

Dover Christ Church Academy Pupil Premium Provision Intended Spend 2016/17

Purpose

The Government provides academies and schools with additional funding to help reduce inequalities and gaps in attainment between those students who meet the Pupil Premium criteria and their peers. This funding is called the Pupil Premium. Every academy and school can select how they choose to use their Pupil Premium allocation, as they are best placed to assess what additional provision should be made for students. Pupil Premium funding was first introduced in April 2011. It is allocated to students who are currently known to be eligible for free school meals, have received free school meals in the last six years, are service children and students who have been looked after continuously for more than six months.

Our Vision

Our vision goes well beyond simply narrowing a gap between those who are deemed economically advantaged and those who are not. We are determined to ensure that all students irrelevant of background or prior attainment have the qualifications and attributes necessary to succeed.

Funding Received

For the year 2012/13, Dover Christ Church Academy received *£165,000* for Pupil Premium funding

For the year 2013/14, Dover Christ Church Academy received *£202,950* for Pupil Premium funding

For the year 2014/15, Dover Christ Church Academy received *£206,000* for Pupil Premium funding

For the year 2015/16, Dover Christ Church Academy received *£207,262* for Pupil Premium funding

For the year 2016/17, Dover Christ Church Academy anticipates receiving *£210,000* for Pupil Premium funding

Profile

	2012-13	2013-14	2014-15	2015 -16	2016 – 17
Students on roll	721	562	531	539	557
Number of Pupils eligible for Pupil Premium	275	226	220	231	244
Percentage of Pupils eligible for Pupil Premium	38.1%	40.2%	41.4%	43%	43.8

Attainment PP students against Non PP students

	2012	2013	2014	2015	2016	Comment
Attainment – 5+ A*-C passes including English and Maths	PPI: 11% N: 40.4%	22% 51%	19% 44%	29% 45%	40% 37.5%	<ul style="list-style-type: none"> • PPI Up 11% • Gap closed • 5th consecutive year of progress.
Attainment – average points score in English	PPI:27.1% N: 34%	26.7% 36.1%	29.7% 34.7%	36.4% 35.9%	37.2% 38.4%	<ul style="list-style-type: none"> • 5th consecutive year of progress.
Attainment – average points score in mathematics	PPI:26.9% N: 34.6%	26.3% 34.1%	26.3% 34.1%	35.6% 35.3%	35.77% 36.88%	<ul style="list-style-type: none"> • 3rd consecutive year of progress.
Attainment – average points score (best eight GCSEs)	PPI: 280.2 N: 341.5	280.8 334.7	222.9 279	237 274	281 293	<ul style="list-style-type: none"> • PPI average points score Up 44. • 3rd consecutive year of progress.
Achievement – expected progress in English	PPI: 29% N: 54%	44% 72%	33% 55%	61% 62%	70% 78.5%	<ul style="list-style-type: none"> • 3rd consecutive year of progress. • PPI up by 9%
Achievement – more than expected progress in English	PPI: N:	-	07% 12%	29% 26%	20% 38.5%	<ul style="list-style-type: none"> • Area of focus to push PPI student’s achievement even further in English.
Achievement - expected progress in mathematics	PPI: 29% N: 56.1%	33% 65%	44% 76%	58% 64%	58.5% 61%	<ul style="list-style-type: none"> • 5th consecutive year of progress.
Achievement – more than expected progress in mathematics	PPI: N:	-	09% 24%	26% 30%	24.4% 21.7%	<ul style="list-style-type: none"> • Gap closed • PPI making <u>more</u> expected progress than Non PPI.

Plans to spend the current year's allocation 2016-17:

Intervention	Cost	Description
Renaissance Learning	£1,600	Accelerated Reader Programme. A digital reading and comprehension intervention program. This supports reading and reading comprehension progress. Forms part of the Year 7 Catch Up funding.
Learning Support Centre (Formerly MFL2)	£16,000	Allows our most vulnerable students to attend school and complete their learning when they need a more nurturing environment.
Peripatetic Instrumental Tuition	£4,000	The music department is aware of and keenly supports the principle of equality of opportunity. Our aim is for any student to be able to benefit from making music, regardless of their social or economic background– our ‘music for all’ philosophy. Therefore, no student is denied the chance of learning a musical instrument.
Share of pastoral support team staffing cost	£43,000	To support engagement, provide emotional and behavioural support and academic tracking to maximize progress.
Summer School	£15,000	To support successful transition in to the Academy and sustained attendance and engagement and thus good progress.
Alternative curriculum provision	£23,000	Students either medically unfit or at risk of exclusion receive educational provision. Enabling those with particular needs to access a curriculum that enhances their chances of gaining suitable educational / vocational opportunities when they leave the Academy.
Subsidized uniform packs	£2,500	Provide Subsidized uniform packs to ensure equal opportunity for FSM students and prevent reduce risk of their lack of engagement and poor attendance due to uniform issues.
Student support in the classroom	£50,000	Higher Level Teaching Assistants, Teaching Assistants and Learning Mentors providing direct support within the classroom. This support can include 1 to 1 and small group support as well as the production and distribution of differentiated resources.
Attendance monitoring	£40,000	Daily, weekly and termly attendance monitoring takes place to ensure students are in the Academy as much as possible.
Diagnostic testing	£5,000	To diagnose specific barriers to progress and apply appropriate support.
Counselling	£7,300	To provide appropriate support for specific issues.
Breakfast Club	£1,000	A free breakfast is also supplied to ensure students are nutritionally prepared for the Academy day. Access to an adult each morning before the Academy day starts to discuss academic or non-academic matters.
Revision Clinics (Saturday school)	£18,000	To provide expertise and a venue for high quality revision. These clinics are held at weekends and during the Academy holidays.
Reading Mentors	£500	Supporting the improvement of reading ages for the most vulnerable students.
Total	£226,900	

Additional interventions in place for PP students not paid by PP funding:

Intervention	Description
Staff Development	Enabling all staff to have the strategies to support vulnerable students both within and beyond the curriculum. Focusing on national research and sharing best practice.
One to one tuition	Providing a programme of 'booster' sessions to support understanding and progress (with a particular focus on literacy - HLTA and numeracy – Maths Mentor).
Extra-curricular opportunities	Clubs, trips and visits that will enrich students' enjoyment and understanding of the curriculum and to provide opportunities that they would not otherwise have access to.
Mentoring Programme	One to one mentoring support to monitor and guide progress.
Termly Tracking of Progress	Students work is marked and monitored on a regular basis and formally assessed to enable termly tracking data to be sent home for every subject. This data informs both parental and mentor discussions.
Motivational trips	Trips that both inspire and enthuse students to achieve their very best and reach beyond the realms of what they believe is possible. Trips to our academy sponsor Canterbury Christ Church University are arranged to support and improve aspirations for our students.
Hardship / Benevolent Fund	To support families with household / everyday items where financing these has become difficult. It also supports with Academy uniform and sports kit where appropriate.
Brilliant Club	Preventing financial implications becoming a barrier to excellence in any given area. The Gifted and Talented programme is free to all who participate.
Homework Club	Every evening after school there is supervised Homework Club in the Aplus Building. This enables students to access resources within a safe and secure environment and access the support provided by teachers/TAs.

Area of focus for PP lead: D Hunt

- Pupil Premium will need to be spent on initiatives to help close the gap between the attendance of targeted students –particularly *FSM Girls in Key Stage 4* and that of their peers.
- Provide a more extensive counselling service for our *most vulnerable students* to bring about a positive impact on attendance and attainment.
- Ensure that the attainment gap, behaviour and attendance of students who are *both SEN & PP* and their peers is closed. D Hunt to liaise with VP: T&L, HOF/S and HOY.