



Pupil Premium Strategy Statement 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 – 2025-2026

Detail	Data
Number of pupils in school	678
Proportion (%) of pupil premium eligible pupils	31.8% (216 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	P Staniforth
Pupil premium lead	C Chambers (2023/24) J Fox (2024-25) K Wilson-Murray (2025-2026)
Governor / Trustee lead	J Proctor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,964



Part A: Pupil premium strategy plan

Statement of intent

At Carnforth High School, we are committed to ensuring that all pupils eligible for Pupil Premium funding are supported to achieve their full potential. We work proactively to identify and address any barriers to learning, so that every child can thrive academically and personally.

We aim for high levels of attendance among our Pupil Premium cohort and provide targeted support where needed to help pupils attend school consistently and punctually.

We also believe that every pupil should have access to enriching experiences beyond the classroom. We strive to ensure that all Pupil Premium pupils can participate fully in co-curricular activities and educational visits, regardless of financial or other barriers.

Challenges

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

Challenge number	Detail of challenge
1	To improve the reading and writing proficiency of pupils identified in early testing as not currently meeting age-related expectations.
2	To address lost learning from the Covid-19 pandemic.
3	To address any attendance issues – particularly those at risk of being at the persistent absence level.
4	To enable engagement with co-curricular activities and educational trips, addressing financial barriers where needed.
5	To reduce the proportion of children in receipt of Pupil Premium who are at risk from being suspended from our school.



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
Pupils in receipt of Pupil Premium funding achieve in line with expectations.	Reduce the gap in Attainment 8 and Progress 8 between children in receipt of the Pupil Premium and those who are not.
Attendance of children in receipt of the Pupil Premium to be in line with their peers – particularly in KS4.	Reduce the gap in attendance rates between children in receipt of the Pupil Premium and those who are not.
Increased number of children in receipt of the Pupil Premium attending co-curricular activities and educational trips.	Statistical data to demonstrate an increase in the uptake of co-curricular activities and targeted educational trips for children in receipt of the Pupil Premium.
Further develop a programme of early intervention behaviour support.	Reduction in the percentage of children in receipt of the Pupil Premium who are suspended as a proportion of all incidents resulting in this sanction. Ensure early intervention for support with behaviour.

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: £76,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	EEF Toolkit – various strands such as Mastery learning, Collaborative learning	1, 2
Support staffing	EEF Toolkit – Teaching assistants	1, 2
Support for early careers teachers	EEF Toolkit – various strands such as Mastery learning, Collaborative learning	1
Literacy across subjects	EEF Toolkit – Reading comprehension	1



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

Budgeted cost: £65,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Support (Sparxs Reader, NGRT)	EEF Toolkit – Reading comprehension Digital Technology, Internal data, NGTR assessments, Sparxs reader assessments.	1

	Engagement with RISE – Reading for pleasure in form time	
One to one tuition where required in English (KS4 prioritised).	EEF Toolkit – One to One tuition	1
Small group intervention support in English (KS4 Booster sessions prioritised)	EEF Toolkit – Small group tuition	1
Personalised learning support	EEF Toolkit – Digital Technology Internal data	1
One to one tuition where required in Maths (KS4 prioritised).	EEF Toolkit – One to One tuition	1
Small group intervention support for Maths (KS4 Booster sessions prioritized)	EEF Toolkit – Small group tuition	1
Targeted revision across subjects.	EEF Toolkit – Individualised instruction	1, 2



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

Budgeted cost: £96,739

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform help and assistance where necessary to ensure a sense of belonging and inclusion.	EEF Toolkit – School Uniform	3
Revision guides for GCSE subjects where appropriate.	Previous GCSE results	1, 2
Homework club (Printing, resources, and stationary shop) to	EEF Toolkit – Homework Extending school time	1, 2

ensure no barriers to learning and progress		
Duke of Edinburgh's Award and funding extra-curricular opportunities	EEF Toolkit – Outdoor adventure learning D of E Bronze award	4
CEIAG provision and guidance within school careers advisor.	EEF Toolkit – Aspiration interventions Pupils achieve equal access to careers provision.	4
Access to extracurricular activities across all subjects and educational trips.	EEF Toolkit – extending school time and Aspirations.	4
External agencies working with pupils at risk of exclusion – such as behaviour intervention placements and a range of alternative provision providers.	EEF Toolkit – Social and Emotional learning Internal data and previous experiences	5
Transport to school and barriers to being on time to school broken down.	Internal data	3



Attendance linked to rewards to offer praise where necessary for those pupils making improvements. This will be used to offer rewards to those pupils who are working hard to keep an excellent attendance or for those who are improving.	National data on attendance and achievement.	3
Counselling offered to address social and EEF Toolkit – Social and Emotional learning 3, 5 7 emotional barriers to learning.	EEF Toolkit – Social and Emotional learning	3, 5
Educational psychologist provision where appropriate.	Required for some external support such as EHCPs.	5

Total budgeted cost: £238,964



Part B: Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the past three academic years.

Year	2022-2023	2023-2024	2024-2025
Total Pupils of Y11 In Cohort	126	116	120
% of PP in Cohort	27	26.7	26.7
Numbers of PP in Cohort	34	31	31
Progress 8 All pupils	-0.36	-0.31	-0.64
Progress 8 Pupil Premium	-1.06	-0.72	-1.37
Attainment 8 All pupils	4.15	4.63	3.99
Attainment 8 Pupil Premium	3.33	3.43	2.85
Achieving 9-4 English & Maths All Pupils	58.7	54.3	56.7
Achieving 9-4 English & Maths PP	38.2	41.9	45.7
Achieving 9-5 English & Maths All Pupils	23.8	29.3	29.2
Achieving 9-5 English & Maths PP	14.7	16.1	8.6