



## Strategy for 2018-9

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2018-19					
<b>Academy</b>	Sycamore Academy				
<b>Pupil Premium Leader</b>	Elaine Collins/Paul Worley				
<b>Academic Year</b>	2018 -19	<b>Total PP budget</b>	£257,400	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	361	<b>Number of pupils eligible for PP</b>	195 (54%)	<b>Date for next internal review of this strategy</b>	March 2019

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)</i>	<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)</i>
Consistency and impact of group interventions	Paucity of language, experiences and aspirations
Curriculum greater depth and mastery subject knowledge	Social care and safeguarding
Prior attainment in upper Key Stage 2	Increasing EAL intake
Aspirations of high achievers	Family engagement



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3. Outcomes – separate for each year group as each cohort has its own profile and needs						
What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
Year Group	What do you want to achieve and how they will be measured	Success criteria	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.
<b>Nursery</b>  (if applicable and Early Years Foundation Stage Pupil Premium has been identified)	Increase the % of children secure in 30-50 development matters	70% of children eligible for PP to achieve 30-50 secure in prime areas	1:1 and small group interventions – speaking and listening	The EEF has found that high quality interventions in the Early Years have positive benefits +5 months	Half termly monitoring progress reports analysing data EYFS Leader	TA support 7.5 hours weekly for interventions  £4200
	Increase the % of children emerging in 40-60 months at the end of F1	70% children eligible for PP to be emerging in 40-60 in one prime area at the end of F1 to diminish the	Musical Interaction  Parental engagement helping your child at home activities and use of the Dolly Parton Imagination Library	The EEF has found that high quality parental engagement in the Early Years have positive benefits +3 months	Termly parental engagement feedback – EYFS Leader & Parental Engagement	



		difference	(SSBC)		Leader	
					LEAD termly QA visits and reports to Academy Advisory Board	
<b>Year R</b>	20 pupils (38%): Raise attainment in Mathematics, Reading and Writing as this has been identified as a weaker areas of learning from the review.	75% of eligible PP pupils to achieve at least GLD in reading, writing and maths.	Pre-teaching using teaching assistants  1:1 and small group interventions (precision teaching)  Whole Class teaching, outdoor learning and continuous provision  Boromi boxes to support parents with communicating and learning with their children	The EEF has found that High quality interventions in Early Years have positive benefits +5 months.  Small group teaching enables the focus of work to be at all times personalised to individual needs.	Half termly monitoring progress reports analysing data EYFS Leader          Termly analysis of Boromi tracker grid and parent feedback – EYFS Leader	TA support 7.5 hours weekly for interventions  £4200          Boromi boxes £1310
<b>Year 1</b>	26 pupils (43%)  Increased % of PP children achieving	80% of children eligible for PP	Small group intervention support in writing to ensure PP pupils meet predicted targets	Research from the EEF suggests that interventions in pupil's early years of education, including that for year 1, disadvantaged children benefit from high quality programmes, especially where these include children from different social backgrounds and a strong	Attainment data  Work scrutiny	TA support 5 hours weekly for writing interventions  £2800



	<p>ARE in writing at the end of Y1</p> <p>Increased % of PP children achieving greater depth at end of Y1 in reading and writing</p> <p>Sustain and increase % of children passing phonics screening at end of Y1</p>	<p>achieve expected standard in writing</p> <p>28% of children eligible for PP achieve greater depth in at least reading or writing</p> <p>80% of children eligible for PP to pass the phonics test</p>	<p>Additional phonics intervention for most vulnerable PP pupils to ensure they reach and exceed the threshold in the phonics screening check</p>	<p>educational component.</p> <p>Through such high quality provision with well trained staff, disadvantaged pupils can add an additional 5 months progress in a year.</p>	<p>Learning Walks</p> <p>Professional dialogue</p> <p>Parental feedback</p> <p>Termly analysis of interventions by SENDCo</p> <p>L.E.A.D QA visit</p>	<p>TA support 5 hours weekly for phonics</p> <p>£2800</p>
<b>Year 2</b>	<p>33 pupils (58%)</p> <p>Increased % of PP children achieving ARE in reading and writing at the end of Y2</p>	<p>80% of children eligible for PP achieve expected standard in reading and</p>	<p>Small group intervention support in RWM to ensure PP pupils meet predicted targets</p>	<p>Research by the EEF has shown that both collaborative and mastery approaches have positive outcomes +5 months. Through the continued development of a curriculum that supports a mastery/greater depth approach alongside the skilling and knowledge development the curriculum will be enriched and support rapid progress to diminish the</p>	<p>Attainment data</p> <p>Work scrutiny</p> <p>Learning Walks</p> <p>Professional dialogue</p>	<p>TA support 5 hours weekly for interventions</p> <p>£2800</p>



	Increased % of PP children achieving greater depth at end of Y2 in RWM	writing 20% of children eligible for PP achieve greater depth in RWM	Additional phonics intervention for all pupils below ARE or did not pass phonic screening check	difference.	Parental feedback Termly analysis of interventions by SENDCo L.E.A.D QA visit	TA support 5 hours weekly for phonics £2800  Lit. volunteer reading support 2 hours weekly £350
<b>Year 3</b>	32 pupils (57%)  Increased % of PP children achieving ARE at end of Y3 in reading and writing  Increase % of PP children achieving greater depth in RWM accelerating progress and building on Y2 outcomes	80% of children eligible for PP achieve ARE in reading and writing  20% of children eligible for PP achieve greater depth in RWM	Small group intervention support in RWM to ensure PP pupils meet predicted targets  Continue rigorous and effective support strategies such as IDL and EAL for most vulnerable PP children	Research by the EEF has shown that both collaborative and mastery approaches have positive outcomes +5 months. Through the continued development of a curriculum that supports a mastery/greater depth approach alongside the skilling and knowledge development the curriculum will be enriched and support rapid progress to diminish the difference.	Work scrutiny Learning Walks Professional dialogue Parental feedback Termly analysis of interventions by SENDCo L.E.A.D QA visit	TA support daily for interventions £4200
<b>Year 4</b>	33 pupils (57%)		Small group intervention support in	Research by the EEF has shown that both collaborative and mastery approaches have positive	Work scrutiny	TA support daily for



	Increased % of PP children achieving ARE at end of Y4 in reading, writing and maths	85% of children eligible for PP achieve ARE in reading and writing	RWM to ensure PP pupils meet predicted targets  Continue rigorous and effective support strategies such as IDL and EAL for most vulnerable PP children	outcomes +5 months. Through the continued development of a curriculum that supports a mastery/greater depth approach alongside the skilling and knowledge development the curriculum will be enriched and support rapid progress to diminish the difference.	Learning Walks  Professional dialogue  Parental feedback  Termly analysis of interventions by SENDCo  L.E.A.D QA visit	interventions  £4200
<b>Year 5</b>	38 pupils (70%)  Increased % of PP children achieving ARE at end of Y5 in reading and writing  Increase % of PP children achieving greater depth in RWM	85% of children eligible for PP achieve ARE in reading and writing  20% of children eligible for PP achieve greater depth in RWM	Prince William Award one morning session per week for the whole academic year  Continue rigorous and effective support strategies such as IDL and EAL for most vulnerable PP children  Additional teacher to teach 8 PP children RWM 1 day a week	EEF research of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.  Research by the EEF has shown that both collaborative and mastery approaches have positive outcomes +5 months. Through the continued development of a curriculum that supports a mastery/greater depth approach alongside the skilling and knowledge development the curriculum will be enriched and support rapid progress to diminish the	Work scrutiny  Learning Walks  Professional dialogue  Parental feedback  Termly analysis of interventions by SENDCo  L.E.A.D QA visit	£5850  TA support daily for interventions  £4200  £3000



				difference.		
<b>Year 6</b>	23 pupils (49%)  Increased % of PP children achieving ARE at end of Y6 in reading and writing  Increase % of PP children achieving greater depth in RWM	87% of children eligible for PP achieve ARE in reading and writing  30% of children eligible for PP achieve greater depth in RWM	Small group intervention support in RWM to ensure PP pupils meet predicted targets  Continue rigorous and effective support strategies such as IDL, EAL and booster sessions for most vulnerable PP children  Additional teacher 1 day a week for individual and small group reading intervention	Research by the EEF has shown that both collaborative and mastery approaches have positive outcomes +5 months. Through the continued development of a curriculum that supports a mastery/greater depth approach alongside the skilling and knowledge development the curriculum will be enriched and support rapid progress to diminish the difference.	Work scrutiny Learning Walks  Professional dialogue  Parental feedback  Termly analysis of interventions by SENDCo  L.E.A.D QA visit	TA support daily for interventions  £4200          £3000

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Whole School Initiatives	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Pupil well-being – social and emotional learning	Family Support Worker and SENDCo  Targeted input for identified	Research by the EEF has shown that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional	Pupil progress data  Attendance data	£37,000



	<p>families to meet children’s basic needs and to ensure good attendance at school</p> <p>Early intervention for all families but especially for those accessing 2 year old provision – Early Words Together at Two Project</p> <p>ELSA training and support for identified PP children</p> <p>Taming a Tempersaurus</p> <p>Zippy and Apple’s Friends</p> <p>Friends for Life</p>	<p>progress on attainment.</p> <p>SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.</p>	<p>Behaviour data</p> <p>Foundation Stage baseline</p> <p>Boxhall Profiles and other assessment tools from Routes to Inclusion (SEMH toolkit for Nottingham city Schools)</p>	<p>ELSA Training, Resources &amp; Supervision £1350</p> <p>SENCO 1 hour a week £800</p> <p>TA led SEMH interventions 1 hr weekly x 4 £2180</p>
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<p>Continue to raise attendance</p>	<p>Attendance and Behaviour Support Officer</p> <p>Attendance officer to monitor PP children attending the club and to target PP children who would benefit from attending.</p> <p>Breakfast club</p> <p>Ensure PP children (and other targeted children) have a positive start to the day with a decent breakfast.</p>	<p>Attendance has been identified as being a barrier to learning. Some of our eligible Pupil Premium pupils are out for extended periods with holiday and whilst attainment figures have risen, there is still room for improvement and maintaining of results. This means the dedicated time to support our families has and will continue to improve the attendance rates.</p>	<p>Half termly reports including evaluations and actions.</p> <p>Attendance figures</p> <p>Number of red cards</p> <p>Weekly behaviour records</p> <p>ABC books</p> <p>Silver and gold books</p>	<p>£12,300</p>
<p>Improve levels of learning through the use of technology</p>	<p>Ipads and inclusion software.</p> <p>PP access a range of online learning</p> <p>Ipad apps used to increase cognitive progression</p>	<p>Pupils are engaged by using this technology. PP pupils are more likely to learning challenging concepts and also practice skills which they may be reluctant to partake in.</p> <p>Many PP do not have access to quality technology so this initiative will improve this provision.</p> <p>This means technology can be used to provide a clear learning platform in order that</p>	<p>Half-termly assessments including moderations and next steps.</p> <p>Assessments to evaluate pupils engagement.</p>	<p>£39,784</p>
<p>Inclusion and supporting confidence</p>	<p>Uniform contribution</p> <p>Blazers and ties for Upper Key Stage 2</p> <p>Uniform for asylum seekers, refugees and children authorised for free school meals</p>	<p>Whilst it is acknowledged that uniform does not on its own increase attainment (EEF research) we believe it is important to support the inclusion and well-being of our pupils who are eligible by removing this barrier.</p>	<p>All children in school uniform</p> <p>Feedback from pupils and stakeholders</p>	<p>£7,000</p>



Behaviour and well-being	<p>Attendance and Behaviour Support Officer</p> <p>Weekly monitoring followed up by 1:1 or small group sessions</p> <p>Behaviour Mentors</p>	<p>EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>School-level behaviour approaches are often related to improvements in attainment, but there is a lack of evidence to show that the improvements are actually caused by the behaviour interventions, rather than other school interventions happening at the same time. In light of this all our behaviour interventions are planned alongside additional learning interventions.</p>	<p>Attendance figures</p> <p>Number of red cards</p> <p>Weekly behaviour records</p> <p>ABC books</p> <p>Home/school diaries</p> <p>Silver and gold books</p>	<p>£18,300</p> <p>Sports team staff x 2</p> <p>17.5 hours weekly individual, small group SEMH intervention</p> <p>£9800</p>
Breadth of life experiences to support the mastery curriculum	<p>Forest Schools in Reception classes</p> <p>Termly Orchard experiences for all classes</p> <p>Residentials in Y2, Y4 &amp; Y6</p> <p>School trips</p> <p>Visitors in school</p> <p>Workshops</p>	<p>Provision of funding to cover partial costs of educational visits and experiences ensures all pupils have equal learning opportunities throughout their time in school and will impact on all areas of curriculum and learning. Research shows it improves the quality of extended writing, improve pupils talk and ability to discuss and rationalise ideas.</p>	<p>Children eligible for PP have been included in all experiences regardless of possible financial barriers</p> <p>Monitoring of extended writing and children's use of age related vocabulary</p> <p>Attendance and behaviour data linked</p>	<p>£4076</p> <p>£20,000</p>



	Visiting artists/authors		to wider experiences	
Music tuition	<p>Weekly tuition from 2 music specialists</p> <p>Orchestra</p> <p>Upper Key Stage choir</p> <p>Provision of musical instruments</p>	<p>Research shows that Music stimulates all areas of the brain in a way that prepares pupils for learning. Accessing music through PP can raise standards in children’s well-being and cognitive skills.</p> <p>Although the EEF research rates the impact on pupil attainment rates as low, the challenge, determination and resilience that come with learning a new instrument are excellent life lessons for many of our PP children with external barriers. We have seen many of our PP children ‘shine’ in school concerts and we value the contribution this makes to their self-esteem, self-confidence and attitudes to learning.</p>	<p>Number of children learning an instrument</p> <p>Improved musical engagement, aptitude and ability</p> <p>Increase in number of children taking formal music exams</p>	<p>£11,500</p> <p>£9800</p>
Parental Engagement	<p>Parental Engagement Worker – courses and advice on improving home learning</p> <p>Class Dojo – messaging parents to provide regular feedback on children’s progress</p>	<p>EEF evidence show that parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. Two of the ways researched are schools providing regular feedback on children’s progress and schools offering advice on improving the home learning environment.</p> <p>The EEF has tested a number of interventions designed to improve pupils’ outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. However, we value parental engagement and are always striving to increase engagement and to raise aspirations for the children in our school by providing English, Maths and Technology courses.</p> <p>By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost. We are therefore aiming to use Class Dojo for all pupils in school and will target PP children in order to provide feedback on progress and to support with home learning.</p>	<p>Attendance at parent courses</p> <p>Homework/home projects completion</p> <p>Parent feedback</p> <p>Attendance levels at parent/teacher meetings</p> <p>Contribution towards fundraising</p> <p>Number of parents signing up to Class Dojo</p> <p>Feedback from Class Dojo</p>	£3000



IDL Numeracy	PP children identified with dyscalculia or who are significantly below ARE access for 10/15 minutes daily	IDL Literacy is already being used effectively to accelerate learning for identified PP children to diminish the difference. This initiative will extend this positive impact to Maths and support children who are having difficulties with understanding and retaining basic number principles and who are struggling to apply basic number strategies.	Work Scrutiny  Formative and summative assessments	£400
Improving oracy to support reading and writing outcomes	EAL TA (x 2) Daily interventions with eligible PP children  Whole school resources – Racing to English	EEF research of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Work scrutiny  GL Reading assessments	£30,000  £200 (Resource CD per phase)
		<b>Total</b>		<b>£257,400</b>

Date: September 2018

Pupil Premium Leader: Elaine Collins