**Action Plan for: PDBW**

**2018-19**

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|  | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Target: 2018-19 | | (National 2016-17) |
| Whole school attendance (up to HT5) | 91.62% | 92.43% | 93.46% | 93.96% | 94.5% | 94.6% | |
| Disadvantaged students attendance | 91.76% | 91.74% | 93.39% | 91.48% | 93.0% | 92.7% | |
| Persistent absence | 25% | 23%% | 19% | 15% | 13% | 13.5% | |
| Lateness to school | 4.0% | 2.5% | 2.7% | 2.4% | 2.0% | n/a | |
| % pupils with 1 or more fixed term exclusions | 15.6% | 16.2% | 14.0% | 12.3% | 10% | 2.1% | |
| Number of permanent exclusions | 7 | 10 | 2 | 5 | <3 | n/a | |

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| **Context**  What does the school need to do to improve further? **(Ofsted July 2017)**   |  | | --- | | * ***Eradicate low-level disruption that exists in the small minority of lessons.*** * ***Continue to improve attendance for disadvantaged pupils and those who have special educational needs and/or disabilities.*** |   Over the past three years, there has been a significant improvement with regards to the attendance and behaviour of students at Cedar Mount Academy. Since the academy went into Special Measures April 2015, attendance has improved from 91.62% (2014-15) to 93.96% (2017-18). There has also been a significant reduction in the number of fixed-term exclusions authorised along with a significant reduction in permanent exclusions being applied. On a day-to-day basis, the vast majority of students are polite, respectful and keen to learn. However, low-level disruption including passive learning remain a particular focus across the academy for 2018-19, along with narrowing the attendance gap with SEND and disadvantaged students when compared with others. |

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| **Expected Outcome 1: Pupils’ attitudes to learning are positive, they are punctual and prepared for lessons.** | | | | | | | | |
| **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** |
|  |  | |  |  |  |  | |  |
| B - 1 | Low-level disruption is rare – lessons can flow without low-level disruption to learning. | |  | SLE  DGI | * Teachers consistently deliver good to outstanding lessons which are engaging to all learners. * Teachers to consistently follow the ‘behaviour for learning’ policy, issuing C1’s, C2’s and C’3’s for students who disrupt the learning of others in class. * Teachers to use Cedar Points to praise and reward students who display positive behaviour for learning attitudes. * CPD on passive learning to all staff followed up with assemblies to all students. | -Reduction of C2’s and C3’s issued for low-level disruption to learning. (2017/18 – 4487 ‘low-level disruption’ incidents reduce to less than 3500 in 2018-19)  -Improved ‘Attitude to Learning’ grades during termly data analysis.  -Reduction of low-level disruption as evidenced throughout the appraisal/lesson observation cycle. | | No additional cost |
| B - 2 | Punctuality to lessons is good – most students arrive on time after break and after lunch. There is a measurable reduction in lateness to lessons. | |  | SLE  PLs and APLs  All Staff | * Teaching staff to be consistent when issuing a C3 for students who arrive more than 5 minutes late to lesson. * Acknowledgement and recognition by teachers for students who arrive on time to lessons by being greeted with yellow cedar points. | -Reduction in the number of students arriving late to lessons. (2017/18 - 1509 C3 ‘late to lesson’ incidents – reduce to less than 1000 in 2018-19)  -There will be no groups of students late to lessons on a regular basis over-represented within the data. | | No additional cost |
| **Expected Outcome 2: Effective strategies are in place to ensure all pupils conduct themselves positively around the academy and within the community.** | | | | | | | | |
| **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** |
| B - 4 | | No vulnerable or ethnic groups are over-represented in IEU, detentions, fixed term exclusions or permanent exclusions. |  | SLE/AHA | * Close monitoring by inclusion, pastoral and behaviour leads. * Regular referrals to TAP with appropriate interventions and support signposted. * Appropriate referrals to the Bridge for alternative provision. * Strong parental engagement links to increase positive communications. | | **FTE 2017/18:**   |  |  |  | | --- | --- | --- | |  | FTE | IEU | | Group | Percentage | Percentage | | Pupil Premium | 66 | 56 | | Non-Pupil Premium | 34 | 44 | | SEN | 44 | 33 | | Non-SEN | 56 | 67 | | Boys | 69 | 68 | | Girls | 31 | 32 | | White British | 36 | 29 | | Gypsy/Roma | 10 | 13 | | White European | 12 | 17 |   **-** Reduce the gap between all vulnerable and non-vulnerable groups**.**  **Bridge Data**  Reduction of behaviour points by 50% for 2018/19 cohort. (2017/18 – 1041 points) Reduction of FTE by 30% for 2018/19 cohort. (2017/18 – 39.5 days) | No additional cost |
| PDW - 4 | | Character and culture of students is a strength of the academy whereby all students behave in a polite, courteous and responsible way, showing pride throughout. Academy values of hard work, respect and aspiration are fully embedded across the academy. |  | SLE  AHA  LMO | * Be part of Manchester’s City Council’s pilot ‘Curriculum for Life’ project. * Character and Culture opportunities to be mapped out and strategically planned ensuring all students access a wide range of experiences across key stage 3 and 4. * EAL student mentors to be introduced as a method of support for students from different cultures and backgrounds. * Consider approval for application to achieve the Rights Respecting Schools Award. | | **-** Reduction in the number of students receiving a C2, C3 or C4 during 2018-19 when compared with previous academic year. (31,646)  -Percentage of pupils with one or more fixed term exclusions reduces from 12.3% 2017-18 to 10% or less in 2018-19. | £750 for application. |
| **Expected Outcome 3: To improve attendance and punctuality of pupils, especially with SEND and disadvantaged students** | | | | | | | | |
| **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** |
| PDW - 1 | Majority of students to attend school on regular basis. | |  | **SLE**  Attendance Team  Progress Leads and APLs  SENDCo | * Close monitoring of attendance by Form Tutor, APL, PL, Attendance Officer and SLT. * Bi-weekly meetings:   PL’s and Attendance Officer, PL’s and SLT and SLT and Attendance Officer.   * Alternative Provision to support attendance of those most at risk. | - 2017/18 Headline Figure – 93.96%.  Target for 2018-19 to be above 94.5%.  **Bridge**  50% of the cohort to show an improvement in attendance. (2017/18 – 47% improvement on previous academic year) | | No additional cost |
| PDW - 2 | Attendance gap is closed between SEND and disadvantaged students alongside all other students. | |  | **SLE**  SENDCo  Attendance Team  Progress Leads and APLs | * Close monitoring of SEND and disadvantaged students highlighting attendance concerns immediately. * Weekly attendance figures provided by attendance team including the breakdown of groups. * Engagement with Manchester Whole School Attachment Awareness Pilot. * Develop alternatives to exclusions to support students with SEMH. * Build capacity to deliver counselling therapies. | -Reduce attendance gap between SEND and disadvantaged students alongside all other students.  (2017/18 Disadvantaged Gap 2.47% - aim for less than 2.0% 2018-19, SEND Gap 7.25% - aim for less than 5% in 2018-19)  -All students in-line with national average by 2019.  - Reductions in Fixed-Term exclusions. (Data above)  -Reduce waiting lists for access. | | No additional cost |
| **Expected Outcome 4: School environment is graffiti and litter free** | | | | | | | | |
| **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** |
| PDW - 3 | Students show pride and respect of the school environment through being litter and graffiti free | |  | **SLE/PWA**  **Student Leadership Team** | * Staff to challenge students who drop litter. * If student refuses to pick up the litter, staff to issue a C3 hour detention. * Students to carry out ‘community service’ for incidences involving graffiti or litter. | -School site is clear of litter and graffiti, especially after break and lunchtime. | | No additional cost |