

Osmani Primary School
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Pupil Premium Policy

1. At Osmani, we value:

1. Difference and respect each other
2. Health and Wellbeing
3. High aspirations and enjoyment of learning
4. Honest feedback to one another
5. Supporting and empowering each other

2. SCHOOL VISION STATEMENT

Our purpose is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

3. Therefore we aim to:

Foster the enjoyment of learning by

- having the highest expectations of achievement
- providing a broad, balanced and enriched curriculum
- teaching and learning in varied and creative ways
- encouraging talking, questioning, curious and open minds
- being open to change and innovation in order to improve

Promote the health and wellbeing of all by

- valuing everyone equally and believing that everyone is important
- giving everyone the opportunities to develop their potential
- supporting and promoting a safe and healthy lifestyle
- having the highest expectations of behaviour
- developing high quality relationships between all members of the school community

Promote a collaborative community by

- valuing our differences and learning from each other
- listening to each other and working co-operatively in groups and teams
- working with our parents and carers, other schools, organisations, businesses, local, national and international communities
- letting each other know how well we are doing and how to do even better

Prepare for our future wellbeing by

- caring for the school environment and the wider environment
- thinking about the future and our roles and responsibilities as citizens
- being ready for opportunities and challenges
- aiming to become life-long learners

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4. Equal Opportunities and the Single Equality Scheme

The school aims to provide equal access for all children to all areas of the curriculum and to work within the single equality framework/scheme. Every effort is made to implement equality of opportunity for every child regardless of **sex, race, age, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity** – in the classroom, playground and all communal areas (within the constraints of the building).

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect in order to foster a cohesive community.

Osmani Primary School
Pupil Premium Policy

Principles

The Staff and Governors of Osmani are totally committed to ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all of the pupils so that all make maximum progress and reach their potential.

Our school welcomes and shares the government's aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners.

We recognise that the pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being. This approach will also ensure value for money and economies of scale.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Provision

We are committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. All our work through the pupil premium will be aimed at accelerating progress and moving children to at least age related expectations. Initially this will be in Communication, English and Maths. The range of provision the Governors may consider making for this group could include:

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- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through learning mentors, trained Teaching Assistants or external agencies such as Specific Literacy Difficulty teacher, Speech and Language Therapists.
- extended school provision including **booster classes**
- Pupil premium resources may also be used to target able children on FSM to achieve Level 3, Level 5 or Level 6

Rationale for decisions about provision

Pupil Premium Funding will be used in the first instance to support the learning needs of children in receipt of free school meals who need extra support, however, this provision may well also include other children who have been identified as 'vulnerable'.

Following Pupil Progress Meetings, the school's leadership team will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going and fixed point assessment to identify children's learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child's needs at the time. The Inclusion and Intervention Managers plays a crucial role in this process. We always seek to provide outstanding quality first teaching for all pupils. Timely, precision teaching and time bound intervention is also used to maximise pupils' progress and attainment.

When considering the deployment and funding of additional support through pupil premium and other school budget monies, we take into account carefully the following options in-order to maximise the impact for the pupil:

- facilitating pupils' access to learning
- facilitating pupils' access to the school's curriculum
- support in addition to the provision made in the classroom e.g. specific or targeted interventions programmes
- Additional opportunities to enhance or complement the school offer e.g. after school clubs, holiday clubs etc.
- alternative support and intervention,

Where it is considered that there is a need for alternative provision from external providers that complements the school's offer, the Head Teacher will agree this following discussion and advice from colleagues and the relevant agencies.

Monitoring and Evaluating Provision

Once decided, additional provision is monitored session by session by those staff providing support and the Inclusion and Intervention Managers. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated

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through pupil progress meetings and meetings to review the impact of interventions.

In evaluating effectiveness, a range of evidence is used including:

- attainment and progress outcomes;
- feedback from staff, the child, parents and other professionals who may be involved;
- examples of learning through photographs, recorded learning, transcriptions or tapes of what the child says;
- anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

The governors' Operations Committee will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

Reporting

The Headteacher, or a delegated member of senior staff, will produce regular reports for the Governors' Standards and curriculum and Operations Committees. This report will include:

- the progress made towards narrowing the gap, by year group, for children eligible for the pupil premium
- an outline of the provision and the impact of this provision on narrowing the gap
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support
- the average progress of these pupils receiving support funded from pupil premium
- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- comparative progress and attainment data for all non-socially disadvantaged pupils by year group
- provide comparative data showing our school's progress relative to other schools nationally through data supplied in the annual RAISEonline report
- an outline of the provision that was made since the last full Governing Body meeting
- include financial details of how pupil premium was spent and an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

Committee Chairs will share this report with the full governing body.

Reporting to Parents

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried

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out within the requirements published by the Department for Education and published on the school website. Parents/carers will be informed when this has been done via the school's Newsletter.

Appeals & Complaints

Any allegation, complaint, disagreement or appeal regarding the deployment of Pupil Premium Funding will be considered by a panel of Governors convened by the Chair of Governors, as necessary, for this purpose. The panel will only be convened in cases where the matter has not been resolved through the governor's complaints procedure.

Review

This policy will be reviewed at least every 3 years as part of the school's cycle, sooner in the case of new information, changes and/or legislation.

Appendices

A: Pupil premium grant expenditure: Report to governors

B: Pupil premium grant expenditure: Report to parents

C: Intervention Evaluation Record

Appendix A
Pupil premium grant expenditure: Report to governors: 20--/20--

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	
Total number of pupils eligible for PPG	
Amount of PPG received per pupil	
Total amount of PPG received	

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)			
	20--	20--	20--
% of pupils making expected progress in English			
% of pupils making expected progress in maths			
<i>Include additional performance measures relevant to your school phase</i>			

Summary of PPG spending 20--/--
Objectives in spending PPG:
Summary of spending and actions taken:
Outcomes to date:

Record of PPG spending by item/project 20--/--			
Item/project	Cost (hrs)	Objective	Outcome

Total PPG received	
Total PPG expenditure	
PPG remaining	

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Pupil premium grant expenditure: Report to parents: 20--/--

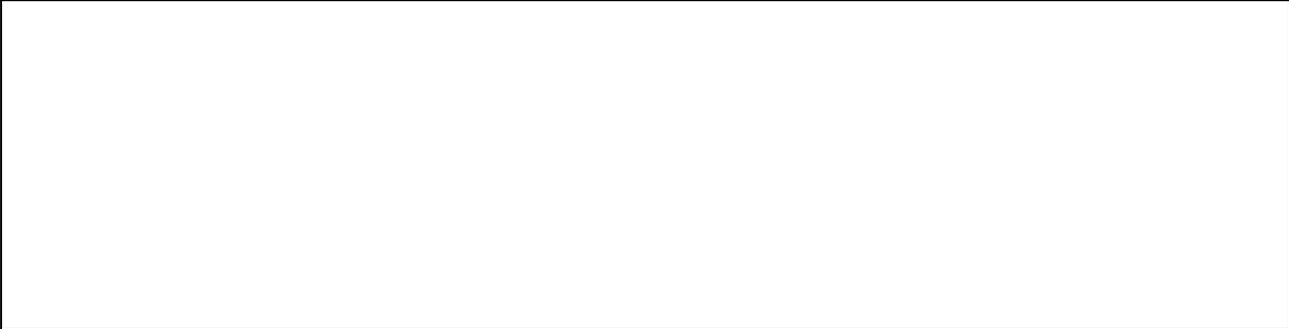
Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	
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Amount of PPG received per pupil	
Total amount of PPG received	

Nature of support 20--/--

Curriculum focus of PPG spending 20--/--

Measuring the impact of PPG spending



Appendix C:

Sample Intervention Evaluation Record

Year: 6 **Intervention:** Targeted Maths **Member of staff:**

Focus group: children working at L3b and below in Autumn 2011

Aim:

Delivery method:

Class based, withdrawal, group, 1-2-1

Other: class split for main Numeracy lesson 4-5 days per week

Children:	FSM Y/N	KS1 SATs			Summer 2011			Current level (Apr 2012)			Progress from end of KS1			Progress from Su.11		
		R	W	Ma	R	W	Ma	R	W	Ma	R	W	Ma	R	W	Ma
R					3c	3c	3c	4c	4c	4b				6	6	8
S		1a	1a	1b	4c	3a	3a	5c	4b	4b	20	16	18	6	4	4
A		2b	2b	2b	3a	3b	3b	4c	3a	4c	10	8	10	2	2	4
N		P8	P8	1c	2c	2c	2b	3a	3b	3c	17	15	12	10	8	4
T		2b	2c	2b	4c	3a	3c	4b	4c	4c	12	12	10	2	2	6
N		2b	2c	2c	3a	3b	3c	4b	4c	3a	12	12	10	4	4	4
N		2b	2b	2c	3a	3a	3c	4b	4c	3a	12	10	10	4	2	4
N		2b	2c	2c	3a	3a	3c	4b	4c	3a	12	10	10	4	2	4
D		W	W	W	1a	1b	2a	2a	2b	3c	14	12	16	6	6	2
M		2b	2c	2b	4c	3c	3c	5c	4c	3a	16	12	8	6	6	4
M		2c	1b	1a	4c	3b	3c	4b	4c	4c	14	16	14	2	4	6
T		2b	2c	2c	3a	3b	3c	4b	4c	4c	12	12	12	4	4	6

Outline of the work undertaken:

- Additional teacher 4x days per week with class split for Maths
- Booster classes 2x per week

Impact on attainment & progress:

- Significant progress in year, greater than expected rates
- Increase in percentage of children on track to make 2 levels progress – now 100%
- 3 children on track to make 3 levels progress
- 90% of group on track to achieve L4+ at end of year.

Impact on learning:

- Increased confidence
- Increased independence, developed over time

Planned next steps:

- Further differentiate to meet the needs of children working at L3c to secure 2 levels progress from KS1

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- Target N (L3a) and N (L3a) to secure 2 levels progress
- Increase children's ability to independently use and apply skills, knowledge and understanding
- Interpreting word problems, demonstrating understanding of what it is asking them to do
- Address key learning and associated key objectives – identified in pupil progress meetings