

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sycamore L.E.A.D. Academy
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	45% (211 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	17 th December 2021
Date on which it will be reviewed	17th December 2022
Statement authorised by	Paul Worley
Pupil premium lead	Elaine Collins
Governor / Trustee lead	Rachel Hucknall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£286,932
Recovery premium funding allocation this academic year	£29,747
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£316,679

Part A: Pupil premium strategy plan

Statement of intent

Sycamore L.E.A.D. Academy's intention is that all pupils, irrespective of their background or the challenges they face make good or better progress and achieve high academic attainment and outcomes across all subject areas. The focus of this strategy is to support disadvantaged pupils to achieve that goal.

Sycamore L.E.A.D Academy takes into account the wide range of challenges faced by both disadvantaged and vulnerable pupils. This includes pupils who have involvement from other agencies, including Children and Families Direct (whether they are PP pupils or not).

High quality teaching and learning is at the heart of our approach. Whilst we are relentlessly focussed upon supporting our disadvantaged learners it is implicit that our approach is intended to support and benefit all learners within our academy. It is our full intention to ensure good or better progress is made by all and that high academic outcomes are our aim for all.

To address the barriers that our pupil premium children face and ensure the gap between them and their non-pupil premium peers is reduced we will prioritise the following areas:

- Improving their good learning behaviours
- Support pupils and their families with social & emotional difficulties
- Support our disadvantaged pupils financially to engage in school trips and enrichment opportunities
- Increase the progress rates made by pupil premium/disadvantaged children
- Improve rates of attendance of our pupil premium/disadvantaged children
- Increase the support for pupils who have limited experiences beyond their home life and immediate community

Challenges

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

Challenge number	Detail of challenge
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1	The majority of our disadvantaged pupils start our 2 year old provision and our nursery significantly below their birth age in terms of language acquisition and communication and language. An increasing proportion are non-verbal.
2	Supporting key disadvantaged learners with the impact on their wellbeing during the pandemic. A large number of our pupils and their families have social & emotional difficulties, including medical and mental health issues some of which may have been impacted further by the pandemic. Disadvantaged pupils are more likely to need support with re-establishing learning behaviours, e.g. lack of independence or resilience, as well as forgotten routines and boundaries as a result of being out of school during lockdown.
3	Internal attainment data in reading, writing and maths indicates cohort specific gaps where disadvantaged pupils are attaining below that of non-disadvantaged pupils. These pupils struggle to retain/recall prior knowledge and have been identified as having gaps and misconceptions.
4	Supporting current Y6 as this cohort have had limited time to make up for the time lost and interruptions to learning across the pandemic. Year 6 cohort has the shortest time left with us to offset the impact of the pandemic.
5	Due to financial constraints, our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these. Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such as iPad, Wi-Fi etc.)
6	Improving attendance and reducing persistent absence – particularly for disadvantaged pupils. Implementing a range of strategies to improve attendance and measures to lower persistent absence.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral and language skills in EYFS. Raised outcomes and accelerated progress in Communication and Language with our F1 and F2 cohorts, with a particular emphasis upon supporting those whose language acquisition is further behind their peers.	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in our younger pupils where we have targeted the support for this initiative.
Pupils regain the key skills of independence, resilience and good behaviours for learning that will allow them to rapidly recover academically from the lost learning during the COVID pandemic and enforced closure.	Counselling services and other mental health support services have been fully engaged so that key children's wellbeing has risen and this has led to improved engagement with academic learning.
All disadvantaged Pupil Premium children continue to make good or better progress from their starting point September 2021 in reading, writing and maths. Continue to ensure minimal	All disadvantaged Pupil Premium children demonstrate they have made good or better progress over the academic year in reading, writing and maths whatever their starting point.

<p>gap between pupil premium and non-pupil premium pupils' performance in reading, writing and maths.</p>	<p>Their books show progress term on term. Data collection points demonstrate progress towards attainment gap closure between Pupil Premium and non-Pupil Premium children for reading, writing and maths. All staff consistently and effectively identify misconceptions and provide timely and targeted interventions to address these.</p>
<p>To raise attainment outcomes in reading, writing and maths in Y6.</p>	<p>To raise outcomes in reading, writing and maths by at least 10% from the internal outcomes measured at the end of Year 5 in Summer Term 2, 2021.</p>
<p>All disadvantaged Pupil Premium children take part and participate in enrichment activities that extend their school learning journey experience and cultural capital.</p>	<p>All pupils have accessed all available enrichment activities. Teachers and support staff plan a wide range of visits/events/experiences to inspire and deepen the progress of their learning, as measured through DCPro data and pupil voice.</p>
<p>All disadvantaged pupils will attend school in line with or better than the National Average for Pupil Premium children. Persistent Absence for Pupil Premium numbers are less than the National Average.</p>	<p>Overall Pupil Premium attendance is in line with the National Average or better by the end of the academic year. The persistent absence for Pupil Premium children is less than the National Average (10%).</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training for the new EYFS curriculum with a focus on Communication and Language.	The Education Endowment Foundation (EEF) has found that oral language approaches have a high impact on pupil outcomes.	1, 3
Purchase of systematic synthetic phonics and early reading material and provision of CPD for both teachers and teaching assistants.	Phonic approaches have a strong evidence base. They are particularly effective for disadvantaged pupils and impact strongly on word reading accuracy and decoding.	1, 3
Staff training on reading.	<p>“Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupil’s success. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching.”</p> <p>DfE The Reading Framework: Teaching the Foundations of Literacy.</p> <p>This document highlights the importance of reading fluently and its progressive nature across the year groups.</p>	1, 3, 4
Purchase of the systematic maths programme (Power Maths) and provision of CPD for both teachers and teaching assistants.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches.	3, 4
Embed the PHSE curriculum for the whole school. Develop the RSE curriculum across the school.	<p>“High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.”</p> <p>Department for Education (DfE)</p>	2, 3

	The Do SRE for schools notes that an effective delivery of the SRE curriculum promotes the safeguarding and wellbeing of young people, helping them to keep themselves safe from harm, both on and offline.	
Due to the gaps in the curriculum due to recent lockdowns, subject leader monitoring will act to review if there are any gaps in learning and where necessary, adaptations will be made within their curriculum	Subject leaders are provided with time out of class on a half termly basis to allow them to monitor and scrutinise progress of all pupils throughout the academic year. They will carry this out through pupil voice, learning walks and book scrutinies.	1, 3, 4
Peer to peer coaching in teaching and learning	Support from colleague to colleague of effective and highly effective teaching practice via observation, modelling, team teaching and professional dialogue leads to improved teaching and learning practice which in turn leads to better learning and learning outcomes.	1, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £131,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school led tutoring for our most vulnerable pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups.	3, 4
Tuition – 1:3 provision	Internal observations, analysis and data indicates that this targeted provision has supported key children with plugging gaps in their learning and has supported them in making good progress and attaining age related outcomes after their 15 sessions of small group support with a Teacher (with QTS)	1, 3, 4
Additional teaching assistant support for key learners	If children have misunderstood a concept, they will revisit the learning with a TA to help them overcome their misconception. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or	1, 2, 3, 4

	those falling behind, both one to one and in small groups.	
Y6 Daily Intervention Group	Previously we have used this strategy effectively with Y6 previous cohorts pupils: internal observations, analysis and data indicates that this targeted provision has supported key children with plugging gaps in their learning and has supported them in making good progress and attaining age related outcomes. Previous years have seen accelerated progress and increased attainment with this strategy.	4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged background. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.	1, 3
NELI (Nuffield Early Learning Intervention)	EEF research shows children in this intervention make +4 months progress for the 30-week programme. Our own research showed this ranged from 2 months to 6 months with an average of 3 months.	1
Develop group work for identified MHST pupils and families and deliver specific programmes of work.	As per the EEF Social and Emotional learning intervention is noted as having has a moderate impact that can improve pupil progress by 4+ months. NER research found that strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.	2, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £89,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the Attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending.	Attendance has been identified as a barrier to learning. Too many of our pupil premium pupils are not in school enough. The dedicated time to support our families, has and will continue to improve the attendance rates.	6

<p>Continue to embed pupil awards and incentives for good school attendance. Continue to enhance robust systems and procedures for attendance.</p> <p>Continue to establish with parents' good attendance habits.</p>	<p>As per the EEF parental engagement as having a moderate impact that can improve pupil progress.</p> <p>NFER research found that school which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success. Of which number 2 is addressing behaviour and attendance.</p>	
<p>Breakfast Club places for key children (to support punctuality and attendance and/or wellbeing)</p>	<p>Internal observations and analysis indicates that these additional places for key pupils allows for a positive start to the day and that this supports a positive attitude to learning.</p>	2, 6
<p>Counselling/Play Therapy for specific learners</p>	<p>Individual counselling records show individual impacts in a range of ways – that have led to improved wellbeing and academic engagement.</p> <p>DfE Counselling in Schools: a blueprint for the future states: The benefits to the individual and to society in preventing problems from arising, and intervening early where they do, are significant. For schools this can result in improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient pupils.</p>	2, 3
<p>Support from the Family Support Worker for our most vulnerable families.</p>	<p>Evidence shows that access to the Family Support Service can help break down barriers between home and school. This is done by encouraging parents to access parenting skills and to build physical and emotional caring abilities through a range of practical activities. It also helps children with learning and development by enhancing parents' understanding of different education and play strategies.</p>	2, 3, 6
<p>Support from Commando Joe.</p>	<p>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.</p>	2, 3, 6

Provision/allocation of support with uniform costs for eligible families	Whilst it is acknowledged that uniform on its own does not increase attainment (EEF research), we believe that it is important to support the inclusion and well-being of our pupils who are eligible by removing the barrier	2
After School Clubs (non-academic)	Improved fitness, Physical Education skills and wellbeing of pupils. Enjoyment of learning and attending school are evident in pupil feedback.	2, 5
Contribution to external music provision.	Pupil well-being, increase in pupils' auditory listening skills, timing and understanding of notation. All PP pupils within this year group will access this intervention. It also enables pupils to participate in the LEAD music festival.	3
Fund the cost of out of school trips / experiences.	Evidence shows that pupils learning is enhanced through greater engagement in immersive education. EEF 3-6 months increase in learning progress. Creative and connected curriculum shown to improve pupils' engagement and raise standards.	2, 5, 6
Contingency Fund for acute issues	Based on our experience and that of schools similar to ours, we have identified the need to have in reserve funding aside to respond quickly if/when needs arise that have not yet been identified and/or presented	1, 2, 3, 4, 5, 6

Total budgeted cost: £316,679