



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

Pupil Premium

Strategy 2021/22

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Manchester Communication Primary Academy
Number of pupils in school	386*
Proportion (%) of pupil premium eligible pupils	49.48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-23
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alex Reed
Pupil premium lead	Alex Reed
Governor / Trustee lead	Sayem Chaudhury

*Based on funding allocation census numbers.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,895
Recovery premium funding allocation this academic year	£30,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Manchester Communication Primary Academy, as part of the Greater Manchester Academies Trust, is wholeheartedly committed to doing all it can to mitigate the negative impact of social disadvantage.

At all schools in the GMAT, this is achieved through:

- Providing an exceptionally high quality of education.
- Deep social investment in pupils and their families.

In addition to the existing challenges which social disadvantage brings, MCPA is committed to overcoming the negative educational, social and psychological impact of the COVID-19 pandemic.

This is achieved through:

- High quality academic support, informed by astute assessment.
- A nurturing approach to all interactions, whereby the needs of each individual child are planned for.
- A range of opportunities to engage with culture, sport and the wider world.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Achievement in English continues to be lower for pupils who are disadvantaged (FSM E6) than those who are not. This is especially the case in boys, and more so those boys who were Summer born.
2	The base-line of children on entry to school (EYFS) is far below the national average, and lower for those who are disadvantaged. Post-COVID, a significant number of children entering the EYFS have difficulties with social communication.
3	The attendance of some pupils is below the expected rate, this has been exacerbated by the COVID-19 crisis.
4	Opportunities for developing cultural capital are limited in many families due to low income.
5	A high proportion of children, especially those eligible for the pupil premium grant, have difficulties with their mental health, have had adverse childhood experiences or live(d) in adverse childhood environments.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Reading is at the heart of the school: Children are rapidly caught-up in phonics, so that reading and spelling are well supported in EYFS and beyond. Children read a wide range of high quality texts.	Phonics screening above 75% GLD at least 70% All year groups reading outcomes above 60% All children engage with reading for pleasure and are articulate when asked about reading.

Children are supported to co-regulate; to understand their emotions and to form positive relationships with peers.	Number of FTEs is minimal. Number of playtime incidents is minimal. SEND support is extremely effective. Safeguarding and family support is outstanding. The school achieves the nurturing schools' award.
All children, including those with SEND are supported to achieve well (including at the end of key stage tests), so that they are ready for the next stage in their education. Expectations of effort, ATL, presentation and handwriting are high. Target groups: 1: FSM E6 Boys. 2: New arrivals. 3: Pupils with low attendance. 4: Girls with SEND/PLA.	At least 60% of the FSM E6 boys achieve the standard in reading and writing. The proportion of children with persistent absence is significantly reduced (below 75). At least 40% of the girls with SEND/PLA achieve the standard in English.
The curriculum design is high quality, and makes good use of pre-assessment to identify gaps in prior-knowledge, it has the flexibility for teachers to address these gaps before teaching new content and concepts.	Curriculum leadership is a recognised strength of the school. Quizzes, knowledge organisers and recapping are all effectively used to help children know and remember more. Teachers are confident in applying cognitive science to their own practice.
Children engage with and benefit from a wide range of extra-curricular and cross-curricular opportunities.	The school achieves the PSQM and nature friendly schools' award. Pupils readily engage in a wide range of after school clubs, trips and visits. MCPA competes in a range of sports.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Y6 teacher(s) to reduce class size and meet needs of pupils</i>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/	1
<i>Additional staffing in EYFS to provide capacity for more pupil support</i>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/	2
<i>Staff training, using an evidence informed approach to understanding cognitive science. Staff support/coaching makes</i>	https://cognitiveresearchjournal.springeropen.com/articles/10.1186/s41235-017-0087-y	1,2

<i>effective use of feedback to improve performance.</i>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/	
Implement phonics catch-up programme, which will enable children in KS1 and 2 to make rapid progress in phonics, if they are below the national standard.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	2,3
Develop the KS2 approach to the teaching of reading, based on the art and science of primary reading	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1:1 tuition for targeted pupils in English and/or maths	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/	1
Provide opportunities for additional learning during the holidays, through summer camp type provision.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/summer-schools/	1,2,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a wide range of opportunities to access and compete in sports. Supported by the PE teacher and health lead.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/	4,5
Extended school activities (clubs) which offer a wide range of opportunities, including sports and the arts	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/	4,5
Inclusion team providing behaviour interventions and specialised curriculum.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/	5

Pastoral/family support team who support with attendance and a wide range of home issues.	https://youthfirstinc.org/the-importance-of-family-involvement-at-school/	3.5
Provide access to outdoor learning opportunities, including residential trips.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/	4.5

Total budgeted cost: £300,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, these measures cannot be used to demonstrate the impact of the pupil premium.

Throughout the pandemic, pupils who were eligible for the pupil premium were supported with:

- Device access for distance learning
- 1:1 tuition by the tutor trust and internal staff
- Family support, which included access to foodbank, transport, housing support, clothing and furniture
- Places in school as vulnerable pupils
- Food vouchers and parcels
- Materials to support distance learning

72% of disadvantaged pupils regularly attended all online lessons.

78% of Y6 disadvantaged pupils achieved the national standard in the NGRT reading test, compared to 75% of non-disadvantaged pupils at the end of the year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Fresh Start	Read Write Inc
MyOn	Renaissance