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Pupil premium strategy statement

This statement details our 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 in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Carnforth School
Number of pupils in school	
1	49.7% (96/193)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22
Date this statement was published	1/11/2021
Date on which it will be reviewed	1/03/2021
Statement authorised by	Emma Pritchard, The Black Pear Trust CEO
Pupil premium lead	Paul Prigg, Assistant Head
Governor / Trustee lead	Gill Ellis Lead for disadvantaged pupils. Paul Shoemith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,067
Recovery premium funding allocation this academic year	£13,630

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,835
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	£154,532 (N/A)

Part A: Pupil premium strategy plan

Statement of intent

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 maximize 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.

Challenge number	Detail of challenge
1. Communication and Language Deprivation	<p>A significant proportion of pupils enter school with high levels of language deprivation & weak oral language and communication skills.</p> <p>Based on diagnostic assessment tools to assess pupil's language acquisition – has consistently illustrated this gap on school entry. Left unchallenged, this and a narrower vocabulary would therefore remain a barrier to progress for many throughout the primary years.</p>
2. Limited wider experiences	<p>In some cases, pupils lack the experiences that their non disadvantaged peers which they may have had outside of school and as a result, vocabulary can be narrower, and children can lack context for their learning. Children have a broad vocabulary and can link learning to context.</p>
3. Social and emotion regulation	<p>In some cases, children have lower levels of emotional literacy than their non disadvantages peers.</p>
4. Attendance	<p>Attendance of Disadvantaged compared to Not Disadvantaged has widened since the pandemic which impacts on attainment.</p>
5. Exposure to early reading	<p>By the end of EYFS without systematic and robust phonics teaching in learning, prevents children from achieving a good level of development in Reading.</p> <p>The proportion of children meeting the expected standard of 95% for the end of Year 1 phonics is below National particularly for the Disadvantage.</p> <p>The school has a high proportion of ECT who have experienced an inconsistent approach to their training a result of Covid.</p>

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
<p>1.</p> <ul style="list-style-type: none"> Language acquisition is a high priority in school, with explicit strategies for extending vocabulary as well as a language 	<p>1.</p> <ul style="list-style-type: none"> The number of children on the SEND register for speech and language is reduced from EYFS to KS1 to KS2.

<p>rich environment are consistently in place and effective.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The proportion of children classed of having significant language delay on identified on Language Link reduces. • Children have key strategies to decipher new words. • Children utilise increasingly ambitious vocabulary in conversation and writing. • Children have a better understanding of the curriculum, which results in an improvement understanding of language.
<p>2.</p> <ul style="list-style-type: none"> • 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. 	<p>2.</p> <ul style="list-style-type: none"> • 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.
<p>3.</p> <ul style="list-style-type: none"> • Children are better able to self-regulate their emotions • Children can use appropriate language to discuss their emotions. 	<p>3.</p> <ul style="list-style-type: none"> • The number of behaviour logs for disadvantaged is reduced. • The number of children demonstrating positive learning behaviours, consistently is raised.
<p>4.</p> <ul style="list-style-type: none"> • Attendance for all pupil increases and is in line with nation. • There is no gap in attendance between disadvantaged and non-disadvantage. 	<p>4.</p> <ul style="list-style-type: none"> • Strategies are effective in raising attendance for the most vulnerable learners. • Pupils and parents have a positive attitude to school and are keen to attend. • Parents understand the importance of good attendance.
<p>5.</p> <ul style="list-style-type: none"> • The gap between attainment of disadvantaged and non-disadvantaged learners reaching the phonics screening standards and good level of development is narrowed. 	<p>5.</p> <ul style="list-style-type: none"> • All staff understand the systematic approach to the teaching of phonics and deliver effective provision daily. • The Teaching of reading is high proportion across the school and all staff, including ECTs, feel confident in planning appropriate provision to narrow gaps.

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: £70,539.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop high quality first teaching focused on language development, early reading and phonics, and metacognition and (learning behaviours.)</p> <ul style="list-style-type: none"> • Rapidly train new staff in the Carnforth School BPT curriculum, pedagogical. • Reading leader to embed phonics approach for new staff and ECTs 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 and ECTs. • Embed the Carnforth Teaching and Learning policy for all new staff and ECTs, led by the ECT mentors and Curriculum Leads. • Develop high quality play-based provision in Year 1 (as appropriate) in and outdoors focused on stage of development, next steps and gaps in learning <p>Ensure access for all staff to high quality resources, including books online portals experienced coaching staff and training materials to support quality first teaching.</p> <ul style="list-style-type: none"> • All early years teachers to receive training on the new EYFS framework. • 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 	<p>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 will have a positive impact on learning.</p>	<p>1 & 5</p>

ensure that effective provision can be put in place and impact measured.		
To ensure families are supported through meetings with EWO and attendance lead which will identify any barriers, form actions and provide targets in a timely manner.	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'.	3 & 4

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

Budgeted cost: £49,003.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed regular focused pupil progress meetings from EYFS to Y6 to identify barriers to learning and ensure these are addressed: SENDCO & Attendance Officer to attend Embed use of phonics assessments, accelerated reader and NFER assessments to inform provision planning across Y2 to Y6 Small group tuition (focussed use of Teaching Assistants support the teaching of phonics)</p>	<p>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"</p> <p>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</p>	1 & 5

	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.	
<p>All interventions are evidence based, high quality and consistently delivered:</p> <p>TA focused CPD weekly High quality regular individual reading Reading IPMs Language for thinking Black sheep Word aware Listening an attention Concept cat, Small group phonics,</p>	<p>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.</p> <p>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.</p>	5
Small group tuition targeted vulnerable learners focussing on reading and calculations	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support 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: £34,989.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To Improve attendance & punctuality & decrease persistent absence:</p> <ul style="list-style-type: none"> • Attendance Officer and Education Welfare Officer to support identified families • Produce accessible parent information on the impact of poor attendance • Incentives and reward schemes (Attendance Policy) <ul style="list-style-type: none"> • Targeted support – home language, home visits, routines • Tight procedures and monitoring systems • Increased focus on PPG and SEND 	<p>Higher overall absence leads to lower attainment at KS2 and KS4</p> <p>There's a clear link between poor attendance and lower academic achievement. Pupils with persistent absence are less likely to stay in education</p> <p>(The Key, 2019)</p>	<p>4</p>
<p>To develop Pastoral Support: SEMH assessments completed on specific children and targeted support provided</p> <p>Daily mindfulness</p> <p>Support and training from the Ed Psychologist</p> <p>Dedicated THRIVE practitioner to deliver emotional regulation and anxiety support</p>	<p>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.'</p> <p>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</p> <p>1 & 2</p>	<p>3</p>

	<p>5 social, emotional and cognitive development. Neural pathways are needed for empathy, reflection and the ability to concentrate and learn</p>	
<p>Provide wrap around care through a breakfast club:</p> <p>Proportion of Breakfast Club – Subsidising costs to support more learners to attend.</p> <p>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.</p> <p>Subsidised wrap around care will provide support for parents and provide additional support for vulnerable families.</p>	<p>“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)”</p>	2, 3, 4 & 5
<p>Develop wider curriculum experiences, which will include:</p> <p>Visitors to school – Forest School teacher, Ukulele teacher etc</p> <p>Termly trips for each class.</p> <p>After school clubs</p> <p>Residentials</p>	<p>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.”</p>	2

Total budgeted cost: £ 154,532

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

TEACHING

To ensure an effective class teacher is in front of every class, who has the skills and subject knowledge to meet the need of all the learners in every cohort of children.

- Development cycle learning walks, book looks, PPMs and professional conversations demonstrated that class teachers had a secure understanding of the needs of their classes and the barriers that groups and key individuals faced. As a result of this, learning was well matched to needs of the cohort.

To supported teachers new to the career who have a growing skill level.

- A detailed plan of support and training ensured the new staff were well trained and their individual training needs met through CPD, coaching and mentoring. Through a broad range of robust monitoring and evaluation cycles the needs of new teachers were met and observations demonstrated an increasing awareness of good pedagogical practice to needs of the class.

TARGETED ACADEMIC SUPPORT

To support vulnerable learners to increase the percentage of children achieving the expected standard in phonics. Ensuring every pupil has the skills they need.

- A rigorous and robust Phonics programme has identified and taught to the needs of individuals in order to secure key sounds in the development of early reading. Regular assessment points and tracking of pupil's development has ensured they made high levels of progress from their starting points with regular, targeted support from skilled phonics teachers.

Close the gap for vulnerable learners to ensure they are able to access learning and have the strategies to build on concepts.

- As a result of Pre-teaching, children who need additional support are more effective at retaining information and building on their automaticity to build on learning.
- Additional specialised support from SALT service to develop staff and support in the delivery of Listening and Attention and speech and language development particularly in the Early Years has demonstrated an improvement in the outcomes of children development.

To ensure the library is enticing and take on board children's progress in reading and interest in authors.

- As a result of pupil voice and high-quality texts used as drivers, children's views and interests in reading have developed. Furthermore, key texts were then selected by Reading Ambassadors to ensure the school Library is furnished with a range of texts to suit the needs of the children. Additionally, the purchase of 'Class Reads' – key texts selected for each year group, have further developed children interest and engagement in reading.

A greater proportion of children are able to apply their phonic strategies with increasing accuracy and fluency and can read at the expected standard.

- Comprehension X intervention resources were purchased which have provided children with the explicit strategies to use within their reading. As a result, children have developed skills used in the 'moment of reading' to secure their knowledge of the text. Additionally identifying and modelling strategies for 'after reading' have equipped children with a knowledge of how to make purposeful links back to texts they have read

Children have a variety of texts which support their learning and allow them to form opinions and make connections within reading.

- Purchase of a wider selection of books over a range of ZPD's has given children a broad range of text to select from. Children have expressed enjoyment over the range of books they have read and are able to express texts which an engagement in reading has increased. Children are becoming confident to communicate their love of reading and justify their book selections to others.

WIDER STRATEGIES

To provide families and pupils with wrap around care in addition to having the opportunity to develop their social skills in a play-based environment, hear stories and practice their reading books –

- Key staff members allocated to the wrap around care team are skilled in phonics delivery and secure with supporting reading comprehension strategies for older children, as a result of this, children were regularly exposed to well modelled support thorough the sharing of stories which in turn has developed their understanding of the wider world. Additionally, structured play-based learning has supported children in their development of emotional regulation and communication.

Children are able to regulate their emotions, develop resilience and successful learning behaviours.

- A Pastoral Handbook was collated and disseminated to all stakeholders, outlining key strategies for supporting with behaviour and emotional regulation, with the impact of this being that all staff were familiar and confident with strategies used to support children in their emotional regulation, in addition to developing a global language around nurturing successful learning behaviours. As a result

of this, behaviours demonstrated an improvement and key individuals were confident of strategies used to support them. Training for Support Staff on Mindfulness was delivered and observed lessons demonstrated taught strategies applied and children engaged well with the sessions demonstrating positive behaviours.

To ensure PSHE curriculum to echoes the school's values and prepare children to make good contributions to society.

- Planning trawls demonstrated teachers made strong opportunities to build on children's place in society and develop their role as a global citizen. Additional CPD ensured that teachers were confident of how PSHE is woven through our curriculum and school values.

To experience a range of outdoor activities.

- Due to Covid restrictions, Residential were unable to take place and will form a priority are in 2021/2022.

To widen children's experiences which help them to help them to apply context to their learning.

As a result of covid restrictions, trips were unable to be facilitate until the summer term, in which all children were taken on a trip to widen their experiences and give context to their learning. These trips allowed the children to broaden their experiences. This will continue to be a focus of the Autumn Term 2021/2022.

To ensure all children can access swimming every year for their entire primary career and by the end of Year 6 swim 25metres.

- As a result of Covid restrictions, swimming was unable to be facilitated until the Summer Term. A total of 5 swimming sessions were available to completed with a significant proportion of children having not swam since their previous school led session in 2019. From their baselines, an increase in the number of children able to swim 25m was made.

To provide children with the opportunity to learn different musical instruments.

- Ukulele lessons for whole classes were able to take place in the summer term following Covid partial closures in January. Year 6 were able to learn to play a musical instrument and perform as a class. Additional opportunities were provided for the children experience music played by professional musicians and learn about music in context. 1:1 lessons were not able to take place due to covid restrictions.

To improve the subject knowledge of staff and give the pupils the opportunity to experience different approaches.

- Art focuses at the beginning of the term were structured around the Austin's butterfly approach, building opportunities to model language and reflect purposefully on the work produced. As a results, children were able to critique their own work as well suggest positive improvements to the work of others. Children were able to identify their own strengths, as well as areas and ways to improve through the support of their peers.

To provide the opportunity to develop their art skills and be inspired by real artists.

- As a result of Covid restrictions, Visits from real artists were unable to be facilitated this year.

To install in children to have pride in their school and appearance.

- Children demonstrate visible consistencies in their appearance and behaviours around school. Children are smartly and appropriately dressed for school and PE.

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

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

Service pupil premium funding (optional)

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

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)

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.