

Cloudside Academy

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 2018-19					
Academy	Cloudside Academy				
Pupil Premium Leader	Paula Taylor				
Academic Year	2018-19	Total PP budget	86,000	Date of most recent PP Review	July 2019
Total number of pupils	237	Number of pupils eligible for PP	72	Date for next internal review of this strategy	September 2019



Cloudside Academy

Pupil Premium Report Academic Year 2018-19 End of Summer Term

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	21	£12,000	<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 2019:</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>67%</td> <td>85%</td> <td>67%</td> <td>85%</td> <td>76%</td> <td>79%</td> </tr> <tr> <td>GD</td> <td>14%</td> <td>41%</td> <td>5%</td> <td>32%</td> <td>14%</td> <td>35%</td> </tr> </tbody> </table> <p>Evaluation of the strategy Data shows that pupils have difficulty with transition and maintaining their previous levels of 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 Phonics strategy 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 to make progress however the attainment gap needs to diminish further. Good impact from the introduction of Active English and Active Maths on SPaG and key skills in lessons.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	ARE	67%	85%	67%	85%	76%	79%	GD	14%	41%	5%	32%	14%	35%	<ul style="list-style-type: none"> • Transition to identify pupils and their needs from the outset. • Additional transition for targeted pupils. • Phonics for targeted pupils. • Accelerated Reader being introduced for all children. • Timetable Rock starts to be introduced in Autumn term. • Arithmetic interventions to continue to close gaps for all children. • Quality first teaching to target pupil gaps in learning on a daily basis.
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP																			
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Cloudside Academy

				<ul style="list-style-type: none"> • 1:1 reading support for targeted children. 																					
4	22	£12,000	<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2019:</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>50%</td> <td>84%</td> <td>45%</td> <td>82%</td> <td>73%</td> <td>84%</td> </tr> <tr> <td>GD</td> <td>5%</td> <td>42%</td> <td>9%</td> <td>33%</td> <td>14%</td> <td>49%</td> </tr> </tbody> </table> <p>Evaluation of the strategy Pupil Premium boys who do not have multiple barriers are diminishing the gap between non-Pupil Premium boys and Pupil Premium boys. Pupil Premium girls are underperforming compared to their peers in reading and writing and further work will continue next year to introduce stimulating texts for girl readers and writers. Arithmetic interventions have shown good impact on closing the gap between Pupil Premium and non-Pupil Premium children - this will need to continue next year to further close the gap. Good impact from the introduction of Active English and Active Maths on SPaG and key skills in lessons. Behaviours and behaviours for learning in the year group have improved resulting in children who are ready and eager to learn.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	ARE	50%	84%	45%	82%	73%	84%	GD	5%	42%	9%	33%	14%	49%	<ul style="list-style-type: none"> • Reading intervention (Ninja read) for those ready to move on. • 1:1 reading support for targeted children. • Phonics for targeted pupils – continuing from year 3 achievement. • Accelerated Reader being introduced for all children. • Arithmetic intervention to continue using gaps analysis from end of year data. • Times Tables Rock Stars to be introduced to all children. • Quality first teaching to target pupil gaps in learning on a daily basis. • Power of Reading to be introduced and implemented in autumn term.
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP																			
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Cloudside Academy

5	17	£12,000	<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2019:</p> <table border="1" data-bbox="629 341 1458 526"> <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>65%</td> <td>86%</td> <td>71%</td> <td>88%</td> <td>65%</td> <td>86%</td> </tr> <tr> <td>GD</td> <td>18%</td> <td>24%</td> <td>24%</td> <td>26%</td> <td>18%</td> <td>31%</td> </tr> </tbody> </table> <p>Evaluation of the strategy The percentage of pupil premium children achieving ARE at the end of the year compared to the percentage of non-pupil premium children is diminishing in writing however in reading, maths and SPaG this difference will need to be focussed on in subsequent year for the gap to continue to close. The reading Ninja intervention has impacted on the percentage of pupil premium closing the gap this year especially for the Pupil Premium girls. Staffing issues earlier in the year resulted in unsettled behaviours and behaviours for learning, however by Spring term the children were fairly settled and the majority of behaviours within the year group had been managed well by the new staffing set up. The well-being and behaviours of some children in the year have contributed to disrupted lessons and lack of focus at certain times.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	ARE	65%	86%	71%	88%	65%	86%	GD	18%	24%	24%	26%	18%	31%	<ul style="list-style-type: none"> • Arithmetic intervention in the Autumn term to continue. • Quality first teaching to target pupil gaps in learning on a daily basis. • Accelerated Reader being introduced for all children. • Targeted interventions run by teachers and LS to target closing gaps in reading, writing and maths. • 1:1 reading for targeted children. • New multiplication running each afternoon to build fluency and rapid recall of multiplications. • New CGP work booklets (English, Maths) bought for each child to support learning at home. • Power of Reading to be introduced and implemented in autumn term.
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP																			
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Cloudside Academy

6	16	£20,000	<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 is moderated, often by the Local Authority. These are the results for 2019:</p> <table border="1" data-bbox="629 379 1458 563"> <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>75%</td> <td>88%</td> <td>75%</td> <td>80%</td> <td>63%</td> <td>78%</td> </tr> <tr> <td>GD</td> <td>25%</td> <td>44%</td> <td>19%</td> <td>39%</td> <td>6%</td> <td>27%</td> </tr> </tbody> </table> <p>Evaluation of the strategy</p> <p>Progress in writing for ARE and GDS children from KS1 data has continued to diminish, with progress being made from the end of previous year's achievement. The interventions put in place for spelling, punctuation and grammar and application in 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 when asked to attend pre-school boosters so after school boosters have been implemented for these children mainly and thus the impact was not as prominent in comparison to end of KS1 data. 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, this teaching was targeted at EXS to GDS children and raised the secure level of EXS children and diminished the gap in those achieving GDS in this cohort.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	ARE	75%	88%	75%	80%	63%	78%	GD	25%	44%	19%	39%	6%	27%	<ul style="list-style-type: none"> • Quality first teaching to target pupil gaps in learning on a daily basis. • After school booster classes for targeted children • CGP works booklets (English, Maths and Arithmetic) bought for each child to support learning in lessons during the afternoon and at home. • CGP support books bought to support morning lessons. • Power of Reading to be introduced and implemented in autumn term. • Accelerated Reader to be bought and introduced for use in school and at home. •
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP																			
ARE	75%	88%	75%	80%	63%	78%																			
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Cloudside Academy

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

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Lexia	43 (y3 & y4)	From English Budget	Impact was recorded during lesson sequences and all children taking part in intervention progressed through the levels. However prolonged retention of phoneme, graphemes and phonic/spelling strategies has not been maintained by all children from the end of the programme to the start of the next academic year.	Identification of children and intervention groups established quickly in new academic year. Clear baseline to be recorded and targeted groups to be run with rigor and consistency. Support to be provided by Phonics Lead from trust. Monitoring to be rigorous and fed back to SLT at regular intervals.
Mathletics	72	£800	Use of Mathletics in lessons and as part of homework activities in lower KS2 has seen an improved achievement in maths across the whole school compared with achievement in maths by PP children in 2017-18. Mathletics use in upper school at home has reduced however the continued use in lessons is supporting the achievement of children. 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.
Attendance Liaison Worker	72	£1,200 Attendance officer	Overall attendance has risen from 94.84% in 2016-17 to 96.1% 2017-18 to 96% 2018-19. 15 PP pupils (21%) for 2017-18 as PA was still too high. PP persistent absence has remained static at 23.68% for two consecutive years. Overall school PA is 10.68% for 2018-19	Reduce PA rate.



Cloudside Academy

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. Pupil Premium key worker has taken part in PPM meetings to provide quantitative and qualitative data on impact of provision in place.	Role will continue with a focus on supporting the children well-being and emotional development and closely linking with their academic barriers to support the child's accelerated progress.
Visits and curriculum enrichment	72	Budget within year groups	All children are given a wide range of cultural and wider curriculum opportunities which are made available throughout the school year and for the social and emotional well-being the Boxhall tracking shows improvements. 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.	Enrichment activities are planned to compliment the learning in class and to provide valuable enriching opportunities for all children. Continued use of Boxhall Profiles for tracking vulnerable children to provide teachers with key areas for social and emotional development and intervention. 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. Work continue to embed the ethos of the Participation Ladder and growing mind-set to develop the engagement and active learning of all children.
Philosophy for Children (P4C)	72	-	All teachers and learning support fully trained in P4C strategies. Implementations of P4C sessions have begun and open dialogue and discussion has been developed in all lessons with raised participation. Strategy needs to be embedded further to assess impact on academic learning and behaviours.	Continue to embed thinking and discussion skills through the wider curriculum and core lessons.



Cloudside Academy

MAT Team	72	-	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, guidance on mental health issues, substance abuse, behaviour support.	Ideally MAT team involvement will continue, however due to a restructuring with in the Local Authority this service may not be available to school to deploy for supporting families and children.
Parental Engagement	72	£4000	Parental engagement with school events and activities has increased this year and feedback from parents have shown they feel more supported and welcomed into school. Parental engagement from PP children is growing when they are specifically invited to come in and work with their children on activities.	Parental coffee mornings/afternoons will be introduced next year as well as continuing with engagement activities which have started this year.

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

- As a school cohort 63% of eligible pupils achieved ARE in Reading, 63% of eligible pupils achieved ARE in writing and 70% of eligible pupils achieved ARE in Maths. In three year-groups, the difference has diminished considerable and all have raised since 2017-18 data.

	Reading			Writing			Maths		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Year 3	81%	44%	67%	81%	33%	67%	76%	50%	76%
Year 4	30%	63%	50%	30%	56%	45%	40%	69%	73%
Year 5	74%	56%	65%	63%	44%	73%	74%	44%	65%
Year 6	32%	53%	75%	57%	53%	75%	50%	53%	63%

- 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



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- **Summary of Proposed Actions for the 2019/20**
- **Year 6 interventions and weekly boosters and use of CGP booklets to support learning to continue.**
- **Introduction of Accelerated Read 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.**
- **SMSC embedded across the curriculum along with a strong focus on British Values.**
- **Target progress of PP children through half termly reviews of tracking and Pupil Progress Meetings.**
- **Introduction of Time Tables Rock Stars.**



Cloudside Academy

Strategy for 2019-20

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					
Academy	Cloudside Academy				
Pupil Premium Leader	Paula Taylor				
Academic Year	2019-2020	Total PP budget	£86,000	Date of most recent PP Review	September 2019
Total number of pupils	251	Number of pupils eligible for PP	72	Date for next internal review of this strategy	July 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc</i>)	External barriers (<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



Cloudside Academy

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.
Year 3	Raise attainment in Maths and English so that progress is accelerated.	Ensure gap does not increase and transition maintains KS1 achievement.	<p>Phonics support where phonics screening has not been met.</p> <p>Small class sizes (3 classes)</p> <p>Arithmetic focused learning.</p> <p>Guided Writing cycle and emersion Cycle for English.</p> <p>Guided reading – Ninja Groups</p> <p>Support of individual needs</p> <p>Positive Play sessions</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>Accelerated Read training for teachers and implementation across school.</p> <p>Introduction of Times Tables Rock Stars</p>	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. Writing to be monitored through half termly writing moderation and showcase pieces.	£12,000



Cloudside Academy

<p>Year 4</p>	<p>Raise attainment in Maths and English so that progress is accelerated.</p>	<p>Ensure gap does not increase and maintain and accelerated rate of progress of children.</p>	<p>Phonics support where phonics screening has not been met.</p> <p>Small class sizes (3 classes)</p> <p>Arithmetic focused learning.</p> <p>Guided Writing cycle and emersion Cycle for English.</p> <p>Guided reading – Ninja Groups</p> <p>Support of individual needs</p> <p>Positive Play sessions</p> <p>LSA support</p> <p>Curriculum Enrichment Phonics screening and intervention for those still working towards closing a phonics gap.</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>Accelerated Read training for teachers and implementation across school.</p> <p>Introduction of Times Tables Rock Stars</p>	<p>R, W and M monitored by tracking grids and Pupil 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>£12,000</p>
<p>Year 5</p>	<p>Raise attainment in Maths and English so that progress is accelerated.</p>	<p>Ensure gap does not increase and maintain and accelerated rate of progress of children.</p>	<p>Arithmetic focused learning.</p> <p>Guided Writing cycle and emersion Cycle for English.</p> <p>Guided reading – Ninja Groups</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>R, W and M monitored by tracking grids and Pupil Progress Meetings. Weekly and half termly assessments to</p>	<p>£12,000</p>



Cloudside Academy

			<p>Support of individual needs</p> <p>Positive Play sessions</p> <p>LSA support</p> <p>Curriculum Enrichment</p> <p>Phonics screening and intervention for those still working towards closing a phonics gap.</p>	<p>Accelerated Read training for teachers and implementation across school.</p> <p>Introduction of Times Tables Rock Stars</p>	<p>be monitored in reading, arithmetic, spellings and times tables. Writing to be monitored through half termly writing moderation and showcase pieces.</p>	
Year 6	<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>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>Accelerated Reader</p> <p>Times Table Rock Starts</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>



Cloudside Academy

Whole School Initiatives	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Derbyshire Behaviour Box	Identify children who are struggling with behaviours and behaviours for learning through monitoring behaviour forms and teacher discussions.	Develop behaviour strategies to support children struggling with learning behaviours, sense of self and behaviours. Training to be provided for learning support and teachers to deliver strategy to identified children.	Inclusion Lead to monitor impact through behaviour incidence log and learning behaviours in school	£360
Lexia	On-line phonics/reading Software	EEF support Lexia as a proven programme which when used effectively raises attainment and retention of phonics knowledge. Training for new teacher and support by Lead Practitioner of phonics.	Year 3 lead and English lead.	-
Mathletics	On-line maths programme 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. Investigate Training for new teachers	Maths co-ordinator to monitor impact and use.	£800
Attendance Officer	Identification of children with persistent absences from school. Identifying trends of absences within key groups of children and	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. Identification also permits timely involvement of outside agency support when needed.	Head teacher and Inclusion Lead	£1200

Cloudside Academy

	raising awareness within school of the importance of good attendance.			
Pupil Premium Key Worker	Focus on raising levels of attainment along with raising emotional well-being of identified children.	Joint focus on academic attainment linked to improved well-being of disadvantaged children to develop and impact on the whole child.	Inclusion lead to monitor	£13,000
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.	£1000
Times Table Rock Stars	Purchase on-line resources to support multiplication skills	To provide an online engaging method of practising multiplications and fluency.	Maths Lead and SLT	£60
Accelerated Reader	Purchase books and on line resources to develop reading	Developing an engaging reading resources to be used both in school and at home to promote independent reading, fluency in reading and comprehension.	English Lead and SLT	£4615
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



Cloudside Academy

Parental Engagement	Coffee mornings/afternoons, Taster lessons – reading, writing, maths Cooking club, gardening, volunteers week, school grounds improvement	Increased involvement of parents in the disadvantaged pupil's school life as supported by EEF projects. 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
Total				£86,000

Date: August 2019

Pupil Premium Leader: Paula Taylor