

Oswaldtwistle School

Use of Pupil Premium Funding

2021-22



Pupil premium strategy statement

This statement details the school's use of pupil premium (and recovery premium for the 2021 to 2022 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	63
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	1 Year
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
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	£40,215.00
Recovery premium funding allocation this academic year	£11,020.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£51,235.00

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: £ 15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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. £995.00</p>	<p>1, 2, 3, 4 and 5</p>
<p>Issuing of TLRs to Lead in Maths, English Science and PSD, plus 5 HLTA hours for a 'teaching' TA)</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>TLRs - £2,873.00 x 4 = £12,500</p> <p>HLTA hours back dated to September for the rest of the academic year = £1,500</p>	<p>1,2,3,4 and 5</p>

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

Budgeted cost: £ £8,500.00

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>£4,054.</p>	<p>1,2,4 and 5</p> <p>1,2,4 and 5</p>
<p>Reading intervention supplied by Accelerated Reader, 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>£1,093.00 Bedrock yearly subscription £2,194.25 Accelerated Reader yearly subscription £990.80 Star Reader yearly subscription</p>	<p>1,4 and 5</p>

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

Budgeted cost: £ £27,735.00

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) 2 x £700.00 =£1,400	1,2,3,4 and 5
Appoint a part 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) £17,716.00	1,2,3,4 and 5
ELSA training for 1 TA	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. £700.00	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. £6,000.00	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. £250.00	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. £200.00	3 and 5
Develop improved relationships with parents/carers and wider family members through an engaging events programme.	EEF - Wider strategy £250.00	3, 5 and 6

Total budgeted cost: £ 50,075.00

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 2020 to 2021 academic year.

Academic Year 2020 - 2021

Targeted mentor intervention and support programme following induction to school focussing on identified areas for individual students

Social emotional and behavioural improvements were seen in the majority of students along with an improved attendance.

Additional Educational Psychologist time to assess, inform and recommend in relation to possible 'fast track' EHCP requests for students who are identified as requiring one

Academic year 2020 2021 saw 5 successful ECH Plans for our students. Oswaldtwistle School was named as the provision for 3 of the students, 1 student went to a special school and the 5th student was and still is on dual roll with a local school.

Use of PPG to provide school uniform where lack of this is a barrier to learning

5 students were supported in this area and improvements in attendance were noted.

Harwes Farm Colne for KS3 students

Students continue to use Hawes Farm in Colne as part of their outdoor Education/cultural enrichment programme. One student (Yr11) has gone onto study animal care at a local college and they were highly impressed with the skillset she already had as a result of attending the farm. Attendance of students who visited the farm increased as participation and engagement in this activity was high. Students developed positive relationships with both peers and staff (from OSSS and Harwes Farm) and developed other skills such as empathy (through caring for animals), interest in the world, self-regulation and motivation, that is gains in social emotional literacy.

NT&AS

Student attending NT&AS achieved a grade 3 in GCSE English and a grade 3 at GCSE Mathematics

Behaviour Watch

Behaviour Watch is now fully embedded across school and being used to monitor all students on roll for their behaviours, rewards and sanctions, exclusions, attendance etc...

