

## Pupil Premium Strategy Statement 2020-21

### School overview

Metric	Data
School name	Manchester Communication Academy
Pupils in school	1176
Proportion of disadvantaged pupils	58.2%
Pupil premium allocation this academic year	£653,220.00
Academic year or years covered by statement	2020 - 21
Publish date	October 2020
Review date	October 2021
Statement authorised by	S Watmough
Pupil premium lead	G Fox
Governor lead	Kirsten Kerr

### Disadvantaged pupil performance overview for last academic year (data from 2019 due to COVID-19)

Progress 8	-0.15
Ebacc entry	57%
Attainment 8	38.97
Percentage of Grade 5+ in English and maths	20%

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	September 2020
Attainment 8	Achieve national average for attainment for all pupils	September 2020
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	September 2020
Other	Increase attendance of PP students and reduce PA.	July 2020
Ebacc entry	50 – 50 split of PP and NPP	September 2020

### Teaching priorities for current academic year

Measure	Activity
Priority 1	To ensure consistently good teaching so that students make effective progress from a range of starting points and this leads to improved student outcomes, particularly in English and Maths.
Priority 2	Ensure that the needs of all students, particularly SEND, are supported effectively and gaps are closed to their peers.
Priority 3	To develop a Social Emotional Learning curriculum to support students in coping with the impact of COVID-19. To provide wellbeing support through progress leaders in daily contact time.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Staff now participate in regular debate over the latest educational research through an online classroom allowing them to challenge theory and share best practice</li> <li>- Students make better than expected progress in order to diminish the difference between disadvantaged and other students</li> <li>- Access to post-16 provision</li> <li>- Fundamental skills in Literacy and Numeracy</li> <li>- All students, irrespective of starting point, have a chance to succeed</li> <li>- Students with SEND have an inclusive academic experience (where appropriate)</li> <li>- Students with SEND have a bespoke curriculum offer (where needed)</li> <li>- Enabling students to face challenges and use a plethora of coping strategies to overcome challenges</li> <li>- All disadvantaged students have access to Family Counselling (bereavement / family breakdown).</li> </ul>
Projected spending	40% (£261,288)

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve the outcomes of disadvantaged pupils who identify themselves as a White British Male.
Priority 2	Improve the outcomes of disadvantaged SEND pupils.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Legacy of national under-performance for this social grouping</li> <li>- Legacy of low aspirations</li> <li>- Legacy of disadvantaged White British Male performance versus gender and social grouping</li> <li>- Disadvantaged students with SEND have an inclusive academic experience (where appropriate)</li> </ul>

	- Disadvantaged students with SEND have a bespoke curriculum offer (where needed).
Projected spending	25% (£163,305)

### Wider strategies for current academic year

Measure	Activity
Priority 1	To improve quality of Literacy with a special focus on reading development of all students so that they have literacy skills in line with at least chronological expectations.
Priority 2	To implement the well formulated curriculum that thoughtfully maps the sequencing of knowledge and skills, allows for learning beyond the national curriculum and supports character development and reading showing the highest expectations of all learners.
Priority 3	Attendance improves to 94% with no student group a significant outlier.
Priority 4	Reduce the number of PA students.
Priority 5	Reduce the number of exclusions.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Legacy of poor Literacy upon entry: in addition to providing for a significantly higher proportion of PP students compared to the national average (27.5% 2019 figure), every year group is 'sig – 'on entry which demonstrates that many of our students have not made the progress expected of them in Primary school</li> <li>- Lack of clear APS entry points due to the pandemic</li> <li>- Contextual and historical lack of Literacy skill within the community</li> <li>- High proportion of EAL (37.4% of cohort compared to the national average of 16.9%)</li> <li>- Ensuring students' curriculum offer is adequately pitched and bespoke to their attainment need whilst remaining broad, balanced and rich in knowledge</li> <li>- Free uniform ensures equitable approach for all students upon entry, promoting attendance, pride and 'belonging'</li> <li>- Provision of PE kit and food ingredients supports the Academy in improving health and wellbeing of our PP students and teaching skills</li> <li>- for life</li> <li>- Guitar, Drums and singing tuition courses across Year 7 and 8 accessed by 100% of PP students</li> <li>- Showcases, competitions, exhibitions participated in to celebrate excellence</li> <li>- ESA programme to provide bespoke support to close emergent learning gaps and provide effective enrichment opportunities.</li> </ul>

	<ul style="list-style-type: none"> <li>- Ensuring students are regularly in school receiving quality first teaching</li> <li>- Ensuring the vast majority of students benefit from the five year learning journey</li> <li>- Ensuring students have access to optimal levels of contact time with quality first teaching.</li> </ul>
Projected spending	35% (£228,627)

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure consistently good teaching whilst dealing with staff absence due to self-isolation and COVID-19 issues	<ul style="list-style-type: none"> <li>- Effective staff training and support packages</li> <li>- Link development actions to EEF research school.</li> </ul>
Targeted support	Improve the outcomes of disadvantaged pupils who identify themselves as a White British Male	<ul style="list-style-type: none"> <li>- Identification of the cohort</li> <li>- Staff CPD on a Friday to focus on the challenge</li> <li>- Close monitoring.</li> </ul>
Wider strategies	Improve the attendance figure and reduce PA during the recovery of a pandemic	<ul style="list-style-type: none"> <li>- Increased the number of staff within the attendance team</li> <li>- Deployment of family partnership team to overcome perceived barriers.</li> </ul>

### Review: last year's aims and outcomes

Aim	Outcome
To provide a universal offer for all students that enables curriculum access and tackles issues that have arisen through deprivation	All of the main outcome KPIs are showing an improving trend resulting in student outcome being in line with national averages or exceeding national average in some cases.
Consistently good teaching ensures students make effective progress from a range of starting points and this leads to improved student outcomes, particularly in English and Maths	<p>Students outcomes have improved between 19/20 and 20/21. 4+ En &amp; MA measure has improved from 37% to 54% for disadvantaged students. 5+ En &amp; MA measure has improved from 20% to 37% for disadvantaged students. Overall attainment 8 score has also seen an increase from 39.10 to 45.96 for disadvantaged students.</p> <p>We do not have a comparative figure for Progress 8 due to the pandemic.</p> <p><b>This aim cannot be considered achieved yet due to the impact the pandemic has had both on our students and the national context with regards to student performance. It is recommended that this aim is maintained.</b></p>

Ensure that the needs of all students, are supported effectively and gaps are closed to their peers	Not yet achieved, gaps between student groups are still present within KS4 outcomes. Specific groups that require focus next academic year include SEND, WB, PP specifically FSM students.
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