

Pupil premium strategy statement for 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 (3 year plans are recommended) | 2022-25 |
| Date this statement was published | 16 th December 2022 |
| Date on which it will be reviewed | 1 st October 2023 |
| 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 | £296,390 |
| Recovery premium funding allocation this academic year | £29,071 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £325,461 |

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.

We operate a focused intervention system – provided by our teaching assistants on a daily basis. These include pre-teach interventions (focussed on key knowledge required for the main lesson), post-teach interventions (to help ensure any misconceptions are addressed) and specific interventions (including aspects of Maths, Reading and Writing).

Also integral to these plans are our tutoring sessions, provided by our own teachers and TAs, once a week after school.

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 |
|------------------|---|
| 1 | The majority of our disadvantaged pupils start our 2 year old provision and our nursery significantly below their birth age (12 to 18 months) in terms of language acquisition and communication and language. An increasing proportion are non-verbal. |
| 2 | Ensuring disadvantaged pupils attainment (and progress rates) rises in Reading, Writing and Maths. Internal observation, analysis and assessment data indicates that disadvantaged pupils' attainment and progress needed to develop more than their peers after the interruptions to education that have taken place in the last two years. |
| 3 | Supporting current Y3/4 as data shows these cohorts fell further behind than other cohorts during lockdowns and home based learning. |
| 4 | Supporting current Y5/6 Whilst the gap has started to narrow internal observation, analysis and assessment data indicates that further support is essential for key groups of children in these cohorts. |
| 5 | Supporting identified social and emotional issues for learners that have faced greater challenges through their disadvantage during the pandemic and the impact this may have had on their well-being. Focussing on the support needed by a wide range of disadvantaged learners in a wide range of ways, including more intensive or specialised support for some individuals. |
| 6 | 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.) |
| 7 | 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 |
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| <p>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.</p> | <p>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.</p> |
| <p>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 gap between pupil premium and non-pupil premium pupils' performance in reading, writing and maths..</p> | <p>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. 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.</p> |
| <p>To raise attainment outcomes in reading, writing and maths in Y3/4.</p> | <p>To raise outcomes in reading, writing and maths by at least 5% from the internal outcomes measured at the end of Year 5 in Summer Term 2, 2022.</p> |
| <p>To raise attainment outcomes in reading, writing and maths in Y5/6.</p> | <p>To raise outcomes in reading, writing and maths by at least 5% from the internal outcomes measured at the end of Year 5 in Summer Term 2, 2022.</p> |
| <p>To support key individuals who have experienced a more significant impact on their wellbeing/emotional and social needs during the pandemic in order that they can access learning effectively and engage fully</p> | <p>Pupil feedback (using pupil voice and school councils) demonstrates a rise in pupil wellbeing, especially for disadvantaged pupils. As a result of targeted use of counselling and other support services identified pupil's wellbeing has risen and this has led to improved engagement with academic learning.</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 in line with or 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.</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: £140,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Small group reactive intervention approach and pre teaching approach | Using effective feedback and marking during lessons and immediately after has seen rapid improvements to pupil's outcomes in school. This includes quality of work, presentation, quantity and attainment results As per the EEF effective feedback increase progress by 6+ months. EEF states 'Providing feedback is a well-evidenced and has a high impact on learning outcomes.' | 2,3,4 |
| Quality first teaching by providing CPD in reading, oracy and phonics. (Read, Write Inc and Oracy Project) Implement an oracy-rich learning environment. Deliver communication and language interventions for children identified as requiring further support in this area. | Research completed by the Sutton Trust states "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning." There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Communication and language approaches in the Early years has low cost and high impact. On average, the EEF has found that pupils who engage in communication and language approaches make 6+ months additional progress and it has been seen to have slightly larger effects for children from disadvantaged backgrounds. | 1, 2, 3, 4 |
| Resources and CPD for teaching reading (Read, Write Inc and Accelerated Reader) | Sycamore Academy wants every child to be a reader and to love reading. A love of reading will enable children to read with greater enthusiasm and confidence which will enable better access to learning in turn. | 2, 3, 4 |

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| | Education Endowment Foundation (EEF), Reading comprehension strategies increase progress by 6+ months. | |
| Resources and CPD for teachers and teaching assistants in developing the use of mastery approaches and language usage within mathematics to support attainment. (Power Maths) | Mastery approaches are well documented to support mathematical development. The non-statutory DFE guidance draws on evidence based approaches that underpin and guide this way of teaching maths. | 2, 3, 4 |
| Focus on a mastery curriculum and sticky knowledge. Includes both internal and external CPD for teachers and teaching assistants. | EEF's limited research shows the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. The research suggests that mastery learning appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress. | 2, 3, 4 |
| Curriculum development - 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, 2, 3, 4 |

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

Budgeted cost: £85,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Tuition | 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 weekly sessions of small group support with a Teacher (QTS) or Teaching Assistant (Tutor trained) | 2, 3, 4 |
| 1:1 and small group intervention support across school | EEF Research suggests that 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. This arrangement enables teachers and teaching assistants to deliver concise and effective instruction exclusively to a small number of learners. It also means | 2, 3, 4 |

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| | feedback and marking can be immediate and have a great impact. | |
| Additional Support Academic Mentor Apprentices | Academic mentors and apprentices allow for provision to be adapted and targeted more frequently and in an age appropriate way. It means that each class has additional focus group time – particularly in writing and maths for key children. | 2, 3, 4, 5 |
| 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. | 2, 3, 4 |
| 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. NFER research found that strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. | 2, 5 |

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

Budgeted cost: £100,461

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Support from the Attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending.</p> <p>Continue to embed pupil awards and incentives for good school attendance.</p> <p>Continue to enhance robust systems and procedures for attendance.</p> <p>Continue to establish with parents' good attendance habits.</p> | <p>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.</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> | 7 |

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| Breakfast Club places for key children (to support punctuality and attendance and/or wellbeing) | 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. | 2, 5, 7 |
| Counselling/Play Therapy for specific learners MHST Workshops | Individual counselling records show individual impacts in a range of ways – that have led to improved wellbeing and academic engagement. 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. | 2, 5 |
| Support from the Family Support Worker for our most vulnerable families. | 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. | 2, 5, 6, 7 |
| Support from Commando Joe. | 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. | 2, 5, 6, 7 |
| 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 | 5, 6 |
| 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. | 5, 6 |
| 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 | 2, 5, 6 |

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| | progress. Creative and connected curriculum shown to improve pupils' engagement and raise standards. | |
| 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: £325,461

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 indicated that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Despite being on track in previous years our targets for disadvantaged pupils were not fully realised. However, we did shorten the gap between PP and Non-PP in the academic year 2021-22.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online lessons and resources as well as physical resources and work provided for our children.

Overall attendance in 2020/21 and 2021-22 was lower than in the preceding five years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was also higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. However, there was a notable increase in attendance from 2020-21 to 2021-22.

Our assessments and observations indicate that a minority of pupils have been more significantly impacted than others by the disruption to their learning caused by the pandemic and lockdowns, and for a small minority, ongoing complexities have followed. This has had a complex impact upon the wellbeing and academic performance for a relatively small group of disadvantaged pupils. This group need intensive support both academically and with the recovery or development of their wellbeing. Strategies for supporting this group this academic year are listed in the document above.

Externally provided programmes

| Programme | Provider |
|---------------------|---|
| Music Tuition | Nottingham City Council Music Provision |
| Read, Write Inc CPD | Read, Write Inc |