Manchester Communication Academy

Pupil Premium Strategy Statement 2021-24

with you, for you, about you.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 Academy
Number of pupils in school	1254
Proportion (%) of pupil premium eligible pupils	59
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 - 2024
Date this statement was published	5th December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Local Governing Body
Pupil premium lead	Suzanne Wrigley
Governor / Trustee lead	Jenny Muter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£752,445
Recovery premium funding allocation this academic year	£50,853
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£803,298

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all pupils, in particular those who experience social and economic disadvantage, have equitable opportunities for success through an academic and enriching curriculum that meets the needs of all pupils. Through a deep understanding of the many specific challenges that a high proportion of our pupils face beyond those captured in the Pupil Premium measure, we strive to mitigate the impact of social disadvantage.

The focus of our pupil premium strategy is to develop and embed our approach to identifying challenges and barriers at a local and individual level so that we provide appropriate support whilst still maintaining the highest expectations of attainment and achievement. This is underpinned by our knowledge that the best bets for student success happen in the classroom as a result of a knowledge rich curriculum, implemented through a teaching and learning approach that is informed by the latest evidence in cognitive science and learning

behaviours. We know that in order to deliver on this, an effective professional development offer is integral to ensuring that we consistently bridge the knowing-doing gap of teacher expertise. We know that this approach will benefit all pupils.

Alongside this, the strategy is also fundamental to narrowing the gaps between pupils with SEND and Non-SEND pupils as for many of our pupils with SEND also experience social and economic disadvantage, contributing to an interplay of multiple risk factors and challenges.

In the current climate, our strategy is also inclusive of our approach to education recovery, notably in our aims to provide targeted support with specialist teachers to remove gaps in learning as well as ensuring students are supported with their Social Emotional Learning and have access to many rich and diverse experiences outside of the classroom.

The specific approaches we have adopted are evidence informed. To ensure they are effective we will:
− Create and sustain a purposeful learning culture
− Regularly evaluate and review using a range of evidence sources
− Nurture a culture where disadvantage is not viewed as an excuse but high expectations of behaviour, standards and cognitive challenge are celebrated.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reading NGRT assessments show that a significant proportion of disadvantaged pupils arrive at school in year 7 with SAS scores below national average. On entry to school reading SAS scores for disadvantaged students is significantly below national average.
2	Attendance The covid-19 pandemic has severely impacted on pupil attendance at school, especially for disadvantaged pupils. Our attendance data shows that attendance of our pupil premium students is 5 - 10% lower than for non-disadvantaged students. In 2021-2022, 33% of disadvantaged students were persistently absent compared to 16% of their peers for the same period.
3	Well-being/mental health Observations and discussions with pupils, their families and the wider community alongside internal assessments, have identified many social and emotional issues for many of our disadvantaged pupils. These include depression, anxiety, low self-esteem and self-harm. The covid-19 pandemic has resulted in an increase in the number of affected pupils partly driven by concerns around lost learning, exam prospects, time spent with peers and lack of enrichment opportunities. During and after the pandemic the number of pupil referrals for well-being/mental health support increased significantly. In 2021-2022, 70% of students who require support for social and emotional needs were disadvantaged students.

4	Increase EBacc entry
	In 2021-2022, EBacc entry was for disadvantaged students was 12% for disadvantaged pupils. EBacc entry was particularly low across the school, however disadvantaged students were particularly affected due to the lack of modern foreign language speaking and listening opportunities during the pandemic.
5	SEND outcomes
	In 2021-2022, 63% of our disadvantaged students were SEND students compared with 37% of our non- disadvantaged. In 2012-2022, attainment 8 for disadvantaged SEND students was 29.74 and progress 8 at -0.81.

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
Improve reading SAS scores for disadvantaged students between year 7 and year 9.	By the end of 2024-2025 we will improve SAS scores above national average for disadvantaged students in year 9 from their start points in year 7.
To achieve and sustain improved attendance for all students, in particular disadvantaged students and reduce persistent absence.	Attendance data should be in line with national average. Number of persistent absence of disadvantaged students should decrease from 33% in 2021-22 to be in line with peers.
To achieve improved well-being and resilience for all pupils, including those who are disadvantaged, ensuring more students can access mainstream education.	Disadvantaged students needing support for social and emotional needs quickly receive counselling in response to their need. This allows them to continue to access the mainstream curriculum.
Improve and sustain high attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024-25, we will see the numbers of disadvantaged pupils entering into the EBacc pathway being closer to national average.
To achieve improved outcomes for SEND students.	SEND outcomes for disadvantaged students should be in line with non-disadvantaged taking into account their start point. Improved progress 8 for SEND disadvantaged students in line with peers.

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: £ 523,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver a high quality professional development programme which equips teachers to support pupils to maximise the opportunities for long term learning. For 2023, this will focus on developing student oracy.	EEF Guidance Report Effective Professional Development: Effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. PD should include a balanced design of building knowledge, motivating teachers, developing teacher techniques and embedding practice. A focus on social support and using trusted sources will inform our approach https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development **https://voice21.org/oracy-across-the-curriculum-the-evidence/** EEF Evidence Review: Cognitive Science Approaches in the Classroom: Cognitive science principles can have an impact on the rates of learning in the classroom. The principles of significance here are, managing cognitive load, retrieval practice and working with schemas https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	1, 4, 5
Embed and sustain a whole academy reading strategy. − Re-visit and refine professional development of literacy strategies for all teaching staff. − Reciprocal reader will be embedded for daily reading time. − Development and embed reading fluency	EEF: Improving literacy in secondary schools. Disciplinary literacy is an approach to improving literacy across the whole curriculum. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 The Scarborough Reading Rope-a focus on weaving together word recognition and reading comprehension to develop competent and fluent readers Alex Quigley Closing the Reading Gap: A focus on vocabulary knowledge and reading comprehension through the use of	1

	carefully structured open questions and a focus on structured talk	
using evidence informed approaches. − Text rich curriculums will be embedded. − NGRT assessments to continue assess reading ages.	Tim Rasinsky From Phonics to Fluency: A recent study sponsored by the U.S. Department of Education found that fourth grade students' oral reading fluency is a strong predictor of silent reading comprehension	
Curriculum intent to continue to develop pupil metacognition strategies. − Extra-curricular activities to support increased engagement in EBacc subjects. − Purchase of homework platforms to encourage self-learning.	Evidence suggests the use of 'metacognitive strategies' can be worth the equivalent of an additional 7+ months progress with the potential impact higher for disadvantaged students. Metacognition can support the seven step model: Activating prior knowledge Explicit strategy instruction Modelling of learned strategy Memorisation of a strategy Guided practice Independent practice Structured reflection https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	4

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

Budgeted cost: £107,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement evidence informed, targeted interventions for identified students with SEND. These include: − Reading and phonics interventions − A Nurture Curriculum that allows students to participate in the mainstream	EEF Guidance Report- Supporting students with SEND in the mainstream classroom The 5 a day approach can support teachers in implementing approaches that create an inclusive learning environment for students with SEND Targeted interventions will be implemented with fidelity after careful identification https://www.nurtureuk.org/wp-content/uploads/2021/11/NG-Lancaster-report.pdf	1, 5

curriculum whilst receiving additional support and scaffolding − CBT/SEMH interventions − Art/lego Therapy − Speech, Language and Communication Interventions − Ensure staff are appropriately trained and supported	EEF-Supporting SEND students in the mainstream: Once an approach has been identified, it is important to take the time to train the staff involved, monitor the delivery of the approach, and consider how to sustain it over time. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
Embed the effective use of provision mapping to track and evaluate the impact of provision to inform necessary future actions	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send -Recommendation 2 (Build an ongoing holistic understanding of your pupils and their needs) EEF-Maximising the impact of TAs: Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 3, 5
Facilitate opportunities for targeted students to have additional time with subject experts, for example NTP	EEF: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils with gaps in knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF: Small group tuition can improve pupil progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £172,359

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practise set out in the DfE's improving school attendance advice. Recruitment of attendance officer to increase home visits.	EEF: Working with parents to supports children's learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents The DfE guidance has been informed by evidence from schools that have significantly reduced persistent attendance issues.	2
Purchase of class charts to support tracking of attendance, behaviour, progress and increase parental communications.	EEF: Working with parents to supports children's learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1, 2, 4, 5
Family partnerships work to support disadvantaged families: − Early help team − Counselling − Consumables to support progress in curriculum	The contextual knowledge of front line professionals: what does this reveal about disadvantaged areas and how disadvantage might be tackled more effectively? https://www.research.manchester.ac.uk/portal/en/theses/the-contextual-knowledge-of-front-line-professionals-what-does-this-reveal-about-disadvantaged-areas-and-how-disadvantage-might-be-tackled-more-effectively(8ab5e6d5-e557-4fd8-a9bb-e5cddf266422).html	2, 3

Total budgeted cost: £803,298

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data, internal data, student voice and quality assurance of curriculum. As an academy we have a significant focus on high quality evidence informed teaching strategies and a robust knowledge rich curriculum focused around our Academy curriculum values. All students have access to the same high challenge, low threat curriculum.

During 2023, we commissioned a pupil premium review by Marc Rowland in order to give us an independent evaluation of our pupil premium strategy. The report highly praised the work carried out at our school to mitigate the effect of disadvantage with comments such as '*Staff at all levels work to ensure that all pupils are thriving in school life – in the classroom, in terms of personal development, pastoral care and during unstructured times*' and '*Staff see their work at the academy as a privilege. They do not underestimate the challenges the community faces, but they work tirelessly to address those challenges. Staff are overwhelmingly positive in their interactions with pupils – in the classroom and in wider school life. Staff enjoy interacting with pupils, model positive body language relentlessly.*'. This independent evaluation of the positive impact our school has on our students well-being and outcomes was also supported by our outstanding KS4 outcomes for disadvantaged pupils at our school. Progress 8 for disadvantaged pupils in 2023 was +0.34 and the gap to their peers had reduced by 0.58 from 2022 outcomes. Attainment 8 was 46.48 for disadvantaged students. Whilst a gap exists between this and their peers, we observe that persistent absence is a key issue in the progress of disadvantaged students.

We have drawn on our attendance data to evaluate the impact of our attendance work. Attendance of disadvantaged students was 88% in 2021/22 and 86.5% in 2022/23, which is above the national average. There is however a gap between disadvantaged and non-disadvantaged students at MCA with attendance of non-disadvantaged students at 95% and 93% respectively. Persistent absence is a key aspect of the attendance issue. In 2022-23, 35% of disadvantaged students were persistently absent compared to 17% of their peers for the same period. An evidence informed strategy targeting persistently absent disadvantaged pupils was implemented last year and continues to be adapted and developed as we progress through the year. Absences from school negatively affect our pupil outcomes for disadvantaged pupils and further work on persistent absence is needed in this area of our strategy.

There has been a significant improvement in the progress 8 score of SEND students over subsequent years with the attainment gap closing year on year. In 2022-2023, the progress 8 scores for disadvantaged SEND pupils was -0.84 (20 students) compared to -0.35 (7 students) for non-disadvantaged SEND pupils. Work is continuing in this area to continue to improve overall attainment of SEND students including work with external agencies to improve attendance.

Since the pandemic NGRT tests have been performed for all year groups and reading interventions have been implemented to support students below national expectations. SAS scores are tracked throughout each year to identify students who require further support. Text rich curriculums are embedded in all subjects and students have the opportunity to read every day in school during allocated reading time. SAS scores show that disadvantaged pupils on entry in year 7 in 2022-2023 had an average SAS score of 93.95 which by the end of year 7 had reached 99.91. Whilst we do not yet have attainment data for those same students in years 8 or 9, we can use year 9 data to contextualise the NGRT data. At the end of year 9, disadvantaged students in 2022-2023 had an average SAS score of 102.66 showing their reading level was above national average. Those year

7 pupils who are identified as needing support with phonics receive Fresh Start phonics intervention. Students who do not need phonics intervention participate in Rapid Plus, which develops reading comprehension. Provision Map has recorded the impact of this on individual students with most students making progress and consequently being removed from the intervention. Those who did not make significant progress either continued the interventions or are receiving a fluency intervention, depending on their need.

EBacc entry for disadvantaged pupils for 2021-2022 was 13% compared to 17% for their peers and for 2022-2023 was 35% for disadvantaged students compared to 53% for their peers, showing a significant gap in EBacc entries. Progress 8 for disadvantaged students in EBacc in 2023 however was +0.38 which shows EBacc outcomes at MCA are significantly higher than national average. The gap in EBacc entries between disadvantaged and non-disadvantaged pupils was however key area to improve to ensure an equitable curriculum for all students. Last year we adapted the modern foreign languages curriculum to ensure pupils developed a love of languages through the implementation of the new Conti curriculum. Student voice in year 9 showed that students were really enjoying languages, which was evident in the number of students that chose to study languages at KS4. Projected EBacc entry for 2024-2025 is that 66% of disadvantaged students will enter into EBacc compared to 66% of their peers, which is a significant improvement on previous EBacc entries.

Our internal observations showed that pupil well-being and mental health were severely impacted over the last two years, primarily due to the covid-19 pandemic. This was particularly acute for disadvantaged students. A co-ordinated approach from early help, counselling and therapies has meant a number of students receive the support they require. A new 'cornerstone' SEMH provision with specialist staff has been set up to support students in crisis and to provide wrap around support whilst in mainstream education. This support has meant that all students associated with this SEMH provision now attend mainstream classes supplemented with counselling and support therapies. Case studies from specific SEMH pupils show the show the positive impact that the provision has had on improving student well-being allowing them to access mainstream education.

We regularly evaluate the impact of our pupil premium strategy and adapt the strategy as necessary. Based on the information above, we are confident that we will meet the targets set to improve reading SAS scores to above the national average, ensure attendance is in line with national average, well-being support is implemented quickly to support all students to access the mainstream curriculum and EBacc entry will be above national average entries. We however acknowledge that there is still work to be done in lowering persistent absence and improving national outcomes for SEND students compared to non-disadvantaged students.