# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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

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| Detail | Data |
| School name | Cloudside Academy |
| Number of pupils in school | 266 |
| Proportion (%) of pupil premium eligible pupils | 43% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Nicola McIntyre  Executive Headteacher |
| Pupil premium lead | Jodie Milson  Head of School |
| Governor / Trustee lead | Richard Hazledine  Link Governor for Pupil Premium |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £164,280 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £164,280 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Cloudside Academy, we are completely committed to enhancing pupil achievement and wellbeing irrespective of their personal circumstances. We want all of our children to do well and to thrive in their learning. We pride ourselves on providing an environment where every child can thrive and succeed.  Our main goal for our pupil premium strategy is to ensure that Pupil Premium children’s achievements are in line with their non-pupil premium peers. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.  We adopt a strategic and targeted approach to provide opportunities to address academic, pastoral and cultural gaps. Our curriculum is designed to provide a wide range of experiences inside and outside of school. We provide the highest quality education to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact their learning.  The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:  · ensure disadvantaged pupils are challenged in the work that they’re set  · act early to intervene at the point need is identified  · adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve  This year our main priorities focus on the following areas:   * Improve oral language skills and communication skills to increase children’s progress in reading for pupils eligible for PP * Improve personal, social and emotional skills and the mental health for pupils eligible for PP * Improve academic attainment for PP children, in particular our SEND PP cohort, through strategic, well-designed interventions * Increase attendance rates for children eligible for PP * Increase accessibility of out of school experiences for pupils eligible for PP * Increase the support for pupils who have limited experiences beyond their home life and immediate community. * Provide teachers with high quality CPD to ensure that pupils access effective quality first teaching * Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Language development and communication  On entry to Cloudside, baseline assessments showed that 0% children could accurately read and spell the 100 high frequency words.  The year 3 cohort has entered Cloudside with:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Reading | Writing | Maths | Combined | | ARE | 62% | 52% | 52% | 46% | | GDS | 9% | 4% | 3% | 1% |   Oral language skills and development are lower for pupils eligible for PP than for other pupils. This is also impacted on by their lack of reading/listening to high-quality children’s literature. This will slow reading progress in subsequent years. |
| 2 | Social and emotional health  Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Parental referrals for support have markedly increased, with children regularly being referred for ELSA, one-to-one counselling provide through school, Lego therapy or external SPOA referrals.  89 pupils currently require additional support with social and emotional needs. 5 children are receiving one-to-one counselling, with two just completed and a further 12 on the waiting list. 21 children are receiving small group ELSA sessions, 9 of whom are pupil premium (43%) and a further 22 children are on the waiting list (pupil premium- 13/22= 59%). 13 children receive small group Lego therapy sessions. Three children currently have a soft start to the day with a meet a greet and another two children currently require 1:1 support/mentoring throughout the day to keep them in their lessons. 58% of all the pupils currently requiring additional support are disadvantaged. |
| 3 | Attainment  25% of our pupil premium children are on the SEND register. Low attainment and slow progress rates can be made by pupil premium children who also have SEND. Children can have gaps and misconceptions resulting in them finding it difficult to retain/recall prior knowledge.  Children enter Cloudside Academy below national average with gaps in key basic skills. Year on year, the school closes the gap and provides quality interventions to ensure these basic skills are acquired. The school’s relentless pursuit of quality first teaching, adaptive teaching and learning and effective use of adults ensures this success. The school needs to continue this pursuit and look to close the gap of pupil premium children achieving in line with their peers by the end of Key Stage 2. |
| 4 | Attendance and punctuality  Attendance data for 2023-2024:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **2022-2023** | **National** | **2023-2024** | **National** | | Attendance | 95.9% | 92.5% | 95.8% | 92.8% | | PA | 9.1% | 17.2% | 12.1% | 20.7% | | Pupil Premium | 94.66% | 88.6% | 94.7% | 89.1% | | Non Pupil Premium | 96.85% | 93.8% | 96.5% | 94.2% |   Our overall attendance in 2023/24 has risen slightly and remains above the national target of 95% but below the schools’ own target of 97%. Our attendance data for 2023-2024 shows that attendance amongst disadvantaged pupils was lower than that for non-disadvantaged pupils. The rate has been steadily consistent across the last 2 years however still shows Pupil Premium attendance is below Non-Pupil Premium.  The target for the school in 2024-2025 is 97%  32 children were persistently absent in the year 2023-2024. Of these 32, 17 were pupil premium (53%). Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils’ progress due to missed learning. We know what goes on in the classroom on a daily basis makes the biggest difference to our children so we will always strive for excellent attendance for all. |
| 5 | Enrichment, life experiences and aspirations  Many families have limited finances to support their children to experience enrichment opportunities. This has been exasperated in recent years by the pandemic and now with the cost-of-living crisis. A focus for 2023-24 will be ensuring that all pupils have access to day trips, first hand learning experiences and opportunities to participate in enrichment activities including sport and music. |
| 6. | Increased level of SEND.  The school has increasing numbers of children who have special educational needs. There is an increasing amount of research to link high levels of deprivation with increased likelihood of special needs.  <https://www.jrf.org.uk/child-poverty/special-educational-needs-and-their-links-to-poverty> |

## 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.

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| Intended outcome | Success criteria |
| Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. | Senior Mental Health Lead has clear systems implemented for identification and support of these families and alleviates specific barriers to learning.  Improvements in overcoming barriers for specific children including a reduction in low level disruption, increased participation in class, increased social integration, as measured through DCPro behaviour reports and observations.  Peer mediators and Behaviour Champions support children to resolve problems and recognise difference and why people show different types of behaviours.  Pupils’ cultural capital is raised through the  enrichment programme and the embedding of the Pupil Passports.  Children with low levels of resilience are targeted for support via ELSA, Mustard Seed (Counselling) or bespoke work around behaviour and resilience.  Whole school completion of the Raising Attainment and Wellbeing award (RAW).  Work with the National Schools Breakfast Programme to provide free breakfast available for all children  Children identified for break time and lunch time groups to support mental wellbeing  Sustained high levels of wellbeing from 2024/25 demonstrated by:  ~ Qualitative data from student voice, student and parent  surveys and teacher observations  ~ A significant increase in participation in enrichment activities,  particularly among disadvantaged pupils |
| All pupils take part and participate in school trips and other activities that extend their academic experience including after school clubs and other extra-curricular activities. This ensures that our pupils have a breadth of experiences that enable them to contextualise their learning. | All children in school have access to the enrichment programme on offer  Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance the progress of their learning, as measured through participation, pupil voice and evidence within books  Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences  Embed pupil passports to record experiences across each child’s time at Cloudside Academy |
| Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have ‘fallen behind’ make accelerated progress and ‘catch up’ | KS2 reading, writing and maths outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard.  KS2 combined outcomes in 2024/25 will show 65%  Pupil premium pupils make at least expected progress against prior attainment  The Curriculum is judged to be Good in all subjects with some Outstanding features in core subjects  The quality of teaching and learning is judged to be 100% Good with 30% Outstanding  Standards in books show all pupils, regardless of their starting point make at least good progress or exceed prior attainment standards.  All staff consistently and effectively identify misconceptions and provide effective interventions to address these with immediacy as evidenced in work watch monitoring  Bespoke CPD to provide mentoring and coaching for all staff across the school to ensure quality first teaching  Further embedding of Thinking Schools Approach to support metacognition.  Subject leaders to work alongside the SENDCO to implement adaptive teaching strategies for their curriculum subjects to support all pupils to make good progress  Effective adaptive teaching ensures that Pupil Premium SEND pupils close attainment gaps to be in line with their non-pupil premium peers. |
| All disadvantaged pupils will meet national expectations for attendance/persistent absence. | Sustained high attendance from 2024/25 demonstrated by:  ~ The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils.  ~ The percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no lower than their peers.  Regular monitoring and tracking of attendance to be completed by the Attendance Officer and Attendance Champion  Meetings to be held with families and support provided on creating strong morning routines to increase punctuality  Attendance mentors support children with poor punctuality to make rapid improvements in arrive at school on time. |
| Pupils have a breadth of experiences that enable them to contextualise their learning, through an engaging, broad and varied curriculum.  School to provide children with access to technology which they cannot access at home. | Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance the progress of their learning, as measured through participation in opportunities, outcomes in books and pupil voice  The quality of teaching and learning is judged to be 100% Good with 30% Outstanding  Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day |

## 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: £ 83,280

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Processes for ALL members of staff on how to develop vocabulary within their teaching and learning environment  CPD- Involvement in vocabulary retrieval research project.  Keep up to date with all relevant research  Embed the oracy documents and use of stem sentences and key vocabulary to support learning across all subjects.  Refine oracy opportunities across the curriculum to support children to articulate their understanding.  Introduce well targeted Walkthrus to enhance inclusive practice and participation for all in lessons – cold calling, questioning, explicit vocabulary teaching, retrieval  Continue to embed high quality adult/child interactions across the school.  Continue to enhance our language rich learning environments | CPD throughout the year to support strong oracy development based on the Development of Oracy skills in school-aged learners (CUP)  Voice 21  EEF Oral Language Interventions increases progress by +6 months  There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughput the day in a language rich environment is crucial.  https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidenceinformed-strategies-to-promote-high-quality-interactions-with-young-children  IMPROVING LITERACY. Supporting oral language development. EEF  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:  Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF  Deepening knowledge through vocabulary training:[https://impact.chartered.college/article/beck-deepening- knowledge-through-vocabulary-learning/](https://impact.chartered.college/article/beck-deepening-%20knowledge-through-vocabulary-learning/)  Accountable talk (Resnick)  [https://www.researchgate.net/publication/ 324830361\_Accountable\_Talk\_](https://www.researchgate.net/publication/%20324830361_Accountable_Talk_)  Instructional\_dialogue\_that\_builds\_the\_mind  Collaborative learning  https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/collaborative-learning/  Walkthrus  https://www.walkthrus.co.uk | 1,2,3 |
| Accelerated Reader scheme used to raise attainment in Literacy.  Implementation of PALs approach  Further enrichment of quality texts across the school and the whole curriculum.  Embed daily fluency time and a daily end of day read within every class timetable  Library visits to resume for all pupils each half term to develop a love of reading | As per EEF stating that effective feedback has a high impact. Accelerated Reader has engaged learners in competition and comprehension strategies enables progress by 6+ months  EEF found that pupils’ reading age increased by an additional three months in just 22 weeks as a direct result of the introduction of accelerated reader  The University of Sussex have completed a study based on adults reading aloud to children, which has shown that pupils make an additional 8.5 months mean progress, with poorer readers making 16 months’ progress. | 1,3 |
| CPD for teachers with a focus on reading skills to enable high quality teaching for all and the use of metacognition strategies with by introducing ‘Thinking Matters’ approach to learning  CPD staff in the structure and order of lessons to ensure that knowledge is retained by our pupils | EEF note that the average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.  Teachers much have the appropriate training and CPD to confident in the knowledge of this teaching strategy and the impact that it can have on their cohort. | 3,5,6 |
| Fund teacher release time to embed key elements of guidance in school and to  access Maths Hub training/ resources and CPD related to White Rose Hub (including Teaching for Mastery training). | 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:  EEF Improving Mathematics KS2  Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)  The EEF guidance is based on a range of the best available evidence:  Improving Mathematics in Key Stages 2 and 3 |  |
| Curriculum visits so that learning is enhanced through hands on experiences (Pupil Passports implemented) | Our curriculum is contextualised and embedded through the use of curriculum based trips to make sense of the theory and transfer this theology to real life situations.  Ensure that all children can go on off site visits. Trips will be subsidised to ensure opportunities for all children to attend visits and receive hands on practical experiences. These experiences will enhancing their cultural capital, providing experiences that they would not have outside of school.  Our pupil premium children may be placed at a  further disadvantage due to financial constraints the result in them not accessing these trips that can and will embed the learning within the classroom.  The school will support pupil premium families financially. | 3,5,6 |
| Embed the PHSE curriculum across the school so that children understand the differences between people and value this individuality. Children to recognise how they can make a positive difference to their community by seeing positive qualities within themselves, building resilience and confidence.  Embed the RSE curriculum across the school | “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.” Department for Education (DfE)  There is extensive evidence associating childhood social  and emotional skills with improved outcomes at school and in later life  (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF\_Social\_and\_Emotional\_Learning.pdf  (educationendowmentfoundation.org.uk  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 | 2,3 |
| CPD on core and foundation subjects to develop staff subject knowledge and approaches to teaching in a wide range of areas.  Embed the new lesson structure.  Further embed the Thinking Schools approach | We recognise that the children at Cloudside Academy have a broad range of skills and interests, and we therefore want to ensure they receive a curriculum which is broad and to a high quality. This will be further developed through the support of subject leaders and CPD which will be knowledge focussed.  As per EEF stating that Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. They recognise the impact of the strategies stating that children make progress of 7+ months. | 1,3,5,6 |
| 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 leader CPD to ensure that all leaders can effectively monitor and review their curriculum subject, supporting colleagues appropriately to strengthen the teaching of their subject. | Subject leaders are provided with time out of class on a weekly basis, where a range on monitoring will be completed across the year. This includes, pupil voice, book looks, learning walks and planning scrutiny. To further strengthen the teaching of their subject, subject leaders will coach, team teach and model lessons across the school with support from SLT. Monitoring will be reported to SLT to ensure impact of monitoring. | 1,3 |

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

Budgeted cost: £ *50,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All Year 3 pupils to be screened for phonic capability and for dyslexia  Any new children to Cloudside will be screened for Dyslexia | Inconsistent appropriate phonics teaching in feeder school has resulted in pupils entering the Academy without the required phonic understanding to be successful in their reading and writing.  EEF show that early interventions will give on average 5 months progress | 1,3 |
| Focussed phonics groups to be implemented using RWInc in the Autumn term to ensure pupils are well equipped to fully access all aspects of their learning | Inconsistent appropriate phonics teaching in feeder school has resulted in pupils entering the Academy without the required phonic understanding to be successful in their reading and writing.  EEF show that early and targeted phonic interventions will give on average 5 months progress | 1,3 |
| Focus reader groups to target children who are low attaining in reading and phonics the opportunity to read more with an adult. | EEF shows that oral interventions have an impact of +5 months. Children that do not read regularly will be able to develop fluency with further support in school. | 1,3 |
| Embed Active Spelling across the school | EEF evidence suggests that systematic approaches to reading and vocabulary including spelling approaches increases pupils progress by up to 6 months.  A systematic and consistent approach is needed to ensure pupils have strong and consistent messages and strategies for the development of spelling applied to their writing. | 1,3 |
| Safeguarding and Attendance lead implements a range of social and emotional based interventions, including emotional literacy, drawing and talking and helping hands. | EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further social and emotional development, including improving their self-management of emotions and cognitive elements of learning. | 2 |
| Support staff deliver social and emotional interventions such as Zones of Regulation.  ELSA support offered to target children.  Implementation of bespoke work with target children to work on behaviour, emotional resilience and self-regulation of their own behaviour.  Regulation stations embedded across the school. | EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further support in their ability to interact with others.  There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)  Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009) | 2,4 |
| Mental Health lead will be trained to develop whole school and in class approaches to support children with self-regulation and understanding their emotions. | As per the EEF school approaches to self-regulation have a low cost but a high impact with the potential of +7 months gained. | 2, |
| Targeted support of pupil premium children whose attainment is below ARE, this includes in-class support and small group support across year groups.  Whole staff completion of the Raising Attainment and Wellbeing award. | As per the EEF small group tuition has shown to have a potential of +4 months in attainment levels.  This Programme helps teaching professionals to understand what they can do to create an inclusive learning environment that supports and nurtures children at the highest possible levels of emotional wellbeing. It builds social and emotional resilience, by meeting the needs of  neurodiverse learners, thereby accelerating progress  and securing better personal outcomes. | 2,3, |
| Monitor and uphold attendance policy in light of new  guidance  Continue to enhance the robust systems and procedures for attendance  Attendance newsletter distributed X1 per half-term  Continue to embed pupil awards and incentives for good school attendance  Embed attendance rewards and incentives for all pupils | As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.  NFER research found that schools that 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  DFE Improving attendance at school notes without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers. These schools are on the lookout for poor patterns of attendance in their nurseries and address them as soon as they become concerned. | 4,2 |
| Embed, review the drive team for school campaigns to promote belonging within the wider community. | Citizens UK helps its 450 member institutions to develop leaders, so they can participate in public life and hold politicians and other decision-makers to account on the issues that matter to them. Being a part of this programme gives our disadvantaged pupils a voice that can be heard at a national level | 1,2,5,6 |

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

Budgeted cost: £ 31,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Support from the Safeguarding and Attendance Lead to raise standards of attendance for PP pupils e.g. working with families to remove barriers for attendance. | “Supporting the attainment of disadvantaged pupils” (Nov 2015) clearly states that children have to be in school before they can access their learning. | 2,4 |
| Fund cost of out of school trips/experiences | Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips. The school will support pupil premium parents/carers financially with this.  Evidence shows that pupils learning is enhanced through greater engagement in immersive education  EEF 3-6months increase in learning progress  Creative and connected curriculum shown to improve pupils’ engagement and raise standards | 2,5,6 |
| Fund cost of clubs and music tuition | Evidence shows that pupils learning is enhanced through greater engagement in immersive education  EEF 3-6months increase in learning progress  Creative and connected curriculum shown to improve pupils’ engagement and raise standards | 2,5,6 |
| Develop strong relationships with parents across the school through a range of communication methods.  Continue to strengthen the Recently formed Parent Forum.  Weekly newsletter to be continued to enhance communication | As per the EEF school approaches to parent engagement have a low cost but a high impact with the potential of +4 months gained. | 2,4,5,6 |
| Develop lunchtime provisions through the use of Play leaders and Peer mediators.  Children identified for break time and lunch time groups to support mental wellbeing | As per the EEF school approaches to self-regulation have a low cost but a high impact with the potential of +7 months gained. | 2,5,6 |

**Total budgeted cost: £** *164,280*

# 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 2023 to 2024 academic year.

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| Measures | Activities / Initiatives | Evaluation |
| Improve oral language skills and increase children’s progress in reading for pupils eligible for PP | Guidance on classroom environments includes a range of elements that will contribute towards improving children’s vocabulary.  Processes for ALL members of staff on how to develop vocabulary within their teaching and learning environment  CPD for teachers with the focus on reading skills to enable high quality teaching for all and the use of metacognition strategies.  Accelerated Reader scheme re-introduced to raise attainment in reading.  CPD for teachers with a focus on reading skills to enable high quality teaching for all and the use of metacognition strategies with by introducing ‘Thinking Matters’ approach to learning  CPD staff in the structure and order of lessons to ensure that knowledge is retained by our pupils | Ofsted Jan 2022, judged quality of education good. Ofsted identified that pupils read widely and often and leaders identify and address gaps in readers’ skills.  The English Lead has completed CPD on strengthening Oracy across the whole curriculum with the use of Key vocabulary and sentence stems. This is evidenced on daily lesson slides for all subjects.  Thinking Schools CPD has been accessed by all staff and implemented within daily teaching structures. This has resulted in more accurate outcomes within books, where children are making links between their learning and articulating these more precisely.  Precision teaching for the first 300 HFWs was accessed by 125 pupils, 83% completed the programme fully.  Progress with reading for pupil premium pupils was in line with or above their non-pupil premium peers with the exception of Year 3, where they were slightly below.  A group of Year3/ 4 boys, 5/6 boys and 5/6 girls participated within a reading initiative project in conjunction with Notts County. One pupil premium child was absent from school due to illness and he asked his brother to bring his reading record into school so that it could be checked to show that he had read that night. Using Accelerated Reader as an assessment tool, the children who engaged read more frequently and made an average of 4 months progress within their reading age. Attitudes towards reading improved. |
| Improve personal, social and emotional skills for pupils eligible for PP | Development of PSHE curriculum across the school.  Development of the RSE curriculum across the school.  Pastoral Support and Education Welfare lead implements a range of social and emotional based interventions, including emotional literacy, drawing and talking and helping hands. | Behaviour and attitudes Behaviour in school is judged to be good because both conduct and learning behaviours are consistently good. OFSTED and QA evidence share this. Pupils and staff understand and use the school’s behaviour system effectively. The number of pupils able to access the half termly treats have increased. Big termly rewards are well received by whole school community, which can be seen by engagement on social media posts.  Pupils talk positively about being part of Cloudside and they enjoy coming to school. The director of schools recognised that ‘Leaders have developed their own PSHE curriculum which has been contextualised to meet the needs of the pupils. This curriculum underpins the school’s values (GROWTH) and is based on six concepts taught across all year groups.  RSHE and SMSC is purposefully interwoven into the curriculum. Pupil voice shows that children are proud to attend their school and feel it is special. This is because everyone is included and pupils feel they are encouraged to ‘put themselves out there’ and ‘be aspirational’.  Participation in wider opportunities is high and fairly distributed for all ages and vulnerable groups. There are an extensive range of opportunities available to the pupils. 95% of children participated within a sporting event or experience last year, with only one pupil premium child not participating due to sickness on the day of the planned event.  Pupils take on many responsibilities throughout the school following a recruitment process. This helps pupils understand the world of work. The curriculum reinforces this and helps pupils to understand why certain skills they are learning, are necessary for the future.’ 114 (42%) of all children have a job role within school. 34 (30%) pupil premium pupils were employed in job shop roles across school, becoming active members of the school community. |
| Improve academic attainment for PP children | CPD on core and foundation subjects to develop staff subject knowledge and approaches to teaching in a wide range of areas.  Due to the gaps in the curriculum from 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.  All Year 3 pupils to be screened for phonic capability and for dyslexia  Focussed phonics groups to be implemented using RWInc in the Autumn term to ensure pupils are well equipped to fully access all aspects of their learning  Embed Active Spelling for all year groups. | Ofsted Jan 2022, judged behaviour and attitudes as good. Ofsted stated ‘Teachers and support staff are skilled in developing pupils’ learning. They ask questions to check pupils’ understanding in lessons.’  66% of children within Year 3 needed additional Phonics intervention. By the end of the Autumn term all children had completed the intervention.  Dyslexia screening was completed across the whole Year 3 cohort and reasonable adjustments implemented for those children as appropriate.  Adaptations were made to the curriculum, especially core subjects, to address areas taught through home learning. Basic skills were focused on to ensure that children had a strong foundation to build upon.  End of year attainment: |
| Increase attendance rates for children eligible for PP | Support from the Pastoral, Welfare and Education Support Lead to raise standards of attendance for PP pupils e.g. working with families to remove barriers for attendance. | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **2021-2022** | **2022-2023** | **2023-2024** | **National** | | Attendance | 95.3% | 95.9% | 95.8% | 92.8% | | PA | 7.3% | 9.1% | 12.1% | 20.7% | | Pupil Premium | 94.3% | 94.66% | 94.7% | 89.1% | | Non Pupil Premium | 96.1% | 96.85% | 96.5% | 94.2% |   Attendance for this academic year in comparison to previous years:  Regular attendance checks by the Attendance Officer are completed alongside the Executive Headteacher and attendance has improved. Comparative data after Registration check letters: Children Below 97%. Where meetings with parents were needed, support was offered and improvements in punctuality and attendance has improved. The Ofsted report reflects this: ‘Leaders work with parents to improve pupils’ attendance.’ Poor attendance, or where a child is at risk of poor attendance, continues to be rigorously challenged. |
| Increase accessibility of out of school experiences for pupils eligible for pupil premium | Fund cost of out of school trips/experiences  Fund cost of clubs and music tuition | Where trips and visitors to school have taken place, all children have engaged with them unless they have been absent due to illness.  Autumn term: Year 3- Creswell Crags and Mandir, Year 4- Bosworth Museum, Year 5- Galleries of Justice and Mandir, Year 6- Holocaust museum, and Mosque  Spring term: Year 3- Recycling centre, Year 4- Magna, Year 5- Lock keepers cottage and Industrial Museum, PCSO completed an assembly for Year 5 and 6.  Summer term: Year 5- Friesland arts morning, London and Space Centre, Year 6- Eyam, Year 4- Conkers and Cathedral visit, Year 3- Recycling Centre and Derby Theatre  1:1 Music tuition resumed in the Summer Term and 4 children received private tuition, two pupils being pupil premium. Steel drums through the external music provider was received by all in Year 4 across the academic year.  Enrichment through after school clubs has been a positive factor of the school, with a large proportion of the children signing up for a club across the school year. 49% of pupil premium children have attended 1 or more clubs over the year.  All but 1 Pupil premium child have participated in a sporting competition or events. These events were part of the Erewash partnership or ones organised by the school with other schools in the Trust or Local area. The children have participated in a wide range of events from darts, gymnastics, boccia and football. A group of children, including 10 pupil premium children, attended a England Schools Gymnastic event, where they met the Great Britain Olympic team prior to the Paris Olympics. |
| To further engage with parents and carers of pupil premium children | Develop strong relationships with parents across the school through a range of communication methods. | Parents and families have engaged with a number of whole school activities and celebrations such as the parents evening, Christmas Fayre, carols in the courtyard, sports day, summer fayre, Year 6 leavers celebration.  Parent forum have worked closely with the school to review policies and complete charity and community engagement events.  A weekly newsletter has been produced, which is shared on the school website, social media platforms and email.  Ofsted Jan 2022, judged personal development good. Parent survey responses have been positive and Ofsted stated: ‘As one parent put it, ‘Cloudside is a school that supports the emotional well-being of each child, along with high expectations of all the children.’ |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

|  |  |
| --- | --- |
| Programme | Provider |
|  |  |
|  |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

|  |  |
| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

|  |
| --- |
| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |