

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	OSMANI PRIMARY SCHOOL
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	22% (95pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3YEARS
Date this statement was published	SEPTEMBER 2021
Date on which it will be reviewed	DECEMBER 2022
Statement authorised by	REMI ATOYEBI
Pupil premium lead	PENNY SEYMOUR
Governor / Trustee lead	DR ROGER COURTENAY

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127, 775
Recovery premium funding allocation this academic year	£ 13,100
School Led Tutoring	£ 11, 340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£152,215

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our intent is to close the attainment and progress gap between disadvantaged and non-disadvantaged pupils by continuing to raise attainment in English and Mathematics to NATIONAL STANDARD AND HIGHER STANDARD of all pupils including those that are disadvantaged and those with SEND.

How does your current pupil premium strategy plan work towards achieving those objectives?

As a school, we are working towards the above objective through:

- the use of 3 assessment points and data analysis to identify the needs of pupils and to inform our interventions.
- Assessments are undertaken by specialists e.g. EP, SALT and the outcomes of these assessments are used to plan targeted and time bound interventions.
- Teachers carry out mid point assessment reviews and identify any pupil causing concern, e.g. making slow progress, social or emotional difficulties, attendance issues.

What are the key principles of your strategy plan?

Evaluation reports from the Education Endowment Fund are used to identify the most effective interventions.

Ongoing evaluation of the impact of approaches/interventions adopted by the school allows us to monitor their effectiveness.

From prior successful implementation, the approaches/interventions below have proven to be effective in closing the gap in progress and attainment of our pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attainment/slow progress
2	Speech, language and communication needs
3	Autism
4	Pastoral needs e.g. social, emotional and wellbeing
5	High levels of deprivation/Poor Housing/Overcrowding
6	Attendance
7	Parental engagement
8	Mobility including those New to English/country
9	Low engagement in enrichment activities

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils make expected progress or are at Age Related Expectations from their starting point.	The gap in attainment between disadvantaged and non disadvantaged pupils is narrowed or eliminated.

Activities in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 13,100 (Recovery Premium)

£11,340 (School Led Tutoring)

Total: £24,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Catch Up	EEF:Phonics https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1
Additional Guided Reading sessions	EEF:Reading Comprehension Strategies https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	1

Targeted academic support

Budgeted cost: £81,363

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teacher for (POD) Place Of Discovery to close the gap for the lowest achieving and SEND pupils Years 1 (0.4) Year 2 (0.4)	EEF:Small Group Tuition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 2
Additional Teacher for Year 6(0.4)	EEF:Small Group Tuition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/	1
Dedicated teacher pupil conferencing time.	EEF: Feedback https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/	1
Accelerate pupils' progress in Literacy and Numeracy through specific intervention	EEF: Small Group Tuition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1

such as the 1st class@ numbers, ELS.	org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	
Support for children who are New to English in acquiring basic conversational language in order to access the curriculum.	EEF: Small Group Tuition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	8
Year 6 After school booster classes	EEF: Small Group Tuition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 49,412

Activity	Evidence that supports this approach	Challenge number(s) addressed
CURRICULUM TRIPS FOR ALL YEAR GROUPS: Improve the quality of pupils writing by giving them a context and purpose for writing.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	9
LUNCH TIME HOMEWORK CLUB: Support for pupils who lack support at home e.g parents do not have the skills to support their child's learning.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/	9
ARTIST IN RESIDENCE DAYS: Develop pupils artistic skills.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	9
YEAR 6 AWARD LESSONS: To nurture and develop musical skills of talented pupils (Cello/violin-THAMES)	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	9

UP FOUNDATION THERAPEUTIC SERVICE: Support pupils with barriers to learning e.g. social skills, concentration, confidence and self esteem	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	4
ATTENDANCE AND WELFARE SUPPORT: Support in improving pupils attendance and punctuality	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/	6,7,8

Total budgeted cost: £ 152,217

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, however, as a school we have used standardised teacher administered tests to evaluate the impact of our pupil premium strategy on pupil outcomes.

KS1 PUPILS ACHIEVING EXPECTED STANDARD IN READING, WRITING AND MATHS.

FSM - 13% (15 children)

NON-FSM - 32% (38 children)

KS2 PUPILS ACHIEVING EXPECTED STANDARD IN READING, WRITING AND MATHS.

FSM - 71% (17 children)

NON-FSM - 79% (42 children)

Attainment AP3 19.0 points					Progress AP3 3.0-4.0 points					Year 1 Indigo
R	W	S	M	AVE	R	W	S	M	ALL	
16.1	16.4	16.4	16.6	16.4	3.1	3.7	3.7	3.6	3.5	All (26)
16.4	17.0	16.8	17.0	16.8	2.5	3.5	3.4	3.5	3.2	Disadvantaged (8)
16.0	16.2	16.2	16.4	16.2	3.4	3.8	3.8	3.7	3.7	Non-Disadvantaged (18)

Attainment AP3 19.0 points					Progress AP3 3.0-4.0 points					Year 1 Sapphire
R	W	S	M	AVE	R	W	S	M	ALL	
16.7	16.6	16.6	17.1	16.8	3.7	3.5	3.5	3.6	3.6	All (27)

16.3	16.5	16.5	17.3	16.7	2.7	2.8	2.8	3.3	2.9	Disadvantaged (3)
16.7	16.6	16.6	17.1	16.8	3.9	3.6	3.6	3.7	3.7	Non-Disadvantaged (24)

Attainment AP3 22.0 points					Progress AP3 3.0-4.0 points					Year 2 Lilac
R	W	S	M	AVE	R	W	S	M	ALL	
19.4	19.3	19.3	19.7	19.4	3.4	3.0	3.0	3.0	3.1	All (26)
17.6	17.1	17.1	17.5	17.3	3.4	2.4	2.4	2.8	2.7	Disadvantaged (7)
20.1	20.1	20.1	20.5	20.2	3.4	3.1	3.2	3.1	3.2	Non-Disadvantaged (19)

Attainment AP3 22.0 points					Progress AP3 3.0-4.0 points					Year 2 Violet
R	W	S	M	AVE	R	W	S	M	ALL	
20.2	20.2	20.2	20.6	20.3	3.3	3.0	3.1	3.4	3.2	All (26)
21.3	21.4	21.4	21.0	21.3	3.4	3.3	3.3	3.2	3.3	Disadvantaged (5)
20.0	19.9	19.9	20.5	20.1	3.3	3.0	3.0	3.5	3.2	Non-Disadvantaged (21)

Attainment AP3 25.0 points					Progress AP3 3.0-4.0 points					Year 3 Gold
R	W	S	M	AVE	R	W	S	M	ALL	
22.6	22.5	22.6	22.8	22.6	2.3	2.3	2.2	2.4	2.3	All (23)
23.2	23.1	23.4	23.5	23.3	2.0	2.0	2.1	2.2	2.1	Disadvantaged (7)
22.3	22.2	22.3	22.6	22.3	2.5	2.5	2.3	2.6	2.5	Non-Disadvantaged (16)

Attainment AP3 25.0 points					Progress AP3 3.0-4.0 points					Year 3 Orange
R	W	S	M	AVE	R	W	S	M	ALL	

23.2	23.0	23.0	23.3	23.1	3.1	3.0	2.9	3.0	3.0	All (26)
25.0	24.5	25.0	25.0	24.9	3.0	3.0	3.0	3.0	3.0	Disadvantaged (1)
23.1	23.0	22.9	23.2	23.1	3.1	2.9	2.9	3.0	3.0	Non-Disadvantaged (25)

Attainment AP3 28.0 points					Progress AP3 3.0-4.0 points					Year 4 Amber
R	W	S	M	AVE	R	W	S	M	ALL	
26.9	27.1	26.6	27.0	26.9	3.0	3.4	2.8	3.3	3.1	All (30)
26.9	27.2	26.4	27.0	26.9	3.1	3.4	2.8	3.3	3.2	Disadvantaged (9)
27.0	27.1	26.7	26.9	26.9	3.0	3.3	2.9	3.3	3.1	Non-Disadvantaged (21)

Attainment AP3 28.0 points					Progress AP3 3.0-4.0 points					Year 4 Saffron
R	W	S	M	AVE	R	W	S	M	ALL	
26.1	26.3	25.9	26.2	26.1	3.0	3.1	3.2	3.1	3.1	All (31)
25.2	25.6	25.0	25.6	25.4	2.7	3.0	2.9	2.8	2.9	Disadvantaged (13)
26.8	26.8	26.5	26.7	26.7	3.1	3.3	3.4	3.3	3.3	Non-Disadvantaged (18)

Attainment AP3 31.0 points					Progress AP3 3.0-4.0 points					Year 5 Emerald
R	W	S	M	AVE	R	W	S	M	ALL	
29.7	29.8	30.1	30.1	29.9	3.8	3.8	4.3	3.6	3.9	All (29)
30.4	30.4	30.7	30.3	30.5	3.8	3.7	4.1	3.5	3.8	Disadvantaged (20)
28.3	28.3	28.8	29.5	28.7	3.9	3.9	4.6	3.9	4.1	Non-Disadvantaged (9)

Attainment AP3 31.0 points					Progress AP3 3.0-4.0 points					Year 5 Jade
R	W	S	M	AVE	R	W	S	M	ALL	
29.3	28.5	29.0	29.0	28.9	3.5	2.9	3.7	3.2	3.3	All (31)
29.0	28.1	28.6	28.5	28.6	3.2	2.7	3.4	2.8	3.0	Disadvantaged (21)
29.8	29.2	29.9	29.9	29.7	4.1	3.3	4.2	3.9	3.9	Non-Disadvantaged (10)

Attainment AP3 34.0 Points					Progress AP3 3.0-4.0 points					Year 6 Aqua
R	W	S	M	AVE	R	W	S	M	ALL	
32.7	32.1	32.5	33.1	32.6	3.6	3.3	3.3	4.2	3.6	All (29)
34.0	33.7	34.1	33.8	33.9	4.3	4.3	4.2	4.3	4.3	Disadvantaged (19)
30.1	29.1	29.5	31.8	30.1	2.8	2.0	2.2	4.5	2.9	Non-Disadvantaged (10)

Attainment AP3 34.0 Points					Progress AP3 3.0-4.0 points					Year 6 Turquoise
R	W	S	M	AVE	R	W	S	M	ALL	
33.5	32.7	33.5	33.7	33.4	4.9	4.3	4.8	4.2	4.5	All (30)
34.1	33.2	34.3	34.2	34.0	4.5	3.6	4.7	4.6	4.3	Disadvantaged (9)
33.2	32.5	33.1	33.5	33.1	5.0	4.6	4.9	4.1	4.6	Non-Disadvantaged (21)

Externally provided programme

Programme	Provider
Social, Emotional, Psychological Support	UP Foundation
Artist in Residence	BowArts
Speech and Language Therapy	Blossom Tree

Further information

Educational Psychologist 10 days a year

Specialist Literacy teacher 0.5 days a week

Speech and Language Therapist Blossom Tree

EY and KS1 1.5 days a week

Speech and Language Therapist Blossom Tree

KS2 1 day a week