



Pupil premium strategy statement

School overview

Metric	Data
School name	Carnforth Community Primary School
Pupils in school	83
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£36,840
Academic year or years covered by statement	2024-2027
Publish date	September 2024
Review date	September 2025
Statement authorised by	Sarah Hudd
Pupil premium lead	Sarah Hudd
Governor lead	Sarah White

Disadvantaged pupil progress scores for last academic year – not published in July 24

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	67%
Achieving high standard at KS2	17%
Measure	Activity
Priority 1	To ensure that children eligible for PPG achieve outcomes comparable to their peers.
Priority 2	To ensure children eligible for PPG have equal access to curriculum enhancements and cultural capital

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	To continue to improve Quality First Teaching in all classrooms
2	To ensure relevant children receive effective and timely intervention
3	To support those children with social and emotional issues to access the full curriculum
4	To ensure all children have opportunity to experience the wider cultural capital on offer
5	To provide children and their families with support to encourage parental involvement and improved attendance

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
Increase attainment of PP children in Reading, Writing and Maths	PPG children achieve as well as non-PPG children. PPG children make at least expected progress, from their starting points, in Reading, Writing and Maths.
Remove barriers to improve academic outcome for PP children	Staff continue to embed mental health and wellbeing strategies to support the social and emotional needs of children Staff continue to identify needs and have a wide range of intervention strategies to deal with them effectively
All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics.	Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics. CPD for teachers and TAs is relevant to the needs of the children and the support that they require. Expertise from SEND unit used throughout school to support children's needs
All pupils are able to access enrichment and wider curriculum offer	Any additional enrichment activities are made available through reduction in payments eg for school visits and residential visits with links to the National Curriculum.

	Provide children with enriched opportunities to extend their understanding of the curriculum
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Activity in this academic year (2024-25)

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: £ 5,000 *Training*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relevant CPD to support improvement of Quality First Teaching	Evidence shows that 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.	1
Relevant CPD to support improvement of interventions offered within school	Evidence shows that teachers and teaching assistants providing targeted academic support, including linking structured one-to-one or small group intervention to classroom teaching impacts positively on progress	2

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

Budgeted cost: £ 16,055 *TA Support*
£ 1, 050 *Intervention Programmes and Licences*

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support for 1:1 and small group interventions	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	2
Intervention programmes and subscriptions		2

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7,735 *Learning Mentor*

£ 2,000 *Inclusion Hub Support*

£ 5,000 *To subsidise enrichment activities*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Learning Mentor/ Specialist teacher hours to support children and families	EEF recommendations state parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	5
Support and training through Inclusion Hub to identify and implement teaching strategies that meets the needs of particular learners, including those PP children with SEND	Evidence shows that children do not benefit from a lesson if they are not present, engaged in the lesson, and behaving appropriately for learning. This CPD and support to implement strategies aims to improve learning behaviours for a group of children	3
Provide financial support to ensure all pupils can access curriculum enrichment and extra-curricular opportunities	Evidence shows there is some benefit academically, for attendance and in levels of participation when children have access to curriculum enrichment.	4
School contribution to school led tutoring programme	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	2

Total budgeted cost: £ 36,840

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Disadvantaged pupil performance overview for (2023/24)

Meeting expected standard at KS2

Reading: 50%

Writing: 0%

Maths: 50%

Achieving higher standard at KS2

Reading: 0%

Writing: 0%

Maths: 0%

Those children eligible for PPG, all made expected progress from starting points in reading and maths. In writing 67% made expected progress from starting points.

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
Zones of Regulation	Zones of Regulation Inc
Dyslexia Screener	GL assessment
Grammasaurus	Website
Socially Speaking	Integrated Teaching Services
Time to Talk	Integrated Teaching Services
NELI	Pearson