



## Pupil Premium Report and Strategy Statement

In Cloudside academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2017-18					
<b>Academy</b>	Cloudside Academy				
<b>Pupil Premium Leader</b>	Paula Taylor				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	136,800	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	240	<b>Number of pupils eligible for PP</b>	72	<b>Date for next internal review of this strategy</b>	September 2019



Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps																												
3	20	£15,000	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2018:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>40%</td> <td>77%</td> <td>30%</td> <td>70%</td> <td>45%</td> <td>74%</td> </tr> <tr> <td>GD</td> <td>5%</td> <td>36%</td> <td>5%</td> <td>26%</td> <td>10%</td> <td>23%</td> </tr> <tr> <td>Progress from KS1</td> <td></td> <td style="background-color: green;"></td> <td></td> <td style="background-color: yellow;"></td> <td></td> <td style="background-color: yellow;"></td> </tr> </tbody> </table> <p><b>Evaluation of the strategy</b> Data shows that pupils have difficulty with transition and maintaining their previous levels attainment. Whilst progress has been more positive during the year the gap in attainment is large and need to be reduced during the year. A Lexia package to support reading skills has had an impact when taught effectively. The wider curriculum support had provided good opportunities to develop social and emotional skills. The impact can be seen in their good behaviour and they are beginning to access the curriculum in the classroom. More is needed to transfer this to impact upon basic skills attainment. Where pupils have multiple barriers, for example SEND and PP, support packages have provided good support for these pupils.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	ARE	40%	77%	30%	70%	45%	74%	GD	5%	36%	5%	26%	10%	23%	Progress from KS1							<ul style="list-style-type: none"> <li>• Transition to identify pupils and their needs from the outset.</li> <li>• Additional transition for targeted pupils.</li> <li>• Phonics for targeted pupils.</li> <li>• Arithmetic intervention in the Autumn term.</li> <li>• Quality first teaching to target pupil gaps in learning on a daily basis.</li> <li>• 1:1 reading support for targeted children.</li> <li>• Introduction of reading rewards system to promote reading for enjoyment and reading for learning.</li> </ul>
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			<p><b>Evaluation of the strategy</b></p> <p>For more able children, the difference between those achieving and those not is between 8 and 12 pupils, this reflects the barriers the individual children in the year group face. This the first year of tracking by year group and is therefore difficult to analyse progress from previous years to judge if gaps are getting smaller. The percentage of pupil premium children achieving ARE at the end of the year compared to the percentage of non-pupil premium children this diminishing this difference will need to be focussed on in subsequent year.</p> <p>The reading Ninja intervention has impacted on the percentage of pupil premium closing the gap this year.</p> <p>While there had been staffing issues earlier in the year the children have been fairly settled and the majority of behaviours within the year group have been managed well by the staff. The well-being and behaviours of some children in the year have contributed to disrupted lessons and lack of focus at certain times.</p>	<p>morning maths and English lessons.</p> <ul style="list-style-type: none"> <li>• Pupil Premium key worker supporting targeted children 3 afternoons a week through enrichment activities and visits linked to curriculum topics and closing the gaps.</li> <li>• Targeted interventions run by teachers and LS to target closing gaps in reading, writing and maths.</li> <li>• 1:1 reading for targeted children.</li> <li>• New multiplication starter run 2 times a week to build fluency and rapid recall of multiplications.</li> </ul>														
6	17	£15,000 and £13,400 Maths/ Eng Year 6 Teacher	<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These are the results for 2018:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>53%</td> <td>71%</td> <td>53%</td> <td>87%</td> <td>53%</td> <td>77%</td> </tr> </tbody> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	ARE	53%	71%	53%	87%	53%	77%	<ul style="list-style-type: none"> <li>• Additional experienced third morning teacher – concentrating on reading, writing and maths for targeted children.</li> </ul>
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			<p><b>Evaluation of the strategy</b></p> <p>Progress in writing for ARE and GDS children from KS1 data is good, with progress being made from the end of previous year’s achievement. The interventions put in place for writing have had a positive impact on the achievements of the whole cohort. The booster arithmetic classes after and before school diminished the gap for the non-pupil premium children however the overall number of pupil premium children who attend the session is regularly was low (even with continual parental contact through the academic year) and thus the impact was not as prominent in comparison to end of KS1 data. However as this is the first year of tracking data by year it is not possible to compare the end of the previous year achievements of each group of children with this end of year. Those children who worked in the smaller group with the additional year 6 teacher diminished the gap at a quicker pace due to the small group size and targeted teaching.</p>		<ul style="list-style-type: none"> <li>• Arithmetic intervention in the Autumn term.</li> <li>• Quality first teaching to target pupil gaps in learning on a daily basis.</li> <li>• After school booster classes for targeted children – initially in arithmetic</li> <li>• CGP works booklets (English, Maths and Arithmetic) bought for each child to support learning in lessons during the afternoon and at home.</li> <li>• CGP support books bought to support morning lessons.</li> </ul>													



Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Attendance Liaison Worker	72	£1,265 Attendance officer	Overall attendance has risen from 94.84% in 2016-17 to 96.1%. 15 pupils (21%) remain as PA which is still too high.	Reduce PA rate.
MAT Team	72	£9472	MAT team involvement has developed positive parental links with school. The attendance of children who have had MAT team involvement has shown an impact has been made for some of the children. Support was provided in the following manner- some were supported with daily routines, out of hours visits, attendance (one family have been prosecuted in the last academic year), guidance on mental health issues, substance abuse, behaviour support. The MAT team has been able to provide some families with new furniture, food parcels and transport when needed. MAT team supported 22 children in school, 14 of which were targeted pupil premium children – 64%	MAT team involvement will continue for targeted children and families. Support with reducing PA rate for Pupil Premium children. New coffee mornings to be introduced to support parental engagement through the MAT team; with a clear focus on promoting pupil attainment in reading and maths.
Pupil Premium Key Worker	72	Staff cost £24,000	Dedicated TA to organise group activities, visits and meetings with families. Focus on nurture and emotional well-being. Impact difficult to measure. Enrichment opportunities have been provided by Key Worker for those who have been targeted.	Role will continue with a clear focus on pupil attainment. Whilst the impact on the children's social and emotional well-being is important and the improvement are noted the impact on attainment has not yet been seen to impact on the children's attainment in reading, writing and maths.
School trips and visits	72	£15,500	Of the 72 pupils all but 1 have integrated well in class and behaviour has improved. There have been no exclusions for the remaining 71 pupils. Cultural and wider curriculum opportunities have been made available and for the social and emotional well-being the Boxhall tracking shows improvements.	Enable children to take part in activities and experience to provide enriching activities and background knowledge which the children can draw on within learning to develop and deepen their understanding of topics.



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Enrichment	72	£6000	Targeted children were given enriched curriculum experiences – visitors and topic days. Access to additional swimming lessons to develop confidence and safety in water and cooking workshops used to develop and strengthen parental links with school and parental engagement within targeted children’s learning.	Work to continue next year to develop enrichment within the curriculum. Work continue to develop and embed the ethos of the Participation Ladder to develop the engagement and active learning of all children. Targeted swimming lessons to be offered to children within year groups next year. Cooking workshops to continue to develop relationships and involvement of parents and to educate children on healthy eating and safe cooking techniques. Continue to introduce and embed Philosophy for Children (P4C) within classes to develop children’s questioning, listening and discussion skills.
Mathletics	72	£800	Children accessed mathletics in class raising enthusiasm for learning and maths activities. Access of Mathletics for pupil premium children from home has been limited and has had a minimal impact on children progress and attainment.	Mathletics to continue to be offered next year but will be closely monitored to check access from home and use within lessons to provide enriching activities in the new Arithmetic Interventions.
Positive Play	72	£4500	Positive impact on vulnerable children including LAC and FSM children to develop positive relationships with adults in school. Developing self-esteem, social inclusion and interactions and self-confidence.	Role to continue next year with targeted children to build well-being and social inclusion.
Music Tuition	72	£2000	Pupil given the opportunity to learn a new musical instrument (TootToot or brass) Raising self-esteem and developing music recognition. Developed wider curriculum experience with children taking part in music assemblies and being encouraged to attend out of school bands.	Music tuition to continue to be on offer for those children who wish to access the provision.



**Summary: how well are eligible pupils doing? Is the difference diminishing?**

- As a school cohort 51% of eligible pupils achieved ARE in Reading, 44% of eligible pupils achieved ARE in writing and 51% of eligible pupils achieved ARE in Maths. In two-year groups, the difference has diminished considerable.

	Reading		Writing		Maths	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Year 3</b>	81%	44%	81%	33%	76%	50%
<b>Year 4</b>	30%	63%	30%	56%	40%	69%
<b>Year 5</b>	74%	56%	63%	44%	74%	44%
<b>Year 6</b>	32%	53%	57%	53%	50%	53%

- Work completed by the Pupil Premium Key worker has had positive impacts on the children’s well-being and social interactions with Boxall profiles showing an increase in well-being, self-belief and resilience by the targeted children.
- The work completed by the Attendance Lead has had a positive impact on the overall attendance of the children and targeted children have been identified to reduce PA in the subsequent year.

**Summary of Proposed Actions for the 2018/19**

- Year 6 interventions and use of CGP booklets to support learning.**
- Introduction of targeted arithmetic intervention groups across the school.**
- Continue to develop role of Pupil Premium Key Worker to focus on well-being of children as well as having an impact on learning.**
- Strengthening of parental involvement in school.**
- Guided writing sessions through quality first teaching.**
- Reading reviewed to develop a clear ethos and expectation of reading at Cloudside.**
- Philosophy for Children assemblies and discussions**
- SMSC embedded across the curriculum**
- Target progress of PP children through half termly reviews of tracking and provision maps.**



## Strategy for 2018-9

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2018-19					
<b>Academy</b>	Cloudside Academy				
<b>Pupil Premium Leader</b>	Paula Taylor				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£86,000	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	237	<b>Number of pupils eligible for PP</b>	72	<b>Date for next internal review of this strategy</b>	September 2019

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)</i>	<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)</i>
Raising the quality of teaching and learning	Parents working closely with the school
Transition of educational institution from Infants to Juniors	Experience and opportunities to experience learning outside of the school curriculum
A number of multiple barriers (SEND)	Attendance and persistent absence
	Educational resources to support learning
	Parents lack confidence to support the curriculum demands
	Readiness for school and learning



3. Outcomes – separate for each year group as each cohort has its own profile and needs						
What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
Year Group	What do you want to achieve and how they will be measured	Success criteria	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.
<b>Year 3</b>	Raise attainment in Maths and English so that progress is accelerated.	Ensure gap does not increase and transition maintains KS1 achievement.	Phonics support where phonics screening has not been met.  Additional TA  Arithmetic focused learning.  Guided Writing  Guided reading – Ninja Groups  Support of individual needs  Positive Play sessions  LSA support  Curriculum Enrichment	Quality first teaching and targeted groups to ensure specific knowledge is supported.  Ninja Reading intervention based on the Inference training materials.  Training for teachers and support staff to deliver this.	R, W, and M tracking grids used to track progress through the terms.  Weekly/half termly assessment for arithmetic, phonics and reading to monitor progress.	£12,000
<b>Year 4</b>	Raise attainment in Maths and English so that progress is accelerated.	Ensure gap does not increase and maintain and accelerated rate of	Additional TA to support maintaining behaviours for learning.	Quality first teaching and targeted groups to ensure specific knowledge is supported.	R, W and M monitored by tracking grids and Pupil	£12,000



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		progress of children.	<p>Arithmetic focussed learning.</p> <p>Guided Reading – Ninja Reading</p> <p>Support of individual needs</p> <p>Positive play sessions</p> <p>LSA support</p> <p>Curriculum Enrichment</p>	<p>Ninja Reading intervention based on the Inference training materials.</p> <p>Training for teachers and support staff to deliver this.</p>	<p>Progress Meetings. Weekly and half termly assessments to be monitored in reading, arithmetic, spellings and times tables. Writing to be monitored through half termly writing moderation and showcase pieces.</p>	
<b>Year 5</b>	Raise attainment in Maths and English so that progress is accelerated.	Ensure gap does not increase and maintain and accelerated rate of progress of children.	<p>Additional TA to support maintaining behaviours for learning.</p> <p>Arithmetic focussed learning.</p> <p>Guided Reading – Ninja Reading</p> <p>Positive Play sessions</p> <p>Support of individual needs</p> <p>LSA support</p> <p>Curriculum Enrichment</p>	<p>Quality first teaching and targeted groups to ensure specific knowledge is supported.</p> <p>Ninja Reading intervention based on the Inference training materials.</p> <p>Training for teachers and support staff to deliver this.</p>	<p>Progress Meetings. Weekly and half termly assessments to be monitored in reading, arithmetic, spellings and times tables. Writing to be monitored through half termly writing moderation and showcase pieces.</p>	£12,000



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<p><b>Year 6</b></p>	<p>Raise attainment in Maths and English so that progress is accelerated to be in line with National Expectations.</p>	<p>Ensure gap does not increase and maintain and accelerated rate of progress of children.</p>	<p>Additional morning teacher for Reading, Writing and Maths.</p> <p>Arithmetic focussed learning.</p> <p>Specific arithmetic and SPaG lessons outside of the Maths and English morning lessons.</p> <p>Guided Reading focussed lessons.</p> <p>Support of individual needs</p> <p>After school booster classes based on R, W and M (arithmetic)</p> <p>LSA support</p> <p>Curriculum Enrichment</p>	<p>Quality first teaching and targeted groups to ensure specific knowledge is supported.</p> <p>Training for teachers and support staff to deliver this.</p> <p>Smaller mixed ability class sizes for reading, writing and maths lessons in the mornings.</p> <p>Small 1:3 booster classes for closing specific gaps in knowledge.</p>	<p>Progress Meetings. Weekly and half termly assessments to be monitored in reading, arithmetic, spellings and times tables. Writing to be monitored through half termly writing moderation and showcase pieces.</p>	<p>£20,000</p>
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Whole School Initiatives	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Lexia	On-line phonics/reading Software	EEF support Lexia as a proven programme which when used effectively raises attainment.	AHT to monitor impact	Budgeted from English budget
Mathletics	On-line maths software providing maths enrichment activities at home and in school.	Allow access to engaging and enriching maths based activity both at home and in school. Attainment is tracked and new challenges set by class teacher. Mathletics to be used during Arithmetic intervention groups twice a week in each year group.	Maths co-ordinator to monitor impact and use.	£800
Attendance Officer	Focus on identifying those children with persistent absences from school. Identifying trends of absences within key groups of children and raising awareness within school of the importance of good attendance.	Quick identification of trends and patterns in a child's attendance at school permits high quality support to be put in place affectively and in a timely manner to support the child and family in increasing attendance.	Head teacher and Inclusion Lead	£1200
Pupil Premium Key Worker	Focus on raising levels of attainment not only emotional well-being.	Increased involvement of parents in the disadvantaged pupil's school life as supported by EEF projects.	Inclusion lead to monitor	£24,000



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		Joint focus on academic attainment linked to improved well-being of disadvantaged children to develop and impact on the whole child.		
Visits and curriculum enrichment	Supplementing visits and enrichment to ensure all children have equal access to enrichment activities offered in and by school.	Disadvantaged pupils do not have access to regular wider curriculum life learning and this prevents them from developing a broad vocabulary.	Head teacher and Inclusion lead.	Budgeted within year groups.
Philosophy for Children (P4C)	Full training and implementation of P4C to develop language and speaking skills.	EEF support P4C as a promising programme which when used effectively raises attainment.	AHT and English co-ordinator to monitor impact	-
Curriculum Enrichment	Purchase and allocation of resources. Visitors in school, trips, engaging activities and experiences.	An engaging curriculum will capture the enthusiasm of children and build excitement and resilience to learning.	Curriculum Lead Class Teachers	Budgeted within year groups
MAT team involvement	Support families with need including attendance, behaviours, health and social well-being.	Providing access to support for families will improve the quality of the child's life outside of school which will impact on the child's well-being and engagement in school.	Inclusion Lead Pupil Premium Key Worker	-
Parental Engagement	Cooking club, gardening, volunteers week, school grounds improvement	Engaging parents with school life and the life of their children at school will positively boost their personal perspective of school and the perspective the children holds of school and school work.	SLT Pupil Premium Key Worker Inclusion Lead DT Co Co-ordinator	£4000



L.E.A.D. Academy Trust

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Lego Therapy	Full training for learning support to develop and provide small group work developing turn taking, speak and listening, social interactions and instruction skills.	Recommended by the Educational Psychologist and Behaviour Support therapist to develop social skills of targeted children within social groups. Modelling positive interactions and skills for successful relationships with peers.	Teachers, Learning support and Inclusion Lead	Budgeted with in SEND provision.
		<b>Total</b>		£86,000

Date: October 2018

Pupil Premium Leader: Paula Taylor