



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

PUPIL PREMIUM

Impact 2018/19

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Responsible People and Reviews

Alex Reed as the Head Teacher of MCPA is responsible for the effective and correct use of Pupil Premium funding. He is supported and challenged in this by Cornelia Nkala who is the Governor responsible for Pupil Premium.

This strategy is reviewed in the middle of the year and again at the end, to inform the strategy for the coming year. Initiatives which do not have a positive impact are swiftly reviewed, thanks to effective monitoring (see section 5).

It is the responsibility of all staff to ensure that children at MCPA are enabled to overcome the academic and social disadvantage which being from a lower-income household may pose. This includes providing accurate and timely information to facilitate the evaluation of the effectiveness of this strategy.

School Context

MCPA is a 2-form entry primary school in Harpurhey, North Manchester. The area in which the school is located is classed as being in the top 1% for social deprivation in the UK (according to the IDACI scale).

The school also has a significant number of children who are international new arrivals, these children often have no recourse to public funds and therefore do not always show as 'disadvantaged' by the FSM Ever6 measure.

Data based on 2015 IMD Score	School			LA
	2016	2017	2018	2018
No Postcode/out of Manchester	2.84%	1.21%	3.08%	6.37%
Top 1% (most deprived)	24.82%	25.10%	27.05%	5.24%
1-5%	35.46%	38.46%	39.73%	25.07%
5-10%	7.09%	10.53%	11.30%	14.37%
10-20%	12.77%	12.96%	9.25%	18.63
20-30%	14.18%	10.53%	6.85%	11.62%
30-40%	2.13%	1.21%	1.71%	7.37%
40-50%	0.00%	0.00%	0.00%	3.69%
50-60%	0.71%	0.00%	0.00%	1.52%
60-70%	0.00%	0.00%	0.00%	0.71%
70-80%	0.00%	0.00%	0.68%	2.26%
80-90%	0.00%	0.00%	0.34%	2.13%
90-100%	0.00%	0.00%	0.00%	1.01%

Source: Department of Communities and Local Government, Indices of Deprivation 2015

50% of the children at MCPA live in an area classed as being in the top 10% of social deprivation in the UK, with over half of them living in the top 1% of deprived areas nationally.

This means that statistically, these children are less likely to succeed in education and employment

None of these complexities form an excuse for under-performance, they provide us with enhanced motivation to ensure excellence. For some children, MCPA provides a significant opportunity to improve their life chances.

Barriers to Learning

There are several notable barriers to learning which can be seen across cohorts at MCPA. The effective use of Pupil Premium funding seeks to lessen their negative impact each year.

- Oral communication/speech and language difficulties.
- Low engagement with reading for pleasure outside of school/as a family.
- A lack of experiences which fuel imagination (e.g. trips to castles).
- Low family income, resulting in poor nutrition, lack of adequate housing, clothing etc.

Priorities for 2019-2020

In addition to those re-occurring barriers which are detailed above, MCPA creates 3 specific priorities for the use of Pupil Premium funding each year, based on the previous year's outcomes.

From the end of year review of the Pupil Premium Strategy impact for 2018-19, the following priorities have been developed for the 2019-20 strategy:

- 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.

Coronavirus

2019-20 saw the global coronavirus pandemic result in school closures from March the 23rd until the end of the year. This means that the majority of children did not attend for the final 1/3 of the school year and no external assessments were undertaken.

As a result of this, some of the planned provision could not be implemented, had limited impact or was incomplete. In addition, assessment data is less reliable in measuring the impact of the provision, because it is not representative of the whole school year. As such, there is a reduced reliance on quantitative data in the evaluation of provision impact in this report.

The pupil premium was re-allocated in some aspects to support the distance learning offer for pupils from March 2020, ensuring that pupils' engagement with learning remained high.

6. Allocation of funds and anticipated impact

In 2019-20 the academy received £178,000 of Pupil Premium funding. Its allocation and impact is outlined below. As stated above, there is less quantitative data in the impact measures than would usually be the case, due to the pandemic partial-closure.

Allocation of Fund and Anticipated Impact

In 2019-20 the academy received £178,000 of Pupil Premium funding. Its allocation and impact is outlined below. As stated above, there is less quantitative data in the impact measures than would usually be the case, due to the pandemic partial-closure.

Provision	Cost	Impact and Review
Family and attendance support A full-time family support/early help worker and an attendance officer who work together to improve the attendance of all children, especially those from deprived backgrounds.	£55,000	Prior to lockdown, attendance for the whole academic year was on track to be c97%, this included disadvantaged children's attendance of c94% (taking into account the usual improvement of 2-3% from Autumn to Summer). This will need to remain a sharp focus in 2020-21 as school returns to full attendance.
Communication and speech support A qualified speech therapist for 12 hours per week and a full-time communication TA who deliver targeted boosters and support to improve levels of communication	44,000 Revised cost: £18,000	A qualified speech therapist was not appointed, but an ELKLAN trained teaching assistant did support the communication development of children. This continued through lockdown with communication packs delivered to homes with instructions for parents on how to use them. A speech therapist should be recruited for 2020-21 if possible.
PDBW team A team of 3 TAs, under the direction of the DHT for PDBW who support children in each phase with SEMH through in-class support and targeted interventions.	£39,000 Revised cost: £80,000	Throughout the course of the year, this team expanded to be 2 TAs, 1 UQT and 1 mentor. The specialised provision saw an 80% reduction of behaviour incidents in mainstream class in Sp1 compared to Au1. The number of children who were successfully awarded EHCPs for SEMH increased by 200%. Behaviour of all children around school was improved. Mainstream colleagues show a better understanding of childhood trauma and nurturing principles in their practice. Post lock-down, the level of support which children with SEMH need, is likely to be heightened and should remain a key focus.
Additional teacher in Y6 An additional teacher in Y6 for English and Maths to allow smaller groupings thus more individual attention.	£14,000	Provision of an additional teacher in Y6 had a positive impact on the year group's achievement with teacher predictions being c60% RWM. This is a strategy which should be replicated in 2020-21.
Counselling Qualified child counsellor 1 day per week, supporting individual and groups of children with targeted intervention. The counsellor will also provide staff support and training.	£5,040 Revised cost: £7,200	There was an increase in cost as demand for the counsellor grew, this was mainly to support children with parental bereavement during the covid-crisis. Pupil voice of those who access counselling support is positive, as are the counsellor's reports. This provision should continue in 2020-21 but make use of boxall profiles to understand and assess the impact.
Reading initiative. Building on the success of 2018-19, a reading initiative to promote and encourage a love of reading for pleasure.	£2,500 Revised cost: £1,000	This money was spent on providing 'kindle fire' tablets to children who did not have a device on which to access distance learning. This provides access to a range of e-books, in addition to online learning platforms. The result was 91% engagement with distance learning.
Trips and visits Funding to subsidise trips including a Y5 residential.	7,000 Revised cost: 0	A number of trips, including all residential trips were unable to take place due to covid.

Provision	Cost	Impact and Review
Reception provision improvements Improvements to the reception learning environment, both indoors and outdoors to promote the development of writing skills through regular practise.	£5,000 Revised cost: £1,000	Outdoor provision was developed with the purchase of outdoor tables which could be used to support writing (no slats) and a mud kitchen. The proportion of children who were on track to achieve the GLD in writing was over 15% higher than the previous year at the point of lock-down
Assessment & tracking Further development of the use of externally –set assessments to track the achievement of pupils and identify gaps in their learning. Edukey provision mapping to track the impact of PP initiatives. OFSM to ensure that all children who are eligible are in receipt of PPG.	£7,000	The use of externally devised assessments (PIRA and PUMA) informed teaching and provided colleagues with performance benchmarks for their children. The result was that all staff stated that they felt this was useful and also supported their workload by being online (self-marking). OFSM was well used to ensure that all who are eligible, do benefit from the PPG, this number has risen steadily over the year. Edukey provision mapping is no longer necessary as internal systems can be used to track the impact of the PPG.