

Osmani Primary School
Vallance Road
London
E1 5AD

Tel: 020 7247 8909
Fax: 020 7247 9906
Email: admin@osmani.towerhamlets.sch.uk

www.osmani.towerhamlets.sch.uk



Reach For The Stars

Pupil Premium Policy

Our Motto

Reach For The Stars

Our Vision Statement

Our vision 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.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the UN Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.

Our Values

★ **Striving** **T**eamwork **A**ll Included **R**esponsibility **S**uccess ★

★ **Striving:** Our aim is that we are a school that:

- uses our **Growth Mind-set** (learning from mistakes and always willing to have a go)
- never gives up and always find ways of improving
- enjoys challenges and aims high

★ **Teamwork:** Our aim is that we are a school that:

- encourages and supports each other to be the best we can be
- learns from each other
- listens to and respects each other's ideas

★ **All Included:** Our aim is that we are a school that:

- has high expectations of everyone
- encourages everyone to take an active part in learning and life of our school
- nurtures and celebrates what makes each and every one of us unique

★ **Responsibility:** Our aim is that we are a school that:

- takes ownership of the choices we make
- takes ownership/charge of our own learning
- looks after each other and our school

★ **Success:** Our aim is that we are a school that:

- provides an education that encompasses academic, creative, social, emotional, physical and cultural development
- celebrates our efforts and achievements

Last Review Date: Autumn 2024

Next Review Date: Autumn 2026

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of cooperation, sharing and mutual respect.

This policy supports the school in addressing all of the UN Convention on the Rights of the Child.

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 provisions 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:

Last Review Date: Autumn 2024

Next Review Date: Autumn 2026

- 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 Greater depth.

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 Manager. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated 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;

Last Review Date: Autumn 2024

Next Review Date: Autumn 2026

- 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 Analyse School Performance (ASP) system (that replaces 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 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

Last Review Date: Autumn 2024

Next Review Date: Autumn 2026

A: Pupil premium grant expenditure: Report to governors
C: Intervention Evaluation Record

Last Review Date: Autumn 2024
Next Review Date: Autumn 2026

Appendix A

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

Overview of the school

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Last Review Date: Autumn 2024

Next Review Date: Autumn 2026

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
School Led Tutoring	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	

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:

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.

Last Review Date: Autumn 2024

Next Review Date: Autumn 2026

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.	

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Catch Up		
Additional Guided Reading sessions		

Targeted academic support

Budgeted cost: £128,490.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teacher for (POD)Place Of Discovery to close the gap for the lowest achieving and SEND pupils</p> <p>Years 1 (0.4)</p>		

Last Review Date: Autumn 2024

Next Review Date: Autumn 2026

Year 2 (0.4)		
Y3&4 POD (0.4)		
Additional Teacher for Year 6(0.4)		
Dedicated teacher pupil conferencing time.		
Accelerate pupils' progress in Literacy and Numeracy through specific intervention such as the 1st class@ numbers, ELS.		
Support for children who are New to English in acquiring basic conversational language in order to access the curriculum. (0.4)		
Year 6 After school booster classes		

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

Budgeted cost: £ 57,102.00

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.		
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.		
ARTIST IN RESIDENCE DAYS: Develop pupils artistic skills.		
YEAR 6 AWARD LESSONS: To nurture and develop musical skills of talented pupils (Cello/violin-THAMES)		
UP FOUNDATION THERAPEUTIC SERVICE: Support pupils with barriers to learning e.g. social skills, concentration, confidence and self esteem		
ATTENDANCE AND WELFARE SUPPORT:		

Last Review Date: Autumn 2024
Next Review Date: Autumn 2026

Support in improving pupils attendance and punctuality		
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Total budgeted cost:

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 2021 to 2022 academic year.

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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

2021-2022 PUPIL PREMIUM SPENDING OUTCOMES

Percentage of KS2 pupils achieving Expected Standard and above

59 Pupils	Reading, Writing and Maths		Reading		Writing		Maths	
	School %	National %	School %	National %	School %	National %	School %	National %
Non-disadvantaged pupils (25 pupils)								
Disadvantaged pupils (34 pupils)								

Progress score from KS1 to KS2

59 Pupils	Reading, Writing and Maths	Reading	Writing	Maths
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Last Review Date: Autumn 2024

Next Review Date: Autumn 2026

	School %	National %	School %	National %	School %	National %	School %	National %
Non-disadvantaged pupils (25 pupils)								
Disadvantaged pupils (34 pupils)								

2021-22 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 AP3 2022 19.0 points					Progress AP3 2022 5.0 points					Year 1 Indigo
R	W	S	M	AVE	R	W	S	M	ALL	
										All (29)
										Disadvantaged (10)
										Non-Disadvantaged (19)

Attainment AP3 2022 19.0 points					Progress AP3 2022 5.0 points					Year 1 Sapphire
R	W	S	M	AVE	R	W	S	M	ALL	
										All (30)
										Disadvantaged (9)

Last Review Date: Autumn 2024
Next Review Date: Autumn 2026

										Non-Disadvantaged (21)
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Attainment AP3 2022 22.0 points					Progress AP3 2022 4.0 points					Year 2 Lilac
R	W	S	M	AVE	R	W	S	M	ALL	
										All (29)
										Disadvantaged (9)
										Non-Disadvantaged (20)

Attainment AP3 2022 22.0 points					Progress AP3 2022 4.0 points					Year 2 Violet
R	W	S	M	AVE	R	W	S	M	ALL	
										All (27)
										Disadvantaged (13)
										Non-Disadvantaged (14)

Attainment AP3 2022 25.0 points					Progress AP3 2022 4.0 points					Year 3 Gold Josh
R	W	S	M	AVE	R	W	S	M	ALL	
										All (26)
										Disadvantaged (10)

Last Review Date: Autumn 2024
Next Review Date: Autumn 2026

										Non-Disadvantaged (15)
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Attainment AP3 2022 25.0 points					Progress AP3 2022 4.0 points					Year 3 Orange
R	W	S	M	AVE	R	W	S	M	ALL	
										All (28)
										Disadvantaged (9)
										Non-Disadvantaged (18)

Attainment AP3 2022 28.0 points					Progress AP3 2022 4.0 points					Year 4 Amber
R	W	S	M	AVE	R	W	S	M	ALL	
										All (24)
										Disadvantaged (11)
										Non-Disadvantaged (13)

Attainment AP3 2022 28.0 points					Progress AP3 2022 4.0 points					Year 4 Saffron
R	W	S	M	AVE	R	W	S	M	ALL	
										All (26)
										Disadvantaged (8)

Last Review Date: Autumn 2024
Next Review Date: Autumn 2026

										Non-Disadvantaged (18)
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Attainment AP3 2022 31.0 points					Progress AP3 2022 4.0 points					Year 5 Emerald
R	W	S	M	AVE	R	W	S	M	ALL	
										All (31)
										Disadvantaged (10)
										Non-Disadvantaged (21)

Attainment AP3 2022 31.0 points					Progress AP3 2022 4.0 points					Year 5 Jade
R	W	S	M	AVE	R	W	S	M	ALL	
										All (30)
										Disadvantaged (19)
										Non-Disadvantaged (11)

Appendix C:

Sample Intervention Evaluation Record

Year: 3 **Intervention:** Targeted Maths **Member of staff:**

Focus group: children working at 25 and below in Autumn 2019

Aim:

Delivery method:

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

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

Children:	FS M Y/ N	KS1 SATs			Current level (Apr 2018)			Progress from Su.18		
		R	W	Ma	R	W	Ma	R	W	Ma
S	Y	23.00	23.00	23.00	23.00	23.00	23.50	0.50	0.50	0.50
A	Y	23.00	23.00	23.00	23.00	23.00	23.50	0.50	0.50	0.25
N	Y	22.50	21.50	22.25	23.00	22.31	23.00	0.50	0.50	0.50
T	Y	22.25	23.00	22.50	22.00	22.44	23.00	0.50	0.50	0.25
N	Y	22.50	22.50	23.00	22.50	22.63	23.00	0.75	0.50	0.50
N	Y	22.50	23.00	23.00	22.00	22.63	23.00	0.50	0.50	0.50
N	Y	22.00	22.50	22.00	22.00	22.13	22.50	0.50	0.50	0.25
D	Y	22.00	22.50	22.50	20.50	21.88	22.50	0.50	0.50	0.50
M	Y	22.00	22.25	22.00	22.25	22.13	22.50	0.50	0.00	0.50
M	Y	22.00	21.50	21.50	21.50	21.63	22.50	0.50	0.75	0.50
T		22.00	22.00	21.00	22.00	21.75	22.50	0.50	0.50	0.50

Outline of the work undertaken:

- Additional WRITING GROUPS X4 DAYS A WEEK
- POD 2 FOR CHILDREN WITH sen

Last Review Date: Autumn 2024

Next Review Date: Autumn 2026

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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
- 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

Last Review Date: Autumn 2024

Next Review Date: Autumn 2026