Pupil premium strategy statement – Oswaldtwistle H|ippings methodist Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Oswaldtwistle Hippings Methodist Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026-2027
Date this statement was published	Sept 2026
Date on which it will be reviewed	Sept 2027
Statement authorised by	Tracey Westwell
Pupil premium lead	Tracey Westwell
Governor / Trustee lead	Mrs Emma Hodge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,400
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*	£74,400

Part A: Pupil premium strategy plan

Statement of intent

At Oswaldtwistle Hippings Methodist Primary School, we believe every child belongs and has the right to achieve their full potential. We provide an inclusive environment where all pupils—regardless of background, ability, or need—feel safe, respected, and supported. Our vision focuses on the whole child. Academic progress and personal development go hand-in-hand. We nurture emotional, social, and academic growth so pupils succeed in school and are ready and prepared for their next steps. Inclusion is not an extra task; it is built into every classroom, lesson, and club. We work in close partnership with parents and carers. By holding regular, open conversations, we design strategies together to help every pupil thrive. Through adapting teaching, targeted support, and multi-agency working, we give all students the high expectations and opportunities they deserve.

A full range of **quality first teaching strategies** are at the heart of providing the best for these pupils. These may include but are not limited to the following: targeted questioning; targeted use of peer and self assessment; peer on peer support; access to word banks, practical resources and manipulatives, teacher modelling and scaffolding, opportunities for independent or group investigations. It is our belief that a rich and highly engaging curriculum including a full range of enrichment activities will lead to the highest levels of school attendance for all pupils. We aim to ensure that pupils from disadvantaged backgrounds have opportunities and access to a full range of enrichment activities such as breakfast & after school clubs; school trips & workshops and residential trips. To add, we offer a wide range of opportunities for pupils to gain a leadership responsibility across the school. This may range from the following:Class responsibilities, Worship Leaders, Playleaders, Eco Councillors, Mental Health Champions, Subject Ambassadors, Class and Reading buddies and so on.

Key Objectives for Disadvantaged Pupils

Academic Progress: Ensure disadvantaged (Pupil Premium and Service family pupils) are making good progress and are working at least at Age Related Expectations

● **Close subject-specific gaps** (notably Maths) so disadvantaged pupils are confident and are at least in line with their peers

.● **Attendance & Belonging**: Continue to place high expectations of attendance reduce persistent absence for PP students and build a strong sense of belonging.

● **SEND Alignment**: Eliminate outcome gaps for disadvantaged students with Special Educational Needs and Disabilities (SEND).
● **Parental Engagement**: Continue to build strong home-school partnerships to support learning.

Challenges

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

Challenge number	Detail of challenge
1	Improve attainment of PP and service pupils, ensuring they are making accelerated progress and making sure their goals are aspirational
2	Improve Maths of PP and service pupils addressing gaps in foundational and assumed knowledge and skills
3	Improve attendance and lateness of PP and service pupils. Attendance and sense of belonging: a small but important group of disadvantaged students have lower attendance/persistent absence. This reduces learning time and contributes to attainment gaps.
4	Foster a sense of self-worth and belonging to PP and service pupils, enabling them to feel part of the Hippings family, through consistent classroom practices, having high expectations of every learner and ensuring our school reflects all our learners who have access to all areas of school life
5	Continue to improve the engagement of our 'harder to reach' families through strong home school relationships
6	Financial constraints of families mean that pupils who are disadvantaged may be unable to engage in some extra curricular activities which impacts their academic outcomes and physical and mental development

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

The internal gap (particularly in Maths) is significantly reduced between our PP pupils and our non PP pupils.	Implementation of new Red Rose Maths Curriculum More consistent Maths Interventions across the school Participation in Family and schools Numeracy strategy project to build confidence in every day maths and problem solving. By the end of EYFS: Increase the % of PPG pupils meeting the expected level of attainment in the Early Learning Goals for both Early Learning Goals for Number and Numerical Patterns By the end of KS1: Increase the % of PPG pupils working at age related expectations in Maths. By the end of KS2: In Maths, raise PPG attainment to narrow the gap between PPG and non PPG attainment
PP students regularly attend extra-curricular activities to enhance their cultural capital and engagement.	All pupils have access to all extra curricular clubs (subsidised by school if necessary) All pupils achieve their Hippings Passport award at the end of the year. All pupils have access to trips and residentials .
Improved engagement of the families of PP students with the school, with increased attendance at events, such as Parent Information Evenings, Parents Evenings, Parent worship times etc.	Variety of communication tools used to ensure messages are received. Reminders sent out . Personal phone calls if attendance has not been acknowledged. Parents encouraged to participate in fun events to build up own confidence. Support given where necessary
.Financial constraints of families mean that pupils who are disadvantaged are unable to engage in residential, school trips and wider extra curricular activities which impacts their academic outcomes and physical and mental health	Attendance and participation by PPG pupils to Y5/6 residentials and school trips remains high There is an increase in the number of PPG pupils who have access to and participate in a full range of wider extracurricular activities including attending Breakfast Club, interschool competitions and festivals, after school clubs and individual music lessons.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development for teachers. Regular training on strategies that improve the engagement and learning outcomes for disadvantaged students eg, Red Rose maths training to support those struggling to access maths mastery approach. Inclusive and Adaptive Teaching Training Update training for Phonics Myhappymind training	EEF highlights that effective professional development can improve student outcomes, with particular benefits for disadvantaged students EEF research shows that high-quality feedback can improve progress by up to 8 months of additional learning	1,2,3
Use of evidence based teaching programs that have been proven to work well with disadvantaged students *Literacy Gold, Myhappymind* *Lighthouse Play therapy*	self-regulation strategies can lead to gains of up to 7 months in progress for disadvantaged students	1,2,3,4

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

Budgeted cost: £ 55,000

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

Small group subject specific coaching. Particularly in literacy and numeracy.	EEF suggests that small group focussed tutoring, preferably 1 or 2 students, Evidence indicates that one to one and small group tuition can be effective, delivering approximately five additional months' progress on average	1,2,4
Use of Teaching Assistants to support literacy and numeracy interventions	Deploying TAs for focused interventions on areas such as phonics can lead to gains of up to 3 months according to research	
Literacy gold Reading programme		
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Review of maths homework to differentiate for all learners Review of maths provision in reception to make the maths are more accessible with self directed choosing of manipulatives Targeted maths groups in all year groups with prior lower attainers focusing on 4 operations and securing this foundation of knowledge.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	

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

Budgeted cost: £ *15,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Interventions - overseeing the attendance strategy that includes regular monitoring of attendance, particularly those disadvantaged students who nationally have higher persistent average figures than non-disadvantaged students, This includes support from authority attendance Officers to follow up attendance issues. PP student's attendance is tracked and monitored. Intervention carried out eg, Play therapy, therapy dog, opportunities to participate in extra curricular activities	Link between attendance and outcomes is well researched and evidence by Government and other external agencies	1,2,3,4
Mental health & wellbeing support - Provide therapy services for students identified as needing it or signpost to external agencies to ensure that emotional needs are met. *Play therapy, therapy dog, My happymind programme* *My Time to Thrive, Horizons, NEST*	Positive mental health and meeting the wellbeing needs of all students benefits educational outcomes due to its link with attendance.. There is strong evidence to support this	1,2,3,4
Provide students with appropriate uniform and equipment to improve their attendance	Students to have access to uniform and equipment that allows them to succeed, and feel a sense of belonging to our school	

Total budgeted cost: £

Implementation & Monitoring

Leadership and accountability

○ Pupil Premium Lead (Senior Leader) — strategic oversight, budget management, reporting to SLT and Governors.

○ Behaviour & Attitudes — strategic oversight of attendance monitoring — manage early warning, mentoring and family support; regular attendance meetings

○ Equal Opportunities— parental engagement, ensuring access to resources, and day-to - day support for pupils

○ Data — produce termly PP progress trackers.

○ SENDCo —monitor SEND PP+SEND cohort.

○ Pupil Premium Link Governor — termly review and challenge. Monitoring

○ Termly Progress (subject tracking;), intervention uptake, attendance & PA data by group,

○ Termly: parental engagement participation.

○ Annual: evaluation of strategy against success criteria (see Intended Outcomes) presented to Governing Body and published on school website in line with DfE reporting expectations.

Part B: Review of the previous academic year

The improvement in outcomes for PP pupils remains a national challenge, and one that is more long-term. Many of the intended outcomes and associated activities remain part of our 2026-27 Strategy. Our PP pupils are given the opportunity to participate in the broad range of extra curricular opportunities throughout their life at Hippings Methodist. Attendance for our PP pupils is above national averages and our persistent absence is much lower. This is an area we will continue to work on to improve further. Our PP pupils make progress at least in line with national averages and is above that of similar schools and their attainment is also above national. We are still, however seeing internal gaps between our disadvantaged pupils and our non disadvantaged pupils and this is an area that we are continuing to work on reducing by bringing inactive learning strategies, new interventions and a spiral based curriculum for maths mastery.

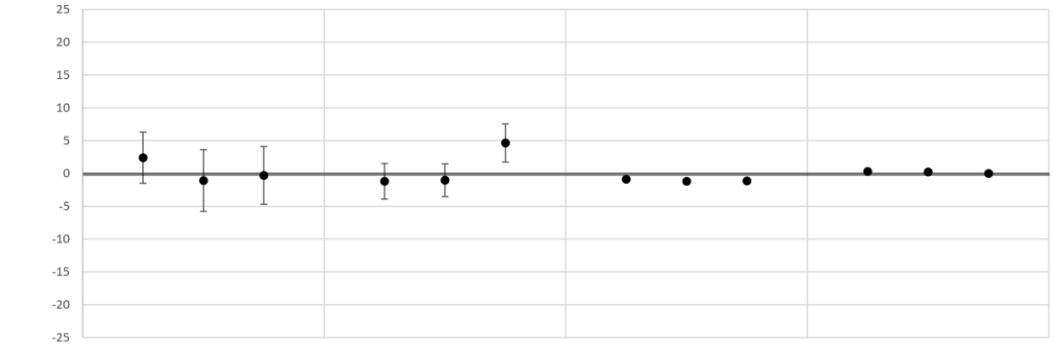
Outcomes for disadvantaged pupils

Key Stage 1-2 Progress
(Reading Test, Maths Test and Writing TA - Disadvantaged/Not Disadvantaged)

(See also Interpretation and Technical Guidance Notes)

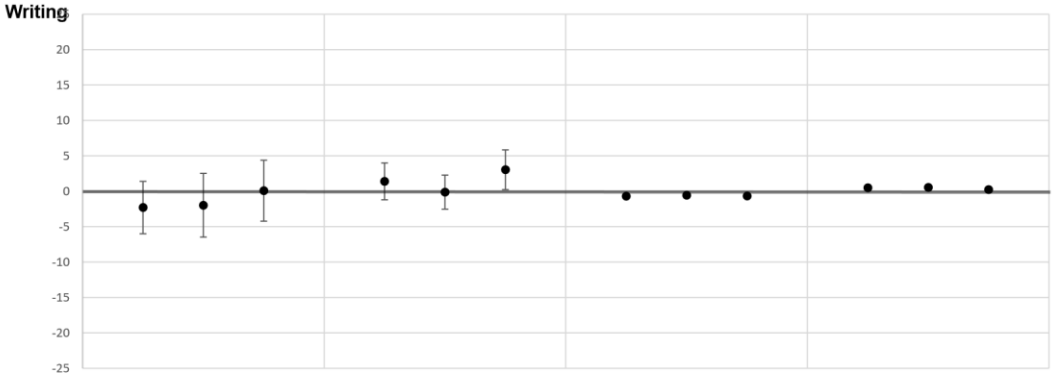
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Reading



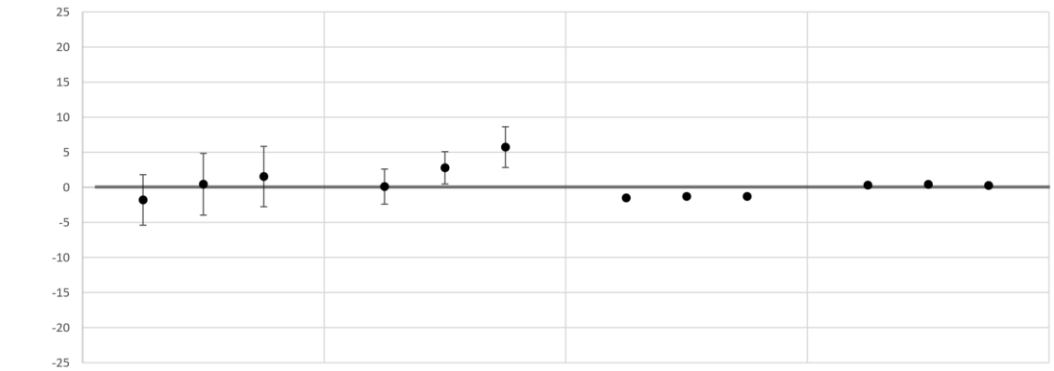
	School Disadvantaged			School Not Disadvantaged			Lancashire Disadvantaged			Lancashire Not Disadvantaged		
KS2 Year	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26
Progress	2.40	-1.08	-0.30	-1.20	-1.03	4.64	-0.90	-1.20	-1.14	0.30	0.22	0.00
CI	3.90	4.66	4.35	2.69	2.47	2.92	0.20	0.20	0.20	0.12	0.12	0.13
Sig?	NSD	NSD	NSD	NSD	NSD	Sig+	Sig-	Sig-	Sig-	Sig+	Sig+	NSD
Pupils	10	7	9	21	25	20	3864	3699	4227	10211	10287	9463

Writing



	School Disadvantaged			School Not Disadvantaged			Lancashire Disadvantaged			Lancashire Not Disadvantaged		
KS2 Year	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26
Progress	-2.30	-1.97	0.08	1.40	-0.12	3.04	-0.70	-0.55	-0.67	0.50	0.54	0.25
CI	3.74	4.48	4.30	2.58	2.37	2.81	0.19	0.19	0.20	0.12	0.12	0.13
Sig?	NSD	NSD	NSD	NSD	NSD	Sig+	Sig-	Sig-	Sig-	Sig+	Sig+	Sig+
Pupils	10	7	9	21	25	21	3912	3731	4260	10242	10323	9484

Mathematics



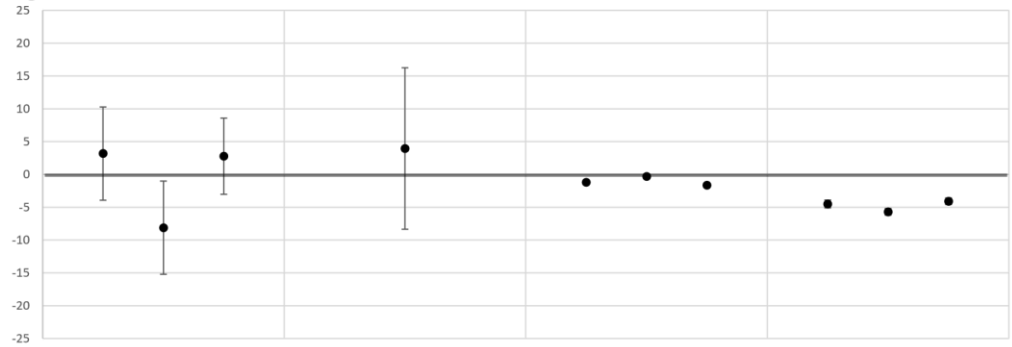
	School Disadvantaged			School Not Disadvantaged			Lancashire Disadvantaged			Lancashire Not Disadvantaged		
KS2 Year	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26
Progress	-1.80	0.44	1.54	0.10	2.78	5.73	-1.50	-1.30	-1.29	0.30	0.42	0.26
CI	3.63	4.38	4.27	2.50	2.32	2.87	0.18	0.19	0.20	0.11	0.11	0.13
Sig?	NSD	NSD	NSD	NSD	Sig+	Sig+	Sig-	Sig-	Sig-	Sig+	Sig+	Sig+
Pupils	10	7	9	21	25	20	3871	3697	4217	10162	10281	9460

Key Stage 1-2 Progress
(Reading Test, Maths Test and Writing TA - SEN)

(See also Interpretation and Technical Guidance Notes)

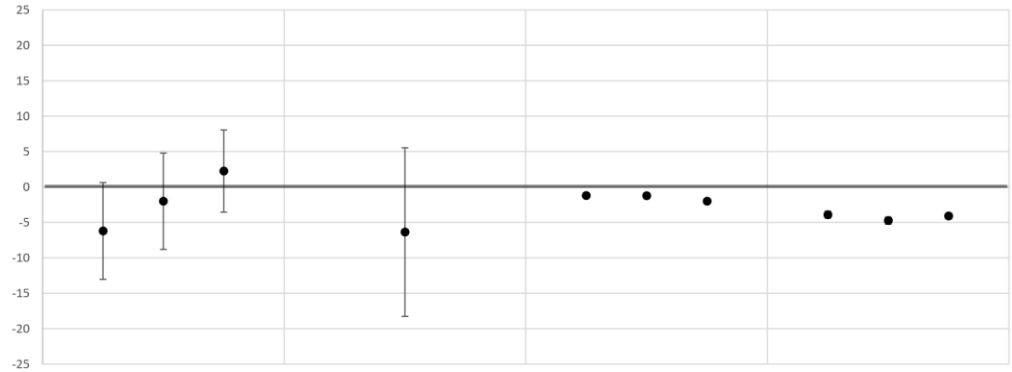
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Reading



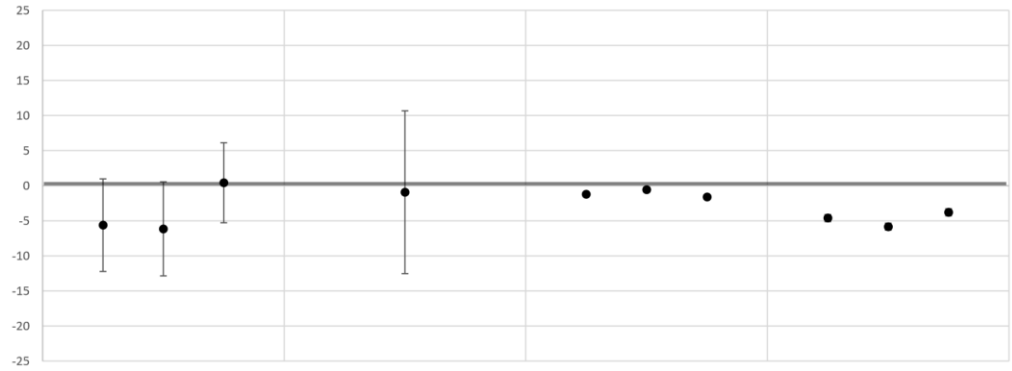
	School SEN Support			School EHC Plan			Lancashire SEN Support			Lancashire EHC Plan		
KS2 Year	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26
Progress	3.20	-8.11	2.78		3.96		-1.20	-0.30	-1.63	-4.50	-5.70	-4.08
CI	7.11	7.12	5.84		12.33		0.28	0.28	0.27	0.55	0.54	0.46
Sig?	NSD	Sig-	NSD		NSD		Sig-	NSD	Sig-	Sig-	Sig-	Sig-
Pupils	3	3	5	0	1	0	1911	1967	2317	501	527	808

Writing



	School SEN Support			School EHC Plan			Lancashire SEN Support			Lancashire EHC Plan		
KS2 Year	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26
Progress	-6.20	-2.01	2.25		-6.37		-1.20	-1.22	-2.01	-3.90	-4.74	-4.10
CI	6.83	6.84	5.76		11.86		0.27	0.27	0.27	0.51	0.50	0.45
Sig?	NSD	NSD	NSD		NSD		Sig-	Sig-	Sig-	Sig-	Sig-	Sig-
Pupils	3	3	5	0	1	0	1922	1982	2340	548	559	822

Mathematics



	School SEN Support			School EHC Plan			Lancashire SEN Support			Lancashire EHC Plan		
KS2 Year	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26
Progress	-5.60	-6.15	0.42		-0.93		-1.20	-0.57	-1.61	-4.60	-5.84	-3.79
CI	6.62	6.69	5.73		11.59		0.26	0.26	0.27	0.50	0.50	0.45
Sig?	NSD	NSD	NSD		NSD		Sig-	Sig-	Sig-	Sig-	Sig-	Sig-
Pupils	3	3	5	0	1	0	1897	1961	2311	522	529	805

2023/24	4	0.0	0.0	0.0	25.0	25.0	0.0	2	50.0	2	50.0	
2024/25	6	0.0	0.0	0.0	16.7	0.0	16.7	2	33.3	4	66.7	
2025/26	8	0.0	0.0	37.5	0.0	25.0	0.0	5	62.5	3	37.5	50.0
Lancs												
2023/24		0.4	3.4	13.1	8.3	6.5	4.1		31.9		64.2	
2024/25		0.4	4.7	14.9	8.5	6.0	3.6		32.9		61.9	
2025/26		0.4	5.5	15.1	7.6	5.9	3.1		30.9		62.9	
England												
2023/24		0.0	4.0						27.0		68.0	
2024/25		0.4	5.5						27.5		66.6	
2025/26		0.4	6.5						24.8		68.3	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Literacy Gold	
Reading Eggs	
Times Table Rockstars/Numbots	
Global Policing	