

Oswaldtwistle School

Use of Pupil Premium Funding

2023-24



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	63.5%
Academic year/years that our current pupil premium strategy plan covers	1 Year
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sandra McKenna
Pupil premium lead	Sandra McKenna
Governor / Trustee lead	David Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73, 440.00
Recovery premium funding allocation this academic year	£33, 948.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£107, 388.00

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 extracurricular 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: £ 31,691.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Enrolled with the National College so all teaching staff have access to excellent CPD materials so to secure enhanced teaching knowledge and skills</p>	<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. £1,691</p> <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>1, 2, 3, 4 and 5</p>
<p>CPD related activities</p>	<p>Training courses for subject leaders and non-specialists. £5,000</p>	<p>1,2,3,4 and 5</p>
<p>Recruitment</p>	<p>Teaching Assistant 3 - core subject support teacher for Harvey Street (small group teaching centre). £25,000</p>	<p>1,2,3,4 and 5</p>

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

Budgeted cost: £ £26,197

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted literacy and numeracy intervention.</p> <p>Reading intervention supplied by Reading Eggs</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>Effective reading programme for weaker readers as a catch-up intervention at the start of secondary school. £330</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. £14,310</p>	<p>1,2,4 and 5</p> <p>1,2,4 and 5</p>
<p>Academy 21</p> <p>Zig Zag on line activities for KS4 core subjects.</p>	<p>Online tutoring in core subject for 5 pupils £11,340</p> <p>£217</p>	<p>1,4 and 5</p> <p>1,4 and 5</p>

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

Budgeted cost: £ £49,500

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) 2 x £700.00 =£1,400	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) £27,000.00	1,2,3,4,5, 6 and 7
Creative provision changes to secure improved attendance (to include AP)	EEF – additional rigour to support pupil engagement and good attendance. £20,000.00	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. £500.00	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. £500.00	3 and 5
Develop improved relationships with parents/carers and wider family members through an engaging events programme.	EEF - Wider strategy £100.00	3, 5 and 6

Total budgeted cost: £107,388

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.

PUPIL PREMIUM/RECOVERY PREMIUM IMPACT 2022/2023		
<p>Challenges:</p> <ol style="list-style-type: none"> 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 4. Attainment/learning gaps post Covid 5. Below average attendance rates 6. Limited out-of-school experiences/opportunities which limits pupils' understanding of the world they live in (low levels of cultural capital) 		
Intended Outcome	Strategies	Impact
<p>Improved reading, writing and oracy skills</p>	<p>A Disciplinary Literacy working group (comprising the Headteacher, Lead for English, SENDCo and literacy intervention lead) has been created that has largely steered the improvements in reading across the curriculum and reading gains made by students generally. (see Disciplinary Literacy policy) Reading is now embedded across the curriculum and a positive reading culture has emerged across all 3 sites. An academic mentor was also appointed to deliver 1:1 and small group English/literacy sessions to students at our Harvey Street site. The Lead for English has networked</p>	<p>Reading ages on average increased by 2.5 years which is a significant improvement, however, it must be recognised that the school changed its assessment tool part way through the year (from Star Reader to the Schonnel Reading test). Our EHCP students/graduated response students in the bottom 20% readers made average gains of 3.5 years (45% of these students received a phonics intervention programme that focused on decoding as suggested by the CTOP assessment programme) Writing and Oracy skills are the 2023/4 focus for improvement as we were advised to initially concentrate on reading. Reading is now a feature in all curriculum areas from PE to maths, and key words are a key feature of each subject's curriculum intent. Our</p>

	extensively over the last 12 months and worked closely with the LCC lead for English and reading. The National College has also been used for CPD purposes. Bedrock activities were also used for part of the year in English lessons to help improve literacy skills, namely in grammar	lead for English continues to drive improvements across the English curriculum as a result of her own networking and professional development.
Improved numeracy skills	The acting lead for maths has continued to share good practice and ensured that all non-specialists attend subject CPD courses for non-specialists. An academic mentor was also appointed to deliver 1:1 and small group maths/numeracy sessions to students at our Harvey Street site. The NC has also been used for CPD purposes.	Numeracy intervention activities did not operate as a separate tier of intervention due to staffing issues and as such numeracy was delivered through maths curriculum and a registration time activity once a week. Data capture analysis indicates 40% plus on target to secure their target grade at each DC point. Although we are unable to comment on intervention work and progress, our maths GCSE results were in line with PRU 2019 averages, prior to Covid.
Improved Social Emotional Literacy skills	Social emotional Literacy has become a subject in its own right at KS3 which is facilitated through our forest schools/pony paddocks programme with one class room-based lesson in school.	63% of students demonstrated an improved level of social emotional literacy skills. Number of suspensions halved indicating improved self-regulation on behalf of the students and attitude to learning scores were consistently high across the school in all subjects.
Improved attitude to learning	Behaviour norms and routines have helped improve attitudes across the school along with the creation of highly personalised provisions which in some instances involves other AP centres. Improved reading abilities along with access to social emotional literacy activities at the farm have also helped to improve attitudes. Motivated and skilled middle leaders(with TLRs) have also had an impact in terms of their ability to sequence and resource lessons that promote interest and	Attitude to learning on average was identified as good with data illustrating that on average 62% of students demonstrated good or great attitudes to their learning. 65% students stated that behaviour was good in lessons. All subjects are now graded 'effective' or 'secure'. Science results were the best results the school has ever gained in this area with 43.9% of students gaining a qualification in this area, some securing 3 single science qualifications. 26.8% of year 11 students gained 5 qualifications or more which again is a record for the school.

	<p>engagement. Our focused social emotional literacy curriculum has also helped improve students' attitude to learning, especially at KS3. Staff CPD via the Behaviour Hub programme and in the areas of de-escalation, restorative practice and trauma informed behaviour structures has also supported improvements in this area.</p>	<p>Suspensions were halved during 2022/3 in comparison to 2021/2 levels which also evidences a more settled learning environment.</p>
<p>Increased attendance rates</p>	<p>The attendance support lead has worked relentlessly with the safeguarding team, school mentors and local agencies to improve attendance. The attendance at a family engagement officer training course has also helped her to develop skills to support improvements in this area. The personalisation of provision has also encouraged attendance with some students now accessing Alternative Provisions to train in trades that they are interested in following post 16.</p>	<p>Attendance continues to be below the national average for PRUs with whole school attendance for 2022/3 standing at 48% (National figure 59.3%), however in terms of attendance as a percentage of a student's personalised provision the figure stands at 61%. Authorised absences, largely due to a student's personalised, part time provision, stood at 38.5% which accounts for a significant reduction in attendance. This figure being 17% greater than the average for PRUs in the NW in 2022/3. Attendance by PP students was 4.28% lower than for non-PP students and FSM students had an attendance figure that was 11.64% lower than that gained by non-FSM. CLA students' attendance was 0.65% better than those students not looked after. However, when measured as a percentage of their personalised provision the figure for PP students is 3.39% higher than that for non PP students. Persistent absenteeism was 84.9%, the national figure for AP being 81.2%. Attendance as a percentage of a student's personalised provision was 61%. 59% of students demonstrated an improved attendance in comparison to their mainstream school and when measured as a percentage of their provision this figure stands at 69%. During the course of the year, we had 12 school refusers that obviously impacted</p>

		greatly on our attendance figures. Case studies are available to evidence all that we did to try and engage these students.
Increased participation in culturally rich experiences/activities	Cultural enrichment is a huge priority for us as a school given the highly significant number of PP students. We currently have 63% PP students, the national for mainstream schools being 11.3%) Trips including visits to places of worship and the theatre, opportunities to participate in skiing and swimming and residential, cultural drop down days, international links with a school in Uganda, RRSA, and visits to universities etc,, provide our students with opportunities and experiences they would normally not experience. We also have a cultural enrichment lesson now that includes reading small articles from around the world and a wide range of activities available via our extra-curricular programme on a Friday afternoon. Students also have the opportunity to participate in work placements and skill led courses at nearby APs, all adding to their cultural experiences. It is a focus that every member of staff embraces and feels so strongly about. We also deliver weekly assemblies that cover national themes and	Students gain experiences that they never may have been able to experience. Upon questioning our students about these experiences, they talk fondly and with excitement. Some students have said that they wish to pursue certain activities now as a result of tasting them in school.
Increased parental engagement	Drop down mornings, parent programmes, SEND invitation evenings and parents evenings are regular activities. We also have a Parent Governor on the MC now for the first time ever. Weekly or fortnightly key worker calls along with termly parent voice allow us to	Responding to parent voice helps us to constantly review and improve our provision and opportunities for our young people. Engagement with our parent/carers informs us that they believe their child is safe and that bullying is well managed. Questionnaires also state that we

	<p>work closely with our parents. As a team we really do believe that it is the close partnership between school and home that leads to the successes we secure for our young people.</p>	<p>communicate well with our parents/carers and respond well to their concerns.</p>