

Before completing this template, you should read the guidance on [using pupil premium](#).

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

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	193 (Inc.14 Nursery)
Number of Pupil Premium Children	53.6% (95/179)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23
Date this statement was published	23/09/2022
Date on which it will be reviewed	03/07/2023
Statement authorised by	Emma Pritchard, The Black Pear Trust CEO
Pupil premium lead	Paul Prigg, Deputy Headteacher
Governor / Trustee lead	Gill Ellis lead for disadvantaged pupils.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,635
Recovery premium funding allocation this academic year	£13,775

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	£125,410 (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 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.

Challenge number	Detail of challenge
1. Communication and Language Deprivation	<p>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.</p> <p>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.</p>
2. Limited wider experiences	<p>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.</p>
3. Social and emotion regulation	<p>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.</p>
4. Attendance	<p>Attendance of Disadvantaged compared to Non Disadvantage continues to remain a barrier to learning.</p>
5. Exposure to early reading	<p>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.</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 are developing their understanding of the pedagogy of Reading, and therefore need additional support and training.</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
1.	1.

<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 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. 	<ul style="list-style-type: none"> • Planning documents and teaching highlight where learning is reactivated and identify the key vocabulary and sticky knowledge that are explicitly taught across the curriculum. This is identified through a whole school approach using dual coded symbols to support children in development of language and securing new concepts. • 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.
<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 pupils increases and is in line with national. • Eradicate the gap in attendance between disadvantaged and non-disadvantage. 	<p>4.</p> <ul style="list-style-type: none"> • 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.
<p>5.</p>	<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. 	<ul style="list-style-type: none"> 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. ECTs, feel confident in 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.
--	--

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: £78,516.10

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"> Further support staff with bespoke training on the revised Carnforth School BPT curriculum focusing on dual coding and sticky knowledge. To support new and ECT teachers on key pedagogical principles through bespoke CPD. Reading leader to embed phonics approach for new staff and ECTs and additional phonics sessions to secure areas of development. 	<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</p>	<p>1 & 5</p>

<ul style="list-style-type: none"> • 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, both in and outdoors, focusing on the stage of development, next steps and gaps in learning • 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. 	<p>they can have a positive impact on learning.</p>	
---	---	--

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

Budgeted cost: £27,827.83

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.</p> <p>Embed use of phonics assessments, accelerated reader and NFER assessments to inform provision planning across Y2 to Y6</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>1 & 5</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 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>	
<p>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.</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
<p>Academic mentor employed to deliver targeted support alongside class teachers and deliver small group interventions for Years 5 and 6. Interventions focusing on Maths and Grammar are supporting vulnerable learners</p>	<p>Academic mentor 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.</p>	1 & 5

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

Budgeted cost: £18,970.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>BPTrust Attendance Project: 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 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)</p>	<p>4</p>
<p>To develop Pastoral Support: SEMH assessments completed on specific children and targeted support provided</p> <p>To raise the profile of Mental Health and Well-being, through daily mindfulness, further embedding of Bucket Fillers Pledge, and Mindfulness clubs.</p> <p>Targeted support for key individuals including Play Therapy.</p> <p>Support Parents through provision mapping the school offer.</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 social, emotional and cognitive</p>	<p>3</p>

	development. Neural pathways are needed for empathy, reflection and the ability to concentrate and learn.	
<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>Severn Arts music lessons.</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
<p>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.</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</p>	3 & 4

	benefits vary widely across programmes'.	
--	--	--

Total budgeted cost: £125,410

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:

Through CPD and coaching, new staff and ECTs have received training on the delivery of high-quality phonics sessions. Therefore, all stakeholders are confident and clear of learning intentions for all children through the RWInc programme. Regular monitoring and feedback has ensured that new staff and ECTs are both confident and competent in the delivery of robust phonics sessions.

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.

Curriculum provision project for Year 1 has been created around Early Excellence research, therefore teachers are able to implement the curriculum intentions throughout the next academic year. In addition to this, training on the new Early Years framework, alongside Trust wide bespoke curriculum coverage document has ensured that all Early Years teachers are confident of the key changes and outcomes. Bespoke planning provision has been implemented by Early Years leaders and staff and Trust Reviews have highlighted a strength in practice within EYFS.

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.

Through pupil progress meetings, moderation, and development cycles. Children who are falling behind their peers have been identified and in-depth discussions taken place to ensure staff have practical means to support the needs of the individual child and remove barriers. In addition to this, staff have identified PPG children within their classes

through class profiles and identifying both the broad and specific needs of the children within their care. As a result of this all classes within KS1 and KS2, the percentage of children working at the expected standard for Reading, Writing and Maths has increased this academic year, with the exception of Year 3 in Maths which has remained inline.

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.

EWO support has ensured that key families have received targeted support. Of these families 91% are PPG. 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

Termly pupil progress meetings have focused on key children and sharing of strategies to support in overcoming barriers. Additionally, Pupil Premium Class Profiles, have been introduced and used to closely track the progress of children who are Pupil Premium. As a result of this, teachers are more aware of the needs and the outcomes of the children who are PPG within their class.

Small group tuition has been used to support the teaching of phonics for key pupils, therefore outcomes indicated that in September 7% of children with Pupil Premium were on track, in comparison to 50% in the Summer Term for Year 1 phonics.

Interventions linking to Speech and Language have been prioritised this academic year to support the most vulnerable learners.

Targeted small group tuition was initially identified for 16 children, 13 of which were PPG (81%). Throughout 2022 we were able to off this small group support to more pupils as a result of employing an additional certified tutor. Over the academic year Carnforth has provided to 45 children with additional tutoring this year, both through in school support and afterschool provision. Of these 45, 32 are in receipt of PPG funding. As a result, the school has given additional support to 35% of the PPG group (KS1 & KS2) and to 71% of the pupils identified for tutoring who are PPG. Of the original 16 children identified for tuition 13 were PPG (81%). Outcomes for children within these groups have improved.

Wider Strategies

As a result of 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. Furthermore, staff are more vigilant in identifying prolonged absence or patterns and this is promptly addressed with parents. In class, children have been given reward systems to increase attendance, as well as keeping attendance high profile, through weekly assemblies and newsletter articles. Of the identified families, of which 73% have multiple siblings in school, identified with Persistence absence, 10/11 (91%) are Pupil Premium. Persistence Absence for PPG vs ALL children has remained at 8% difference.

Further CPD on Mindfulness has been delivered to all staff including Tas and as a result, all stakeholders are confident of the strategies used to support children pastorally and develop their individual wellbeing.

Wellbeing strategies have been promoted and made high profile, through Healthy Living Days and supported through the roles of Healthy Living Ambassador and Peer Mentors. 82% of children within these roles are Pupil Premium. As a result, children are aware of a range of strategies to support them in their physical and emotional development.

Additional supporting to develop emotional regulation has been provided through support from the Educational Psychologist to support children with strategies and recognising their own emotions and beginning to recognise how they impact on others. As a result of this specific children have been identified and SEMH assessment completed. These children have bespoke Incredible 5-Point Scales, to support them with recognising and naming their emotions.

Targeted support for Key Individuals has been delivered by the Trust Pastoral Behaviour Specialist. As a result, children are now more confident in strategies to support them in social settings, including within their friendship groups as well as managing their emotions.

47% 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 Year 4 and Year 6. These are the two-year groups with the most significant proportions of PPG children (74% in year 6 and 60% in year 4). 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 part of a whole school development, each class has received two sessions working alongside a trained forest school provider. This has developed their understanding and experiences that can take place outside of the classroom. In years 5 and 6 this has also built upon their outdoor learning experiences that they developed over the residential.

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.

26/31 (84%) of PPG children attended the residential as a subsidised 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.

After school clubs commenced from 19th May 2022, providing children with a range of wider curriculum experiences including, learning sign language, drama, Taekwondo, and computing skills.

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.