

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	267
Proportion (%) of pupil premium eligible pupils	40.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Nicola McIntyre Executive Headteacher
Pupil premium lead	Jodie Milson Head of School
Governor / Trustee lead	Richard Hazledine Link Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,736
Recovery premium funding allocation this academic year	£14,515
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	£168,251

Part A: Pupil premium strategy plan

Statement of intent

At Cloudside Academy, we are completely committed to enhancing pupil achievement and wellbeing irrespective of their personal circumstances. We want all of our children to do well and to thrive in their learning. Our main goal for our pupil premium strategy is to ensure that Pupil Premium children's achievements are in line with their non-pupil premium peers. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

This year our main priorities focus on the following areas:

- Improve oral language skills and communication skills to increase children's progress in reading for pupils eligible for PP
- Improve personal, social and emotional skills and the mental health for pupils eligible for PP
- Improve academic attainment for PP children, in particular our SEND PP cohort, through strategic, well-designed interventions
- Increase attendance rates for children eligible for PP
- Increase accessibility of out of school experiences for pupils eligible for PP
- Increase the support for pupils who have limited experiences beyond their home life and immediate community.

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	Our pupils and their families have social & emotional difficulties, including medical and mental health issues, especially following COVID 19 pandemic. This will limit learning overall over-time.															
3	Low attainment and slow progress rates made by pupil premium/disadvantaged children, in particular our SEND PP Cohort. The children have gaps and misconceptions resulting in them finding it difficult to retain/recall prior knowledge.															
4	<p>Attendance rates for 2021-2022:</p> <table border="1"> <thead> <tr> <th></th> <th>2021-2022</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>95.3%</td> <td>96.0%</td> </tr> <tr> <td>PA</td> <td>7.3%</td> <td>8.4%</td> </tr> <tr> <td>Pupil Premium</td> <td>94.3%</td> <td>94.01%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>96.1%</td> <td>96.51%</td> </tr> </tbody> </table> <p>Pupil Premium attendance is still below Non Pupil Premium but the gap is closing. Target for the school in 2022-2023 is 97%</p>		2021-2022	National	Attendance	95.3%	96.0%	PA	7.3%	8.4%	Pupil Premium	94.3%	94.01%	Non Pupil Premium	96.1%	96.51%
	2021-2022	National														
Attendance	95.3%	96.0%														
PA	7.3%	8.4%														
Pupil Premium	94.3%	94.01%														
Non Pupil Premium	96.1%	96.51%														
5	Pupils eligible for PP have limited out-of-school experiences, which limit their vocabulary and understanding of the world.															
6.	Due to financial constraints, our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these. Our disadvantaged pupil do not visit places of academic reference and many do not have experiences outside of Sandiacre.															

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
<p>Pupils regain those key skills (independence, resilience and good behaviours for learning) that will allow them to rapidly recover academically from the lost learning during the COVID pandemic and enforced closure.</p>	<p>All pupil premium children, whatever their prior attainment, make at least expected progress</p> <p>Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through DCPro behaviour reports</p> <p>Pupil premium pupils make at least expected progress against prior attainment</p> <p>Standards in books show all pupils, regardless of their starting point make at least good progress</p> <p>Peer Mediators and Behaviour Champions support children to resolve problems and recognise difference and why people show different types of behaviours.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Wellbeing award is achieved in school evidencing impact for all stakeholders by Summer 2023</p> <p>Senior Mental Health Lead Training Programme is complete in the academic year 2022-2023 which enables the identification and support of these families and alleviates specific barriers to learning.</p> <p>Improvements in overcoming barriers for specific children including a reduction in low level disruption, increased participation in class, increased social integration, as measured through DCPro behaviour reports and observations.</p> <p>All stakeholders are actively engaged with Nottingham Citizens.</p> <p>Pupils' cultural capital is raised through the enrichment programme and the introduction of the Pupil Passports.</p> <p>Children with low levels of resilience are targeted for support via ELSA, Mustard Seed (Counselling) or bespoke work around behaviour and resilience.</p>
<p>All pupils take part and participate in school trips and other activities that extend their academic experience including after school clubs and other extra-curricular activities. This ensures that our pupils have a breadth of experiences that enable them to contextualise their learning.</p>	<p>All children in school have access to the enrichment programme on offer</p> <p>Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance the progress of their learning, as measured through DCPro reports and pupil voice</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences</p>

<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up'</p>	<p>Pupil premium pupils make at least expected progress against prior attainment</p> <p>The Curriculum is judged to be Good in all subjects with some Outstanding features in core subjects</p> <p>The quality of teaching and learning is judged to be 100% Good with 30% Outstanding</p> <p>Standards in books show all pupils, regardless of their starting point make at least good progress or exceed prior attainment standards.</p> <p>All staff consistently and effectively identify misconceptions and provide effective interventions to address these with immediacy as evidenced in work watch monitoring</p> <p>Bespoke CPD to provide mentoring and coaching for all staff across the school to ensure quality first teaching</p> <p>Further embedding of Thinking Schools Approach to support metacognition.</p>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>A reduction in the number of persistent absentees among pupils eligible for pupil premium to 7% or below</p> <p>Overall Pupil Premium attendance continues to improve in line with other pupils</p>
<p>Pupils have a breadth of experiences that enable them to contextualise their learning, through an engaging, broad and varied curriculum.</p> <p>School to provide children with access to technology which they cannot access at home.</p>	<p>Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance the progress of their learning, as measured through DCPro reports and pupil voice</p> <p>The quality of teaching and learning is judged to be 100% Good with 30% Outstanding</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day</p>

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: £ 83,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Processes for ALL members of staff on how to develop vocabulary within their teaching and learning environment</p> <p>Implementation of the oracy documents created by KW (English Lead)</p>	<p>CPD throughout the year to support strong oracy development based on the Development of Oracy skills in school-aged learners (CUP)</p> <p>Voice 21</p> <p>EEF Oral Language Interventions increases progress by +6 months</p>	1,2,3
<p>Accelerated Reader scheme used to raise attainment in Literacy.</p> <p>Implementation of PALs</p> <p>Further enrichment of quality texts across the school and the whole curriculum.</p>	<p>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</p> <p>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</p>	1,3
<p>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</p> <p>CPD staff in the structure and order of lessons to ensure that knowledge is retained by our pupils</p>	<p>EEF note that the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>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.</p>	3,5,6
<p>Curriculum visits so that learning is enhanced through hands on experiences (Pupil Passports implemented)</p>	<p>Our curriculum is contextualised and embedded through the use of curriculum based trips to make sense of the theory and transfer this theology to real life situations.</p> <p>Ensure that all children can go on off site visits. The use of the mini bus will lower the prices of visits due</p>	3,5,6

<p>Mini Bus lease to allow for more visits and sporting competitions access.</p> <p>Library visits to resume for all pupils each half term to develop a love of reading</p>	<p>to eliminating the price of a bus, increasing the opportunities for all children to attend visits and receive hands on practical experiences. These experiences will enhancing their cultural capital, providing experiences that they would not have outside of school.</p> <p>Our pupil premium children may be placed at a further disadvantage due to financial constraints the result in them not accessing these trips that can and will embed the learning within the classroom.</p> <p>The school will support financially PP parents with this</p>	
<p>Embed the PHSE curriculum across the school</p> <p>Develop the RSE curriculum across the school</p>	<p>“High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.” Department for Education (DfE)</p> <p>The Do SRE for schools notes that an effective delivery of the SRE curriculum promotes the safeguarding and wellbeing of young people, helping them to keep themselves safe from harm, both on and offline</p>	2,3
<p>CPD on core and foundation subjects to develop staffs subject knowledge and approaches to teaching in a wide range of areas.</p> <p>Implementation of a new lesson structure.</p> <p>Implementation of PPA coaching conversations</p> <p>Further embed the Thinking Schools approach</p>	<p>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.</p> <p>As per EEF stating that Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. They recognise the impact of the strategies stating that children make progress of 7+ months.</p>	1,3,5,6
<p>Subject leader monitoring will act to review if there are any gaps in learning and where necessary,</p>	<p>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,</p>	1,3

adaptations will be made within their curriculum.	pupil voice, book looks, learning walks and planning scrutiny,	
---	--	--

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

Budgeted cost: £ 55,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All Year 3 pupils to be screened for phonic capability and for dyslexia</p> <p>Any new children to Cloudside will be screened for Dyslexia</p>	<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
<p>Focused 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>	<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
<p>Focus reader groups to target children who are low attaining in reading and phonics the opportunity to read more with an adult.</p>	<p>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.</p>	1,3
<p>Embed Active Spelling across the school</p>	<p>EEF evidence suggests that systematic approaches to reading and vocabulary including spelling approaches increases pupils progress by up to 6 months.</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
<p>Safeguarding and Attendance lead implements a range of social and emotional based interventions, including emotional literacy, drawing and talking and helping hands.</p>	<p>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.</p>	2

<p>Support staff deliver social and emotional interventions such as Lego therapy and Zones of Regulation.</p> <p>Introduction of ELSA</p> <p>Implementation of bespoke work with target children to work on behaviour, emotional resilience and self-regulation of their own behaviour.</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 in below ARE, 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>
<p>Continue to embed attendance policy and amend in light of new guidance</p> <p>Continue to enhance the robust systems and procedures for attendance</p> <p>Attendance newsletter distributed X2 per half-term</p> <p>Continue to embed pupil awards and incentives for good school attendance</p> <p>Embed attendance rewards and incentives for all pupils</p>	<p>As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.</p> <p>NFER research found that schools that are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success. Of which number 2 is addressing behaviour and attendance</p> <p>DFE Improving attendance at school notes without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers. These schools are on the lookout for poor patterns of attendance in their nurseries and address them as soon as they become concerned.</p>	<p>4,2</p>

<p>Embed, review the drive team for Nottingham Citizens</p>	<p>Citizens UK helps its 450 member institutions to develop leaders, so they can participate in public life and hold politicians and other decision-makers to account on the issues that matter to them. Being a part of this programme gives our disadvantaged pupils a voice that can be heard at a national level</p>	<p>1,2,5,6</p>
---	--	----------------

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

Budgeted cost: £ 29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the Safeguarding and Attendance Lead to raise standards of attendance for PP pupils e.g. working with families to remove barriers for attendance.	“Supporting the attainment of disadvantaged pupils” (Nov 2015) clearly states that children have to be in school before they can access their learning. Those children eligible for PP ended the last academic year with an overall attendance percentage of 94.3% compared to the non PP percentage of 96.1%, 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 2022- 2023.	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. Evidence shows that pupils learning is enhanced through greater engagement in immersive education EEF 3-6months increase in learning progress Creative and connected curriculum shown to improve pupils’ engagement and raise standards	2,5,6
Fund cost of clubs and music tuition	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. Evidence shows that pupils learning is enhanced through greater engagement in immersive education EEF 3-6months increase in learning progress Creative and connected curriculum shown to improve pupils’ engagement and raise standards	2,5,6
Develop strong relationships with parents across the school through a range of communication methods. Continue to strengthen the Recently formed Parent Forum. Weekly newsletter to be continue to enhance communication	As per the EEF school approaches to parent engagement have a low cost but a high impact with the potential of +4 months gained.	2,4,5,6

Develop lunchtime provisions through the use of Play leaders and Peer moderators.	As per the EEF school approaches to self-regulation have a low cost but a high impact with the potential of +7 months gained.	2,5,6
---	---	-------

Total budgeted cost: £ 168,251

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 2021 to 2022 academic year.

Measures	Activities / Initiatives	Evaluation
Improve oral language skills and increase children's progress in reading for pupils eligible for PP	<p>Guidance on classroom environments includes a range of elements that will contribute towards improving children's vocabulary.</p> <p>Processes for ALL members of staff on how to develop vocabulary within their teaching and learning environment</p> <p>CPD for teachers with the focus on reading skills to enable high quality teaching for all and the use of metacognition strategies.</p> <p>Accelerated Reader scheme re-introduced to raise attainment in reading.</p> <p>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</p> <p>CPD staff in the structure and order of lessons to ensure that knowledge is retained by our pupils</p>	<p>Ofsted Jan 2022, judged quality of education good. Ofsted identified that pupils read widely and often and leaders identify and address gaps in readers' skills.</p> <p>Children are confidently speaking like a Mathematician (SLAM) within Maths lessons, resulting in more confident responses to reasoning questions. The English Lead has completed CPD on strengthening Oracy across the whole curriculum with the use of Key vocabulary and sentence stems.</p> <p>Precision teaching was accessed by 29 pupils, 59% completed the programme fully. All 29 children have made progress, moving through the levels.</p>
Improve personal, social and emotional	Development of PSHE curriculum across the school.	Behaviour and attitudes Behaviour in school is now judged to be good because both conduct and learning behaviours are consistently good. OFSTED

<p>skills for pupils eligible for PP</p>	<p>Development of the RSE curriculum across the school.</p> <p>Pastoral Support and Education Welfare lead implements a range of social and emotional based interventions, including emotional literacy, drawing and talking and helping hands.</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>and QA evidence. Pupils and staff understand and use the school's behaviour system effectively. The number of pupils able to access the half termly treats have increased. Big termly rewards are well received by whole school community.</p> <p>Pupils talk positively about being part of Cloudside and they enjoy coming to school. During the QA, it was recognised that 'Pupils' attitudes to learning are strong. They value the support they receive and see themselves as learners. Pupils embrace the rewards they are offered and are keen to celebrate their achievements in assemblies and with visitors to the school. This results in the good progress they make in learning.'</p>																																			
<p>Improve academic attainment for PP children impacted by 2020 and 2021 lockdowns</p>	<p>CPD on core and foundation subjects to develop staffs subject knowledge and approaches to teaching in a wide range of areas.</p> <p>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.</p> <p>All Year 3 pupils to be screened for phonic capability and for dyslexia</p> <p>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>	<p>Ofsted Jan 2022, judged behaviour and attitudes as good. Ofsted stated 'Teachers and support staff are skilled in developing pupils' learning. They ask questions to check pupils' understanding in lessons.'</p> <p>All children in Year 3 received additional Phonics provision during the Autumn term. All children</p> <p>Dyslexia screening was completed across the whole Year 3 cohort and reasonable adjustments implemented for those children as appropriate.</p> <p>Adaptations were made to the curriculum, especially core subjects, to address areas taught through home learning. Basic skills were focused on to ensure that children had a strong foundation to build upon.</p> <table border="1" data-bbox="794 1653 1481 2060"> <thead> <tr> <th></th> <th></th> <th>2018</th> <th>2019 National</th> <th>2019</th> <th>2022 National</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Expected Standard</td> <td>65%</td> <td>73%</td> <td>61%</td> <td>74%</td> <td>65%</td> </tr> <tr> <td></td> <td>Greater Depth Standard</td> <td>17</td> <td>28%</td> <td>21%</td> <td></td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>Expected Standard</td> <td>75%</td> <td>78%</td> <td>80%</td> <td>69%</td> <td>83%</td> </tr> <tr> <td></td> <td>Greater Depth Standard</td> <td>30</td> <td>20%</td> <td>34%</td> <td></td> <td>22%</td> </tr> </tbody> </table>			2018	2019 National	2019	2022 National	2022	Reading	Expected Standard	65%	73%	61%	74%	65%		Greater Depth Standard	17	28%	21%		26%	Writing	Expected Standard	75%	78%	80%	69%	83%		Greater Depth Standard	30	20%	34%		22%
		2018	2019 National	2019	2022 National	2022																															
Reading	Expected Standard	65%	73%	61%	74%	65%																															
	Greater Depth Standard	17	28%	21%		26%																															
Writing	Expected Standard	75%	78%	80%	69%	83%																															
	Greater Depth Standard	30	20%	34%		22%																															

	Introduce Active Spelling for Years 4-6 in the Autumn term and for most of Y3 from the Spring term	<table border="1"> <tr> <td>GPVS</td> <td>Expected Standard</td> <td>57%</td> <td>78%</td> <td>75%</td> <td>72%</td> <td>78%</td> </tr> <tr> <td></td> <td>Greater Depth Standard</td> <td>15%</td> <td>34%</td> <td>36%</td> <td></td> <td>39%</td> </tr> <tr> <td>Maths</td> <td>Expected Standard</td> <td>69%</td> <td>79%</td> <td>71%</td> <td>71%</td> <td>67%</td> </tr> <tr> <td></td> <td>Greater Depth Standard</td> <td>15%</td> <td>23%</td> <td>21%</td> <td></td> <td>19%</td> </tr> <tr> <td colspan="2">RWM Combined EXS</td> <td>54%</td> <td>65%</td> <td>55%</td> <td>59%</td> <td>63%</td> </tr> <tr> <td colspan="2">RWM Combined GDS</td> <td></td> <td></td> <td></td> <td></td> <td>9%</td> </tr> <tr> <td colspan="2">Progress Reading</td> <td>-4.14</td> <td></td> <td>-4.18</td> <td></td> <td>-1.36</td> </tr> <tr> <td colspan="2">Progress Writing</td> <td>-1.1</td> <td></td> <td>0.28</td> <td></td> <td>2.43</td> </tr> <tr> <td colspan="2">Progress Maths</td> <td>-4.0</td> <td></td> <td>-3.06</td> <td></td> <td>-1.01</td> </tr> </table>	GPVS	Expected Standard	57%	78%	75%	72%	78%		Greater Depth Standard	15%	34%	36%		39%	Maths	Expected Standard	69%	79%	71%	71%	67%		Greater Depth Standard	15%	23%	21%		19%	RWM Combined EXS		54%	65%	55%	59%	63%	RWM Combined GDS						9%	Progress Reading		-4.14		-4.18		-1.36	Progress Writing		-1.1		0.28		2.43	Progress Maths		-4.0		-3.06		-1.01
GPVS	Expected Standard	57%	78%	75%	72%	78%																																																											
	Greater Depth Standard	15%	34%	36%		39%																																																											
Maths	Expected Standard	69%	79%	71%	71%	67%																																																											
	Greater Depth Standard	15%	23%	21%		19%																																																											
RWM Combined EXS		54%	65%	55%	59%	63%																																																											
RWM Combined GDS						9%																																																											
Progress Reading		-4.14		-4.18		-1.36																																																											
Progress Writing		-1.1		0.28		2.43																																																											
Progress Maths		-4.0		-3.06		-1.01																																																											
Increase attendance rates for children eligible for PP	Support from the Pastoral, Welfare and Education Support Lead to raise standards of attendance for PP pupils e.g. working with families to remove barriers for attendance.	<p>Attendance for this academic year in comparison to previous years:</p> <table border="1"> <thead> <tr> <th></th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> <th>2021-2022</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>95.8%</td> <td>95.6%</td> <td>97.3%</td> <td>95.3%</td> <td>96.0%</td> </tr> <tr> <td>PA</td> <td>10.4%</td> <td>8.3%</td> <td>4.2%</td> <td>7.3%</td> <td>8.4%</td> </tr> <tr> <td>Pupil Premium</td> <td>94.6%</td> <td>93.9%</td> <td>95.9%</td> <td>94.3%</td> <td>94.01%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>96.1%</td> <td>96.3%</td> <td>98.5%</td> <td>96.1%</td> <td>96.51%</td> </tr> </tbody> </table> <p>Our PP attendance is greater than National. The lifting of Pandemic travel restrictions has resulted in a number of unauthorised holidays being taken during term time. Unauthorised Holidays during term time: Total 24 pupils – 207 Sessions = 103.5 days</p> <p>Regular attendance checks by the Attendance Officer are completed alongside the Executive Headteacher and attendance has improved. Comparative data after Registration check letters: Children Below 97%. Where meetings with parents were needed, support was offered and improvements in punctuality and attendance has improved. The Ofsted report reflects this: ‘Leaders work with parents to improve pupils’ attendance.’ Poor attendance, or where a child is at risk of poor attendance, continues to be rigorously challenged.</p>		2018-2019	2019-2020	2020-2021	2021-2022	National	Attendance	95.8%	95.6%	97.3%	95.3%	96.0%	PA	10.4%	8.3%	4.2%	7.3%	8.4%	Pupil Premium	94.6%	93.9%	95.9%	94.3%	94.01%	Non Pupil Premium	96.1%	96.3%	98.5%	96.1%	96.51%																																	
	2018-2019	2019-2020	2020-2021	2021-2022	National																																																												
Attendance	95.8%	95.6%	97.3%	95.3%	96.0%																																																												
PA	10.4%	8.3%	4.2%	7.3%	8.4%																																																												
Pupil Premium	94.6%	93.9%	95.9%	94.3%	94.01%																																																												
Non Pupil Premium	96.1%	96.3%	98.5%	96.1%	96.51%																																																												

<p>Increase accessibility of out of school experiences for pupils eligible for PP</p>	<p>Fund cost of out of school trips/experiences</p> <p>Fund cost of clubs and music tuition</p>	<p>Due to the Pandemic, a number of organisations have not allowed for trips to continue. Where trips and visitors to school have taken place, all children have engaged with them.</p> <p>1:1 Music tuition has not happened post Pandemic due to the providers not returning to schools yet. Steel drums through the external music provider was received by all in Year 4 across the academic year.</p> <p>Enrichment through after school clubs has been a positive factor of the school, with a large proportion of the children signing up for a club across the school year. 82% of children have attended 1 or more clubs over the year.</p> <p>With the appointment of ER, involvement in sporting competitions has increased and ER is ambitious in his planning of opportunities for next year. 65 children (25%) have participated in a sporting competition since the new PE teacher took up the post.</p>
<p>To further engage with parents and carers of pupil premium children</p>	<p>Develop strong relationships with parents across the school through a range of communication methods.</p>	<p>Parents have engaged with a number of whole school activities and celebrations such as the Queen’s Jubilee, Summer Fayre, MacMillan Cancer Coffee morning and parents evenings. This year has seen the largest numbers yet.</p> <p>Parent forum has 15 members, who have worked closely with the school to review policies, the School values and charity and community engagement events.</p> <p>A weekly newsletter has begun this year which is shared on the school website, social media platforms and email.</p> <p>Ofsted Jan 2022, judged personal development good. Parent survey responses have been positive and Ofsted stated: ‘As one parent put it, ‘Cloudside is a school that supports the emotional well-being of each child, along with high expectations of all the children.’</p>

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.