



Manchester  
Communication  
Primary  
Academy

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# Manchester Communication Primary Academy

PUPIL PREMIUM

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Strategy 2020/23

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## School Overview

<b>School Name</b>	Manchester Communication Primary Academy
<b>Pupils in School</b>	435
<b>Proportion of Disadvantaged Pupils</b>	34%
<b>Pupil Premium allocation this Academic Year</b>	£186,000
<b>Academic Year or Years Covered by Statement</b>	2020-23
<b>Publish Date</b>	September 2020
<b>Review Date</b>	July 2021
<b>Pupil Premium Lead</b>	Alex Reed - Head Teacher
<b>Governor Lead</b>	Cornelia Nkala

## Disadvantaged Pupil Barriers to Success

- Achievement in writing continues to be lower for pupils who are disadvantaged than those who are not.
- Base-line of children on entry to school (EYFS) is far below the national average, and lower for those who are disadvantaged.
- Attendance, due to unstable home circumstances for some, can cause a barrier to achievement.
- Opportunities for developing cultural capital, having a variety of experiences etc. outside of school are limited for some due to levels of income.
- A high proportion of children who are eligible for the PPG, face challenges relating to their mental health or have had adverse childhood experiences. For some, this relates to their ability to communicate.

## Strategy Aims for Disadvantaged Pupils - Academic Achievements

<b>Aim</b>	<b>Evidence of Impact</b>	<b>Target Date</b>
1. The achievement gap (between disadvantaged and non-disadvantaged pupils in school) in writing in Y2 and Y6 assessment is less than the national achievement gap (between national disadvantaged and national 'other')	Y2 and Y6 external assessment results in writing.	July 2021, 2022 and 2023.
2. The achievement gap in Y6 writing (school disadvantaged compared to national other) decreases year on year.	Y6 external assessment results in writing.	July 2022 and 2023.
3. Phonics screening results show that disadvantaged children continue to achieve in line with or better than 'national other'.	Y1 phonics screening outcomes.	July 2021, 2022 and 2023.
4. Achievement of the GLD by disadvantaged pupils increases year on year, with the gap to 'national other' closing.	EYFS profile - good level of development	July 2021, 2022 and 2023.

## Strategy Aims for Disadvantaged Pupils - Wider Outcomes

Aim	Evidence of Impact	Target Date
5. The attendance of pupils who are classed as 'FSM ever 6' is at least 94% and is improving year on year.	Attendance data from IDSR.	July 2021, 2022 and 2023.
6. Disadvantaged children access a range of opportunities, including trips and visits. At least 70% attend trips (including residential trips) with non citing cost as a barrier.	Trips and visits data.	July 2021, 2022 and 2023.
7. Disadvantaged children access a range of after school clubs (post covid) with at least 60% of pupils eligible for the PPG regularly attending a club. This figure should rise year on year	After school clubs attendance data.	July 2021, 2022 and 2023.
8. Boxall profiles show improved emotional regulation and ability to communicate by all pupils year on year.	Boxall profile data.	July 2021, 2022 and 2023.

## Provision

Provision	Target & Success	Cost
<b>Family support</b> Family support worker, providing assessment for and access to early help services. Supporting parents of vulnerable families and promoting all parents' engagement with school through events. This includes a budget for school access, providing uniform, PE kits and book bag at no cost to families.	5	£40k
<b>Attendance officer</b> A dedicated attendance officer to ensure that the attendance strategy is implemented; all pupils are well supported to attend school and any issues are quickly addressed.	5	£20k
<b>Staff training on writing</b> Working with Burnley Brow (an Outstanding T4W school) to further develop staffs' ability to effectively teach writing by attending training sessions and observing teaching.	1 & 2	£4k
<b>Additional Y6 teacher</b> Provision of an additional teacher in Y6 to split the class(es) further into smaller groups. This enables greater levels of teacher attention and dynamic feedback.	1 & 2	£25k
<b>Phonics provision</b> Replenishment of the RWI phonics resources and provision for staff to attend training or have a visit from the RWI consultant.	3	£2k
<b>Nurture training</b> Providing training for staff on the principles of nurture and ensuring that they are embedded into practice, so that pupils' developmental needs are met.	8	£2k
<b>Speech therapy</b> Provision of a qualified speech therapist, providing therapy to children and training to staff with the support of an ELKLAN trained teaching assistant. Cost allocated to PPG does not include EHCP funded provision.	8	£23k
<b>PD support</b> Specialist members of the inclusion team who provide SEHM support for pupils with a range of additional needs. Cost allocated to PPG does not include EHCP funded provision.	8	£39k

Provision	Target & Success	Cost
<b>Clubs</b> A wide range of after school clubs, which are informed by pupils' own choices, enabling pupils a range of opportunities and experiences.	7	£3k
<b>Trips</b> Financial subsidy of all trips and visits, so that the cost will not prevent anyone from engaging, including for the residential trips.	6	£8k
<b>Early Years Enhancement</b> Training is offered to staff on the use of 'in the moment planning', to improve the quality of interactions and learning in EYFS provision. Equipment and resources are renewed. Pre-nursery offer is strengthened, so that links are formed prior to starting in nursery. This will include workshops, resources and enhanced communication via digital media.	4	£3k
	Total:	£186k