Pupil premium strategy statement

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

Detail	Data
School name	Carnforth School
Number of pupils in school	177 (Inc.16 Nursery)
Number of Pupil Premium Children	53.11% (94/177) 58.39% (94/161)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025/26
Date this statement was published	20/10/2025
Date on which it will be reviewed	04/07/2026
Statement authorised by	Emma Pritchard, The Black Pear Trust CEO
Pupil premium lead	Paul Prigg, Headteacher
Governor / Trustee lead	Sophie Gething, lead for disadvantaged pupils.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,185
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	£135,185 (N/A)

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan
Statement of intent

Our school motto, 'Inspiring Excellence', sums up our aim for all children at Carnforth School. We aspire for our children to achieve well, whatever their background and ensure that through high-quality teaching each child can make good progress. Although we understand that many of our children have multiple 'barriers to learning', we also know that good teaching can overcome these, so we provide focused, continued CPD for colleagues to ensure children's needs are met. To further support our plans for children, we have used a tiered approach, established by the EEF and have studied evidence included in their teaching and learning toolkit.

Our school curriculum is devised so that children can build upon firm foundations of knowledge and skills and, through wider experiences, bring this curriculum to life. In this way, children make the connections necessary to apply their learning to fully reach their potential. We have a high focus on developing effective communication skills to support children in managing a range of academic and social situations. We also use a range of approaches to help children develop their vocabulary. This is a priority as we recognise that delays in the development of communication can create long term barriers for learning and later success in life. Working with families is crucial to gain the best for each child, including developing an understanding of regular attendance and punctuality. By ensuring excellent provision at a whole class, targeted support and wider experience level, our aim is that every child will reach their full potential which will equip them well for the next stage of their education.

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.

This plan is regularly reviewed by school leaders and governors to ensure that it remains precisely targeted to need and that it is having the intended impact on further improving outcomes.

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	Diagnostic language assessments indicate that some children have lower language and communication skills on entry to school and this can significantly impact the acquisition of skills and knowledge across the curriculum.	
	As a result, we support children in their development of oral language, vocabulary and communication skills, through promoting oracy and development of social communication opportunities and executive functions.	
2. Limited wider experiences and aspirations	Some disadvantaged children may have less access to wider life experiences than their non-disadvantaged children.	
	As a result, we need to ensure that access to experiences that support learning is not a barrier and that enrichment opportunities are incorporated into provision for all.	
3. Social and emotional regulation	There has been a significant increase in the complexity and number of children with emotional and behavioural challenges. Research demonstrates that lower levels of emotional literacy can create barriers for children to progress academically, in their personal development and emotional regulation. As a result, supporting children with strategies to understand their emotion continues to be a focus area for development.	
4. Attendance (school around the child)	Our data indicates that disadvantaged children are more at risk of having lower overall attendance than their non-disadvantaged peers. Research has shown that there is a clear link between attendance and attainment.	
5. Exposure to early reading and developing a love of reading	Baseline assessments demonstrate that starting points for children are low and that limited opportunities for early reading is a key area of focus. Systematic and robust phonics teaching is essential to develop a good level of development in reading and to nurture a love and freedom of reading.	

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. • Language acquisition is a high priority in school, with explicit strategies for extending vocabulary as well as a language	1. • Children make good academic progress against their starting points.

rich environment are consistently in place and effective. • A careful selection of tiered language is taught including high frequency words found in many different contexts. • Expressive and receptive vocabulary is extended and well used by children 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. • Identified children with specific speech and language difficulties make good progress from targets set.	• Assessment shows an increased confidence and use of vocabulary. • Assessment shows identified children meet targets set. • The number of children on the SEND register for speech and language is reduced from EYFS to KS1 to KS2. • Lexonic interventions demonstrate a positive impact on vocabulary and spelling within 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. • Children make good academic progress against their starting points. • Assessment shows an increased confidence and use of vocabulary. • 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. • Parental voice evidences that school supports children and their families with well-being. • Child voice evidence that they feel supported by school in recognising their emotions and how to develop positive wellbeing. • Anxiety-based rates of absence are reduced. • Over time, the number of behaviour logs for disadvantaged children is reduced, • Motional assessments provide greater insight into the specific emotional needs of individuals to personalise support provided. These are actioned with impact evidenced.
4. • Attendance for all pupils increases and is at least in line with national.	4. • Rigorous, robust and constant procedures are in place to

• Eradicate the gap in attendance between disadvantaged and non-disadvantage.	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 attend school regularly.
5. • The gap between attainment of disadvantaged and non-disadvantaged learners in all subjects and phases is narrowed.	5. • All staff have a good understanding of the systematic approach to the teaching of phonics and deliver effective provision daily. • The teaching of reading fluency is high profile and staff feel confident in how to improve this for their children. • The teaching of mathematical fluency is high profile and staff feel confident in how to improve this for their children. • Parents are provided with effective guidance to help them to support their children in improving fluency in both reading and mathematics. • All staff have a good understanding of adaptation within teaching sequences and use it competently to support learners. • Disadvantaged children perform as well as their non-disadvantaged peers nationally at all stages of their education.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop high-quality teaching focused on language development, early reading and phonics, and metacognition (learning behaviours). Deliver bespoke training on the revised Carnforth School BPT curriculum, embedding curriculum drivers and broadening pedagogical strategies, with a strong emphasis on **Domain 2 of the Great Teaching Toolkit** to support vulnerable pupils. Enhance curriculum documentation to raise the profile of language and integrate key pedagogical principles through targeted CPD. Ensure the Reading Leader embeds the phonics approach for new staff and provides additional sessions to address gaps. Secure staff understanding of the Carnforth Reading approach and offer through structured induction and ongoing professional development.	Quality first teaching for all. Phonics approaches have been consistently found to be effective in supporting younger Children to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy (EEF) Phonics	EEF (educationendowmentfoundation.org.uk) Effective Professional Development	EEF (educationendowmentfoundation.org.uk) The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months' progress. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development	EEF (educationendowmentfoundation.org.uk)	1 & 5

| Provide **Lexonic and Wordology training** for key staff, supported by monitoring and coaching to guarantee high impact.

Deliver high-quality **Read Write Inc** training and coaching for all staff to ensure consistent phonics delivery.

Implement early identification systems for pupils falling behind, enabling timely, evidence-based interventions.

Target Year 6 pupils with small-group and individualised support to accelerate progress and secure statutory outcomes. | | |

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

Budgeted cost: £18,584.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver CPD for all relevant staff to embed explicit teaching strategies for language development. Provide specialist support for pupils with language needs, ensuring regular, structured intervention. Ensure staff delivering interventions receive full training and coaching for consistency and impact. Implement small-group and one-to-one tutoring	Small group tuition has an average impact of 4+ months progress across the course of a year. Small group tuition	EEF (educationendowmentfoundation.org.uk) The effective deployment of teaching assistants both within and in addition to classroom teaching can support children's progress. Teaching Assistant Interventions	EEF (educationendowmentfoundation.org.uk)	1

for identified pupils to close attainment gaps and accelerate progress. Embed termly pupil progress meetings from EYFS to Y6 to identify barriers and plan responsive provision. Use diagnostic assessments (phonics, Accelerated Reader, NFER) to inform targeted planning and track progress. Guarantee all interventions are evidence-based, high quality, and consistently delivered, supported by SEND Lead and external agencies. Develop staff expertise in Lexonic and Wordology for vocabulary building through coaching and external consultancy. Provide targeted tutoring for statutory outcomes (phonics, multiplication check, SATs) for vulnerable pupils.		
Embed rigorous, termly pupil progress meetings from EYFS to Year 6 to systematically identify barriers to learning and implement targeted actions. Meetings will use a structured agenda focused on attainment, progress, and intervention impact, ensuring accountability and timely adjustments. **Integrate diagnostic and formative assessment tools**—including phonics screening, Accelerated Reader data, and NFER assessments—into provision planning across Years	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	1 & 5

2 to 6. This will enable precise identification of gaps, inform differentiated teaching strategies, and track progress against national benchmarks.	reading but in accessing and engaging with the curriculum.	
Ensure all interventions are rigorously evidence-based, consistently high quality, and delivered with fidelity across the school. Provision will be led by the SEND Lead in collaboration with external agencies to guarantee specialist expertise and precision in meeting individual needs. Interventions will be systematically monitored for impact through termly reviews, using progress data and pupil voice to evaluate effectiveness and inform next steps.	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
Develop staff expertise in Lexonic and Wordology to enhance vocabulary acquisition and language development across the curriculum. This will be achieved through a structured programme of coaching and training delivered by internal leads, complemented by specialist input from external consultants and agencies. The approach will ensure staff can confidently implement evidence-based strategies for explicit vocabulary instruction, diagnostic-driven phonics, and targeted interventions. Training will be monitored for impact through lesson observations, pupil progress data, and feedback cycles to guarantee consistency and effectiveness.	Quality first teaching, Diagnostic-driven phonics and targeted intervention with research informed approaches. The system strategically aligns targeted interventions with quality-first teaching, providing a unified framework for explicit vocabulary and reading instruction across the entire school.	1&2

Provide targeted, high-impact tutoring and academic support for vulnerable pupils to secure success in statutory assessments, including phonics screening, multiplication tables check, and end-of-key-stage SATs. This will involve structured, evidence-based interventions delivered by trained staff, focusing on closing gaps in core knowledge and accelerating progress for pupils at risk of underachievement. Tutoring will be personalised, data-driven, and monitored through termly progress reviews to ensure measurable impact on attainment and confidence	Small group tuition has an average impact of 4+ months progress across the course of a year. Small group tuition | EEF (educationendowmentfoundation.org.uk) The effective deployment of teaching assistants both within and in addition to classroom teaching can support children's progress. Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	1 & 5

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £8,706.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance play-based provision through the Opal Play Project to promote social development, resilience, and positive behaviour among vulnerable pupils during playtimes and lunchtimes. This initiative will embed continuous provision and structured play opportunities designed to develop common play behaviours and improve pupils' ability to collaborate, self-regulate, and engage positively with peers. The approach will be monitored through behaviour logs, pupil voice, and engagement data to ensure impact on emotional well-being and readiness to learn.	**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	2&3

	classroom may in turn have a positive effect on academic outcomes.	
Implement Motional as a diagnostic and analytical tool to provide precise, data-driven insights into the emotional and social needs of vulnerable pupils. This approach will enable the school to design bespoke emotional regulation strategies tailored to individual profiles, ensuring interventions are targeted and impactful. Motional assessments will be embedded into the school's provision mapping process, with outcomes reviewed termly to monitor progress and inform next steps. Staff will receive training to interpret Motional data effectively and apply findings to classroom practice and pastoral support.	**Rationale**: EEF Evidence consistently shows that educators can implement approaches that benefit young children's personal, social and emotional development (PSED). Using multiple approaches together is likely to aid the development of young children's PSED. There is a growing body of evidence to suggest that individual approaches, such as teaching and modelling managing emotions and maintaining positive relationships can also have a positive impact. However, more research is needed.	2&3
Implement a robust attendance strategy to improve overall attendance, punctuality, and reduce persistent absence among vulnerable pupils. Key actions will include: Appointment of a dedicated Family Support Officer to work proactively with identified families, addressing barriers to attendance through personalised support. Develop and distribute accessible parent information highlighting the impact of poor attendance on academic achievement and future outcomes. Introduce incentives and reward schemes in line with the Attendance	Higher overall absence leads to lower attainment at KS2 and KS4 There is 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

Policy to promote positive attendance habits. Provide targeted support for families, including home language resources, home visits, and guidance on establishing effective routines. Embed tight monitoring systems and procedures to ensure early identification of attendance concerns and swift intervention. Increase focus on disadvantaged and SEND pupils, ensuring tailored strategies are in place to close attendance gaps. Monitoring will include weekly attendance tracking, termly reviews, and analysis of persistent absence trends, with impact measured against national benchmarks.		
Develop a comprehensive pastoral support framework to promote emotional well-being and resilience among pupils. This will include completing **SEMH assessments** for identified children to inform targeted, personalised interventions. The school will raise the profile of mental health through **daily mindfulness practices**, embedding the **Bucket Fillers Pledge**, and establishing **Mindfulness Clubs** to support self-regulation and positive relationships. Targeted support will be provided for key individuals through evidence-based approaches such as **Play Therapy**, ensuring interventions are monitored for impact. Additionally, parents will be supported through clear provision mapping and guidance, strengthening home-school collaboration to improve pupil outcomes.	**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.	3

	Neural pathways are needed for empathy, reflection and the ability to concentrate and learn.	
Provide wraparound care through a fully subsidised Breakfast Club to remove barriers to learning and promote pupil well-being. The Breakfast Club will ensure pupils' basic needs are met by offering a nutritious meal before school, creating a calm and positive start to the day. This provision will also support parental engagement and alleviate pressures for working families. Subsidised access will prioritise vulnerable pupils, improving attendance, punctuality, and readiness to learn. The initiative will be monitored for impact through attendance data, pupil voice, and progress measures	"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
Expand access to enriching curriculum experiences to broaden pupils' horizons and raise aspirations. Provision will include a diverse range of opportunities such as **specialist visitors/leads** (e.g., Forest School leader, music instructors), **educational trips for every class**, **after-school clubs**, **residential experiences**, and **Severn Arts music lessons**. These activities will be strategically planned to complement the curriculum, enhance cultural capital, and develop skills such as resilience, collaboration, and creativity. Impact will be monitored through pupil voice, engagement data, and progress measures to ensure experiences translate into improved academic and personal outcomes.	**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

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

Carnforth School's Statutory PPG Data Overview Review 2024/2025

(~estimated national disadvantaged figures)

END OF EARLY YEARS FOUNDATION STAGE 2025: RECEPTION GLD

	CFS All (27)	CFS PPG (15)	National All	National Dis-advantaged	CFS PPG to National Dis-advantaged
GLD (EYFS)	66%	53%	67.7%	51.4%	+1.9%

2023 PPG GLD	2024 PPG GLD	2025 PPG GLD
53%	70%	53%

- **The disadvantaged group outcomes at GLD are above that of national disadvantaged.**

- The outcomes for the disadvantaged group in comparison to Disadvantage Worcestershire are significantly above with 43.2% of children in Worcestershire reaching GLD.
- 53% of the Disadvantage group are also SEND.

KEY STAGE ONE 2025 PHONICS SCREENING TEST

	CFS All (18)	CFS PPG (10)	National	National Dis-advantaged	CFS PPG to National Dis-advantaged
Year 1 Phonics	100%	100%	81%	66.8%	+33.2%

2023 PPG Outcome	2024 PPG Outcome	2025 PPG Outcome
87%	78%	100%

- **All groups significantly above national disadvantaged outcomes.**

- The outcomes for the disadvantaged group in comparison to Disadvantage Worcestershire are significantly above with 64.3% of children in Disadvantage Worcestershire reaching GLD.

- Disadvantaged 3 year average broadly in line or better than National.
- 2025 outcomes show all PPG children passed the phonics screening check.
- Y2 Cumulative 93% (one child, who is non verbal of PPG did not pass**)**

KEY STAGE TWO 2025 TEST DATA					
	CFS All (20)	**CFS PPG (15)**	**National All**	**National Disadvantaged**	**CFS PPG to National Disadvantaged**
KS2 Reading	75%	67%	75%		
KS2 Writing	75%	67%	72%		
KS2 Maths	80%	73%	73%		
KS2 RWM	75%	67%	62%	47.4%	+19.6%
KS2 GPS	70%	67%	73%		

- **Outcomes for Disadvantaged combined (RWM) are above national and significantly above National Disadvantaged.**
- The outcomes for the disadvantaged group in comparison to Worcestershire are significantly above with 43.6% of children in Worcestershire reaching GLD
- Disadvantaged attainment is broadly in line or equal with National for all for the PPG group.

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)
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:

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.