

Pupil premium strategy / self- evaluation

1. Summary information					
School	Cramlington Learning Village				
Academic Year	2019-20	Total PP budget	£348,755	Date of most recent PP Review	Oct. 2019
Total number of pupils	1737 (7-11), 2012 (7-13)	Number of pupils eligible for PP	436 (7-11)	Date for next internal review of this strategy	Oct. 2020
Statement authorised by: Jon Bird			Pupil premium lead: Stuart Kemp		
Governor lead: Mr I Hall			Head teacher: Wendy Heslop		
2. Current attainment					
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)		
Progress 8 score average		-0.398	0.195 (0.150)		
Attainment 8 score average		39.10	54.01 (50.09)		
Ebacc entry		20.3%	26.4% (42.4%)		
Percentage of Grade 5+ in English and maths		32.2%	60.6% (48.8%)		
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Reading ages of PP students.				
B.	Low aspirations.				
C.	Study skills.				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance rates for PP students across the school (2018-2019: 92.37%) are lower than the national average attendance (2018-2019: 94.60%).				
E.	Self-regulation of behaviour and fixed term exclusions (PP students account for 63.64% of FTE, 2018-2019).				
F.	Mental health and wellbeing				
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria			
A.	Improved outcomes across all subjects for PP students.	PP students make progress in line with national non-PP students.			
B.	Improved literacy/reading skills.	Improved literacy attitudes, habits and skills across the PP cohort, alongside improved reading ages for PP students across all year groups.			
C.	Improved aspirations.	More PP students enter advanced and higher apprenticeships, and more study at sixth form/college and go on to study at University.			
D.	Increased rates of attendance for PP students.	Overall attendance for PP students improves from 92.37% (2018-2019) to the national average attendance of 94.60% (2018-2019).			
E.	Improved mental health of PP students.	Fewer referrals to CYPS and the HUB, and a reduction in associated behavioural problems.			

5. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employing additional English teachers	<p>Greater than 66.1% of PP students to achieve a 4+ in English.</p> <p>Greater than 42.4% of PP students to achieve a 5+ English.</p> <p>English PP P8 to improve from -0.483.</p>	<p>English 4+ PP performance has improved to 66.1% in 2019 from 58.8% in 2018.</p> <p>The 5+ performance also improved to 42.4% from 33.8% in 2018.</p> <p>English disadvantaged P8 is currently -0.483, compared to the 2018 P8 figure of -0.888.</p> <p>EEF toolkit: reducing class sizes (+3 months)</p>	<p>The quality of teaching and learning will be monitored via:</p> <p>QA: Learning walks, book scrutinies, student voice, departmental training/meetings, and data captures.</p> <p>Governor monitoring</p>	BeD/IrK/HeW	Jan 2020
Employing additional Maths teachers	<p>Greater than 66.1% of PP students to achieve a 4+ in Maths.</p> <p>Greater than 44.1% of PP students to achieve a 5+ Maths.</p> <p>Maths PP P8 to improve from -0.116.</p>	<p>Maths 4+ PP performance has improved to 66.1% in 2019 from 60.3% in 2018.</p> <p>The 5+ performance also improved to 44.1% from 33.8% in 2018.</p> <p>Morning intervention added +0.71 of an overall grade for disadvantaged students from the December mock result to the summer exam.</p> <p>Maths disadvantaged P8 is currently -0.116, compared to the 2018 P8 figure of -0.343.</p> <p>EEF toolkit: reducing class sizes (+3 months)</p>	<p>The quality of teaching and learning will be monitored via:</p> <p>QA: Learning walks, book scrutinies, student voice, departmental training/meetings, and data captures.</p> <p>Governor monitoring</p>	GrD/BiJ/HeW	Jan 2020

<p>Subject co-ordination of Maths and English</p>	<p>English PP P8 to improve from -0.483.</p> <p>Maths PP P8 to improve from -0.116.</p>	<p>In English, 4+ PP performance improved to 66.1% in 2019 from 58.8% in 2018. The 5+ performance improved to 42.4% from 33.8% in 2018.</p> <p>English disadvantaged P8 is currently -0.483, compared to the 2018 P8 figure of -0.888.</p> <p>Maths 4+ PP performance has improved to 66.1% in 2019 from 60.3% in 2018. The 5+ performance also improved to 44.1% from 33.8% in 2018.</p> <p>Maths disadvantaged P8 is currently -0.116, compared to the 2018 P8 figure of -0.343.</p>	<p>Fortnightly meetings will take place with the intention of carefully monitoring disadvantaged students' progress.</p> <p>Learning walks, book scrutinies and data captures will further enable key staff to intervene where necessary.</p>	<p>KmS/GrD/BeD</p>	<p>Jan 2020</p>
<p>Pupil premium lead co-ordination</p>	<p>PP P8 to improve from -0.398.</p> <p>PP attainment 8 to improve from 39.10.</p> <p>Ebacc PP P8 to improve from -0.393.</p> <p>Open PP P8 to improve from -0.561.</p> <p>Maths PP P8 to improve from -0.116.</p> <p>English PP P8 to improve from -0.483.</p> <p>PP basics 9-4 to improve from 55.9%.</p> <p>PP basics 9-5 to improve from 32.2%.</p>	<p>55.9% of PP students achieved basics 9-4, compared to 47.6% from the collaborative data. In 2018 44.1% of PP students achieved basics 9-4.</p> <p>In 2019, 32.2% of PP students achieved basics 9-5, compared to 26.3% from the collaborative data. In 2018 25% of PP students achieved basics 9-5.</p> <p>2019 PP P8 was -0.398, compared to -0.615 in 2018.</p> <p>2019 Maths PP P8 was -0.116, compared to -0.332 from the collaborative data.</p> <p>2019 Ebacc PP P8 was -0.393, compared to -0.413 from the collaborative data.</p>	<p>Fortnightly meetings will take place with the intention of carefully monitoring disadvantaged students' progress.</p> <p>Learning walks, book scrutinies and data captures will again be utilised.</p> <p>SLT/ curriculum team meetings will focus on key students.</p> <p>Case conferences will focus on key students' progress and SLT will feed back to staff on appropriate strategies to improve the progress of key students.</p> <p>Governor monitoring</p>	<p>KmS/BiJ</p>	<p>Jan 2020</p>

Staff training	Quality first teaching for all.	Introduction and embedding of CLV core values. EEF toolkit: feedback (+8 months), metacognition and self-regulation (+7 months), reading comprehension strategies (+6 months).	Whole school training will then be fed back into departments. The implementation and development of new strategies will be discussed in subject team meetings.	BrK	Jan 2020
Total budgeted cost					£134,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Private tutoring.	Improve basics attainment for year 11 PP students.	In 2019, 100% of students who received English tuition achieved a grade 4 or above. 75% of students who received Maths tuition achieved a grade 4 or above. Two students who did not achieve a 4 or above improved from a 1 to a 3 and 2 to a 3. EEF toolkit: one to one tuition (+5 months).	A high proportion of the students receive the tuition in school. Progress will be monitored carefully by data captures.	KmS	Jan 2020

<p>Outdoor Education and revision programmes.</p>	<p>Improvement in confidence, social skills and English and Maths attainment for mentored students.</p>	<p>In 2018-19, of the students who attended the Allendale revision programme, 61.9% achieved a 4 in Maths; this figure was the same for English. The basics 9-4 figure was 47.6% and 33.3% achieved basics 9-5.</p> <p>In 2018-19, of the students who attended the Ford Castle revision programme, 65.0% achieved a 4 in Maths; this figure was the same for English. The basics 9-4 figure was 55.0% and 35.0% achieved basics 9-5.</p> <p>EEF toolkit: outdoor adventure learning (+4 months), small group tuition (+4 months).</p>	<p>QA: Learning walks, book scrutinies, student voice, departmental training/meetings, and data captures.</p> <p>Governor monitoring</p>	<p>KmS</p>	<p>Jan 2020</p>
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<p>Mentors working with key cohorts.</p>	<p>Improvement in both attendance and attainment for year 10 and 11 PP students.</p>	<p>Mentored students' attendance ranged from 94.5% (half term 1, 2018) to 93.2% (half term 4, 2019). The average attendance for the cohort was 94.0% in 2019. This represents a 2% improvement on the 2018 cohort's attendance.</p> <p>In 2019, 59.3% of the mentored cohort achieved basics 9/4. 66.7% achieved a 9/4 in English and 74.1% achieved a 9/4 in maths.</p> <p>In 2019, P8 for the mentored students was -0.072 and compares favourably to the PP P8 figure of -0.398. The English P8 figure was -0.378 for mentored students compared to -0.483 for non-mentored PP students. Maths P8 was 0.619 compared to -0.116 for non-mentored PP students.</p> <p>EEF toolkit: behaviour interventions (+3 months).</p>	<p>The mentoring cohort will remain flexible as some students do not respond well to the high levels of support offered by this programme.</p> <p>Progress will be monitored carefully by data captures.</p>	<p>KmS</p>	<p>Jan 2020</p>
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JLV mentoring	Pupil Premium students in year 7 and 8 will receive mentoring support. The mentor will also work closely with the learning managers.	In 2019, 95% average attendance in Year 7 for mentored students was achieved. 80% of mentored students reached the school's attendance target, which was an increase of 10% from the Spring term. 92% average attendance in Year 8 for mentored students was achieved, which as an improvement of 1% from the Spring term. 77% of mentored students in Year 7 are 'on track' or 'exceeding' in Maths and English. 80% of mentored students in Year 8 are 'on track' or 'exceeding' in Maths and English. There was a 20% improvement in mentored students who are 'on track' in Year 8 compared to the end of Year 7. EEF toolkit: behaviour interventions (+3 months).	Progress will be monitored carefully by data captures.	MeG/CID/KmS	Jan 2020
Learning support coach	Improve basics attainment for Yr10 and 11 PP students. Improve mental health and confidence with individual coaching sessions.	EEF toolkit: one to one tuition (+5 months), behaviour interventions (+3 months).	QA: Data captures and internal audits by BrT	BrT	Jan 2020
Book provision	Pupils across all year groups receive additional books and revision guides, in order to improve literacy levels and grade performance at KS4.	Literacy levels across the school are improving and grades in English, Maths and Science (where most of the provision goes) improved year on year. See 2018-19 report for a detailed SPI breakdown.	QA: Learning walks, book scrutinies, student voice, departmental training/meetings, and data captures.	PhC/BeD/GrD/MaW/KmS	Jan 2020

Literacy intervention	To improve the reading age of targeted students.	In 2018-2019, 20 students were involved in the 6 week Lexonik reading programme. 66.7% of the students who took part saw an increase in their reading age as a result. There was also an average improvement of 17.9 months in students' reading age. EEF toolkit: reading comprehension strategies (+6 months).	Rigorous testing prior and post intervention.	KmS	Jan 2020
Reading tests	To improve the reading age of targeted students.	Over the course of the 2019 programme 20 students had an average reading age improvement of +18.2 months. EEF toolkit: reading comprehension strategies (+6 months).	Rigorous testing prior and post intervention.	KmS	Jan 2020
Astro Maths	To improve the engagement and attainment in year 9 Maths and Science.	Student voice indicates that pupils enjoy educational opportunities such as Astro Maths.	QA: Learning walks, book scrutinies, student voice, departmental training/meetings, and data captures.	CIL/SmJ	Jan 2020
Shakespeare's Globe (English intervention).	To improve engagement in the plays of William Shakespeare. English literature SPI to improve from -0.71.	In 2019 English literature SPI for PP students improved to -0.71 from -0.95 in 2018.	QA: Learning walks, book scrutinies, student voice, departmental training/meetings, and data captures.	MiS/BeD	Jan 2020

Inspector calls production.	To improve engagement in An Inspector calls. English literature SPI to improve from -0.71.	In 2019 English literature SPI for PP students improved to -0.71 from -0.95 in 2018.	QA: Learning walks, book scrutinies, student voice, departmental training/meetings, and data captures.	MiS/BeD	Jan 2020
Careers fair	To enhance the students job search network and learn more about organisations hiring within the area.	Positive student voice from similar events in 2018. There is evidence of improved employment outcomes for young people taking part in careers events. <small>(The careers and enterprise company report, 2017).</small>	Student voice.	KmS	Jan 2020
Extra curricula/fieldwork (Ebacc and Open)..	To improve attainment in Ebacc and Open subjects.	See evidence from 2018-19 PP review.	QA: Learning walks, book scrutinies, student voice, departmental training/meetings, and data captures.	HoD/KmS/ BiJ	Jan 2020
Brilliant club	The aim is to increase the number of pupils from under-represented backgrounds progressing to highly-selective universities.	In 2018-2019, of the 11 students who attended the launch trip 90% attended all tutorials and 92% submitted a final assignment. When questioned, 100% of students stated that they benefited from the experience. 90% of students said that they would be more likely to apply to university after this experience.	VaS will conduct a student voice and a full analysis of the programme will be carried out.	VaS/KmS	Jan 2020

Travel expenses	To allow PP students to access off-site initiatives.	In previous years, all students were given free access to travel and greatly benefited from most associated events.	Staff will continue to ensure that all PP students are given the same opportunities as non PP students, with respect to off-site visits. Student voice, departmental training/meetings and data captures. Governor monitoring	HoD/KmS/ BiJ	Jan 2020
Total budgeted cost					£118,000

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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 were also provided with Chromebooks if they missed the initial roll out in year 7.	EEF toolkit: digital technology (+4 months).	Audits of FSM documentation pertinent to the Chromebook scheme.	SpP/KmS	Jan 2020.
Poverty proofing	Children North East will identify and aid us in overcoming the barriers to learning that the PP students face.	'There is evidence of impacts in relation to the programme aims in many of the schools, including improved attendance and attainment, greater take up of free school meals, more effective use of pupil premium funding, a less costly school day, and an increase in the uptake of school trips and music tuition by the most disadvantaged pupils'. (Mazzoli-Smith L, Todd L. Poverty Proofing the School Day: Evaluation and development report. Newcastle upon Tyne: Research Centre for Learning and Teaching, Newcastle University, 2016).	The findings have been reported and analysed by SLT. Implementation is ongoing and will be overseen by BiJ and KmS.	BiJ/KmS	Jan 2020.

Unit manager	To prevent exclusions, to ensure students are given an opportunity to learn in school when excluded from lessons, and to minimise truancy.	There were 38 PP FTE from 23 PP students in 2018-19. There were 0 PP PE in that same year. EEF toolkit: behaviour interventions (+3 months).	QA: Data captures.	BiJ/HeW	Jan 2020.
Inclusion manager	Managing the integration of those who have mental health issues which have prevented them from attending school.	In 2018-19, 66.7% of the students who regularly attended the inclusion centre achieved basics 9-4. EEF toolkit: behaviour interventions (+3 months).	QA: Data captures.	BrT/BiJ/HeW	Jan 2020.
Behaviour support	The support aims to help students with their behaviour and self-regulation.	EEF toolkit: behaviour interventions (+3 months).	The behaviour support officer will send reports to key staff, subsequent referrals if and when necessary will be made by the pastoral support team.	BiJ	Jan 2020
Attendance manager	The attendance manager works collaboratively across the school to deliver quality school attendance support, and ensure the delivery of effective early intervention services to our students and their families. Improvement in PP attendance to the 2018-19 national average of 94.60%.	In 2018-19, the average PP attendance across the school was 92.37%, compared to the national average attendance of 94.60%.	QA: Data captures, governor monitoring and oversight by BiJ.	BiJ	Jan 2020
Assistant attendance manager	The assistant attendance manager assists the attendance manager in delivering the necessary services to our students and families in order to improve attendance.	In 2018-19, the average PP attendance across the school was 92.37%, compared to the national average attendance of 94.60%.	QA: Data captures, governor monitoring and oversight by BiJ.	BiJ	Jan 2020.
Rewards	Incentives are provided in order to improve engagement in studies.	PP student performance improved in 2018-19 (see data sets available in the body of this report) and attendance to intervention was recorded at 85% and 92% across morning	Analysis of attainment, attendance and attitude to learning by Kms/MiS/MuJ.	KmS	Jan 2020.

		English and Maths interventions, respectively.			
Music tuition	Music tuition is provided so that talented young pupils are not denied the opportunity to play an instrument.	In 2018-19, 21 students eligible for PP funding who played instruments received free music tuition. EEF toolkit: arts participation (+2 months).	GIJ records attendance and monitors progress.	Music	Jan 2020.
Stationery	Stationery is provided to all eligible students in order to make them 'exam and learning ready'.	Students across the school are ready for learning as they have the stationery necessary for learning. In 2018-19 PP student performance improved in 2018-19 (see data sets available in the body if this report).	Stationery is audited by RiG/GrD	RiG/GrD	Jan 2020.
Uniform	To ensure students have the correct uniform.	Students who did not have the required clothing were provided with the correct uniform.	Tutors monitor uniform and issues are picked up by heads of year.	HoY	Jan 2020.
Catering	Refreshments are provided for some intervention sessions and parent/student information evenings, to encourage students and parents to attend.	In 2018-19, Maths sessions where refreshments were provided were attended by 94% of the students that were invited. 25 parents attended an after school information evening targeted at specific students. This strategy will be used once again in 2019-20. EEF toolkit: parental engagement (+3 months).	RiG/GrD/WiG organise and provide refreshments where and when necessary.	KmS	End of the 2020 academic.
Total budgeted cost					£96,000

6. Additional detail

The CLV approach of analysing the specific needs of our students and acting on them by means of personalised interventions is working effectively. CLV will continue to spend the PP funding on the actions outlined in this document. This will allow CLV to work towards the targets of: increasing attendance, raising aspirations, improving both literacy and reading ages, improving study skills, reducing the number of FTE and improving mental health. Most importantly, CLV must continue to ensure that PP pupils' attainment continues come into line with the attainment of national non-PP students.

The impact of the intended outcomes highlighted within this document will be tracked as follows:

Attendance:

Attendance is key to our students' success, and is analysed on a weekly basis by the attendance officer. CLV aims to identify barriers to attendance as early as feasibly possible, and then to put in place interventions to ensure PP attendance matches the non PP attendance that was recorded in 2018.

Progress:

CLV has three data captures across all year groups, except year 11, which has four. The data captures are based on both summative and formative assessment. The data capture is moderated by heads of department to ensure accuracy. SLT/PP team meetings analyse this data and intervention is immediately implemented when PP students' progress is lower than expected. Intervention group data is assessed by lead teachers and further evaluations of the success of the interventions are made.

Aspirations:

CLV is dedicated to improving the aspirations of PP students. CLV has both a careers lead teacher and a careers advisor employed within the school. Reports from both are reviewed and student voice for the numerous clubs, interventions, PSHE events, careers fairs, college/university programmes are recorded, analysed and acted upon by key staff. Termly impact assessments by key staff are reviewed by the PP lead. The impact of the Brilliant Club is reviewed via an impact assessment from Newcastle University and acted on accordingly. All PP students who go to university are also recorded within the schools key data parameters.

Mental health:

Mental health programmes are put in place by key staff. CLV has two staff members that implement mental health awareness schemes, plan effective mental health PSHE and develop mental health workshops for staff. Student voice is recorded and acted upon by SLT.

The inclusion manager is responsible for the integration of those who have mental health issues which have prevented them from attending school. The officer produces an assessment of the students that attend the inclusion hub and this is analysed by key staff.

Improved literacy and reading ages:

Literacy interventions in the JLV are recorded and analysed by key workers, and reported to the PP lead every term. The school has a dedicated literacy lead that works closely with the JLV PP mentoring team in order to improve the literacy levels of our students, data is recorded by the lead and fed back to key workers and the head of English. Year 9 PP students reading ages are assessed by key staff. This assessment leads to rapid intervention with the PP lead in English. Year 10 and 11 PP reading ages are recorded and assessed by the SLV mentors; intervention programmes are then put in place to ensure rapid progress is made. Re-assessments are then carried out once specific levels of intervention are completed. Once reading ages improve to the students' chronological reading age or better, the intervention is deemed effective.