



2020/2021 Pupil Premium Strategic Plan – as part of our 3 year strategy.

The Pupil Premium Grant (PPG) is an individually allocated sum of money which is devolved to schools directly by the DfE. It is to be used to strategically target provision for children from low-income and other disadvantaged families to ensure that there is no difference in attainment between them and their peers. A child who has a parent in the armed forces is also eligible for PPG. The grant can be used very widely to provide support for children for example to enable them to attend educational visits and to smooth transfer between schools. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. This figure has risen each year since the grant was first given to the current amount of £1320 per pupil. The term 'Disadvantaged' indicates those pupils eligible for Pupil Premium Grant.

The next pupil premium strategy review is September 2020

Carnforth School is an academy, part of the Black Pear Trust MAT. It converted to academy status on 1st August 2017. The school is a one form entry primary with a PAN of 30. It offers a 26 place nursery with both full and part time places available.

The school serves an area of significant social and economic deprivation. The Worcester ACORN category profile indicates that the population is made up of 56% Category 5 urban Adversity, 39% Category 4 Financially stretched, 5% comfortable communities and 1% rising prosperity. There are no Affluent achievers. IDACI indicates 88.3% of pupils live in the 30% most deprived SOAs in England, 0.5% live in the least deprived. The percentage of pupils entitled to free school meals is well above national. We have had an increase of EAL learners as well and now have 14.0% on roll. Many pupils have learning difficulties, disabilities and additional needs (22%) which is above local and national averages.

The school has a high level of pupils' eligible for the Pupil Premium Grant – currently 59%. This is an average figure of the year groups and in some year groups the percentage is noticeably higher. The grant received by the school for this group is therefore substantial and the group is very significant for the school as one of our 'tracked groups'. To ensure that the use of the Grant is of greatest benefit to the eligible pupils a plan has been drawn up which is both strategic and operational.

Responsibility for Pupil Premium at Carnforth School lies with the Governing Body, the Head of School and is monitored by the Inclusion Leader. All matters relating to the Pupil Premium are reported back to the Governors, ensuring that the school is held to account for the impact of spending. Below are details of how and why funding has been allocated to different activities.

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 these plans 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.

In order to address these needs the school utilizes the NSH Speech and Language Services extended training programme for whole school staff development to ensure professional expertise to support the children is in place. The school also utilizes the Local Authority Behaviour Support Team and engages Educational Psychologists to provide expert advice on the mental well-being of identified children. A strong, comprehensive and sustainable support package has been developed which is beginning to lead to improvements in outcomes for this identified group. These targeted additional support strategies will enable all pupils, however financially disadvantaged, to have full access to the curriculum and all extra-curricular experiences.

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.

Subject Leaders develop their own operational action plans which include a focus on pupils' eligible for the Pupil Premium Grant they identify key areas for development within their own curriculum area for the academic year. These plans are cross referenced with each other and with the whole school strategic plan.

| Financial breakdown | |
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| Number of pupil premium children (Ever 6 Free school Meals) | 96 |
| Funding per child | £1320 |
| Carry forward | £11,919 |
| Allocation for 2020/2021 | £126,430 |
| Estimated allocation for 2021/2022 | |

| Pupil Premium numbers | | |
|------------------------------|--------------------|------------------------|
| Year group | Cohort size | Number/% of PPG |
| Year 6 | 28 in year group | 17 PPG 61% |
| Year 5 | 23 in Year group | 16 PPG 70% |
| Year 4 | 30 in year group | 13 PPG 43% |
| Year 3 | 25 in year group | 17 PPG 68% |
| Year 2 | 16 in year group | 10 PPG 63% |
| Year 1 | 22 in year group | 12 PPG 55% |
| Reception | 30 in year group | 10 PPG 33% |

| 2018/2019 Attainment | | % Disadvantaged | % Non-Disadvantaged | School results (unvalidated) | National Results |
|----------------------|---------|-----------------|---------------------|-------------------------------|------------------------|
| EYFS | GLD | 60% | 62% | 61% | D – 71% All – 71.8% |
| Phonics | Year 1 | 57% | 88% | 73% | D – 71% All – 82% |
| End of KS1 | Maths | 70% | 50% | 71% | D – 62% All – 76% |
| | Reading | 70% | 72% | 71% | D - 62% All – 75% |
| | Writing | 60% | 67% | 64% | D – 55% All – 69% |
| End of KS2 | Maths | 64% | 75% | 68% | D – 67% All – 79% |
| | Reading | 45% | 63% | 53% | D – 62% All – 73% |
| | Writing | 64% | 75% | 68% | D – 68% All – 78% |

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|-------------------------|-----------------------|-----|-----|------|--------------------|
| | SPAG | 73% | 75% | 74% | D –67% All –78% |
| | Combined R,W,M | 45% | 63% | 53% | D –51% All –64% |
| Progress KS1-KS2 | Reading | | | +0.4 | |
| | Writing | | | +3.0 | |
| | Maths | | | +2.2 | |

The Tiered Approach to Pupil Premium Spending (EEF Toolkit)

Teaching:

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Targeted academic support:

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider strategies:

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Rational for Spending at Carnforth School

| Barriers to future attainment | Desired outcome | Success Criteria |
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| <p>A</p> <p>A significant number of pupils enter school with significant levels of language deprivation & weak oral language and communication skills.</p> <p>Our data – based on diagnostic assessment tools to assess pupil’s language skills – has consistently illustrated this gap on school entry. Left unchallenged, this and a narrower vocabulary remain a barrier for many throughout the primary years</p> <p>On entry into EYFS children are on average, working typically within the bands 22-36 months or 30-50 months across all areas.</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 rich environment; careful selection of language is taught (high frequency words found in many different contexts); activities to extend pupils’ expressive and receptive vocabulary should relate to current topics, with opportunities to practice using new vocabulary; language teaching develops breadth (vocabulary size) and depth (understanding and use in context). | <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. Children have key strategies to decipher new words. Children utilize increasingly ambitious vocabulary in conversation and writing Children have a better understanding of the curriculum due to an improvement understanding of language |
| <p>B</p> <p>In some cases pupils lack the experiences that their peers may have had outside of school and as a result vocabulary can be less broad and children can lack context for their learning.</p> | <ul style="list-style-type: none"> Children have a broad vocabulary and can link learning to context Children can utilize widening experiences to support writing. Children develop skills which support positive learning behaviours such as resilience, risk taking communication and cooperation. | <ul style="list-style-type: none"> The number of children working at the age expected standard Children have wider experiences to draw upon. |
| <p>C</p> <p>In some cases children have low levels of emotional literacy.</p> | <ul style="list-style-type: none"> Children are better able to self-regulate their emotions Children are able to use appropriate language to discuss their emotions. | <ul style="list-style-type: none"> The number of behaviour logs are reduced The number of children demonstrating positive learning behaviours consistently is raised. |

| Focus & Year group | Number of children | Identified Need | Cost-September to August | Lead By | Monitor | Outcome | Evaluation |
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| TEACHING | | | | | | | |
| Continued Professional 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 they can be will have a positive impact on learning.</p> | | | | | | | |
| CPD Budget ALL | whole school 185 | Data Headline: On entry into EYFS children are on average, working typically within the bands 22-36 months or 30-50 months across all areas. In 2019, 57% of Disadvantaged children passed the Y1 Phonics check in comparison to 88% of Non-Disadvantaged children. Developments to practice is an essential part of teaching reflective and improving practice is necessary to ensure rising standards. CPD ensures teachers are kept up to date with new thinking, pedagogical | Budget: £4,000 Spent: Variance | SW | Development cycle Data Phase meetings Planning | 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 | |

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| | | <p>development and professional development opportunities for improvement.</p> <p>Action:</p> <ul style="list-style-type: none"> • Links to the Reconnection plan include training at all levels for emotion coaching, the incredible five point scale to reduce anxiety and supporting children who have undergone trauma. • Development of pedagogy focus linked to SDP include support for the development of peer tutoring, our pedagogy of language approach, conscious connections through the wider curriculum and refinements to principles of the T&L policy. • Development of staff to support NPQML and NPQSL qualifications. • Support for RQT's to continue developing practice – use of technology IRIS and teams training and software to further develop reflective practice. | | | | | |
| <p>NQT Budget - Support for early career teachers</p> | <p>30</p> | <p>Support for Newly qualified teachers. Support to help them develop practice and become confident, reflective, effective practitioners.</p> | <p>Budget: £1000</p> <p>Spent:</p> <p>Variance:</p> | <p>SW</p> | <p>Development cycle</p> <p>Data</p> <p>Phase</p> | <p>Well supported teachers new to the career who have a growing skill level.</p> | |

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| | | Costs: to include supply budget to spend time in other settings, course, network meetings, new to Year * course. | | | meetings Planning NQT action planning | | |
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Targeted Academic Support

Targeted Interventions

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| 1:1 phonics & Small Group Intervention Phonics | KS1 | Data Headline: | Budget | KF | Learning walks | Close the gap for vulnerable learners to increase the percentage of children achieving the expected standard in phonics. Ensuring every pupil has the skills they need | |
| | EYFS | In 2019, 57% of Disadvantaged children passed the Y1 Phonics check in comparison to 88% of Non-Disadvantaged children. Action: Identified staff members to deliver phonics effectively to boost attainment for identified pupils. – pupils who have very low starting points who are making less than expected rates of progress. Resources to support the delivery of interventions | Spent: Variance: - £500 | | Tracking data 9 children | | |

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| | | <p>SPAG development & intervention subscriptions</p> <p>Delivery of interventions</p> | <p>£130</p> <p>£977</p> | | | | |
| <p>Listening & Attention, Vocabulary and Language development Support</p> | <p>EYFS KS1</p> | <p>Action:</p> <p>Pre-teaching of information to help children who need additional support to help retain information, ensuring children have some automaticity to build on learning and make links</p> <p>Additional specialised support from SALT service to develop staff and support the delivery of Listening and Attention and speech and language development particularly in the Early Years</p> <p>Language, listening interventions costs</p> | <p>Budget: £2,900</p> <p>Spent:</p> <p>Variance -</p> <p>£6,080</p> | <p>VS</p> | <p>Learning walks</p> <p>Book looks Data</p> | <p>Close the gap for vulnerable learners to ensure they are able to access learning and have the strategies to build on concepts.</p> | |

Development of Reading & Language

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.

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| Accelerated Reader | Y2 – Y6 | <p>New books purchased to keep library enticing and take on board children’s progress in reading and interest in authors.</p> <p>Renewal of license plus new books to replenish stocks and allow children to maintain interest in reading.</p> | Budget: £3700 Spent: Variance: | KF PP | Accelerated reading data Pupil voice. | <p>A larger proportion of children are able to read at their chronological age group</p> <p>Children develop a passion for reading and are able to use their extensive reading knowledge in their writing.</p> | |
| Dedicated Reading Lead | | <p>Dedicated reading lead to drive improvements in reading.</p> <p>Reading lead to support the development of practice for new staff and act as reading champion leading and monitoring phonics and other reading interventions.</p> <p>To ensure fluency and practice is effective.</p> | Budget: £23,065 Spent: Variance: | KF | Reading records Pupil voice Reading fluency data | <p>A greater proportion of children are able to apply their phonic strategies with increasing accuracy and fluency and can read at the expected standard.</p> | |

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| Developed of class sustained reads, & knowledge of classic stories | All | Books to inspire the rest of the curriculum, broaden children’s knowledge of the classic literature, authors and improved stamina in reading. | Budget: £1,500 Spent: Variance: | KF | Pupil voice | Children have a variety of texts which support their learning and allow them to form opinions and make connections within reading | |
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Wider Strategies

Wrap Round Care:

Rationale: “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)”

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| Breakfast Club | 50 | 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. | Budget: £500 Spent: Variance: | SW | Registers Pupil voice Behavior logs | Children start the day well fed and in a calm environment. Pupils needs are met Children are on time for school. | |
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| Subsidised After school Care | All | Proportion of Little Pears Support for parents trying to get back into work or requiring additional support. | Budget: £8,248 Spent: Variance: | SW | Registers Pupil voice Parent voice | Children have the opportunity to develop their social skills in a play based environment, hear stories and practice their reading books | |
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Pastoral - Social & Emotional Development

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’.

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| | | Support for parents trying to get back into work or requiring additional support. | Spent: | | Pupil voice | |
| | | | Variance: | | Parent voice | |

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| Attendance Support | All | Families are supported to ensure children have good attendance and punctuality. | Budget: | NSB | Data analysis | Children are in school attendance raises to above 96%. Families feel well supported |
| | | Costs to include: EWO package | £2,150 | | Parent voice | |
| | | Attendance rewards: | £783 | | | |
| | | Mini bus costs for attendance: | £100 | | | |
| | | Costs towards new mini bus (taken from the carry forward | Spent: | | | |
| | | | Variance: | | | |
| | | | £11,000 | | | |

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| Emotional Regulation including Thrive | All | <p>Children with social, emotional and mental health issues are well supported and can develop successful learning behaviours and self-regulation skills.</p> <p>Costs to include:</p> <p>Pastoral Leadership dedicated time</p> <p>Support from Ed Phyc</p> <p>Thrive Interventions</p> | <p>Budget: £44,027</p> <p>Spent:</p> <p>Variance:</p> | NSB | <p>Thrive analysis</p> <p>Learning walks</p> <p>Behaviour logs</p> <p>Pupil voice</p> | <p>Children are able to regulate their emotions, develop resilience and successful learning behaviours.</p> | |
| PSHE | All | <p>Membership to Cambridge scheme of work</p> <p>Membership to the PSHE association</p> | <p>Budget:</p> <p>Spent:</p> <p>Variance:</p> | NSB | <p>Foundation subject monitoring</p> | <p>PSHE curriculum to echo the schools values and prepare children to make good contributions to society</p> | |

Widening children's experiences - Engaging and enriching the curriculum – developing the language of reasoning, emotion & reflection.

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.”

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| Subsidized residential support | | Children to experience a range of outdoor | Budget: £3,500 Spent: Variance: | SW | Pupil questionnaire | Children develop skills | |
| | | experiences, developing resilience, team work and communication. | | NSB | | which can be transferred into positive learning behaviours | |
| Additional curriculum trip support | | Children widen their experiences which help them to help them to apply context to their learning | Budget: £6,965 Spent: Variance: | SW NSB | Pupil questionnaire | Children can write from experience | |
| Additional Swimming support - | | Support to ensure all children can access swimming every year for their entire primary career. | Budget: £2,605 Spent: Variance: | NSB JA | Pupil Questionnaire Data analysis | All pupils can swim 25m by the time they leave primary school. | |
| Music – Y5 have the opportunity to learn a musical instrument | | To provide children with the opportunity to learn different musical instruments | Budget: £2,000 Spent: £ Variance: £ | BE | Termly music data analysis Pupil questionnaires and interviews Learning walks | All children in Year 5 to learn how to play a musical instrument 1.1 lessons provided for gifted and talented | |

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| | | | | | | musicians | |
| ART | | To improve the subject knowledge of staff and give the pupils the | Budget: £ 1,100 | SJ KF | Portfolios | The standard in ART is Raised across the | |
| Visiting artists | | | Spent £ | | | | |
| | | | Variance £ | | | | |
| Develop understanding of the wider world | | resources | Budget £2000 | | | | |
| | | opportunity to develop their art skills and be inspired by real artists | | | Learning walks Pupil voice | school. Pupils have greater cultural capital. | |
| Uniform Support | | | | | | | |
| Rationale: Uniform support -This is one area – alongside others – that has led to positive behaviours in learning. All staff uphold the behavior and uniform policy, which had led to a successful implementation. (EEF Toolkit) | | | | | | | |
| Assistance with School Uniform | All | Support to purchase uniform Subsidising uniform costs | Budget £2000 Spent: Variance: | SW | | Children have pride in their school and their appearance | |

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| Total cost : Actual | | |
| Balance to carry forward: | | |