

Pupil Premium Strategy Statement (2017/18)



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Summary Information					
School	Manchester Communication Academy				
Academic Year	2017/18	Total PP budget	£680, 680	Date or most recent PP Review	October 2017
Total number of pupils	1130	Number of pupils eligible for PP	588 (Year 8-11)*	Date for next internal review	September 2018

* Year 7 pupil premium numbers to be confirmed end of October 2017. Expected total number of PP pupils exceeds 700

MCA is situated in highly deprived area and therefore has a higher than average cohort of disadvantaged pupils attending the academy. In 2017 65% of pupils were disadvantaged. Despite the socio-economic barriers present, disadvantaged pupils at MCA outperformed the average progress of all students nationally with a progress 8 score of 0.11. This is a significant build on the previous academic year's progress for disadvantaged pupils, -0.23. Our disadvantaged students also exceed National Averages for disadvantaged students leaving with both English and Maths qualifications grade 4 and higher. In 2017 this was 55%.

Using both the external review completed in October 2017, our internal evaluation of the strategies used last year and analysis of disadvantaged barriers and outcomes in 2017, for this academic year 2017-18, we are planning to use the Pupil Premium finance to support the strategies outlined in the 2017-18 Plan below.

Barriers				
Low prior attainment compared to national on entry into MCA	On entry into MCA, on average, all year groups are significantly below the national average entry profile:			
	APS ON ENTRY	School	Nat Ave	
	YEAR 7	101.33	104	Sig-
	YEAR 8	97.53	103	Sig-
	YEAR 9	27.54	28.9	Sig-
	YEAR 10	27.26	28.9	Sig-
YEAR 11	26.75	28.7	Sig-	
Standards of literacy & numeracy, reading	On entry to MCA pupil premium pupils are below the national averages in reading and maths MCA PP average KS2 score for reading = 97 compared to 103 nationally MCA PP average KS2 score for maths = 99 compared to 103 nationally			
Accessing the curriculum	Subject specific barriers preventing progress of disadvantaged pupils within individual subjects including: i) ingredients for food technology lessons, ii) provision of musical instruments, iii) field trips, iv) IT equipment, v) home learning equipment			
Social and Cultural	Barriers which can impact on attitudes to learning, aspirations and attendance			
Emotional	Barriers such as lack of self-esteem or confidence, adjusting to change and resilience and aspirations of disadvantaged pupils – including High prior attainment PP pupils			



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Barrier	Strategy	Cost	Rationale	Intended Impact/success criteria
Low prior attainment compared to national on entry into MCA	<ol style="list-style-type: none"> 1. Targeted intervention using move, climb, accelerate programme (SE) 2. Integrate the usage of the EEF toolkit, specifically improving quality of feedback (PTP feedback and STAR marking) and peer tutoring programmes for identified cohorts – Teach-Train-Do (TTD) (AG/SF) 3. PP team to cultivate working intervention teams to diminish differences including: a) 20:20 and b) play to the final whistle (GH/CC) targeting WBB PP, c) Dare to Shine/EnDareVour targeting HA-PP (EC) 4. ESA programme to provide additional curriculum time (SW) 5. Create and embed a procedure for tracking spend on disadvantaged and ensuring additional intervention is received where needed (AG/CD) 	£90,000	Research driven strategies (EEF/Hattie’s visible learning) to improve progress and outcomes across abilities and pupil groups. Working groups to target identified pupil groups and provide bespoke, group based interventions to improve outcomes. Peer tutoring as a strategy has been shown to have a +5 months’ impact, and feedback has a +8 month impact (source: EEF toolkit). ESA additional curriculum time is needed owing to the low prior attainment on entry of cohorts. Additional curriculum time will enable any differences to be diminished.	<ul style="list-style-type: none"> • To raise the percentage of PP pupils attaining grades 7-9 to national averages • To improve 4+/5+/7+ in maths including HA-PP and females • To raise attainment of LA-PP in the basics measure 4+/5+ • To raise attainment for WBB PP, with a focus on English and Ebacc subjects • Targeted pupils groups to receive additional teaching/curriculum time to promote better outcomes • Tracking PP spend will ensure all PP pupils are in receipt of bespoke interventions
Standards of literacy & numeracy, reading	<ol style="list-style-type: none"> 1. Introduce the accelerated reader programme (LB/SF) 2. Spelling bee / reading competition (LB) 3. Establish disadvantaged peer-peer reading buddy programme – Rea-Per. Reading buddies, book clubs visiting authors/writers, staff CPD (LB/SF) 4. MCA Literacy – handwriting workshops, oracy workshops (debating workshops), Lexia Literacy workshops (LB) 5. Numer8 – staff CPD, identify LA-PP to improve basic numeracy (DI) 6. Prime Numbers - Set up a target group of white British PP girls who teach Maths at Primary. (DI) 	£50,000	Lack of vocabulary, language skills and lower reading ages associated with disadvantaged pupil’s significant impacts on their ability to access the curriculum. A peer-peer reading programme will foster the love of reading and provide a reading for pupils. Consistent repetition of strategies across subjects will further aid the literacy and numeracy of disadvantaged pupils.	<ul style="list-style-type: none"> • Improve the reading ages of PP pupils more than expected chronologically • Develop a culture of reading across MCA • Breakfast reading club/peer-peer programme to improve reading age/literacy of pupils • Consistent use of literacy and numeracy policies • PP pupils (girls) to deliver maths teaching programme, improving outcomes.
Accessing the curriculum	1. Tippling points - Tracking of pupil outcomes and implementation of departmental (AL –	£40,000	Behaviour of a key group of year 10 PP pupils has previously hindered progress across a range of	<ul style="list-style-type: none"> • To reduce the number of behaviour incidents in key cohort of pupils



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	<p>subject development plans highlighting target groups) and personalised interventions (SID Team) (Patsy/MR)</p> <p>2. Readability at MCA. Key texts and exam style questions to be tested for reading age, broken down and made accessible (learning walks/observations/CPD/share best practise/AL meetings) (LB/SF)</p> <p>3. Identify barriers at subject level and intervene; i) equipment, including music lessons, ii) memorable experiences, iii) provision of food stuffs for cooking class</p> <p>4. Use of SISRA/MINT class to empower staff to identify barriers and apply for additional funding to address barriers – RA link to readability</p> <p>5. Share best practice (via AL exhibition meetings, CPD, Breakfast Blast sessions) within school and externally for girls achievement, especially in Maths and White British boys in Ebacc and low-attainers in Maths and Ebacc and high-attainers</p> <p>6. Strive to five programme – a cohort of pupils (additional focus of PP girls in Maths) on course to achieve 4+ in E&M to be targeted to strive to 5+ (SE)</p>		<p>subjects. Involvement of behaviour team will enable those key PP pupils to achieve better outcomes. Subject level identification of barriers enables the PP team to address/remove these barriers by providing bespoke materials/resources</p>	<ul style="list-style-type: none"> • Improve attainment in basic measures and Ebacc subjects for identified cohort • Provision of educational spaces better suited to disadvantaged pupils • All staff to identify PP pupils and barriers – evidenced by MINT seating plans/lesson plans/observations • Remove subject-specific-barriers and increases engagement/outcomes • Successful strategies to be rolled out across the school, MAT and other local schools. Outcomes by such groups to improve on last academic year
<p>Social and Cultural Barriers - peer pressure, family background and attendance</p>	<p>The Social Investment Department aim to mitigate any and all disadvantage by ensuring all pupils enter MCA's doors with full potential to succeed:</p> <p>1. Daily monitoring of and improvement in attendance and PA (ID key cohort)</p> <p>2. Ensure equity and provide resources for all pupils to access school life e.g. uniform food stuffs</p> <p>3. CEIAG for all pupils to promote further</p>	<p>£500,000</p>	<p>Attendance in school is a key factor in achieving better outcomes. Once in school, all pupils will be provided with any resources/equipment necessary to enable engagement and access to the curriculum. School counsellor will work with PP pupils with additional home barriers, facilitating their attendance at MCA.</p>	<ul style="list-style-type: none"> • Attendance and PA figures to better national • Key cohort (those with least attendance previous year) to have improved attendance • PP pupils provided with equipment, uniform and cooking skills necessary to promote attendance in school • ESA programme to provide additional curriculum time to combat attendance • All PP pupils to receive varied yet tailored CEIAG programme to promote educational/employment



Pupil Premium Strategy Statement (2017/18)



	<p>education/employment including: Street League (MR/CC), Girls Network (CC/RN/CCA) and Women Get Go (CC/SG/EB)</p> <p>4. Use of counsellor/language therapy / nurse</p> <p>5. Target a key group of Year 10 pupils for whom behaviour has been a key barrier to learning through the behaviour team – mentors and parental engagement</p>		<p>aspirations <i>you... for you... about you...</i></p> <ul style="list-style-type: none"> • Reduction in NEET figures
<p>Emotional Barriers - lack of self-esteem or confidence, adjusting to change and resilience and aspirations of disadvantaged pupils – including High prior attainment PP pupils</p>	<ol style="list-style-type: none"> 1. Utilise external agency to improve aspirations and resilience of PP pupils – Humanutopia (AG) 2. Promote participation in educational visits/confidence building programmes 3. Development of the 79s Cub (EC/AG) 4. Increase STEM based activities, especially for girls (AG) 5. One to one careers meetings for Year 11 (AWH) 6. Exam preparation and confidence boosting through revision days / packs / guides (AG/CD) 7. CEIAG for all pupils to promote further education/employment (AWH/MR) 8. Million Mentors for targeted group of PP pupils providing mentorship for successful students through successful professionals (MR) 	<p>Disadvantaged pupils often have lower aspirations and confidence to achieve. Facilitating the growth of said personal qualities will empower PP pupils to engage better and achieve higher outcomes. Educational spaces better suited to disadvantaged cohorts will provide better learning environment. Improved aspirations of HA-PP via the creation of a culture of excellence and a 'yes I can' attitude will have a positive impact on motivation.</p>	<ul style="list-style-type: none"> • External agencies and participation in enrichment programmes to promote aspirations and self-esteem (resilience) • All PP pupils to receive varied yet tailored CEIAG programme to promote educational/employment aspirations • Reduction in NEET figures • Provision of educational spaces better suited to disadvantaged pupils • Improved aspirations/engagement and increased uptake of aspirational courses at College • Attendance/participation at STEM club and external events





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Glossary of Strategies:

Strategy	Explanation
Move, Climb, Accelerate	Subject specific intervention stages including in class and additional support
PTP feedback	Pupil-Teacher-Pupil – Providing the platform in books/folders for pupil-teacher dialogue and feedback
20:20 and play to the final whistle	Target 20 at risk WBB PP pupils for intervention to improve outcomes. Use of reward strategy/boy friendly terminology to increase engagement/participation
Dare to Shine/EnDareVour	Targeting HA-PP pupils to improve outcomes/aspirations
ESA	Extended School Activity
Accelerated reader programme	Measure, monitor and improve reading ages of PP pupils. Use of a reward strategy to engage pupils to compete for words read per month/most progress per month
Rea-Per	Paired reading (reading buddies) targeting Year 7s (working with Year 9 pupils)
Numer8	Improving the basic numeracy skills in LA-PP pupils in order to facilitate access to the KS£ curriculum
Prime Numbers	Group of WB PP girls to deliver maths lessons at primary school to improve confidence and outcomes
Humanutopia	External agency delivering aspirational, self-worth, confidence workshops
Club 79	Target cohort of pupils who are high-attaining PP pupils to build aspirations, motivations and improve the numbers of grades 7-9 achieved at MCA
Million Mentors	Mentoring of high –achieving pupils using an external support agency. Successful pupils whom have significant social barriers are paired with successful mentors from a variety of professions
Street League	Targeting girls in Year 11 to reduce the number of NEETS
Girls' Network	Mentoring programme aimed at PP girls using an outside agency with business mentors
Women Get Go	Increasing aspirations and motivation within female PE activities and promoting further study at University

