



SS. Osmund & Andrew's RCP School

PUPIL PREMIUM POLICY

***Together in Love, Growing in Faith, A Journey of Hope.
Together in Love, Faith and Hope.***

Reviewed June 2026

This policy will be reviewed in line with the policy review cycle.

“Let the little children come to me, and do not hinder them.”
— Mark's Gospel 10:14

Mission Statement

Together in Love. Growing in Faith. A journey of Hope.

Statement of Intent

At SS Osmund & Andrew's, our Pupil Premium (PP) strategy is rooted in the belief that socio-economic disadvantage should never be a barrier to academic excellence or spiritual growth. In line with our mission to "leave no one behind," we ensure that Pupil Premium funding is used to provide high-quality teaching and targeted support, ensuring every child reaches their full potential.

"A voice of one calling in the wilderness, 'Prepare the way for the Lord, make straight paths for him. Every valley shall be filled in, every mountain and hill made low. The crooked roads shall become straight, the rough ways smooth.'" **Luke 3:4-5** (quoting Isaiah)

The "Quality First" Approach

We recognise that the single most effective lever in closing the attainment gap is **High-Quality Teaching**. Therefore, our Pupil Premium strategy is inextricably linked to our **Adaptive Teaching Policy**.

We expect teachers to use PP funding to facilitate:

1. **Removing Barriers:** Using pre-teaching and visual scaffolds to ensure PP pupils access the full curriculum.
2. **Vocabulary Acquisition:** Explicitly targeting "the word gap" for disadvantaged learners.
3. **Metacognition:** Using chunked instructions and dual coding to help pupils become self-regulated learners.

Teacher and TA Accountability

It is a non-negotiable expectation at SS Osmund & Andrew's that all staff (Teachers and TAs) possess a deep understanding of their disadvantaged cohort:

- **Identification:** Every teacher and TA must be able to instantly name the Pupil Premium children in their care.
- **Barriers to Learning:** Staff must be able to articulate the specific, individual barriers to learning for each PP child (e.g., lack of quiet study space, limited access to books, low oral language skills, or attendance issues).
- **Impact Tracking:** Teachers must be able to demonstrate, through book looks and data, that PP pupils are making progress at least in line with their non-disadvantaged peers.

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Classroom-Led Spending & Mapping

We believe that those closest to the child—the teachers—are best placed to identify how funding can most effectively be utilised.

- **Financial Mapping:** Teachers are responsible for mapping out how specific portions of the PP budget (delegated to the classroom/year group level) are spent to support their pupils.
- **Evidence-Based Choices:** Spending must be mapped against specific interventions or resources (e.g., specific reading software, subsidised music lessons, or 1:1 phonics sessions) and recorded on the school's **Provision Map**.
- **Impact Monitoring:** During termly **Pupil Progress Meetings**, teachers will be asked to justify the spending of these funds by showing the direct correlation between the expenditure and the child's academic or pastoral progress.

The Role of Support Staff

Just as with our SEND pupils, TAs must not provide "Velcro support" to Pupil Premium children. Instead:

- TAs will be used to facilitate **targeted small-group interventions** based on the teacher's mapping.
- TAs will focus on building the **independence** of disadvantaged learners, ensuring they have the confidence to tackle "Greater Depth" tasks without constant adult reassurance.

Monitoring and Review

The Pupil Premium Lead and Headteacher will conduct regular "Disadvantaged Deep Dives," which include:

- Interviews with teachers regarding their PP mapping.
- Discussions with TAs about their understanding of pupil barriers.
- Pupil voice sessions to ensure children feel supported and challenged.

Through monitoring and review, teachers must be able to demonstrate their practice, allocation of resources and the measurable impact it has on pupil progress. We do not accept "glass ceilings"; we provide the ladder for every child to reach the top.

Date: June 2026