Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2026 to 2027 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	**400**
Proportion (%) of pupil premium eligible pupils	**33% (131 pupils)**
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	**3YEARS**
Date this statement was published	**OCTOBER 2026**
Date on which it will be reviewed	**DECEMBER 2027**
Statement authorised by	**REMI ATOYEBI**
Pupil premium lead	**ASMA HASSAN**
Governor / Trustee lead	**CHARLOTTE MENEFY**

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,450.00
Recovery premium funding allocation this academic year	£ 0
School Led Tutoring	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	**£215,450.00**

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	Social Emotional Mental Health (SEMH)
5	Pastoral needs e.g. wellbeing issues
6	High levels of deprivation/Poor Housing/Overcrowding/Domestic abuse/Drug and Alcohol misuse/Mental health
7	Attendance
8	Parental engagement
9	Mobility including those New to English/country
10	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.

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.

Targeted academic support

Budgeted cost: £116,199.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Circuit and Bucket Groups	EEF: Self Regulation and Executive Function https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function	2,3
Nuffield Early Language Intervention(NELI)	EEF:Oral Language Intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2

RWI Catch Up	EEF:Phonics https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1

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 2-6 mixed (0.4)	EEF:Small Group Tuition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 2
Year 4-6 mixed POD (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
Additional Literacy in Year 2	EEF:Small Group Tuition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1
Support for children who are new to English in acquiring basic	Learning Village: https://www.learningvillage.net/#:~:text=C	9

conversational language in order to access the curriculum. (0.4)	ommunity%20Village%20is%20a%20great%20educational%20program,level%20and%20continue%20to%20improve%20your%20skills.	
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: £ *99,251.00*

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

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

Speech and Language Therapist Blossom Tree

EY and KS1 1 day a week

Speech and Language Therapist Blossom Tree

KS2 1 day a week

Total budgeted cost: £ *215,450.00*

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 **2025 to 2026**