



**As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.**

## Pupil Premium Report and Strategy Statement

In Sycamore Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2019-20	
Academy	Sycamore Academy
Pupil Premium Leader	Elaine Collins/Paul Worley



<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£259,700	<b>Date of most recent PP Review</b>	March 2020
<b>Total number of pupils</b>	481	<b>Number of pupils eligible for PP</b>	212	<b>Date for next internal review of this strategy</b>	September 2020

## Pupil Premium Report Academic Year 2019-20 End of Summer Term

### Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps
R	19 pupils (32%)	<p>TA support 7.5 hours weekly for interventions £4500</p> <p>Boromi boxes £1140</p>	<p>Early Years Foundation Stage children are expected to reach a Good Level of Development by the end of the academic year.</p> <p>Based on Teacher Assessments for July 2020 children eligible for Pupil Premium have made good progress in all areas.</p> <p><b>Evaluation of the strategy</b></p> <p>PP group have small group delivery with highly trained staff. Impact positive with group making good progress from starting point.</p> <p>Up until school closure due to Covid-19 all pupil premium children's families in F2 and Nursery have accessed the Boromi Boxes and worked with their children at home. During the lockdown period a small group of the most vulnerable PP pupils were provided with Keepmi boxes with resources that they could use and keep. There has been 100% positive feedback from parents saying how much the boxes support them in</p>	<p>Continue with strategies for improving attendance of Pupil Premium pupils in Foundation Stage 1.</p> <p>Continue to embed the daily phonics strategy.</p> <p>Continue with the systematic targeting of individuals and small groups to accelerate learning and to diminish the difference.</p>



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			<p>talking with their children and helping them to understand how to help them with their learning. Parents also report how much the children enjoy the activities. Staff have reported that children using the boxes regularly could talk confidently about what they did and had a positive attitude to their learning in school</p>	<p>Extend use of Keepmi Boxes to F1 children and families.</p>
1	19 pupils (33%)	<p>TA support 5 hours weekly for GD Maths interventions</p> <p>£2800</p> <p>TA support 5 hours weekly for phonics</p> <p>£2800</p>	<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation, spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This is a short assessment which checks if your child knows the first sounds and blends of sounds. However this year these tests were not taken due school closure as a result of the Covid 19 Pandemic.</p> <p><b>There has not been a Phonic Screening Check for 2020</b></p> <p>In the Phonics assessment completed when children returned to school in September 2020 most PP children retained their phonic knowledge and attained a score close to or above 32. Only 4 children scored below 24.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in all areas. Attainment for the PP children in this year group at</p>	<ul style="list-style-type: none"> <li>• Small group interventions and targeted support</li> <li>• More opportunities for GD children to extend vocabulary and develop inference skills</li> <li>• Support vocabulary and comprehension development</li> <li>• Ensure that all pupils can access online learning on</li> </ul>



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			<p>ARE is in line or above non-PP children. Reading attainment at GD is below that of non-PP children and will be a focus for the next academic year. Inference was identified as the main barrier.</p> <p><b>Evaluation of the strategy</b></p> <p>Based on Teacher Assessments the vast majority of pupil premium pupils have continued on the expected trajectory for EYFS and are at ARE. There was evidence of positive impact prior to lockdown. The use of online resources has been implemented and pupils have been accessing these at home. Small group interventions that were key to last year's strategy will continue to be implemented from September 2020.</p>	<p>dojo</p> <ul style="list-style-type: none"> <li>• Promote wellbeing amongst pupils</li> </ul>
2	27 pupils (47%)	<p>TA support 5 hours weekly for interventions £2800</p> <p>TA support 5 hours weekly for phonics £2800</p> <p>Lit. volunteer reading support 2 hours weekly £350</p>	<p>In Year 2 pupils are usually assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2020.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in Maths and SPaG. In Reading and Writing progress was not as strong as all other pupils. Attainment for the PP children in this year group is broadly in line with non-PP children in Writing, Maths and SPaG, but below that of non-PP children in Reading.</p> <p><b>Evaluation of the strategy</b></p> <p>Based on Teacher Assessments the vast majority of pupil premium pupils have continued on the expected trajectory from Y1 and are at ARE in Maths, Writing and</p>	<ul style="list-style-type: none"> <li>• Small group interventions and targeted support</li> <li>• More opportunities for children to access reading materials and to have additional daily reading opportunities</li> <li>• Support vocabulary and comprehension development</li> <li>• Ensure that all pupils can access online learning on</li> </ul>



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			<p>SPaG. There was evidence of positive impact from the strategies in Reading prior to lockdown and the use of online lessons and resources was implemented and accessed by PP children at home during lockdown. However, attainment in Reading is still below that of non-PP pupils and will be a focus for the next academic year. Limited access to reading materials during lockdown and inconsistent or limited reading opportunities were identified as the main barriers. Small group interventions that were key to last year's strategy will continue to be implemented from September 2020.</p>	<p>dojo</p> <ul style="list-style-type: none"> <li>• Promote wellbeing amongst pupils</li> </ul>
3	30 pupils (51%)	TA support daily for interventions £4500	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in Reading, Writing and Maths. In SPaG progress was not as strong as all other pupils. Attainment for the Pupil Premium pupils in this year group is in line or above non-PP pupils for ARE in all areas but below for GD in Reading and Maths.</p> <p><b>Evaluation of the strategy</b></p> <p>Based on Teacher Assessments the vast majority of pupil premium pupils have continued on the expected trajectory from the end of KS1 and are at ARE in Maths, Reading and Writing. There was evidence of positive impact from the strategies prior to lockdown and the use of online lessons and resources was implemented and accessed by PP children at home during lockdown. However, attainment in SPaG is still below that of non-PP pupils and will be a focus for the next academic year. Limited opportunities to practise spellings and to apply grammar rules in writing were identified as the main barriers. Small group interventions that were key to last year's strategy will continue to be implemented from September 2020.</p>	<ul style="list-style-type: none"> <li>• Small group interventions and targeted support</li> <li>• Increase focus on Spelling and more opportunities to practise and apply</li> <li>• Ensure that all pupils can access online learning on dojo</li> <li>• Promote wellbeing amongst pupils</li> </ul>



4	35 pupils (63%)	TA support daily for interventions £4500	<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in all areas. Attainment for the Pupil Premium pupils in this year group at ARE in Reading, Writing and Maths is in line with or above non-PP pupils. In SPaG attainment was below all other pupils.</p> <p><b>Evaluation of the strategy</b></p> <p>Based on Teacher Assessments the vast majority of pupil premium pupils have continued on the expected trajectory from the end of KS1 and are at ARE in Maths, Reading and Writing. There was evidence of positive impact from the strategies prior to lockdown and the use of online lessons and resources was implemented and accessed by PP children at home during lockdown. However, attainment in SPaG is still below that of non-PP pupils and will be a focus for the next academic year. Limited opportunities to practise spellings and to apply grammar rules in writing were identified as the main barriers. Small group interventions that were key to last year's strategy will continue to be implemented from September 2020.</p>	<p>Small group interventions and targeted support</p> <ul style="list-style-type: none"> <li>• Increase focus on Spelling and more opportunities to practise and apply</li> <li>• Ensure that all pupils can access online learning on dojo</li> <li>• Promote wellbeing amongst pupils</li> </ul>
5	34 pupils (59%)	<p>TA support daily for interventions £4500</p> <p>£3000 Additional teacher 1 day a week</p>	<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in all areas. Attainment for the Pupil Premium pupils in this year group at ARE is in line with or better than non-PP children in all areas. Attainment for PP pupils at GD in Writing and SPaG is below that of non-PP pupils.</p> <p><b>Evaluation of the strategy</b></p>	<ul style="list-style-type: none"> <li>• Small group interventions and targeted support</li> <li>• Increase focus on spelling more complex words and applying grammar rules for GD</li> </ul>



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			<p>Based on Teacher Assessments the vast majority of pupil premium pupils have continued on the expected trajectory from the end of KS1 and are at ARE in Maths, Reading, Writing and SPaG. There was evidence of positive impact from the strategies prior to lockdown and the use of online lessons and resources was implemented and accessed by PP children at home during lockdown. However, attainment at GD in Writing and SPaG is still below that of non-PP pupils and will be a focus for the next academic year. Limited opportunities to practise spellings and to apply grammar rules in writing were identified as the main barriers. Small group interventions that were key to last year's strategy will continue to be implemented from September 2020.</p>	<p>pupils</p> <ul style="list-style-type: none"> <li>• Improve vocabulary choices and provide further opportunities to write at length for GD pupils</li> <li>• Ensure that all pupils can access online learning on dojo</li> <li>• Promote wellbeing amongst pupils</li> </ul>
6	40 pupils (70%)	<p>TA support daily for interventions £4500</p> <p>£3000</p>	<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These tests did not take place in 2020 due to the COVID 19 School Closure. These are the Teacher Assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have</p>	



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		Additional teacher 1 day a week	made good progress in all areas. Attainment for the Pupil Premium pupils in this year group is significantly better than non-PP pupils in all areas.								
				Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP
			ARE	84%	70%	81%	55%	86%	80%	84%	50%
			GD	32%	15%	30%	20%	35%	15%	32%	20%
			<p><b>Evaluation of the strategy</b></p> <p>Based on Teacher Assessments the vast majority of pupil premium pupils have continued on the expected trajectory from the end of KS1 and are at ARE in Maths, Reading, Writing and SPaG. There was evidence of positive impact from the strategies prior to lockdown and the use of online lessons and resources was implemented and accessed by PP children at home during lockdown.</p>								

**Review and evaluation of the impact of whole school strategies not already mentioned.**

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Pupil well-being – social and emotional learning		£37,000 TA led SEMH interventions 1 hr weekly x 4 £2180	Meeting the emotional needs of the most vulnerable pupils in school so that they can deal with their emotions and are in a fit state to learn.	Use PASS assessments, feedback from parents and observations to identify children who need further support



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		<p>ELSA Supervision £200</p> <p>SENCO 1 hour a week £800</p> <p>TA led SEMH interventions 1 hr weekly x 4 £2180</p>		
Continue to raise attendance		<p>£12,300</p> <p>1 hour x 6 £100</p>	<p>Prior to lockdown attendance remained in line with or better than national averages. Persistent absences were being followed up rigorously and were reducing from the previous year.</p> <p>Attendance in F1 was beginning to improve and continual work is being done with parents to encourage daily attendance.</p> <p>A big focus is placed on attendance in our celebration assemblies and the majority of children are highly motivated to come to school to win the best class weekly attendance and to receive their own individual attendance certificates.</p> <p>Attendance at breakfast club prior to lockdown remains high with over 40 PP children attending regularly.</p>	<p>Maintain the current systems, rewards and provision for attendance and continue with strategies to further improve attendance in F1 and to encourage parents to prioritise education for their children.</p>
Improve levels of learning through the use of technology		<p>Active Boards £11,00</p> <p>Talking Tins and</p>	<p>Prior to lockdown Active Boards were being used to support fitness and mental and physical well-being during breakfast club, extended learning, PE sessions, SEN PE and for identified individual children. Feedback from children and staff suggests that children were improving their speed and fitness and were also highly engaged and motivated. Some individual children were able to re-focus better on learning following use of the Active Boards.</p>	<p>Continue to use the Active Boards to support fitness and mental health and well-being following lockdown.</p>



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		batteries £500  Software £5000	An increase in the use of Talking Tins has meant more children have been able to organise their thoughts for writing better and have had improved writing outcomes.	
Inclusion and supporting confidence		£7,000	All children are wearing school uniform and are appropriately dressed. The majority of children have a school PE kit.  All children represent the school well in school and during offsite activities and take pride in themselves.	Continue to offer support to those families that need it to ensure their children are not disadvantaged for financial reasons.  Ensure all PP children are appropriately dressed for PE.
Behaviour and well-being		£18,300  Sports team staff x 2 17.5 hours weekly individual, small group SEMH intervention £9800	Prior to lockdown red card behaviours had remained infrequent and a silver and gold behaviours were increasing across the whole school.  The challenging behaviours of some of our most vulnerable PP children had been reduced significantly and were rarely observed. They were also talking more positively about themselves and each other.	Continue to support our most vulnerable PP children and research trauma-informed education and how the school can develop more trauma-informed practises.
Breadth of life experiences to support the mastery curriculum		£25,000	Widening horizons, developing vocabulary and improving reasoning and comprehension.	Plan enrichment to support curriculum development in addition to opportunities to widen horizons and aspirations.
Music tuition		£11,500  £9800	All children across KS2 have the opportunity to play an instrument and most children learn at least one instrument. The identified PP children were all involved in learning an instrument but due to lockdown	Review music provision and look at the local offer and further online resources and curriculum packages.



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			performances and exams did not take place.	
Parental Engagement		£3000	<p>There has been an increase in parents accessing Class Dojo, with almost 100% engagement in every class.</p> <p>Prior to lockdown parents were attending the Feel Good Families course and were signing up for other courses which unfortunately could not go ahead.</p>	Staff to continue to support pupils and families in a similar, effective way.
Improving outcomes for SEN children		<p>IDL Numeracy £400</p> <p>Equals Curriculum £350</p> <p>TA Support £13,000</p>	<p>There is no specific data to back up the impact of IDL Numeracy yet due to school closure in March 2020. Early signs show that children are responding positively and staff feel it offers more personalised learning for those PP children identified.</p> <p>There was evidence of a positive impact on reading and writing skills from the Equals Curriculums prior to lockdown. The TA prepared and delivered bespoke work packs for the children accessing the Equals Curriculum during lockdown and feedback from parents said this supported them with home learning and kept the children motivated.</p>	Continue to use IDL Numeracy and Equals Curriculum and to track closely the progress of the pupil's identified to access it.
Commando Joe	PP pupils in all year groups	£12,475	<p>Prior to lockdown feedback from class teachers suggested that the children worked better together as a team and were less likely to give up on difficult tasks. The children talked about looking forward to the sessions and said they felt happier and more confident during the sessions.</p> <p>Significant impact was made on the relationship of 2 siblings on a Child Protection Plan, who had individual sessions and then sessions together to repair and strengthen their relationship which had broken down and was having a detrimental effect at home on each other and their younger siblings.</p>	Continue with Commando Joe to support mental health and well-being and resilience following lockdown.
Improving oracy to support reading and		£30,000	Increased opportunities for oracy and the introduction of sentence stems in all curriculum areas has improved children's spoken language and prior to lockdown was beginning to impact on their writing. Children were also more	Continued to use and develop oracy strategies and record using See Saw



writing outcomes			confident when discussing what they have read.	
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**Summary: how well are eligible pupils doing? Is the difference diminishing?**

- Across most year groups PP children are performing as well as or better than non-PP children. Where there are differences the attainment data is impacted by pupils who are on the SEND register.
- Although the percentage of PP children achieving greater depth standard is improving in Writing and Maths, there is still a difference in PP children achieving GD standards across school in reading.
- The behaviour and attendance of PP children has continued to improve and is having a positive effect on their attitudes to learning

**Summary of Proposed Actions for the 2020/21**

- A significant number of the strategies will be rolled over for this year as data shows they have been effective, with adjustments where appropriate.
- To use additional EEF Reading Interventions that will increase number of PP children achieving GD standard.
- To fully embed the Equals Curriculum with the PP children who also have SEND.
- To continue to support our most vulnerable children through ELSA and other SEMH interventions.

# Strategy for 2020-21



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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 2020-21					
<b>Academy</b>	Sycamore				
<b>Pupil Premium Leader</b>	Elaine Collins/Paul Worley				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£286,138	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	459	<b>Number of pupils eligible for PP</b>	212	<b>Date for next internal review of this strategy</b>	July 2021

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>
Pupil Premium pupils attain as well as Non-PP pupils overall at EXS but not at GDS (particularly in Reading)	Some parents lack confidence, have limited parenting skills or do not know how they can support their child at home
Opportunities for pupils to develop personal, social skills, resilience and life skills.	Safeguarding and Social Care are both prevalent – affecting a significant number of families within the community.
Loss of learning in the summer term due to the Covid19 outbreak	Lack of support, teaching and on line access with tasks during school closures has resulted in lost learning and pupils below are. Emotional well-being affected as a result of the trauma due to lockdown and COVID 19 pandemic.
	An increasing number of children are new to English and require specialist support to access learning and accelerate their language acquisition.

3. Implementation and/or Impact of the curriculum – separate for each year group as each cohort has its own profile and needs. This could include training to improve the implementation of the curriculum, strategies to engage pupils in specific curriculum areas or interventions to raise attainment in core subjects.						
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 £4800
	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 difference	Parental engagement : Keepmi boxes to support parents with communicating and learning with their children	Teach First Innovation Award Keepmi Boxes are part of a programme that helps young children develop the foundations they need to thrive and reach their potential, supporting parents to stimulate and learn through play, interaction and most importantly through increased language opportunities.  The EEF has found that high quality parental engagement in the Early Years have positive benefits +3 months	Termly analysis of Keepmi boxes through parent feedback – EYFS Leader  LEAD termly QA visits and reports to Academy Advisory Board	Keepmi Boxes £1200
		100% show good or better progress		Additional adult time (2.5 days of TA Time)	Improving the adult to child ratio allows for additional staff to child interaction during play based learning; additional interventions for key children; additional inputs for key individuals including SEND support.	Fortnightly feedback to SLT EYFS Leader



<b>Year R</b>	<p>19 pupils (32%)</p> <p>Raise attainment in Mathematics, Reading and Writing as this has been identified as a weaker areas of learning from the review.</p>	<p>70% of eligible PP pupils to achieve at least GLD in reading, writing and maths. This may be challenging but an increase on last year and will show that we are diminishing the difference</p>	<p>Pre-teaching using teaching assistants</p> <p>1:1 and small group interventions (precision teaching)</p> <p>Whole Class teaching, outdoor learning and continuous provision</p> <p>Keepmi boxes to support parents with communicating and learning with their children</p> <p>Additional adult time (2.5 days of TA Time)</p>	<p>The EEF has found that high quality interventions in the Early Years have positive benefits +5 months</p> <p>Teach First Innovation Award Keepmi Boxes are part of a programme that helps young children develop the foundations they need to thrive and reach their potential, supporting parents to stimulate and learn through play, interaction and most importantly through increased language opportunities.</p> <p>The EEF has found that high quality parental engagement in the Early Years have positive benefits +3 months</p> <p>Improving the adult to child ratio allows for additional staff to child interaction during play based learning; additional interventions for key children; additional inputs for key individuals including SEND support.</p>	<p>Half termly monitoring progress reports analysing data EYFS Leader</p> <p>Termly analysis of Keepmi boxes and parent feedback – EYFS Leader</p> <p>Fortnightly feedback to SLT EYFS Leader</p>	<p>TA support 7.5 hours weekly for interventions £4800</p> <p>Keepmi boxes £1200</p> <p>£8000</p>
<b>Year 1</b>	<p>18 pupils (32%)</p> <p>Increased % of PP children achieving GDS in reading at the</p>	<p>20% of children eligible for PP achieve GDS in reading</p>	<p>Small group intervention support in Reading to ensure PP pupils meet predicted targets</p>	<p>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</p>	<p>Attainment data</p> <p>Work scrutiny</p> <p>Learning Walks</p>	<p>TA support 5 hours weekly for GD Maths interventions £3000</p>



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	<p>end of Y1</p> <p>Sustain and increase % of children passing phonics screening at end of Y1</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>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 £3000</p>
<b>Year 2</b>	<p>20 pupils (34%)</p> <p>Increased % of PP children achieving ARE in reading at the end of Y2</p> <p>Increased % of PP children achieving greater depth at end of Y2 in Maths</p>	<p>20% of children eligible for PP achieve GD in writing</p> <p>20% of children eligible for PP achieve greater depth in RWM</p>	<p>Small group intervention support in GD writing to ensure PP pupils meet predicted targets</p> <p>Additional phonics intervention for all pupils below ARE or did not pass phonic screening check</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 difference.</p>	<p>Attainment data</p> <p>Work scrutiny</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 interventions £3000</p> <p>TA support 5 hours weekly for phonics £3000</p> <p>Lit. volunteer reading support 2 hours weekly x2 £700</p>
<b>Year 3</b>	<p>30 pupils (51%)</p> <p>Increased % of PP children achieving GD in writing at the end of Y3</p> <p>Increased % of PP</p>	<p>80% of children eligible for PP achieve ARE in writing</p> <p>20% of children</p>	<p>Small group intervention support in writing to ensure PP pupils meet predicted targets</p> <p>Continue rigorous and</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 difference.</p>	<p>Work scrutiny</p> <p>Learning Walks</p> <p>Professional dialogue</p> <p>Parental feedback</p> <p>Termly analysis of interventions</p>	<p>TA support daily for interventions £4800</p>



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	children achieving greater depth at end of Y3 in RWM accelerating progress and building on Y2 outcomes	eligible for PP achieve greater depth in RWM	effective support strategies such as IDL and EAL for most vulnerable PP children		by SENDCo L.E.A.D QA visit	
<b>Year 4</b>	31 pupils (56%)  Increased % of PP children achieving ARE and GD at end of Y4 in writing  Increase % of PP children achieving greater depth in RWM	20% of children eligible for PP achieve ARE in writing	Small group intervention support in GD writing 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 £4800
<b>Year 5</b>	33 pupils (53%)  Increased % of PP children achieving GD at end of Y5 in writing	85% of children eligible for PP achieve ARE in reading and writing  20% of children eligible for PP achieve greater depth in RWM	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	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 £4800  £3000
<b>Year 6</b>	32 pupils (56%)		Small group	Research by the EEF has shown that both	Work scrutiny	TA support daily for



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	<p>Increased % of PP children achieving ARE at end of Y6 in reading, writing and maths</p> <p>Increase % of PP children achieving greater depth in RWM</p>	<p>87% of children eligible for PP achieve ARE in reading</p> <p>30% of children eligible for PP achieve greater depth in RWM</p>	<p>intervention support in RWM to ensure PP pupils meet predicted targets</p> <p>Continue rigorous and effective support strategies such as IDL, EAL and booster sessions for most vulnerable PP children</p> <p>Additional teacher 1 day a week for individual and small group reading intervention</p>	<p>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.</p>	<p>Learning Walks Professional dialogue Parental feedback Termly analysis of interventions by SENDCo L.E.A.D QA visit</p>	<p>interventions £4800</p> <p>£3000</p>
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Whole School Initiatives/the wider curriculum	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Pupil well-being – social and emotional learning	<p>Family Support Worker and SENDCo</p> <p>Targeted input for identified families to meet children's</p>	<p>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 progress on attainment. SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.</p>	<p>Pupil progress data Attendance data Behaviour data Foundation Stage baseline</p>	<p>£40,000</p> <p>TA led SEMH interventions 1 hr weekly x 4 £2300</p>



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	<p>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 support for identified PP children</p> <p>Taming a Tempersaurus</p> <p>Zippy and Apple’s Friends</p> <p>Friends for Life</p>		<p>Boxhall Profiles and other assessment tools from Routes to Inclusion (SEMH toolkit for Nottingham city Schools)</p>	<p>ELSA Supervision £200</p> <p>SENCO 1 hour a week £800</p> <p>TA led SEMH interventions 1 hr weekly x 4 £2300</p>
<p>Inclusion and supporting vulnerable families</p>	<p>Uniform contribution Blazers and ties for Upper Key Stage 2 Uniform for asylum seekers, refugees and children authorised for free school meals</p> <p>Breakfast club, food vouchers, resources to support learning at home.</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>It is important that all pupils come to the school ready to learn. No pupil should feel different because their parents cannot meet basic needs. Therefore once any issues are highlighted the school will discretely support or find other more appropriate organisations to give families the help they needs</p>	<p>All children in school uniform Feedback from pupils and stakeholders</p>	<p>£7,000</p>



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Behaviour and well-being	<p>Attendance and Behaviour Support Officer 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 Number of red cards Weekly behaviour records ABC books Home/school diaries Silver and gold books</p>	<p>£18,300</p> <p>Sports team staff x 2 17.5 hours weekly individual, small group SEMH intervention £10000</p>
To promote and maintain attendance	<p>Attendance and Behaviour Support Officer Attendance officer to monitor PP children attending the club and to target PP children who would benefit from attending. Breakfast club Ensure PP children (and other targeted children) have a positive start to the day with a decent breakfast.</p> <p>Half termly attendance meetings with F1 staff</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. Attendance figures Number of red cards Weekly behaviour records ABC books Silver and gold books</p>	<p>£18,300</p> <p>1 hour x 6 £600</p>
Breadth of life experiences to support the mastery curriculum	<p>Termly Orchard experiences for all classes</p> <p>School trips</p> <p>Visitors in school</p> <p>Workshops</p> <p>Visiting artists/authors</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 Monitoring of extended writing and children's use of age related vocabulary Attendance and behaviour data linked</p>	<p>£40,000</p>



			to wider experiences	
Parental Engagement	<p>Parental Engagement Worker – online 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>	£3500
Improving outcomes for SEN children	<p>PP children identified with dyscalculia or who are significantly below ARE access for 10/15 minutes daily</p> <p>Equals Curriculum for identified group of 4 SEN &amp; PP children every afternoon</p> <p>Daily TA support 10 hours per week</p>	<p>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.</p>	<p>Work Scrutiny</p> <p>Formative and summative assessments</p>	<p>IDL Numeracy £400</p> <p>Equals Curriculum £350</p> <p>£13,000</p>



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	Additional Care Assistant support			£27,000
Commando Joe	All children in Year 3 & 4 1 day a week for the whole academic year	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.	Commando Joe impact reports and dashboard of progress  Judgement trackers	£12,600  Sports team staff x1 5 hours weekly individual, small group SEMH intervention £500
Music tuition	Nottingham City Music Hub  Provision of musical instruments	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. 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.	Number of children learning an instrument Improved musical engagement, aptitude and ability Increase in number of children taking formal music exams	£2,500  £9000
Improve reading outcomes	Literacy Volunteers  First News in KS2  EAL interventions  Additional books/online	There is good evidence from the EEF for the positive impact of oral language interventions, and for the positive impact of TA-led structured interventions.		Lit. volunteer reading support x 2 2 hours weekly £700  £411 yearly subscription  EAL Level 3 TA's x 2 17.5 hours weekly individual, small group £12,000  £10,000



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	resources			
		<b>Total £285,261</b>		

Date: 24.09.2020

Pupil Premium Leader: Elaine Collins & Paul Worley