

Pupil premium: Carnforth Christ Church CE Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 Christ Church CE Primary School
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rebekah Richardson
Pupil premium lead	Rebekah Richardson
Governor / Trustee lead	Steve Plevy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,585
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total pupil premium allocation available	£42,585

Part A: Pupil premium strategy plan

Statement of intent

At Carnforth Christ Church Primary School we aim to:

- diminish the difference between disadvantaged and non-disadvantaged pupils;
- enable all disadvantaged pupils to achieve or exceed nationally expected attainment and progress;
- rigorously track academically able pupils from disadvantaged backgrounds who are most at risk of under-performing and
- support the holistic development of each and every pupil in our care.

We strive to do this by following a tiered approach and using quality first teaching, targeted academic support and a wide range of strategies to support all pupils.

At Carnforth Christ Church Primary School, we have high expectations for all pupils, regardless of background or barriers to learning. We recognise every child as an individual, and is unique, made in God's image, and will make good progress from their respective starting points. We aim for all pupils to have access to high quality and effective interventions led by experienced, trained professionals which will enable pupils to progress rapidly when gaps in their learning emerge. Interventions will also be used to ensure that our pupils know more and remember more and deepen their learning. All interventions will be rigorously monitored and their impact evaluated. We will also ensure all vulnerable pupils have access to a wide range of enrichment experiences both in and out of school which will positively impact pupils' academic achievement and wellbeing; enabling them to 'live fruitfully' (Galatians 5:22-23).

At Carnforth Christ Church Primary School, we provide mental health and wellbeing support for pupils and parents. Our team also work closely with families to support attendance and ensure individual family needs are met.

We also believe that not all pupils who are socially disadvantaged or vulnerable are registered or qualify for pupil premium. Therefore, we reserve the right to allocate the pupil premium funding to support a pupil or group of pupils who have been identified through needs analysis as socially disadvantaged or vulnerable. Overcoming barriers is at the heart of our pupil premium use and we understand that needs and costs will differ depending on the barriers being addressed. Taking this into account, we do not allocate personal budgets, the school identify the barrier to be addressed and the interventions required. This could mean interventions are conducted in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. This enables us to implement a combination of short, medium and long term interventions and align pupil premium with wider school improvements and pupils' readiness to learn.

Challenges

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

	Challenge	Detail of challenge
1	Academic Achievement	Narrowing the attainment gap in reading, writing and maths for our disadvantaged pupils.
2	SEND	Some of our pupil premium children have Special Educational/Additional needs.
3	Mental Health/Wellbeing	Mental health wellbeing challenges have been enhanced further by the pandemic.
4	Opportunity	The opportunities available to those in receipt of Pupil Premium is less than their peers

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
All pupil premium pupils will make good progress from their individual starting points.	Internal and external progress and attainment data demonstrates this in EYFS, KS1 and KS2.
To increase the % of pupil premium pupils meeting ARE and GDS in reading, writing and maths.	The percentage of pupils achieving ARE and GDS in reading and writing and maths has increased from summer 2025 data.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

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: £8,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of standardised diagnostic assessments (NFER English + Lancashire maths); Salford Reading, WellComm speech and language Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF (attainment measures)	1, 2
Purchase of phonically controlled resources to support the systematic phonics scheme (ELS) to secure stronger phonics teaching for all pupils. CPD for all staff to implement the new structured programme (ELS) Support from the Orgill English Hub for phonics implementation	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF EEF guidance on Special Educational needs in mainstream schools, particularly recommendation 3: 'ensure all pupils have access to high quality teaching' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to implement 'Mastering Number' through the local Maths Hub and the implementation of White Rose Maths. Support quality first teaching with additional teaching staff & TA support in KS1 & KS2	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF guidance on Special Educational needs in mainstream schools, particularly recommendation 3: 'ensure all pupils have access to high quality teaching' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2
Improve the quality of Personal, Social and emotional (PSHE) learning Purchase membership and subscriptions to the PSHE association and 1Decision	EEF guidance 'Improving social and emotional learning in primary schools' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to implement TalkBoost in KS1, for a class teaching assistant. Training to prepare for the introduction of the Wellcomms programme for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF guidance on Special Educational needs in mainstream schools, particularly recommendation 4: 'complement high quality teaching with carefully selected small-group and 1:1 intervention' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2
Additional phonics sessions (utilising ELS intervention programmes) targeted at disadvantaged pupils who require further phonics support. Training for staff delivering these programmes through the Orgill English Hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF EEF guidance on Special Educational needs in mainstream schools, particularly recommendation 4: 'complement high quality teaching with carefully selected small-group and 1:1 intervention' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2
Small group and 1:1 intervention for reading, writing and mathematics led by teaching assistants utilising recovery funding in addition to pupil premium funding. Teacher planned intervention according to gaps in learning + established intervention programmes including Lancashire intervention programmes, 'Fast Forward Grammar'; 'Fast Forward spelling'	EEF guidance: making the best use of teaching assistants EEF guidance on Special Educational needs in mainstream schools, particularly recommendation 4: 'complement high quality teaching with carefully selected small-group and 1:1 intervention' and recommendation 5 'work effectively with teaching assistants'. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2
Smaller class sizes and additional teaching support in mixed aged classes to target Quality First Teaching	Targeted Quality First Teaching to ensure this meets the needs of individuals and maximises pupil progress. Small group tuition Toolkit Strand Education Endowment Foundation EEF	

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school. Early Help Assessment process with vulnerable families- allowing them to access key services Bespoke and intensive support for the most vulnerable pupils Attendance monitoring and meetings when needed. Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance. Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings Increased links with PAST team, SEND team and Health Professionals Use of New Start Counselling for mental health support & staff support Seasons for Growth training for a TA to support pupils with bereavement and family separation Subsidised music tuition, theatre visit and residential experience for disadvantaged pupils	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies EEF guidance on Special Educational needs in mainstream schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £42,585 including recovery funding

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 2024 to 2025 academic year.

The following are examples of the positive impact of the pupil premium funding in 2024/25

- End of Key Stage and internal data showed that disadvantaged pupils achieved in line with their peers.
- Year 1 phonics results showed that disadvantaged pupils achieved slightly below the average for all children. However, these children have made good progress from their starting points and the targeted support has reduced the attainment gap.
- All pupils had access to a broad and balanced curriculum that incorporated regular enrichment opportunities, regardless of their backgrounds.
- All KS2 pupils had equal opportunity to attend trips, adventure days and the residential. Every child attended.

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
Fast Track phonics intervention programme	Lancashire authority
Fast forward grammar intervention programme	Lancashire authority
Fast forward spelling intervention programme	Lancashire authority
Bounce Back phonics intervention programme	Lancashire authority
White Rose Maths Hub	WRM maths hub
Wellcomm speech and language toolkit	GL assessment
1Decision PSHE programme	1Decision
TalkBoost	iCan
ELS Phonics	ELS