Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Cloudside Academy
Number of pupils in school	259
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicola McIntyre Executive Headteacher
Pupil premium lead	Jodie Milson Head of School
Governor / Trustee lead	Cara Bowler Link Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,740
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	£175,740

Part A: Pupil premium strategy plan

Statement of intent

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. We relentlessly pursue best practice in quality first teaching and ensure that our positive behaviour policy enables our pupils to believe in their capabilities and develop strategies for overcoming potential barriers that they face. Our team will go above and beyond expectations to work with our children and our community to support our pupils to access a broad and enriched curriculum. We have a committed pastoral team to support our families and young people which is underpinned by a whole school ethos that every pupil has the right to an outstanding education and our mission is to implement any strategies within our power to enable this to happen.

Context:

Cloudside Academy is situated in the locality of Sandiacre and 20% of the community are classed as upper middle class, with another 20% being described as working class or non-working. The community is predominantly white British with the majority of pupils coming from skilled or professional households. In the most deprived neighbourhood, 47.9% of people are estimated to be income deprived. In the least deprived neighbourhood in Erewash, 2.7% of people are also estimated to be income deprived. The gap between these two, which we will call internal disparity, is 45.2 percentage points in Erewash. The school population mirrors the local community. There is hidden deprivation within the school and community and there is also little support or sympathy for lowest 20% of the community from within the wider community.

The 2019 multiple deprivation figures shows that areas within the local community are within the 20% most deprived neighbourhoods in the country. Income deprivation affecting children income (IDACI) statistics show that the divide within the school community has continued to increase with 41% of our children live in a LSOA ranked 4634 out of 32,844, whereas 59% live within an LSOA ranked 20,090 out of 32,844. In the period between 2015 and 2019, the local area has become increasingly deprived as the area was ranked as 7779 out of 32844 and this changed to become 6569, with 1 being the most deprived. This changing statistic has become increasingly apparent within the school population through the increasing number of Pupil Premium children. Over the last 5 years, the number of pupil premium children has risen from being below the national average in 2018-19 to now being significantly above national, which is currently 26%.

Year	Number of children	Percentage of school population
25/26	122/256	48%
18/19	47/237	19.8%

Vision for pupil premium:

As a school we believe that all pupils have an entitlement to achieve their potential whatever their circumstances. As a school we will provide opportunities to break through barriers, increase resilience and place inclusivity at the heart of all we do. As the leadership of the school, we will ensure that all resources are effectively deployed to ensure that every child has an equal opportunity to 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.

We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered, or qualify, for free school meals. As a result, we allocate pupil premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.

Strategies and Objectives:

At Cloudside Academy we endeavour to implement the following strategies to support all disadvantaged pupils:

•	clear, responsive leadership

•	having a whole-school ethos of attainment for all

- addressing behaviours for learning and conduct behaviours that prevent pupils form learning.

- monitoring and addressing low attendance.

- facilitating high quality teaching for all through continued professional development of staff.

- deploying staff effectively, both teaching and support staff

- using pupil progress data to inform the planning of interventions and provision.

Our ultimate objectives are to:

- remove barriers to learning created by poverty, family circumstance and background.

- narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.

- ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.

- develop confidence in their ability to communicate effectively in a wide range of contexts

- enable pupils to look after their social and emotional wellbeing and to develop resilience.

- access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

- Provide teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work
- Target funding to ensure that all pupils have access to trips and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- 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.

Challenge number	Detail of challenge
1	**Language development and communication** As seen in the data shared below, starting points are low on entry to Cloudside, with the majority of the cohort transitioning from the double 'requires improvement' feeder infant school, who are now being supported by the RISE team. The year 3 cohort has entered Cloudside with the following data: <table><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td><td>Combined</td></tr><tr><td>ARE</td><td>(33) 67%</td><td>(30) 61%</td><td>(30) 61%</td><td>(25) 51%</td></tr><tr><td>GDS</td><td>(3) 6%</td><td>0%</td><td>(4) 8%</td><td>0%</td></tr></table> Even with data being below national average, this data does not appear accurate based on our own internal baseline assessments. Children arrive with poor foundational skills such as spelling and handwriting. The phonics pass rate provided by the feeder infant school was 84% with 8 children not passing. Of these 8, 3 are PP boys and 1 is a PP girl. Despite this, baseline assessments showed that 30% of children could accurately read and spell the first 100 high frequency words and baseline Read, Write Inc phonics assessments for the Year 3 cohort show that: 9 children passed the phonics test 7 children have sound gaps across all sets 25 children on Set 3 sounds 10 Children on set 2 sounds 4 children on initial sounds and blending
2	**Social and emotional health** Through 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. The need for mental health and wellbeing support for the school community, including parents, is vast due to factors such as the cost-of-living crisis. Parental referrals for support have markedly

	increased, with children regularly being referred for ELSA, one-to-one counselling provided through school, Lego therapy or external SPOA referrals.
	Last academic year saw 18 children access mustard seed counselling and 28 children access ELSA. For each service, the waiting lists were long, with children needing support to manage bereavement, low self-esteem, parental separation and friendship difficulties.
3	**Attainment** 27% of our pupil premium children are on the SEND register. 7 of these SEND pupil premium pupils have an EHCP (6%), with 2 awaiting to start at a named specialist school and a further 2 at consultations stage for specialist provision. 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. (Linked with challenge 6) 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. Pupil premium/ non pupil premium comparison for end of Key Stage 2 data 2025:

Cloudside	Reading			Writing			Maths			SPAG			Combined		
	PP	No PP		PP	No PP		PP	No PP		PP	No PP		PP	No PP	
ARE	68%	90%	22%	72%	82%	10%	60%	85%	25%	64%	85%	21%	56%	77%	21%
GDS	28%	46%	18%	4%	33%	29%	16%	33%	17%	16%	36%	20%	4%	10%	6%

National	Reading			Writing			Maths			SPAG			Combined		
	PP	No PP		PP	No PP		PP	No PP		PP	No PP		PP	No PP	
ARE	63%	81%	18%	59%	78%	19%	61%	80%	19%				47%	69%	22%
GDS													4%	11%	7%

4 pupil premium boys did not sit the SATs as they were working below the key stage expectations and could not access the tests.

2 pupil premium girls scored 97 and 1 pupil premium girl scored 98, narrowly missing out on the expected standard for mathematics, resulting in this gap being greater than other subjects. Confidence of girls in mathematics is an areas of focus for the school.

Breakdown for each year group for the 2024-25 academic year:

Year 3									
Cohort 77	48 Boys	29 Girls	36 PP	41 No PP	15 SEND	62 No SEND	32 PP No SEND	36 No PP No SEND	4 PP SEND	5 SEND no PP
Reading 59 77%	36 75%	23 79%	26 72%	33 80%	6 40%	53 85%	22 69%	31 86%	4 100%	2 40%
Writing 45 58%	28 58%	17 59%	15 42%	30 73%	2 13%	43 69%	15 47%	28 78%	0	2 40%
Maths 54 70%	36 75%	18 62%	24 67%	30 73%	3 20%	51 82%	22 69%	29 81%	2 50%	1 20%
SPAG 55 71%	36 75%	19 66%	23 64%	32 78%	4 27%	51 82%	21 66%	30 83%	2 50%	2 40%
GDS	48 Boys	29 Girls	36 PP	41 No PP	15 SEND	62 No SEND	32 PP No SEND	36 No PP No SEND	4 PP SEND	5 SEND no PP
Reading 13 17%	10 21%	3 10%	2 6%	11 27%	1 7%	12 19%	2 6%	10 28%	0	1 20%
Writing 5 6%	3 6%	2 7%	0	5 12%	0	5 8%	0	5 14%	0	0
Maths 12 16%	10 21%	2 7%	1 3%	11 27%	0	12 19%	1 3%	11 31%	0	0
SPAG 17 22%	13 27%	4 14%	2 6%	15 37%	1 7%	16 26%	2 6%	14 39%	0	1 20%

Year 4

Cohort 62	35 Boys	27 Girls	28 PP	34 No PP	11 SEND	51 No SEND	21 PP No SEND	30 No PP No SEND	7 PP SEND	4 SEND no PP
Reading 39 63%	19 54%	20 74%	15 54%	24 71%	1 9%	38 75%	15 71%	23 77%	0	1 25%
Writing 44 71%	26 74%	18 67%	19 68%	25 74%	0	44 86%	19 90%	25 83%	0	0
Maths 45 73%	28 80%	17 63%	17 61%	28 82%	2 18%	43 84%	17 81%	26 87%	0	2 50%
SPAG 44 71%	25 71%	19 70%	18 64%	26 76%	1 9%	43 84%	18 86%	25 83%	0	1 25%
GDS	35 Boys	27 Girls	28 PP	34 No PP	11 SEND	51 No SEND	21 PP No SEND	30 No PP No SEND	7 PP SEND	4 SEND no PP
Reading 19 31%	12 34%	7 26%	7 25%	12 35%	0	19 37%	7 33%	12 40%	0	0
Writing 12 19%	7 20%	5 19%	3 %	9 26%	0	12 24%	3 14%	9 30%	0	0
Maths 10 16%	9 26%	1 4%	4 14%	6 18%	0	10 20%	4 19%	6 20%	0	0
SPAG 20 32%	14 40%	6 22%	9 32%	11 32%	0	20 39%	9 43%	0	0	0

Year 5

Cohort 61	25 Boys	36 Girls	29 PP	32 No PP	7 SEND	54 No SEND	26 PP No SEND	28 No PP No SEND	3 PP SEND	4 SEND no PP
Reading 44 72%	14 56%	30 83%	19 66%	26 81%	2 29%	42 78%	19 73%	24 86%	0	2 50%
Writing 40 66%	14 56%	26 72%	17 59%	23 72%	2 29%	39 72%	17 65%	21 75%	0	2 50%
Maths 47 77%	18 72%	29 81%	21 72%	26 81%	2 29%	45 83%	21 81%	24 86%	0	2 50%
SPAG 44 72%	16 64%	28 78%	19 66%	25 78%	2 29%	42 78%	19 73%	23 82%	0	2 50%
GDS	25 Boys	36 Girls	29 PP	32 No PP	7 SEND	54 No SEND	26 PP No SEND	28 No PP No SEND	3 PP SEND	4 SEND no PP
Reading 18 30%	5 20%	13 36%	6 21%	12 38%	2 29%	16 30%	6 23%	10 36%	0	2 50%
Writing 10 16%	3 12%	7 19%	4 14%	6 19%	1 14%	9 17%	4 15%	5 18%	0	1 25%
Maths 13 21%	8 32%	5 14%	5 17%	8 25%	2 29%	11 20%	5 19%	6 21%	0	2 50%
SPAG 17 28%	8 32%	12 33%	8 28%	10 31%	1 14%	16 30%	8 31%	8 29%	0	1 25%

	Writing			Reading			Maths			Combined		
	PP	Non-PP	+/-	PP	Non-PP	+/-	PP	Non-PP	+/-	PP	Non-PP	+/-
3	42%	73%	-31	72%	80%	-8	67%	73%	-6			
4	68%	74%	-6	54%	71%	-17	61%	82%	-21			
5	59%	72%	-13	66%	81%	-15	72%	81%	-9			

With three ECT teachers, additional support in the form of coaching, modelling and team teaching will be implemented to ensure that quality first teaching is provided for all children. This will be conducted by Senior Leaders and Middle Leaders across the school. By providing this support, the ECTs will have a greater understanding of how to target and adapt teaching to close the Pupil Premium gap.

4

Attendance and punctuality

Attendance data for 2024-2025:

	2022-2023	National	2023-2024	National	2024-2025	National
Whole school Attendance	95.9%	92.5%	95.8%	92.8%	96.09%	94.1%
Whole school PA	9.1%	17.2%	12.1%	20.7%	9.46%	16.2%
Pupil Premium attendance	94.66%	88.6%	94.7%	89.1%	94.9%	91.5%
Non-Pupil Premium	96.85%	93.8%	96.5%	94.2%	97%	95%
Pupil Premium PA	15.8%	21.2%	14.3%	19.2%	13.4%	21.9%
Non-Pupil Premium PA	8.6%		5.4%		5.2%	

Year group break down for 2024-2025:

2024-2025	PP	Non PP	+/-
Year 3 (95.6)	94.8	96.3	-1.5
Year 4 (96.4)	96.3	96.9	-0.6
Year 5 (96.7)	95.4	97.2	-1.8

Year 6 (95.8)	94.9	96.0	-1.1
Total (96.1)	95.4	96.6	-1.2

13.4% of Pupil Premium children are PA, while 7.2% of Pupil premium children are frequently late to school. To support with this, the Attendance Officer sets weekly targets with the children to encourage them to be in school on time. The Attendance Officer has also created a team of attendance mentors, who work with children who are late or have poor attendance so that they have the positive encouragement from their peers.

Alongside this, we have a year 3 welcome club, who come into school slightly earlier than the rest of the school, through a separate door, where they are greeted by a member of staff and complete some Lego and colouring to settle into the morning. This supports the children to be less anxious and allows for a smooth transition from home to school.

5	Enrichment, life experiences and aspirations
	Pupil voice and surveys show that some pupils have limited experiences outside of school and their immediate community. Some members of our community have low aspirations and have not continued in further education themselves. Many families have limited finances to support their children to experience enrichment opportunities, which is seen through the number of families requesting support through HAF applications. This has been exasperated in recent years by the pandemic and now with the cost-of-living crisis. A continued focus for 2025-26 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 and this impacts 27% of the pupil premium children. 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
	The current levels of EHCPs are the highest that the academy has seen. Some members of our community are reluctant to acknowledge their children have additional needs.

	SEND (K)	EHCP
Year 3	63%	25%
Year 4	64%	29% (+1 pending)
Year 5	71%	7%
Year 6	80%	20% (+ 1 at tribunal)
Total	67%	20%

One child with an EHCP in Year 3 has a named special school with a proposed start date of September 2026. This is also the case for one child with an EHCP in Year 4. Another EHCP in Year 4 is currently at tribunal stage and specialist provisions are now being consulted. One child, currently in Year 3, is being reviewed at panel so that specialist provisions can be consulted.

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
To continue to improve the teaching of reading, phonics and oracy to ensure progress in language development, including use of vocabulary	2025-26: All staff to be trained in Read Write Inc to ensure a consistent approach to teaching Phonics across school.

YEAR 3	Spring 1-		Spring 2		Summer 1		Summer 2	
	pp	Non pp	pp	Non pp	pp	Non pp	pp	Non pp
Set 3	14/ 20	6/ 20	10/14	4/14	8/10	2/10		
Set 2	5/7	2/7	3/3					
Set 1	0	0						

YEAR 4	Spring 1		Spring 2		Summer 1		Summer 2	
	pp	Non pp	pp	Non pp	pp	Non pp	pp	Non pp
Set 3	15/25	9/25	10/18	8/18	6/10	4/10		
Set 2	1/2	1/2	1/3	2/3				
Set 1	1/3	2/3						

YEAR 5	Spring 1		Spring 2		Summer 1		Summer 2	
	pp	Non pp	pp	Non pp	pp	Non pp	pp	Non pp
Set 3	0	2/2	0		3/3			
Set 2	0	0	3/3					
Set 1	3/3	0						

YEAR 6	Spring 1		Spring 2		Summer 1		Summer 2	
	pp	Non pp	pp	Non pp	pp	Non pp	pp	Non pp
Set 3	1/3	2/3	0	4/4				
Set 2	0	4/4						
Set 1								

~ All teaching (including the teaching of reading and phonics) is good and there is effective use of evidence-based oracy strategies to support talk in lessons.

~ Triangulation of monitoring indicates that there is a significant improvement in language development.

~ Assessment data will demonstrate progress being made in reading as referred it below.

Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Improved levels of mental health and wellbeing can be seen through: ~ Quantitative data from wellbeing assessments, and internal intervention shows an overall improvement in mental health and wellbeing ~ Triangulation of data and pupil/parent voice, plus any additional data through external agency support shows impact of actions taken.

~ Positive behaviour for learning is consistently demonstrated in all lessons. ~ Behaviour monitoring shows children have outstanding behaviours for learning and are able to regulate their emotions						

~ Positive behaviour for learning is consistently demonstrated in all lessons.

~ Behaviour monitoring shows children have outstanding behaviours for learning and are able to regulate their emotions

Introduction of OPAL has playground behavioural incidents decrease by 20%.

Children missing part of treat afternoon decrease each half term:

	A1	A2	Sp1	Sp2	Su1	Su2
Whole school	15%	12%	10%	8%	6%	5%

Improvement in attainment for disadvantaged pupils reaching the expected standard in line with their peers at the end of KS2

Outcomes for disadvantaged pupils in 2025-2026 reaching the expected standard in reading, writing and maths, closing the gap within school between pupil premium and non-pupil premium children to 21%.

Outcomes for disadvantaged pupils in 2026-2027 reaching the expected standard in reading, writing and maths, closing the gap within school between pupil premium and non-pupil premium children to 18%.

Outcomes for disadvantaged pupils in 2027-2028 reaching the expected standard in reading, writing and maths, closing the gap within school between pupil premium and non-pupil premium children to 15%.

Triangulation of monitoring indicates that gaps are closing as teachers are quick to identify gaps and address these through quality first teaching or targeted interventions.

All disadvantaged pupils will meet national expectations for attendance/persistent absence.

Sustained high attendance from 2024/25 demonstrated by:

~ Attendance of disadvantaged pupils being maintained at 96% termly, or if not, action is taken immediately to provide support/ targeted intervention to the family.

~ The percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no lower than their peers.

~ Decrease in holidays taken during term time, especially within pupil premium children.

	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.
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.	2025-2026: Every child to attend a visit to a place of worship that links to the religion taught in their year group. Every child to attend a sporting competition of event 45% of pupil premium children to have a job role across school, which is an increase form last year. 2026-2027: Every child to attend a visit to a place of worship that links to the religion taught in their year group. Every child to attend a sporting competition of event 65% of pupil premium children to have a job role across school, which is an increase form last year. 2027-2028: 2025-2026: Every child to attend a visit to a place of worship that links to the religion taught in their year group. Every child to attend a sporting competition of event 75% of pupil premium children to have a job role across school, which is an increase form last year.

To ensure that all children with SEND have their needs met and make progress.

All teachers trained in how to implement dictated sentences to support SEND children to access learning:

Current breakdown of stages of dictated sentences for 24 pupil premium children:

	Stage 1	Stage 2c	Stage 2b	Stage 2a
3	6			1
4	8			2
5	3		1	
6	2			1

By January:

	Stage 1	Stage 2c	Stage 2b	Stage 2a
3	3		2	1
4	4	1	3	
5	2		1	
6	1		2	

By April:

	Stage 1	Stage 2c	Stage 2b	Stage 2a
3		5	1	
4			1	2
5		3		
6		3		

By July:

	Stage 1	Stage 2c	Stage 2b	Stage 2a
3		5		
4		2		
5		1		
6		1		

Lesson observations show adaptive teaching strategies are used to enable all pupils to access their learning.

All planning identifies adaptations and who will access them for all subjects.

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: £ 94,280

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. (Starlings 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.	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." Improving the impact of teachers on pupil achievement in the UK – interim findings 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 Why closing the gap matters (Oxford Press) suggests that the importance of pupil's vocabulary in relation to their academic success 'Vocabulary is a huge predictor of how far children from any background will succeed at school and beyond.' CPD throughout the year to support strong oracy development based on the Development of Oracy skills in school-aged learners (CUP) Findings from the Nottingham Trent University research project: The schools that delivered Starling did so for approximately 12 weeks.	1,2,3, 4, 6

Refine oracy opportunities across the curriculum to support children to articulate their understanding. Continue to embed high quality adult/child interactions across the school. Continue to enhance our language rich learning environments Implementation of dictated sentences to ensure that all children can access all of the curriculum.	• The children who received Starling significantly improved in their knowledge of tier two vocabulary following 12 weeks of delivery. • Trend of improvement for accuracy and rate (measures of reading fluency) was found – in that children who received Starling made less errors and were reading quicker following 12 weeks of delivery. • No Improvement in comprehension or writing were reported from the analysis – however we would not expect these for just 12 weeks. 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/ Accountable talk (Resnick) https://www.researchgate.net/publication/ 324830361_Accountable_Talk_ Instructional_dialogue_that_builds_the_mind	

	Collaborative learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/collaborative-learning/ How dictation improves reading https://educationendowmentfoundation.org.uk/news/how-sentence-dictation-improves-reading?utm_source=/news/how-sentence-dictation-improves-reading&utm_medium=search&utm_campaign=site_search&search_term=dictated	
Quality CPD and mentoring support for 3 ECTs and one new teacher.	Quality instructional coaching is evidenced to have the greatest impact on beginning teachers. https://www.instructionalcoaching.com/	1,2,3,4,5,6
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 term to develop a love of reading Further strengthen the school library to broaden children's access to high quality texts.	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, 6
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	EEF note that the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.	1, 2, 3,6

CPD staff in the structure and order of lessons to ensure that knowledge is retained by our pupils	Teachers must 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.	
Small group reactive intervention approach during lessons. Pre teaching approach. Review, adapt and embed feedback policy (live and facilitative marking) Teaching assistants upskilled on feedback and how to create an inclusive environment without creating dependency.	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 Professional dialogue with teaching staff has resulted in discussions about using TAs daily to delivery immediate intervention following feedback from the class teacher. 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.' EEF Teacher Feedback to Improve Pupil Learning states that explicit feedback that focuses on moving the learning forward is the most impactful.	1,2,3,6
Fund teacher release time to embed key elements of guidance in school and to access Maths Hub training. Introduction of Magma with quality CPD to target gaps in children's understanding, clearly identifying misconceptions.	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 https://www.magmamaths.co.uk/	1, 3, 6
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	1, 3,5,6

	be enhancing children's knowledge as they link their learning to real life experience while also increasing cultural capital, providing experiences that they would not have outside of school.	
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.	"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	2,3, 6
Embed the RSE curriculum across the school, participating in the Derbyshire BERT award.	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	
CPD on core subjects to develop staff subject knowledge and approaches to teaching in a wide range of areas.	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.	1,3,5,6
Embed the lesson structure. Further embed the Thinking Schools approach	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.	

Subject leader monitoring for English and Maths will act to review if there are any gaps in learning and where necessary, adaptations will be made within their curriculum. English and Maths Subject leader CPD to ensure that 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, 6
Adaptive Teaching colleague meeting and documentations created for all subject areas. TA enrichment session/collaborative coaching on adaptive teaching. Immersions focusing on inclusive classrooms for SEND. Reasonable adjustment maps identify children's potential barriers to learning so teachers can respond.	'Adapting' rather than 'Differentiation' ensures that no ceiling is put on children's learning. Teaching and learning that uses scaffolds, manipulatives, pre teaching to support learners is evidenced as ensuring that learners reach their potential. https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching	3, 6

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

Budgeted cost: £ *50,460*

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	Early identification of dyslexia and dyslexic tendencies will ensure that reasonable adjustments are in place to support children's access to learning. https://www.nessy.com/en-us/dyslexia-explained	1,3, 6
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 Implementation of Fresh Start for children identified as needing this intervention through assessments	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	1,3,6
Precision teaching for multiplication and basic skills, such as number bonds, in maths. Continuation of TTRS and Sumdog usage for interventions and homework	Precision Teaching is a data-driven, evidence-based method for accelerating skill acquisition, especially for foundational skills like reading, spelling, or maths facts, by using short (5-10 min), daily, one-on-one sessions with frequent, charted measurement to build accuracy and fluency. A key element in Precision Teaching is frequency, which is usually captured as 'responses per minute.' The purpose is not to make the child work faster, necessarily, but to develop fluency in a skill, as this often leads to better retention and application (Johnson & Layng, 1992). The importance of this is because emerging learning fades from long-term memory relatively quickly over time (e.g. I can't recall most of my primary school history or	2,6

	geography), whereas fluent and mastered learning sticks (e.g. I can still ride a bike even though I haven't been on one for years, I can still complete long division even though I have used a calculator for this since I can remember).	
Continued use of Lexia as an online diagnostic tool to identify literacy gaps and targeted intervention for children working below age related expectations.	Lexia is an intervention that is used with school and tracked weekly to ensure that children are using the platform. On average the children are making 9 months progress when using Lexia. https://www.lexialearning.com/ https://educationendowmentfoundation.org.uk/news/latest-evaluation-reports-include-new-analysis-of-impact-of-reading-programme-on-disadvantaged-pupils	1,2,6
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.	1,3,6
Embed Active Spelling across the school Introduce spelling shed as a targeted intervention for identified children.	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, 6
GL Recall assessment to assess working memory skills in the age range 7 years 0 months to 16 years 11 months.	https://support.gl-assessment.co.uk/knowledge-base/assessments/recall-support/general-information/about-recall This will support the school to identify working memory skills for children who are pupil premium SEND, to best support children with knowledge acquisition.	1,2, 6

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 to 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. Work with school ISAT to provide CPD for staff and support for parents. Engagement with Umbrella to look at ways to provide additional support for families in need.	As per the EEF school approaches to self-regulation have a low cost but a high impact with the potential of +7 months gained. With increasing levels of poor mental health and low resilience, it is important to support children and families. Emotion Coached children and young people: Achieve more academically in school Are more popular Have fewer behavioural problems Have fewer infectious illnesses Are more emotionally stable Are more resilient (Gottman 1997)	2,

Work with the Educational Psychologist to provide emotion coaching workshops for parents.	https://www.emotioncoachinguk.com/	
Targeted support of pupil premium children whose attainment is below ARE, this includes in-class support and small group support across year groups. Embed 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,
4 Bespoke learning spaces established overseen by the SENCO. (Bloom Learning, Bloom Mindful, Bloom Unwind, Bloom Sensory)	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social emotional and literacy can lead to learning gains of +4 months over the course of a year. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1733231101	2,3,4,6
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	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. The school conducts weekly monitoring of PA children, using attendance target cards and attendance mentors to support and encourage Pupil Premium PA children to access school.	4,2

Embed attendance rewards and incentives for all pupils		
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
National School Breakfast Programme.	Ensure PP children (and other targeted children) have a positive start to the day with a decent breakfast. By providing this, children are ready for learning and have a sense of belonging within the wider school community.	4 ,5

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

Budgeted cost: £ 31,000

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

Use of social media platforms Pastoral workshops on emotion coaching and linked to external agencies such as Umbrella, who can provide additional support to families.		
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
Development of a sibling's group to support children who have siblings with complex SEND.	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)	
Introduction of OPAL	OPAL schools report up to 80% decreases in use of behaviour policies and 90% drops in senior leadership time spent in resolving playtime issues. Most schools report 10 minutes a day, or 30 hours a year, more teaching time per teacher due to the disappearance of post-playtime disputes and frustrations.	
Cultural Capital embedded through cur-riculum. British Values assemblies and events in school such as religious celebrations, culture day.	With an increased sense of belonging there is: Safety and security- greater sense of wellbeing/ positive mental health Improved self esteem Respect and understanding Improved behaviour Positive impact on academic achievement	1, 2, 3, 4, 5,

	Increased attendance	
Children having roles in school to enable them to have a sense of belonging and develop skills in line with the school's curriculum drivers. Job shop to support children to understand the world of work.		
Whole school approach to supporting vulnerable children such as the care-taker and PE teacher working with PP children who are facing adverse childhood experiences through 'apprenticeships'.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- toolkit/mentoring As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.	

Total budgeted cost: £ *175,740*

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 2024 to 2025 academic year.

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	66% of children within Year 3 needed additional Phonics intervention. By the end of the Autumn term all children but 4 had completed the intervention. These 4 children continue to receive 1;1 phonics support and access enhanced provision to support their learning. 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. All classrooms have a vocabulary display, focused on tier 1, 2 and 3 vocabulary, that is used throughout the curriculum to enhance children's exposure to language. Stem sentences and key vocabulary are on every curriculum slide to support children to access the learning. Participation in the Starling vocabulary trial, alongside LEAD and Nottingham Trent University, saw year 4 and 5 pupils engage in the project. Children were exposed to a wide range of unfamiliar vocabulary, which they were supported to understand the context by using the vocabulary accurately within a story. This saw an increase in the children extending their vocabulary within their own writing.

	CPD staff in the structure and order of lessons to ensure that knowledge is retained by our pupils	Through the accelerated reader millionaire reader initiative, 8 children went on a trip to Waterstones with the English Leader.

		Year 3		Year 4		Year 5		Year 6	
Attainment									
	Cohort:	ARE & above	Gr Depth	ARE & above	Gr Depth	ARE & above	Gr Depth	ARE & above	Gr Depth
All Pupils ARE & GD		(77)	(77)	(61)	(61)	(61)	(61)	(64)	(64)
	Reading	59 77%	13 17%	39 64%	19 31%	44 72%	18 30%	52 81%	20 31%
	Writing	45 58%	5 6%	43 70%	12 20%	40 66%	10 16%	50 78%	14 22%
	Maths	54 70%	12 16%	44 72%	10 16%	47 77%	13 21%	49 77%	14 22%
	SPaG	55 71%	17 22%	43 70%	20 33%	44 72%	17 28%	54 84%	20 31%
	Combined	41 53%	4 5%	35 57%	6 10%	37 61%	5 8%	47 73%	8 13%
	Cohort:	PP	No PP	PP	No PP	PP	No PP	PP	No PP
PP vs non-PP ARE		(36)	(41)	(29)	(32)	(29)	(32)	(26)	(38)
	Reading	25 69%	34 83%	16 55%	23 72%	18 62%	26 81%	19 73%	33 87%
	Writing	14 39%	31 76%	20 69%	23 72%	17 59%	23 72%	19 73%	31 82%
	Maths	23 64%	31 76%	18 62%	26 81%	21 72%	26 81%	16 62%	33 87%
	SPaG	22 61%	33 80%	19 66%	24 75%	19 66%	25 78%	21 81%	33 87%
	Combined	12 33%	29 71%	14 48%	21 66%	14 48%	23 72%	16 62%	31 82%

A group of Year3/ 4 boys, 5/6 boys and 5/6 girls participated within a reading initiative project in conjunction with Notts County. 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	Development of PSHE curriculum across the school.	The number of pupils able to access the half termly treats have increased from 68% of pupil premium children to 87%. Big termly rewards are well received by whole school community, which can be seen by engagement on social media posts.

| skills for pupils eligible for PP | 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. | 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.' 118 (46%) of all children have a job role within school. 42 (36%) 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 | Dyslexia screening was completed across the whole Year 3 cohort and reasonable adjustments implemented for those children as appropriate.

End of year attainment: |

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.

Attainment

All Pupils ARE & GD	Cohort:	Year 3 ARE & above	Year 3 Gr Depth	Year 4 ARE & above	Year 4 Gr Depth	Year 5 ARE & above	Year 5 Gr Depth	Year 6 ARE & above	Year 6 Gr Depth
		(77)	(77)	(61)	(61)	(61)	(61)	(64)	(64)
	Reading	59 77%	13 17%	39 64%	19 31%	44 72%	18 30%	52 81%	20 31%
	Writing	45 58%	5 6%	43 70%	12 20%	40 66%	10 16%	50 78%	14 22%
	Maths	54 70%	12 16%	44 72%	10 16%	47 77%	13 21%	49 77%	14 22%
	SPaG	55 71%	17 22%	43 70%	20 33%	44 72%	17 28%	54 84%	20 31%
	Combined	41 53%	4 5%	35 57%	6 10%	37 61%	5 8%	47 73%	8 13%

PP vs non-PP ARE	Cohort:	PP	No PP	PP	No PP	PP	No PP	PP	No PP
		(36)	(41)	(29)	(32)	(29)	(32)	(26)	(38)
	Reading	25 69%	34 83%	16 55%	23 72%	18 62%	26 81%	19 73%	33 87%
	Writing	14 39%	31 76%	20 69%	23 72%	17 59%	23 72%	19 73%	31 82%
	Maths	23 64%	31 76%	18 62%	26 81%	21 72%	26 81%	16 62%	33 87%
	SPaG	22 61%	33 80%	19 66%	24 75%	19 66%	25 78%	21 81%	33 87%
	Combined	12 33%	29 71%	14 48%	21 66%	14 48%	23 72%	16 62%	31 82%

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.

Attendance for this academic year in comparison to previous years:

	2023-2024	2024-2025 to date	National	2025-2026 to date	National
Attendance	95.8%	96.1%	94.8%	96.09%	94.1%
PA	12.1%	9.1%	18.3%	9.46%	16.2%
Pupil Premium	94.7%	95%	91.6%	94.9%	91.5%
Non Pupil Premium	96.5%	97%	95.1%	97%	95%

		When unauthorised holidays are discounted from the data, whole school attendance is 96.6% and PA is 7.6%. When the four part-time timetables are removed from the data, whole school attendance is 96.8% and PA is 7.3%. Both are above the national data.
		In the Autumn term, to address punctuality concerns with a small group of pupil premium children, the Attendance Officer implemented a reward scheme. This had a noticeable impact on 10 target children, who arrived on time and received stars on their punctuality chart. This reduced the amount of lost learning time that was happening due to them arriving between 5 and 20 minutes late each morning. School refined this and introduced attendance target cards for these children who are persistently late, missing the morning register mark, having a negative impact on their overall attendance. When a child is in school and on time, they receive 3 marks. If this happens each day of the week, the child will receive a small reward. This has further improved punctuality and has reduced the persistent absence over the academic year.
		Fortnightly register checks are completed, and parents are informed of their child's attendance. Communication with parents is key to identify reasons for lack of attendance so school can support with removing any potential barriers. During these register checks, trends are identified. The Attendance Officer then works with families to identify potential interventions and support that can be offered. The greatest barrier to school attendance is holidays taken during term time. Communication has been shared with parents about the detriment of taking time away from school and all holidays are referred to the Local Authority but this has not prevented holidays being taken. The Attendance Officer took part in the Inclusive Attendance conference, and we are working towards to Inclusive attendance award, in our continued effort to remove barriers and support families to have strong attendance habits.

Referrals are made to the Local Authority, in accordance with Government guidance, when families take a holiday during term time or are persistently absent from school (10 or more days in a 10-week timescale):

Referral	2022-23	2023-24	2024-25
Holidays	31	25	21 (Autumn) 12 (Spring) 30 (Summer)
Poor attendance	7	3	10

Of the 21 holidays in the Autumn term, 8 were siblings. 14 holidays were referred for a penalty notice while the other 8 were not as they were for 4 days and did not meet the criteria for a fine. Of the 12 holiday's requests in the spring, two have been referred for a penalty notice while 10 are less than 5 days so don't meet the criteria. We have had 30 holiday requests for the summer, of which 14 have been referred for a penalty notice 16 are less than 5 days so don't meet the criteria. Of the holidays taken over the academic year, 48% were taken by pupil premium pupils.

10 referrals were made for families who are persistently absent from school. 7 further families are being closely monitored as when support has been offered, improvements have been seen on attendance and punctuality. Since the referrals were made for the 10 families, improvements of attendance were seen. The referrals were made as families did not engage with the support that was on offer.

Increase accessibility of out of school	Fund cost of out of school trips/experiences	Where trips and visitors to school have taken place, all children have engaged with them unless they have been absent due to illness.

| experiences for pupils eligible for pupil premium | Fund cost of clubs and music tuition | Trips attended:

Year3- Creswell Crags and Mandir

Year 4- Bosworth Museum, Magna, Conkers and Cathedral

Year 5- Galleries of Justice, Mandir, Lock keepers' cottage, Industrial Museum, Friesland arts morning, London and Space Centre

Year 6- Holocaust museum, Eyam and Mosque visit

PCSO assembly visits: anti-social behaviour, Hate crime, knife crime with Year 5 and 6

1:1 Music tuition resumed in the Summer Term and 4 children received private tuition, two pupils being pupil premium. Clarinets 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.

Every child accessed a sporting event or competition as the whole school visited the Ilkeston Gymnastic centre in Spring 1. Inter- school competitions were held for cross country, swimming, football and athletics. These were hosted at Cloudside and other Trust schools attended. The school football teams participated within the local area league. |

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.	Across the 2024-25 academic year, the parent forum has continued to support the school with a range of events such as the Christmas fair, summer fayre, carols in the courtyard and charity events such as the colour run. Other events held during the academic year were: Emotion coaching parent workshop was attended by 30 families and 85% were pupil premium families. This was positively received and families felt that it had given them strategies to support their children at home. National numeracy project saw 13 families attend to identify ways that they could support learning about mathematics in the real world. 54% were pupil premium families. 37% of the children involved in performing in the talent show were pupil premium. Their acts ranged from dancing and singing, playing musical instruments and impressions. All acts had For Cloudside's got Talent, 43 families attended, with some bringing grandparents along too. A weekly newsletter is shared with parents via the school gateway app and through our online platforms. This allows for greater communication around what the children are learning, key dates for upcoming events such as trips and school events. A safeguarding and attendance newsletter is sent to families termly to share key information and ways to support children at home. We also share factors lik ethe household fund, which can support families financially.

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.