# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Carnforth School |
| Number of pupils in school | 177 (Inc.12 Nursery) |
| Number of Pupil Premium Children | 56.5% (100/177)  60.6% (100/165) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2024/25 |
| Date this statement was published | 29/10/2024 |
| Date on which it will be reviewed | 04/07/2024 |
| Statement authorised by | Emma Pritchard,  The Black Pear Trust CEO |
| Pupil premium lead | Paul Prigg,  Headteacher |
| Governor / Trustee lead | Gill Ellis lead for disadvantaged pupils. |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £142,080 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £142,080  (N/A) |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Carnforth School is committed to ensuring maximum progress for all groups of children and aims to close any performance gaps. The Pupil Premium Grant (PPG) helps us to do this for disadvantaged pupils. A primary focus of the School’s Strategic and Operational Plans is specifically to make sure that pupils eligible for PPG are well catered for and as a result, use of the grant is tightly focused and precisely allocated. Through the delivery of this plan, we actively promote equality of opportunity for all.    To support this group of children effectively the school provides a range of opportunities to extend life experiences. The aim of these activities is to develop good communication skills which will help the children to successfully manage their feelings in different social situations. By doing this the children will experience fewer social, emotional, and mental anxieties and so develop greater personal strength and positive self-worth. The school uses whole school approaches to help the children to develop wider vocabulary and use more complex sentences. Both of these skills help to ensure greater academic and social success. This is a priority for the school as staff recognise that delays in the development of communication skills will lead to long term barriers to learning and success throughout life.    All students in the target group who are currently underperforming will be supported to make improved progress leading to the elimination of any differences in attainment between them and their peers. Their progress is tracked regularly, and the effect of the pupil premium is measured by their successes both academic and social.    The aims of this plan are to:  Develop an ethos of high attainment and achievement for all pupils.  Eliminate all forms of communication barriers.  Create an environment which supports pupils to be fully aware of and understand their own behaviour, their thought processes, and the process of learning so that they can actively learn and enjoy the process.    The plans are regularly checked to make sure there is good or better progress on developing priorities and adjustments are made to them as a result. In depth data analysis ensures that the correct support and strategies are identified to maximise progress. These checks are made by the school’s leadership team including members of the Governing Body.  The systems that are in place ensure that Pupil Premium funding has the necessary impact on pupil’s learning.    The plan uses the school’s Five Key Drivers, which structure the Strategic School Development Plan, to demonstrate how the Pupil Premium Grant is used to support eligible pupils. This ensures that provision derived from the Grant is central to making sure pupils are given access to every possible opportunity to learn, develop and achieve as much as their peers. PPG provision contributes to inclusive practice, resources, teaching and learning and training which are all monitored, evaluated, and reviewed by the school’s leaders to check value for the Grant money. |

## 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. Communication and Language Deprivation | High levels of language deprivation, weak oral language and communication skills are key barriers to which a significant proportion of our pupils face, upon entry into school.  Diagnostic language assessment tools have illustrated this gap on school entry. If left unchallenged, this alongside a narrower vocabulary would therefore remain a considerable barrier to progress for many pupils throughout their primary years. |
| 1. Limited wider experiences | Opportunities for wider experiences are limited compared to some of their non disadvantaged peers. This inhibits their learning as they lack the experiences necessary to relate to learning that incorporate the wider community and world which they are part of. This in turn, impacts on their broad vocabulary and context for learning. |
| 1. Social and emotion regulation | Emotional literacy remains a key focus as some children continue to demonstrate low levels of emotional literacy. For children where progress has been made within this area, they remain limited in their experiences of supporting others with their emotional regulation. |
| 1. Attendance | Attendance of Disadvantaged compared to Non Disadvantage continues to remain a barrier to learning. |
| 1. Exposure to early reading | Systematic and robust phonics teaching is essential to develop a good level of development in Reading. This approach introduced at the end of EYFS ensures that children make good progress in Reading.  The proportion of children meeting the expected standard of 95% for the end of Year 1 phonics is below National particularly for the Disadvantage. |

## 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.   * Language acquisition is a high priority in school, with explicit strategies for extending vocabulary as well as a language rich environment are consistently in place and effective. * Careful selection of language is taught including high frequency words found in many different contexts. * Pupils’ expressive and receptive vocabulary is extended and well used to express their understanding and join in discussion in topics they have learnt. * Pupils demonstrate breadth in language used and depth in the context to which they apply them. | 1.   * Planning documents demonstrate adaptations to need and learning opportunities link to school key drivers * Word Aware and application of language is evident within planning documents. * The number of children on the SEND register for speech and language is reduced from EYFS to KS1 to KS2. * The proportion of children classed of having significant language delay on identified on Language Link reduces. * Children utilise increasingly ambitious vocabulary in conversation and writing. |
| 2.   * Children have a broad vocabulary and can link learning to context * Children can utilise widening experiences to support writing and other learning. * Children develop skills which support positive learning behaviours such as resilience, risk taking communication and cooperation. | 2.   * The proportion of children working at the age expected standard increases at the end of each Key stage. * Children have wider experiences to draw upon resulting in greater creativity and clarity within their work. |
| 3.   * Children are better able to self-regulate their emotions * Children can use appropriate language to discuss their emotions. | 3.   * The number of behaviour logs for disadvantaged is reduced. * The number of children demonstrating positive learning behaviours, consistently is raised. |
| 4.   * Attendance for all pupils increases and is in line with national. * Eradicate the gap in attendance between disadvantaged and non-disadvantage. | 4.   * Rigorous, robust and constant procedures are in place to raise attendance for the most vulnerable learners. * All stakeholders understand the importance of attending school and thus have a positive attitude and are keen to attend. * Interventions are highly effective and children with previous attendance barriers are rapidly improving. |
| 5.   * The gap between attainment of disadvantaged and non-disadvantaged learners reaching the phonics screening standards and good level of development is narrowed. | 5.   * Fidelity to our approach of teaching phonics by all stakeholders ensures that effective provision is in place daily. * The percentage of children who complete the RWInc programme by spring term Year 2 is increased. * The percentage of children working at or above their chronological age has significantly increased in all year groups. |

## 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: £114,789.68

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Continue to develop high quality first teaching focused on language development, early reading and phonics, and metacognition and (learning behaviours.)**  • Further support staff with bespoke training on the revised Carnforth School BPT curriculum focusing on embedding curriculum drivers across the curriculum and developing a broader range of QFT strategies to support vulnerable pupils.   * To further develop curriculum documentation to focus on raising the profile of language alongside key pedagogical principles through bespoke CPD.   • Reading leader to embed phonics approach for new staff and additional phonics sessions to secure areas of development.  • Reading leader to secure knowledge and understanding of the Carnforth Reading approach and offer for new staff.  • Embed the Carnforth Teaching and Learning policy through the Great Teaching Framework through all aspects of CPD.   * To ensure all staff receive high quality RWInc training and coaching to deliver phonics effectively. * Early identification of children who are falling behind their peers will ensure that effective provision can be put in place and impact measured. * To target and support pupils in Year 6 through small group and targeted intervention and high-quality provision. | **Rationale** -July 2016 DfE Standard for teachers’ professional development state that “Professional development must be prioritized by school leadership.” In the EEF PPG Guidance it states, ‘Quality teaching helps every child - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’ At Carnforth we believe that investing in staff and making them the best they can have a positive impact on learning. | 1 & 5 |

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

Budgeted cost: £18,584.07

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embed regular focused pupil progress meetings from EYFS to Y6 to identify barriers to learning and ensure these are addressed.  Embed use of phonics assessments, accelerated reader and NFER assessments to inform provision planning across Y2 to Y6 | Rationale: Accelerated Reader “the project found a positive impact on all pupils of an additional three months’ progress over the course of an academic year. The results also suggested that AR was particularly beneficial for children eligible for free school meals, with these pupils making an additional five months’ progress”  Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum. | 1 & 5 |
| **All interventions are evidence based, high quality and consistently delivered:**  SENDCO & External Agency support to ensure that children’s needs are met, through high quality, targeted interventions across school. | The EEF Toolkit research states: Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.  The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. | 5 |
| **To develop teachers knowledge of Working Memory to support learners in secure key ‘sticky knowledge’ identified within planning documents.**  Coaching and training delivered by the SENDCo and Pastoral lead, as well as additional support from external agencies. | EEF research demonstrates that the findings demonstrates working memory development has a positive impact on attention and behaviour in class for pupils receiving the interventions compared to children in comparison schools. | 1&2 |
| Target support and tutoring for vulnerable pupils for support with statutory outcomes including phonics, multiplication check and SATs. | Targeted intervention and tutoring to support pupils in making effective progress through targeted academic support delivered in class and out of class to those identified as having low prior attainment or at risk of falling behind. | 1 & 5 |

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

Budgeted cost: £8,706.25

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Opal Play Project** To develop play -based provision for all vulnerable pupils during playtime and lunchtimes, through continuous provision and development common play behaviours. | **Rationale**: EEF Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.  The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. | 2&3 |
| **Attendance:**  To Improve attendance & punctuality & decrease persistent absence:  • Appointment of Family Support Officer to support identified families  • Produce accessible parent information on the impact of poor attendance  • Incentives and reward schemes (Attendance Policy)  • Targeted support – home language, home visits, routines  • Tight procedures and monitoring systems  • Increased focus on PPG and SEND | Higher overall absence leads to lower attainment at KS2 and KS4  There's a clear link between poor attendance and lower academic achievement.  Pupils with persistent absence are less likely to stay in education  **(The Key, 2019)** | 4 |
| To develop Pastoral Support:  SEMH assessments completed on specific children and targeted support provided  To raise the profile of Mental Health and Well-being, through daily mindfulness, further embedding of Bucket Fillers Pledge, and Mindfulness clubs.  Targeted support for key individuals including Play Therapy.  Support Parents through provision mapping the school offer. | **Rationale**: EEF toolkit states ‘Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes.’  Trauma informed schools UK: Increasing numbers of children are presenting with mental health difficulties and high Adverse Childhood Experiences (ACE) scores impacting on future life chances, mental and physical health and progress and attainment. Trauma halts the capacity to learn. Multiple adverse childhood experiences disrupt neural development and impair social, emotional and cognitive development. Neural pathways are needed for empathy, reflection and the ability to concentrate and learn. | 3 |
| Provide wrap around care through a breakfast club:  Proportion of Breakfast Club  – Subsidising costs to support more learners to attend.  Pupils to be given an opportunity to attend breakfast club, which offers: support to parents, to ensure pupils basic needs are met, promote parental engagement by providing further support. For example, working parents.  Subsidised wrap around care will provide support for parents and provide additional support for vulnerable families. | “Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF)” | 2, 3, 4 & 5 |
| Develop wider curriculum experiences, which will include:  Visitors to school – Forest School teacher, Ukulele teacher etc  Termly trips for each class.  After school clubs  Residentials  Severn Arts music lessons. | **Rationale:** The EEF toolkit suggest: “studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.” | 2 |

**Total budgeted cost: £142,080**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account*

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| **Teaching Impact Review:** |
| Outcomes for end of EYFS and Phonics are in line with those who are not pupil premium. KS1 outcomes were above those of non-pupil premium, with the highest proportions within Maths. Outcomes for end of KS2 Statutory outcomes demonstrated that the non-PPG group outperform the PPG group. Within Year 6, 61% of pupils are pupil premium and of those children 8, 7 are SEND. This equates to 41% of the PPG group are SEND. Whilst outcomes for end of KS2 are significantly lower than that of the non-pupil premium group, significant progress has been evident throughout the year from their initial baselines. As a result of bespoke and targeted CPD staff are aware of the specific needs of their cohorts as well as a growing knowledge of the subjects they lead. Weekly phase and PDMs focused heavily on pedagogical approaches which supported staff with a range of key strategies to support all learners.  The structuring of Year 6 into two main learning groups with experienced teachers has ensured that these children have received at least 1:14 support ratios and benefitted from bespoke adaptation to meet their learning needs.  Development cycle feedback deployed through a coaching modal, prioritised teachers leading their own learning. As a result, the school adopted and refined the Great Teaching Framework to support staff at all levels and as a result improving outcomes. of the key principles behind the school’s Teaching and Learning policy.  Again, this academic year (2023/24) PPG pupils have been a key focus of the National Tutoring Programme. This has been facilitated this year through small group tuition and intervention. The current Y6 profile has a high proportion (61%) of children who are PPG as well as a high proportion of need with 25% SEND, as a result, teaching this cohort through two smaller groups has been effective. Additionally  Throughout this academic year, the Year 2 curriculum and approach has been created around Early Excellence research, as a result, teachers are able to implement the curriculum intentions. Floor books, learning walks and pupil voice has demonstrated the impact that this provision has had on children’s development and teacher pedagogy. Within Year 2 the impact of this provision was evident with the Pupil Premium group outcomes being the strongest over the non-PPG group.  ECTs, grew in confidence of planning processes and demonstrated a greater understanding of planning and teaching reading to enable the gap to narrow through targeted provision. The percentage of children working at or above their chronological age has significantly increased in all year groups.  In addition, CPD and lesson observations have supported new staff and ECTs in the pedagogical approaches to the teaching of reading. As a result, all stakeholders understanding the importance of reading and how the reading curriculum progresses from learning to reading, into comprehension.  Through development Cycles, phase meeting and CPD sessions have been created and delivered around the Pillars of Pedagogy. As a result, ECTs and new staff members have a growing understanding of the pedagogical approaches that underpin the teaching and learning at Carnforth. This has been evident within book looks demonstrating clear sequences of learning.  Targeted family support of vulnerable families has ensured that close work alongside the deputy headteacher has been facilitated to improve attendance outcomes for key families. Following meetings, attendance improves, however in a significant number of cases, this support needs to be continued to be addressed as attendance regresses over time for key families. |
| **Targeted Academic Support Review:** |
| In EYFS and KS1 81% of pupils have SLCN as their primary need. 38% of these are PPG. This figure decreases in KS2 to 62% of pupils have SLCN as their primary need. Within reception 42% of pupils were identified as ‘working at ARE’ following the outcome of their Language Link assessment. 36% of these pupils were PPG. Of these children the percentage increased to 58% of the cohort were working at ARE in June (and 64% of PPG)  There is an 8% attainment gap, between PPG and not PPG, with 8% more Not PPG children achieving GLD than non. The attainment gap between the two groups has narrowed significantly for our GLD outcomes in comparison to last academic year. In 2022-23 there was an attainment gap of 26%, which has reduced by 18% to 8%. At baseline 100% of the PPG group were emerging of proportion of children from starting points by Summer 70% of this group were On Track, achieving GLD.  **Phonics:**  Outcomes for Year 1 phonics are broadly in line for pupils who are PPG, compared to not PPG with 78% of pupils passing the check, in comparison to 83% of not PPG pupils. Of the 4 children who did not pass the check, who are PPG, 3 of them are on the SEND register and one child’s attendance has been significantly below and received targeted support from school.  This year, all staff have received high quality RWInc training and coaching and as a result, all stakeholder, both teachers and leader have a clear understanding of the RWInc approach and how to effectively deliver and monitor the RWInc provision in school. |
| **Wider strategies Impact Review:** |
| All classes have attended trips and visits each term, to support and enrich their curriculum. Children have enjoyed gaining wider experiences that have both supported them in their learning, as well as broadening their experience of the world around them.  13/19 (68%) of PPG children were offered a subsidised rate to allow the opportunity to attend the residential. As a result, they received the opportunity to develop skills and experiences that are beyond their immediate social reach and has developed their knowledge and place in the world. Additionally, 55% of Year 4 children attending the residential received the subidised support.  After school clubs continued this academic year providing children with a range of wider curriculum experiences including, mental health and well-being, football club, board game club, art club and gardening and campfire club.  56% of pupils who regularly attend the school’s morning breakfast club are Pupil Premium to support parental engagement with school and provide support around work commitments. In this time children well-nourished and given a settled and happy start to their education.  Ukulele lessons have taken place within KS2. Across these year groups there are a significant proportion of PPG children (59%). As a result, they were given the experience of learning a new musical instrument and broadening and developing their knowledge of curriculum, through practical, high-quality teaching. Additional opportunities were provided for the children experience music played by professional musicians and learn about music in context.  As a result of dedicated time focusing on attendance. A trust wide and school level attendance policy has been written and in addition CPD and dedicated briefing time, teaching staff are more aware of persistent absence children within their care and now promptly identify their absence to both the Attendance Lead and Office staff. A variety of reward systems and high-profile class targets have been trailed. Furthermore, staff are more vigilant in identifying prolonged absence or patterns and this is promptly addressed with parents. Letters and meetings has been used to target provision for key families. Of the identified families who are Persistently absence, 37/64 or 58% are pupil premium, with 31% that have multiple siblings in school. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Play Therapy | Black Pear Trust |
| Reading Comprehension | Renaissance (Accelerated Reader) |
| Maths Intervention | Doodle Maths |
| Phonics | Read Write Inc Phonics |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |