

# Oswaldtwistle School

## Use of Pupil Premium Funding

2022-23



# Pupil premium strategy statement

This statement details the 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 and the impact of last year's pupil premium funding.

There is growing evidence around the impact of school closures on the learning outcomes of pupils. Research shows a consistent pattern:

- Pupils have made less academic progress compared with previous year groups
- There is a large attainment gap for disadvantaged pupils, which seems to have grown

Following the guidelines from the Department for Education and research carried out the EEF we have identified the following areas that need to be included in this Pupil Premium Strategy Statement for our school:

**Teaching (allocated recommendation - 50%):** The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This might include professional development, training and support for non-specialist teachers and recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredients of a successful school and should rightly be a top priority for Pupil Premium spending.

**Targeted Academic Support (allocated recommendation - 25%):** Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

**Wider Strategies (allocated recommendation - 25%):** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

## School overview

Detail	Data
School name	Oswaldtwistle School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	64.5%
Academic year/years that our current pupil premium strategy plan covers	1 Year
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sandra McKenna
Pupil premium lead	Sandra McKenna
Governor / Trustee lead	Michael Clack

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,120.00
Recovery premium funding allocation this academic year	£25,392.00
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	£91,512.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our overriding aim is to ensure that disadvantaged children are appropriately supported and that additional barriers to learning are broken down to enable them to achieve their potential and as such perform in line with other pupils. In essence this additional funding will help secure our vision by;

Offering a truly outstanding curriculum, delivered by inspirational staff, which allows for both academic/vocational achievement and personal development.

Providing each child with a highly personalised learning experience, within a support network that focuses on removing 'barriers' and encouraging participation and achievement.

Equipping each and every child with the competencies and confidence to achieve their full potential, enjoy life and become the best they can.

## Challenges

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

Challenge number	Detail of challenge
1	Reading and spelling ages are low on entry.
2	Numeracy skills are low on entry
3	Personal, social and emotional literacy skills are often poorly developed which limits learning over-time.
4	The attainment gap grew even larger as a result of lockdown which prevented some children from accessing certain aspects of the curriculum, despite the support offered by school in relation to technology and the use of an online platform.
5	Below average attendance rates.
6	Limited out-of-school experiences/opportunities which limits pupils' understanding of the world they live in (poor levels of cultural capital.)

## 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
1. Improved reading, writing and oracy skills	All students make great gains in reading and the percentage number of pupils within 2 years of their reading age. Tracking data evidences much improved learning outcomes for the disadvantaged.
2, Improved numeracy skills.	Tracking data indicates a closing gap between actual and expected progress.
3. Improved social, emotional literacy skills	Social, emotional literacy scores improve over time with a reduction in behaviour incidents drop and improved levels of engagement in the classroom.
4. Improved attitude to learning	Tracking data demonstrates an improved attitude to learning over time.
5. Increased attendance rates.	Reduced number of persistent absentees. Improved attendance rates are recorded during data captures.
6. Increased participation in culturally rich experiences/activities and a range of extra-curricular activities.	At least one cultural activity to be offered every term to all students. An extra-curricular programme to be offered every term.
7. Increased parental engagement	A programme of events leads to an increasing number of opportunities for parents/carers to engage with school leading to improved partnerships and outcomes for students in the above areas. Parent questionnaire and attendance of events will evidence this.

## Activity 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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 42,895.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrolled with the National College so all teaching staff have access to excellent CPD materials so to secure enhanced teaching knowledge and skills	<p>DFE Interim report 2020/1 indicated an average learning loss of 1.7 2.0 months.</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. (EEF)</p> <p>The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, hence the focus on quality first teaching. <b>£995.00</b></p>	1, 2, 3, 4 and 5
Issuing of TLRs to Lead in Maths, English Science and PSD	<p>EEF – great teaching is one of the most important levers to improve outcomes for students. In order to ensure that an effective teacher is in front of every class we are acting to retain good teachers by offering TLRs to key staff.</p> <p>TLRs - £2,975.00 x 4 = <b>£11,900</b></p>	1,2,3,4 and 5
CPD related activities	<p>Training courses for subject leaders and non-specialists. <b>£5,000</b></p>	1,2,3,4 and 5
Recruitment	<p>Part -time (0.4) core subject teacher for Harvey street (small group teaching centre). <b>£25,000</b></p>	1,2,3,4 and 5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £23,083.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted literacy and numeracy intervention.</p> <p>National Tutoring Programme and School Led Tutoring</p>	<p>The EEF states that: ‘High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support.’</p> <p>The EEF states in ‘Targeted support for individual pupils’ that: ‘The National Tutoring Programme (NTP) aims to support schools in providing a sustained response to the Covid-19 partial closure of schools and to provide a longer-term contribution to closing the attainment gap.’</p> <p><b>£21,000</b></p>	<p>1,2,4 and 5</p> <p>1,2,4 and 5</p>
<p>Reading intervention supplied by Bedrock and Star Reader</p>	<p>The Education Endowment Foundation recently ran a project investigating the effectiveness of Accelerated Reader, which found that it appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.</p> <p><b>£1,093.00</b> Bedrock yearly subscription  <b>£990.80</b> Star Reader yearly subscription</p>	<p>1,4 and 5</p>

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

Budgeted cost: £ £24,675.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Educational Psychologist time to assess, inform and recommend in relation to possible 'fast track' EHCP requests for students who are identified as requiring them.	EP's have a statutory role on providing advice and information to local authorities (LAs) for children and young people with special educational needs and/or disability (SEND)  <b>2 x £700.00 =£1,400</b>	1,2,3,4 and 5
Appoint a full-time pupil support assistant to help remove barriers and raise attendance.	"Supporting the attainment of disadvantaged pupils" clearly states that children have to be in school before they can access their learning. (DFE Nov 2015) <b>£17,980.00</b>	1,2,3,4,5, 6 and 7
Family Engagement Officer training course	Targeted support for students who are struggling to engage because of social emotional factors. Steiner, 1997, highlights the importance of good social emotional literacy if progress is to be maximised. <b>£245.00</b>	1,2,3,4 and 5
Creative provision changes to secure improved attendance (to include AP)	EEF – additional rigour to support pupil engagement and good attendance. <b>£4,000.00</b>	5 and 6
Organise subsidised school trips/activities to enrich lives.	Some families are unable to contribute towards out of school experiences and are unable to offer cultural enrichment for their children due to a lack of finance. <b>£300.00</b>	3 and 6
Funding uniform for struggling families when it may be an attendance barrier.	EEF - Families falling on hard times will be given financial support with purchasing school uniform. <b>£500.00</b>	3 and 5
Develop improved relationships with parents/carers and wider family members through an engaging events programme.	EEF - Wider strategy  <b>£250.00</b>	3, 5 and 6

**Total budgeted cost: £ 90,653.80**



## 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.

#### **Pupil Premium – expenditure benefits**

##### **Area 1: Teaching (CPD, recruitment and retention) - £15,000.00**

The National College continues to be accessed for excellent CPD materials and is acting to support staff development. Over the course of the year many staff have engaged with subject specific literature and subject related Ofsted reports. The platform has also been used for Safeguarding purposes in the area of general induction and Prevent training. Staff are also using the platform to record all their own CPD related courses.

The new generation of middle leaders, that is those members of staff who recently received TLRs, have successfully engaged with whole school developments in the areas of literacy, personal development, numeracy, literacy and STEM. The literacy initiatives in particular have been great in number, and although in their infancy, are seemingly having a positive impact on pupils' literacy skills as we as a team start to passionately embrace these initiatives.

STEM is now delivered to the less academic students, replacing pure science courses which is proving to be very successful. Furthermore, we are now engaging with providers such as Capacitor who visited the school in May to deliver a Car STEM Workshop to 36 students. The event saw students designing and constructing their own mini cars and was a great success.

All middle leaders are now heading up working parties linked to Mental Health and Wellbeing, Community Links and Cultural Enrichment.

The impact of the middle leadership tier is immeasurable and their presence around school in terms of leadership and management is tangible.

##### **Area 2: Targeted Academic Support - £8,500.00**

We have been using **Bedrock**, a vocabulary building programme, since Christmas with the following gains being reaped,

**Year Group improvements (%)** - Year 8 - 26%, Year 9 - 19%, Year 10 - 27%, Year 11 - 40%.

The percentage increase for PP and SEND students was 28%

Gender improvements saw Female vocabulary levels increasing by 15%, whilst those of boys increased by 31%.

**Accelerated Reader** did not reap the same results as Bedrock and we are choosing not to continue with this programme.

**Star Reader** continues to establish reading and spelling ages across the pupil population but as yet no repeat tests have been carried out to establish gains in this area. These are scheduled for December 2022/January 2023.

**NTP** – an academic mentor was recruited towards the end of the year and impact of their work was noticeable during the months of June and July in terms of literacy and numeracy and social emotional wellbeing. Only a limited number of students were involved in the programme which operated on a 1:1 basis.

### **Area 3: Wider Strategies - £27,735.00**

An **Attendance Officer/Family Support Officer** has been recruited and is starting to have an impact on attendance in terms of analysis and intervention. A very recently produced Attendance Policy and Attendance report clearly demonstrate the advancements in this area.

The **ELSA** training has been completed and the impact of the training is measurable in terms of social emotional gains. Training has been given to wider staff members and the theory is beginning to be embraced. At the end of the year repeated pupil assessments indicated that 66.3% of students had made gains in their social emotional wellbeing.

**Alternative Provision** students are now in attendance at 4 different AP centres; Trident Military Training Centre, Preston Vocational Centre, 4 Techmotos and Creative Preston. This is leading to gains in attendance and pupil wellbeing, especially amongst our poorest attenders. In total we have created 27 places in this area.

We rolled out a number of activities as part of a **Parents Programme** and used PP money for refreshments.

**Uniform** – uniform is now an accepted part of everyday life at Oswaldtwistle and PP funding is being rightly used to subsidise the costs of ties and jumpers for those

parents struggling to afford these necessary items. In addition, some money has been allocated to parents for the purchasing of trousers and shirts when necessary.

**School trips and associated activities** – a variety of trips and activities took place in 2021/2 as documented in an end of year report to the MC. Amongst them was the end of year school prom and rewards trips to Blackpool. These activities/trips have been partially funded by the money allocated to wider strategies.

### **Educational Psychologists funding**

Monies have been donated to this area to support with the production of EHCPs.

**No of Educational Psychologist visits:** 9 visits from 2 Acorn Psychology Educational Psychologists.

In those 9 visits 9 students have been observed and assessed. 18 Reports produced (Initial Action plan and Final Report)

### **Applications of Statutory Assessment of Needs:**

6 Applications for statutory assessment were made.

2 statutory assessments have been approved

1 outcome pending

3 Applications submitted awaiting acceptance.

**Current impact:** 100% of applications have been approved.

### **Transition Funding - £14,593.00 (Additional to PP Funding)**

This money has been used to back fill the TA responsible for post 16 transition (£13,093). We have also used Blackburn and Darwen Careers team to support us with this activity (£1,500). We are pleased to report that all our 2021/2 year 11 cohort are currently in either full-time education or participating in apprenticeship programmes.