

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	271
Proportion (%) of pupil premium eligible pupils	40.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
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	£162,960
Recovery premium funding allocation this academic year	£16,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£179,780
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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. We pride ourselves on providing an environment where every child can thrive and succeed.

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.

We adopt a strategic and targeted approach to provide opportunities to address academic, pastoral and cultural gaps. Our curriculum is designed to provide a wide range of experiences inside and outside of school. We provide the highest quality education to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact their learning.

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.

- Provide teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

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 2022-2023:</p> <table border="1"> <thead> <tr> <th></th> <th>2022-2023</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>95.9%</td> <td>92.5%</td> </tr> <tr> <td>PA</td> <td>9.1%</td> <td>17.2%</td> </tr> <tr> <td>Pupil Premium</td> <td>94.66%</td> <td>88.6%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>96.85%</td> <td>93.8%</td> </tr> </tbody> </table> <p>Pupil Premium attendance is still below Non Pupil Premium but the gap is closing. Our attendance is higher than the national average for all groups. Target for the school in 2023-2024 is 97%</p>		2022-2023	National	Attendance	95.9%	92.5%	PA	9.1%	17.2%	Pupil Premium	94.66%	88.6%	Non Pupil Premium	96.85%	93.8%
	2022-2023	National														
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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>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 2024</p> <p>Senior Mental Health Lead has clear systems implemented for 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>Whole school completion of the Raising Attainment and Wellbeing award (RAW).</p> <p>Work with the National Schools Breakfast Programme to provide free breakfast available for all children</p> <p>Children identified for break time and lunch time groups to support mental wellbeing</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</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</p>

<p>experiences that enable them to contextualise their learning.</p>	<p>of their learning, as measured through participation, pupil voice and evidence within books</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences</p> <p>Implementation of pupil passports to record experiences across each child's time at Cloudside Academy</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>Subject leaders to work alongside the SENDCO to create and implement adaptive teaching strategies for their curriculum subjects to support all pupils to make good progress</p> <p>Effective adaptive teaching ensures that Pupil Premium SEND pupils close attainment gaps to be in line with their non-pupil premium peers.</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>Regular monitoring and tracking of attendance to be completed by the Attendance Officer and Attendance Champion</p> <p>Meetings to be held with families and support provided on creating strong morning routines to increase punctuality</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 participation in opportunities, outcomes in books and pupil voice</p> <p>The quality of teaching and learning is judged to be 100% Good with 30% Outstanding</p>

	Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day
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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: £ 88,775

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>Embed the oracy documents and use of stem sentences and key vocabulary to support learning across all subjects.</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 approach</p> <p>Further enrichment of quality texts across the school and the whole curriculum.</p> <p>Implement daily fluency time and a daily end of day read within every class timetable</p> <p>Library visits to resume for all pupils each half term to develop a love of reading</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> <p>The University of Sussex have completed a study based on adults reading aloud to children, which has shown that pupils make an additional 8.5 months mean progress, with poorer readers making 16 months' progress.</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>Mini Bus lease to allow for more visits and sporting competitions access.</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 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>3,5,6</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>	<p>2,3</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>Embed the new lesson structure.</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</p>	<p>1,3,5,6</p>

	recognise the impact of the strategies stating that children make progress of 7+ months.	
<p>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>Subject leader CPD to ensure that all leaders can effectively monitor and review their curriculum subject, supporting colleagues appropriately to strengthen the teaching of their subject.</p>	<p>Subject leaders are provided with time out of class on a weekly basis, where a range on monitoring will be completed across the year. This includes, pupil voice, book looks, learning walks and planning scrutiny. Monitoring will be reported to SLT to ensure impact of monitoring.</p>	1,3

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

Budgeted cost: £ 59,005

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 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>Regulation stations embedded across the school.</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>Whole staff completion of the Raising Attainment and Wellbeing award.</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>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>

Embed attendance rewards and incentives for all pupils		
Embed, review the drive team for Nottingham Citizens	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	1,2,5,6

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

Budgeted cost: £ 32,000

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 2023- 2024.	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

<p>Develop lunchtime provisions through the use of Play leaders and Peer moderators.</p> <p>Children identified for break time and lunch time groups to support mental wellbeing</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>2,5,6</p>
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Total budgeted cost: £ 179,780

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 2022 to 2023 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>The English Lead has completed CPD on strengthening Oracy across the whole curriculum with the use of Key vocabulary and sentence stems. This is evidenced on daily lesson slides for all subjects.</p> <p>Thinking Schools CPD has been accessed by all staff and implemented within daily teaching structures. This has resulted in more accurate outcomes within books, where children are making links between their learning and articulating these more precisely.</p> <p>Precision teaching for the first 300 HFWs was accessed by 214 pupils, 80% completed the programme fully.</p> <p>Progress with reading for pupil premium pupils was in line with or above their non-pupil premium peers with the exception of Year 3, where they were slightly below.</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>and QA evidence share this. 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, which can be seen by engagement on social media posts.</p> <p>Pupils talk positively about being part of Cloudside and they enjoy coming to school. During the QA, it was recognised that 'Leaders have developed their own PSHE curriculum which has been contextualised to meet the needs of the pupils. This curriculum underpins the school's values (GROWTH) and is based on six concepts taught across all year groups. Composite knowledge has been carefully mapped out across the four year groups. RSHE and SMSC is purposefully interwoven into the curriculum. Pupils are proud to attend their school and feel it is special. This is because everyone is included and pupils feel they are encouraged to 'put themselves out there' and 'be aspirational'.</p> <p>Participation in wider opportunities is high and fairly distributed for all ages and vulnerable groups. There are an extensive range of opportunities available to the pupils.</p> <p>Pupils take on many responsibilities throughout the school following a recruitment process. This helps pupils understand the world of work. The curriculum reinforces this and helps pupils to understand why certain skills they are learning, are necessary for the future.'</p> <p>43 (39%) pupil premium pupils were employed in job shop roles across school, becoming active members of the school community.</p>
<p>Improve academic attainment for PP children</p>	<p>CPD on core and foundation subjects to develop staff subject knowledge and approaches to teaching in a wide range of areas.</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>

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.

All Year 3 pupils to be screened for phonic capability and for dyslexia

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

Embed Active Spelling for all year groups.

66% of children within Year 3 needed additional Phonics intervention. By the end of the Autumn term all children had completed the intervention.

Dyslexia screening was completed across the whole Year 3 cohort and reasonable adjustments implemented for those children as appropriate.

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.

End of year progress:

PP Vs non-PP		PP		No PP		PP		No PP		PP		No PP	
	Cohort:	(27)	(32)	(19)	(34)	(31)	(43)	(31)	(41)				
	Reading	26	96%	32	100%	19	100%	34	100%	29	94%	41	95%
	Writing	26	96%	32	100%	19	100%	34	100%	30	97%	42	98%
	Maths	27	100%	32	100%	19	100%	34	100%	28	90%	42	98%
	SPaG	27	100%	32	100%	19	100%	33	97%	31	100%	42	98%
	Combined	26	96%	32	100%	19	100%	34	100%	30	97%	41	95%

End of year attainment:

PP vs non-PP ARE		PP		No PP		PP		No PP		PP		No PP	
	Cohort:	(28)	(33)	(20)	(35)	(31)	(45)	(31)	(41)				
	Reading	20	71%	26	79%	12	60%	33	94%	23	74%	40	89%
	Writing	14	50%	24	73%	10	50%	29	83%	18	58%	31	69%
	Maths	21	75%	26	79%	11	55%	29	83%	20	65%	39	87%
	SPaG	18	64%	25	76%	14	70%	34	97%	23	74%	41	91%
	Combined	13	46%	23	70%	9	45%	24	69%	15	48%	29	64%

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.

Attendance for this academic year in comparison to previous years:

	2020-2021	2021-2022	2022-2023	National
Attendance	97.3%	95.3%	95.9%	92.5%
PA	4.2%	7.3%	9.1%	17.2%
Pupil Premium	95.9%	94.3%	94.66%	88.6%
Non Pupil Premium	98.5%	96.1%	96.85%	93.8%

Our PP attendance is greater than National. Over this academic year, 38 referrals to the Local Authority were made, 7 for poor attendance (of which 4 Penalty Notices were issued) and 31 for holidays. Across the academic year, 10 holidays

		<p>were requested in the Autumn term, 4 in the Spring term and 17 in the Summer term.</p> <p>Of the 7 pupils with poor attendance, 6 of these children are Pupil Premium with two being siblings. For the 31 holidays taken during the school year, 16 were taken by pupil premium pupils, with three of these pupils taking two holidays within the academic year.</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>
<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>Where trips and visitors to school have taken place, all children have engaged with them unless they have been absent due to illness.</p> <p>Autumn term trips and visitors: Year 3- Creswell Craggs, NSPCC assembly for all, Year 6- Holocaust museum</p> <p>Spring term: Sam Oldham (Olympic Gymnast) assembly for all and then attended and advised the school gymnastics team, Year 3 and 5- Careers Fayre- (Derby University, Helicopter Pilot, local businessman), Year 4 and 6- Natwest money sense workshop and Year 3- Hindu Temple visit.</p> <p>Summer term: Year 3 and Wagtails- Skegness, Year 6- Mosque, Year 5- Hindu Temple, Year 6- Eyam, Year 5- Galleries of Justice, Lock Keepers cottage and the Industrial Museum</p> <p>1:1 Music tuition resumed in the Summer Term and 4 children received private tuition, two pupils being pupil premium. Steel drums through the external</p>

		<p>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>74 Pupil premium children (67%) have participated in a sporting competition or events. These events were part of the Erewash partnership or ones organised by the school with other schools in the Trust or Local area. All children in Year 5 and 6 attended a sporting event (Netball, Darts, Handball and Racquet ball).</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 and families have engaged with a number of whole school activities and celebrations such as the King’s Coronation, Summer Fayre, MacMillan Cancer Coffee morning (26) and parents evenings (258). 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 been produced, 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.