

# Pupil Premium Strategy: Review of 2015-16



**Aim: To raise the attainment, achievement and aspirations of Pupil Premium students**

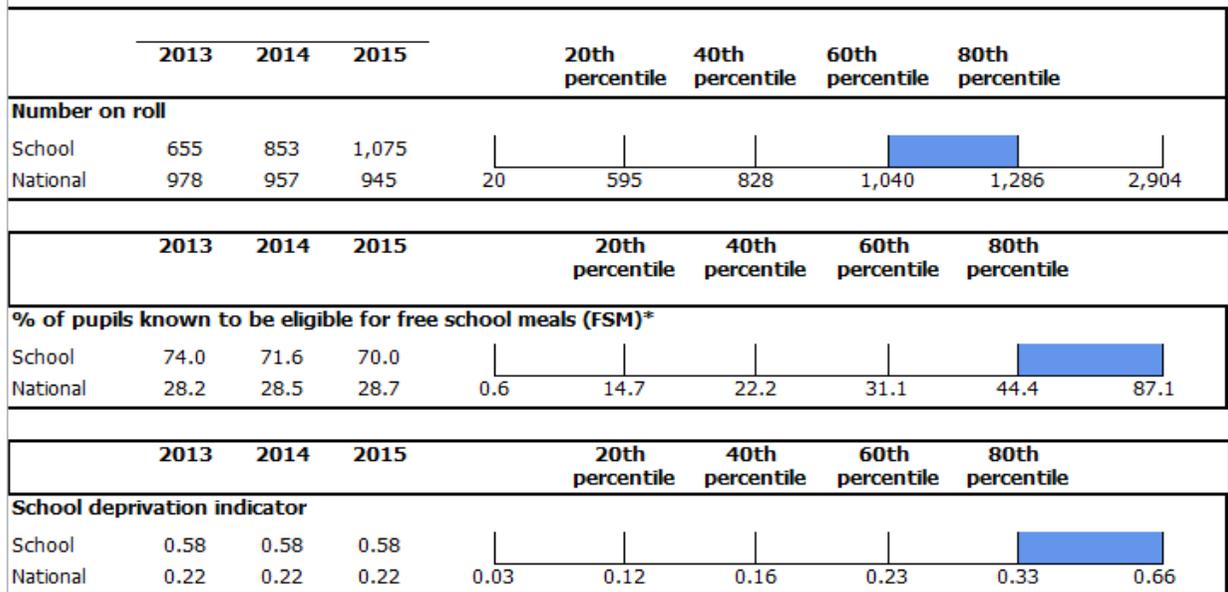
At Manchester Communication Academy, we find Pupil Premium an essential component to our school funding, which allows us to introduce, analyse and build strategies which help ensure our students to have a complete educational experience, attain their full potential and narrow the 'gap' between them, their peers in school and also students who are not eligible for this funding nationally. For the Academic year ending 2015-16, we had 1113 students on roll and 710 students were eligible for Pupil Premium funding, significantly higher than the national average.

In 2015-16 the Academy received £710,326 of Pupil Premium (PP) funding, and separately £23,500 for year 7 catch-up – a total of £733,826. The analysis below sets out how this funding has been allocated across areas of expenditure during the year to address underlying inequality, improve attainment and behaviour, extend opportunities, develop skills and personal qualities and 'close the gap' between students eligible for PP funding and their peers.

It is important to stress that the programmes and allocations shown do not represent the total spending on achieving this aim incurred by the Academy. Many staff in the Pastoral and Behaviour teams, or Teaching Assistants in each area, for example, spend much of their time in helping more disadvantaged students to access learning. The total spent on addressing inequality is difficult to quantify, but will exceed the total below.

## School Context 2015

This shows some key indicators for your school, together with national averages for maintained mainstream Secondary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.



We try to assess the effectiveness of our PP expenditure. The areas of spend below are colour coded with reference to our Early Help model: Green represents ‘universal’ provision, benefitting all students and minimising gaps created by inequality; Amber denotes more specialised services, still easily available but addressing more specific or troublesome inequalities; and Red equates to very specialised services for the most disaffected or difficult to reach students. A general principle is that we aim to maximise the impact/effectiveness at the ‘Green’ stage and reduce requirement to spend at Amber/Red if possible.

We also try to assess the Value For Money (VFM) for each area of PP spend. The Education Endowment Foundation (EEF) has published guidance on evaluating the programmes undertaken in schools and academies. This suggests that cost, impact and quality of evidence should be considered in assessing whether programmes should be continued. For each area of spend, we have set out the data we seek, questions we ask, and outcomes we measure to demonstrate success. The Academy’s Senior Leadership Team (SLT) and Subject Leaders leads will periodically review expenditure against these headings.

2015-16	All School	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Total number of pupils:</b>	<b>1113</b>	<b>237</b>	<b>224</b>	<b>218</b>	<b>206</b>	<b>228</b>
<b>PP eligible pupils: (number)</b>	<b>714</b>	<b>130</b>	<b>148</b>	<b>157</b>	<b>131</b>	<b>148</b>
<b>% PP students</b>	<b>64</b>	<b>55</b>	<b>66</b>	<b>72</b>	<b>64</b>	<b>65</b>

## Review of strategy 2015-16

(Green= support for all PP students/ Amber= support as appropriate to some PP students/ Red= Minority of PP students)

Title	Strategy	Purpose	PP Funding £	Impact
<b>Social Investment</b>				
<b>Attendance Officers</b>	Improve attendance and punctuality	We employ a full time Attendance Officer to proactively deal with the families of students who are ‘problem’ attenders. This staff	<b>41,124</b>	Overall attendance above national average at 96% PP students: 2014/15 – 93.91% 2015/16 – 95.34% Lower level of persistent absences PP –

		member also deals with students who are regularly late in arriving.		2014/15 – 17.36% 2015/16 – 11.89%: <a href="#">Continue intervention 2016/17</a>
<b>Mini bus driver</b>	Improve attendance and punctuality	Provide transport each morning for students arriving late and facilitates home visits by Academy nurse to students absent	<b>16,000</b>	Attendance increase for targeted students under 90% - 5.03%, improved punctuality, improved family liaison and support SEN Students Average attend – 2014/15 – 86.22% 2015/16 – 93.1% Persistent absence (below 90%) – 2014/15 – 38.4% 2015/16 – 21.2% Below 50% attend SEN – 2014/15 – 4.8% 2015/16 – 0.79% <a href="#">Continue intervention 2016/17</a>
<b>Behaviour Team</b>	Ensure students are engaged in learning	The behaviour team has grown in size as there has been a particular focus on supporting students finding it difficult to access learning in the classroom. We provide alternative setting (MCA +, Room 25) for students to ensure they can continue to learn without disrupting the education of others.	<b>72,168</b>	Lower level of ‘SIMS’ reports for students Behaviour improvement plans for persistently disruptive students  <a href="#">Continue intervention 2016/17</a>
<b>Counselling</b>	Ensure students are engaged in learning	We fund a student counselling service accessible to all students, but with particular relevance for ‘at risk’ or vulnerable students.	<b>9,555</b>	No of students using service Effectiveness of interventions <a href="#">Continue intervention 2016/17</a>
<b>Educational Psychologist</b>	Ensure students are engaged in learning	Role covers both formal SEN assessment, such as statements, and providing specialist care plans	<b>18,000</b>	Number of days purchased – fully used Effectiveness of interventions <a href="#">Continue intervention 2016/17</a>
<b>Fitness Coaching</b>	Sharply focused intervention: wellbeing	Staff member has a specific brief of working with physically less fit & able students, providing them with personalised fitness programmes.	<b>20,567</b>	Programmes provided Measured health improvements for students <a href="#">Continue intervention 2016/17</a>

<b>School Nurse</b>	Improve attendance and punctuality	We have employed two school nurses to support the health & well-being of all our students.	<b>24,277</b>	No. of interventions, students seen Programmes of work targeted at students <i>Continue intervention 2016/17</i>
<b>Speech Therapy</b>	Sharply focused intervention	Employed to work directly with students with communication difficulties, ensuring that poor communication skills are addressed & all students can access the curriculum.	<b>17,200</b>	Students seen, outcomes of interventions Improved attainment <i>Continue intervention 2016/17</i>
<b>Hospital School – Travel costs</b>	Ensure students are engaged in learning	We contribute to the costs of travel for students educated at the hospital school.	<b>3,600</b>	No of students at hospital School Educational/health outcomes for students supported at hospital school <i>Continue intervention 2016/17 where essential</i>
<b>High Quality Teaching Support</b>				
<b>Data systems update</b>	Sharply focused intervention	Frequent training to ensure SIMs system effectively tracks student performance and identifies underperforming groups	<b>3,000</b>	Data drops every 6 weeks for staff, students and parents Promptly Promptly available student data Data provides gap analysis Sims analytics produces instant analysis of performance for all key groups <i>Reviewed to streamline systems- 4Matrix/ Doodle/Sims used- other systems reduced</i> <i>Improved tracking required for more able PP cohort</i> <i>Data tracking needs improved accessibility for staff</i>
<b>Groupcall</b>	Parental engagement	We purchased a text and e-mail based system, which allows for groups of parents to be contacted immediately to request confirmation of student absence and to inform of late arrival to school. This also allows	<b>3,709</b>	No of calls/contacts made <i>Intervention now set up so no funding allocation required</i>

		parents to be group contacted by e-mail with regards to important school events.		
<b>Staff Training and Development</b>	Improve quality of Teaching and Learning	We review staff performance to develop better teaching. Tools such as Star Lesson enable observation of teaching practice & the dissemination of good ideas.	<b>9,000</b>	Higher levels of good & outstanding practice observed Further training required for staff to share best practice about effective PP interventions and improved gap analysis of data for teachers
<b>Class Profile data</b>	Improve staff knowledge of PP students	All teaching staff aware and accountable of PP students and provided with clear and immediate data, including contextual information in order to target appropriate provision to disadvantaged students.	<b>600</b>	Seating plans constructed based on needs analysis. Staff more informed of PP which informs planning. Improved information sharing between groups and year to year transition. Reviewed as above and developed into SIMs for improved access combined with tracking over time
<b>Marking policy</b>	Improve quality of Teaching and Learning	We revisited our Marking Policy and introduced a system which is feedback led, and ensures a 'feed forward' to student improvement. Resources were purchased to improve student engagement in marking such as pens and stamps	<b>1000</b>	Students are active participants in their learning (evidence through work scrutiny). Feedback feeds forward to improved student outcomes. Effectiveness of marking scrutinised for PM with staff and subjects accountable for effectiveness. Research (EEF) demonstrates this as a cost effective strategy. Funding to replenish resources and increased to support wider Literacy Across the Curriculum Programme
<b>Ensuring Equity</b>				
<b>Uniform allowance</b>	Ensure students are engaged in learning	Year 7 uniform provided f.o.c. to all new students, allows all students to be equally included in school life without regard to parental resources.	<b>14,608</b>	Benefits all students in feeling part of academy Over subscribed in 2016 Continue intervention 2016/17
<b>External examinations (Appropriate entry)</b>	Sharply focused intervention: Improved outcomes	We monitor students' progress to ensure entry for external examinations is at the most appropriate point for the student, increasing the probability of success and identifying which courses offer scope for stretching students	<b>15,000</b>	Success in examinations, improved progress 8 scores. Average increase in subjects studied of 1.2 per student in Year 11, yielding improved Attainment 8. Completion of new subjects in targeted cohorts which supported a positive Pot 3 Total (Pot 3= +0.24 P8)

				Continue to review and adapt 2016/17 with an increased focus on a) Increasing Ebacc % achieved b) Increasing % A/A* grades for more able students
<b>Food tech – Basic Skills</b>	Sharply focused intervention: wellbeing	We provide all ingredients f.o.c. & support healthy eating & basic food preparation in Y7 & Y8, enabling those from poorer backgrounds to eat more healthily & economically.	<b>19,610</b>	Catering course: 57 students completed a KS4 award in Year 11 (53 A*-C) 40 students completed at the end of Year 10 (69% A*-C) Students develop cooking competence and knowledge Continue intervention 2016/17
<b>CEIAG</b>	Students make informed choices about their future	Our careers advice & support service has been resourced, including resources such as UExplore to ensure we maximise beneficial outcomes for students & ensure minimal/no 'NEETS'	<b>15,555</b>	Outcome/destination data for former students Informed decisions about transition to KS5 98.7% EETS 2015 cohort Provisional data shows that 86% of Year 11 leavers secured a place at college or an apprenticeship/traineeship Continue intervention 2016/17, increase staffing support and local partnership network: Develop systems to monitor students throughout KS5
<b>Digital resources</b>	Sharply focused intervention: Improved outcomes	A range of tablets, laptops and interactive resources are given to a selection of students in support of learning at home.	<b>2,500</b>	Full entitlement to education/ access to online resources/ support: all students accessing the internet at home Controlled assessment completion Parental engagement and feedback Continue in 2016/17 however review more effectively use, tracking specific impact and incorporating web tutor support/ additional lessons
<b>Curriculum Enrichment and Intervention</b>				
<b>Holiday Programmes (community and MCA students)</b>	Sharply focused intervention: improved outcomes wellbeing	We provide holiday activities for >200 students f.o.c. This enables students from all backgrounds to participate in extra-curricular activities& also lessens the likelihood of anti-	<b>43,283</b>	October 2015, Xmas 2015, February 2016, Easter 2016, Whit 2016 and Summer 2016 programmes delivered. 405 total individuals 7,652 visits (average of 956 per week)

		social behaviour from students during academy holidays. Holiday clubs delivered in partnership with community clubs based at MCA		From MCA and 32 other local feeder schools Since 2010 there has been an overall 25% reduction in local youth related anti-social behaviour during these times. In 2015-16 the decline had steadied to a 3% decrease. <a href="#">Continue 2016/17</a>
<b>Study clubs / Extracurricular clubs</b>	Sharply focused intervention: Improved outcomes/wellbeing	We run a wide range of extra-curricular clubs, and also provide focussed & targeted support for students in academic areas, particularly for Maths, English & Sciences. All clubs are f.o.c. to all students, even when they require additional materials (such as cooking) or are provided by external coaches (trampolining, boxing etc). We also support PP students in competing in national/international tournaments for sports or areas in which they excel .	<b>15,000</b>	Improved behaviour Student enrichment Better health outcomes Case studies- Ben/ national excellence Year 10 student has progressed from starting Taekwondo as an ESA activity in Year 7 to now becoming a member of the GB Taekwondo cadet squad. Maria reached the Quarter Finals of the European Championships in September 2016 Successful partnership with 'MANTRA' learning saw 8 students design and build their own go kart to take part in a regional 'Greenpower' challenge. <a href="#">Continue 2016/17</a>
<b>Subsidise educational experiences</b>	Extending opportunities	There are variety of school trips and activities which are not strictly 'curricular', for which charges could be levied.	<b>24,131</b>	Increased opportunity <a href="#">Continue 2016/17</a>
<b>Rewards</b>	Develop and maintain a positive mind set towards academic success	We aim to reward all students for being a valuable member of the school community, and we have a range of rewards schemes & programmes that staff implement & monitor. We subsidise a Y11 prom to be f.o.c. for all students who achieve required behaviour standards	<b>19,037</b>	Behaviour improved by incentive of Prom & (more generally)through rewards schemes. Evidence of impact in behaviour reports. <a href="#">Continue 2016/17: sharper focus on wider impact of rewards other than behaviour</a>
<b>KS3 trip to France</b>	Extending opportunities	All students are invited on a 4 day trip to France to sample both language and culture and motivate students to language study at	<b>7,280</b>	France trip subsidy – 70% of attending group were PP students. 92% made good or better progress at end of year assessment. 64% of students went abroad for the first time.

		GCSE. PP funding is used to ensure the cost of the trip is not prohibitive for PP students.		<a href="#">Continue 2016/17</a>
<b>DofE</b>	Extending opportunities	Approx 80 students completed Bronze and silver awards to develop resilience, leadership and effective teamwork. This was provided free of charge to students including equipment and resources	<b>3,780</b>	52 students gained a Duke of Edinburgh Bronze award, 42 students were PP. <a href="#">Continue 2016/17</a>
<b>Free instrumental tuition</b>	Extending opportunities	All students, including all PP students receive free instrumental tuition both within the curriculum and beyond.	<b>49,272</b>	Net spend on Instrumental Tuition - 33% students in all year groups receive regular music tuition from coaches and peripatetic staff: Impact in KS4 music performance and wide participation. <a href="#">Continue 2016/17</a>
<b>Curriculum Intervention</b>				
<b>Intervention (catch up)</b>	Sharply focused intervention: Improved outcomes	We run programmes specifically addressed at Y7 student to ensure that shortfalls in literacy and numeracy evident when students arrive at the Academy are swiftly addressed. (see separate documentation)	<b>23,500 (Y7 c/up)</b>	See separate Catch Up impact report: Increased reading age for cohort so curriculum is accessible In target group: 75% more students attaining Level 4 in Reading and Maths. Only 1.8% students (English) and 3.2% students maths not at level 4 (all SPLD students) <a href="#">Catch Up programme reviewed and significant changes to structure of programme implemented (see separate document)</a>
<b>MCA Plus</b>	Ensure students are engaged in learning	We have an 'on-site' provision for students who are having difficulty keeping focus in the classroom. This is an alternative to exclusion or alternative off-site provision, both of which are more costly and less effective.	<b>25,000</b>	Increased attendance Improved progress & behaviour Students transition to main curriculum after successful completion Entry patterns altered to focus on key skills to maximise success. <a href="#">Intervention continued 2016/17 within SID strategy</a>

<b>EAL Team</b>	Students are engaged with learning	Newly arrived INA/EAL students supported with bespoke provision from specialist staff, in addition to providing specialist resources such as: Rosetta Stone and Language Line services	<b>95,188</b>	Improved attainment & progress of EAL students: 100% 1 A-G, 64% of students achieved 5A-C EM, an increase in 16% from MCA 2015 and 10% higher than national 2015. Community Languages amongst highest performing subjects at MCA. <i>Intervention continued 2016/17 with increased staffing and bespoke learning environment</i>
<b>Lexia reading programme</b>	Improved student engagement with learning	Programme assists students with low reading ages. Improved reading ability transferrable to all curriculum areas	<b>6,948</b>	Measurable, accelerated progress in reading for students <i>Whilst intervention will continue, no expenditure required due to continued licence</i>
<b>Specialist Tutors: Core subjects</b>	Sharply focused intervention: Improved outcomes	2 specialised tutors are employed in each of the core subjects: English, maths and science to provide immediate intervention and support to disadvantaged students to close any learning gaps that appear with immediacy. Most tutors graduate to our SCITT programme	<b>105,000</b>	Student outcomes: targeted support Student engagement Controlled assessment grades Succession planning: quality teachers Targeted after school provision for key groups to narrow attainment gap with focus on PLC gap analysis. Reduction in targeted students on borderline/ below attainment in KS3 core subjects <i>After review, staffing allocated for English (2), Maths, Science (2) and Languages (1), staff will complete weekly impact reports/ half termly reviews of performance</i>
<b>Off-Site Education</b>	Ensure students are engaged in learning	A small number of our students who are still on-roll attend off site provision, as we assess that this is best for their ongoing engagement in education.	<b>244,599</b>	Level of attendance at alternative settings Progress is made by students at these settings <i>Intervention to continue with fewer students to reduce cost. Increased focus in support through MCA+ which led to improved student outcomes for PP students in 2016</i>
<b>KS4 intervention- supporting improved outcomes</b>				

<p><b>1:1 tutors</b></p>	<p>Sharply focused intervention: Improved outcomes</p>	<p>LAC students and targeted PP students received 1:1 tuition from external coaches and staff in English, Maths, Science and French. In some instances this was in the child's home, after school or in school holidays.</p>	<p><b>24,332</b></p>	<p>Students engaged and motivated 99.8% exam completion Student attendance Effective role models Increased resilience/ confidence to learning. Reduction in G/U grades in English, maths, Science Intervention will not continue after review of impact: Small group intervention with key staff more effective and this will be provided by MCA staff rather than external partner</p>
<p><b>Tute Education</b></p>	<p>Sharply focused intervention: Improved outcomes</p>	<p>PP students finding it challenging to access typical learning received e-training using remote teaching methods. In addition, a group of PP students received 12 x 1 hour personalised lessons focusing on achieving A grades in English</p>	<p><b>800</b></p>	<p>Improved access and engagement in identified subjects 6/12 of the cohort achieved an A/A* in English 1 student received tutoring whilst recovering from a serious operation and achieved 5 A*-C EM, even though he did not attend for the last 4 months of Year 11. 3 students studying alternative language qualifications achieved B+ Intervention to continue and will include an offer of 10 free 1 hour e-learning tutor sessions for all Year 11 PP students (to take place in home). Additional support in community languages required</p>
<p><b>Revision texts</b></p>	<p>Students are engaged with learning</p>	<p>All Year 11 students receive a full set of revision texts as part of a wider preparation for exams programme. This covers all aspects of the curriculum and supports student learning at home and in school</p>	<p><b>2,000</b></p>	<p>Student survey satisfaction, completion of homework increased, revision programme more effective. Students developed independence and study skills. Resources utilised in lessons however impact difficult to assess as student use at home unknown. Digital resources are currently being explored to improve accessibility for students</p>

<p><b>GCSE Pod</b></p>	<p>Sharply focused intervention: Improved outcomes</p>	<p>To improve access to revision materials and increase engagement with key revision resources, GCSE Pod was available to all KS4 students. This also enables teachers to set work for students individually, target students with low attendance and increase challenge for more able students.</p>	<p><b>1,000</b></p>	<p>Records of student, staff and subject use. Weekly analysis of download usage. Leader board of use: Staff/ student/ department competition. Staff work life balance- effective planned resources. Effective communication with students. 9859 pod casts downloaded by students 2607 during exam period Top 3 subjects: Additional Science/ English Lit/ Core Science Resource will continue and is widely used, especially for new course content however no expenditure required due to continued licence</p>
<p><b>The Workshop</b></p>	<p>Sharply focused intervention: Improved outcomes</p>	<p>A learning environment was provided for all Year 11 students to work independently before and after school and also in the school holidays. This has staff from all curriculum areas and is well resourced with key texts and internet access. Students and staff could arrange 1:1 tuition sessions to support student learning. Refreshments were offered each day to attending students.</p>	<p><b>3,000</b></p>	<p>Student attendance records high for all sessions, including holidays. (minimum 50 students) Completion of work/ controlled assessment and opportunities to improve work- enabling more curriculum time for new learning. Student independence- brokering support from staff. Effective targeting of key groups. E.g. WBB C-D borderline maths group (delivered by maths consultant- 85% achieved C). 'Beyond the staples' cohort in maths- targeting lower ability cohort with achieving F (previous G/U). 6/8 achieved F- project replicated and reduced U grade to 2 (from 17 in 2015) One of the most effective strategies and will continue although key cohorts will be identified for short term interventions leading to more measurable impact</p>
<p><b>'MADE' revision training</b></p>	<p>Students are engaged with learning</p>	<p>All students experienced a 1 day revision support programme by external consultants; MADE training which engaged students in effective revision strategies to support exam preparation</p>	<p><b>1,000</b></p>	<p>Student results: All students followed a bespoke revision programme Student satisfaction survey: 84% students recognised that they improved their techniques for revision Event requested by students</p>

				Event planned for staff /students December 2016
<b>Get Ready, Get Set</b>	Sharply focused intervention: Improved outcomes	Prior to each exam, students were able to access masterclasses and pastoral support to prepare them immediately before exams. For example, for morning exams, students could attend from 7am and receive a breakfast and individual guidance	<b>2,000</b>	100% attendance for all exams. Students supported mentally and emotionally prior to exams. Deployment of minibus/ driver/nurse to target vulnerable students/ students at risk of non-attendance <b>Intervention to continue: Essential component of our exam preparation</b>
<b>20:20 vision</b>	Students are engaged with learning	We closely analysed assessment data to identify the key 40 students most vulnerable and at risk of underperformance resulting in pupil premium students being identified early for intervention to ensure they reach their target grades. This involved the need to re-timetable and create different teaching cohorts, including pupil premium students and increase additional support such as Pastoral and behaviour support	<b>2,500</b>	Staff awareness of key group. Tipping points for underachievement identified. Parental engagement Student attendance/ behaviour reports monitored daily by SID team Increase of 13% in 5A-C EM Curriculum/ exam entry appropriate to needs of students- 99% of students achieving at least 1 A-G grade <b>Intervention to continue although no expenditure required.</b> <b>Targeted group to be identified post November mock</b>
<b>English Language Residential</b>	Sharply focused intervention: Improved outcomes	A cohort of 24 students attended a weekend residential aimed at increasing A/A* in English Language with specialist staff	<b>3,500</b>	A/A*% increase in English Language/Literature: 7% of PP achieved an A/A* in English language, 1.6% more than non-PP students and a 2.3% increase on 2015. 20/24 students attending were PP- 11 of which converted to A/A* <b>Funding allocated for 2016/17 however subject/ cohort will only be identified after Spring mock</b>
<b>The Hub</b>	Sharply focused intervention: Improved outcomes/ wellbeing	The hub was established to provide nurture and care for vulnerable students finding difficulty in accessing the curriculum for a range of reasons. The Hub developed confidence and engaged with students at	<b>16,000</b>	For targeted group: 8 students not accessing curriculum Students completed all exams entered, complete coursework folders even though they did not attend any lessons with their peers. A8 average increase of 14.6 per student from Spring 1 to exam completion

		completing KS4 at an appropriate pace for them.		Developed confidence and all have transitioned to KS5 <i>Essential strategy for vulnerable students, will continue 2016/17</i>
<b>National student conferences</b>	Sharply focused intervention: Improved outcomes	A focus group of 25 WBB students on the C-D borderline attended national student conferences to develop study skills and subject knowledge	<b>1,500</b>	Increase % A-C in maths and English Language/ Literature for PP students (14% maths/ 2%/8% English (including Literature)) 88% of cohort achieved C+ in English 74% of cohort achieved C+ in maths <i>Intervention will continue 2016/17</i>
<b>Primary Transition</b>				
<b>Primary Liaison</b>	Students are engaged with learning	We have expanded our Primary Liaison programme to ensure constant contact with our feeder primary schools.	<b>5,000</b>	4 main feeder schools regularly supported. 110 children taught Spanish in local primary with over 70% achieving or exceeding age related expectations. <i>Funding allocated pro rata for 2016/17</i>
<b>Transition</b>	Students are engaged with learning	We run an extensive primary transition programme wherein Y6 students attend the academy for 5 days. This ensures smooth transition to the Academy & reduces disruption from new students, being particularly helpful for students who are disaffected with education or concerned regarding their move.	<b>10,000</b>	50 children attended summer programme.  230 children attended transition weeks  <i>Funding allocated pro rata for 2016/17</i>
<b>Primary subject networks</b>	Students are engaged with learning	Local subject leader networks established and maintained for primary teachers of ICT and Art. MFL to follow in 2016-17. Lead by MCA staff and based on sharing best practice.	<b>5,000</b>	Average attendance of 12 subject leaders per meeting. <i>Funding allocated pro rata for 2016/17</i>
<b>Total: £1,020,063</b>				

## Year 11 Outcomes 2016

It is very evident that the progress of disadvantaged students at MCA has increased rapidly since 2015 and has exceeded the national 2015 Attainment 8 for all students for the same KS2 profile.

65% of the Year 11 cohort is disadvantaged which has a significant impact on performance as this is a nationally underperforming group.

MCA in 2016 is closing the gap to national 2016 provisional release data and this is largely down to the significant increase in attainment and improvement in outcomes at EKS4 of Pupil Premium students.

57% PP students attained A-C in English language (63% best of Language /Literature), which is 6% more than the national average for disadvantaged students in 2015 and a 2% increase on 2015 outcomes. When considering the new measure which compares the PP students to 'national other' we are improving rapidly and closing the gap significantly to 2015 national other Language (73%). At this stage, 2016 national other data is not available.

For maths, PP students have made even larger increases in attainment and progress. 53% of PP students achieved A-C in maths, which is 4% higher than the national average for PP students in 2015 and a 14% increase on 2015 outcomes. When considering the new measure (national other) we are improving rapidly and closing the gap significantly to national 'other' 2015 (74%).

In both aspects, the MCA gap is lower than 2015 national gaps with PP students outperforming national PP cohorts, a significant improvement and achievement given the high percentage of PP students in the cohort (65%) which is more than double the national average.

## Attainment 8

	All students	Disadvantage
<b>A8</b>	47.16	44.75
<b>English A8</b>	9.81	9.43
<b>Maths A8</b>	8.91	8.45
<b>Ebacc A8</b>	12.42	11.46
<b>Open A8</b>	16.02	15.42
<b>A-C EM</b>	56	48

There are gaps in attainment between MCA PP students and 'other'. Both groups have improved performance significantly in comparison to 2015. PP students are closing the gap to national 2016.

Subject	A*-C% PP 2016	Gap to MCA 'other'	Provisional 2016 national A-C%	A/A* % PP	Gap to MCA'other'
Eng Lan	57	-20	60*	7	+1.6
Eng Lit	62	-16	75*	11	+2
Maths	56	-16	61*	15	-0.5
CoreScience	52	-18	56	4	-7
Core Add	52	-13	60	4	+1
CompSci	78	-13	60	33	-12
History	57	-6	66	14	+5
Geography	26	-24	66	8	+8
French	46	-6	70	4	=
Spanish	82	+42	71	36	+16

Nb. English and maths- national 'all' results.

\* National 'all' students – including 'resits of Year 12

Not only do the results show significant improvement from the 2015 cohort but also shows how PP students at MCA are improving rapidly towards national attainment. A/A\* achievement is a focus but typically PP students at MCA achieve more A/A\* than non PP students. Where there are gaps in A-C achievement between PP and non PP students they are within national 2015 gaps (most subjects considerably so). PP students in Computer Science and Spanish outperform the 2016 national results (national 'other' not available as yet).

### **Pupil Premium groups:**

Students in this cohort arrived at MCA significantly below the national average. - KS2 profile of 26.7 for the year group (PP students are 0.3 lower than this), Attainment 8 estimates based on the new 2016 data equals 47.24 for a cohort with a KS2 entry point of 26.7.

For English, Attainment is 9.98 (4.99) and maths attainment is 9.12 (4.56). It is clear from the table below that some PP cohorts (Asian, Black AC and 'other' Ethnic outperformed the Attainment 8 overall estimates and also for English Language and Maths (note: English APS for these cohorts is in fact higher due to only Lang being counted).

However, some ethnic groups outperformed this target:

Group	NOR	Average A8	Eng Lang APS	Maths APS
All students NA	228	47.24	4.99	4.56
Pupil Premium	144	44.75	4.66	4.23
PP female	77	46.2	4.69	4.39

PP male	67	45.1	4.45	4.42
PP Asian	18	55.5	5.17	5.47
PP black A.C	19	49.0	4.74	4.5
PP European	10	40.2	4.75	4.3
PP Other ethnic	17	50.0	4.76	4.63
PP WB	80	42.2	4.35	4.13

The overall attainment of the PP cohort is affected negatively by WB cohort and European, with WBB having most impact. However, as their average KS2 APS is 26.46 this moderates that underperformance somewhat as this would estimate an A8 of 46.23 in 2016

## Other Year Groups- End of Year 2016

Current data shows little difference in the progress/ attainment of PP students v 'other' students in English, Maths and Science.

### Summary:

**Year 7:** There is a 9% gap for students in English, this rises to 18% and 13% (maths and Science respectively) for students working securely at their level

**Year 8:** 2% more students are secure or above from PP cohorts when compared to other, with no difference in Science and a gap of 18% in maths

**Year 9:** All gaps are within 15%, with PP maths being the focus cohort

**Year 10:** Progress of all groups is typically aligned with PP maths being a focus cohort

Year 7	Pupil Premium % 'on track'			Other students % 'on track'			
	En	Ma	Sci	En	Ma	Sci	
	Secure and above	60	44	72	69	62	85
	Expected and above	71	85	94	87	93	96
Year 8	Pupil Premium % 'on track'			Other students % 'on track'			
	En	Ma	Sci	En	Ma	Sci	
	Secure and above	62	42	70	60	60	71
	Expected and above	78	76	91	79	83	91
Year 9	Pupil Premium % 'on track'			Other students % 'on track'			
	En	Ma	Sci	En	Ma	Sci	
	Secure and above	66	49	74	81	63	84
	Expected and above	80	74	86	94	84	94
Year 10	Pupil Premium % 'on track'			Other students % 'on track'			
	En	Ma	Sci	En	Ma	Sci	
	Secure and above	43	22	38	46	37	40
	Expected and above	71	46	69	78	67	66

\*on track denotes 'secure' or better progress relative to performance band-

Year 11 (provisional 2016 outcomes)	Threshold	5+ A*-C EM	EM A*- C basics	English A*-C	Maths A*-C	3+LOP Eng	3+ LOP Ma	Progress 8 2016	Attainment 8 achieved
	<b>MCA PP</b>	49	51	54.6	54.2	62.2	50.4	-0.23	44.75
	<b>MCA 'Other'</b>	65.1	66	76.8	72.3	82.9	70.5	+0.0	49.9
	<b>MCA 'Gap'</b>	18.2	17	22.2	18.1	20.7	20.1	0.23	0.61
	<b>National 2015</b>	56	58	67	67	69	66	0	4.80
	<b>National Gap</b>	27	27	23	25	17	23		

## Year 10 outcomes: Achieved Results

Students are identified at the start of KS4 (year 9 for Pot 3 subjects) in order to complete early qualifications at the end of Year 10. This split entry strategy has increased curriculum time for Ebacc subjects in Year 11, yet still enables students to experience a broad and focused curriculum, which includes additional options in Pot 3. Students will only complete awards if they are ready to do so.

30.6% Year 10 students completed 3 GCSE or equivalent awards at the end of the year, 45.65% completed 2 and 17.5% completed 1 award

Subject	A*-C% PP 2016	Gap to MCA 'other'	Provisional 2016 national A-C%	A/A* % PP	Gap to MCA 'other'
Art	96.9	-3.9	75.5	9.4	-6.6
Catering	68.2	+7.1	55.5	9	+9
Computer Science	100	0	60.2	75	-13.9
Drama	58.8	-11.2	72.8	32.4	+2.4
ECDL	100	0	N/A	95.5	+0.5
Graphics	27.9	-22.1	75.5	0	0
Health and Social Care	66.7	-23.8	53.2	14.8	-18.5
Leisure and Tourism	66.7	-33.3	38.1	0	-50
PE BTEC	90.7	-9.3	N/A	11.6	-9.4
Performing Arts BTEC	100	0	N/A	33.3	+13.3
Resistant Materials	25	-12.5	63	0	0

A higher percentage of PP students achieved an A\*-C in 5 subjects than the national for 'all students' in 2016.

This was lower in 3 subjects

There is no comparable national data for 3 subjects.

## Attendance- Key Headlines

705 pupils are eligible for Pupil Premium making up 64% of the whole school population 2015/16. The attendance of PP students on average is lower than 'other' students

- In year 10 and Year 11, the attendance gap is widest
- There is a 1.89% gap between girls PP v 'other' attendance
- There is a 1.36% gap between boys PP v 'others' attendance
- In Year 8 cohort, the gap between PP and 'other' has been reduced by 0.77% when compared to last year
- In Year 9 cohort, the gap between PP and 'other' has been reduced by 3.4% when compared to last year
- In Year 11, attendance is 3.53% improved when compared to last year for the PP cohort
- For PP students the average improvement is 0.91%
- Gaps for Year 9 girls and Year 10 boys are 0.2%
- PP attendance is in line with national attendance in Year 7, 8 & 11

