

Pupil premium statement: Cramlington Learning Village

Introduction

This statement details the school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | 2039 |
| Proportion (%) of pupil premium eligible pupils | 25.1% (433) |
| 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 2021 |
| Date on which it will be reviewed | July 2022 |
| 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 | £346,665 |
| Recovery premium funding allocation this academic year | £54,665 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £401,330 |
| 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/NTP funding

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Lower literacy and oracy coupled with limited vocabulary</p> <p>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.</p> |
| 2 | <p>Attendance rates for disadvantaged students across the school.</p> <p>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.</p> |
| 3 | <p>Mental health and wellbeing.</p> <p>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.</p> |
| 4 | <p>Lost learning due to national lockdown and school closures</p> <p>Disadvantaged students have lost more learning as a result of the covid-19 pandemic than their more advantaged peers. This has been evidenced through multiple international research articles.</p> |
| 5 | <p>Low engagement in independent study/learning</p> <p>The school’s most disadvantaged students often lack metacognitive / self-regulation strategies when faced with more challenging learning.</p> |
| 6 | <p>Low aspiration for progression to university</p> <p>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.</p> |

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 | <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 |

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| <p>disadvantaged students.</p> | <p>students and highlight more positive attitudes towards learning.</p> <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 intend to spend the pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£129,000**

| 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>This is also supported by in school data.</p> <p>English 4+ PP performance has improved to 77.8% in 2021 from 69.7% in 2020. The 5+ performance also improved to 53.1% from 46.1% in 2020.</p> <p>Maths 4+ PP performance dipped slightly to 65.4% in 2021 from 68.4% in 2020. The 5+ performance also</p> | 1, 4, 5, 6 |

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| | dipped to 40.7% in 2021 from 47.4% in 2020. | |
| Subject coordination of Maths, English and Science | <p>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.</p> <p>These roles are supported by in school data.</p> <p>In 2020-21 morning Maths intervention added +1.09 of an overall grade for disadvantaged students from Review 1 CG to the summer TAG. (+0.73 in 2019-20).</p> <p>In 2020-21, after school English intervention added +0.95 of an overall grade for disadvantaged students from Review 1 CG to the summer TAG. (+0.94 in 2019-20).</p> <p>In 2020-21, 91% of disadvantaged students who attended morning Science intervention achieved a grade 4 or above. The average grade for these students was a grade 5, one whole grade above their current grade in Review 1.</p> | 1, 3 |

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| <p>Pupil premium lead coordination</p> | <p>The coordination ensures that staff and resources are deployed and managed in such a way that disadvantaged students rapidly benefit.</p> <p>This role is supported by in school data. For said data, see the main body of this report.</p> | <p>1, 2, 3, 4, 5, 6</p> |
| <p>CPD and training</p> | <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> | <p>1, 5</p> |
| <p>Developing metacognitive and self-regulation skills in pupils</p> | <p>CLV invest in metacognition and self-regulation strategies which work via learners both evaluating and monitoring their own learning approaches, hence aiding students to become more independent learners.</p> <p>The program is supported by the EEF</p> | <p>5</p> |

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| Enhancement of maths teaching and curriculum planning in line with DfE guidance. | CLV accesses Maths Hub resources and CPD focuses on key elements of Maths Mastery training. See the Maths SEF for further details. | 1, 6 |
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Targeted academic support

Budgeted cost: **£158,500**

| 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. 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>This is also evidenced through analysis of in school data.</p> <p>In 2021, 90% of students who received both Maths and English tuition achieved a grade 4 or above, and of this 90%, 90% improved by one grade or more.</p> | 1, 4 |
| Yr 10/11 Mentoring and support | Mentoring aims to build confidence through positive relationships, to develop resilience, raise aspirations and improve disadvantaged grade performance. | 2, 3, 4, 5, 6 |

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| | <p>This is supported by EEF research.</p> <p>This is also evidenced through the analysis of data.</p> <p>In 2021, 88.9% of the mentored cohort achieved basics 9/4, compared to 48.1% for non-mentored disadvantaged students.</p> <p>The 9/4 mentored cohort performance improved from 25.9% to 88.9% from 2020 Rev 2 to the 2021 CAG.</p> <p>In 2021, 44.4% of the mentored cohort achieved basics 9/5, compared to 32.7% for non-mentored disadvantaged students.</p> <p>The 9/5 mentored cohort performance improved from 0.0% to 44.4% from 2020 Rev 2 to 2021 CAG.</p> | |
| Yr 7/8 Mentoring and support | <p>This is supported by EEF research.</p> <p>This is also evidenced through the analysis of data.</p> <p>In 2020/21, 89% of pupil premium students in year 7 were on track or exceeding in Maths, 91% were on track or exceeding in English and 95% were on track or exceeding in Science. For year 8, 69% of pupil premium students in were on track or exceeding in Maths,</p> | 1, 2, 3, 4,5 |

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| | 82% were on track or exceeding in English and 84% were on track or exceeding in Science. | |
| Yr 9 Mentoring and support | <p>This is supported by EEF research.</p> <p>This is also evidenced through the analysis of data.</p> <p>In 2020/21, R2 data showed that students who were identified for Maths intervention were on average 4.25 sub levels below their flight path target. R3 data showed the same cohort to be 3.41 sub levels below. An improvement of 0.84 of a sub levels.</p> <p>Students who were identified for English interventions were on average 6.33 sub levels below their flight path at R2, compared to 5.44 sub levels below by R3, an improvement of 0.91 of a sub levels.</p> <p>In Science, morning intervention ran 4 mornings per week and saw the students in attendance improve their grades by 1.3 sub levels, increasing from -5.2 to -3.9 from R2 to R3.</p> | 2, 3, 4 ,5, 6 |
| JLV targeted reading intervention | In 2020/21, of the year 7 students taking part in the programme, there was a marked improvement in: fluency scores, known phonic sounds, and the average | 1,4 |

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| | <p>number of words read. Of significance the average spelling age increased by 18 months and the average reading age increased by 9.4 months.</p> <p>Inference training also recorded comparable trends across these key parameters, but of note the average reading age of this subset of students increased on average by 36.5 months.</p> <p>Year 8 students also successfully took part in an inference programme.</p> <p>This is also supported by EEF research.</p> | |
| <p>Literacy interventions</p> <p><u>Yr7</u> Catch-up – Lexia Secure - Lexonic Leap Small group read, write Inc/Inference training. Morning Reading groups Secure Literacy 6th form readers</p> <p><u>Yr8</u> Secure - Lexonic Leap Small group read, write Inc/Inference training. Secure Literacy Lexia group</p> <p><u>Yr9</u> Secure English - Bedrock and reading focusing on inference and deduction. Reading Champions</p> <p><u>Yr10</u></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.</p> <p>This is also supported by EEF research, the DfE and the school's own extensive data captures.</p> | <p>1, 4</p> |

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| <p>Secure Eng/Maths - small group teaching Bedrock</p> <p><u>Yr11</u></p> <p>Secure Eng/Maths - small group teaching Bedrock</p> | | |
| <p>Outdoor Education and revision programs</p> <p>Key Pupil Premium students attended two Maths and English revision weekends, during which they also participated in 'high challenge' outdoor activities.</p> | <p>In 2019, of the students who attended the Allendale revision residential, 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>Of the students who attended the Ford Castle revision program, 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>Due to the easing of covid-19 restrictions CLV has restarted the residential revision weekends.</p> | <p>3, 4, 6.</p> |
| <p>Utilising the NTP provision in order to provide personalised tuition, mentoring and school-led tutoring for disadvantaged pupils whose education has been impacted by Covid-19.</p> | <p>Extensive research based on one to one tuition and small group interventions demonstrate that both strategies are effective at improving outcomes for students. These positive outcomes can also be demonstrated via the in school data within the body of the report.</p> <p>This is supported by EEF research.</p> | <p>4.</p> |

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| <p>Learning recovery summer schools. To ensure learning recovery occurs for disadvantaged students adversely affected by the Covid-19 pandemic.</p> | <p>School closures, as a result of the Covid-19 pandemic, have widened the disadvantage gap. In 2019/20 and 2020/21, disadvantaged students deemed to have missed significant amounts of learning due to the pandemic were invited to 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. CLV also employed a professional theatre company to perform Macbeth to all students in attendance. In 2019/20, the Summer schools had an average attendance of 85% across years 7-10. In 2020/21, similar figures were recorded In 2020/21, when questioned, 92% of the students who attended the year 9 and 10 summer school said they benefited from the experience. All those who did not say they benefitted did not have full attendance. Attendance to Summer schools is supported by EEF research.</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, 6</p> |

Wider strategies

Budgeted cost: **£114,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Mental health support | The mental health of children has clearly been affected by the covid-19 pandemic. 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 |
| Inclusion manager. | In 2020-21, due to covid restrictions the inclusion centre was not in operation. However, in 2019-20, 33.3% of the students who regularly attended the inclusion centre achieved basics 9-5. This is also supported by EEF research. | 2, 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 | The attendance manager works collaboratively across the school to deliver school attendance support, and | 2. |

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| | <p>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 2020-21, the average PP attendance across the school was 89.6%.</p> | |
| Rewards | <p>Incentives are provided in order to improve engagement in studies.</p> <p>Disadvantaged basics performance improved in 2020/21 and attendance to intervention was recorded at 85% - 90% across English and Maths interventions.</p> | 2, 4. |
| ICT / Mobile devices | <p>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.</p> <p>This is supported by EEF research.</p> | 1, 4, 5 |
| Book provision | <p>Experience shows that disadvantaged students are the least likely to have additional support or facilities at home.</p> | 4, 5. |

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| | Pupils across all year groups receive additional books and revision guides, in order to improve literacy levels and grade performance at KS3 and 4. | |
| Uniform | 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. | 2, 3. |
| Catering | <p>Refreshments are provided for some intervention sessions and parent/student information evenings, to encourage students and parents to attend.</p> <p>In 2020-21, Maths sessions where refreshments were provided were attended by 90% of the students that were invited.</p> <p>In 2019, parents attended an after school information evening targeted at specific students. This strategy will be used once again, provided covid case numbers ease. Parental engagement is supported by EEF research.</p> | 4, 6. |

Total budgeted cost: £401,500

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 2020-2021. Due to the covid-19 pandemic, formal GCSE and A Level exams did not go ahead in 2020 and 2021

Year 11 Summer Exams 2021

| | Disadvantaged | Non-disadvantaged | National comparison 2019 to non- disadvantaged |
|------------------|---------------|-------------------|--|
| Number of pupils | 81 (23.1%) | 270 (76.9%) | |
| Basics 9-4 | 61.7% | 90.0% | 72.0% |
| Basics 9-5 | 37.0% | 68.1% | 50.0% |
| Ebacc 9-4 | 9.9% | 24.1% | 29.0% |
| Ebacc 9-5 | 3.7% | 18.1% | 21.0% |
| English 4+ | 77.8% | 94.8% | 81.0% |
| English 5+ | 53.1% | 82.2% | 67.0% |
| English 7+ | 14.8% | 41.9% | 19.8% |
| Maths 4+ | 65.4% | 90.7% | 77.0% |
| Maths 5+ | 40.7% | 72.2% | 56.0% |
| Maths 7+ | 7.4% | 37.0% | 24.1% |
| % 7+ or A/A* | 9.9% | 33.5% | 26.2% |

Year 13 University Destinations 2021

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

- 33% of all students went to a Russell Group university.
- 100% of students who received Pupil Premium funding in KS4 at CLV went to a Russell Group university.
- 29% of non-Pupil Premium students went to a Russell Group university.

Attendance of pupils

Attendance over the course of 2020/21 academic year was significantly disrupted by the pandemic, and for most of the spring 2021 term, the school was closed to the majority of pupils. During 2018/2019 (the last full year for which data is available), the attendance of disadvantaged pupils was 92.2%, compared to 91.8% nationally for disadvantaged pupils.

Up to and including week 11 for 2021-22, the total disadvantaged attendance is 84.14%.

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 |
| Personalised theatre performances | 1623 theatre company |