Cedar Mount Academy PP Action Plan: 2020 – 2021

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| **Summary information** | | | | | |
| Academic year | 20/21 | Total PP budget | £383,700 | Date of recent PP review | 25/01/2018 |
| Total number of pupils | 819 | Number of pupils eligible for PP | 404 | Date of next internal review of this strategy | 07/01/2020 |

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| **Historical data** | | | | | | |
|  | **Outcomes 2017/ 2018** | | **Outcomes 2018/ 2019** | | **Outcomes 2020/21** | |
| **Grade 9-5** | **Grade 9-4** | **Grade 9-5** | **Grade 9-4** | **Grade 9-5** | **Grade 9-4** |
| Basics  (9-4/5) | 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) | ALL 26.1%  PP 16.9%  Non-PP 32%  Internal Gap -15.1%  Gap to National (All) | ALL42.7%  PP32.5%  Non-PP 49.2%  Internal Gap 16.7%  Gap to National (All) |
| Progress 8 | 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 = | | ALL =  PP =  Non-PP =  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 2020** | **RAG REVIEW 2:**  **Mar 2021** | **RAG REVIEW 3:**  **Jul 2021** | **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 | Review 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 2020  Dec 2020  Mar 2020 | SLT line managers  Middle leaders | £2000 printing cost for KOs | KO’s continue to be produced and reviewed on a termly basis.  Still needs to ensure they are used consistently across all subjects. |
| 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 2020 | All SLT | PTI £3000 associate costs.  Cost of specific courses. £10,000 | Some staff attended subject specific CPD run by the PTI. This was supported by many of the courses quickly transferring to online.  The curriculum conversations were limited due to lock downs, but those that took place demonstrated staff had adapted their knowledge rich curriculum well to support lost learning. |
| Plan T&L drop-in observations to capture a connected sample of lessons | Observational evidence of curriculum progress of disadvantaged students |  |  |  | Dec 20 | SLT | Minimum of 3 periods per subject area over time: 33 periods | More emphasis needs to placed when conducting teaching and learning drop in to focus on disadvantaged students. |
| 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 & 8 | Targeted students make rapid progress demonstrated through scoring over 90% on accelerated reader quizzes |  |  |  | Jun 21 | AMO, ACO | £6,300  Part fund salary cost of literacy team: £27, 000 | The accelerated reading program is in place, books labelled and lesson time given to get books etc.  However not enough students are completing the quizzing to demonstrate rapid progress.  The reading ages of PP vs. non pp has remained similar over the year, as shown by the star reader tests. |
| Ensure all students have a reading book at all times | Reading is seen as a typical activity across the academy |  |  |  | Jun 21 | AMO, ACO | C £2,000 for additional reading books | Students have library lessons to support them choosing a book (and reading). However a small cohort of students still do not bring them to DEAR time. |
| 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 20 | AMO, ACO | 15 mins of lesson time per day | Continues to be successful in lesson time, this did not happen during the lock down. |
| 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 20 | OWA | MidYis £7,500 |  |
| Timetable and deliver language access classes | Targeted students make rapid progress across the curriculum |  |  |  | Jan 21 | SME, BNE | Two additional EAL teaching assistants circa £43,000 | Recruited one EAL teaching assistant, could not recruit another. There was not the progress shown for EAL students, these students really struggled to access online material. |
| 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 21 | OWA, KWA |  | Small groups of students with drawn from lessons and intervention delivered by CWY and RPE (academic mentors).  Amber as these were mainly delivered to year 11 pupils not across whole school ,as this is where we thought the need was the highest. |
| Run evening and Saturday SCHOLAR sessions | Planned sessions improve revision learning of students |  |  |  | May 21 | OWA | Cost of support staff additional time | These did not run, as we tried to minimise contact after school due to Covid regulations. |
| Ensure Year 11 have got access to appropriate revision materials | All Year 11 disadvantaged students have access to appropriate revision aids as required. |  |  |  | Dec 20 | KWA | c £5,000 | Every student bought textbooks for English, maths and science (collected and used in future years).  As well as revision guides for other subjects. |
| Fund provision of small group tuition in English, maths and science | Improvement in progress for disadvantaged students. |  |  |  | Dec 20 | KWA/OWA | Cost of additional English, maths and science teachers. | Additional teachers allowed for smaller teaching groups in maths, English and science in years 10 and 11. |

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 2020** | **RAG REVIEW 2:**  **Mar 2021** | **RAG REVIEW 3:**  **Jul 2021** | **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 20 | DGI, NIF |  | Protocols in places. Fines reduces, but that is because no prosecutions were issued during Covid. |
| Introduce attendance league in Scholar time with half termly rewards. | Improved attendance across all year groups |  |  |  | Initiate sept 2020 – review Dec 2020 | DGI, Progress leaders | Approx £3K printing | Attendance leagues introduced. It is hard to say if these had an impact, due to the impact of COVID on attendance. |
| 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 20 | DGI, Progress leaders | NIF | Time given in scholar time to support these conversations. There is still inconsistency in these conversations. |
| Use of Edulink to send | Messages in use: improvements in attendance with targeted students |  |  |  | Sep 20 | DGI, MTO |  | Over 400 parents actively engaging with Edulink. Increased use of messages to contact parents. |
| 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 20 | KHO, NCA, MTO |  | SHS work with over 15 families this year. It is difficult to say if this increased attendance because of the effect of Covid. |
| 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 |  |  |  |  | NCA, DCO |  | EH worked with a number of families this year. A more robust system needs to be in place for referrals to ensure as many families as possible can benefit from support. |
| 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 20 | 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 20 | DGI | £5,000 | Free breakfast offered to all pupils in the academy. |

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 2020** | **RAG REVIEW 2:**  **Mar 2021** | **RAG REVIEW 3:**  **Jul 2021** | **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 20 | DGI, Behaviour support manager | £40K for staffing cost of Behaviour support manager | Behaviour support officer in place, and supporting high tariff students. Consistency of sessions due to Covid meant impact of intervention was limited. |
| 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 20 | HPE |  | Consistency of sessions due to Covid meant impact of intervention was limited. |
| 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 20 | 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. | Enrichment activities in lesson took place, but external activities were reduced due to the impact of Covid 19. |
| 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 | Extra curricular activities took place when it was safe to do so, but Covid had an impact on the number of pupils attending and how many opportunities could be offered. |
| 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 | This did not take place due to Covid restrictions. |
| 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 20-July21 | LSE / MBE | £11,250 plus cost of careers lead | Students offered online interviews rather than face to face due to Covid.  Timeline for all year groups still needs developing. |
| Organise a careers fair for all students including parents. | Access to good-quality information about future study options and labour market opportunities |  |  |  | Nov 20 | LSE / MBE | Staff time  Community staff time | Careers fair did not happen due to Covid restrictions. |
| 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 – (thurs morning)  SOW – Dec | LSE  HOD | Staff time | Review completed and embedded in departments SOL |
| 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 |  | This was planned but did not happen due to Covid restrictions. |
| 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 – July | TCR/MBE | £20,000 assigned  £13,000 hardship/bids fund  Staff time | No trips took place due to Covid restrictions |
| 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 – July | TCR/ MBE | Pupil time  Staff time to organise events | No trips took place due to Covid restrictions |