

Carnforth High School – Pupil Premium strategy 2025-2028

1. Summary information					
School	Carnforth High School				
Academic Years	2025-28	Total PP budget		£238,964 (2025-26)	
Total number of pupils	678	Number of pupils eligible for PP	216	Date for next internal review of this strategy	September 2026

Attainment and progress of disadvantaged pupils 2023-2024

The legacy of the pandemic continues to have an impact on the lives of many of our pupils and their families within the community that we serve. The ongoing cost of living crisis also disproportionately impacts on our most vulnerable and disadvantaged families. An increasing number of pupils face extensive challenges with their social, emotional and mental health.

Ongoing curriculum revisions and improvements in the quality of teaching means that disadvantaged pupils in key stage 3 are continuing to make progress across school life.

The Progress 8 score for disadvantaged pupils has improved from -1.06 in 2023 to -0.71 in 2024, an improvement of over a third of a grade and a closing of the gap between the progress made by non-disadvantaged pupils. 2024 overall attainment 8, English, maths and Ebacc A8 all remain close to the national average as with science grade 4 plus.

At Carnforth High School, our mission is to nurture Confidence, Purpose and Respect in every learner. We are committed to ensuring that all pupils, regardless of background, have the opportunity to thrive academically, socially and emotionally.

Our Pupil Premium strategy is designed to:

- Raise attainment and close the gap between disadvantaged pupils and their peers.
- Improve attendance and engagement.
- Provide access to enriching experiences that build character and aspiration.
- Support wellbeing and behaviour through early intervention.

We aim to deliver a strategy that is evidence-informed, sustainable, and embedded within our wider school improvement plan.

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Below age expected literacy and numeracy skills	
B.	SEMH and behavioural needs	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance and punctuality	
D.	Out of school behaviours: anti-social behaviour and risk taking behaviour	
E.	Increase in the volume and complexity of safeguarding needs	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps in reading scores to be closing by the end of the academic year, with improvement sustained in subsequent years. Measured through ongoing GL assessments. Gaps in numeracy scores to be closing by the end of the academic year, with improvement sustained in subsequent years. Measured through ongoing GL assessments.	Improvement in all pupils reading and maths scores with the gap closing for identified pupils in Year 7-10.
B.	Improvement in behaviour and attitudes to learning of identified groups of disadvantaged pupils. Reduced removals, internal isolations and suspensions and increased time in lessons accessing learning. In addition to the reduction in low level behaviour sanctions, increased praise points awarded.	Reduction in negative behaviour points and suspensions and increased number of praise points as evidenced by weekly Class Charts monitoring.
C.	Attendance and punctuality of disadvantaged pupils improves. A reduction in the number of PA pupils. Weekly monitoring of attendance data by the Attendance Manager and HoY.	Improved attendance and reduction in the number of PAs in line with National Average monitored weekly through ATTEND / SIMS.
D.	Pupils make positive contributions to extra-curricular activities and the wider community. Pupils make informed choices regarding behaviour in the evenings and weekends which will reduce the number of incidents coming into school. Fewer child on child violence incidents will arise despite an improved culture of reporting incidents within school should they occur.	Improved confidence of pupils reporting child on child violence incidents with timely and effective support and interventions implemented. Positive feedback through ongoing pupil and parental voice.
E.	Pupils feel safe within school and can identify at least one adult they would speak to. Pupils actively support peers where they have concerns. Appropriate interventions signposted in line with Lancashire's Continuum of Need. Improved agency involvement and engagement with pupils and families.	Pupil and parent/carers voice demonstrates pupils feel safe and supported within school.

4. Planned expenditure					
Academic years	2025-2028				
i.	Quality of teaching for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved implementation of the curriculum to ensure PP pupils make progress in line with non-PP pupils	Embed behaviour for learning expectations / policy including non-negotiable classroom routines (CHS6). Consistent and effective implementation of the intended curriculum which are well sequenced and ambitious for all learners. Effective use of adaptive teaching strategies employed to enable all learners to successfully access their curriculum. A comprehensive QA cycle to be used to monitor the effectiveness of its delivery. Improvement in the implementation of the curriculum in school through whole school INSET and targeted CPD programme focusing on developing positive behaviours for learning and adapting the implementation of the intended curriculum. Teaching and Learning library further developed and membership to National College. Effective use of Staff Appraisal process. ClassCharts to support learning and improve home/school communication. Redesign the curriculum model to distribute teaching hours more effectively whilst maintaining a broad and balanced curriculum. Restructure the timetable to enable effective movement of pupils based on academic ability.	Behaviour interventions +4 months (EEF Toolkit)	Reviews of pupils' academic progress as part of whole school monitoring cycle. Implementation of the curriculum monitoring as part of whole school teacher appraisal process and line management of departments and through our QA cycle. Attendance to INSET/CPD CLFP and timetable scheduling will ensure the curriculum meets the needs of CHS learners	PST / KWM	Termly throughout 2025-2028
Initial budgeted cost					£76,983

ii.	Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improvement in literacy and numeracy skills for disadvantaged pupils to be in line with their non-disadvantaged peers as evidenced by Progress Tests; with pupils recovering lost learning time.	Secure baseline reading tests to establish starting points for pupils in Year 7-11. GL Assessment used to baseline pupils and measure progress. NGRT completed by pupils at the start of each academic year and at timely intervals for those accessing targeted intervention/ support. CAT completed at the start of Year 7 and for any pupils who join mid year to the school. https://www.gl-assessment.co.uk/assessments/secondary/ <u>Literacy interventions</u> • Lexia • Reading Partners • Sparx Reader • RISE focusing on age appropriate texts • Reading for pleasure within the curriculum • Development of disciplinary literacy within departments • Seneca Online Learning – range of subjects KS3 & KS4 Use of the school's Library incorporating before and after school access and improved parental outreach and engagement. <u>Numeracy interventions</u> • Sparx Maths to support learning and catch-up at KS3/KS4 • Maths fluency (Sparx) • Number Stats • Numicon • Success at Arithmetic	We require a clear baseline from which we will work in the absence of and in addition to KS2 tests. This testing will then be the basis of further diagnostic testing. Phonics impact +5 months (EEF Toolkit) Reading comprehension impact +6 months (EEF Toolkit) TA interventions impact +4 months (EEF Toolkit) Small group tuition impact +4 months (EEF Toolkit) On average, 20% increases in vocab test scores Extending school time +4 months (EEF Toolkit) Parental engagement +4 months (EEF Toolkit) 1:1 tuition +5 months (EEF Toolkit) Individualised instruction +4 months (EEF Toolkit) Oral language interventions +6 months (EEF Toolkit)	Baseline assessments undertaken. Timely reassessment to track progress throughout Years 7-11 for those accessing intervention/ support. Intervention leads identified with clear responsibility/accountability and training where appropriate for staff. All strategies effectively communicated with all key stakeholders. Regular feedback by Intervention leads to SLT Stakeholder voice gathered to support quantitative measures.	ANE	Termly throughout 2025-2028

Improved outcomes at KS4	Year 11 intervention package to include: • Revision guides bought for core and GCSE subjects • Site licenses for Sparx Maths, Sparx Reader • School synched with Seneca Online Revision package – A range of subjects offered at KS4 • Lunchtime, afterschool and holiday revision programme • Bespoke, targeted, in school intervention programme focusing on Maths and English • Parent information evening for Parents/Carers of Year 11 • Parental engagement through school newsletter and targeted text messaging • Website information with curriculum overview and signposting to subject specific revision resources • Additional SEMH support for most vulnerable including use of SEMH SNAP program – used as a behaviour and diagnostic tool for learning difficulties. • Targeted cohorts identified for additional motivational support • Comprehensive careers package and 1:1 pupil interviews (at least 2 for PP pupils)	Homework +5 months (EEF Toolkit) Extended school time +3 months (EEF Toolkit) Parental engagement +4 months (EEF Toolkit) Mentoring +2 months (EEF Toolkit)	Scheduled data captures will identify key cohorts that require targeted intervention and support. Live tracking of progress from targeted intervention. Fortnightly inclusion meetings targeting key cohorts Timely and clear communication of support with pupils and parents. Quality assured resources / software packages purchased. Monitoring engagement to 'live' sessions and access to software packages. Stakeholder voice gathered to support quantitative measures.	HPO / KWM /EMC	Termly throughout 2025-2028
Initial budgeted cost					£65,242

iii.	Wider strategies				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved punctuality and attendance to be in line with National Average.	Attendance systems and processes allow for tighter monitoring and subsequent interventions for absent pupils (ATTEND) Higher profile of link between attendance and outcomes communicated to pupils and parents/ carers through appropriate channels. Use of ClassCharts to signpost appropriate work for absent pupils. Attendance Manager to ensure that all staff are aware of persistent lateness and that system of same day afterschool detentions is in place (ClassCharts). Inventory system in place to closely monitor punctuality (ATTEND). Increased focus on addressing punctuality to lessons – sanctions incorporated into the behaviour policy (ClassCharts) Allocated SLT responsibility to disadvantaged pupil attendance. Enhanced focus on disadvantaged pupils by Attendance Manager/ Assistant Headteacher with regular updates to SLT on attendance rates and individual action plans for persistent absentees. Continuation of free breakfasts (National Schools Breakfast Program) for all pupils with specific focus and sell to disadvantaged pupils and their families.	Pupils with no absence are 1.3 times more likely to achieve grade 4 or above, and 3.1 times more likely to achieve grade 5 or above, than pupils that missed 10-15% of all sessions (DfE research found on The Key) Breakfast clubs have been shown to have positive impacts on pupils: 'Schools generally reported improvements in concentration and in behaviour from pupils attending breakfast clubs. Schools attributed this in part to children not being hungry, and in part to the new routine of the breakfast club which allowed pupils to settle into school more	Regular attendance meetings with key stakeholders to check progress against targets. Regular reports to SLT and the LGB on attendance and late figures by the attendance lead. Individual pupil action plans for severe, chronic absent pupils and those falling into PA and/or late attenders showing actions taken and effect on attendance. Attendance % at breakfast clubs as tracked through impact Fusion External partner audit/QA of systems/processes	CCH / DM / KWM	Termly throughout 2025-2028

Improvement in the behaviours of an identified minority of pupils within the school	Behaviour and Mental Health strategy model developed to allow tighter monitoring of the impact of pastoral interventions. Use of pastoral team and external agencies (through EHAs) to work with most vulnerable disadvantaged and non-disadvantaged pupils at risk of permanent exclusion. EP assessment and specialist teacher involvement. Support from Trust schools where applicable. Use of appropriate Alternative Provision for most vulnerable and disengaged pupils – behavioural and medical placements – short term and long term. Review and improvement of removal and internal isolation provision led by Assistant Headteacher for Behaviour and Attitudes to ensure that rate and severity of behaviour incidents decrease over time. Introduction of an additional inclusion provision within Learning Support for pupils who require reasonable adjustment. Weekly PASS meetings held with staff from pastoral support, attendance team and SEND department to monitor and review interventions and support.	Evidence suggests that there is an above average link between disadvantaged pupils and risk of exclusion. The school will take action to identify these pupils at risk of exclusion and work with them on reflection and self-management/regulation. Individualised instruction +4 months (EEF Toolkit) Behaviour interventions +4 months (EEF Toolkit) Mentoring +2 months (EEF Toolkit)	Weekly review of behaviour and praise points collected through Class Charts. Regular review of provision offered by the Internal isolation provision to ensure it is meeting the needs of the pupils. Timely review of AP provision in relation to attendance, behaviour and academic progress. Stakeholder voice gathered to support quantitative measures.	PST / CCH	Termly throughout 2025-2028
Development of cultural capital through attendance at clubs/Extra-curricular provision	Increase the provision of extra-curricular activities that run at lunchtime and afterschool as identified through pupil voice. Increase the number of trips and visits that supports the implementation of the curriculum. Where there is a cost implication for attendance at extra-curricular event, there is provision put in place to support those families with limited income.	Anecdotal evidence of improved engagement when pupils are involved in extra-curricular activities. Some clubs e.g. PE or art are directly linked to classroom outcomes. Arts participation +3 months (EEF Toolkit)	All staff are aware that barriers should not be put in place that prevent disadvantaged pupils from accessing extra-curricular. Trips and access to per music lessons are subsidised for disadvantaged pupils at risk of not attending. Regular monitoring of engagement to extra-curricular clubs/activities.	ALL STAFF	Termly throughout 2025-2028

	PP pupils actively encouraged to apply for prefect (Year 11) and school council roles in years 7 to 11. This allows all groups to be clearly represented, giving a voice and a platform and enhancing wider participation and commitment to school life. Active promotion and provision for all PP pupils to access peri music lessons. RSE sessions booked with the NHS to deliver sessions to vulnerable pupils in years 9-11. A bespoke in house delivery surrounding puberty to be delivered in house to SEND pupils.		Clear process with FT's active in the process to have a cross section of pupils applying for these leadership roles in school Central records held of those participating in music lesson. Stakeholder voice gathered to support quantitative measures and to identify additional activities offered.	JGR SBA / KWM SSH to deliver in house puberty classes to SEND pupils.	
Pupils feel comfortable in the school and able to concentrate on their learning	Pupil Premium funding used to support families suffering hardship, such as replacement uniforms, shoes, class equipment, calculators, revision guides. PASS surveys to be carried out and findings to inform the SDP.	Historic parental voice and evidence from attendance impact	This will be led by the staff and they will give information to AHT to say whether pupils are in need of extra equipment or resources. Stakeholder voice gathered to support quantitative measures regarding effectiveness of the support.	ALL STAFF / Pastoral team	PASS surveys completed once a term
Initial budgeted cost					£96,739