

Dover Christ Church Pupil Premium Strategy

Date: 13.10.17

Date of next review of Pupil Premium: October 2018

Academy Lead for Pupil Premium: David Hunt

Background:

Pupil Premium funding is a government initiative designed to target resources to those pupils deemed to be from a disadvantaged background. Specifically, the Pupil Premium money is for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever6) or those children who have been looked after continuously for at least 6 months (CIC). For the year 2017/2018 the Pupil Premium has a value of £1320 per eligible pupil in primary education and £935 per eligible pupil in secondary education (£1900 for those who are looked after or adopted from care; £300 for Service Pupil Premium with specific conditions). Neither the government nor any government agency has dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies which narrow the attainment gap between the highest and lowest achieving pupils, and which enable eligible pupils to thrive, particularly if they demonstrate high ability.

Dover Christ Church Academy Pupil Premium Profile 2016/2017

Year Group	Number of Girls	Number of Boys	Total number eligible	Total as a percentage of Year Group
7	27	32	58	46%
8	40	31	71	54.6%
9	20	26	46	43%
10	26	33	59	49%
11	24	32	56	51%
12	8	13	21	36.2%
13	4	7	11	36.6%

### Overview of Dover Christ Church Academy's Strategies for improving the performance of pupils who are disadvantaged:

At Dover Christ Church Academy, the main barriers to educational achievement that pupils in our school who are disadvantaged face are:

- Low attendance rates – (particularly PP/FSM Girls)
- Poor literacy and numeracy skills; lack of access to reading materials at home
- Poor home learning environments / lack of work ethic
- Social and/or emotional difficulties
- Poor mental well-being
- Lack of resilience
- Poor behaviour; lack of engagement &/or aspiration
- Lack of access to digital technology
- Lack of ability to fund educational visits & enrichment activities

We will spend our pupil premium funding in the following ways to address these barriers.

1. Improve academic progress and aspirations.
2. Enhance mental well-being, social skills and (emotional) resilience.
3. Improve behaviour and attendance.
4. Facilitate access to educational visits and enrichment activities, both in and out of school.

Our rationale for spending the money in this way is:

- Sutton Trust & Education Endowment Foundation (EEF) research
- Ofsted guidance on best practice
- NCTL PP Strategy Statement & documentation
- DfE & Gov.uk documentation
- Other school websites

Pupil Premium Funding – the total funding received by Dover Christ Church Academy	
2016 - 2017	
Funding Stream	Amount (£)
DfE	251,675
<b>Total Expenditure</b>	259,186 (Over spend 7,511)

2017 -2018	
Funding Stream	Amount (£)
DfE	265,699
<b>Total Expenditure</b>	265,699

At Dover Christ Church Academy, the Pupil Premium funding is spent in a variety of ways with the direct and explicit aim of improving the academic outcomes and broader educational experience of our pupils who are most disadvantaged. This includes investment in both academic and pastoral strategies. A breakdown of the 2016/17 expenditure is shown below, together with its impact on outcomes for pupils eligible for Pupil Premium funding:

<b>PP Improvement Strategy 2016/17</b>	<b>Amount (£)</b>	<b>Description</b>	<b>Evidence of Impact</b>
Renaissance Learning	1,712	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.	KS3 engagement with AR was mixed. Some classes were extremely successful and utilised the programme effectively to make progress with students reading levels. An increase of 8 months on average progress to students reading ages in the classes that engaged with the AR effectively. The AR programme will be retained and relaunched to ensure that all KS3 students make accelerated progress with their reading levels which will have a positive impact on student engagement with reading/literacy which in turn will lead to improved outcomes in KS4 as students reading capacity increases.
Learning Support Centre (Formerly MFL2)	19,782	Allows our most vulnerable students to attend school and complete their learning when they need a more nurturing environment.	The LSC now has a vertical tutor group that provides a therapeutic environment for our most vulnerable students. Students attend school as they have access to the LSC when they would otherwise refuse to attend school. The LSC is successfully nurtured students so that they feel confident to attend the House tutor groups in their year group. Persistent non-attenders/ school refusers are successfully reintegrated back in the mainstream school after a set period of timetabling in the LSC. Students continue to use the LSC during unstructured periods in large numbers.
Peripatetic Instrumental Tuition	2,683	The music department is aware of and keenly supports the	22 students are now in receipt of instrumental tuition on a weekly basis. The popularity of 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.	instrumental sessions has seen several student led concerts/performance being held – these were successful charity fund raising events. Student engagement with music has increased significantly – reflected in students opting for Music at GCSE.
Share of pastoral support team staffing cost	40,916	To support engagement, provide emotional and behavioural support and academic tracking to maximize progress.	Pastoral staff provide therapeutic support for our most vulnerable students. Positive interactions between the pastoral staff has seen significant improvements in student engagement with self-regulation of behaviours is leading to improved outcomes for students in both KS3 & KS4 as students focused on their learning.
Summer School	9,199	To support successful transition in to the Academy and sustained attendance and engagement and thus good progress.	The DCCA Summer School was extremely popular in the summer of 2016. Over 60 students new Year 7 students took part in the two week programme. This continues to provide new Year 7 students an important part of their transition to secondary school. It successfully embeds the academy’s ethos and expectations for its new starters.
Alternative curriculum provision	22,748	Students either medically unfit or at risk of exclusion receive educational provision.	The ACP enables 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/ equipment packs	1,656	Support parents with payments for uniform, equipment; resources. Providing subsidized uniform packs to ensure equal opportunity for FSM students and prevent reduce risk of their	No student was unable to attend a year group or subject based curriculum visit. Each request for funding considered on a case-by-case basis with more financial support for FSM students. Incentives linked eg increased attendance / progress –reward assemblies.

		lack of engagement and poor attendance due to uniform issues.	Students well prepared for school and learning.
Student support in the classroom	60,057	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	For a number of our PP students having access to additional adults in the classroom provides them with reassurance that their learning needs can be supported when the class teacher is engaged with other students. This ensures that the most vulnerable PP students can access support with their learning whilst remaining in a busy classroom. PP student engagement with their learning and rate of progress remains a whole priority. Subject teachers need to continue to develop their effective use of additional adults in the classroom to ensure that PP progress moves towards that of non pp students in both KS3 & KS4.
Attendance monitoring	39,844	Daily, weekly and termly attendance monitoring takes place to ensure students are in the Academy as much as possible.	Non PP attendance whole academy was 94.3% whilst PP attendance was 1.6% lower at 92.7%. As a result of successful intervention (such as providing sanitary products) FSM Girls attendance was up 1.5% on FSM Boys at 91.8% compared with 90.3%. Gap in attendance remains between PP & non PP students, but focussed intervention with some individual students had positive impact. Students rewarded for improvements in attendance.
Diagnostic testing	9,950	To diagnose specific barriers to progress and apply appropriate support.	10 students in Year 11 secured appropriate Exam Access Arrangements which ensured that they had the opportunity to receive the correct support to achieve their academic potential in external examinations.
Counselling	2,663	To provide appropriate support for specific issues.	Counselling / Wellbeing mentoring for 58 students with positive impact & increased resilience for most.

			Barriers identified for each student to inform actions & track funding.
Breakfast Club	1,772	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.	The Breakfast Club remains popular with our PP students and provides 10-15 students on a daily basis the opportunity to eat before they start school and have the chance to address any concerns before starting their day.
Revision Clinics	18,122	To provide expertise and a venue for high quality revision. These clinics are held at weekends and during the Academy holidays.	Attendance & engagement in provision supported Quality First teaching and subject based interventions. Analysis of student and parent feedback was positive.
Literacy Mentors	9,378	Supporting the improvement of reading ages and literacy for the most vulnerable students.	Increase in PP attainment at GCSE in English. Of the 55 PP students 3 achieved grades 9-7; 14 achieved grades 9-5 and 22 achieved 9-4. Attainment 8 for PP students was 6.5 and Progress 8 for PP -1.44 in English. PP students' Progress in English remains a priority and additional on developing targeted interventions will be provided to reduce the attainment gap between PP and Non PP students in English.
Numeracy Mentors	18,704	Booster sessions in Maths with external Tutors for identified students in all years.	Of the 55 PP students 1 achieved a level 9-7; 9 achieved a level between 9 to 5 and 21 students achieved a level 9-4. The focus for the next academic year is to ensure that PP students make expected progress and that more PP students achieve levels 5 and above in Maths through Quality First Teaching in the classroom and topic specific interventions.

Additional interventions in place for PP students not paid by PP funding 2016 -2017

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 A Building. This enables students to access resources within a safe and secure environment and access the support provided by teachers/TAs. Reduction of Behaviour Logs for lack of homework. 12 students regularly attended provision in Aplus Building twice weekly with positive feedback and impact.

A breakdown of the projected expenditure for the year 2017/2018 is shown below, together with its projected impact:

PP Improvement Strategy 2017/18	Amount (£)	Description	Projected Impact
Renaissance Learning	1700	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.	KS3 pupils make progress towards age expected level by the end of Year 7. Increase in Reading Age by a minimum of 6 months. Improved access to whole school curriculum.
Counselling	12,000	To provide appropriate support for specific issues.	To ensure that the holistic needs of our most vulnerable students are addressed. Appropriate support/referrals will be made for students who require additional therapeutic input.
Students to complete homework tasks to best of ability with impact on progress.	1,800	Homework Clubs / Study Support in operation in all House areas and support from TAs where appropriate in Student Support Centre.	Attendance & engagement in provision leading to reduced number of BPs for lack of homework with positive impact on progress.
Share of pastoral support team staffing costs	65,000	Referrals to external professionals eg Early Help workers; psychologists, counsellors, Art Therapist.	Barriers identified for each student to inform actions. EH & other intervention impacting positively. Increased resilience.
Attendance Monitoring	50,000	Support parents with payments for bus / train passes. Monitor & challenge attendance with both students and parents	PP attendance to be above 94% & difference between non-PP to be less than 2.5%.
Supporting academic progress: tuition; revision materials; educational assessments	2,000	Revision Guides & any equipment to be purchased. Identified students to have additional small group tuition in English & Maths with external tutors. Educational assessments undertaken inform strategies for support.	Students supported in their learning / revision. Attendance & engagement in targeted provision impacts on progress. Students make at least expected progress.

Alternative Curriculum Provision	28,000	To provide students either medically unfit or at risk of exclusion an appropriate 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. Reduce student exclusions.
Smaller group sizes in Maths & English	48,000	Smaller group sizes allows for increased support with $\frac{3}{4}$ of an additional English & Maths teacher.	80% of students making at least expected progress.
Diagnostic Testing	3,500	To diagnose specific barriers to progress and apply appropriate support.	To ensure that students have additional needs diagnosed/identified so that appropriate adaptations are provided to remove barriers to their learning.
Remove financial barrier for students wanting to participate in enrichment activities and educational visits	1,999	Subsidise enrichment activities: determine levels of subsidy & communicate to students / parents / carers with incentives where possible eg increased attendance; reduction in BPs; improved progress.	No student unable to attend a year group or subject-based curriculum visit. Each request for funding to be considered on a case by case basis with more financial support for FSM students.
Subsidized Uniform Packs	1,700	Support parents with payments for uniform, equipment; resources	Students are well prepared for school and learning.
Literacy / Numeracy Mentors – Subject specific interventions.	48,000	Yr 7 & Yr 8 students timetabled for 'catchup' intervention lessons. 1-1 intervention work with identified students.  KS4 students identified as not making expected progress will be timetabled intervention with appropriate subject mentors. Targeted students with focus on addressing the gaps in their learning. PLCs will be utilised to focus interventions effectively.	KS3 students reach or exceed age appropriate levels in Literacy, Numeracy & Reading.  Through rigorous monitoring and tracking KS4 students will receive intensive PLC gap analysis focused interventions. This will ensure that students make rapid progress to hit and then exceed their expected progress levels.

**Dover Christ Church Academy's Results 2017 – Attainment and Progress of pupils eligible for Pupil Premium funding.**

Current school accountability measures are as follows:

- Attainment 8
- Progress 8

This is the second year that these measures have been the main accountability measures. Thus, we can only make one year on year comparison. The table below provides headline figures for pupils who are disadvantaged. These pupils attract pupil premium funds. The headlines are compared to national average outcomes for pupils who are non-disadvantaged. The national averages for similarly disadvantaged pupils are shown for information.

Headline Measure	DCCA Disadvantaged Outcomes		National Non Disadvantaged		National Disadvantaged	
	2016	2017	2016	2017	2016	2017
<b>Attainment 8</b>		34.83	53.3	49.51	41.1	49.51
<b>Progress 8 Score</b>		-0.81	0.1	0.11	-0.38	0.11
<b>Indicator of Relative Difference to the National Average for all pupils</b>	DCCA's Attainment 8 score is ↓14.68 compared against National average of Non Disadvantaged and National Disadvantaged comes in 2017. DCCA's Progress 8 outcome is ↓ 0.92 below the National Average of Non Disadvantaged and National Disadvantaged pupils.		↑ On average nationally non-disadvantaged pupils make more progress than all pupils.		↓ On average nationally disadvantaged pupils make less progress than all pupils.	

Dover Christ Church Academy Pupil Premium / FSM Attendance Data 2016 -2017						
Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
16-17 FSM (AAG)	39992	1028	2077	1966	45063	91.0
16-17 FSM Girls (AAG)	19575	439	822	964	21800	91.8
16-17 FSM Males (AAG)	20417	589	1255	1002	23263	90.3
16-17 Non FSM (AAG)	136406	2135	5535	2552	146628	94.5
16-17 Non PP (AAG)	89810	1362	3858	1671	96701	94.3
16-17 PP (AAG)	79377	1609	3515	2908	87409	92.7
<b>Totals</b>	<b>385577</b>	<b>7162</b>	<b>17062</b>	<b>11063</b>	<b>420864</b>	<b>93.3</b>

### Student Totals by Year Group [Last Year]

A count of students in each year group, with drill through to registration group

