

Oswaldtwistle School

Use of Pupil Premium Funding

2025-26



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

Detail	Data
School name	Oswaltdwistle 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 2025
Date on which it will be reviewed	October 2026
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	£65,575.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£65,575.00

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.)
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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: **£ 29,245.00**

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>£1,245.00</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.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Recruitment</p>	<p>Humanities Teacher – KS4 GCSE Geography and History Teacher, Teacher of KS3 Humanities. (2 days per week)</p> <p>£25,000.00</p>	<p>1,2,3,4 and 5</p>
<p>Continued Professional Development</p>	<p>For specialist and non-specialist teachers</p> <p>£3,000</p>	<p>1,2,3,4 and 5</p>

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

Budgeted cost: **£17,550.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Literacy and Numeracy intervention.</p> <p>Promotion of TA3 to HLTA (Purpose – to help coordinate/promote and oversee TA excellence in the classroom)</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>Teaching Assistant 3 – Numeracy/Literacy intervention (1.5 days)</p> <p>£7,000.00</p> <p>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'</p> <p>£8,000.00</p>	1,2,4 and 5
SAM Learning on line activities for KS3 and KS4 subjects.	£2,500.00	1,4 and 5

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

Budgeted cost: **£18,830.00**

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) £1,000.00	1,2,3,4 and 5
Appointment of a Family Support Worker (October 2025)	EEF – additional rigour to support pupil engagement and good attendance. £16,830.00	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: £ 65,575.00

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.

PUPIL PREMIUM/RECOVERY PREMIUM IMPACT 2024/2025		
Challenges: <ol style="list-style-type: none">1. Reading and spelling ages are low on entry2. Numeracy skills are low on entry3. Personal, social and emotional literacy skills are often poorly developed which limits learning4. Attainment/learning gaps post Covid5. Below average attendance rates6. 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
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, writing and Oracy. (see Disciplinary Literacy policy) There is now a tangible reading, writing and oracy culture across school. Reading week remains a feature of the curriculum, taking place every fortnight, during which time oracy is also promoted. Writing fortnight is promoted by the Headteacher in the final 2 weeks of each half term resulting in several rewards being given to the best pieces of extended writing. 'Word of the week' along	<p>2024/5 – Overall gains in reading for the whole school stood at 1.48yrs (Year 11 - 0.95yr, Year 10 - 2.4yr, Year 9 - 2.25yr, Year 8 - 3 months and in total 80% of students increased their reading age. PP students made a gain of 1.5 years on average.</p> <p>A record high of 86% of year 11 students secured a grade 1 or above in English Language, which was 10% higher than last year and the best outcome for 4 years.</p> <p>84% of PP students secured a GCSE grade in English, whilst 88% of non-PP secured a GCSE English qualification. Performance between the 2 subgroups was minimal.</p>

	with weekly form time reading activities continue to be a feature of the literacy curriculum as are half termly literacy focuses.	
Improved numeracy skills	<p>The acting lead for maths has continued to share good practice and ensured that all non-specialists attend subject CPD courses for non-specialists.</p> <p>Numeracy intervention is also a feature of the curriculum.</p>	<p>Numeracy intervention activities were carried out last year, however, not as frequently or as widely as those for reading. (No data is available for this activity). Numeracy also continued to feature in the form time carousel activities on a weekly basis.</p> <p>Data capture analysis for 2024/5 indicates that ATL scores for KS4 PP students in the area of maths was 8% below the average figure for the whole school (60%) However, KS3 PP students secured an ATL figure that was 47% below the average whole school ATL figure, indicating more support and intervention is needed at this level.</p> <p>A record high of 86% of year 11 students secured a grade 1 or above in Maths, which was 10% higher than last year and the best outcome for 4 years.</p> <p>PP students outperformed non-PP students in the 2024/5 GCSE exams when looking at the 4-9 measurement, however non-PP students and PP students performed similarly at the grade1 and above level (86% v 84%).</p>
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 2024/5 72% of our students demonstrated an improved level of social emotional literacy skills, of these students 78% were PP students which is extremely positive.

		In total 43% of the suspensions for the academic year, 2024/5, were gained by PP students and of the 6 restraints carried out in that year 66.6% were performed in relation to PP students.
Improved attitude to learning	The Behaviour curriculum continues to support improvements in 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 continues to support improvements in this area.	<p>PP students consistently underperform in ATL compared to Non-PP students, particularly in core subjects. This suggests a need for strategies to boost motivation and engagement among PP learners.</p> <p>In fact, KS3 PP students secured an attainment grade that was 22% below the average secured by all students across the curriculum.</p> <p>ATL and presentation for PP in school appears consistent with national trends in engagement and attainment. In line with National guidance (EEF) we recognise that these gaps are present and in response we are working hard to implement targeted strategies, such as structured interventions, to support improvements in this area.</p>
Increased attendance rates	The attendance support lead has worked relentlessly with the safeguarding team, school mentors, the LCC Attendance link, Children's Champions and local agencies to improve attendance. Attendance courses continue to be participated in by the DHT for Behaviour and Attitudes and the Attendance Lead. Recently a Family Support Worker has been appointed to help raise attendance figures for our most challenged students and families. The personalisation of provision	Attendance continued to be below the national average for PRUs with whole school attendance for 2024/5 standing at 49.84% (National figure 58.4% - 2023/4). However, in terms of attendance as a percentage of a student's personalised provision the figure stood at 67.4%.

	continues to central to the curriculum, especially at KS4, which also acts to support improvements in attendance with some students now accessing Alternative Provisions and work placements in trades that they are interested in following post 16.	68.6% of students demonstrated an improved attendance in comparison to their mainstream school when measured as a percentage of their provision. Attendance by PP students was 18.45% lower than that of non-PP students. CLA students' attendance was 6% better than non-CLAs.
Increased participation in culturally rich experiences/activities	Cultural enrichment continues to be a huge priority for the school given the highly significant number of PP students. In 2024/5 our monthly cohort comprised of in the region of 52 – 58% PP students; (the national for mainstream schools being 24%) Trips including visits to the theatre and opportunities to participate in skiing and swimming and residential along with cultural drop-down days and visits to universities etc, provide our students with opportunities and experiences they would normally not experience. Students also have the opportunity to participate in work placements and skill led courses 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 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. 4 PP students attended a free PGL residential.
Increased parental engagement	Drop down mornings, parent programmes, SEND invitation afternoons and parents meetings are regular activities. Our Parent continues to represent parent voice at our MC meetings. Weekly or fortnightly key worker calls along with termly parent voice allows us to work closely with our parents in an attempt to provide the best possible provision for our young people. As a team we continue to appreciate the importance of the	Responding to parent voice helps us to constantly review and improve our provision and opportunities for our young people. 88% of our parents stated that we keep them well informed and were overwhelmingly happy with the school's ability to keep their children safe and free from being bullied. Questionnaires also state that we communicate well with our parents/carers and respond well to their concerns.

	need for strong links with our families if we are to secure the best outcomes for our young people.	
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