Cedar Mount Academy PP Action Plan: 2019 – 2020

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| **Summary information** | | | | | |
| Academic year | 19/20 | Total PP budget | £336,132.50 | Date of recent PP review | 25/01/2018 |
| Total number of pupils | 834 | Number of pupils eligible for PP | 330 | Date of next internal review of this strategy | 07/01/2020 |

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| **Historical data** | | | | | | |
|  | **Outcomes 2016/ 2017** | | **Outcomes 2017/ 2018** | | **Outcomes 2018/ 2019** | |
| **Grade 9-5** | **Grade 9-4** | **Grade 9-5** | **Grade 9-4** | **Grade 9-5** | **Grade 9-4** |
| Basics  (9-4/5) | ALL 15.7%  PP 10.3%  Non-PP 23.4%  Internal Gap -13.1%  Gap to National (All) 31.9% | ALL 21%  PP 21.7%  Non-PP 20%  Internal Gap +1.7%  Gap to National (All) 28% | ALL 21%  PP 21.7%  Non-PP 20%  Internal Gap +1.7%  Gap to National (All) 28% | ALL 40.0%  PP 36.2%  Non-PP 47.36%  Internal Gap -11.1%  Gap to National (All) 34.8% | ALL 26.4%  PP 23.5%  Non-PP 30%  Internal Gap -6.5%  Gap to National (All) | ALL 40.4%  PP 33.8%  Non-PP 45%  Internal Gap -11.2%  Gap to National (All) |
| Progress 8 | ALL = -0.82  PP = -1.02  Non-PP = -0.4  Gap to National = -1.13 | | ALL = -0.38  PP = -0.46  Non-PP = -0.19  Gap to National = -0.59 | | ALL = -0.29  PP = -0.63  Non-PP = 0.29  Gap to National = | |

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| **Barriers to progress** |
| In-school barriers |
| 1. On average 35% of all students in the academy have significantly below average vocabulary, reading and comprehension |
| 1. Many students, especially PP student, lack the resilience and character to overcome challenges in the classroom leading to lowered aspirations |
| 1. Disadvantaged students lack the cultural capital or knowledge to access all elements of the curriculum |
| 1. Disadvantaged students are disproportionately represented in detentions, internal and fixed term exclusions |
| 1. Many students, including disadvantage students, arrive at CMA with much lower expectations around challenge, organisation, conduct and uniform |
| **External barriers** |
| 1. Disadvantaged students’ average attendance and persistent absence is worse than non-disadvantaged students |
| 1. Almost 70% of the cohort, including many disadvantaged students, do not speak English as their first language |
| 1. Some parents of disadvantaged students are unable to support extra-curricular and enrichment activities to enhance confidence and cultural capital |
| 1. Some parents of disadvantaged students require a range of social intervention (to support attendance at parents’ evening, for example) |

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| **Desired outcomes** | |
| Desired outcomes and how they will be measured | Success criteria |
| 1. Improve the knowledge and cultural capital of all disadvantaged students | 95% of students makes expected progress |
| 1. Improve the literacy and numeracy of all disadvantaged students and their fluency, confidence and enjoyment of reading | An 18-month improvement in reading age of at least 95% of target students |
| 1. Improve the outcomes for all disadvantaged students | All outcome improve and gap reduces |
| 1. Improve the attendance and punctuality of all students, especially disadvantaged students | Attendance similar to national: 8.1% absence for disadvantaged students |
| 1. Reduced the numbers and recurrence of disadvantaged students being excluded (internal or FTE) | Repetition of sanctions reduces across whole year |
| 1. Improve the resilience and character of disadvantaged students both in and out of the classroom | All students demonstrate school values at all times |
| 1. Strengthen the careers and destinations programme to improve the post-16 destinations for disadvantaged students | 95% of disadvantaged student gain post-16/apprentices/work place |
| 1. Further develop the link between school trips and the curriculum to maximise impact resulting in disadvantaged students gaining experience outside the classroom | All disadvantaged students attend at least one trip across the school year |

Pupil Premium PRIORITY 1: Quality of Education

| **OBJECTIVE:** what is the desired outcome? | **SPECIFIC ACTIONS:** list the actions that will happen in order to achieve the objective | **SUCCESS CRITERIA:** what will be the impact if the actions have worked – how will we know we’ve been successful? | **RAG REVIEW 1:**  **Dec 2019** | **RAG REVIEW 2:**  **Mar 2020** | **RAG REVIEW 3:**  **Jul 2020** | **TIMEFRAME and ACCOUNTABLE PERSON:** by when will the action be complete and who is accountable (specific date and name) | | **COST:** be as specific as possible and include time and human resources | **NARRATIVE:** explain causes behind RED or AMBER RAG. |
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| Improve the knowledge and cultural capital of all disadvantaged students | Design knowledge organisers for each term and each year group | Quality assured KOs are used in all lessons and during homework  Student assessment demonstrates increased knowledge of most students |  |  |  | Jul 2019  Dec 2019  Mar 2020 | SLT line managers  Middle leaders | £2000 printing cost for KOs |  |
| Provide subject specific curriculum-based CPD for all teaching staff | T&L drop-ins demonstrate evidence of subject specific pedagogy of knowledge-rich curriculum |  |  |  | Dec 2019 | All SLT | PTI £3000 associate costs.  Cost of specific courses. £10,000 |  |
| Plan T&L drop-in observations to capture a connected sample of lessons | Observational evidence of curriculum progress of disadvantaged students |  |  |  | Dec 19 | SLT | Minimum of 3 periods per subject area over time: 33 periods |  |
| Review of marking policy at whole school and department level | Where necessary, revamped marking policies focusing solely on pupil improvement |  |  |  | Dec 19 | SME with MLs | Minimum two dept CPD sessions |  |
| Improve the literacy and numeracy of all disadvantaged students and their fluency, confidence and enjoyment of reading | Run the accelerated reader programme with Year 7 | Targeted students make rapid progress demonstrated through scoring over 90% on accelerated reader quizzes |  |  |  | Jun 20 | SME, ACO | £6,300  Part fund salary cost of literacy team: £27, 000 |  |
| Ensure all students have a reading book at all times | Reading is seen as a typical activity across the academy |  |  |  | Jun 20 | SME, ACO | C £2,000 for additional reading books |  |
| Introduce daily **D**rop **E**verything **A**nd **R**ead sessions for years 7-9 | DEAR sessions run and are successful, with all students/staff stopping and reading |  |  |  | Dec 19 | SME, ACO | 15 mins of lesson time per day |  |
| Improve the outcomes for all disadvantaged students | Use MidYis data to identify baseline for all students | MidYis data used in lessons and for target groups |  |  |  | Oct 19 | OWA | MidYis £7,500 |  |
| Timetable and deliver language access classes | Targeted students make rapid progress across the curriculum |  |  |  | Jan 20 | SME, BNE | Two additional EAL teaching assistants circa £43,000 |  |
| Timetable and deliver maths and English intervention lessons | Targeted students are able to access curriculum subjects more readily and make progress in their reading and maths |  |  |  | Feb 20 | OWA, KWA |  |  |
| Run evening and Saturday SCHOLAR sessions | Planned sessions improve revision learning of students |  |  |  | May 20 | OWA | Cost of support staff additional time |  |
| Ensure Year 11 have got access to appropriate revision materials | All Year 11 disadvantaged students have access to appropriate revision aids as required. |  |  |  | Dec 19 | KWA | c £5,000 |  |
| Fund provision of small group tuition in English, maths and science | Improvement in progress for disadvantaged students. |  |  |  | Dec 19 | KWA/OWA | Cost of additional English, maths and science teachers. |  |

Pupil Premium PRIORITY 2: Behaviour and attitudes

| **OBJECTIVE:** what is the desired outcome? | **SPECIFIC ACTIONS:** list the actions that will happen in order to achieve the objective | **SUCCESS CRITERIA:** what will be the impact if the actions have worked – how will we know we’ve been successful? | **RAG REVIEW 1:**  **Dec 2019** | **RAG REVIEW 2:**  **Mar 2020** | **RAG REVIEW 3:**  **Jul 2020** | **TIMEFRAME and ACCOUNTABLE PERSON:** by when will the action be complete and who is accountable (specific date and name) | | **COST:** be as specific as possible and include time and human resources | **NARRATIVE:** explain causes behind RED or AMBER RAG. |
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| Improve the attendance and punctuality of all students, especially disadvantaged students | Design a protocol setting out triggers for contact regarding attendance (including rewards for excellent attendance) | Protocol in place and demonstrating a reduction in fines or other attendance sanctions |  |  |  | Oct 19 | DGI, MTO |  |  |
| Use planners to allow students/staff to record attendance | Improved attendance across all year groups |  |  |  | Initiate sept 2019 – review Dec 2019 | DGI, Progress leaders | Approx £3K printing |  |
| Training for staff around a consistent approach to attendance conversations  APLs run sessions with students with 3+ days of absence | Form tutors able to intervene leading to improved attendance across all years  Students fill curriculum gaps more rapidly |  |  |  | Sept 19 | DGI, Progress leaders | MTO/Data Apprentice 2hrs/week |  |
| Design intervention and nudge text messages to focus on impact, knowledge organisers and missed classes | Messages in use: improvements in attendance with targeted students |  |  |  | Dec 19 | DGI, MTO |  |  |
| Employ and work with School Home Support to target students with multiple factors impacting on attendance | SHS staff employed and improving attendance of 15 targeted individuals |  |  |  | Nov 19 | KHO, NCA, MTO |  |  |
| Develop an Early Help strategy through pupil voice activities that highlight common barriers to attendance | Increase in targeted caseload of EH making improvements in attendance |  |  |  | Feb 20 | NCA, DCO |  |  |
| System to allow APLs to issue uniform to students who need it or speak to students regarding recent attendance/conduct | Students appearance is improved throughout the academy |  |  |  | Dec 19 | DGI, AHA, DRA | £5,000 funding for additional uniform |  |
| Fund provision of free breakfast for all students | Reduction in late arrival of disadvantaged students |  |  |  | Dec 19 | DGI | £5,000 |  |

Pupil Premium PRIORITY 3: Personal development

| **OBJECTIVE:** what is the desired outcome? | **SPECIFIC ACTIONS:** list the actions that will happen in order to achieve the objective | **SUCCESS CRITERIA:** what will be the impact if the actions have worked – how will we know we’ve been successful? | **RAG REVIEW 1:**  **Dec 2019** | **RAG REVIEW 2:**  **Mar 2020** | **RAG REVIEW 3:**  **Jul 2020** | **TIMEFRAME and ACCOUNTABLE PERSON:** by when will the action be complete and who is accountable (specific date and name) | | **COST:** be as specific as possible and include time and human resources | **NARRATIVE:** explain causes behind RED or AMBER RAG. |
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| Reduced the numbers and recurrence of disadvantaged students being excluded (internal or FTE) | Behaviour support officer to work one-on-one with high tariff students | High-tariff students’ time in IEU/Detention reduced in comparison to previous term |  |  |  | Oct 19 | DGI, Behaviour support manager | £40K for staffing cost of Behaviour support manager |  |
| Introduce C3 detentions at lunchtimes | Reduction in students failing to attend detentions |  |  |  | Sep 19 | DGI, AHA |  |  |
| Design improved reflective activities for students accessing internal exclusion | School has better understanding of student intentions and students are more self-reflective and self-regulating |  |  |  | Dec 19 | EPSO, HPE |  |  |
| Resource an academic programme for students on FTE to better support their access to the curriculum | Knowledge organisers allow FTE students to continue to access curriculum. Target student improve English/Maths through lesson interventions |  |  |  | Sep 19 | DGI, AHA |  |  |
| Improve the resilience and character of disadvantaged students both in and out of the classroom | Enrichment activities planned to improve resilience, confidence and independence are delivered | Student feedback after the enrichment days.  Pupils will have had opportunities to learn through different tasks and environments. |  |  |  |  | MBE | £1000 for two enrichment days for resources or visits. |  |
| Extra-curricular activities across the academy to embrace talent and students’ development. | All students attend at least one extracurricular activity across the academic year in year 7, 8 & 9. |  |  |  | July 20 | MBE / All departments | Staff time |  |
| Develop opportunities for students to be challenged though team challenges and competition. | All departments to offer a competition for teams in the school system. All teams to enter all competitions. |  |  |  | Each term | HOD / HOH | Staff time |  |
| Strengthen the careers and destinations programme to improve the post-16 destinations for disadvantaged students | Develop a time line of careers activities for all year groups external to curriculum plans. | Opportunities to learn from employers about work, employment and skills.  First-hand experiences of the workplace for all.  Every pupil given opportunity for tailored guidance interviews |  |  |  | Sept 19-July20 | LSE / MBE | £11,250 plus cost of careers lead |  |
| Organise a careers fair for all students including parents. | Access to good-quality information about future study options and labour market opportunities |  |  |  | Nov 19 | LSE / MBE | Staff time  Community staff time |  |
| Explicitly link curriculum plans to careers. | Audit complete of all subjects where careers is linked.  Schemes of work and lessons demonstrate relevance of subjects for future career paths |  |  |  | Audit – Oct 19  CPD – Nov 19 (thurs morning)  SOW – Dec 19 | LSE  HOD | Staff time |  |
| All students in year 10 gain a work experience opportunity.  All students will be linked with a member of staff for contact. |  |  |  | Sept 19- June 20 | LSE | Staff time |  |  |
| Further develop the link between school trips and the curriculum to maximise impact resulting in disadvantaged students gaining experience outside the classroom | Timeline of trips and visits at the start of the year to ensure every student attends a trip or visit each year that is purposeful and links to the curriculum. | Published timeline for trips that demonstrates planned curriculum impact of trips/visits |  |  |  | Oct 19 – July 20 | TCR/MBE | £20,000 assigned  £13,000 hardship/bids fund  Staff time |  |
| Develop opportunities for students to engage in trips and visits that improve resilience, confidence, independence, respect, hardwork and aspirations such as D of E. | Pupil voices demonstrates improved belief in personal resilience of students.  100% of students access at least one visit off site in each academic year. |  |  |  | Sept 19 – July 20 | TCR/ MBE | Pupil time  Staff time to organise events |  |