

Pupil premium statement: Cramlington Learning Village

Introduction

This statement details the school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of disadvantaged pupils.

It outlines the pupil premium strategy, how CLV intends to spend the funding in this academic year and the effect that last year's spending of pupil premium had within the school.

School overview

Detail	Data
School name	Cramlington Learning Village
Number of pupils in school	2037
Proportion (%) of pupil premium eligible pupils	26.4% (466)
Academic year/years that the current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jon Bird & Kim Irving Co-headteachers
Pupil premium lead	Stuart Kemp Assistant Headteacher
Governor / Trustee lead	Mr I Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£365,355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£415,000
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

The key principle is to remove barriers in ensuring that disadvantaged students receive a rich and rigorous education that allows them to thrive academically and become: resilient learners, expert readers, knowledge explorers, able to construct, develop and retain core knowledge, and both responsible and respectful citizens, such that they all move on to their chosen destinations with the cultural competence and confidence they need to thrive.

The objectives are:

- Disadvantaged students make good progress and achieve high attainment, particularly in core and EBacc.
- Improve levels of literacy and oracy for disadvantaged students
- Increased rates of attendance for disadvantaged students
- Improved mental health of disadvantaged students
- Improved metacognitive and self-regulatory skills amongst our most disadvantaged students.
- Increase the proportion of disadvantaged students who achieve places at Russell Group universities and higher apprenticeships.

These objectives will be achieved through:

- Removing barriers that inhibit learning
- Quality first teaching and learning
- High quality CPD for staff
- Ensuring both the academic and welfare support is met for all students
- Ensuring staff are deployed effectively
- Effective use of robust review data
- Effective use of outside agencies

Challenges

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

Challenge number	Detail of challenge
1	Lower literacy and oracy coupled with limited vocabulary Disadvantaged students who fall behind in reading at an early age often have worse outcomes than students who come from 'book rich' households. As such, many of the most disadvantaged students have lower literacy and oracy skills than their non-disadvantaged peers.
2	Attendance rates for disadvantaged students across the school. Many disadvantaged pupils have had high absentee rates throughout their early schooling and are not motivated or supported to attend school by their peer groups or guardians.
3	Mental health and wellbeing. Experience shows that the most disadvantaged pupils tend to need further support with their emotional and wellbeing needs. Issues such as anxiety and low self-esteem particularly affect disadvantaged pupils and have a negative effect on their overall attainment.
4	Low engagement in independent study/learning The school's most disadvantaged students often lack metacognitive / self-regulation strategies when faced with more challenging learning.
5	Low aspiration for progression to university Disadvantaged students often come from families with no history of university or experience of higher education. Many students therefore lack the confidence they require to go on to become successful beyond their GCSEs and into other aspects of their lives.

Intended outcomes

This explains the outcomes aimed for **by the end of the current strategy plan**, and how the success of this plan will be measured.

Intended outcome	Success criteria
Improved grade performance for disadvantaged students across all subjects, with a focus on EBacc.	<ul style="list-style-type: none"> ● Disadvantaged students to achieve 4+ scores in English and Maths, that are in line with the national non-disadvantaged figure. ● A greater proportion of disadvantaged students will be entered for all components of the EBacc and achieve grades that are in line with the non-disadvantaged.
Improved reading comprehension among disadvantaged students.	<ul style="list-style-type: none"> ● The literacy and oracy gap between disadvantaged and non-disadvantaged students will close when carrying out reading and comprehension assessments. This will also be evident in books and improvements in overall grade performance.
Improved attendance rates for disadvantaged students across the school.	<ul style="list-style-type: none"> ● Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures. ● Students with low attendance and poor punctuality are supported by the attendance officer and pastoral/disadvantaged team so that their attendance improves. ● Increased parental engagement through meetings and online meeting platforms.
To improve the mental health and wellbeing of the most disadvantaged students.	<ul style="list-style-type: none"> ● Disadvantaged students will have a reduction in the number of behaviour incidents. ● Student voice and parental surveys will reflect improved wellbeing of CLV's most disadvantaged students and highlight more positive attitudes towards learning.

	<ul style="list-style-type: none"> ● A lower number of students will utilise the inclusion services within the school and be more engaged with their classroom learning, as evidenced by learning walks and improved outcomes. ● An increase in participation in enrichment activities, amongst disadvantaged students.
<p>Improved metacognitive and self-regulatory skills amongst our most disadvantaged students.</p>	<ul style="list-style-type: none"> ● Classroom observations and teacher reports will evidence improved self-regulatory skills amongst disadvantaged students. The findings will be supported by higher homework completion rates, improved disadvantaged outcomes, and improved independent working amongst disadvantaged sixth form students.
<p>Higher numbers of disadvantaged students to achieve places at Russell Group universities and higher apprenticeships.</p>	<ul style="list-style-type: none"> ● The percentage of disadvantaged students who go to university and specifically to Russell Group universities is in line with non-disadvantaged students at CLV. ● The percentage of disadvantaged students who go onto degree level apprenticeships continues to increase.

Activity in this academic year

This details how CLV intends to spend the pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£110,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing additional English and Maths teachers	<p>It is widely recognised that quality first teaching is one of the most effective strategies for closing the gap between disadvantaged and non-disadvantaged students.</p> <p>Therefore, CLV aims to recruit and retain the very best practitioners so that disadvantaged pupils maximise their learning and have the best possible life chances.</p> <p>This is supported by EEF research and the Sutton Trust.</p> <p>English 4+ PP performance has dipped from 70.0% in 2022 to 60.0% in 2023. This trend is repeated for the 5+ data, with a drop from 50% in 2022 to 40% in 2023.</p> <p>Maths 4+ PP performance dipped from 58.8% in 2022 to 44.0% in 2023.</p> <p>The 5+ performance also dropped to 21.3% in 2023 from 35.0% in 2022.</p>	1,4,5.

Subject coordination of Maths, English and Science	The coordination roles ensure that data is analysed quickly and the right support is given to the right student in a timely manner, and that effective feedback is being given to disadvantaged students in order to ensure they reach their full potential.	1,3,5.
Pupil premium lead coordination	The coordination ensures that staff and resources are deployed and managed in such a way that disadvantaged students rapidly benefit.	1,2,3,4,5.
CPD and training	<p>CLV invest in both support and teaching staff and train them to become highly effective classroom practitioners/facilitators. The latest evidence based research is utilised in order to inform the methods of teaching, to ensure learning is maximised and that quality first teaching always comes first.</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF guidance is of paramount importance.</p> <p>The program is supported by the EEF</p>	1,2,3,5.
Developing metacognitive and self-regulation skills in pupils	CLV invest in metacognition and self-regulation strategies which work via learners both evaluating and	5

	<p>monitoring their own learning approaches, hence aiding students to become more independent learners.</p> <p>The program is supported by the EEF</p>	
<p>Enhancement of maths teaching and curriculum planning in line with DfE guidance.</p>	<p>CLV accesses Maths Hub resources and CPD focuses on key elements of Maths Mastery training.</p> <p>See the Maths SEF for further details.</p>	1,4.

Targeted academic support

Budgeted cost: **£130,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Private tutoring.	<p>One to one tuition enables disadvantaged students to make effective progress by providing intensive, targeted academic support.</p> <p>One to one tuition offers high levels of interaction and feedback compared to whole class teaching and enables students to overcome barriers to learning and increase their progress through the curriculum.</p> <p>This is supported by EEF research.</p> <p>In 2023, 62.5% of students who received both Maths and English tuition achieved a grade 4 or above. This compares to a basics 4+ figure of 41.3%.</p>	1,4,5.

Sixth form tuition	See private tuition but with talented sixth formers wishing to pursue academic careers. The positive outcomes of one to one tuition has been evidenced in the body of the report.	1,4,5.
Yr 10/11 Mentoring and support	<p>Mentoring aims to build confidence through positive relationships, to develop resilience, raise aspirations and improve disadvantaged grade performance. Both mentors are mental health first aiders.</p> <p>This is supported by EEF research. This is also evidenced through the analysis of data.</p> <p>In 2023, 55.5% of the mentored cohort achieved basics 9/4, compared to 41.3% for non-mentored disadvantaged students.</p> <p>In 2023, 23.8% of the mentored cohort achieved basics 9/5, compared to 16.0% for non-mentored disadvantaged students.</p>	1,2,3,4,5.
JLV targeted reading intervention	<p>In 2023, across the interventions (Accelerated Reader, New Salford Comprehension Age, Phonics set 2 sounds, Phonics set 3 sounds, fluency, reading rates, and the Helen Arkell spelling age) for all year 7-9 students, 81.1% of students made expected progress.</p> <p>This is also supported by EEF research.</p>	1,4

<p>Literacy interventions</p> <p><u>Yr7</u></p> <p>Small group read, write Inc/Inference training Secure French/Literacy Secure literacy Author event</p> <p><u>Yr8</u></p> <p>Secure Small group read, write Inc/Inference training. Secure French/Literacy Secure literacy Author event</p> <p><u>Yr9</u></p> <p>Secure English - Bedrock and reading focusing on inference and deduction. Author event</p> <p><u>Yr10</u></p> <p>Secure Eng/Maths - small group teaching Bedrock</p> <p><u>Yr11</u></p> <p>Secure Eng/Maths - small group teaching Option block</p>	<p>Extensive research has shown that being able to access a wide and varied vocabulary allows pupils to access the curriculum. CLV focus on this to ensure disadvantaged pupils can access the full curriculum and make excellent progress. This is also supported by EEF research, the DfE and the school's own extensive data captures.</p>	<p>1, 4</p>
<p>Music tuition</p>	<p>Music tuition is provided so that talented young pupils are not denied the opportunity to play an instrument. It is known that arts participation can have a positive impact on outcomes in other areas of the curriculum. This is supported by EEF research.</p>	<p>3,5</p>

Wider strategies

Budgeted cost: **£175,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health support	Children with SEMH needs often have difficulties in managing their emotions or their behaviour. Additional SEMH key workers have been employed to respond to the needs of the most vulnerable students. This is supported by EEF research and further DfE catch up premium guidance.	3
Behaviour support	The support aims to help students with their behaviour and self-regulation, aiming to improve their general wellbeing and ultimately school attainment. This is supported by EEF research.	2, 3.
Attendance manager + assistant attendance manager	<p>The attendance manager works collaboratively across the school to deliver school attendance support, and ensure the delivery of effective early intervention services to students and their families. Ultimately this will drive grade performance in a positive direction and is supported by various research articles.</p> <p>In 2023, the average PP attendance across the school was 86.8%.</p>	2.
Education welfare support officer (EWSO)	The EWSO will work with disadvantaged children and their families to improve	2.

	attendance and increase attainment and progress. They will develop and maintain effective relationships with PP students in order for said students to obtain maximum benefit from their education.	
Educational visits	<p>The school will organise a series of educational trips to enhance students' learning experiences beyond the classroom. These trips will provide practical, real-world applications of classroom concepts, fostering a deeper understanding and appreciation of the material.</p> <p>Additionally, visits to various further education providers will help students explore educational pathways and make informed decisions about their future careers.</p> <p>Overall, these trips aim to broaden students' horizons, inspire curiosity, and provide valuable insights into future career and educational opportunities.</p>	3,4,5.
Rewards	Incentives are provided in order to improve engagement in studies, and improve attendance.	2,4.
ICT / Mobile devices	Pupil Premium students in year 7 received Google Chromebook devices that enabled them to access the curriculum more easily and gave equality of access to ICT provision. Pupil Premium students in higher year groups	1,4,5.

	<p>were also provided with Chromebooks if they missed the initial roll out in year 7.</p> <p>Renewal of PP devices occurs in year 10.</p> <p>This is supported by EEF research.</p>	
Book provision	<p>Experience shows that disadvantaged students are the least likely to have additional support or facilities at home.</p> <p>Pupils across all year groups receive additional books and revision guides, in order to improve literacy levels and grade performance at KS3 and 4.</p>	1,4,5.
Uniform	<p>Students who did not have the required clothing were provided with the correct uniform. This ensures conformity to the school policy and reduces any stress incurred when uniform is incorrect.</p>	2,3.
Catering	<p>Refreshments/food is provided for many intervention sessions and parent/student information evenings, to encourage students and parents to attend. Parental engagement is supported by EEF research.</p> <p>In 2023, Maths sessions where refreshments were provided were attended by 80% of the students that were invited.</p>	2,4..

	<p>English clubs (High Five and Cloud Nine) will also be offered food in order to incentivise attendance.</p> <p>The Boys Network is a 10 month programme, see body of main report, that will run for 10 months, the students will receive their evening meal whilst in school.</p> <p>Food and water is provided for students from the mentor office. This is often given at breakfast, break or lunch. Offering breakfast is supported by EEF research.</p>	
Community information evenings	<p>The school will be hosting information evenings to emphasise the importance of parental involvement in student success, especially during the challenging Year 11.</p> <p>This event is part of our commitment to ensuring both parents and students feel prepared and supported. Strategies to improve and maintain regular attendance, which is critical for academic achievement, will be discussed on said evening.</p> <p>Parental engagement is supported by EEF research.</p>	2,4,5.
The Boys' network	The Boys' Network is a mentoring programme which strategically links	2,3,4,5.

	students with industry professionals to facilitate an enriching journey of exploration and development, equipping them with the necessary skills and confidence to stand out amongst their peers as they transition into higher education and the world of work.	
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Total budgeted cost: £415,000

Part B: Review of outcomes in the previous academic year

This details the impact that the school's pupil premium activity had on pupils in 2022-23.

	Disadvantaged	Non-disadvantaged	National comparison 2022 to non-disadvantaged
Number of pupils			
Basics 9-4	41.3	71.3	76.0
Basics 9-5	16.0	48.6	57.0
Ebacc 9-4	41.3	16.3	31.0
Ebacc 9-5	16.0	9.2	24.0
English 4+	60.0	83.3	
English 5+	40.0	67.7	
English 7+	6.7	21.9	
Maths 4+	44.0	74.9	
Maths 5+	21.3	53.4	
Maths 7+	1.3	19.9	
% 7+ or A/A*	6.0	24.0	

Year 13 destinations

Even though funding is not available in the Sixth Form, the school continues to track the progress of disadvantaged pupils in Years 12 and 13.

- 67% of all disadvantaged students went to university.
- 11% of disadvantaged students started an apprenticeship.
- 22% of disadvantaged students gained employment.

Attendance of pupils

During 2022-23, the attendance of disadvantaged pupils was 86.9%, compared to 90.8% nationally, for all pupils.

Externally provided programmes

Programme	Provider
1-1 tutoring	Home school tutoring
CYPS	Northumberland healthcare
School health	Hartlepool healthcare
Primary mental health	Northumberland healthcare
Cygnus support	Cygnus
Safeguarding children	Northumberland County Council
SORTED	Northumberland County Council
Fern Dean	NHS foundation trust
Mermaid	Mermaid
Holding Heart	Holding Heart
Child and Adolescent Mental Health service (CAMHS)	NHS foundation trust