



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

Pupil Premium

Strategy 2025/26

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 Primary Academy
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Alex Reed
Pupil premium lead	Alan Mulvany
Governor / Trustee lead	Jo Peacock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 398,445
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Manchester Communication Primary Academy (MCPA), a proud member of the Greater Manchester Academies Trust (GMAT), we are unwavering in our commitment to address and mitigate the detrimental effects of social disadvantage on our students. Over the next three years, from 2023 to 2026, we will strive to achieve this commitment through a multifaceted approach that encompasses education, social investment, and tailored support for disadvantaged children.

Education

Our foremost objective is to provide an exceptionally high quality of education to every student within our care. To achieve this, we pledge to continuously enhance our teaching methods, curricular offerings, and educational resources. We will empower our teachers to innovate, ensuring that our students receive the best possible educational foundation.

Social Investment

We recognise that addressing the unique challenges faced by disadvantaged children requires more than just academic support; it necessitates a deep social investment in our pupils and their families. Over the next three years, we will expand our community outreach programs, partnerships, and family engagement initiatives to create a supportive network that extends beyond the classroom.

Disadvantaged Children

At MCPA, we are committed to ensuring that disadvantaged children have every opportunity to succeed. We will implement targeted strategies that address the specific needs of these students, providing them with additional support, resources, and opportunities. Our goal is to close the achievement gap and create an inclusive environment where every child can thrive.

Personalised Learning Plans

We will develop personalised learning plans for disadvantaged children, tailored to their unique strengths and challenges. These plans will guide our teachers in providing targeted support to help these students reach their full potential.

Enrichment Programs

MCPA will offer a range of enrichment programs designed to expose disadvantaged children to new experiences and opportunities. These programs will include cultural outings, mentorship initiatives, and career exploration activities.

Parental Engagement

We will actively involve parents and carers in their child's education, offering parent breakfasts, workshops, resources, and support to help families provide a nurturing and conducive learning environment at home.

Access to Resources

As we did during the COVID-19 pandemic, MCPA will ensure that disadvantaged children have access to necessary resources, such as technology, resources and tutoring services, to level the playing field and enhance their educational outcomes.

Mentorship and Guidance

We will pair disadvantaged students with mentors and provide ongoing guidance and counseling to address social and emotional challenges that may hinder their academic progress.

As we embark on this three-year journey, MCPA remains steadfast in its dedication to fostering an inclusive, supportive, and enriching educational environment. We will work tirelessly to ensure that disadvantaged children have the tools and opportunities they need to overcome obstacles and succeed academically and personally. Together, with our dedicated staff, engaged families, and the broader community, we will strive to break down barriers and empower every student to thrive and achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	A key challenge is improving English outcomes for disadvantaged pupils with SEND, particularly girls, who are achieving well below the expected standard in both reading and writing. In addition, disadvantaged boys are less likely than disadvantaged girls to achieve greater depth, creating a gender gap that needs to be addressed
2	The base-line of children on entry to school (EYFS) is far below the national average, and lower for those who are disadvantaged.
3	The attendance of a small number of pupils (most notably children in EYFS and those with SEND) is below the expected rate.
4	Opportunities for developing cultural capital are limited in many families due to low income.
5	A high proportion of children, especially those eligible for the pupil premium grant, have difficulties with their mental health, have had adverse childhood experiences or live(d) in adverse childhood environments.

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
Reading is at the heart of the school: Children are rapidly caught-up in phonics, so that reading and spelling are well supported in EYFS and beyond. Children read a wide range of high-quality texts.	Phonics screening above 70% GLD at least 60% All year groups reading outcomes above 60% All children engage with reading for pleasure and are articulate when asked about reading. The attainment gap between disadvantaged and none- disadvantaged children in reading is less than the national gap.
Children are supported to co-regulate; to understand their emotions and to form positive relationships with peers.	Number of exclusions is minimal. Number of playtime incidents is minimal. SEND support is extremely effective. Safeguarding and family support is outstanding.

All children, including those with SEND are supported to achieve well (including at the end of key stage tests), so that they are ready for the next stage in their education. Expectations of effort, ATL, presentation and handwriting are high.	At least 60% of the FSM E6 boys achieve the standard in reading and writing in KS1 and KS2 SATs. The proportion of children with persistent absence is below 15% with disadvantaged PA below 25% All key groups have a positive VA measure in 2024 KS2 SATs
The curriculum design is high quality, and makes good use of pre-assessment to identify gaps in prior-knowledge, it has the flexibility for teachers to address these gaps before teaching new content and concepts.	Curriculum leadership is a recognised strength of the school through external QA. Retrieval practise is effectively used to help children know and remember more. Teachers are confident in applying cognitive science to their own practice. The quality and accuracy of models which teachers and TAs provide is consistently high.
Children engage with and benefit from a wide range of extra-curricular and cross-curricular opportunities.	The school maintains the PSQM and achieves the SMSC quality mark. Pupils readily engage in a wide range of after school clubs, trips and visits. MCPA competes in a range of sports.

A Three-Tiered Approach

MCPA is committed to a comprehensive three-tiered approach for the years 2023-2026. This approach focuses on Teaching Quality, Targeted Academic Support, and Wider Strategies to ensure the academic and emotional well-being of our students.

Section 1: Teaching Quality

High-Quality Teaching and Professional Development

- We prioritise quality first teaching supported by targeted CPD for all staff. Instructional coaching, adaptive teaching training, and subject leader development ensure that staff can meet the diverse needs of all learners, particularly disadvantaged pupils. Regular phonics coaching and inclusive curriculum training further strengthen teaching and reduce dependency on adult support.

Inclusive Curriculum Design and Delivery

- Our curriculum is knowledge-rich, inclusive, and representative of all learners. SEND needs are embedded to support disadvantaged SEND pupils, with play-based learning in Year 1 and the Nest curriculum for complex SEND pupils.

Literacy, Phonics, and Oracy

- Daily phonics teaching, whole-school reading programmes, and targeted writing support ensure all pupils develop essential literacy skills. Oracy development is promoted through Debate Mate, structured talk routines, and Makaton across the school to enhance communication and inclusion.

Digital Literacy and Curriculum Access

- We are developing a trust-wide digital literacy strategy to close the digital divide for disadvantaged pupils and ensure all learners access the curriculum effectively.

Assessment, Feedback, and Quality Assurance

- Termly assessments, book looks, learning walks, and curriculum sampling monitor pupil progress and ensure that all learners, particularly disadvantaged pupils, access a high-quality curriculum.

Learning Environment and Structure

- Classrooms are consistently structured and accessible, supported by White Rose Maths, new computing schemes, and targeted TA/LSA support to maintain quality first teaching and deliver focused interventions.

Section 2: Targeted Academic Support

Teacher-Led Targeted Teaching

- We provide targeted group teaching led by skilled teachers to address the specific needs of students. Teachers adjust phonics groupings and use formative writing assessments to accelerate progress for disadvantaged pupils (PP), with progress tracked through MAP meetings and data analysis.

Literacy, Phonics, and Oracy Interventions

- Daily phonics catch-up for lowest-attaining pupils using 1:1 or small group sessions, supported by RWI phonics portal videos.
- Targeted interventions include Shine, RWI Comprehension (Years 2–6), Socially Speaking, Time to Talk, Toe by Toe, Memory Fix, Handwriting, and Beat Dyslexia.
- Early identification and support are prioritised via Wellcomm screening in EYFS and dyslexia screening for disadvantaged pupils.
- Oracy is further supported through structured talk routines and targeted interventions.

Inclusive Curriculum and Small Group Support

- Year 5 and 6 pupils benefit from intensive small group morning interventions in reading and maths, with tutoring for PP learners.
- Curriculum is designed to ensure SEND needs are embedded, and disadvantaged pupils receive targeted support without overreliance on adult assistance.

Digital Literacy and Curriculum Access

- ICT resources, including tablets, are used to support online learning and targeted interventions.
- Tools such as TT Rockstars engage and boost fluency for PP pupils.

Assessment, Feedback, and Quality Assurance

- Termly assessments (PIRA, PUMA, GAPs, MTC) identify gaps and drive precise interventions for PP and SEND pupils.
- Intervention tracking and review monitor both progress and provision for disadvantaged pupils, with termly MAP meetings ensuring targeted support is maintained.

Learning Environment and Pastoral Support

- TAs are deployed strategically to prioritise pupils with the greatest need, including PP learners.
- Regulation stations and safe spaces are available throughout the day to support emotional regulation.
- Pastoral support includes 1:1 and small group SEMH sessions, drama therapy, access to the school counsellor, and targeted tutoring in writing and EAL.
- Teachers make attendance calls and provide additional academic catch-up support under the revised policy, ensuring disadvantaged pupils are supported both socially and academically.

Section 3: Wider Strategies

Attendance and Parental Engagement

- A revised attendance policy ensures teachers actively monitor and support attendance, with attendance calls, academic catch-up, and a key worker model under the principle “attendance is everyone’s issue.”
- Attendance team support, including external services, addresses persistent absence for disadvantaged pupils, supplemented by incentives such as punctuality parties, rewards, and certificates.
- Improved communication with families is enabled via School Spider and mobile platforms for consent, announcements, and updates.

- Increased parental engagement opportunities include weekly Parent Breakfasts, half-termly showcases, annual family events, and volunteering or fundraising activities.

Aspirations, Opportunity, and Inclusion

- Children's University in upper KS2 raises aspirations and recognises enrichment for disadvantaged pupils.
- Timetabled trips and enrichment activities are linked to pre- and post-learning to enhance curriculum access for PP pupils.
- Careers education is embedded across the curriculum to inspire future pathways.
- All pupils, including PP, are expected to participate in at least one club and one trip, event, or fixture before leaving school.

Behaviour, Relationships, and Pastoral Support

- Weekly assemblies and class-led activities build consistency in behaviour expectations.
- Positive behaviour reinforcement, Zones of Regulation, emotional check-ins, and revised PSHE lessons support self-regulation, community values, and inclusion.
- Behaviour data is tracked proactively via TrackIt to inform support for vulnerable pupils.
- Specialist pastoral support packages, including 1:1 and small group sessions, are provided for PP pupils with SEMH or behavioural needs.

Enrichment, Personal Development, and Inclusion

- Family dining and enhanced playtime provision improve social experience and emotional regulation for vulnerable pupils.
- Extra-curricular, sports, and arts programmes are reviewed for accessibility and impact for PP pupils.
- Pupil leadership structures, including School Council and Community Quality Champions, provide opportunities for personal development and leadership among disadvantaged pupils.

Digital Inclusion and Academic Access

- ICT resources, such as tablets, enable access to online learning for PP pupils.
- Strategic staff deployment reduces reliance on supply cover, ensuring continuity for vulnerable learners.

Basic Needs and Daily Support

- Daily breakfast provision ensures all pupils, especially disadvantaged learners, start the day ready to learn and engage.

Recognition and Celebration

- WOW work, certificates, displays, and competitions celebrate effort and achievement, reinforcing progress and motivation among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing in EYFS to provide capacity for more pupil support and continuation of WELLCOMM programme	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/earlyyears-intervention/	2
Staff training, using an evidence informed approach to understanding cognitive science. Staff support/coaching makes effective use of feedback to improve performance. This includes the appointment of a full-time TA coach and release time for senior teachers to provide coaching	https://cognitiveresearchjournal.springeropen.com/articles/10.1186/s41235-017-0087-y https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/	1,2
Implement phonics catch-up programme, which enables children in EYFS, KS1 and 2 to make rapid progress in phonics, if they are below the national standard. This cost includes the LSA staff delivering the programmes	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/	2,3
Develop the KS2 approach to the teaching of reading, based on Ready, Steady, Comprehension.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/readingcomprehension-strategies/	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1:1 tuition for targeted pupils in English and/or maths. This includes direct recruitment of a part time qualified teacher for tuition.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/	1
Provide opportunities for additional learning during the holidays, through summer camp type provision.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/summerschools/	1,2,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a wide range of opportunities to access and compete in sports. Supported by the PE teacher and health lead.	https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/sportsparticipation/	4,5
Extended school activities (clubs) which offer a wide range of opportunities, including sports and the arts.	https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/artsparticipation/ https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/extending-school-time/	4,5
Inclusion team providing SEMH interventions and specialised curriculum, including well-being focus.	https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/behaviourinterventions/	5
Pastoral/family support team who support with attendance and a wide range of home issues. Externally traded services to support attendance	https://youthfirstinc.org/the-importance-of-family-involvement-at-school/	3,5
Provide access to outdoor learning opportunities, including residential trips.	https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/outdooradventure-learning/	4,5

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 2024 to 2025 academic year.

Intended outcome	Success criteria	2024-25 end of year position
Reading is at the heart of the school: Children are rapidly caught-up in phonics, so that reading and spelling are well supported in EYFS and beyond. Children read a wide range of high-quality texts.	Phonics screening above 75% GLD at least 70% All year groups reading outcomes above 60%	79% of Y1 pupils passed phonics screening. 57% of children achieved GLD in 2024/25. Last year, no year groups achieved 60% in reading; this year, only one year group did not reach this threshold, indicating that the new approach to reading is having a positive impact.
Children are supported to coregulate; to understand their emotions and to form positive relationships with peers.	Number of FTEs is minimal. Number of playtime incidents is minimal. SEND support is extremely effective. Safeguarding and family support is outstanding.	30 FTEs in 2024-25 and 0 PX Very few playtime incidents – nurture provision very effective. Pupils with SEND are well supported in class, interventions are effective and children with higher needs are supported by specialists. Safeguarding is effective (Ofsted March 22)
All children, including those with SEND are supported to achieve well (including at the end of key stage tests), so that they are ready for the next stage in their education. Expectations of effort, ATL, presentation & handwriting are high.	At least 60% of the FSM E6 boys achieve the standard in reading and writing. The proportion of children with persistent absence is significantly reduced (below 75).	63% of children achieved this. PA was 17.6% down from 20.04% FSM PA 21.3% down from 44.33%
The curriculum design is high quality, and makes good use of preassessment to identify gaps in prior knowledge, it has the flexibility for teachers to address these gaps before teaching new content and concepts.	Curriculum leadership is a recognised strength of the school. Quizzes, knowledge organisers and recapping are all effectively used to help children know and remember more. Teachers are confident in applying cognitive science to their own practice.	External QA in summer '22 recognised strength of established subject leads. New leads will need support in 2025/26. Retrieval practice is well established in teaching, as a result children remember what they are taught well. Teachers and TAs report increased confidence and understanding of cog sci.
Children engage with and benefit from a wide range of extra-curricular and cross curricular opportunities.	Pupils readily engage in a wide range of after school clubs, trips and visits. MCPA competes in a range of sports.	All children attend ESA MCPA took part (and succeeded) in competitions for football, netball and inclusive sports.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
LBQ (Learning By Questions)	LBQ (Learning By Questions)

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 2024 to 2025 academic year.

- **Reading Achievement:** Children rapidly catch up in phonics, which contributes to well-supported reading and spelling throughout early years and beyond. The phonics screening results are commendable, with over % of pupils passing, demonstrating the effectiveness of the school's approach. Furthermore, % of children achieved the Good Level of Development (GLD).
- **Reading for Pleasure:** One of the most heartening aspects is the evident passion for reading among students. The fact that all children engage with reading for pleasure and are articulate when discussing their reading experiences is a testament to the school's commitment to nurturing a love for literature.
- **Social and Emotional Development:** The minimal number of full-time equivalents (FTEs) and playtime incidents underscores the school's success in fostering a supportive environment where children can co-regulate their emotions and form positive relationships with peers. Effective SEND support and outstanding safeguarding and family support further contribute to the holistic well-being of the students, and the attainment of the Nurturing Schools' Award is a testament to the school's dedication to this aspect of education.
- **Curriculum and Teaching:** The school's curriculum design stands out as high quality, with a keen focus on pre-assessment to identify knowledge gaps and the flexibility to address these gaps before introducing new content. This approach has contributed to high expectations in terms of effort, attitudes to learning (ATL), presentation, and handwriting, which is crucial for overall development.
- **Target Groups:** The school has identified specific target groups for improvement, including FSM E6 boys, new arrivals, pupils with low attendance, and girls with SEND/PLA. Although there is room for improvement, it's promising to see that efforts are being made to support these groups.
- **Teacher Development:** The school's emphasis on teacher development and cognitive science is notable. The use of quizzes, knowledge organisers, and retrieval practice enhances learning outcomes. The recognition of curriculum leadership and teacher confidence in applying cognitive science highlights the commitment to continuous improvement.
- **Extra-Curricular and Cross-Curricular Opportunities:** The school's achievements in the PSQM and participation in a wide range of extra-curricular and cross-curricular activities, including sports competitions, demonstrate a commitment to a well-rounded education.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Phonics	Read Write Inc
LBQ	Learning by Questions