

Sycamore Academy

Catch-up Premium Funding

(2020-2021)

'Catch up' Planning Statement

The government has announced £650 million will be shared across state primary and secondary schools over the 2020/21 academic year. This is expected to equate to approximately **£80 per pupil**.

Whilst head teachers will decide how the money is spent, the government expects this to be spent on small group tuition for whoever needs it.

This one-off grant to support pupils in state education recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

Separately, a National Tutoring Programme, worth £350 million, will increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. This will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.

The funding is not available for interventions that remove pupils during the lessons and should only be targeted at morning, lunch or afterschool learning that is additional to the core teaching offer.

Strategy for 2020-21

| 1. Summary information 'Catch up' Grant | | | | | |
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| Academy | SYCAMORE | | | | |
| Academic Year | 2020-21 | Total Catch up budget | £32480 | Number of pupils | 420 |

Initial evaluations and assessments of gaps/barriers for groups of pupils

| 2. Barriers to future good attainment |
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| Significant proportion of families with limited or no access to online platforms |
| Porosity of language, experiences and aspirations within the community |
| Resilience and writing stamina has reduced during remote learning and will require daily development |
| Fine motor skills in KS1 require focussed development to restore/build some pupils skills |
| Handwriting in KS2 requires regular practise opportunities in order to build stamina, legibility and quality of presentation |
| Phonics catch up support required to enable Y1 to progress towards their phonic screening target |
| Year 2 phonics resit pupils (current Y3) require additional phonics support |
| Accuracy of spelling is a barrier to children achieving ARE/GDS |
| Year 3 and 4 (previous y2 and y3) have had the longest period of time out of school/away from direct face to face teaching and their learning stamina has reduced which could result in them finding it harder to meet ARE/GDS expectations |
| Writing stamina and the quantity of outcome has reduced during remote learning |
| Rapid recall of multiplication tables and development of mathematical computation skills |
| Slow recall of multiplication tables in Year 4 which presents a potential barrier for scheduled Multiplication Test outcomes |
| Evidence of place value gaps in a number of year groups |

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| Concentration and stamina for learning has reduced for some pupils |
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| Some pupils are showing signs they will require emotional support as they readjust post lockdown and to school routines |
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Funding Rationale

Phase 1

At Sycamore Academy, the decision has been made to extend the school day for all pupils from Foundation 2 to Year 6 by 15 minutes

This has been implemented to ensure that all pupils in those year groups have access to teacher led catch up teaching which is in addition to the school day.

Each child will participate in **5 x15 minute session each week**. These catch up sessions will work on a rolling program and will be focused upon the age appropriate skills of English and Maths. These sessions are outside of the school day.

This phase will not incur additional costs, as Sycamore's teaching staff will lead it

Phase 2

Following a period of whole school catch up and AFL, we will move into 1:1 tuition. This planned to meet the specific needs of small groups of

Learners who have further catch up gaps. These gaps will be identified through whole class teaching of catch up plans

£10,000 of the funding is to be allocated to the purchase of IT to support precision led intervention

£22,480 of the funding is to be allocated to 1:1, small group tutoring which will take place before-school, at lunchtimes and after-school.

| Foundation 2 | | | | | |
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| <u>What do we want to achieve?</u> | <u>How are we going to deliver it?</u> | <u>Rationale: What are the priorities for your year group?</u> | <u>How will it be monitored</u> | <u>Cost?</u> | <u>Intended Impact</u> |
| <i>Identified evaluation or assessment as baseline</i> | <i>How will the intervention or provision be delivered</i> | <i>Refer to research from EEF or other research to justify the choice of strategy</i> | | <i>Provide simple breakdown of proportionate or full costs</i> | <i>Briefly evaluate impact of intervention against the identified outcomes</i> |
| F2 children will have fallen behind in phonics. Therefore, teaching of the seven-week cycle will start w/c 21 st Sep. We expect 75% of children to make significant progress in the five phonics skills within the first seven-week cycle. | Daily 20-minute discrete jolly phonics sessions. Daily signing in sessions. | Phonics is fundamental to teach reading and writing skills. | | | Through phonic assessments on entry and on week 8 of the phonic cycle. |
| F2 children will have fallen behind in maths skills. Therefore, teaching of the nine-week number cycle from 0-9 is essential. We expect 75% of children to make significant progress linked to maths skills by | Daily whole class maths sessions linked to number sense. Daily small group maths sessions linked to number sense. Teaching of specific maths skills weekly: <ul style="list-style-type: none"> • Monday measures • Tuesday Time | Basic maths skills are fundamental to future learning. | | | Through mathematics assessments on entry and after the nine week cycle. |



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| the end of the nine-week maths cycle. | <ul style="list-style-type: none">• Wednesday Pattern• Thursday Shape• Friday Finance | | | | |
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| <u>Year 1</u> | | | | | |
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| <u>What do we want to achieve?</u> | <u>How are we going to deliver it?</u> | <u>What is the rationale for this chosen strategy</u> | <u>How will it be monitored</u> | <u>Cost?</u> | <u>Progress/ Impact</u> |
| <i>Identified evaluation or assessment as baseline</i> | <i>How will the intervention or provision be delivered?</i> | <i>Refer to research from EEF or other research to justify the choice of strategy</i> | | <i>Provide simple breakdown of proportionate or full costs</i> | <i>Briefly evaluate impact of intervention against the identified outcomes</i> |
| Fine motor skills (wk 1- rolling program) | 5 X 20 min session per week 1Y/1B whole class | Letter formation, pencil grip and pencil control | Phase Leaders & SLT | | Observations/focus children/work Evidence of improved fine motor skills |
| Letters/ sounds/phonics (wk 2 rolling program) | 5 X 20 min session per week 1Y/1B whole class | Blending and recognising the sounds on the sound strip | Phase Leaders & SLT | | Observations/focus children/work Evidence of progress within the phonics phases |
| To rehearse speaking in sentences | X 1 10 min session per week (group of 6) 1Y- Alice weds pm 1B- Carol weds pm | Social skills, sentence rehearsal talking (oracy), singing songs and listening skills | Phase Leaders & SLT | | Observations/focus children/work evidence Pupils will speak with increased confidence- recorded using talking tins |

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| Communication, Speech and Language | X 1 20 min session per week (group of 5) 1Y/1B – Fri pm | Speech and language, sounds of words | Phase Leaders & SLT | | Observations/focus children/work evidence |
| Number formation and recognition | 5 X 20 min session per week 1Y/1B whole class | Forming numbers correctly and the right way around. Correct place value | Phase Leaders & SLT | | Observations/focus children/work Evidence of improved number formation Pupils recognition and recall increased |

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| <p>Catch up maths</p> <p>Children who have fallen behind in maths and are working below ARE where they would have been at the EXS at the end of Year 1.</p> | <p>2Y and 2B have x 2 different groups each- 20 min sessions per week (groups of 6)</p> <p>Week 3 rolling program</p> | <p>Support needed for missed content in Year 1 - place value, number bonds, addition and subtraction</p> | <p>Phase Leaders & SLT</p> | | <p>Observations and /work evidence- checking the children are applying it in the lessons</p> |
| <p>Catch up SPAG</p> <p>Children who have fallen behind in spelling, punctuation and grammar and are working below ARE where they would have been at the EXS at the end of Year 1.</p> | <p>2B and 2Y have x 2 different groups each- 20 min sessions per week (groups of 6)</p> <p>Week 4 rolling program</p> | <p>Support needed for missed punctuation and grammar objectives from Year 1</p> | <p>Phase Leaders & SLT</p> | | <p>Observations and /work evidence- checking the children are applying it in the lessons</p> |
| <p>Precision OOYG</p> <p>(Specific to x4 children in the year group)</p> | <p>X 1 20 min session per week (group of 3)</p> | <p>Support needed with following instructions and fine motor skills-Visual speed games</p> | | | <p>Observations and /work evidence- checking the children are applying it in the lessons</p> |

| Year 3 | | | | | |
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| <u>What do we want to achieve?</u> | <u>How are we going to deliver it?</u> | <u>What is the rationale for this chosen strategy</u> | <u>How will it be monitored</u> | <u>Cost?</u> | <u>Progress/ Impact</u> |
| <i>Identified evaluation or assessment as baseline</i> | How will the intervention or provision be delivered? Time/frequency/adults involved | <i>Refer to research from EEF or other research to justify the choice of strategy</i> | | <i>Provide simple breakdown of proportionate or full costs.</i> | <i>Briefly evaluate impact of intervention against the identified outcomes.</i> |
| To improve mathematical fluency by ensuring children's knowledge of 2, 5 and 10 times tables are secure. (Maths, spelling/writing and reading 3 week rolling program) | 5x 15 min sessions Whiteboard work, Mathletics, Hit the button and other interactive games, test at end of week. | 2, 5 and 10 times tables. Rapid recall even out of ascending order. Afl of whiteboard, oral and games. Assessment test at end of week to see if focus shift to next area. Children's lack of grip of 4s's and 8's led us to check knowledge of times tables from last year. | Phase leaders SLT | | Improved recall in mathematics lessons Mini assessments to demonstrate progress |
| To improve spelling accuracy by revisiting spelling patterns from Summer 2 Y2 | 5x 15 min sessions Whiteboard work, sounding out, flashcards, sound buttons, sentences | Distance learning of phonics has resulted in intermittent/uneven achievement of phonics from last year. To achieve ARE in writing children need to be spelling with increased accuracy | Phase leaders SLT | | Children's phonics knowledge more complete and secure, enabling them to sound out unknown words with confidence. |



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| | | Ongoing assessments and spellings individualised where appropriate | | | |
| To increase reading fluency through skimming and scanning comprehension skills | <p>5 x 15 min reading sessions</p> <p>Children to record in each session.</p> <p>Differentiated texts – 60 second reads for LA. This will build independence in applying basic skills.</p> | Children need to increase their stamina and fluency when reading aloud and comprehending what they have read | <p>Phase leaders</p> <p>SLT</p> | | Independent timed session to demonstrate progress |

| Year 4 | | | | | |
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| <u>What do we want to achieve?</u> | <u>How are we going to deliver it?</u> | <u>What is the rationale for this chosen strategy</u> <i>Refer to research from EEF or other research to justify the choice of strategy</i> | <u>How will it be monitored</u> | <u>Cost?</u> | <u>Intended Impact</u> |
| <i>Identified evaluation or assessment as baseline</i> | How will the intervention or provision be delivered? Time/frequency/adults involved | | | <i>Provide simple breakdown of proportionate or full costs.</i> | <i>Briefly evaluate impact of intervention against the identified outcomes.</i> |
| Approx. 19% of children working at 4WTS and below across the year group Timetables TTRockstars – when Ipads are available Speed tables Range of activities to support all time tables | 15 minutes a day with CT. Whole class. 5x15mins Additional small group sessions with TA for WTS pupils | In preparation for the National testing at the end of year 4. Lack of continuous learning of timetables from last year. Lack of fluency and confidence when recalling multiplications. | Phase leaders SLT | | Mini assessment to demonstrate improved recall Children to have improved knowledge of multiplications. Children increase their speed when reiterating multiplications. Reassess after autumn 1, to see if more time needs inputting, but will occur throughout the remainder of the year. |
| SPaG Differing activities | 15 minutes each day. Whole class. | Ensure children catch up with elements that may have been forgotten or were not directly in taught in school. | Phase leaders | | See improvement in written work, as children will bring SPaG elements into their written work and |

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| <p>Support in writing during English sessions and other writing lessons.</p> <p>To improve quality of written work and catch up on elements that were missed from previous year.</p> | <p>2 interventions per week with TA. Groups of 6. Additional 15 minutes for set children working below year group. 30 minutes a week for group.</p> | | <p>SLT</p> | | <p>understand the impact they have on their work.</p> |
| <p>To increase spelling accuracy in order to improve ARE writing outcomes</p> | <p>5 x 15 min spelling sessions</p> | <p>Children have returned to school with spelling accuracy gaps. In order to achieve improved writing outcomes spelling catch up is required</p> | <p>Phase leaders SLT</p> | | <p>Children will spell with increased accuracy. Assessed written outcomes will demonstrate progressions</p> |

| Year 5 | | | | | |
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| <u>What do we want to achieve?</u> | <u>How are we going to deliver it?</u> | <u>What is the rationale for this chosen strategy</u> | <u>How will it be monitored</u> | <u>Cost?</u> | <u>Intended Impact</u> |
| <i>Identified evaluation or assessment as baseline</i> | How will the intervention or provision be delivered? Time/frequency/adults involved | <i>Refer to research from EEF or other research to justify the choice of strategy</i> | | <i>Provide simple breakdown of proportionate or full costs.</i> | <i>Briefly evaluate impact of intervention against the identified outcomes.</i> |
| Year 5 – spellings The majority of the class are not scoring within even a lower KS2 expectation bracket. This is a significant barrier to achieve an age-related standard in writing. | Daily personalised spellings in the morning linked to handwriting – alongside Oxford Owl programme of support. On-going 1:1 assessment to ensure those they are practising are those that need their direct focus. Parental support – sharing assessment data and the year group these spellings are from. In the past, this has had a dramatic effect on spellings and as a result on writing results. | Spellings are a significant barrier to age-related expectations in writing. On-going assessment and individualised spellings of this kind will have a dramatic effect on progress, including children’s confidence levels in their writing and in their presentation of work – as spellings are linked to handwriting. | Phase leaders SLT | | On-going assessment against national curriculum spellings. Regularly sending home updated assessment scores to parents. Identify children who will need additional support in school on spellings – due to lack of parental involvement at home. |
| Year 5 comprehension | X5 Talk for Reading sessions per week (whole class) with a heavy focus on identifying | Children lack independence and their lack of resilience is effecting their ability to apply | Phase leaders | | Impact measured in the written answers children provide. |

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| <p>Children are not accessing texts at an age-related level. They are unfamiliar with the differences between questions texts (retrieval, inference etc). Chn need to learn the skills of identifying question types and how to answer them.</p> <p>Building stamina reading lengthy texts and applying skills to different questions types.</p> | <p>question types and building stamina.</p> <p>Children to record in each session.</p> <p>Differentiated texts – 60 second reads for LA. This will build independence in applying basic skills.</p> <p>Drama/actions/linking to images and pictures used in Talk for Reading to build skills in developing a mental image.</p> | <p>in test conditions – conversations with previous teacher (5Y).</p> | <p>SLT</p> | | <p>In their ability to engage with year 5 texts independently.</p> <p>In their ability to sit an age-related paper at the end of the autumn term.</p> |
| <p>On-going AFL</p> <p>In order to reach age-related some children will need regular support in different areas and across a range of skills. EEF research shows the impact of instant AFL feedback and intervening in a timely manner.</p> | <p>Set time identified in the timetable for TA support – T identified.</p> | <p>This allows children to fill the gap before the next lesson in a sequence enabling them to keep pace with their peers.</p> | <p>Phase leaders</p> <p>SLT</p> | | <p>This will be reviewed at the end of the half term.</p> <p>-evidence in books</p> |

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| <p>Meta cognition</p> <p>EEF research shows that enabling children to reflect on how they learn best allows them to be more confident learners who make accelerated progress.</p> | <p>Quality first teaching. Emphasis placed on unpicking learning behaviours and deep questioning/reflection.</p> | <p>EEF research shows that enabling children to reflect on how they learn best allows them to be more confident learners who make accelerated progress.</p> | <p>Phase leaders</p> <p>SLT</p> | | <p>This will be reviewed at the end of the half term.</p> <p>-evidence in books</p> |
| <p>Oracy</p> <p>Chn need to speak in full sentences and be prompted to expand on and explain their answers.</p> | <p>Quality first teaching, across all lessons.</p> <p>Vocabulary rich environment.</p> <p>Word of the day – linked to previous KS2 SATs papers.</p> | <p>Children are speaking in short sentences with limited vocabulary.</p> | <p>Phase leaders</p> <p>SLT</p> | | <p>Children should be confident speaking out loud, explaining their opinions and/or methods.</p> |
| <p>5Y – additional provision</p> <p>David – new start/limited English</p> <p>Lexie – processing</p> <p>Estera - processing</p> | <p>Comprehension, word building, building a mental picture, retrieval questions</p> | <p>To ensure EAL and SEN pupils make progress and ensure diverse needs are being met.</p> | <p>Phase leaders</p> <p>SLT</p> | | <p>This will be reviewed at the end of the half term.</p> <p>-evidence in books</p> |

| <u>Year 6</u> | | | | | |
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| <u>What do we want to achieve?</u> | <u>How are we going to deliver it?</u> | <u>Rationale: What are the priorities for your year group?</u> | <u>How will it be monitored</u> | <u>Cost?</u> | <u>Progress/Impact</u> |
| <i>Identified evaluation or assessment as baseline</i> | <i>How will the intervention or provision be delivered?</i> | <i>Refer to research from EEF or other research to justify the choice of strategy</i> | | <i>Provide simple breakdown of proportionate or full costs.</i> | <i>Briefly evaluate impact of intervention against the identified outcomes.</i> |
| <p>Year 6 – Spelling ,Grammar and Punctuation</p> <p>In spelling,the majority of the class are not scoring within year 5 expectation.</p> <p>This is a significant barrier to achieve an age-related standard in writing and SPAG SATS</p> | <p>Grammar starters linked to the lesson e.g. embedded clauses to describe the character, using colons to separate main clauses. Daily personalised spellings in the morning linked to handwriting – alongside Oxford Owl programme of support.</p> <p>Intervention groups to provide additional support for key children</p> <p>On-going 1:1 assessment to ensure those they are practising are those that need their direct focus.</p> | <p>Spellings are a significant barrier to age-related expectations in writing and SPAG</p> <p>Children’s work will be assessed against Y6 writing objectives</p> <p>On-going assessment and individualised spellings of this kind will have a dramatic effect on progress, including children’s confidence levels in their writing and in their presentation of work – as spellings are linked to handwriting.</p> | <p>Phase leaders</p> <p>SLT</p> | | <p>On-going assessment against national curriculum expectations</p> <p>SPAG assessments termly to check progress and attainment.</p> <p>Spelling tests and assessment results available in the year group assessment folder</p> <p>Regularly sending home updated</p> |

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| | | | | | assessment scores to parents. |
| <p>Year 6 comprehension</p> <p>Children need to be exposed to different text type to understand TAP(Type, Audience, Purpose)</p> | <p>X5 Talk for Reading sessions per week (whole class) concentrating on VIPERS (follow MTP)</p> <p>Reading comprehension x2 based on topic</p> <p>Additional reading interventions to support Y6</p> <p>Children to record in each session in their books.</p> | <p>Children need to be able to focus during the reading time and to become more independent.</p> <p>Children are not accessing texts at an age-related level. They are unfamiliar with the differences between questions texts (retrieval, inference etc). Children struggle to understand the meaning of the word from the text</p> <p>Children need to become a fluent readers, being able to skim and scan the text to answer the questions correctly</p> | <p>Phase leaders</p> <p>SLT</p> | | <p>Impact measured in the written answers children provide.</p> <p>In their ability to engage with year 6 texts independently.</p> <p>In their ability to sit an age-related paper at the end of the autumn term(previous SATS papers)</p> |
| <p>On-going AFL</p> <p>In order to reach age-related some children will need regular support in different areas and across a range of skills. EEF research shows the impact of instant AFL</p> | <p>Set time identified in the timetable for TA support – T identified.</p> | <p>Pre-teach will allow key children to fill the gap before the next lesson in a sequence enabling them to keep pace with their peers.</p> | <p>Phase leaders</p> <p>SLT</p> | | <p>Progress will be reviewed at the end of the half term.</p> <p>Evidence in books/ I pads/Seesaw</p> |

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| feedback and intervening in a timely manner. | | | | | |
| <p>Oracy</p> <p>Children need to speak in full sentences and be prompted to expand on and explain their answers.</p> | <p>Quality first teaching, across all lessons.</p> <p>Vocabulary rich environment.</p> <p>Vocabulary displays and questions available for the children</p> <p>Sentence STEMS displayed</p> <p>Word of the day – link to the topic/ text</p> | <p>Children are speaking in short sentences with limited vocabulary and grammatically incorrect</p> | <p>Phase leaders</p> <p>SLT</p> | | <p>Children should be confident speaking out loud, explaining their opinions and/or methods.</p> <p>Recording of oracy outcomes on talking tins/ipads.</p> |

