

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 Community Primary School
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	27.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah Hudd
Pupil premium lead	Sarah Hudd
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47,590
Recovery premium funding allocation this academic year	£ 4 ,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
TOTAL FUNDING	£52 ,520

Part A: Pupil premium strategy plan

Statement of intent

Children at Carnforth Community Primary School (disadvantaged and not) will be in receipt of high quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn.

Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum.

We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. 48% of children who are pupil premium are also SEND and teachers work very closely with SEND support and the Family support practitioner to ensure a holistic approach to meeting their needs.

We want to enhance oral language skills, address SEMH concerns, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children 2 have access to targeted high-quality adult support through targeted intervention programmes.

We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally. We will provide pastoral support for both pupils, parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

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 are trained in mental health and wellbeing strategies to support the social and emotional needs of children Staff are able 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.
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

Activity in this academic year (2022-23)

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: £ 26, 355 *TA Support*
 £ 1, 000 *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: £ 7,242 *Learning Mentor*
 £ 2,000 *Inclusion Hub Support*
 £ 5, 000 *To subsidise enrichment activities*

£ 1000 50% cost of school led tutoring

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: £ 47, 597

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 2021 to 2022 academic year.

Disadvantaged pupil performance overview for (2021/22)

Meeting expected standard at KS2

Reading: 91%

Writing: 64%

Maths 73%

Achieving higher standard at KS2

Reading: 9%

Writing: 18%

Maths 18%

The comparison of internal data between those children who are eligible for PPG and those who are not suggests that in some cases there is a difference in achievement between the two groups. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
MyMaths	Oxford University Press
Nessy	Nessy Learning

