**Oswaldtwistle School**

**Use of Pupil Premium Funding**

**2024-25**

# Pupil premium strategy statement

## This statement details the school’s use of pupil premium funding for the 2024 - 2025 academic year and our attempts 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

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| 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 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Sandra McKenna |
| Pupil premium lead | Sandra McKenna |
| Governor / Trustee lead | David Shaw |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £66,140.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £66,140.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * 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.

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| 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.

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| 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: **£ 34,245.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |

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| Enrolled with the National College so all teaching staff have access to excellent CPD materials so to secure enhanced teaching knowledge and skillsRecruitment Continued Professional Development  | DFE Interim report 2020/1 indicated an average learning loss of 1.7 2.0 months.**£1,245.00** The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. (EEF)The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, hence the focus on quality first teaching. Humanities Teacher – KS4 GCSE Geography and History Teacher, Teacher of KS3 Humanities. (2 days per week)**£24,000.00**For specialist and non-specialist teachers**£9,000** | 1, 2, 3, 4 and 51,2,3,4 and 51,2,3,4 and 51,2,3,4 and 5 |

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

Budgeted cost: ***£15,550.00***

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted Literacy and Numeracy intervention.Promotion of TA3 to HLTA(Purpose – to help coordinate/promote and oversee TA excellence in the classroom) | 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.’Teaching Assistant 3 – Numeracy/Literacy intervention(1.5 days) **£7,000.00**This promotion has been made to ensure that we make improved and thoughtful use of TAs to secure excellent outcomes and value for money. **The HLTA will promote the strategies advocated by the EEF – ‘Making the best use of Teaching Assistants’****£8,000.00** | 1,2,4 and 5 |
| Reading intervention/Phonics programme Zig Zag on line activities for KS4 core subjects. | Effective reading programme for weaker readers – Abigail Steele reading programme **£325.00****£225.00** | 1,4 and 51,4 and 5 |

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

Budgeted cost: ***£16,416.00***

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| 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)**£1,000.00**  |  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.**£14,416.00** | 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.**£400.00** |  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: £ 66,140.00**

# 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 2023 to 2024 academic year.

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| **PUPIL PREMIUM/RECOVERY PREMIUM IMPACT 2023/2024**Challenges: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)

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| Intended Outcome | Strategies | Impact |
| **Improved reading, writing and oracy skills** | The Disciplinary Literacy working group (comprising the Headteacher, Lead for English, SENDCo and the literacy intervention team) has continued to drive improvements in reading across the curriculum and through a reading intervention programme. (see Disciplinary Literacy policy) Reading has been embraced by all and a tangible reading culture is prevalent. The Leads for English and Reading Intervention have networked extensively with neighbouring schools and teachers to seek out ever improving strategies. Towards the end of the year Oracy became a focus through our fortnightly reading week and ‘word of the week’ along with weekly form time reading activities. A Literacy working party was also created towards the end of the academic year to support improvements in this area. | Average, whole school, reading ages for 2023/4 increased by 1.65 Students participating in the reading intervention programme secured average gains of 2.13 years. Reading is now embedded in all curriculum areas from PE to maths, and key words are a key feature of each subject’s curriculum intent. Word of the week can always be remembered and defined by students in assemblies and form groups engage positively with reading week activities in an attempt to secure the extra 15 mins lunch reward for awarded to the best performing group.English GCSE results were better than GCSE Maths results in 2023/4 (74% of students secured a GCSE English qualification)87% of PP students secured a GCSE grade in English, whilst only 53% of non-PP secured a GCSE English qualification. PP students also outperformed non PP at the 4+ level. |
| **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.  | Numeracy intervention activities did not operate as a separate tier of intervention due to staffing issues, however, numeracy activities are embedded within the form time carousel of activities on a weekly basis. Data capture analysis indicates PP students were one of the best performing subgroups at KS3. PP students also out performed non PP students in the 2023/4 GCSE when looking at the 1-9 maths measurement (70% v 67%), however non-PP students outperformed PP students at the higher 4+ level. |
| **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. It is also a focus area during key worker and mentoring sessions. | During 2023/4 61.5% of students demonstrated an improved level of social emotional literacy skills, with PP students demonstrating gains in their skills. The percentage number of suspensions halved during the year and although PP students were proportionally over represented when subgroup analysis was completed in this area, the % number of PP students receiving a suspension decreased over the course of the year, with a significant number of PP students demonstrating improved self-regulation. |
| **Improved attitude to learning**  | A Behaviour curriculum supported by behaviour norms and routines has helped improve behaviour and attitudes across the school as has the creation of highly personalised provisions which in some instances involve 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 have also had an impact in terms of their own, and their team’s ability to sequence and resource lessons that promote interest and engagement. Our Personal Development component of the curriculum has also helped improve students’ attitude to learning, especially at KS3. The embedding of our Relational Practice ethos practice in the 3 areas of relationship building, de-escalation and restorative practice have also supported improvements in this area. | Attitude to learning (ATL) on average was identified as good with on average 62% of students demonstrating a good or great attitudes to learning. Our PP students marginally out performed our non-PP students in terms of ATL in Data Capture 1(DC1) and DC3 |
| **Increased attendance rates** | The attendance support lead has worked relentlessly with the safeguarding team, school mentors, the LCC Attendance link 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. | Attendance continued to be below the national average for PRUs with whole school attendance for 2023/4 standing at 51.71% (National figure 58.3%). However, in terms of attendance as a percentage of a student’s personalised provision the figure stood at 77%. 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 3% better than those students not looked after. Attendance as a percentage of a student’s personalised provision was 61%, and 77% of students demonstrated an improved attendance in comparison to their mainstream school when measured as a percentage of their provision.  |
| **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. In 2023/4 our monthly cohort comprised of 62% PP students; the national for mainstream schools being 24%) Trips including visits to places of worship and the theatre, opportunities to participate in skiing and swimming and residentials, 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 coursed at nearby APs, all adding to their cultural experiences.  | All PP students were provided with a wealth of opportunities in the area of cultural enrichment/trips and upon questioning our talk fondly and with excitement about their experiences. Some students have said that they wish to pursue certain activities now as a result of tasting them in school. 3 PP students attended a free PGL residential. |
| **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 allows us to 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. | 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 communicate well with our parents/carers and respond well to their concerns. Statistics in this area are not reliable when attempting to represent sub-group behaviours. |

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