

Pupil premium strategy statement – Carnforth High School

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	678
Proportion (%) of pupil premium eligible pupils	31.8%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	Half termly with published impact statement July 2025
Statement authorised by	P Staniforth
Pupil premium lead	K Wilson-Murray
Governor / Trustee lead	M Dudfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,964
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£238,964

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenges

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

Challenge number	Challenge
1	Below age expected literacy and numeracy skills
2	SEMH and behavioural needs
3	Attendance and punctuality
4	Out of school behaviours: anti-social behaviour and risk taking behaviour
5	Increase in the volume and complexity of safeguarding needs

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
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 7-11.
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
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 persistent/ severe absence rates in line with national average
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.	Greater engagement in extra-curricular activities. 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.
Pupils feel safe within school and can identify at least one adult they would speak to. Pupils actively support peers where they have concerns.	Pupil and parent/carer voice demonstrates pupils feel safe and well supported within school. Attendance increases and persistent/ severe

Appropriate interventions signposted in line with Lancashire's Continuum of Need. Improved agency involvement and engagement with pupils and families.	absence rates reduce in line with national average.
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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

Budget cost: **£76,983**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed behaviour for learning expectations / policy including non-negotiable classroom routines (CHS6).</p> <p>Consistent and effective implementation of the intended curriculum which are well sequenced and ambitious for all learners.</p> <p>Effective use of adaptive teaching strategies employed to enable all learners to successfully access their curriculum.</p> <p>A comprehensive QA cycle to be used to monitor the effectiveness of its delivery.</p> <p>Improved implementation of the curriculum, through Rosenshine's principle of instruction, through whole school INSET and comprehensive CPD programme focusing on developing positive behaviours for learning and skilfully adapting the implementation of the intended curriculum.</p> <p>Teaching and Learning library further developed and membership to National College.</p> <p>Effective use of Staff Appraisal process.</p> <p>ClassCharts to support learning and improve home/school communication.</p>	<p>Behaviour interventions +4 months (EEF Toolkit)</p> <p>Collaborative learning approaches +5 months (EEF Toolkit)</p> <p>Feedback +6 months (EEF Toolkit)</p> <p>Mastery learning +5 months (EEF Toolkit)</p>	1, 2 & 3

Targeted academic support

Budgeted cost: **£65,242**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Secure baseline reading tests to establish starting points for pupils in Year 7-11.</p> <p>GL Assessment used to baseline pupils and measure progress.</p> <p>NGRT completed by pupils at the start of each academic year and at timely intervals for those accessing targeted intervention/ support.</p> <p>CAT completed at the start of Year 7 and for any pupils who join mid-year to the school.</p> <p>Literacy interventions:</p> <ul style="list-style-type: none"> • 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. <p>Numeracy interventions:</p> <ul style="list-style-type: none"> • Sparx Maths to support learning and catch-up at KS3/KS4 • Maths fluency (Sparx) • Number Stats • Numicon • Success at Arithmetic 	<p>Phonics impact +5 months (EEF Toolkit)</p> <p>Reading comprehension impact +6 months (EEF Toolkit)</p> <p>Oral language interventions +6 months (EEF Toolkit)</p> <p>TA interventions impact +4 months (EEF Toolkit)</p> <p>Small group tuition impact +4 months (EEF Toolkit)</p> <p>Parental engagement +4 months (EEF Toolkit)</p> <p>1:1 tuition +5 months (EEF Toolkit)</p> <p>Individualised instruction +4 months (EEF Toolkit)</p> <p>Small group tuition impact +4 months (EEF Toolkit)</p> <p>TA interventions impact +4 months (EEF Toolkit)</p>	<p>1, 2 & 3</p>

<p>Year 11 intervention package to include:</p> <p>Revision guides bought for core and GCSE subjects</p> <p>Site licenses for Sparx Maths, Sparx Reader</p> <p>School synched with Seneca Online Revision package – A range of subjects offered at KS4</p> <p>Lunchtime, afterschool and holiday revision programme</p> <p>Bespoke, targeted, in school intervention programme focusing on Maths and English</p> <p>Parent information evening for Parents/ Carers of Year 11</p> <p>Parental engagement through school newsletter and targeted text messaging</p> <p>Website information with curriculum overview and signposting to subject specific revision resources</p> <p>Additional SEMH support for most vulnerable including use of SEMH SNAP program – used as a behaviour and diagnostic tool for learning difficulties.</p> <p>Targeted cohorts identified for additional motivational support</p> <p>Comprehensive careers package and 1:1 pupil interviews (at least 2 for PP pupils)</p>	<p>Homework +5 months (EEF Toolkit)</p> <p>Extended school time +3 months (EEF Toolkit)</p> <p>Small group tuition impact +4 months (EEF Toolkit)</p> <p>Mentoring +2 months (EEF Toolkit)</p> <p>Parental engagement +4 months (EEF Toolkit)</p>	<p>1, 2 & 3</p>
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Wider strategies

Budgeted cost: £96,739

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance systems and processes allow for tighter monitoring and subsequent interventions for absent pupils (ATTEND)</p> <p>Higher profile of link between attendance and outcomes communicated to pupils and parents/ carers through appropriate channels.</p> <p>Use of ClassCharts to signpost appropriate work for absent pupils.</p> <p>Attendance Manager to ensure that all staff are aware of persistent lateness and that system of same day afterschool detentions is in place (ClassCharts).</p> <p>Inventory system in place to closely monitor punctuality (ATTEND).</p> <p>Increased focus on addressing punctuality to lessons – sanctions incorporated into the behaviour policy (ClassCharts)</p> <p>Allocated SLT responsibility to disadvantaged pupil attendance.</p> <p>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.</p> <p>Continuation of free breakfasts (National Schools Breakfast Program) for all pupils with specific focus and sell to disadvantaged pupils and their families.</p>	<p>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).</p> <p>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.</p> <p>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 calmly and be more ready to learn when lessons started (Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation, DfE, 2017).</p>	2, 3, 4

<p>Pupil wellbeing strategy model developed to allow tighter monitoring of the impact of pastoral interventions.</p> <p>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. Enhanced parental engagement.</p> <p>Use of appropriate Alternative Provision for most vulnerable and disengaged pupils – behavioural and medical placements – short term and long term.</p> <p>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.</p> <p>Introduction of an additional inclusion provision within Learning Support for pupils who require reasonable adjustment.</p> <p>Weekly PASS meetings held with staff from safeguarding, pastoral support, attendance team and SEND department to monitor and review interventions and support.</p>	<p>Evidence suggests that there is an above average link between disadvantaged pupils and risk of exclusion.</p> <p>Individualised instruction +4 months (EEF Toolkit)</p> <p>Behaviour interventions +4 months (EEF Toolkit)</p> <p>Mentoring +2 months (EEF Toolkit)</p> <p>Social and emotional learning +3 months (EEF Toolkit)</p> <p>Parental engagement +4 months (EEF Toolkit)</p>	<p>2, 3, 4 & 5</p>
<p>Increase the provision of extra-curricular activities that run at lunchtime and afterschool as identified through pupil voice.</p> <p>Increase the number of trips and visits that supports the implementation of the curriculum.</p> <p>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.</p> <p>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, enhancing wider</p>	<p>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.</p> <p>Arts participation +3 months (EEF Toolkit)</p> <p>Physical activity +2 months (EEF Toolkit)</p>	<p>2, 3, 4 & 5</p>

participation and commitment to school life. Active promotion and provision for all PP pupils to access peri music lessons.		
Pupil Premium funding used to support families suffering hardship, such as replacement uniforms, shoes, class equipment, calculators, revision guides.	Historic parental voice and evidence from attendance impact. Parental engagement +4 months (EEF Toolkit)	2, 3, 4 & 5

Total budgeted cost: £238,964

Part B

Outcomes for disadvantaged pupils

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. Progress in mathematics, open basket subjects and value added within science, humanities and Ebacc were all close to average.

In 2024 published outcomes, overall attainment 8, English, maths and Ebacc A8 all remain close to the national average as with science grade 4 plus. The gap between disadvantaged pupils and non-disadvantaged pupils national was narrowing. In 2025, overall attainment 8 was slightly lower than the previous year resulting in overall attainment 8 being below the national distribution banding. Removing 4 pupils (11% of the PP cohort), who were severely absent in year 10 and whose attendance was below 10% in year 11, attainment 8 showed improvement on 2024 with the gap continuing to narrow.

Externally provided programmes

Not applicable.