)
- Funding educational trips and visits
- Funding uniform, including P.E kit
- Training for staff in specialist areas (for example, Mental Health First Aiders)
- Providing specialist support (for example, Play Therapist)

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

Our Pupil Premium Strategy is available [on our website](#).

5. Eligible Pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Nursery to Year 6.

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent January 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 January census.

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 in England or Wales.

5.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision 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.

5.4 Ever 6 service children

Pupils:

- 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 January 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 Head Teacher and Senior Leadership Team

The Head Teacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that 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

- Monitoring the impact of the Learning Together Partnership
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- 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 Head Teacher 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 Head Teacher, 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 Head Teacher 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
- Hold termly meeting with Parents / Carers and pupils to set targets for The Learning Together Partnership and deliver the programme.
- 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 the 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 are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Appeal

Any appeals against this policy will be through the school's "Complaints Procedure".

8. Monitoring arrangements

This policy will be reviewed annually by the Head Teacher and SLT. At every review, the policy will be shared with the governing board.