

As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.

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 2019-20					
Academy	Cloudside				
Pupil Premium Leader	Susan Wass				
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 (28%)	Date for next internal review of this strategy	September 2020

Pupil Premium Report Academic Year 2019-20 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																																																																																																					
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Year Group	Numbers of Pupils eligible for Pupil Premium/percentage	Cost of initiatives/projects	Achievement Review and Evaluation of Impact	Next Steps																								
			<table border="1"> <thead> <tr> <th colspan="3">PPG No SEND Progress</th> <th colspan="3">PPB No SEND Progress</th> <th colspan="3">No PPG No SEND Progress</th> <th colspan="3">No PPB No SEND Progress</th> </tr> </thead> <tbody> <tr> <td>R 67%</td> <td>W 83%</td> <td>M 100%</td> <td>R 75%</td> <td>W 75%</td> <td>M 75%</td> <td>R 73%</td> <td>W 87%</td> <td>M 66%</td> <td>R 74%</td> <td>W 65%</td> <td>M 95%</td> </tr> </tbody> </table> <p>Evaluation of the strategy There is an issue with both boys and girls in the PP group for reading, but the boys are achieving less well than the girls in writing and maths, where the girls are achieving as well as their no PP girl cohort. Small numbers to cause figures to be skewed, so this must be considered. Further analysis is needed when looking at the achievement of the girls in the PP group for reading and writing as it is unusual to have reading lower than the writing (-17%). When looking at progress from KS1 attainment it must be recognised that the validity of the data from KS1 needs to be viewed with caution. The progress is less strong for reading across all groups and in the no PP groups maths is a concern for the girls and writing for the boys.</p>	PPG No SEND Progress			PPB No SEND Progress			No PPG No SEND Progress			No PPB No SEND Progress			R 67%	W 83%	M 100%	R 75%	W 75%	M 75%	R 73%	W 87%	M 66%	R 74%	W 65%	M 95%	
PPG No SEND Progress			PPB No SEND Progress			No PPG No SEND Progress			No PPB No SEND Progress																			
R 67%	W 83%	M 100%	R 75%	W 75%	M 75%	R 73%	W 87%	M 66%	R 74%	W 65%	M 95%																	

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

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Derbyshire Behaviour Box	5	£360	Limited impact for the pupils involved	Behaviour for the whole school must be addressed. Those who access Behaviour Support Service, will be monitored more robustly.

Lexia			This is a valuable resource that can have an impact on pupils reading.	Continue to use Lexia, but now robustly identify impact and target pupils appropriately for this support
Mathletics	Whole school		Pupils have been engaged, but impact is limited on mathematical outcomes.	This will be discontinued as the teaching of maths will be improved via the introduction of Power Maths across the school
Accelerated Reader	Whole school	£4,615	Raised enthusiasm for reading by pupils. Increased numbers of pupils reading on a regular basis.	Continue to develop strategy, ensure that all classes actively embrace and promote AR in school and at home. KS2 English leader to monitor participation robustly. Supplement books as necessary.
Raise attendance and reduce PA rates	Whole school	£1,200	Attendance was below national and impact of this element not as effective as desired. However, the COVID-19 did impact on attendance adversely	Attendance will now have a significant overhaul in 2020-2021 with more robust systems put in place. Attendance Officer will be supported and training given
Pupil Premium Key Worker	Whole school	£13,000	Limited impact	Pupil Premium funding will be managed and monitored by new Head of School. An external advisor will conduct a review of pupil premium and the funding allocations
Curriculum development including Educational experiences	Whole school	£1,000	Curriculum development has increased pupils' experiences and access to a broad and balanced curriculum. The introduction of 'The Job Shop' has had a significant impact on pupils' understanding of the 'world of work'	Continue to develop curriculum that meets the needs of the pupils with a focus on the 'world of work' and increases their cultural capital. Develop a comprehensive base of resources to support high quality curriculum delivery.
Times Table Rock Stars	Whole school	£60	Pupils are engaged	Data from this will be robustly monitored and those making less than good progress will be given additional in class support
Parental Engagement		£4,000	Vulnerable families have had support from the school and had access to support of external agencies.	Continue to work with vulnerable families and liaise with appropriate external agencies. Improve that impact of safeguarding for vulnerable pupils to ensure they receive the appropriate support in a timely manner

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

- **Pupils eligible for Pupil Premium are achieving and progressing less well than their non-eligible counterparts**

Summary of Proposed Actions for the 2020/21

- **Robust leadership of the strategy will be put in place**
- **Pivotal and vulnerable pupils will be identified and monitored rigorously**
- **Whole school strategy for improving community cohesion will be put in place**
- **Increase the sense of belonging to Cloudside will be a major focus for 2020-2021**
- **Behaviour and attendance will be overhauled and systems will be comprehensive and far reaching**

Strategy for 2020-21

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 2020-21					
Academy	Cloudside Academy				
Pupil Premium Leader	Mrs Susan Wass				
Academic Year	2020-2021	Total PP budget	£102,561	Date of most recent PP Review	To be completed this year
Total number of pupils	262	Number of pupils eligible for PP	88 (36%)	Date for next internal review of this strategy	September 2020, January 2021 July 2021

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>)
New staffing in place including 2 NQTs	A very divided community - 20% upper middle class 20% working class or non-working
Previously expectations that were not high leading to underachievement	Anti-social behaviour in the community including extreme right wing views
Historically pupils enter school with inflated prior attainment	93% white British in school, so tolerance and knowledge of other communities is low
Pupils historically have made less than expected progress	
Significant challenges in turbulent senior leadership	
Changes to leadership model and team	

3. Implementation and/or Impact of the curriculum – 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				
Year 3	<p>Precision Teaching</p> <p>Writing Support</p> <p>Maths Support</p> <p>Catch up programmes in place</p>	<p>Pupils are able to effectively use phonics and whole word reading skills confidently</p> <p>Pupils make good or better progress against prior attainment</p> <p>Pupils rapidly 'catch up' and ARE for Reading, writing and maths are in line with national as minimum</p>	<p>1:1 programme for targeted pupils</p> <p>QFT and TA targeted support</p> <p>Blended curriculum to identify gaps in learning are addressed either whole class or 1:1 / small groups</p>	<p>Evidence from EEF shows that precision teaching is effective in accelerating progress between +5 to +7 months</p> <p>EEF research shows that 1:1 support for pupils addressing gaps in learning will accelerate progress by + 3-5 months</p> <p>As a result of the COVID-19 pandemic pupils will have significant gaps in the knowledge so will need support in bridging their learning to the next year group.</p> <p>Research suggests that disadvantaged pupils will be significantly adversely impacted by loss of access to teaching during this period.</p> <p>EEF research shows that 1:1 support for pupils addressing gaps in learning will accelerate progress by + 3-5 months</p>	<p>Impact reports for pupils presented to SLT</p> <ul style="list-style-type: none"> • Attainment data • Book moderation • Learning walks • Professional dialogue <p>Comprehensive tracking and gap analysis shows that learning needs are addressed.</p> <p>Pivotal pupils are monitored at SLT on a weekly basis</p>	£6,000
Year 4	<p>Reading Support x13 PPG pupils</p> <p>Writing support x 14 PPG pupils</p>	<p>At least 75% of pupils achieve ARE as minimum and progress against prior attainment is 100%, with at least 20% of</p>	<p>On entry screening to identify key learning needs</p>	<p>EEF research shows that 1:1 support for pupils addressing gaps in learning will accelerate progress by + 3-5 months</p>	<p>Impact reports for pupils presented to SLT</p> <ul style="list-style-type: none"> • Attainment data • Book moderation • Learning walks 	£6,000

3. Implementation and/or Impact of the curriculum – 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				
	<p>Maths support x 13 PPG pupils</p> <p>Catch up programmes in place</p>	<p>pupils making accelerated progress across all subjects</p> <p>Pupils rapidly 'catch up' and ARE for Reading, writing and maths are in line with national as minimum</p>	<p>1:1 programme for targeted pupils Small group work for 'plugging' identified gaps from gap analysis tasks On entry screening to identify key learning needs</p> <p>QFT and TA targeted support</p>	<p>EEF research shows that 1:1 support for pupils addressing gaps in learning will accelerate progress by + 3-5 months</p> <p>As a result of the COVID-19 pandemic pupils will have significant gaps in the knowledge so will need support in bridging their learning to the next year group. Research suggests that disadvantaged pupils will be significantly adversely impacted by loss of access to teaching during this period</p>	<ul style="list-style-type: none"> Professional dialogue <p>Comprehensive tracking and gap analysis shows that learning needs are addressed. Pivotal pupils are monitored at SLT on a weekly basis</p>	
Year 5	<p>Reading Support x10 PPG pupils</p> <p>Writing support x 11 PPG pupils</p>	<p>75% of pupils are at ARE or better across all subjects Progress against prior attainment is 100%, with at least 20% of</p>	<p>1:1 programme for targeted pupils Small group work for 'plugging'</p>	<p>EEF research shows that 1:1 support for pupils addressing gaps in learning will accelerate progress by + 3-5 months</p>	<p>Impact reports for pupils presented to SLT</p> <ul style="list-style-type: none"> Attainment data Book moderation Learning walks 	£8,000

3. Implementation and/or Impact of the curriculum – 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				
	<p>Maths support x 9 PPG pupils</p> <p>Catch up programmes in place</p>	<p>pupils making accelerated progress across all subjects</p> <p>Pupils rapidly 'catch up' and ARE for Reading, writing and maths are in line with national as minimum</p>	<p>identified gaps from gap analysis tasks On entry screening to identify key learning needs</p> <p>QFT and TA targeted support</p>	<p>As a result of the COVID-19 pandemic pupils will have significant gaps in the knowledge so will need support in bridging their learning to the next year group. Research suggests that disadvantaged pupils will be significantly adversely impacted by loss of access to teaching during this period</p>	<ul style="list-style-type: none"> Professional dialogue <p>Comprehensive tracking and gap analysis shows that learning needs are addressed. Pivotal pupils are monitored at SLT on a weekly basis</p>	
Year 6	<p>SATs support</p> <p>Writing support x14 pupils (Basic skills and GD challenge)</p>	<p>Small group work at targeted levels to maximise impact via quality teaching and use of additional adults</p> <p>Pupils achieve or move towards achieving ARE for Writing</p>	<p>Small group or 1:1 support from TA, additional teacher looking at specific gap analysis and a targeted proactive response to LIVE data</p>	<p>Evidence (EEF) shows that targeted support early support and intervention has a significant impact on progress and can narrow the gap to peers by up to 6 months</p> <p>Scrutiny of data and test results indicate specific gaps in learning and historical under achievement of pupils that require intense support if pupils are to achieve expected or better progress from starting points.</p>	<p>SATs outcomes Data submitted half termly Evidence at Pupil Progress Meetings and RAG rated exit data from intervention tracking Comprehensive tracking and gap analysis shows that learning needs are addressed.</p>	£10,000

3. Implementation and/or Impact of the curriculum – 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				
	<p>Reading comprehension x14 pupils (Basic skills and GD challenge)</p> <p>Maths intervention x11 pupils (Basic skills and GD challenge)</p> <p>Catch up programmes in place</p>	<p>Pupils achieve or move towards achieving ARE for Reading. Pupils demonstrate greater use of inference and retrieval skills</p> <p>Pupils achieve or move towards achieving ARE for Maths</p> <p>ARE / gaps reduced Pupils rapidly 'catch up'</p>	<p>Support for vulnerable pupils to ensure emotional well-being and successful transition process</p> <p>As above</p> <p>QFT and TA targeted support</p>	<p>As a result of the COVID-19 pandemic pupils will have significant gaps in the knowledge so will need support in bridging their learning to the next year group.</p> <p>Research suggests that disadvantaged pupils will be significantly adversely impacted by loss of access to teaching during this period</p>	<p>Pivotal pupils are monitored at SLT on a weekly basis</p> <ul style="list-style-type: none"> • Attainment data • Book moderation • Learning walks • Professional dialogue 	

Whole School Initiatives/the wider curriculum	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Accelerated Reader	Pupils have greater engagement with reading. Pupils develop a love of reading.	On-line tool to monitor and encourage pupils to read more books. Pupils have access to quality texts for reading at home and at school	Research for the EEF shows that this initiative raises attainment by +5 months for eligible pupils and +3 months for all pupils. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	English Leader to monitor reading statistics from on-line information. Report to SLT. Use data to show rise in reading for pleasure through home school reading logs data	Proportionate cost plus leadership time cost £3,000
Raise attendance	Attendance improves to at least 96% for whole cohort. Attendance for PP children will be improved from XX% (18-19), XX% (19-20) to 96% (20-21) PA is reduced to be inline or below National	Attendance officer will robustly monitor and address poor attendance for all groups of pupils. No holidays will be authorised unless requested to the head prior to going and in extreme cases ONLY All absences will be questioned and ONLY authorised with the support of evidence Home visits will be made and referrals put in for less than good attendance.	Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are not in school enough. The dedicated time to support our families has and will continue to improve the attendance rates.	Reports presented to HoS every two weeks	£10,000

Whole School Initiatives/the wider curriculum	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Power of Reading	Improved levels of attainment in Reading and Writing seen for all pupils and specifically eligible pupils	High quality reading materials to support and encourage pupils to read and write more effectively. Greater number of pupils reach ARE for Reading and Writing Training for specified staff to ensure whole school practice is consistently good	Research for the EEF shows that this type of initiative raises attainment by +5 months for eligible pupils and +3 months for all pupils. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	English Leader to monitor reading and writing statistics from on-line information. Gather pupil voice Report to SLT.	£2,500
Nurture including lunchtime support	Pupils have an appropriate curriculum designed to meet their specific needs Pupils are gradually and successfully re-integrated into mainstream classes as and when appropriate with appropriate support Pupils demonstrate increase in rates of progress against prior attainment. Reduction in exclusions of vulnerable pupils (65 day 2019-20)	Specialist TAs to deliver personalised learning programmes for pupils who are unable to access mainstream curriculum. Nurture – pupils with global learning delays and pupils with ASD or other complex needs (either diagnosed or awaiting formal diagnosis) Pupils with complex SEMH receive bespoke programmes to support their emotional wellbeing and risk potential for exclusions	<ul style="list-style-type: none"> • Children who attended a NG had a significant chance of improving their learning skills (Gerrard, 2005), including language and literacy skills (Hosie, 2013); • NGs resulted in an improvement in pupils' behaviour and social skills (Cooper & Tiknaz, 2005); • Mainstream pupils in schools with NG provision improved in behavioural terms significantly better than mainstream pupils attending schools without NG provision (Cooper & Whitebread, 2007); • NGs resulted in a positive change to social and emotional functioning at home (Binnie & Allen, 2008); • NGs result in a positive attachment to school (Walker, 2010); 	SENDCo and Inclusion Leader to monitor	£25,000

Whole School Initiatives/the wider curriculum	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
	Pupils are emotional resilient	<p>In total between 20-30 pupils to access support over the year including 10-15 pupils in the Nurture Unit full time</p> <p>Pupils progress and curriculum is designed using EQUALS Curriculum</p>	<ul style="list-style-type: none"> Gains in social and emotional functioning are maintained over time by nurture group students (O'Connor & Colwell, 2002); The younger the pupil accessed the nurture group, the more significant the gains in social functioning and academic performance (Scott & Lee, 2009); <p>Equals curriculum is designed to address needs of most vulnerable pupils and will ensure they access a curriculum that meets their needs</p>		
Behaviour and attitudes	<p>Pupils' conduct behaviour is consistently good</p> <p>Behaviour for learning is strong</p> <p>Exclusions are reduced from 65 days 2019-2020</p> <p>Incidents of poor behaviour decrease</p> <p>Number of pupils accessing 'Treat Afternoon' increase</p> <p>Pupils engage in 'Job Shop'</p> <p>Number of pupils on behaviour charts or contracts decrease.</p>	<p>Implementation of revised school behaviour policy</p> <p>Termly rewards for pupils displaying positive behaviours – treat afternoons</p> <p>Substantive prizes (dip in the box)</p> <p>Job shop established with increased sense of community pride and a cohesive community established</p>	<p>Evidence shows that positive reinforcement of desired behaviours will proportionally impact on learning outcomes</p> <p>Fixed term exclusions ensure standards of behaviours are clearly communicated to pupils and parents.</p> <p>PP children have greater incidents of Fixed Term Exclusions than non- PP cohort nationally and also reflected within in school data; this needs to be addressed</p> <p>Pupils come from disparate backgrounds and there needs to be a greater level of community cohesion within the school.</p>	<p>Inclusion manager to prepare reports weekly for SLT and class teachers</p> <p>Report prepared for SLT of number of pupils accessing reward incentives</p> <p>Pupil / Parent voice</p> <p>Exclusion rates and demographics of pupils involved analysed by Inclusion manager and SLT</p>	£3,100

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Whole School Initiatives/the wider curriculum	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
	Fixed term exclusions decrease	Introduce a comprehensive, but simple behaviour system that pupils, staff and parents fully understand and engage with	Evidence from EEF show that use of similar strategies has accelerated learning by +4mths and improved self-esteem for sizeable majority.		
Family support	At risk pupils' attendance improves to at least 96% Exclusions minimised Evidence of positive parental engagement	Inclusion leader / Attendance officer to offer support as follows: Families or children 'at risk' are identified and supported at an early stage. Families are signposted to relevant support promptly. There are good communication links with other agencies. Support put in place ensures that any disruption to a child's education is minimised.	To provide support for the families of disadvantaged pupils who are facing circumstances which may impact on their learning, wellbeing or put them at risk of exclusion.	Reports from Inclusion leader / Attendance officer to SLT Parent voice	£10,000
Counselling (Mustard Seed)	Nil exclusions for this group of children Absence and PA reduced Attendance at least average	To offer a school counselling service to children who are facing emotional trauma, mental	Increase pupils' social skills, confidence and learning potential in order to impact on pupil achievement.	Pupil emotional self-assessments Attendance data reported to SLT	£9,000

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Whole School Initiatives/the wider curriculum	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
	Cohort make at least expected progress	health issues and other challenging circumstances.		Family Support worker / Inclusion manager reports	
Curriculum development including Educational experiences	<p>The curriculum map identifies increased opportunities to inspire and engage pupils' learning.</p> <p>A wide range of enrichment activities are planned for and linked to the curriculum to support and inspire learning</p> <p>In year trips are funded to replace any requirement for a voluntary contribution from PP children</p>	<p>Opportunities are widened for children to access free and subsidised activities at lunchtime and after school.</p> <p>Linked to the provision funded by the Sport and PE Premium funding, children are able to participate in a wider range of sports and compete/represent the school in competitions.</p> <p>Year 6 Residential / Reward Week subsidised</p> <p>All disadvantaged children have an opportunity to access educational experiences, regardless of ability to pay.</p>	<p>Evidence shows that pupils learning is enhanced through greater engagement in immersive education</p> <p>EEF 3-6months increase in learning progress</p> <p>Creative and connected curriculum shown to improve pupils' engagement and raise standards</p> <p>To ensure ALL pupils are able to access the opportunities of these experiences and increase 'cultural capital' particularly for vulnerable pupils</p>	<p>Pupil questionnaires</p> <p>Parental questionnaires</p> <p>Teachers / SLT to identify positive links to learning</p>	£10,000
				Total	£102,600

Cloudside Academy

Date: _____

Pupil Premium Leader: _____