

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cloudside Academy
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	40.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Nicola McIntyre
Pupil premium lead	Susan Wass
Governor / Trustee lead	Richard Hazledine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,535
Recovery premium funding allocation this academic year	£15,080
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	£159,615

Part A: Pupil premium strategy plan

Statement of intent

- Our main goals are to ensure that Pupil Premium children's achievements are in line with their non-pupil premium peers. This year our main priorities focus on the following areas:
 - A. Improve oral language skills and increase children's progress in reading for pupils eligible for PP
 - B. Improve personal, social and emotional skills for pupils eligible for PP
 - C. Improve academic attainment for PP children impacted by 2020 and 2021 lockdowns
 - D. Increase attendance rates for children eligible for PP
 - E. Increase accessibility of out of school experiences for pupils eligible for PP
 - F. To further engage with parents and carers of pupil premium children
- Our Pupil Premium plan works to achieving these objectives in the following ways:
 - A
 - Whole school focus on reading and the use of vocabulary within lessons. This includes professional development training for all staff within the school on the subject of reading; moderation throughout the year to ensure judgements are correct and whole school initiatives on reading such as the use of the word of the day and magpie walls within class.
 - Focused interventions on Reading to narrow the gap between PP children and their peers in this area.
 - Phonics precision interventions in place for children who are not at age-related expectation in this area.
 - B
 - Implementation of the PSHE curriculum across the school, including regular monitoring and feedback from staff and the pupils.
 - RSE curriculum in place, made available to all children. • Social and emotional interventions led by the schools Education, Welfare and Pastoral Support lead.
 - C
 - Whole school approaches to teacher developed through the implementation of subject leaders across the school.
 - Pupil Progress Meetings used to identify Pupil Premium children and implement further in class support, where needed.
 - Additional academic interventions in place to support PP children.
 - Deployment of the school's catch-up Tutor to support any children who were adversely affected by previous lockdowns.

- D
 - Weekly attendance monitoring
 - Support in place from the Attendance Officer lead for parents/carers. This helps them in addressing any barriers to attendance.

- E
 - Funding in place for trips, enrichment and music tuition throughout the school.

- F
 - School to build in further opportunities to communicate and engage with the school, alongside existing approaches to communication. This includes open mornings and meet the teacher meetings.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills and development are lower for pupils eligible for PP than for other pupils. This is also impacted on by their lack of reading/listening to high-quality children's literature. This will slow reading progress in subsequent years.
2	Personal, social and emotional development is lower for pupils eligible for PP than for other pupils. This will limit learning overall over-time.
3	Lockdowns of 2020 and 2021 meant that some children were unable to access some aspects of the curriculum, even when supported by the school, this has created some gaps in learning
4	Attendance rates for pupils eligible for PP in 2020-2021 were 95.39% which was below that of the target set for all pupils of 96.5% and below non-PP which was 98.54% - whole school was 97.29% Target for the school in 2021-2022 is 97%
5	Pupils eligible for PP have limited out-of-school experiences, which limit their vocabulary and understanding of the world.

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
Improve oral language skills and increase children's progress in reading for pupils eligible for PP.	Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.
Improve personal, social and emotional skills for pupils eligible for PP.	Pupils eligible for PP have a reduced number of behaviour incidents relating to their PSE skills.
Reduce the gap in attainment created by the national lockdown and limited exposure to the curriculum in the 2020 lockdown.	Increase the proportion of PP children achieving ARE in Reading, Writing and Maths.
Increase attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance continues to improve in line with other pupils.
Increase accessibility of out-of-school experiences for pupils eligible for PP.	All pupils eligible for PP take part in out of-school experiences and are included at all times, reducing financial barriers.
Increase parental engagement in their children's learning for families eligible for PP.	Each PP family attends at least one school-based engagement event to support their child in their learning.

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: £ 78,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Guidance on classroom environments includes a range of elements that will contribute towards improving children's vocabulary. E.g. word of the day and magpie displays.	Documents such as 'Why closing the word gap matters' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.	1,2,3
Processes for ALL members of staff on how to develop vocabulary within their teaching and learning environment	CPD throughout the year to support strong oracy development based on the Development of Oracy skills in school-aged learners (CUP) Voice 21 EEF Oral Language Interventions increases progress by +6 months	1
CPD for teachers with the focus on reading skills to enable high quality teaching for all and the use of metacognition strategies.	CPD to develop teacher's knowledge of teaching strategy, which will be used within the planning and delivery of Reading lessons. The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. EEF Metacognition and Self-Regulation strategies increase progress by +7 months	1,2,3
Development of PSHE curriculum across the school.	PSHE curriculum has been implemented in the previous year, this is based on the JIGSAW scheme of work. Lessons are taught on a weekly basis with monitoring consisting of pupil voice, learning walks and book looks.	2
Development of the RSE curriculum across the school.	PP children have a progressive PSE curriculum from Year 3-Year 6 which provides them with	2

	content such as consent, responsibility, and reproduction	
CPD on core and foundation subjects to develop staffs 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.	1,2,3
Due to the gaps in the curriculum from recent lockdowns, subject leader monitoring will act to review if there are any gaps in learning and where necessary, adaptations will be made within their curriculum.	Subject leaders are provided with time out of class on half termly basis, where a range on monitoring will be completed across the year. This includes, pupil voice, book looks, learning walks and planning scrutiny,	3
Accelerated Reader scheme re-introduced to raise attainment in reading.	As per EEF stating that effective feedback has a high impact. Accelerated Reader has engages 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	1
CPD for teachers with a focus on reading skills to enable high quality teaching for all and the use of metacognition strategies with by introducing 'Thinking Matters' approach to learning CPD staff in the structure and order of lessons to ensure that knowledge is retained by our pupils	EEF note that the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Teachers much have the appropriate training and CPD to confident in the knowledge of this teaching strategy and the impact that it can have on their cohort.	1, 4

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

Budgeted cost: £ 54,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Year 3 pupils to be screened for phonic capability and for dyslexia	<p>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.</p> <p>EEF show that early interventions will give on average 5 months progress</p>	1,3
Focussed phonics groups to be implemented using RWInc in the Autumn term to ensure pupils are well equipped to fully access all aspects of their learning	<p>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.</p> <p>EEF show that early and targeted phonic interventions will give on average 5 months progress</p>	1,3
Focus reader groups to be implemented within the Autumn Term providing 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
Introduce Active Spelling for Years 4-6 in the Autumn term and for most of Y3 from the Spring term	<p>EEF evidence suggests that systematic approaches to reading and vocabulary including spelling approaches increases pupils progress by up to 6 mths.</p> <p>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.</p>	1,3
Pastoral Support and Education Welfare 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

<p>Support staff deliver social and emotional interventions such as Lego therapy and Zones of Regulation.</p>	<p>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.</p>	<p>2,4</p>
<p>Mental Health lead will be trained to develop whole school and in class approaches to support children with self-regulation and understanding their emotions.</p>	<p>As per the EEF school approaches to self-regulation have a low cost but a high impact with the potential of +7 months gained.</p>	<p>2,</p>
<p>Targeted support of PP children whose attainment was impacted by recent lockdowns, this includes in-class support and small group support across year groups.</p>	<p>As per the EEF small group tuition has shown to have a potential of +4 months in attainment levels.</p>	<p>2,3,</p>

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

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	“Supporting the attainment of disadvantaged pupils” (Nov 2015) clearly states that children have to be in school before they can access their learning. Those children eligible for PP ended the last academic year with an overall attendance percentage of 95.39% compared to the whole school percentage of 97.29%, this is a drop from previous years where PP and the whole school attendance figures were in-line with one another. PP attendance will be a focus priority for the academic year of 2021- 2022.	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 financially PP parents/carers with this.	5
Fund cost of clubs and music tuition	Families eligible for PP do not always notify the school of their status and receive help so an incentive is used to encourage parents to apply and provide an additional but necessary piece of school uniform.	5
Develop strong relationships with parents across the school through a range of communication methods.	Communication has been a priority in 2020-2021 due to leadership changes, as such, the school will continue to frequently send out information with an emphasis on electronic mail. As social distancing restrictions have now been lifted, the school will recommence open mornings and face to face contact such as ‘meet the teacher’ meetings.	3,4,5
Training and resources for Rainbows Loss and Bereavement programme	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.	2,4

Total budgeted cost: £ 159,615

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 2020 to 2021 academic year.

Measures	Activities / Initiatives	Evaluation																																																																																																								
To diminish the gap in attainment between disadvantaged pupils and non-disadvantaged pupils	<p>Precision Teaching</p> <p>Writing Support</p> <p>Maths Support</p> <p>Accelerated Reader</p>	<p>Pupils were able to effectively use phonics and whole word reading skills confidently</p> <p>Pupils made good or better progress against prior attainment</p> <p>Pupils had a greater engagement with reading. Pupils developed a love of reading.</p>																																																																																																								
Address gaps in learning through in class support	<p>Writing Support</p> <p>Maths Support</p>	<table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>Autumn 1 Actual</th> <th>Autumn 2 Actual</th> <th>Spring 2 Actual</th> <th>Summer 1 Actual</th> <th>Summer 2 ARE expectations</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td colspan="8" style="text-align: center;">Year 3 (73)</td> </tr> <tr> <td>Writing</td> <td>53% (39)</td> <td>36% (27)</td> <td>49% (37)</td> <td>53% (40)</td> <td>55% (41)</td> <td>60% (44)</td> <td>59% (44)</td> </tr> <tr> <td>Maths</td> <td>26% (19)</td> <td>45% (34)</td> <td>59% (45)</td> <td>68% (52)</td> <td>69% (52)</td> <td>65% (47)</td> <td>80% (60)</td> </tr> <tr> <td colspan="8" style="text-align: center;">Year 4 (71)</td> </tr> <tr> <td>Writing</td> <td>57% (41)</td> <td>55% (39)</td> <td>54% (39)</td> <td>58% (31)</td> <td>59%(43)</td> <td>72% (52)</td> <td>63% (45)</td> </tr> <tr> <td>Maths</td> <td>31% (22)</td> <td>49% (35)</td> <td>53% (38)</td> <td>55% (40)</td> <td>63%(46)</td> <td>69% (50)</td> <td>68% (49)</td> </tr> <tr> <td colspan="8" style="text-align: center;">Year 5 (53)</td> </tr> <tr> <td>Writing</td> <td>38% (20)</td> <td>38% (20)</td> <td>60% (32)</td> <td>58% (31)</td> <td>69% (37)</td> <td>75% (40)</td> <td>76% (41)</td> </tr> <tr> <td>Maths</td> <td>49% (26)</td> <td>51% (27)</td> <td>72% (38)</td> <td>64% (34)</td> <td>65% (35)</td> <td>75% (40)</td> <td>76% (41)</td> </tr> <tr> <td colspan="8" style="text-align: center;">Year 6 (61)</td> </tr> <tr> <td>Writing</td> <td>52% (32)</td> <td>52% (32)</td> <td>61% (37)</td> <td>62% (37)</td> <td>67% (40)</td> <td>60% (37)</td> <td>72% (43)</td> </tr> <tr> <td>Maths</td> <td>51% (31)</td> <td>67% (41)</td> <td>72% (44)</td> <td>70% (42)</td> <td>80% (48)</td> <td>70% (43)</td> <td>85% (51)</td> </tr> </tbody> </table> <p>For all pupils in writing and maths there was progress evidenced through the impact of specific support.</p>		Baseline	Autumn 1 Actual	Autumn 2 Actual	Spring 2 Actual	Summer 1 Actual	Summer 2 ARE expectations	Actual	Year 3 (73)								Writing	53% (39)	36% (27)	49% (37)	53% (40)	55% (41)	60% (44)	59% (44)	Maths	26% (19)	45% (34)	59% (45)	68% (52)	69% (52)	65% (47)	80% (60)	Year 4 (71)								Writing	57% (41)	55% (39)	54% (39)	58% (31)	59%(43)	72% (52)	63% (45)	Maths	31% (22)	49% (35)	53% (38)	55% (40)	63%(46)	69% (50)	68% (49)	Year 5 (53)								Writing	38% (20)	38% (20)	60% (32)	58% (31)	69% (37)	75% (40)	76% (41)	Maths	49% (26)	51% (27)	72% (38)	64% (34)	65% (35)	75% (40)	76% (41)	Year 6 (61)								Writing	52% (32)	52% (32)	61% (37)	62% (37)	67% (40)	60% (37)	72% (43)	Maths	51% (31)	67% (41)	72% (44)	70% (42)	80% (48)	70% (43)	85% (51)
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Improve personal, social, and emotional skills for pupils eligible for PP through focussed interventions.	<p>Nurture including lunchtime support</p> <p>Behaviour and attitudes</p>	<p>Initially there were 4 children in the Nurture group with a further 8 accessing support at lunchtimes. By the end of the academic year 7 pupils were in the group with a further 2 receiving ‘respite’ support throughout the day, but were not based there permanently. All pupils made good progress against prior attainment. None of the pupils had exclusions and all had positive attitudes to learning including achieving their ‘Treat Afternoon’ rewards.</p> <p>Behaviour was recorded as good during the Director of Schools QA visits.</p>																																																																																																								

	<p>Counselling (Mustard Seed)</p>	<p>Pupils have fully engaged in the new behaviour system with the following figures as testament to the positive impact the initiative has had.</p> <p>Treat Afternoon Figures</p> <table border="1" data-bbox="687 349 1481 443"> <tr> <td>Autumn 1 – 94%</td> <td>Spring 1 – N/A</td> <td>Summer 1 – 98%</td> </tr> <tr> <td>Autumn 2 – 98%</td> <td>Spring 2 – 97%</td> <td>Summer 2 – 100%</td> </tr> </table> <ul style="list-style-type: none"> • Children referred to therapy from September 2020- July 21 - 21 • Children whose therapy has ended- 14 <p>The children, who have been referred to the counselling service, present with a variety of underlying needs. These vary from bereavement, domestic violence, anger, grooming, relationships with those at home and anxiety.</p> <p>The therapeutic space, that is provided, allows them to voice their worries, concerns and fears with someone who can teach them ways of managing/ negotiating their way through the darkness and give them the tools to cope with change, loss and acceptance.</p>	Autumn 1 – 94%	Spring 1 – N/A	Summer 1 – 98%	Autumn 2 – 98%	Spring 2 – 97%	Summer 2 – 100%
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<p>Improve reading outcomes for children eligible for PP through staff training and phonics precision sessions for children.</p>	<p>Accelerated Reader</p> <p>Precision Teaching</p> <p>Power of Reading</p>	<p>Accelerated reader has had a significant impact for all pupils across the school with an average pupils making XX months progress in 10 months. Pupil premium pupils made comparable progress to their non-PPG cohort.</p> <p>33 pupils accessed Precision Teaching, 61% completed programme fully. Of the 13 still to complete this programme, 92% have diagnosed SEND as well as attracting pupil premium funding. All pupils have increased in their confidence with their reading and their reading ages have increased on average by 11 months over the 6 months they accessed the programme.</p> <p>Power of Reading has ensured pupils have had full access to quality texts and quality first teaching of reading.</p> <p>95% of pupils in the school made expected or better progress against their prior attainment. Pupil Premium pupils made comparable progress to their non-PPG cohort,</p>						

		with 56% of PPG pupils making accelerated progress against their prior attainment.																											
Continue to diminish the difference in attendance of disadvantaged pupils to non-disadvantaged.	<p>Attendance officer will robustly monitor and address poor attendance for all groups of pupils.</p> <p>No holidays will be authorised unless requested to the head prior to going and in extreme cases ONLY</p> <p>All absences will be questioned and ONLY authorised with the support of evidence</p> <p>Home visits will be made and referrals put in for less than good attendance.</p>	<p>Attendance for whole school was 97.29%, with attendance for PP children at 95.39%.</p> <p>Whilst attendance for PP children has significantly improved from 2019-2020, the gap now needs to be narrowed even further to ensure disadvantaged pupils are in school for a greater percentage of time.</p> <p>The figure for PP children was adversely impacted by 2 pupils who had significantly poor attendance that was addressed by the Attendance Officer and DSL. Social care were involved and one of the children's parents received a penalty notice through the courts.</p>																											
Increase accessibility of out-of-school and extra-curriculum experiences for pupils eligible for PP.		Clubs and visits were unable to go ahead due to the global pandemic.																											
Raise Attendance		<p>Attendance was greatly improved for</p> <table border="1"> <thead> <tr> <th></th> <th>Current</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>97.38%</td> <td>96.00%</td> </tr> <tr> <td>Boys</td> <td>96.74%</td> <td>96.00%</td> </tr> <tr> <td>Girls</td> <td>98.02%</td> <td>96.20%</td> </tr> <tr> <td>PP</td> <td>95.91%</td> <td>94.10%</td> </tr> <tr> <td>Non FSM</td> <td>98.45%</td> <td>96.51%</td> </tr> <tr> <td>SEN</td> <td>96.51%</td> <td>96.10%</td> </tr> <tr> <td>No SEN</td> <td>97.87%</td> <td>96.40%</td> </tr> <tr> <td>EAL</td> <td>99.70%</td> <td>96.20%</td> </tr> </tbody> </table>		Current	National	All	97.38%	96.00%	Boys	96.74%	96.00%	Girls	98.02%	96.20%	PP	95.91%	94.10%	Non FSM	98.45%	96.51%	SEN	96.51%	96.10%	No SEN	97.87%	96.40%	EAL	99.70%	96.20%
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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.