**Cedar Mount Academy PP Action Plan: 2018 – 2019**

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| **Summary information** | | | | | |
| School | | | Cedar Mount Academy | | |
| Academic year | 18/19 | Total PP budget | £305,670 | Date of recent PP review | 25/01/2018 |
| Total number of pupils | 814 | Number of pupils eligible for PP | 311 | Date of next internal review of this strategy | 01/06/2019 |

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| **Historical data** | | | | | |
|  | **Outcomes 2015/16** | **Outcomes 2016/ 2017** | | **Outcomes 2017/ 2018** | |
| **Grade 9-5** | **Grade 9-4** | **Grade 9-5** | **Grade 9-4** |
| **Basics**  **(A\*-C E&M)** | ALL – 28.1%  PP – 27.6%  Non-PP – 30%  Internal Gap – -2.4% | ALL – 15.7%  PP – 10.3%  Non-PP – 23.4%  Internal Gap – -13.1%  Gap to National (All) 31.9% | ALL 30.4%  PP 22.1%  Non-PP 42.6%  Internal Gap -20.5%  Gap to National (All) 41% | ALL – 21%  PP – 21.7%  Non-PP – 20%  Internal Gap – +1.7%  Gap to National (All) 28% | ALL – 41.1%  PP – 36.2%  Non-PP – 47.3%  Internal Gap – -11.1%  Gap to National (All) 34.8% |
| **Progress 8** | ALL ALL -0.87  PP -1.13  Non-PP 0.05  Gap to National -1.25 | ALL = -0.82  PP = -1.02  Non-PP = -0.4  Gap to National = -1.13 | | ALL = -0.387  PP = -0.448  Non-PP = -0.188  Gap to National = -0.578 | |

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| **In-school barriers to progress (issues to be addressed in school, such as poor literacy skills)** | |
| A. Poor behaviour that leads to the risk of exclusion/Less positive attitudes to learning | |
| B. Poor levels of literacy and numeracy | |
| C. Passive learning | |
| **External barriers to progress (issues which also require action outside school, such as low attendance rates)** | |
| D. Lower rates of attendance | |
| E. Lack of opportunities to develop cultural and scientific capital | |
| **Desired outcomes (desired outcomes and how they will be measured) How success will be measured** | **How success be measured** |
| A. Sustained low exclusion figures and improved attitudes to learning | Half-Termly Behaviour Tracking |
| B. Students meeting age-related expectations in reading and maths | Reading and Numeracy Assessments |
| C. Sustained low passive learning records and improved attitudes to learning | Half-Termly Behaviour Tracking |
| D. Improved attendance and punctuality to the academy | Half-Termly attendance Tracking |
| E. Increase number of students accessing trips, visits and academy events | Trips tracking provision |

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| **Expected Outcome 1:** Across a wide range of subjects, the progress of disadvantaged students is improving towards that of other students with the same starting points and improving in relation to other students nationally. | | | | | | |
| Link to SEF area number | What will success look like? | Lead | How will we get there (Actions) | | How will we know we have arrived (Impact) | Cost, training & resources |
| 1 | Improved progress and outcomes for disadvantaged students | ABU | Associate Assistant Vice Principal with responsibility for disadvantaged students to continue in position for 2017/18 academic year. | | Improve the Progress 8 measure amongst PP students from -0.448 (2017/18) to better than -0.2 by July 2019. | No cost of AAVP |
| 2 | Disadvantaged learners make progress because Teaching & Learning is good or better. | CHY  CHY  KWA  KWA | All teaching staff to deliver quality first teaching in the classroom to ensure ethos of high attainment for **ALL** learners  Ensures that critical PP pupils receive consistently high levels of teacher feedback, focused and targeted questions and access to the highest levels of curriculum content in all subjects they study. (Research reviewed by the Education Endowment Fund suggests that the provision of high-quality feedback can lead to an average of eight additional months’ progress over the course of a year).  Ensure that PP pupils are distributed evenly within the timetable of departments. This will ensure that newly qualified teachers are not teaching PP heavy groups and to provide support where required.  Ensure that most experienced/ strongest staff are allocated key PP groups and make these class sizes smaller where possible. | | Reduce the standard Basics attainment gap to national from 34.8% (2017/18) to better than 25% for the 2019 GCSE outcomes.  Improve the Progress 8 measure amongst PP students from -0.448 (2017/18) to better than -0.2 by July 2019. | Staff meeting time  Resources as appropriate.  Saturday revision for year 11 =£15,000 budget |
| 1/2 | Disadvantaged learners make progress because subject leaders are held accountable for their progress. | Subject Leaders / ABU  SLT  PWA | Subject Leaders to present to SLT their 2017/18 outcomes analysis with supporting strategies to improve rates of progress.  Subject leaders to present data and strategies to SLT following academy calendar.  PP focused PROJECT 11 meetings to be scheduled as per the academy calendar. | | Improve the Progress 8 measure amongst PP students from -0.448 (2017/18) to better than -0.2 by July 2019. | Staff meeting time. |
| 1/2 | Boys eligible for PP make the same levels of progress as girls who are eligible for PP. | ABU  ABU  ABU  ABU/PWA | Identify a targeted group of key marginal boys, mentored by key individuals / Progress Leaders.  Monitoring of participation rates of disadvantaged boys so that they are represented in extracurricular activities.  Targeted GM Higher activities aimed at underperforming boys.  Target year 11 underachieving PP boys to attend Ghyll Head residential weekend | | Improve boys Progress 8 measure from -0.555 to better than -0.3 by July 2019.  Reduce the Year 11 Progress 8 internal gap (2017= -0.4123) between PP boys and girls to better than -0.1 by July 2019.  Reduce the Year 11 9-4 Basics internal gap (2017= -12.5%) between PP boys and girls from to better than -10% by July 2019.  Increased number of boys taking up extracurricular activities. | Cost GM Higher targeted events  Cost of Ghyll Head residential weekend |
| 1/2 | Additional Learning Support Assistants (TAs) ensure that disadvantaged SEND students’ are supported fully and make expected progress. | NCA / LMA | See SEND Action Plan. | | All disadvantaged SEND students make expected progress and have their social and emotional needs met. | Costs as appropriate |
| 1 | Ensure Year 11 have got access to appropriate revision materials | HOS’s  PWA | Order revision guides for core subject areas.  Saturday revision schedule to be in place for year 11 cohort. | | All Year 11 PP students will access 5 or move Saturday revision sessions by July 2019. | Saturday revision for year 11 =£15,000 budget.  Cost of revision guides.  Cost of Ghyll Head residential. |
| **Expected Outcome 2:** The use of PP funding is deployed effectively on staffing and resources to deliver outcomes for students, especially in English and maths. | | | | | | |
|  | What will success look like? | Lead | How will we get there (Actions) | How will we know we have arrived (Impact) | | Cost, training & resources |
| 1/2 | The provision of small group tuition in English, maths and science improves progress for disadvantaged students. | KWA, ABUMCRE,CWY,DGI, SME | Form time intervention programme targeting marginal gain pupil premium students. | Evidence of reducing gaps in mock exams. | | Cost of additional English and maths teachers. |
| 1/2 | Fund the cost of Year 11 intervention manager | CWY | To monitor and offer additional intervention as appropriate through mentoring and wellbeing support. To remove any barriers to academic success and to track progress and performance. | Evidence of reducing gaps in mock exams. | | £28,000 |
| 1/2 | Fund the cost of the Ghyll Head residential weekend | PWA | All underperforming pupil premium students to be invited to residential weekend. | Improve the Progress 8 measure amongst PP students from -0.448 (2017/18) to better than -0.2 by July 2019. | | Cost of Gyhll Head residential weekend |
| 1/2 | Improved progress in science;  Fund additional two staff salaries in science department | ABU  ABU | Additional staffing in science department to reduce the class sizes. (Research reviewed by the Education Endowment Fund suggests that the provision of smaller class sizes can lead to an average of three additional months’ progress over the course of a year).  Bespoke CPD for all science staff focusing on we specification requirements | Improved % of PP students achieving 2 x grade 4+ from 37.5% 2018 to better than 50% in 2019. | | Cost of science staff salaries  £50,000 |
| 2/3 | Reading Ages of disadvantaged students with Reading ages of 10yrs and under, make accelerated progress. | Reading coordinator  Reading coordinator  Reading coordinator | Reading age tests to be completed in HT1  Class reader activity to form part of progress time curriculum.  See Literacy Strategy Action Plan, EAL Action Plan and Project 11. | Reading Ages of disadvantaged students will improve to match those of their peers.  Reading ages improve across the school by an average of 20 months  Improved numbers of PP students regularly accessing the library. | | Costs of reading age tests.  Cost of reading books available in progress time.  Books from book buzz are free of charge. |
| **Expected Outcome 3:** Attendance improves across all groups and no group is disadvantaged by low attendance. | | | | | | |
|  | What will success look like? | Lead | How will we get there (Actions) | | How will we know we have arrived (Impact) | Cost, training & resources |
| 4 | Fund provision of free breakfast for all students | ABU | To ensure that students eligible for FSM are able to purchase breakfast at the start of the school day. | | Improve punctuiality amongst PP students | £5000 |
| 4 | Fund attendance related rewards | SLE | End of year attendance rewards trip to be subsidised by pupil premium grant  Rewards associated with improved attendance to be subsidised by pupil premium grant e.g.….mountain bike | | PP attendance will improve from 91.61% (2017/18) to above 93% by July 2019. | £5000 |
| 4 | The attendance of disadvantaged students improves to match that of non-disadvantaged students. | SLE  Attendance Team  PLs and APLs  Form Tutors  Family Liaison staff  PWA  PWA  Progress Leaders  CSC / SLE | Engagement with families to improve attendance, with home visits, calls and texts. (We can’t improve attainment for children if they aren’t actually attending school.  Same day calls about attendance for target pupils and consistent aPProach applied amongst all year groups. Letters about attendance to families/careers. Attendance officer to visit all PA at home to discuss attendance with families/careers  Attendance monitor attached to each year to monitor pupils and follow up quickly on truancies and attendance. First hour of the day response and follow up.    Project 11 Action Plan focus on students with attendance at risk of dropping below 90% and students with attendance between 95-90%.  Transport pick up service to school for the most vulnerable. Especially during exam weeks.  Poor attending PP students to be placed on monitoring report to Progress Leaders.  Half termly attendance reward trips to be organised targeting improved attendance for disadvantaged students. Where possible these trips should be free of charge. | | Based on HT5 2017/18 data:  PP attendance will improve from 91.61% (2017/18) to above 93% by July 2019.  Percentage of PP students who are classed as PA will reduce from 26.22% (2017/18) to below 20% by July 2019.  . | Cost of subsidising PP and other disadvantaged on trips £12k across year. Some costs may be met by additional fundraising activities.  Meeting time.  Costs to support end of term attendance breakfasts.  Costs to support transport pickups. |
| 3/4 | Punctuality of students to school will continue to improve each term from to match that of non-disadvantaged students. | SLE  CSC  APL  APL | PP students with poor punctuality to be put on punctuality tracking report.  Attendance team responsible for staffing the ‘late gate’ in the mornings.  Attendance team responsible for staffing the same day break time detentions for students who are late during AM registration.  APL is to ensure students are given one-hour detention for those who arrive to the academy late twice in one week.  Acknowledgement by Form Tutors and use of green cards for students who are on-time every day in a week. | | Percentage of PP cohort’s late codes will reduce from 3.49% (2016/17) to below 3% by July 2019. | No additional cost |
| 3/4 | The number of disadvantaged students who receive the sanction of time in the IEU as an alternative to a fixed-term exclusion is significantly reduced. | AHA / SLE | TAP meetings for KS3 and KS4 to determine interventions for those students at risk of FTE & PX | | Less PP students being placed in IEU, including repeated offenders.  Percentage of PP students receiving IEU placements will reduce from 64% to below 50% by July 2019. | Cost to support IEU  Appropriate resources for the IEU |
| 3 | To ensure that disadvantaged students do not over represent the number of students who receive FTE. | AHA / SLE | TAP meetings for KS3 and KS4 to determine interventions for those students at risk of FTE & PX | | Fixed term exclusions are at least in-line with the national average.  Percentage of PP students receiving FTE will reduce from 141 incidents to below 50 by July 2019 |  |
| 3 | Contribution to the cost of uniform for students in Years 7 -11 | DRA  ABU | All PP students have the correct uniform and are able to participate in PE and Dance lessons. | | Percentage of PP students receiving uniform related detentions will reduce by July 2019. | £2500 |
| **Expected Outcome 4:** Raise aspirations for disadvantaged students. | | | | | | |
|  | What will success look like? | Lead | How will we get there (Actions) | | How will we know we have arrived (Impact) | Cost, training & resources |
| 3 | To raise aspirations for Pupils eligible for PP to those of non PP pupils through partnership with GM Higher | ABU  PWA  ABU  Subject leader  MTO  ABU | Develop a GM Higher offer to our students in years 9, 10 and 11.  Attend college visits that are best suited to the needs of each PP pupil. Strong careers advice and guidance through outside provider.  Fund raising activities to support disadvantaged students’ participation in extended visits. (Yorkshire 3 Peaks challenge, Coast to Coast cycle).  All subjects seek opportunities for students’ enrichment, particularly through charitable organisations.  Develop SIMS interventions tracking to track and monitor PP student participation.  MMU to mentor PP learners from year 10, in school with MMU student mentors coming into the Academy. The focus will be to provide PP learners that would otherwise not be exposed to further education. | | Monitoring of participation rates shows disadvantaged students are represented and that costs do not impeded their participation.  ALL Year 11 PP students will have received a careers meeting by July 2018.  Student feedback from each activity. | Cost to support lunchtime activities.  Cost to support HE and FE visits.  Cost of MMU mentors = no cost as ran through GM higher |
| 3 | OPPortunities to visit university and academic FE Colleges raise aspirations and increases progress of disadvantaged students into Level 3 programmes at the end of Year 11. | Careers adviser  ABU  Subject Leader  Researchers in School | An increase in the number of University and FE visits and participation in HE- and FE- organised competitions and activities arranged.  Transport arranged for disadvantaged students and their families to and from colleges taster days / open evenings  Guest speakers and university professionals visiting the academy every half term targeting PP students.  Researchers in school to have a focus on PP students, taking students to engage with University based experiences. | | Evidence from Student Voice and from Year 11 FE applications and offers show raised aspirations and applications to Connell SFC and other Level 3 providers.  **ALL** Year 11 PP students will have the opportunity to visit a college/ University by July 2018. | Cost of transport to support morning pick ups  Cost of transport to support HE and FE trips and visits |