

Pupil Premium Grant Expenditure Impact Report Academic Year 2015-16

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

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

Year 11 GCSE Results Summer 2016 (Comparison with National):

Attainment/Progress Measure	Pupil Premium Cohort	Non-Pupil Premium Cohort	Difference between PP @ DCCA and non-PP nationally
5 A*-C (including E &M)	40% (National = 36.7%)	37.5 % (National = 64.7%)	24.7% (National = 28%)
Progress in Maths (Expected progress)	58.5% (National = 58%)	61% (National = 71%)	12.5% (National = 13%)
Progress in English (Expected progress)	70% (National = 48%)	78.5% (National = 74%)	4% (National = 26%)

Difference between PP @ DCCA and non –PP nationally is down 3.3% from 24.7% compared to 28% nationally.

Difference between PP @ DCCA and non – PP nationally making expected progress in Maths is down 0.5% from 12.5% compared to 13% nationally making expected progress in Maths.

Difference between PP @ DCCA and non – PP nationally making expected progress in English is up 22% (4%) compared with a 26% difference nationally.

Attainment PP students against Non PP students Year 11

	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%	Attainment of PP students achieving 5+ A*-C passes including English and Maths was up 11% in 2016 from previous year. Gap closed between PP and none PP. 5 th consecutive year of progress for PP Year 11 students in external examinations. Remains focus as set out in the school improvement plan 2016/17.
Attainment – average points score in English	PP:27.1% N: 34%	26.7% 36.1%	29.7% 34.7%	36.4% 35.9%	37.2% 38.4%	5 th consecutive year of progress of PP year 11 students.
Attainment – average points score in mathematics	PP:26.9% N: 34.6%	26.3% 34.1%	26.3% 34.1%	35.6% 35.3%	35.77% 36.88%	3 rd consecutive year of progress of PP year 11 students.
Attainment – average points score (best eight GCSEs)	PP: 280.2 N: 341.5	280.8 334.7	222.9 279	237 274	281 293	PP year 11 student attainment average points score Up 44 in 2016 from previous year. 3 rd consecutive year of progress of PP students in their average points score. Improving attainment in average points score Progress is an identified area of focus in set out in the school improvement plan.

Achievement – expected progress in English	PP: 29% N: 54%	44% 72%	33% 55%	61% 62%	70% 78.5%	3 rd consecutive year of progress of PP year 11 students achieving expected progress in English. PP year 11 student attainment making expected progress up by 9% in 2016 from previous year.
Achievement – more than expected progress in English	PP: N:	-	07% 12%	29% 26%	20% 38.5%	Area of focus to push PP student’s achievement even further in English. Exceeding expected progress in English in an identified area of focus in set out in the school improvement plan.
Achievement – expected progress in mathematics	PP: 29% N: 56.1%	33% 65%	44% 76%	58% 64%	58.5% 61%	5 th consecutive year of progress of PP year 11 students achieving expected progress in mathematics.
Achievement – more than expected progress in mathematics	PP: N:	-	09% 24%	26% 30%	24.4% 21.7%	Gap closed between PP and non PP students making more than expected progress in mathematics. PP students making <u>more</u> expected progress than None PP students. Exceeding expected progress in Mathematics in an identified area of focus in set out in the school improvement plan.

Where are the gaps (other year groups)?

Year group	What does your data analysis tell you about the relative attainment and achievement of PP and none-PP pupils for each year group? Are there any gaps?
<p>Year 7 (% of L5+) PP (Y) 2016 PP(N) 2016 English Maths English Maths 42.31% 40.91% 54.84% 53.41%</p>	<p>12.53% more None PP students were level 5+ in English than PP students in Year 7. 12.5% more None PP students were level5+ in Maths than PP students in Year 7. 1.4% more PP students were level 5+ in English than In Maths. Comparison with previous year: English was down 6.69% from 2015. Maths was down 12.09% from 2015.</p>
<p>Year 8 (% of L5+) PP (Y) 2016 PP(N) 2016 English Maths English Maths 66.67% 50.0% 74.19% 56.45%</p>	<p>7.52% more None PP students were level 5+ in English than PP students in Year 8. 6.45% more None PP students were level 5+ in Maths than PP students in Year 8. 16.67% more PP students were level 5+ in English than in Maths. Comparison with previous year English was up 14.67% 2016 from previous year 2015. Maths was down 4.68% in 2016 from 2015.</p>
<p>Year 9 (% of L5+) PP (Y) 2016 PP(N) 2016 English Maths English Maths 59.57% 55.32% 66.67% 56.25%</p>	<p>7.1% more None PP students were Level 5+ in English than PP students. 0.93% more None PP students were Level 5+ in Maths than PP students. 4.25% more PP students were Level 5+ in English than in Maths. Comparison with previous year: English was down 28.43% in 2016 from 2015. Maths was up 7.32%. Ensuring that progress and outcomes are accelerated in KS3 across the curriculum has been identified is an area of focus and strategies have been set out in the school improvement plan.</p>
<p>Year 10 (P8 Score) PP (Y) 2016 PP(N) 2016 English Maths English Maths -1.33 -1.12 -1.01 -0.61</p>	<p>0.51 difference between None PP and PP students in Maths. 0.32 score difference between None PP and PP students in English. Improving attainment in average points score in KS4 is an identified area of focus in set out in the school improvement plan.</p>

PP and FSM attendance.

Fourth consecutive year that there has been a reduction in % of sessions missed due to Overall absence for both FSM and PP students. FSM and PP students remain to be over represented in % Persistent Absentees. However the new PA rate of 10% or more sessions for 2015/16 distorts our performance and is not a true reflection of the improvements that had been made to address the issues of Persistent Absentees in line with previous year’s measure of 15% or more sessions. There are 10.9% FSM Persistent Absentees more than None FSM Persistent Absentees under the new measure. If we use the 15% or more measure, for FSM students there was 2% increase in 2016 from previous year. There was a 1.5% increase from 10% in 2014/15 to 8.5% in 2015/16 for FSM students who were **Persistent absentees**. There was a 0.1% improvement 7.7% in 2015/16 from 7.8% in 2014/15 when looking at % of sessions missed due to Overall absence for FSM students. For PP students there was also a 0.1% improvement in 2015/16 6.6% from 6.7% in 2014/15. This has been identified and along with the attendance of PP, FSM, girls as well as students who are both PP/SEN. Strategies to address this particular area of concern is set out in the schools improvement plan.

	% of sessions missed due to Overall absence (whole school)				% Persistent absentees – absent for 15% or more sessions. *2015 – 16 new PA rate 10% or more sessions			
	2012 – 13	2013 - 14	2014 – 15	2015 – 16	2012 – 13	2013 -14	2014 – 15	*2015 – 16
FSM Free School Meals*								
None FSM	11.9	8.4	7.8	7.7	27	8.8	10	23.3
	6.9	4.9	4.9	5.1	7.6	4.5	3.6	12.4
PPI	9.5	7.1	6.7	6.6	21.3	6.9	7.4	18.6
None PPI	7	4.8	4.9	5.6	6.4	4.3	3.4	12.4

Reflective questions.

To what extent are the strengths and priorities suggested by this data clearly evident in the school's self-evaluation and improvement plans?

The outcomes for 2016 show that the attainment of PP students achieving 5+ A*-C passes including English and Maths was up 11% in 2016 from the previous year. This has meant that the attainment gap has closed between PP and none PP. This has resulted in the fifth consecutive year of progress for PP Year 11 students in external examinations. Priorities as set in the academy's improvement plan are:

- Robust Intervention at KS3 in place to improve progress for all students and groups at KS3. There is specific focus on enhancing KS3 students' mastery of knowledge and skills prioritising English, Maths, Science and Humanities. Additional interventions will be delivered to increase progress outcomes across the curriculum.
- Robust Intervention at KS4 and focussed challenge process in place so as to improve progress for all students & groups at KS4. There is a focus on accelerating KS4 attainment. Planned PPI spending includes increasing the amount of Period 6 intervention lessons available to all students as well as funding Saturday school for identified subjects prioritising Maths, Science and Humanities.
- The attendance of disadvantaged students is a priority, particularly the attendance of PP girls and students who are both SEN/PP. The Leader of Attendance will use weekly data analysis of research /focus groups which must prioritise Disadvantaged students and at risk girls set up and implement rapidly a cycle of 1:1 reviews and attendance contracts involving parents where appropriate. The Leader of Attendance will identify any appropriate motivational rewards or use of PP to remove barriers to success/attendance.

Which strengths are not reflected in your self-evaluation?

The effectiveness of Summer School in assisting PP students with their transition to secondary school is not reflected in the self-evaluation. The number of PP students attending is increasing each year. As a result year 7 students are more accustomed to their new surroundings and familiar with members of the teacher faculty and support team members. This has meant they settle more quickly into our academy. This is reflected in their attendance, behaviour and progress in lessons. Positive feedback has also been received from parents about how pleased they are that their child has settled into the academy.

Which priorities are not reflected in your school improvement plans?

Most priorities are reflected in our school improvement plan under Teaching & Learning and Well Being Outcomes. However we need to consider the allocation of more PP funding to counselling and student well-being to ensure that all barriers to attainment are addressed. We will be utilising PP funding to finance more counselling sessions so that our most vulnerable students have access to well-being support. We will also need to monitor trends between Genders difference of PP and FSM attendance. The overall Success Criteria will be monitored by evaluating attendance, termly progress data and feedback from the students themselves. This evaluation has influenced our intended spend of PP funding for 2016/17.

Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale.	Specific intended outcomes:	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve?
Saturday /Holiday Revision	20,653	Continued	To provide expertise and a venue for high quality revision for all PP Year 11 and a small number of Year 10 students. These clinics are held at weekends and during the Academy holidays.	To eradicate achievement and progress gaps in GCSE outcomes between PP students and Non PP students.	Vice Principal Curriculum and Standards. Middle Leaders – monitoring of student progress in their subject.	Attainment of PP students achieving 5+ A*-C passes including English and Maths was up 11% in 2016 from previous year. Gap closed between PP and none PP Ensuring that subject specific interventions particularly in Maths, English, Science and Humanities is an identified target and approaches to address this are outlined in the school's improvement plan.

<p>Numeracy intervention</p>	<p>21,856</p>	<p>Continued</p>	<p>Providing a programme of 'booster' sessions to support understanding and progress (with a particular focus on numeracy – Maths Mentor).</p>	<p>Eradicate achievement and progress gaps in Maths KS4 & KS3 outcomes.</p>	<p>Vice Principal Curriculum and Standards. Leader of Maths AVP: SENCo Termly progress monitoring. Appropriate numeracy intervention for individual students implemented as required.</p>	<p>PP students Year 9 Percentage level 5: (Achieved: Maths 55% in 2016)</p> <p>PP Progress 8 (-1.92 in 2016) PP students KS2 to 3 2 levels of progress: Math 42% achieved in 2016). Maths was down 12.09% from 2015. Comparison with previous year Maths was down 4.68% in 2016 from 2015. For Year 8 PP students. Comparison with previous year: Maths was up 7.32%.</p> <p>Increasing progress and outcomes in Maths is an identified target in the schools improvement plan 2016/17</p>
<p>Literacy intervention</p>	<p>15,271</p>	<p>Continued</p>	<p>Providing a programme of 'booster' sessions to</p>	<p>Eradicate achievement and progress gaps in</p>	<p>Vice Principal Curriculum and Standards. Leader English</p>	<p>PPI students Year 9 Percentage level 5: (Achieved Eng 59% in 2016)</p>

			support understanding and progress (with a particular focus on literacy – HLTA). KS3 intensive literacy support. (Phonics) Aimed at PP students performing below level 4 in English in year 7 and below 4B in Year 8. 28 students.	English KS4 & KS3 outcomes. To drive up standards of literacy to enable better access to the curriculum.	AVP: SENCo Termly progress monitoring. Literacy intervention for individual students implemented as required.	PPI Progress 8 (-1.92 2016) PPI students KS2 to 3 2 levels of progress: English 63% achieved in 2016). Comparison with previous year: English was down 6.69% from 2015. Comparison with previous year English was up 14.67% 2016 from previous year 2015 Year 8 PP students. Comparison with previous year: English was down 28.43% in 2016 from 2015 Year 9 PP students. Increasing progress and outcomes in English is an identified target in the schools improvement plan 2016/17.
Nurture & Support Learning Support Centre (Formerly MFL2)	30,833	Continued	The Learning Support Centre is a more nurturing environment for vulnerable students to attend school and	Allows our most vulnerable students to attend school and complete their learning when they need a more	Vice Principal Student Well Being. AVP: SENCo. LSC Manager. Attendance Officer.	33 students accessed MFL2 (now called LSC) in 2014/15. 27 of those students (20 – 74% of which

			complete their learning. Open to all PP students	nurturing environment.	Termly progress, attendance and behaviour monitoring.	were PP) attendance improved. Behaviour logs decreased and result in improved progress. On average 1.5 sub levels improvement. 56 students accessed MFL2(now LSC) in 2015/16. 41 (75%) of the students were PP. The attendance of identified students has increased on so they were no longer PA. 80 % of those students went back full timetables. One student has now moved onto AC and another is still PA.
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<p>Learning Mentor and Home Support Mentor</p>	<p>15,098</p>	<p>Continued</p>	<p>Available to all PP students who require additional support. Provide home tuition to PP medical students and alternative provision plus mentoring in school to PP students at risk of exclusion or underachievement.</p>	<p>Provision of both mentoring and learning support to improve attendance, behaviour and progress via in-class support and withdrawal.</p>	<p>Vice Principal Student Well Being. Middle Leaders-Monitor by subject specific Challenge and Review. Attendance Officer.</p>	<p>One Year 11 student now accessing some learning and tuition and no longer PA.</p> <p>16 of 22 identified PP students have improved progress, attendance and behaviour as result of receiving support from Learning Mentors.</p>
<p>Other support (Attendance monitoring; Breakfast Club)</p>	<p>39,881</p>	<p>Continued</p>	<p>Attendance Officer monitors attendance daily, weekly and termly.</p> <p>To ensure all PP pupils have their basic needs met prior to starting the school day to improve levels of motivation and engagement.</p>	<p>To ensure students are in the Academy as much as possible.</p> <p>Improvements to punctuality and attendance rates for PP pupils.</p>	<p>Vice Principal Student Well Being Attendance Officer.</p> <p>Daily, weekly and termly attendance monitoring takes place to ensure students are in the Academy as much as possible.</p> <p>Breakfast Club attendance recorded daily. Progress/behaviour monitored.</p>	<p>Attendance figures: % Persistent absentees – absent for 15% or more sessions: 2015/16: FSM(Y): 23.3% FSM(N): 12.4% (FSM Students are nearly <u>twice</u> as likely to be PA than non FSM) PP(Y): 18.6% PP(N): 12.4% % of sessions missed due to</p>

						<p>Overall absence (whole school): 2015/16: FSM(Y): 7.7% FSM(N): 5.1%</p> <p>PP(Y): 6.6% PP(N): 5.6% (FSM and PP more like to miss sessions than None FSM and PP.) If we use the 15% or more measure FSM students there was 2% increase in 2016 from previous year. There was an 1.1% increase from 10% in 2014/15 to 8.5% in 2015/16 for FSM students who were Persistent absentees. There was an 0.1% improvement 7.7% in 2015/16 from 7.8% in 2014/15 when looking at % of sessions missed due to Overall absence for FSM students. For PP students there was</p>
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						also an 0.1% improvement in 2015/16 6.6% from 6.7% in 2014/15. Improving attendance particularly that of disadvantaged students who are PP/ girls and both SEN & PP is included in the School Improvement plan.
Teaching Assistants Main school	50,079	Continued	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 PP students across the key stages.	Support smaller group work and in class support with TAs to enable better progress and attainment of PP students.	AVP: SENCo termly monitoring of student progress/ attainment termly. Review meetings with parents.	The increased impact of Teaching Assistants in supporting progress of students in lessons was acknowledged in the most recent Ofsted report 2016. Maintaining the impact of Teaching Assistants in securing improved outcomes for students remains a focus for the SEN Department.
Pastoral Main School	42,585	Continued	PP students have access to additional	To support engagement,	Vice Principal Student Well Being:	5 th consecutive year of progress for PP

(Additional staffing for inclusion & withdrawal student support)			adult support when required.	provide emotional and behavioural support and academic tracking to maximize progress of PP students across the key stages.	Termly academic progress checks. Behaviour logs and Attendance monitoring.	Year 11 students in external examinations. To ensure that student progress remains a focus it is included in the school improvement plan. In addition emphasis is being placed on addressing low level disruption in lessons is set out in the school improvement plan.
Renaissance Learning	1,584	Continued	Accelerated Reader Programme. A digital reading and comprehension intervention program. All Students in KS3 are registered for the program.	To support reading and reading comprehension progress across the curriculum.	Leader of English: Termly reports of class reader reports. Monitored by class teachers/ tutors and HLTA.	All Year 7 & 8 students are registered for the program. Initially there was dip in student engagement at during Terms 1 & 2. The program was re-launched Term 3 January 2016. Recording materials created and issued to assist students, parents and teachers to monitor student reading both school and at home. On average PP students made 8.5 months

						<p>progress from the re-launch. Maintaining and improving student enjoyment with reading remains a priority. The AR programme delivers an efficient way of engaging students with literature. Utilising the AR programme ensures that we can develop our students reading and comprehension skills which will impact on student attainment across the curriculum.</p>
Alternative Curriculum placements	23,100	Continued	Enabling those with particular needs to access a curriculum that enhances their chances of gaining suitable educational / vocational opportunities when they leave the Academy.	Students either medically unfit to attend school or at risk from exclusion receive alternative educational provision.	Vice Principal Student Well Being. AVP: SENCo Attendance Officer	7 students were placed on AC placements. 5 of which were PP/FSM. Students' progress, attendance and behaviour is monitored weekly. The AC placements remain appropriate for the students at this time. One student has

						successfully returned to DCCA. No PP student placed in seclusion or excluded in relation to non-uniform issues. Fourth consecutive year that there has been a reduction in % of sessions missed of FSM and PP students
Subsidised Uniform	2,585	Continued	Provide Subsidized uniform packs to ensure equal opportunity for PP students. Prevent/ reduce risk of their lack of engagement and poor attendance due to uniform issues.	Prevent/ reduce the risk of PP students lack of engagement and poor attendance due to uniform issues.	Vice Principal Student Well Being. Safeguarding Team Attendance Officer	No PP student has been secluded for not having the correct uniform. PP attendance is rigorously monitored on a daily basis. Reasons for absence are ascertained. ANY issues are addressed appropriately.
Summer school	15,132	Continued	Available to all PP Year 6 entrants.	To support successful transition into the Academy of new year 7 PP students. To secure sustained attendance and	Vice Principal Student Well Being. Vice Principal Curriculum and Standards. Summer School Coordinator. AVP: SENCo/PP.	The number of PP students attending is increasing each year. As a result the new year 7 students are more accustomed to their new surroundings

				engagement and thus good progress.		and familiar with members of the teacher faculty and support team members. This has meant they settle more quickly into our academy. This is reflected in their attendance, behaviour and progress in lessons. Positive feedback has also been received from parents about how pleased they are that their child has settled into the academy. We maintained positive attendance of the PP students who attended the Summer School this year with an average of 96% up 1 % in 2016 from 2015.
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