

Pupil premium strategy statement – Carnforth Community Primary School 2025/26

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Sarah Hudd
Pupil premium lead	Megan Rae
Governor / Trustee lead	Sarah White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£995,436

Part A: Pupil premium strategy plan

Statement of intent

At Carnforth Community Primary school we use the additional funding to ensure that children eligible for PPG achieve outcomes comparable to their peers and to ensure they have equal access to curriculum enhancements and cultural capital opportunities.

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

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Training - £ 1000

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: TA Support – £17,793
Intervention licences - £653

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

Budgeted cost: Specialist Teacher £ 1,519
Inclusion Hub £ 260
Enrichment Subsidy £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of 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	Evidence shows there is some benefit academically, for attendance and in levels of participation when children	4

curriculum enrichment and extra-curricular opportunities	have access to curriculum enrichment.	
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Total budgeted cost: £ 22,725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil tracking internally shows the following data:

Of the children eligible for PPG ~70% were also SEN.

Considering the children's starting points and their expected progress from this in Reading 85% made at least expected progress compared to 67% across school.

In Writing 65% of children eligible for PPG made expected progress from starting points with 68% across school.

In Maths 80% of children eligible for PPG made expected progress from starting points compared to 72% across school.

The percentages of children achieving ARE or better in end of KS2 SATS:

PPG	Overall
Reading: 67%	Reading: 71%
Writing: 50%	Writing: 29%
GPS: 50%	GPS: 50%
Maths: 50%	Maths: 50%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

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