Pupil premium statement: Cramlington Learning Village

Introduction

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM) within the last six years, as well as to children of service personnel and those looked after by the local authority (LAC). Our aim in using this funding is to ensure every disadvantaged pupil can achieve well, access enriching experiences, and have the same opportunities for progression as all other pupils.

This statement outlines how CLV will use pupil premium funding in 2025–26 to improve outcomes for disadvantaged pupils, and summarises the impact of last year's spending.

School overview

Detail	Data
School name	Cramlington Learning Village
Number of pupils in school	2003
Proportion (%) of pupil premium eligible pupils	27.9% (486) 7-11 25.6% (513) 7-13
Academic year/years that the current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
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	£422,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£422,475

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals in the last six years, as well as to looked-after children and children of service personnel. At CLV, our core aim is to remove barriers and ensure every disadvantaged student receives a rich, rigorous education that enables them to thrive. We are committed to developing resilient learners, expert readers, and confident, culturally competent young people who are equipped to succeed in their next stage of education, employment, or training.

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	**Attendance rates for disadvantaged students across the school** Persistent absence remains the most significant barrier to success for our disadvantaged students. Since the pandemic, absence rates have increased, disproportionately affecting pupils eligible for the Pupil Premium. While our whole-school attendance target remains at 96%, by Week 36 of the 2024–25 academic year, overall Pupil Premium attendance stood at 84.5%. Attendance is strongest in Years 7 at 89.1%, but notably lower in Year 10 at 82.8%, highlighting the need for targeted intervention and sustained support to improve engagement and outcomes.
2	**Progress and Attainment** There is a clear and persistent gap in attainment between disadvantaged and non-disadvantaged students, beginning at the point of entry to secondary education. KS2 data shows that disadvantaged pupils enter with an average prior attainment score of 101, compared to 103.5 for their peers. This gap continues through to GCSE outcomes. In 2024–25, 46.9% of disadvantaged students achieved <u>Basics 9–4</u>, compared to 76.1% of non-disadvantaged students - <u>a gap of 29.2%</u>. The gap at Basics 9–5 is 32.2%. These disparities highlight the ongoing need for sustained, targeted support at every key stage.
3	**Parental Engagement** Since the pandemic, trust in schools has been disrupted, and opportunities for parents to engage with school life have decreased. This has contributed to a shift in attitudes towards the importance of attendance, further impacting progress and attainment for disadvantaged students.

4	**Aspiration**
	Our most disadvantaged students often come from families with no history of university attendance or experience of higher education. As a result, many lack the confidence needed to see themselves as successful beyond GCSEs. These students benefit from tailored support throughout Key Stages 3 to 5 to help them build self-belief and ensure they are well-prepared for further education, employment, or training.
5	**Mental health and wellbeing**
	Evidence and experience show that our most disadvantaged students often require additional support with their emotional wellbeing. Challenges such as anxiety, low self-esteem, and poor mental health are more prevalent among this group and can significantly impact their ability to engage in learning and achieve their potential. Addressing these needs through early intervention, pastoral care, and access to specialist support is crucial in helping them thrive both academically and personally.
6	**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.

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.	● 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.	● 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.	● 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.	● 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. ● 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.
Higher numbers of disadvantaged students to achieve places at Russell Group universities and higher apprenticeships.	● 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: **£111,956**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing additional English and Maths teachers	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. 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. This is supported by [EEF](#) research and the [Sutton Trust](#). **English (2024–25)** **59.3%** of disadvantaged pupils achieved a grade 4. This represents an **improvement of 0.9 percentage points** from **58.4%** in 2023–24. **48.1%** achieved a grade 5. **Maths (2024–25)** **55.6%** of disadvantaged pupils achieved a grade 4. **29.6%** achieved a grade 5.	2,6

Subject coordination of Maths 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.	2
Pupil premium lead coordination	The coordination ensures that staff and resources are deployed and managed in such a way that disadvantaged students rapidly benefit. Basics 4+ increased from 41.3% in 2023 to 44.9% in 2024, and continued to rise to 46.9% in 2025. The Basics 4+ gap reduced from 33.3% in 2024 to 29.2% in 2025.	1,2,3,4,5,6
Assistant pupil premium leads/JLV pupil premium lead	Additional support for the Pupil Premium lead ensures that the strategies in place for Year 11 can be extended to disadvantaged students across all year groups.	1,2,3,4,5,6
CPD and training	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. Improving literacy in all subject areas in line with recommendations in the	2

	EEF guidance is of paramount importance. The program is supported by the EEF	
Developing metacognitive and self-regulation skills in pupils	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. The program is supported by the EEF	2
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 improvement plan for further details.	2,

Targeted academic support

Budgeted cost: **£132,235**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one sixth form tuition	Sixth Form tutoring involves older students providing structured academic support to younger peers, offering academic assistance and relatable mentorship. This peer-led approach fosters engagement, builds confidence, and creates a positive learning environment. The EEF reports that peer tutoring can lead to an average of five months' additional progress over an academic year, with particularly strong benefits for disadvantaged and lower-attaining pupils. 100% of the students tutored for English achieved a 4 or greater. 78% of the students tutored for Maths achieved a 4 or greater. This program has been extended to >50 tutored slots from 2025-26.	2,4,6
Yr 10 and 11 Mentoring and support	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. This is supported by EEF research.	2,4,6

JLV targeted reading intervention	Based on STAR reading data and class teacher monitoring biweekly in reading lessons (year 7 & 8).	2,4,6
Yr10-11 Maths, English and Science tutor groups	Students who underperform in core GCSEs are placed into a tutor intervention group that runs from 08:40 to 09:00, Monday to Friday.	2,4,6
Literacy interventions Yr7 Small group read, write Inc/Inference training (Fresh start). Secure French/Literacy. Secure literacy. Author events. Yr8 Secure Small group read, write Inc/Inference training. (Fresh start). Secure French/Literacy. Secure literacy. Author events Yr9 Secure English - year 9 Bedrock and reading focusing on inference and deduction. Secure French/Literacy. Yr10 / Y11 Secure Eng/Maths - small Reading plus	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. 3 / 4 one hour sessions per cycle. Weekly homework and targets of points won. Support offered after school if needed. Initial assessment on fluency and comprehension then, depending on successful; completion, different articles are made available.	1,2,4,6

Yr11 Secure Eng/Maths - small group teaching Option block Additional classes as subject are completed. Group revision Exam Masterclasses Author events / cultural trips, funded by PP.	Weekly meeting. Student-led; but supervised by staff. Staff deliver masterclasses for PP students at strategic times of the year and ahead of examinations. Group revision sessions (high and low ability) mainly literature-based.	
Music tuition + singing lessons	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.	1,2,4,5

Wider strategies

Budgeted cost: **£178,284**

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.	1,2,5

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.	1,2,5
Attendance manager + assistant attendance manager	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. In 2024-25, the average PP attendance across the school was 84.5%.	1,2,5
Alternative Education Manager	The manager proactively engages and supports students who have significantly low attendance and find attending school challenging. 50% of PP students improved their attendance between September 2024 and July 2025. 53% of PP students achieved a grade 9–4. 80% of PP students secured confirmed progression destinations after leaving CLV.	
Educational visits	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	1,2,4,5

	understanding and appreciation of the material.	
	Additionally, visits to various further education providers will help students explore educational pathways and make informed decisions about their future careers.	
	Overall, these trips aim to broaden students' horizons, inspire curiosity, and provide valuable insights into future career and educational opportunities.	
Blue tracker report	Blue Reports are designed to encourage pupils to check in each morning and evening, discuss their day, prepare themselves for learning, receive reminders about tutoring, and improve attendance through rewards and incentives. They help strengthen relationships, enhance attitudes to learning, and ultimately have a positive impact on overall grade performance. More than 50 students are expected to be on a Blue Tracker this coming year.	1,2,3,5
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.	2,6

	Renewal of PP devices occurs in year 10. This is supported by [EEF](#) research.	
Book provision	Experience shows that disadvantaged students are the least likely to have additional support or facilities at home. Pupils across all year groups receive additional books and revision guides, in order to improve literacy levels and grade performance at KS3 and 4.	2,6
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.	5
Catering	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. In 2024-25, Maths sessions where refreshments were provided were attended by 80% of the students that were invited. English clubs (High Five and Cloud Nine) will also be offered food in order to incentivise attendance. The Boys Network is a 10 month programme, see body of main report, that will run for 10 months, the students	1,2,3,5

	will receive their evening meal whilst in school. Girls Network also receives the same support. See main body of report. 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.	
Community information evenings	The school will be hosting information evenings to emphasise the importance of parental involvement in student success, especially during the challenging Year 11. 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. Parental engagement is supported by [EEF](#) research.	1,2,3,4,5
The Boys' network	The Boys' Network is a mentoring programme which strategically links 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	1,2,4,5

	peers as they transition into higher education and the world of work.	
The Girls' network	We aim to inspire and empower Year 10 girls from disadvantaged backgrounds by working with The Girls' Network, which connects them with dedicated mentors and a supportive community of professional female role models.	1,2,4,5
Transition groups	In 2024-25, The Key funded a Transition Project where small student groups planned and presented a trip, developing teamwork, confidence, and social and transition skills. Engagement was high, with strong attendance across both six-week rounds (12 out of 14 students achieving 100% attendance each round). All students attended their final visits. The project was highly successful and secured funding for a further cohort. This will continue into 2025-26.	1,2,4,5
Northern Learning Trust	In 2024, Northern Learning Trust delivered a wellbeing-focused craft programme for a small group of students and their parents. Feedback was highly positive, highlighting quality one-to-one time, learning new skills, and connecting with other families. Parents reported feeling less isolated, more confident, and better informed about available support. They expressed a desire for longer or additional sessions and valued the impact	1,2,3,4,5

	of having a dedicated facilitator outside normal school routines. Families plan to continue spending positive time together following the course. This will continue into 2025-26.	
M10 coaching.	M10 coaching is a complimentary service delivered alongside Boys' Network; but is being delivered to boys and girls each Wednesday. It encompasses both individual coaching and group masterclasses with an aim to improve employability skills and readiness for next steps.	1,2,4,5
Performance Learning	Performance Learning is a structured, stress-free, platform-based assessment system designed to help every student reach their full potential. It enables the school to accurately predict individual grades, allowing us to identify strengths and gaps early. The platform then creates a personalised and clearly signposted study environment for each learner, ensuring that their revision and skill development are targeted and effective. Large numbers of CLV PP students will take part in this roll out across the 2025-26 academic year.	1,2,3,4,5

Total budgeted cost: £422,475

Part B: Review of outcomes in the previous academic year

	2022-23		2023-24		2024-25	
	Disad (%)	Non-disad (%)	Disad (%)	Non-disad (%)	Disad (%)	Non-disad (%)
Basics 9-4	41.3	71.3	44.9	78.2	46.9	76.1
Basics 9-5	16.0	48.6	25.8	50.4	22.2	54.4
English 4+	60.0	83.3	58.4	86.1	59.3	84.6
English 5+	40.0	67.7	39.3	65.9	48.1	70.7
English 7+	6.7	21.9	13.5	23.4	11.1	27.4
Maths 4+	44.0	74.9	58.4	84.9	55.6	80.3
Maths 5+	21.3	53.4	31.5	58.3	29.6	57.5
Maths 7+	1.3	19.9	17.1	7.9	7.4	21.6

Attendance of pupils

Disadvantaged pupil attendance increased from 86.0% in 2022–23 to 86.2% in 2023–24, before falling slightly to 84.5% in 2024–25.

Externally provided programmes

Programme/support	Provider
Boys Network	M10
Girls Network	Girls Network
NUFC Foundation	NUFC Foundation
CYPS	Northumberland healthcare
School health	Haragoate healthcare
Primary mental health	Northumberland healthcare
Cygnus support	Cygnus
Safeguarding children	Northumberland County Council NCASP
SORTED	Northumberland County Council
Fern Dean	NHS foundation trust
Early Help support requests	NCC
Bereavement support	Holding Heart
Child and Adolescent Mental Health service (CAMHS)	North Tyneside Mental Health service (CAMHS)
Multi-agency referral (MARF)	Northumberland Early Help

Bereavement Support	Winston's Wish
MIND: Suicide Bereavement	Mind Tyneside and Northumberland
Young minds mental health support	Young minds
Beat-eating disorders	Beat-eating disorders
Eating distress North East	Eating distress North East
CALM	CALM
OCD action	OCD action
Frank	Frank
Chat Health	Chat Health