



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

PUPIL PREMIUM

Impact Report 2018/19

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Introduction

In 2018-19, MCPA received £145,200 in Pupil Premium funding.

The main aims of the 2018-19 pupil premium strategy were to:

- Improve outcomes for children who are eligible for pupil premium.
- Develop behaviour support, especially for those with SEMH.
- Instil a love of reading.

The following section of this report outlines how the funding was used to achieve these targets.

Impact of Spend

Provision	Cost	Intended Impact	Actual Impact
Personalised Learning Time. 2 X 40 minute sessions per week for Y1-5 with children in streamed groups of 1:8/10 working on a specific target (e.g. +1 step in SPAG by mastering Y3 common exception words)	£8,000	All provision outcomes are positive	All provision outcomes were positive, based on the average scores for each child. One provision on handwriting was 0.2 so was discontinued.
Communication support & boosters. Specialist teaching assistant with an EAL and speech and language focus delivering support and booster sessions. Trust-employed qualified speech and language therapist working with children 3 afternoons per week with a particular focus on nursery/reception/Y1.	£33,000	EAL children all make good progress against the EAL criteria. Speech therapy cohort meet or exceed targets set by the therapist	EAL children have all made good progress against the EAL criteria – better tracking is needed of this in future however. Speech therapy cohort all achieved their targets. Edukey to be used to track this in 2019-20.
SEMH & nurture provision. Personal development lead TA working with the Assistant Head Teacher for PDBW to establish nurture support for children with SEMH needs.	£30,000	Children with SEMH make good progress.	Most children with SEMH made good progress. Nurture group had good impact with 2 children meeting ARE in maths and 1 in reading, in addition to improved behaviour. The proportion of children receiving fixed-term exclusions was also reduced in 2019-20.
MCPA opportunities & trips (incl Y5 residential) Children are afforded a range of opportunities to visit different places and have varied experiences. There is no charge for school day-trips. Residential trip is subsidised to make it more affordable.	£8,000	Attendance of disadvantaged children is 100% on each trip	100% of disadvantaged children attended school day-trips. 80% of disadvantaged children in Y5 attended the residential trip, which was subsidised to ensure accessibility.

Provision	Cost	Intended Impact	Actual Impact
Improving reading provision. Children are enabled to regularly access a rich and varied collection of reading books. Academy-wide initiatives enthuse children about reading and ensure the quality of teaching and learning is high.	£5,000	70% of children across the school meet the expected standard in reading.	Over 70% of the stable cohort achieved the expected standard in reading in each year group. In 2019-20 we need to work on improving this for the mobile cohort.
Early help/ family worker. A full-time family support worker is employed. Daily minibus to collect children who are otherwise unable to attend. Additional family support such as bus tickets, food parcels, access to washing machines, free uniform and PE kit.	£50,000	Average attendance of children whose families receive early help remains above 90%.	The average attendance of children whose families receive EH support was 91%, however the proportion of PA was high and needs to be reduced in 2019-20.
Personalised Provision. A fund to support disadvantaged children to meet specific targets around learning or personal development. E.g. paying subscriptions for a child to attend a local football club who otherwise would not have been able to; Supporting children with additional booster/support in learning; or providing additional targeted resources.	£7,000	Personalised success criteria will be crafted for each provision.	Individual projects were funded to improve health, attendance/punctuality and poverty-proof access to school (uniform etc). Whole school attendance was over 96%
Read write inc. subscriptions English, phonics and spelling online support and resources	£30,000	% of children achieving GLD in reading and writing improve to 70%	The % of children achieving GLD in reading and writing did not reach the set target. However, 86% of Y1 pupils did pass the phonics screening check.
Edukey and OFSM Software used to manage and track pupil premium spending/impact and an online portal for checking FSM eligibility.	£1,200	Pupil premium is effectively accounted for with spending having positive impact	Pupil premium spending has an overall positive impact (see outcomes table).

External Outcomes

This section of the report simply presents the MCPA disadvantaged achievement gap by comparing the outcomes of disadvantaged children to MCPA's 'other' as national figures have not yet been released.

	GLD	Phonics	KS1 Reading	KS1 Writing	KS1 Maths	KS1 Science
Disadvantage Achievement gap	-9.6%	+1%	+33%	+12%	+9%	+6%
Change from 2017-18	4% reduction	5.6% increase	51% reduction	30% reduction	21% reduction	18% reduction

Good Level of Development

The gap in achievement between the disadvantaged and non-disadvantaged children in the Good Level of has decreased at MCPA by 4% this year to 9.6%. Although this is 6.8% less than the 2018 national disadvantage gap, it remains a focus for MCPA to improve.

Y1 Phonics Screening

Although the Y1 phonics screening results show that the disadvantage achievement gap has increased this year, that is in part due to continued improvement overall. 86% of the disadvantaged children achieved a pass, compared to 85% of the non-disadvantaged children. This is the second year in which more than 85% of the disadvantaged children at MCPA have achieved a pass in phonics screening.

Y2 SATs results

Y2 results show a significant improvement in outcomes for disadvantaged children at MCPA this year with very significant 'swing' in the results and size of the disadvantaged gap. Whilst much of this was due to effective teaching and targeting of underachieving disadvantaged children, there are some contextual factors which make the results appear skewed: Namely, the mobility in this cohort was extremely high, mostly amongst the non-disadvantaged children, this brought their results down, creating a larger gap. That said, these are results which demonstrate the success of our pupil premium strategy, especially around reading.

2019 - 20 Priorities

- Improve outcomes in the EYFS so that children's early writing skills are better developed.
- Support disadvantaged children to achieve well in KS2 SATs, so that the disadvantaged gap is favourable to national.
- Develop provision for children with Adverse Childhood Experiences, so that they are well supported and make good progress.