

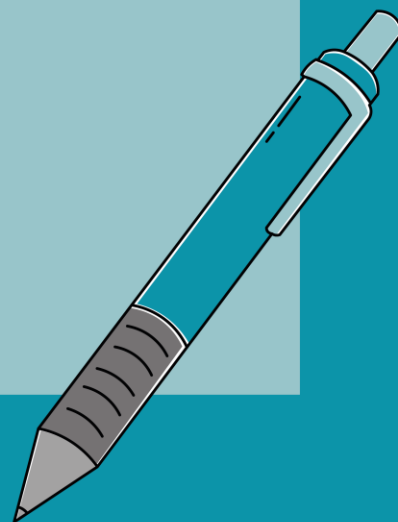
MANCHESTER COMMUNICATION ACADEMY

# Pupil premium

2023-2024



**Manchester**  
Communication  
Academy



WITH YOU...FOR YOU..ABOUT YOU...

# Pupil premium at MCA

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.

## Challenges facing PP students at MCA

We have identified the most significant challenges facing pupil premium students at Manchester Communication Academy and developed strategies to support students in these areas in order to support improved outcomes.

- Attendance
- Reading SAS scores
- Well-being/mental health
- SEND outcomes
- Develop an equitable curriculum offer

## What will you observe in our lessons?

High quality teaching and learning is the heart of our pupil premium strategy. You will observe the following when visiting our lessons:

- The 'why' of the curriculum – Teachers will explain why they are learning the content of the lesson and ensure knowledge builds on prior knowledge. Pre-requisite knowledge checks are completed each lesson to ensure new knowledge builds on prior knowledge helping develop student schema's.
- Text-rich curriculum – Reading is an essential part of each curriculum. All students read for 20 minutes each day during 'Reading time'. Vocabulary instruction is used to pre-teach vocabulary prior to explanations which reduces cognitive load during explanations.
- Questioning – Cold call questioning is embedded into our lessons to ensuring a 'no opt out' culture in our classrooms.
- Cultural capital – Our curriculum is developed around the context of the school community giving students opportunities to develop their cultural capital whilst ensuring the context of the local community is taken into account.
- Clear routines – Students are met on the threshold of the lesson. Lessons follow embedded routines dependent on the subject. Explicit instruction ensures cognitive load is reduced for students in the classroom.
- Effective explanations – Teaching and learning CPD has focused on effective explanations giving teacher the tools to deliver effective explanations to students including the use of dual coding/cornell note taking/chunking knowledge. Powerpoint slides are not overloaded with information.

- Assessment – We have a big test/little test model for assessment with responses to data focusing on closing gaps in knowledge. High quality cold call questioning, circulating the room to check understanding and I do, We do, You do, modelling are used to support student understanding.
- Feedback – Our adaptive teaching strategies ensure teachers respond in the moment of the lesson to tackle student misconceptions or misunderstanding.

## Menu of approaches:

We have three main sections in the menu of approaches to support pupil premium students at MCA:

- High – quality teaching
- Targeted academic support
- Wider strategies

High - quality Teaching	How is this achieved at MCA?
Develop high quality teaching, assessment and a curriculum that responds to the needs of the students.	<ul style="list-style-type: none"> <li>- Weekly whole school CPD on high quality T&amp;L/Feedback/Environment for learning-habits/routines.</li> <li>- Teaching and Learning policy is built on principles of Science of Learning/Cognitive Science.</li> <li>- Research school links to develop Teaching and Learning.</li> <li>- Quality of education team formed to develop curriculum and assessment. Focus on the alignment of assessment with curriculum, building on prior knowledge and sequencing of the curriculum.</li> <li>- Text rich curriculum</li> <li>- Whole academy literacy strategy</li> <li>- Curriculum intent/Staff CPD to develop pupil metacognition strategies.</li> <li>- KS2 curriculum CPD for leaders with local primary schools.</li> <li>- Weekly CPD with subject leads on curriculum intent, implementation and impact.</li> <li>- Staff CPD on reading strategies.</li> <li>- Lesson 25 curriculum intent to develop student resilience and communication.</li> <li>- Forest school.</li> </ul>
Professional development on evidence based approaches – for example feedback, metacognition, reading comprehension, phonics or mastery learning	<p>Weekly staff CPD:</p> <ul style="list-style-type: none"> <li>- Attending to learning</li> <li>- High quality instruction – clarity of explanations</li> <li>- Develop metacognitive skills through the use of effective modelling and feedback</li> </ul>

	<ul style="list-style-type: none"> <li>- Recall and retrieve key concepts</li> <li>- Reading</li> </ul>
Mentoring and coaching	<ul style="list-style-type: none"> <li>- Future Me cohort</li> </ul>
Recruitment and retention of staff	<ul style="list-style-type: none"> <li>- Reading lead across the school.</li> <li>- SEND staffing</li> <li>- Assistant principals for staff development, curriculum development and Inclusion</li> <li>- Teacher educators in each department in the school to support development of teaching and learning</li> <li>- NPQ courses to develop leadership/ Teaching and Learning/Curriculum</li> <li>- Lead practitioners</li> </ul>
Technology and other resources to focus on supporting high quality teaching and learning	<ul style="list-style-type: none"> <li>- Tassomai</li> <li>- Hegarty maths</li> <li>- Laptops</li> <li>- Read&amp;Write (Text Help)</li> <li>- Pearson Active Learn - Rapid Plus</li> <li>- Boxall Profile Online</li> <li>- GL Assessment - Dyslexia Screeners</li> <li>- Flash Academy</li> <li>- Provision mapping</li> <li>- Pastoral tracker</li> </ul>

Targeted academic support	How is this achieved at MCA?
Interventions to support language development, literacy and numeracy.	<ul style="list-style-type: none"> <li>- Students assessed through NGRT. Interventions in place to improve reading outcomes.</li> <li>- SALT</li> </ul>
Activity and resources to meet the specific needs of disadvantaged pupils with SEND.	<ul style="list-style-type: none"> <li>- Embed provision mapping</li> <li>- Y7/Y8/Y9 nurture groups – interventions based on Boxall profiles.</li> <li>- SEMH – Art therapy, Drama therapy</li> <li>- Cognition and Learning – Dyslexia specialist, Educational psychologist, Functional skills, Fresh start, Rapid plus.</li> <li>- Communication and Interaction – Speech and language therapy, Lego therapy, Social skills intervention, Emotion vocabulary, Language for Thinking.</li> <li>- Physical and Sensory – Occupational Therapy, Sensory Support Service Outreach, Touch typing, Handwriting intervention.</li> </ul>
Teaching assistant deployment and interventions	<ul style="list-style-type: none"> <li>- Reading interventions with SEND</li> <li>- Staffing of Hub at social times.</li> <li>- Year group key workers.</li> </ul>

One to one and small group tuition	<ul style="list-style-type: none"> <li>- National tutoring programme – MCA staff and academic mentors used to improve student progress.</li> </ul>
Peer tutoring	

Wider strategies (Staffing of these interventions is the main cost)	How is this achieved at MCA?
Supporting pupils' social, emotional and behavioural needs	<ul style="list-style-type: none"> <li>- Counselling for students who need support.</li> <li>- Resilience interventions – boxing, motor vehicle maintenance, MCFC, hair and beauty, teens and tots, construction.</li> <li>- Early help team at MCA</li> <li>- Khulisa</li> <li>- 1 million mentors</li> <li>- 25 staff mentoring families</li> <li>- Brothers</li> <li>- Work with Manchester Central Foodbank</li> <li>- Developing the social mapping tool.</li> <li>- Cre8tive resources for aspire.</li> <li>- LAC funding for students to purchase resources for schools</li> <li>- Young carers group</li> <li>- Thrive in Education support for low level emotional wellbeing support</li> </ul>
Supporting attendance	<ul style="list-style-type: none"> <li>- Attendance officer – home visits</li> <li>- Resilience interventions – boxing, motor vehicle maintenance, MCFC, hair and beauty, teens and tots, construction.</li> <li>- Family partnerships - Housing and homelessness - Lean Team put together with homelessness charities and city council to support with housing/evictions/homelessness.</li> <li>- Family zone - 17 schools working together to share ideas on issues that arise with families. Outcome was that housing was a big issue for most schools so lean team developed.</li> <li>- Once upon a time/Feel good Friday - Older generations invited into school to take part in activities. Having family members of students in these sessions helps to build relationships with families in order to improve attendance and behaviour of pupils. Positive relationships with community.</li> </ul>

<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p>	<ul style="list-style-type: none"> <li>- Ghyll Head – maths revision.</li> <li>- Languages trip – EBacc focus.</li> <li>- Lesson 25 culture capital trips.</li> </ul>
<p>Extended school time</p>	<ul style="list-style-type: none"> <li>- Boxing to support reintegration into curriculum after half term intervention on resilience.</li> <li>- ESA offer every night for all students.</li> </ul>
<p>Breakfast clubs and meal provision</p>	<ul style="list-style-type: none"> <li>- Breakfast available for all students before school.</li> <li>- The Bread and butter thing – staffing.</li> </ul>
<p>Communicating with and supporting parents</p>	<ul style="list-style-type: none"> <li>- Class charts.</li> <li>- Parent classes – learning English, Parents learning English will then support the school communicating about their child.</li> <li>- Training to be a TA – Course to train parents/community to become TA's in school.</li> </ul>