



Manchester Communication Primary Academy

PUPIL PREMIUM

Impact Report 2016/17

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What is the Pupil Premium?

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at children from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. From September 2017, the premium will be worth £1,320 for children in Reception to Year 6 and goes to children who at any point in the past 6 years have been in receipt of Free School Meals (FSM); £1,900 goes to any child who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to children whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent. At MCPA we pride ourselves on our fully bespoke approach to the use of Pupil Premium to support our students to meet and exceed their academic targets, develop socially and access opportunities which otherwise may not be afforded; in addition to targeted intervention, allocation of additional staff and the purchase of specialist equipment, MCPA provides its children with a uniform free of charge.

Why is there a Pupil Premium?

Students who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible. In 2009-10 GCSE statistics showed that around a third of students who have been on Free School Meals in the previous six years achieved five or more A*- C grades, compared to more than two thirds of their fellow students

How do I Check if my Child is Eligible for Free School Meals?

You can claim free school meals for a child who lives with you and who you are responsible for (for example, you receive Child Benefit for them) as long as you get one of these qualifying incomes:

Income Support; or income-based Jobseeker's Allowance; or Pension Credit (Guarantee Credit); or income-related Employment and Support Allowance; or Child Tax Credit (CTC) as long as you are not getting an amount for childcare paid with your CTC, or getting Working Tax Credit. HM Revenue & Customs must also have worked out your household income as £16,190 a year or less. This income limit will be used until April 2016 but may go up in future years; or Universal Credit; or a Working Tax Credit 'run-on' payment for four weeks after stopping work or reducing working hours to under 16 hours a week. You can also claim if you are an asylum seeker. For all enquiries, please contact: 01612345003 or email benefit.enquiries@manchester.gov.uk

How will the Impact of the Spending of the Pupil Premium be measured?

The progress of all children at MCPA is monitored on at least a termly basis through data tracking, this information is reported to the Academy's governing body. Progress of children who are eligible for Pupil Premium will be reported as part of the Principal's report, in addition to evaluation and monitoring of all PP specific interventions

How many Pupils at MCPA are Eligible for the Pupil Premium?

Currently 40% of the children at MCPA are eligible for free school meals but **15.3%** of students at MCPA are eligible for the Pupil Premium with a total allocation of £48,840.

What Impact does MCPA's Evolving Cohort have on the Pupil Premium?

The flexible nature of MCPA's cohort whilst it has been in its first years of establishment has made the prediction of pupil premium figures difficult, in order to ensure that no children who are registered for PP are missed, MCPA tracks all who are eligible for FSM as PP until the official data is released by the DFE, as a result, our previous estimated levels of PP children and funding were higher than the official data.

What are the Main Barriers to Pupils' Achievements at MCPA?

- Development of communication, especially in the early years and for children with English as an Additional Language.
- Levels of literacy, many of our children have not been exposed to early reading and writing due to changes/gaps in their early years education before joining MCPA.
- A broad range of experiences, some of our parents find it difficult to support their children in experiencing a wide range of cultures and learning opportunities. We believe that this is essential in developing the whole child and helping children to try new things, become more resilient and form specialisms.

What is the Pupil Premium used at MCPA?

Pupil premium spending at MCPA is split into 3 main categories as detailed below:

| Area | Supporting Learning | Enriching Learning | Removing Barriers |
|-----------|---|--|--|
| Aim | To ensure that all children are able to learn well, through targeted programmes and boosters, children are enabled to make better than expected progress. | Children are given a wide range of opportunities, accessing specialist teaching staff, equipment and resources as well as learning outside of the classroom context | All children are given an equal, good chance of succeeding in school through the removal of any barriers which may be caused by social deprivation. |
| Provision | <ul style="list-style-type: none"> EAL provision. Additional staff to enable smaller groups. Targeted booster sessions. SEMH support. Specialist speech & language support | <ul style="list-style-type: none"> Trips and visits without cost. Access to a range of reading materials. Specialist staff in PE, computing, art and MFL. Theatre group/poet visits. | <ul style="list-style-type: none"> GMAT early-help team. School nurse. Minibus & home-visits for non-attenders. Tracking systems. Free uniform Breakfast club. |

How is Pupil Premium Spending Tracked?

MCPA use a pupil premium tracking system called Edukey provision map (<http://www.provisionmap.co.uk/>)

Through this system, all pupil premium related spend is recorded, all children on whom it will impact are linked and when appropriate a review of the provision is conducted. This review will include an assessment of the impact of the provision on the children named in addition to the value for money (i.e. cost per child/session). The Vice Principal keeps a running total of the allocated Pupil Premium spend, and can produce a report through the system which shows the pp spend per pp child, thus ensuring that children receive the full benefit of their funding.

How is the Impact of Pupil Premium Funding Monitored?

Each provision which pupil premium funding is used for is set up in the above system. On set-up, a review date is set with success criteria.

On review, the impact of the provision on each child is recorded using the following measures:

For example:

An additional TA will run maths booster for Y3 with a focus on shape, space and measure. This will be a booster which is taught 3 times a week, lasting 30 minutes for each session. At the start of the provision it is agreed that the following success measures will be used:

| | | |
|----|----------------------------------|---------------------------------------|
| +2 | Significantly more than expected | Child makes more than 2 steps in SSM |
| +1 | More than expected | Child makes +2 steps in SSM |
| 0 | As expected | Child makes +1 step in SSM |
| -1 | Less than expected | Child's 'grade' in SSM stays the same |
| -2 | Significantly less than expected | Child's 'grade' in SSM decreases |

At the review point, the above judgements are made and entered into Edukey and an overall average impact for the provision is produced. This, alongside the VFM is used to decide whether or not the provision should continue.

How is Value for Money Considered?

Through the tracking system, a report is produced which shows the cost of each provision per child to whom it applies.

This cost per child and impact must then be considered alongside each other in order to determine whether the provision is viable or not. We refer to this as the VFM:Impact ratio; we would expect that if the cost is high, the impact should also be high.

Consideration of the VFM:Impact measure has led us at MCPA to research optimal staff:child ratios for booster groups. It is important when planning boosters to ensure that the group is targeted enough for rapid progress to be made through focussed work. However, the smaller a group, the less value for money it is likely to represent, a balance is therefore necessary.

As a guide, we believe that optimal group size is 1:4 when working with a TA and 1:7 when working with a teacher. This is not applied rigidly as these groups are based on individual need, but is used as guidance for phase leaders.

How is Staff Time Accounted for?

Many of the provisions which MCPA attribute to the pupil premium funding are boosters which are delivered by existing staff.

In these cases, the pupil premium funding is used to supplement the staffing budget, allowing MCPA to 'overstaff' the phases which in turn creates the flexibility in the team to run a range of boosters and have smaller groups.

As with all the other provisions, the cost of these boosters is calculated and tracked, we use the hourly rate for the member of staff involved, divided by the number of children they are working with. This figure is then multiplied by the number of PP children in the group to calculate the PP spend for the provision.

How was the £48,840 Spent?

| Provision | Cost | Impact Measure | Impact Commentary |
|---|--------|----------------|--|
| 1:1 music Lessons | £1,973 | +1 | All children making good progress in 1:1 piano/guitar lessons and working towards grade certificates. Lower cost than anticipated as fewer children. |
| Free uniform /PE Kit | £1,050 | +1 | Average attendance of disadvantaged children is 0.2% higher than non-disadvantaged. |
| Free Breakfast Club | £5,616 | +1 | 29 of the children eligible for PPG regularly attend breakfast club at £1 per day. Average number of 'lates' is 2 (per child per year) lower for disadvantaged than non-disadvantaged. |
| Educationl Trips | £2,985 | N/A | Children have all been on at least 1 trip, for many these trips would not have been possible without PPG including 15 first trips to the beach. |
| Phonics play subscription | £120 | +1 | Improvement in phonics screening results by 10% in 2017 compared to 2016. |
| Community Lan- guage development | £340 | +1 | Children are making good progress in their Farsi language course. |
| Edukey provision mapping | £654 | N/A | Pupil premium funded provision is well tracked and the impact monitored to ensure that value for money is achieved |
| Maths No Problem | £2000 | +1 | +17% increase in the pass-rate for Y2 national tests in maths. |
| Read Write Inc | £750 | N/A | Implementation has just begun so impact cannot yet be measured. |
| Playground En- hancement | £1000 | N/A | Children now have access to a number square, map, chalk-board and time-telling instructions during playtime, the equipment is well used and children are active. |
| Reading focus & library set-up | £4000 | +1 | +18% increase in the pass-rate in Y2 national assessments. |
| Early help team | £10000 | +1 | XX supported with issues such as transport, housing, immigration status, access to food-bank, clothing, counselling, school nurse/health worker |
| Booster sessions | £16000 | +0.7 | See below. |
| Holiday programme for at-risk children | £2000 | +1 | XX children attended an additional 2 weeks of holiday club in which they developed social communication skills, went on trips and engaged with activities such as baking— opportunities which they may not have had and which maintained their engagement with school over the holidays. |

Break-down of Booster Sessions and Their Impact:

| Provision | Pupil | Average Outcome | Notes |
|-----------------------------|-------|-----------------|----------------------------------|
| Additional Guided Numeracy | 7 | 1.2 | Significantly more than expected |
| Additional Literacy Support | 3 | 1.5 | Significantly more than expected |
| Beating Dyslexia | 1 | 1 | More than expected |
| Counselling | 2 | 0 | As expected |
| English Catch up 3 | 8 | 1.1 | As expected |
| Extra maths support | 3 | 1 | More than expected |
| FFT reading intervention | 5 | 0.6 | More than expected |
| Forest School | 12 | 0.6 | More than expected |
| Intensive literacy | 2 | 1 | More than expected |

| Provision | Pupil | Average Outcome | Notes |
|-------------------------------|----------------|-----------------|---------------------------|
| Mastery maths | 5 | 0.5 | More than expected |
| Maths Intervention | 16 | 0.5 | More than expected |
| Maths for Girls | 6 | 0 | As expected |
| Phonics Intervention | 12 | 1 | More than expected |
| Reading comprehension booster | 2 | 0 | As expected |
| Social Interventions | 1 | 1 | More than expected |
| Speech and Language | 5 | 1 | More than expected |
| Writing Booster - Girls WTS | 3 | 1 | More than expected |
| Writing Booster - Boys PFK | 1 | 1 | More than expected |
| Writing Booster - Girls PFK | 1 | 1 | More than expected |
| Drawing and talking | 3 | 0.3 | As expected |
| Spelling interventions | 5 | 1 | More than expected |
| | Average | 0.7 | More than expected |

Achievement of Disadvantaged Pupils against Externally Verified Measures:

EYFS:

| %GLD | %Exceed | Average Progress |
|------|---------|------------------|
| 68% | 10% | 5.7 |

Although achievement of disadvantaged children in EYFS in 2016/17 was in line with the national percentage for 2015/16, it is below the MCPA 'other' figure (national other not yet known). This is because of the 6 children who did not achieve GLD, several have extremely complex cases; they have been supported to make good progress, the 'individual review' document supports this. 5.7 steps of progress on average is good, especially when we consider that 12/19 of these children have needed attendance support.

Year 1:

71.4% of the year 1 children achieved a pass at phonics screening, this is 3% lower than MCPA other with national other not yet released. This figure is below the national average although it represents a significant improvement for the school, to further improve this in the future a new phonics lead has been appointed externally and Read Write Inc. phonics will be implemented through allocation of PPG. 100% of higher attaining disadvantaged children achieved a pass at phonics screening.

Year 2:

Results from the Y2 national tests were very positive, a significant amount of resource had been targeted at ensuring that the greatest possible amount of children in Y2 achieved the national

standard and in many cases exceeded. 100% of the higher attaining disadvantaged children in Y2 exceeded in reading, writing and maths.

| % Expected Reading | % Greater depth reading | % Expected writing | % Expected depth writing | % Expected maths | % Greater Depth Maths | % Expected RWM | % Greater depth RWM | % Expected Science |
|--------------------|-------------------------|--------------------|--------------------------|------------------|-----------------------|----------------|---------------------|--------------------|
| 90% | 40% | 80% | 40% | 100% | 40% | 80% | 40% | 100% |

Main Aims for 2017/2018

- Ensure that PPG is well used to further improve the attendance of all children.
- Provide high-quality boosters for phonics to further improve outcomes in screening tests.
- Maintain excellent Y2 outcomes for disadvantaged children.
- Provide additional literacy support in EYFS to raise levels of children achieving a good level of development.