



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

Pupil Premium

Strategy 2024/25

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	457
Proportion (%) of pupil premium eligible pupils	56.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Alex Reed
Pupil premium lead	Alan Mulvany
Governor / Trustee lead	Jo Peacock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 349,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Manchester Communication Primary Academy (MCPA), a proud member of the Greater Manchester Academies Trust (GMAT), we are unwavering in our commitment to address and mitigate the detrimental effects of social disadvantage on our students. Over the next three years, from 2023 to 2026, we will strive to achieve this commitment through a multifaceted approach that encompasses education, social investment, and tailored support for disadvantaged children.

<u>Education</u>
Our foremost objective is to provide an exceptionally high quality of education to every student within our care. To achieve this, we pledge to continuously enhance our teaching methods, curricular offerings, and educational resources. We will empower our teachers to innovate, ensuring that our students receive the best possible educational foundation.
<u>Social Investment</u>
We recognise that addressing the unique challenges faced by disadvantaged children requires more than just academic support; it necessitates a deep social investment in our pupils and their families. Over the next three years, we will expand our community outreach programs, partnerships, and family engagement initiatives to create a supportive network that extends beyond the classroom.
<u>Disadvantaged Children</u>
At MCPA, we are committed to ensuring that disadvantaged children have every opportunity to succeed. We will implement targeted strategies that address the specific needs of these students, providing them with additional support, resources, and opportunities. Our goal is to close the achievement gap and create an inclusive environment where every child can thrive.
<u>Personalised Learning Plans</u>
We will develop personalised learning plans for disadvantaged children, tailored to their unique strengths and challenges. These plans will guide our teachers in providing targeted support to help these students reach their full potential.
<u>Enrichment Programs</u>
MCPA will offer a range of enrichment programs designed to expose disadvantaged children to new experiences and opportunities. These programs will include cultural outings, mentorship initiatives, and career exploration activities.
<u>Parental Engagement</u>
We will actively involve parents and carers in their child's education, offering parent breakfasts, workshops, resources, and support to help families provide a nurturing and conducive learning environment at home.
<u>Access to Resources</u>
As we did during the COVID-19 pandemic, MCPA will ensure that disadvantaged children have access to necessary resources, such as technology, resources and tutoring services, to level the playing field and enhance their educational outcomes.
<u>Mentorship and Guidance</u>
We will pair disadvantaged students with mentors and provide ongoing guidance and counseling to address social and emotional challenges that may hinder their academic progress.
As we embark on this three-year journey, MCPA remains steadfast in its dedication to fostering an inclusive, supportive, and enriching educational environment. We will work tirelessly to ensure that disadvantaged children have the tools and opportunities they need to overcome obstacles and succeed academically and personally. Together, with our dedicated staff, engaged families, and the broader community, we will strive to break down barriers and empower every student to thrive and achieve their full potential.

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 have SEND.
2	The base-line of children on entry to school (EYFS) is far below the national average, and lower for those who are disadvantaged.
3	The attendance of a small number of pupils (most notably children in EYFS and those with SEND) is below the expected rate.

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 70% GLD at least 60% All year groups reading outcomes above 60% All children engage with reading for pleasure and are articulate when asked about reading. The attainment gap between disadvantaged and non-disadvantaged children in reading is less than the national gap.
Children are supported to co-regulate; to understand their emotions and to form positive relationships with peers.	Number of exclusions 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.	At least 60% of the FSM E6 boys achieve the standard in reading and writing in KS1 and KS2 SATs The proportion of children with persistent absence is below 15% with disadvantaged PA below 25% All key groups have a positive VA measure in 2023 KS2 SATs
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 through external QA. 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. The quality and accuracy of models which teachers and TAs provide is consistently high.
Children engage with and benefit from a wide range of extra-curricular and cross-curricular opportunities.	The school maintains the PSQM and achieves the SMSC quality mark. Pupils readily engage in a wide range of after school clubs, trips and visits. MCPA competes in a range of sports.

A Three-Tiered Approach

MCPA is committed to a comprehensive three-tiered approach for the years 2023-2026. This approach focuses on Teaching Quality, Targeted Academic Support, and Wider Strategies to ensure the academic and emotional well-being of our students.

Section 1: Teaching Quality

Quality First Teaching: We will prioritise high-quality teaching, supported by evidence-informed Continuous Professional Development (CPD) for both teachers and support staff. Our teachers will stay updated with the latest teaching techniques and best practices to provide our students with the best learning experiences.

Engaging Curriculum: MCPA will continue to offer a broad and engaging curriculum that captivates students' interest, encouraging them to explore and learn.

Wellbeing Curriculum: To address the emotional needs of our students, we will integrate a Wellbeing Curriculum into all year groups. This curriculum will provide essential tools to manage emotions and promote mental health.

Cognitive Science-Informed Approach: We will implement a cognitive science-informed approach to Teaching and Learning (T&L) supported by CPD. This approach will enhance students' cognitive processes, helping them absorb and retain knowledge more effectively. This includes the use of instructional coaching to support the development of staff.

Knowledge-Rich Curriculum: Our curriculum will be knowledge-rich, providing students with a strong foundation of information across subjects.

Phonics Catch-Up: We will implement a phonics catch-up program to ensure all students, including disadvantaged ones, have strong foundational reading skills.

Reading Enhancement: We will introduce 'The Art and Science of Primary Reading' to further improve students' reading abilities. Additional reading support will be available across all year groups.

Formative Assessment: Frequent low-stakes testing will be used to measure student progress, with a particular focus on disadvantaged students. Formative assessment tools such as PIRA reading tests, Big Grammar & SPaG papers will be employed.

Subject Planning and Development: Regular subject planning and development meetings, including innovative approaches like subject speed dating and Collaborative Learning Teams (CLT), will be conducted.

Quality Assurance: We will actively support curriculum development through quality assurance measures such as curriculum sampling and gathering pupil feedback through book reviews.

Social and Emotional Learning (SEL): SEL will be embedded within our school routines, including regular emotions check-ins and calming activities. SEL core competencies will be explicitly taught by all teachers throughout the curriculum. We will use tools like Class Dojo and homework assignments to support SEL.

Section 2: Targeted Academic Support

Teacher-Led Targeted Teaching: We will provide targeted group teaching led by our skilled teachers to address the specific needs of students.

Phonics Catch-Up: A 1-1 phonics catch-up program will be available to help students who require additional support in reading.

Interventions: We will offer interventions such as Shine interventions, RWI comprehensions (for years 2-6), Socially Speaking, Time to Talk, Toe by Toe, Memory Fix, Handwriting, and Beat Dyslexia to cater to the individual needs of students.

TA Support: Our Teaching Assistants (TAs) will be deployed strategically to provide further assistance to students who require it.

Staggered Start Times: Staggered start times will be implemented to offer extra learning support to targeted students.

Parental Engagement: We will provide parents with additional support materials to aid their child's learning at home.

Safe Spaces: Safe spaces will be available to targeted children throughout the day, offering them a supportive environment.

Pastoral Support: Our pastoral staff will offer small group and 1:1 support to assist children with their social and emotional well-being. We will also provide Drama Therapy, access to a School Counselor, and tutoring in writing and EAL.

Identifying Target Children: We will use MAPs meetings to identify target children and key groups that require extra support.

Section 3: Wider Strategies

Daily Breakfast: We will provide daily breakfast for all students to ensure they start the day with the energy needed for learning.

Staff Utilisation: School staff will be utilised to cover classes, reducing the need for supply staff.

Aspirations Programme: An Aspirations Programme will be launched to inspire students and broaden their horizons.

Attendance Team Support: An attendance team will provide support to ensure students attend school regularly. This includes the use of external traded services to robustly tackle rates of persistent absence.

Pastoral Support Packages: Specialised pastoral support packages will be offered to students who require them.

Communication: Regular phone calls home will be used as a means of communication between school and parents.

Enrichment Activities: We will organise trips, visits from authors, and engage in writing competitions to provide students with enrichment opportunities.

Recognition and Celebration: We will celebrate students' achievements through weekly WOW work, displays in the hall and Head's office, and recognition through writing competitions and certificates.

This comprehensive three-tiered approach reflects MCPA's commitment to providing a holistic, supportive, and enriching educational experience for all our students in the post-COVID era. We are dedicated to ensuring that every child, regardless of their background, receives the support and opportunities they need to thrive and succeed.

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: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing in EYFS to provide capacity for more pupil support and continuation of WELLCOMM programme (£30k)	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/earlyyears-intervention/	2
Staff training, using an evidence informed approach to understanding cognitive science. Staff support/coaching makes effective use of feedback to improve performance. This includes the appointment of a full-time TA coach and release time for senior teachers to provide coaching (£100k)	https://cognitiveresearchjournal.springeropen.com/articles/10.1186/s41235-017-0087-y https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/	1,2
Implement phonics catch-up programme, which enables children in EYFS, KS1 and 2 to make rapid progress in phonics, if they are below the national standard. This cost includes the LSA staff delivering the programmes (£16k)	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/	2,3
Develop the KS2 approach to the teaching of reading, based on the art and science of primary reading (£5k)	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/readingcomprehension-strategies/	1

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1:1 tuition for targeted pupils in English and/or maths. This includes direct recruitment of a part time qualified teacher for tuition. (£40k)	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. (£12k)	https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/summerschools/	1,2,4
---	---	-------

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £130,000

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. (£6k)	https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/sportsparticipation/	4,5
Extended school activities (clubs) which offer a wide range of opportunities, including sports and the arts (£6k)	https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/artsparticipation/ https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/extending-school-time/	4,5
Inclusion team providing SEMH interventions and specialised curriculum, including well-being focus. (£34k)	https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/behaviourinterventions/	5
Pastoral/family support team who support with attendance and a wide range of home issues. Externally traded services to support attendance (£60k)	https://youthfirstinc.org/the-importance-of-family-involvement-at-school/	3,5
Provide access to outdoor learning opportunities, including residential trips. (£30k)	https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/outdooradventure-learning/	4,5

Total budgeted cost: £349,000

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 2023 to 2024 academic year.

Intended outcome	Success criteria	2023-24 end of year position
<p>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.</p>	<p>Phonics screening above 75%</p> <p>GLD at least 70%</p> <p>All year groups reading outcomes above 60%</p> <p>All children engage with reading for pleasure and are articulate when asked about reading.</p>	<p>73% of Y1 pupils passed phonics screening.</p> <p>58% of children achieved GLD in 2023/24.</p> <p>No year group achieved target. Look at alternative approaches. Not linking all comp to class text. More opportunities to read wide range of texts.</p> <p>Reading for pleasure is a common sight in school. Children engage well & talk about books they read.</p>
<p>Children are supported to coregulate; to understand their emotions and to form positive relationships with peers.</p>	<p>Number of FTEs is minimal.</p> <p>Number of playtime incidents is minimal.</p> <p>SEND support is extremely effective.</p> <p>Safeguarding and family support is outstanding.</p> <p>The school achieves the nurturing schools' award.</p>	<p>10 FTEs in 2023-24</p> <p>Very few playtime incidents – nurture provision very effective.</p> <p>Pupils with SEND are well supported in class, interventions are effective and children with higher needs are supported by specialists.</p> <p>Safeguarding is effective (Ofsted March 22)</p> <p>Award completed.</p>
<p>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.</p> <p>Target groups: 1: FSM E6 Boys. 2: New arrivals. 3: Pupils with low attendance. 4: Girls with SEND/PLA.</p>	<p>At least 60% of the FSM E6 boys achieve the standard in reading and writing.</p> <p>The proportion of children with persistent absence is significantly reduced (below 75).</p> <p>At least 40% of the girls with SEND/PLA achieve the standard in English.</p>	<p>12% of children achieved this.</p> <p>PA was 20.04%, FSM PA 44.33%</p> <p>33% achieved in reading, 33% in writing and 27% combined.</p>

<p>The curriculum design is high quality, and makes good use of preassessment to identify gaps in prior knowledge, it has the flexibility for teachers to address these gaps before teaching new content and concepts.</p>	<p>Curriculum leadership is a recognised strength of the school.</p> <p>Quizzes, knowledge organisers and recapping are all effectively used to help children know and remember more.</p> <p>Teachers are confident in applying cognitive science to their own practice.</p>	<p>External QA in summer '22 recognised strength of established subject leads.</p> <p>New leads will need support in 2024/25.</p> <p>Retrieval practice is well established in teaching, as a result children remember what they are taught well.</p> <p>Teachers and TAs report increased confidence and understanding of cog sci.</p>
<p>Children engage with and benefit from a wide range of extra-curricular and crosscurricular opportunities.</p>	<p>The school achieves the PSQM and nature friendly schools' award.</p> <p>Pupils readily engage in a wide range of after school clubs, trips and visits.</p> <p>MCPA competes in a range of sports.</p>	<p>PSQM has been achieved. School has decided not to pursue NFS.</p> <p>All children attend ESA</p> <p>MCPA took part (and succeeded) in competitions for football, netball and inclusive sports.</p>

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
LBQ (Learning By Questions)	LBQ (Learning By Questions)

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 2023 to 2024 academic year.

<p>Reading Achievement: Children rapidly catch up in phonics, which contributes to well-supported reading and spelling throughout early years and beyond. The phonics screening results are commendable, with over 73% of pupils passing, demonstrating the effectiveness of the school's approach. Furthermore, 58% of children achieved the Good Level of Development (GLD).</p>
<p>Reading for Pleasure: One of the most heartening aspects is the evident passion for reading among students. The fact that all children engage with reading for pleasure and are articulate when discussing their reading experiences is a testament to the school's commitment to nurturing a love for literature.</p>

Social and Emotional Development: The minimal number of full-time equivalents (FTEs) and playtime incidents underscores the school's success in fostering a supportive environment where children can co-regulate their emotions and form positive relationships with peers. Effective SEND support and outstanding safeguarding and family support further contribute to the holistic well-being of the students, and the attainment of the Nurturing Schools' Award is a testament to the school's dedication to this aspect of education.

Curriculum and Teaching: The school's curriculum design stands out as high quality, with a keen focus on pre-assessment to identify knowledge gaps and the flexibility to address these gaps before introducing new content. This approach has contributed to high expectations in terms of effort, attitudes to learning (ATL), presentation, and handwriting, which is crucial for overall development.

Target Groups: The school has identified specific target groups for improvement, including FSM E6 boys, new arrivals, pupils with low attendance, and girls with SEND/PLA. Although there is room for improvement, it's promising to see that efforts are being made to support these groups.

Teacher Development: The school's emphasis on teacher development and cognitive science is notable. The use of quizzes, knowledge organisers, and retrieval practice enhances learning outcomes. The recognition of curriculum leadership and teacher confidence in applying cognitive science highlights the commitment to continuous improvement.

Extra-Curricular and Cross-Curricular Opportunities: The school's achievements in the PSQM and participation in a wide range of extra-curricular and cross-curricular activities, including sports competitions, demonstrate a commitment to a well-rounded education.

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
Phonics	Read Write Inc
LBQ	Learning by Questions