

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	<b>OSMANI PRIMARY SCHOOL</b>
Number of pupils in school	<b>454</b>
Proportion (%) of pupil premium eligible pupils	<b>30% (134 pupils)</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>3YEARS</b>
Date this statement was published	<b>SEPTEMBER 2022</b>
Date on which it will be reviewed	<b>DECEMBER 2023</b>
Statement authorised by	<b>REMI ATOYEBI</b>
Pupil premium lead	<b>PENNY SEYMOUR</b>
Governor / Trustee lead	<b>DR ROGER COURTENAY</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,440.00
Recovery premium funding allocation this academic year	£ 16,675.00
School Led Tutoring	£ 7,762.50 <b>(£24,437.50)</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£223,877.50</b>

## 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: £ 16, 675.00 (Recovery Premium)**

**£ 7,762.50 (School Led Tutoring)**

**Total: (£24,437.50)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Catch Up	EEF:Phonics <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	1
Additional Guided Reading sessions	EEF:Reading Comprehension Strategies <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-le">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-le</a>	1

	<a href="#">arning-toolkit/reading-comprehension-strategies/</a>	
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## Targeted academic support

**Budgeted cost: £142,340.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teacher for (POD) <b>Place Of Discovery</b> to close the gap for the lowest achieving and SEND pupils  Years 1 (0.4)  Year 2 (0.4)	EEF:Small Group Tuition  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1, 2
Y3&4 POD (0.4)	EEF:Small Group Tuition  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1,2
Additional Teacher for Year 6(0.4)	EEF:Small Group Tuition  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/</a>	1
Dedicated teacher pupil conferencing time.	EEF: Feedback  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a>	1
Accelerate pupils' progress in Literacy and Numeracy	EEF: Small Group Tuition <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1

through specific intervention such as the 1st class@ numbers, ELS.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	
Support for children who are New to English in acquiring basic conversational language in order to access the curriculum. (0.4)	EEF: Small Group Tuition <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	8
Year 6 After school booster classes	EEF: Small Group Tuition <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1

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

**Budgeted cost: £ 57,102.00**

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

<b>YEAR 6 AWARD LESSONS:</b> To nurture and develop musical skills of talented pupils (Cello/violin-THAMES)	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a>	9
<b>UP FOUNDATION THERAPEUTIC SERVICE:</b> Support pupils with barriers to learning e.g. social skills, concentration, confidence and self esteem	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>	4
<b>ATTENDANCE AND WELFARE SUPPORT:</b> Support in improving pupils attendance and punctuality	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a>	6,7,8

**Total budgeted cost: £223,877.50**

## 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

## 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 2022 to 2023 academic year.

#### **2022-2023 PUPIL PREMIUM SPENDING OUTCOMES**

##### **Percentage of KS2 pupils achieving Expected Standard and above**

61 Pupils	Reading, Writing and Maths		Reading		Writing		Maths	
	School %	National %	School %	National %	School %	National %	School %	National %
Non-disadvantaged pupils (40 pupils)	80%	67%	95%	79%	90%	78%	90%	80%
Disadvantaged pupils (21 pupils)	71%	44%	71%	61%	81%	58%	81%	59%

##### **Progress score from KS1 to KS2**

61 Pupils	Reading, Writing and Maths		Reading		Writing		Maths	
	School %	National %	School %	National %	School %	National %	School %	National %
Non-disadvantaged pupils (40 pupils)	80%		90%		80%		100%	
Disadvantaged pupils (21 pupils)	90%		83%		100%		95%	



### 2022-23 Expected Attainment and Progress Years 1-5

***In order to close the attainment gap caused by Covid-19, the school expected accelerated progress of at least 4 points rather than the usual 3 points.***

Attainment Assessment Point 3 19 points					Progress Assessment Point 3 4 points					Year 1 Indigo
R	W	S	M	AVE	R	W	S	M	ALL	
17.9	17.5	17.6	18.0	17.8	3.5	3.8	3.8	3.5	3.6	All (30)
17.9	17.8	17.8	18.2	17.9	3.1	3.8	3.8	3.4	3.5	Disadvantaged (8)
17.9	17.5	17.5	17.9	17.7	3.7	3.8	3.8	3.6	3.7	Non-Disadvantaged (22)

Attainment Assessment Point 3 19 points					Progress Assessment Point 3 4 points					Year 1 Sapphire
R	W	S	M	AVE	R	W	S	M	ALL	
17.6	18.0	18.0	18.0	17.9	3.2	3.7	3.7	3.6	3.5	All (28)
18.1	18.5	18.5	18.4	18.4	3.3	3.5	3.5	3.3	3.4	Disadvantaged (6)
17.4	17.8	17.8	17.9	17.7	3.2	3.7	3.7	3.7	3.6	Non-Disadvantaged (22)

Attainment Assessment Point 3 22 points					Progress Assessment Point 3 4 points					Year 2 Lilac
R	W	S	M	AVE	R	W	S	M	ALL	
20.7	20.6	20.6	20.9	20.7	3.6	3.6	3.6	3.6	3.6	All (28)
19.8	20.0	20.0	20.1	19.9	3.3	3.6	3.6	3.5	3.5	Disadvantaged (10)
21.3	21.0	21.0	21.3	21.2	3.8	3.6	3.6	3.7	3.7	Non-Disadvantaged (18)

Attainment Assessment Point 3 22 points					Progress Assessment Point 3 4 points					Year 2 Violet
R	W	S	M	AVE	R	W	S	M	ALL	
20.5	20.2	20.5	20.5	20.4	3.1	2.8	3.1	2.8	3.0	All (29)
19.9	19.4	19.8	19.6	19.7	3.1	2.5	2.9	2.6	2.8	Disadvantaged (10)
20.8	20.7	20.9	21.0	20.8	3.1	3.0	3.2	2.9	3.1	Non-Disadvantaged (19)

Attainment Assessment Point 3 25 points					Progress Assessment Point 3 4 points					Year 3 Gold
R	W	S	M	AVE	R	W	S	M	ALL	
25.0	24.8	24.8	25.0	24.9	3.0	2.9	2.9	3.2	3.0	All (23)
24.5	24.2	24.2	24.6	24.4	2.9	2.8	2.8	3.2	2.9	Disadvantaged (8)
25.2	25.1	25.1	25.2	25.2	3.1	3.0	3.0	3.1	3.1	Non-Disadvantaged (15)

Attainment Assessment Point 3 25 points					Progress Assessment Point 3 4 points					Year 3 Orange
R	W	S	M	AVE	R	W	S	M	ALL	
23.3	23.1	23.1	23.7	23.3	2.9	2.7	2.7	2.8	2.8	All (27)
23.3	22.9	22.9	23.6	23.2	2.9	2.6	2.6	2.7	2.7	Disadvantaged (9)
23.3	23.1	23.1	23.8	23.3	2.9	2.8	2.8	2.9	2.8	Non-Disadvantaged (18)

Attainment Assessment Point 3 28 points					Progress Assessment Point 3 4 points					Year 4 Amber
R	W	S	M	AVE	R	W	S	M	ALL	
25.9	25.5	25.5	26.6	25.9	3.8	3.8	4.0	3.9	3.9	All (27)
26.6	26.3	26.3	26.8	26.5	3.5	3.4	3.6	3.6	3.5	Disadvantaged (9)
25.5	25.1	25.1	26.5	25.5	4.0	4.1	4.2	4.0	4.1	Non-Disadvantaged (18)

Attainment Assessment Point 3 28 points					Progress Assessment Point 3 4 points					Year 4 Saffron
R	W	S	M	AVE	R	W	S	M	ALL	
26.6	25.8	25.9	26.6	26.2	3.3	3.6	3.6	3.5	3.5	All (28)
28.4	27.0	27.2	27.8	27.6	3.2	2.9	3.0	3.4	3.1	Disadvantaged (7)
26.0	25.3	25.4	26.2	25.7	3.4	3.8	3.9	3.5	3.6	Non-Disadvantaged (21)

Attainment Assessment Point 3 31 points					Progress Assessment Point 3 4 points					Year 5 Emerald
R	W	S	M	AVE	R	W	S	M	ALL	
30.1	29.9	29.4	30.2	29.9	3.7	3.5	3.1	3.4	3.5	All (24)
30.6	29.8	29.5	30.4	30.1	3.6	3.0	2.9	3.2	3.2	Disadvantaged (5)
30.0	29.9	29.4	30.2	29.9	3.8	3.6	3.2	3.5	3.5	Non-Disadvantaged (19)

Attainment Assessment Point 3 31 points					Progress Assessment Point 3 4 points					Year 5 Jade
R	W	S	M	AVE	R	W	S	M	ALL	
30.7	29.9	29.7	30.1	30.1	4.5	3.9	3.6	3.4	3.9	All (28)
31.7	31.1	30.9	31.1	31.2	4.7	4.4	4.0	3.9	4.2	Disadvantaged (7)
30.4	29.5	29.3	29.7	29.7	4.5	3.7	3.5	3.3	3.7	Non-Disadvantaged (21)