Pupil premium strategy / self- evaluation

1. Summary information					
School	Cramlington Learning Village				
Academic Year	2020-21	Total PP budget	£348,755	Date of most recent PP Review	Oct. 2020
Total number of pupils	1722 (7-11), 2052 (7-13)	Number of pupils eligible for PP	424 (7-11)	Date for next internal review of this strategy	Oct. 2021
Statement authorised by: Jon Bird			Pupil premium lead: Stuart Kemp		
Governor lead: Mr I Hall			Head teacher: Wendy Heslop		

2. Current attainment *(as of 28.09.20)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) *CD
Progress 8 score average	-0.49*	0.34 (0.17)
Attainment 8 score average	42.82	59.2 (53.7)
Ebacc entry	17.1%	30.5% (41.2%)
Percentage of Grade 5+ in English and maths	39.5%	72.1% (56.0%)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Reading ages of PP students.
B.	Lost learning.
C.	Study skills.
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
D.	Mental health and wellbeing.
E	Attendance rates for PP students across the school.
F	Self-regulation of behaviour and fixed term exclusions.

4. Intended outcomes *(specific outcomes and how they will be measured)*		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 to improve to the national average attendance.
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	**2020-21**				
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	An improvement on both the 2020 4+and 5+ English pass rate of 69.7% and 46.1%, respectively. English PP P8 to improve from -0.55 in 2020.	English 4+ PP performance has improved to 69.7% in 2020 from 66.1% in 2019. The 5+ performance also improved to 46.1% from 42.4% in 2019. EEF toolkit: reducing class sizes (+3 months)	The quality of teaching and learning will be monitored via: QA: Learning walks, book scrutinies, student voice, departmental training/meetings, and data captures. Governor monitoring	BeD/IrK/HeW	Jan 2021

Employing additional Maths teachers	An improvement on both the 2020 4+and 5+ Maths pass rate of 68.4% and 47.4%, respectively.
	
	Maths PP P8 to improve from -0.33 in 2020.
		Maths 4+ PP performance has improved to 68.4% in 2020 from 66.1% in 2019.
		The 5+ performance also improved to 47.4% from 44.1% in 2019.
		  In 2019-20, morning intervention added +0.73 of an overall grade for disadvantaged students from the December mock result to the summer CAG.
		  In 2019-20, after school intervention added +0.94 of an overall grade for disadvantaged students from the December mock result to the summer CAG.
		
		EEF toolkit: reducing class sizes (+3 months)
			The quality of teaching and learning will be monitored via:
			
			QA:
			Learning walks, book scrutinies, student voice, departmental training/meetings, and data captures.
			
			Governor monitoring
				GrD/BiJ/HeW	Jan 2021

Subject co-ordination of Maths and English	Both English and Maths 4/5+ PP performance to improve from the 2020 results.	English 4+ PP performance has improved to 69.7% in 2020 from 66.1% in 2019. The 5+ performance also improved to 46.1% from 42.4% in 2019. Maths 4+ PP performance has improved to 68.4% in 2020 from 66.1% in 2019. The 5+ performance also improved to 47.4% from 44.1% in 2019. PP basics 9-4 to improve to 63.2% from 55.9% in 2019. PP basics 9-5 to improve to 39.5% from 32.2% in 2019.	Fortnightly meetings will take place with the intention of carefully monitoring disadvantaged students' progress. Learning walks, book scrutinies and data captures will further enable key staff to intervene where necessary.	KmS/GrD/BeD	Jan 2021
Pupil premium lead co-ordination	An improvement on both the 2020, 4 and 5+ basics pass rates of 63.2% and 39.5%, respectively. Subject PP P8 to improve in 2020-21.	PP basics 9-4 performance has improved to 63.2% in 2020 from 55.9% in 2019. PP basics 9-5 performance has improved to 39.5% from 32.2% in 2019. English 4+ PP performance has improved to 69.7% in 2020 from 66.1% in 2019. The 5+ performance also improved to 46.1% from 42.4% in 2019. Maths 4+ PP performance has improved to 68.4% in 2020 from 66.1% in 2019. The 5+ performance also improved to 47.4% from 44.1% in 2019.	Fortnightly meetings will take place with the intention of carefully monitoring disadvantaged students' progress. Learning walks, book scrutinies and data captures will again be utilised. SLT/ curriculum team meetings will focus on key students. 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. Governor monitoring	KmS/BiJ	Jan 2021

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 2021
				Total budgeted cost	£135,000

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 2020, 100% of students who received both Maths and English tuition achieved a grade 4 or above. EEF toolkit: one to one tuition (+5 months).	Due to Covid-19 all of the students will receive the tuition in school. All students and staff will follow Covid safe protocols. Progress will be monitored carefully by data captures.	KmS	Jan 2020

| Mentors working with key cohorts. | Improve both attendance and basics attainment for mentored cohorts. | In 2020, 81.5% of the mentored cohort achieved basics 9/4, compared to the 2019 figure of 59.3%. The 5+ performance stayed broadly the same at 41% in 2020 compared to 42% in 2019.

In 2020, P8 for the mentored students was -0.35 compared to -0.10 in 2019. The overall P8 figure for PP students in 2020 was -0.49

The English P8 figure was -0.43 for mentored students compared to -0.55 for non-mentored PP students. Maths P8 was -0.12 compared to -0.33 for non-mentored PP students.

The average attendance for the cohort was 94.2% prior to lockdown 1. This represents a small improvement on the 2019 cohort's attendance.

EEF toolkit: behaviour interventions (+3 months). | The mentoring cohort will remain flexible as some students do not respond well to the high levels of support offered by this programme.

Progress will be monitored carefully by data captures. | KmS | Jan 2021 |

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 2019/2020, 95% average attendance in year 7 for mentored students was achieved in term 1. In term 2 up to the date of the school closure, the average attendance was 94%. 92% average attendance in year 8 for mentored students was achieved in term 1. In term 2 up to the date of the school closure, the average attendance was 92%. 78% of mentored students in year 7 were 'on track' or 'exceeding' in Maths and English. 76% 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.	FrT/ClD/KmS	Jan 2021
Yr9 mentoring	Pupil Premium students in year 9 will receive mentoring support. The mentor will also work closely with the learning managers.	Due to the success of the mentoring in years: 7,8,10 and 11 (see the data within the document). Year 9 will now have support in place. EEF toolkit: behaviour interventions (+3 months).	Progress will be monitored carefully by data captures.	ChB/KmS/BiJ	March 2021
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 2021

Book provision	Pupils across all year groups receive additional books and revision guides, in order to improve literacy levels and grade performance at KS3 and 4.	Literacy levels across the school are improving and grades in English, Maths and Science (where most of the provision goes) improved year on year.	QA: Learning walks, book scrutinies, student voice, departmental training/meetings, and data captures.	PhC/BeD/ GrD/ MaW/KmS	Jan 2021
Reading tests	To improve the reading age of targeted students.	Over the course of the 2019 programme 21 students had an average reading age improvement of +30 months. EEF toolkit: reading comprehension strategies (+6 months).	Rigorous testing prior and post intervention.	KmS	Jan 2021
				Total budgeted cost	£135,000

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. Renewal of PP devices occurs in year 10.	EEF toolkit: digital technology (+4 months).	Audits of FSM documentation pertinent to the Chromebook scheme.	SpP/KmS	Jan 2021.
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 2021
Inclusion manager	Managing the integration of those who have mental health issues which have prevented them from attending school.	In 2019-20, 33.3% of the students who regularly attended the inclusion centre achieved basics 9-5. EEF toolkit: behaviour interventions (+3 months).	QA: Data captures.	BrT/BiJ/HeW	Jan 2021
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 2021

Attendance manager + assistant 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.	In 2019-20, the average PP attendance across the school was 91.16%.	QA: Data captures, governor monitoring and oversight by BiJ.	BiJ	Jan 2021
Rewards	Incentives are provided in order to improve engagement in studies.	PP basics performance improved in 2020 (see data sets available in the body if this report) and attendance to intervention was recorded at >85% and >90% across morning English and Maths interventions, respectively.	Analysis of attainment, attendance and attitude to learning by KmS/MiS/MuJ.	KmS	Jan 2021.
Music tuition	Music tuition is provided so that talented young pupils are not denied the opportunity to play an instrument.	In 2019-20, 9 students eligible for PP funding who played instruments received free music tuition. EEF toolkit: arts participation (+2 months).	GlJ records attendance and monitors progress.	Music	Jan 2021
Stationery	Every PP student in the school is provided with a fully equipped 'exam compliant' pencil case containing all essential equipment. Every FSM eligible student without a scientific calculator will be given one to ensure that they are 'exam and learning ready'.	Students across the school are ready for learning as they have the stationery necessary for learning. They will no longer have to share calculators and hence we will ensure Covid safe practice in lessons.	Stationary is audited by RiG/GrD	RiG/GrD	Jan 2021.
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 2021.
Catering	Refreshments are provided for some intervention sessions and parent/student information evenings, to encourage students and parents to attend.	In 2019-20, Maths sessions where refreshments were provided were attended by >90% of the students that were invited. 18 parents attended an after school information evening targeted at specific	RiG/GrD/WiG organise and provide refreshments where and when necessary.	KmS	End of the 2021 academic year.

		students. This strategy will be used once again in 2020-21, provided Covid restrictions are no longer in place. EEF toolkit: parental engagement (+3 months).			
Learning recovery mini schools.	To ensure learning recovery occurs for disadvantaged students adversely affected by the national lockdown.	Disadvantaged students deemed to have missed significant amounts of learning due to the national lockdown were invited to both mini and summer schools prior to the start of the new academic year. This learning recovery process was staffed by key pastoral workers and teaching staff of core subjects of Maths, English and Science. The Summer schools had an average attendance of 85% across years 7-10. When questioned, 100% of the students who attended the year 9 and 10 summer school said they benefited from the experience.	Progress will be monitored carefully by data captures.	KmS	End of the 2021 academic year.
				Total budgeted cost	**£78,000**

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 2019.

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.

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.

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 interventions and PSHE events are reviewed. The additional programmes which the school either runs or takes part in, have been curtailed by national lockdowns or social distancing measures, therefore the mentor student relationships are now more important than ever.

Appendix 1: Covid strategy.

1. Summary information					
Academic Year	2020-21			Date of most recent PP Review	Oct. 2020
Total number of pupils	1722 (7-11), 2052 (7-13)	Number of pupils eligible for PP	424 (7-11)	Date for next internal review of this strategy	Oct. 2021
2. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers *(issues to be addressed in school, such as poor literacy skills)*					
A	Lack of ICT equipment to support remote learning and literacy issues in school				
B	Gaps in knowledge due to lack of engagement in remote learning during lockdown and beyond				
C	Weak literacy and maths skills and knowledge exacerbated by lockdown				
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*					
D	Parental engagement.				
E	Online attendance rates for PP students across the school.				
F	Poor mental health.				

i. Quality first teaching and learning					
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?**
Virtual teaching and learning conference	Curriculum adaptation, remote learning, further professional support and teaching from the 'no-fly zone'.	Adaptation to teaching during covid was and further 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 2021

Curriculum development	CPD for CLV remote learning platform and back to base lesson plans.	Adaptation to teaching during covid, EEF covid support guide, DfE catch up premium guidance	Whole school training will then be fed back into departments. The implementation and development of new strategies.	BrK	Jan 2021
Improve access to remote learning	A small number of PP students did not have reliable access to remote learning during lockdown 1 despite CLV providing ICT equipment. Our aim was to ensure 100% of PP students had reliable access to ICT to ensure good progress was made by all.	EEF covid support guide, EEF toolkit: digital technology (+4 months). DfE catch up premium guidance. CLV contingency plan and remote learning policy.	Survey to ascertain students access issues. Identify what equipment is needed and purchase suitable equipment.	KmS/BiJ	Jan 2021
Improve support of remote learning	A number of PP students did not access remote learning during lockdown 1. It is vital that we ensure any future remote learning is successful. Monitor student use of equipment and remote learning and communicate with parents and carers in order to provide additional support and guidance.	EEF toolkit: digital technology (+4 months) EEF toolkit: parental engagement (+3 months) DfE catch up premium guidance EEF covid support guide.	Full tracking of student progress in all subject areas using google docs and CLV VLE. HoY and pastoral staff will aim to make contact with all parents at least once a week and or where necessary.	KmS/BiJ	Jan 2021

i.	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?**
Mini school	Improve attainment for year 11 PP students who are adversely affected by lockdown 1.	Mini schools were necessary as it was clear that several key PP students had not engaged with their remote learning.

Covid 19 support guide for schools
DfE catch up premium guidance.
EEF toolkit: Small group tuition (+4 months)
EEF toolkit: Small group tuition (+4 months) | Experienced subject specialist taught small classes of student's core subjects for half a day for 2 weeks.

Progress was monitored by data captures. | KmS/BiJ | End of the 2021 academic year. |
| Learning recovery mini schools. | To ensure learning recovery occurs for disadvantaged students adversely affected by the national lockdown. | Disadvantaged students deemed to have missed significant amounts of learning due to the national lockdown were invited to both mini and summer schools prior to the start of the new academic year. This learning recovery process was staffed by key pastoral workers and teaching staff of core subjects of Maths, English and Science. The Summer schools had an average attendance of 85% across years 7-10. When questioned, 100% of the students who attended the year 9 and 10 summer school said they benefited from the experience.

Covid 19 support guide for schools
DfE catch up premium guidance.
EEF toolkit: Small group tuition (+4 months)
EEF toolkit: Small group tuition (+4 months) | Progress will be monitored carefully by data captures. | KmS/BiJ | End of the 2021 academic year. |

1-1 online tutoring	Improve basics attainment for year 11 PP students.	In 2020, 100% of students who received both Maths and English tuition achieved a grade 4 or above. Hence it was clear that students still needed this support and so tutors were trained to use google meets to facilitate the continuation of this successful strategy. EEF toolkit: one to one tuition (+5 months). DfE catch up premium guidance EEF covid support guide.	All students and staff will follow Covid safe protocols. Progress will be monitored carefully by data captures.	KmS/BiJ	End of the 2021 academic year.
Rapid recovering intervention	To provide rapid and personalised 1-1 support to pp students who have been adversely affected by national lockdowns.	As seen in the body of this document, 1-1 tuition is one of the most successful interventions CLV utilises. EEF toolkit: one to one tuition (+5 months). DfE catch up premium guidance EEF covid support guide.	The progress of yr7-9 PP students in core subjects will be assessed by rigorous data captures taken from key assessments. Students who have fallen below their flight paths, will be temporarily removed from non-core subjects and given 1-1 tuition by the rapid recovery coaches. Once progress has been 'recovered' in all core subjects, students will revert to their timetabled lessons. Progress will be monitored carefully by data captures.	KmS/BiJ	End of the 2021 academic year.

Literacy catch up	To provide personalised literacy catch up to small targeted support groups in yrs 7-9 who have been identified from key assessment data.	As seen in the body of the report, CLV students clearly make exceptional progress in targeted literacy intervention. SLV reading intervention: +30 months. EEF toolkit: reading comprehension strategies (+6 months). Covid 19 support guide for schools DfE catch up premium guidance.	Lost literacy skills will be identified from key assessments. CLV's dedicated literacy coordinator will then deliver a bespoke literacy programme. Student starting points and progress will be carefully monitored by key assessments.	KmS/BiJ	Jan 2021
Vulnerable student provision.	To ensure that the most vulnerable students and the children of key workers maintain their current progress, full school provision including meals is provided at CLV during lockdown.	Covid 19 support guide for schools DfE catch up premium guidance.	Progress and attendance will be monitored carefully by data captures.	KmS/BiJ	Jan 2021
Mental health support	The mental health of our children has clearly been affected by national lockdowns. 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 our most vulnerable students.	EEF toolkit: behaviour interventions (+3 months). DfE catch up premium guidance EEF covid support guide.	QA: Data captures and internal audits by BrT	BrT	Jan 2021

| Rapid recovering reading intervention | To provide rapid and personalised reading lessons to pp students who have been adversely affected by national lockdowns. | SLV reading programmes: students had an average reading age improvement of +30 months.

EEF toolkit: reading comprehension strategies (+6 months).
DfE catch up premium guidance
EEF covid support guide. | The reading ages of all key yr7-8 pp students will be assessed. Students who have fallen below their chronological reading ages will be temporarily removed from non-core subjects and taught in small groups. Once their reading ages have improved to their chronological age, students will return to timetabled lessons.

Progress will be carefully monitored by regular data captures. | KmS/BiJ | End of the 2021 academic year. |