**Action Plan: Disadvantaged Students 2017 – 2018**

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| Leadership and Management  ‘The Principal has created a culture of collegiality and openness where diversity is not just accepted but understood and respected.’  ‘The leadership and management of behaviour is strong.’  Leadership and management are not yet good because pupils do not make consistently good progress; disadvantaged pupils’ achievement is not improving quickly enough;standards in English are too variable; and the quality of monitoring by middle leaders is not rigorous enough.’  ‘Senior leaders set high expectations for pupils’ achievement. Their monitoring is thorough and well-focused.’  ‘Self-evaluation is honest and precise. This has helped build strong capacity for improvement.’ (Ofsted Report July 2017) | Teaching, Learning and Assessment  ‘The quality of teaching is variable both within and between departments. Occasionally, this leads to low-level disruption which prohibits good progress.’  ‘Disadvantaged pupils do not make consistently good progress. This is because the quality of teaching is not consistently good enough and Pupil Premiumfunding is not targeted enough on improving progress.’  ‘The most effective teaching observed was typified by its inclusive nature, high  expectations and the teacher’s excellent subject knowledge. Where teaching is less  effective it does not offer sufficient challenge for middle and higher ability pupils.  Expectations of what pupils can achieve are too low.’ (Ofsted Report July 2017) |
| Outcomes for students  ‘This information indicates that there will be some improvement in outcomes for the current Year 11 but leaders accept that this may not be enough to ensure that the school meets the government’s current floor standards. However, achievement information for the current Year 10 and 9 shows a more significant level of improvement.’ (HMI Report May 2017)  ‘Progress is not yet consistently good in English or for disadvantaged pupils.’  ‘Disadvantaged pupils’ progress is mixed. Data shows that, from their starting points,  pupils make at least sufficient and sometimes good progress in key stage 3. In key  stage 4 progress is more variable due to a legacy of underachievement.’  ‘Pupils’ attainment on entry to school is well below the national average. Only a few  have high attainment on arrival. Published progress data do not accurately represent  pupils’ achievements. This is because there are much higher than average levels of  transience and many pupils arrive to school without any prior attainment information.’ (Ofsted Report July 2017) | Personal Development, Behaviour and Welfare  ‘The vast majority of pupils behave extremely well and get along with their peers from very different backgrounds to themselves.’  ‘Overall attendance has improved significantly since the previous inspection. However, the attendance of disadvantaged pupils and those  who have special educational needs and/or disabilities remains below that of their peers.’  ‘There remains low-level disruption in a small minority of classes particularly when  teaching fails to engage pupils’ interest or the work is not challenging enough for them.’  ‘There remains low-level disruption in a small minority of classes particularly when  teaching fails to engage pupils’ interest or the work is not challenging enough for them.’ (Ofsted Report July 2017) |
| Transition, Parents and Community  ‘At the heart of his very clear vision for the school is effective transition from key  stage 2 to 3. Leaders are working in partnership with their colleagues in the trust  primary schools on a range of areas such as curriculum planning and behaviour  management strategies. This collaborative approach is reflected in the new weekly  bulletin which is distributed to parents of all pupils in the schools. This bulletin also  reflects the importance that the executive principal puts on communicating  effectively with parents. As well as being informative, it has a real focus on  celebrating the achievements of pupils.’ (HMI July 2016) | Key Groups  See table below for details |

**Key Groups: Progress 8 for all pupils at Cedar Mount in 2016 was -0.82**

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| Pupil Premium/disadvantaged students (Progress 8 2016 -1.025)   |  |  | | --- | --- | | *‘While these overall attendance figures are to be commended, the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities remains a concern.’*   |  | | --- | | *‘Assessment information indicates that the differences between the achievement of disadvantaged pupils and others nationally are diminishing, but not at a quick enough rate. ‘*  *(HMI report May 2017)*  Target: reduce progress and attainment gap in 2017-18 (progress 8 of better than -0.6), remove in 2018-19. | | | Roma students (progress 8 2016 – 1.29)  Over represented in detention, IEU, fixed term exclusions and attendance issues. A high percentage of our Roma students do not make it through to Year 11 currently.  Target: Reduce percentages on Roma pupils in IEU and receiving fixed term exclusions, improved percentages completing secondary education. Improve progress 8 to better than -0.8 in 2017-18. |
| Boys (progress 8 2016 -0.77 but -1.03 in English)  Over represented in detention, IEU and fixed term exclusions.  Target: Improve progress in English particularly (progess 8 of better than -0.5 in 2017-18), reduce numbers in detention, IEU and FTE. | EAL (Progress 8 2016 -0.33 but now the largest group in school)  A large number of these students do not have KS2 data and therefore do not count towards progress 8.  Target: Ensure induction to school is effective and maximise outcomes. Progress 8 to be positive in 2017-18. |
| White British students (progress 8 2016 – 1.41)  Over represented in detention, IEU and fixed term excusions.  Target: Improve progress 8 to better than -0.8 in 2017-18 and better than -0.2 in 2018-19. | SEND students (SEND support students progress 8 2016 -2.50)  *‘While these overall attendance figures are to be commended, the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities remains a concern.’*  *(HMI report May 2017)*  Target: Improve attendance of SEND students and increase progress 8 to better than -1.0 in 2017-18 and to better than -05 in 2018-19. |

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| Data Set | Outcomes  2015/16 | Outcomes 2016/ 2017 | |
| 9-5 | 9-4 |
| Basics  (A\*-C E&M) | ALL 28.1%  PP 27.6%  Non-PP 30%  Internal Gap -2.4%  National Gap 42% | ALL 15.7%  PP 10.3%  Non-PP 23.4%  Internal Gap -13.1%  National Gap (All Students) 31.9% | ALL 30.4%  PP 22.1%  Non-PP 42.6%  Internal Gap -20.5%  National Gap (All Students) 41% |
| Progress 8 | ALL -0.87  PP -1.13  Non-PP 0.05  Internal Gap– (PP Vs Non-PP) -1.18  National Gap -1.25 | ALL -0.82  PP -1.02  Non-PP -0.4  Internal Gap – (PP Vs Non-PP) 0.62  National Non PP data pending | |

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| Number of pupils and Pupil PremiumGrant (PPG) | |
| Total number of pupils on roll | 760 |
| Total number of pupils eligible for PPG | 328 |
| Amount of PPG received per pupil | 4 x £1900  324 x 935 |
| Total amount of PPG | £310,540 |

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| **Expected Outcome 1: The progress of disadvantaged students will improve towards that of non disadvantaged students and will improve in relation to other students nationally.** | | | | | | |
| **Link to SEF** | **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. | PME  ABU | Appointment of Associate Assistant Vice Principal with strategic responsibility for disadvantaged students.  Produce a half termly PP bulletin. The aim of the bulletin is to bring Pupil Premium to the front of teacher thinking and to raise the profile across the academy. | | Reduce the 9-4 Basics attainment gap from 41% (2016/17) to 30% for the 2018 GCSE outcomes. (National=63% CMA PP=22%)  Improve the Progress 8 measure amongst PP students from -1.025 (2016/17) to better than -0.6 by July 2018. | No cost for AAVP salary. |
| 1 | Pupil Premium review completed and recommendations acted upon. | ABU / PME | Agree reciprocal PP reviews with North West School (PME and DGI are trained reviewers). | | Review completed and recommendations taken on board and actioned. | Nil cost to review as we will reciprocate review. |
| 2 | Disadvantaged learners make progress because at least 80% of T&L is good or better. | CHY  ABU/CHY  KWA  ABU  CHE | All teaching staff to deliver quality first teaching in the classroom to ensure ethos of high attainment for ALL learners. (see T and L plan)  Regular scrutiny of Pupil Premium exercise books.  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.  Observe staff where PP students are making good progress and evaluate what practical strategies can be shared across the academy.  All staff to make effective use of mint class seating plans to ensure staff know which students are entitled to Pupil Premium so that they receive the support required to access the curriculum. | | Reduce the 9-4 Basics attainment gap from 41% (2016/17) to 30% for the 2018 GCSE outcomes. (National=63% CMA PP=22%)  Half termly review meeting with subject leaders to scrutinise books against specifications.  Improve the Progress 8 measure amongst PP students from -1.025 (2016/17) to better than -0.6 by July 2018.  July Year 10 PP (Baseline)  basics 5-9=28.4%  basics 4-9 = 56.7%  Progress 8 = -0.132  Monitoring of lessons through lesson observations and learning walks. | Staff meeting time  Subscription to Mint Class = £2000 |
| 2 | Disadvantaged learners make progress because staff have access to a rigourous CPD PP training. | ABU  ABU/Progress Leaders  KWA | Pupil Premium CPD cycle for all staff focussing on strategies to narrow the attainment gap between Pupil Premium students and their peers.  Pupil Premium CPD cycle for all NQT staff focussing on strategies to narrow the attainment gap.  Whole School staff training on better understanding SISRA data, therefore being able to monitor, track and support more effectively. | | Narrowing of gap for disadvantaged students to their peers from 20% (9-4 basics 2017) and 13% (9-5 basics 2017) and to national (data not available yet). | Nil cost as training to be delivered in house by sharing good practise.  Cost for an external speaker (Possibly free from GM Higer) |
| 2 | Disadvantaged learners make progress because PP champions will drive standards and expectations across departments. | ABU  PP champions  ABU | Each core department will nominate a PP champion to drive standards in their departments. Profile of PP students raised in all subject areas ensuring PP is a key feature within departmental meetings.  Develop a PP staff group with PP champions who meet regularly with clear agendas surrounding narrowing the gap. | | Half termly data will show the progress gap narrowing between disadvantaged and non-disadvantaged students, towards national expectations in different subject areas:  English target = 30% 5+  Maths target = 30% 5+  2 x Science target = 22% 5+  July Year 10 PP (Baseline)  Maths 5-9= 37.3%  English 5-9 = 35.8% 2 x Sciences 5-9 = 43.9% | Staff meeting time. |
| 1/2 | Disadvantaged learners make progress because subject leaders are held accountable for their progress. | Subject Leaders / ABU  ABU  AGI  SLT  SLT  KWA | Subject Leaders to present to SLT their 2016/17 outcomes analysis with supporting strategies to improve rates of progress.  Establish PP progress meetings following data input. Subject leaders to present data and strategies to SLT.  PP focused PROJECT 11 meetings to be scheduled regularly.  Through SLT line management meetings subject leaders should regularly report on the progress of PP students.  Pupil Premium will become a standing item on the subject leaders agenda.  Subject leaders construct intervention programme which addresses gaps in understanding/knowledge of pupils (extended lessons, period 6, Saturday classes, use of Smith Proformas (PIXL). | | Improve Progress 8 to above -0.5 floor standard for ALL students by July 2018.  2016/17 P8 = -0.82  English target = 30% 5+  Maths target = 30% 5+  2 x Science target = 22% 5+  July Year 10 PP (Baseline)  Maths 5-9= 37.3%  English 5-9 = 35.8% 2 x Sciences 5-9 = 43.9% | Staff meeting time. |
| 3 | Identify the maximum number of learners are entitled to the PPG | ABU / DGI / CJA | Between April and the next census (5th October 2017) we plan to collect the information needed (NI numbers or Asylum Seeker numbers & Name and Address) for every student that is not currently claiming PPG.  Phase 1 of this process will start with the parents of students new to the Academy that may have additional language.  Phase 2 will include collecting this information at each parents evening.  Phase 3 will be to write letters to parents on a regular basis. | | Increase the number of students who receive the PPG from 41% (Sept 2017) across the academy to above 50% by July 2018.  Number of PP students at the time of the census will represent the true number of PP students across the academy. | £1008 for the financial year 2017/18 in the OFSM package (Online Free School Meals)  Cost of administration to update OFSM = £1000 staff time |
| **Expected Outcome 2: To offer additional support to Pupil Premium pupils in all key stages through the provision of additional resources, 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 and maths improves progress for disadvantaged students. | KWA  Subject Leader  KWA  ABU/MTO | See English and Maths Action Plans  Smaller class sizes in English and Maths  Departments can access funds to purchase revision guides/materials, books or any other equipment which may be recommended, to ensure students fully access the curriculum and make more than expected progress.  Targeted maths catch up groups for those with negative Progress 8.  Develop SIMS interventions module to track and monitor PP student participation. | The gap in outcomes between CMA’s disadvantaged and non-disadvantaged students and nationally will reduce.  Reduce the Basics attainment gap to national from 42% (2016/17) to 30% for the 2018 GCSE outcomes.  Evidence of reducing gaps in termly reports to the SIB. | | Cost of additional English and maths teachers = £59,570 |
| 1/2 | Additional Learning Support Assistants (TAs) ensure that disadvantaged SEND students’ are supported fully and make expected progress. | NCA / LMA  LMA | See SEND Action Plan.  Teaching Assistants and SEND team to be trained to deliver the Grow@KS3 and Rapid Reader Plus reading interventions. | 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 | Subject Leader  AGI  AGI/KWA | Order revision guides for core subject areas.  Saturday revision schedule to be in place for year 11 cohort.  Ensure students are exam ready: 2 mock opportunities, use of extended lessons to practise exam questions, appropriate access arrangements in place, QLA of assessments leading to specific topic driven booster classes. | ALL Year 11 PP students will access 5 or move Saturday revision sessions by July 2018. | | Saturday revision for year 11 =£15,000 budget.  Cost of revision guides = £2000  EAL Dictionaries = £300  Access Arrangements = £1500 |
| 1 | Disadvantaged learners will make at least expected progress, as a consequence of proactive tracking and interventions by the pastoral team in each year group. | Progress Lead  APL  Progress Lead  Progress Lead | Progress Leaders and Assistant Progress Leaders review progress, attendance and behaviour weekly and identify students at risk of underachievement.  Rigorous scrutiny and analysis of progress data following data input.  Progress Leaders to present half termly data analysis to SLT. | Half termly reports demonstrate students are making expected progress as a consequence of planned interventions.  PP attendance will improve from 91.57% (2016/17) to above 93% by July 2018.  Percentage of PP students who are classed as PA will reduce from 25.9% (2016/17) to below 20% by July 2018.  Percentage of PP cohorts late codes will reduce from 3.58% (2016/17) to below 3% by July 2018.  Percentage of PP students receiving FTE will reduce from 69% to below 50% by July 2018. | | Additional Progress Leaders TLR = £27,000  Cost of academic support staff = £97,288  Cost of 50% of salary of Early Help Hub officer = £14,961  Cost of subsidising PP and other disadvantaged on trips £5000 across year. Some costs may be met by additional fundraising activities. |
| 2/3 | Reading Ages of disadvantaged students with Reading ages of 10yrs and under, make accelerated progress. | AMO  AMO/LMA/BN  ABU  AMO  AMO | Reading age tests to be completed in HT1. PP students identified with reading needs and reading intervention put in place:  Class reader activity to form part of progress time curriculum.  Grow @KS3 for students targeted by SENco.  Rapid Reader plus for students targeted by the EAL team.  Reciprocal reading strategy  Develop a peer mentoring programme (Year 10’s paired with year 8’s and Year9’s paired with Year 7’s) .  All students to receive a book from the bookbuzz initiative.  All students to receive a book as a Christmas present  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 across the year.  Improved numbers of PP students regularly accessing the library. | | Costs of reading age tests = £1000  Cost of reading books available in progress time = £1000  Books from bookbuzz are free of charge.  Cost of reading books given out at Chrismas = £1000 |
| 1 | Improved rates of progress across all high attaining pupils eligible for PP. | ABU  ABU  ABU  Progress Lead  SLT | Identify cohort of High Ability PP students through data analysis.  All Year 10 and 9 PP high ability pupils to be placed on High Ability Pupil Initiative. As part of the programme all PP High Ability Pupil Initiative (HAPI) will have access to:   * A dedicated mentor to assess progress * Targeted University visits  through careers * A minimum of 1 independent cultural experience * Encourage participation in DoE * Tracking of academic progress and impacts of the  programme * Termly theatre, museum, gallery visits * Resiliance development sessions * Debate Mate   Half termly Progress meeting where subject leaders and Progress Leaders focus and report on High Ability PP progress.  Pastoral mentoring through Progress Leaders (PL).  Academic mentoring through SLT for Year 11. | Pupils eligible for PP identified as high attaining from KS2 levels make as much progress as ‘other’ pupils identified as high attaining, across all years, so that they are on track to achive a progress 8 score greater than 0 by July 2018.  July 2017 HAPPI Baseline  Year 11 = -0.953  Year 10 = -1.042 | | Cost of visits and trips = £5000  Meeting time.  FE and HE = no costs because of links with GM Higher. |
| 1/2 | Boys eligible for PP make the same levels of progress as girls who are eligible for PP. | ABU  ABU | Monitoring of participation rates of disadvantaged boys so that they are represented in extra curricular activities.  Targeted cohort to take an active part of in the Commando Joe programme. | Half termly data will show the progress gap narrowing between disadvantaged boys and their female peers:  Improve boys Progress 8 measure from -0.88 to better than -0.5 by July 2018.  Reduce the Year 11 internal gap between PP boys and girls by -0.1 by July 2018.  July Year 10 PP (Baseline)  Boys P8 = -0.241  Girls P8 = -0.006  Reduce the Year 11 9-5 Basics internal gap between PP boys and girls from 23% to 15% by July 2018.  July Year 10 PP (Baseline)  Boys 9-5 basics = 18.4%  Girls 9-5 basics = 41.4%  Increased number of boys taking up extra curricular. | | £8000 for Commando Joe (paid for through GM Higher) |
| **Expected Outcome 3: To continue to offer opportunities for those in receipt of Pupil Premium to access extra-curricular opportunities.** | | | | | | |
|  | **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 | Disadvantaged learners will make at least expected progress, as a consequence of monitoring attendance to outside the classroom learning experiences. | ABU/MRO  ABU  ABU  Progress Lead | Outside learning coordinator will develop an outside the classroom based experience targeting disadvantaged students to develop resilience and life skills.  Commando Joe’s to work with targeted PP students. This will have a focus on KS4 with students developing leadership qualities as well as developoing their resilience.  Tracking and monitoring to participation rates of:   * GM Higher activities * Trips and visits * Extra curricular   Monitor and track attendance at extra curricular, particularly of key groups (PP, EAL, Boys etc) | Proportion of key groups attending extra curricular offer is at least in line with proportion of key groups.  PP students will receive less behaviour incidents and more credits.  Pupils engaged with Commando Joe’s to complete pre and post student voice to evaluate impact. | | Cost of developing outdoor learning initiative = £2000  Cost of salary for outdoor education member of staff = £28,500  Cost of Commando Joe one day a week (Free as paid fro by GM Higher). |
|  | Pupil Premium students are represented within the DofE cohort. | MRO | Pupil Premium students to be targeted for DofE.  The academy to contribute to the cost of either hire of specialist equipment or for the actual instruction itself if appropriate. | Pupils engaged with DofE to complete pre and post student voice to evaluate impact. | | Cost of setting up DofE = £900  DofE start up packs = £400 |
|  | Students eligible for Pupil Premium are supported in terms of the financial cost of any curricular/year group trips. | Pastoral team  Subject Leader | Pastoral teams to plan reward trips  Subject areas to build trips into their curriculum. | Whole school audit of extra curricular provision and participation. | | Cost of subsidising trips = £5000. |
| **Expected Outcome 4: Attendance of disadvantaged students improves across all year groups to match that of their peers and national expectations.** | | | | | | |
|  | **What will success look like?** | **Lead** | **How will we get there (Actions)** | | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| 4 | The attendance of disadvantaged students improves to match that of non-disadvantaged students. | SLE  ABU  ABU  AGI  Progress Lead  Progress Lead  Subject Lead | Qualty Assure all attendance protocols are being carried out by pastoral staff.  An attendance panel established each half term with local   * Councillors * Police/PCSO * Educational Welfare * SIB members   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 montoring report to Progress Leaders. PA students to be discussed at line manager meetings.  Pupil Premium focused coaching walks will allow all departments to assess whether strategies are being implemented.  Half termly attendance reward trips to be organised targeting improved attendance for disadvantaged students. Where possible these trips should be free of charge. | | Reduction in the attendance gap between disadvantaged and non-disadvantaged students (Gap of 4% in 2016/17).  PP 2016/17 = 91.57%  NPP 2016/17 = 95.98%.  PP attendance will improve from 91.57% (2016/17) to above 93% by July 2018.  PP attendance to the GCSE exams will improve from 88.62% to above 93%. | 60% of Assistant Progress Leaders time = £71,233  Cost of subsidising PP and other disadvantaged on trips = £5000 across year.  Some costs may be met by additional fundraising activities.  Meeting time.  Costs to support transpot pick ups = £100 |

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| 3/4 | | Punctuality of students to school will continue to improve each term from to match that of non-disadvantaged students and be in line with national averages. | | Pastoral team  Progress leade  CSC  APL  APL  Form Tutors | | PP students with poor punctuiality to be put on punctuality report.  Rewards targeting PP students linked to attendance and progress.  Attendance team responsible for staffing the ‘late gate’ in the mornings. Commando Joe officer to support with picking up PP students within a 15 minute walk of the academy.  Attendance team responsible for staffing the same day break time detentions for students who are late during AM registration.  APL’s 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 students who are classed as PA will reduce from 25.9% (2016/17) to below 20% by July 2018.  Percentage of PP cohorts late codes will reduce from 3.58% (2016/17) to below 3% by July 2018. | | No additional cost. | |
| **Expected Outcome 5: To ensure that the students eligible for PPG are not over represented in the behaviour system.** | | | | | | | | | | | |
|  | | **What will success look like?** | | **Lead** | | **How will we get there (Actions)** | | **How will we know we have arrived (Impact)** | | **Cost, training & resources** | |
| 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  Progress Lead | | TAP meetings for KS3 and KS4 to determine interventions for those students at risk of FTE & PX.  Pastoral team to adehere to the academy reporting system. | | 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 2018. | | 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  Progress Lead | | TAP meetings for KS3 and KS4 to determine interventions for those students at risk of FTE & PX.  Pastoral team to adehere to the academy reporting system. | | Fixed term exclusions are at least in-line with the national average.  Percentage of PP students receiving FTE will reduce from 69% to 50% by July. | |  | |
| **Expected Outcome 6: To ensure students eligible for Pupil Premium are offered early careers advice and guidance to help them achieve their aspirations.** | | | | | | | | | | | |
|  | | **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 PPG to those of non PP pupils. | | VHA  VHA  VHA | | Attend college visits that are best suited to the needs of each PP pupil. Strong careers advice and guidance through outside provider.  Track and monitor attendance of Pupil Premium students to careers evenings.  Ensure vulnerable Pupil Premium students are targeted early for careers guidance and support. | | 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. | | Cost to support lunch time activities.  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.  . | | VHA  MRO  Subject Lead  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.  Guest speakers and university professionals visiting the academy 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 iof transport to support HE and FE trips and visits | |
| 3 | | Develop links with GM higher to create opportunities for disadvantaged students to experience FE and HE | | ABU | | GM Higher to support the academy by offering:   * MMU to mentor Pupil Premiumlearners from year 10, in school with MMU student mentors coming into the Academy. The focus will be to provide Pupil Premiumlearners, that would otherwise not be exposed to further education. * Debate mate * Commando Joes * Performing Arts programme * Student Leadership Residential weekend | | Increased number of students accessing HE and FE visits and trips.  Increase the number of students applying to go to Connell College from 10 students to 15 students by July 2018. | | No cost as GM Higher do not charge for their support. | |