

Pupil premium strategy statement – Sept 2022 / Dec 2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Christ Church Academy
Number of pupils in school	552 / 543
Proportion (%) of pupil premium eligible pupils	105 pupils 19% / 116 (21%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021-July 2024
Date this statement was published	December 2021
Date on which it will be reviewed	Interim: September 2022 / Dec 2023 Final: September 2024
Statement authorised by	Mr C Wright (Principal)
Pupil premium lead	Mrs T Thorn (Vice Principal) / Mrs T Thorn (Head of School)
Governor / Trustee lead	Mr B Hutchinson (PP and Safeguarding Link Governor) / Mr J Heath (Chair of LGB)

	September 2021	September 2022	September 2023
Number of pupils in school	552	546	543
Proportion (%) of pupil premium eligible pupils	105 (19%)	104 (19%)	116 (21)

Funding overview

Detail	Amount September 2021-22	Amount September 2022-23	Amount September 2023-24
Pupil premium funding allocation this academic year	£116,764	£119,055.90	£121,388.46
Recovery premium funding allocation this academic year	£14,355	£22,398.50	£22,009.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£28,530	£27,043	£24,461.54

Part A: Pupil premium strategy plan

Statement of intent

At Christ Church Academy our vision is to be a learning community that provides excellence in education for the whole person – a place where all can flourish. We believe that “I can do all things through Christ who strengthens me.” Philippians 4:13.

Our aim is to remove barriers to learning for disadvantaged pupils in order that they may make the most progress possible throughout their time with us in order to minimise the gaps in attainment which exist for them.

We aim to provide the highest quality education which we can for all pupils ensuring that the strategies and approaches which we adopt, primarily for the advantage of the pupil premium pupils, will benefit everyone in the school community.

The current pupil premium strategy focuses upon 3 areas of as detailed below:

TEACHING: We want to ensure that there is an effective teacher in front of every class, and that every teacher is supported to keep improving. We are working together to create knowledge organisers and low stakes assessments alongside more formal assessments to ensure that pupils, in all subjects ‘know more, do more, remember more’. Alongside changing data systems in order to help drive progress and support timely intervention when needed.

TARGETED ACADEMIC SUPPORT: We will ensure that class teachers, teaching assistants and tutors can provide small group intervention, clearly linked to classroom teaching, in order to enhance confidence and progress for these pupils. Academic support may also happen through timely interventions within lessons through skilled questioning and differentiated learning activities.

WIDER STRATEGIES: We will work to reduce attendance issues, and to further embed the range of behavioural and socio-emotional support which we have offer for pupils.

Challenges

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

Challenge number	Detail of challenge																																
1	<p>Attendance:</p> <p>Disadvantaged pupils' attendance is typically lower than whole school attendance and we would like to improve this in order to bring it in line with whole school attendance:</p> <table border="1"> <thead> <tr> <th></th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> <th>2021-22</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>PP Attendance</td> <td>93.35</td> <td>93.53</td> <td>93.4</td> <td>92.43</td> <td>92.23</td> <td>90.87</td> <td>92.10</td> </tr> <tr> <td>Whole school attendance</td> <td>95.75</td> <td>96</td> <td>96.3</td> <td>95.62</td> <td>95.81</td> <td>93.4</td> <td>95.14</td> </tr> <tr> <td></td> <td>-2.4</td> <td>-2.47</td> <td>-2.9</td> <td>-3.19</td> <td>-3.58</td> <td>-2.5</td> <td>-3.04</td> </tr> </tbody> </table>		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	PP Attendance	93.35	93.53	93.4	92.43	92.23	90.87	92.10	Whole school attendance	95.75	96	96.3	95.62	95.81	93.4	95.14		-2.4	-2.47	-2.9	-3.19	-3.58	-2.5	-3.04
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23																										
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	-2.4	-2.47	-2.9	-3.19	-3.58	-2.5	-3.04																										
2	<p>Minimising individual barriers to learning</p> <p>Ensuring that all pupils have access to the curriculum in terms of cultural capital and removing any financial barriers such as supporting cost of educational visits, providing resources, uniform etc.</p>																																
3	<p>Parental Engagement</p> <p>By working to engage parents of disadvantaged pupils we can improve pupils' attendance and aspirations and due to this, they will be able to improve their results</p>																																
4	<p>Aspiration</p> <p>A broad and balanced curriculum, alongside a well thought out careers education programme in school will help to raise pupils' aspirations and improve results.</p>																																
5	<p>Improved academic results for disadvantaged pupils. External data demonstrates that disadvantaged pupils do not achieve as well as they should at KS2, however the externally moderated data available shows that pupils make good progress over the course of the 4-year journey with us. We aim to improve the KS2 results as much as we can.</p>																																

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
Further improve the attendance of disadvantaged pupils to ensure that they attend as often as possible.	Disadvantaged attendance target:
Further improve the results achieved by Disadvantaged pupils both at KS2 externally but across all subjects over the 4-year journey at CCA.	Disadvantaged pupils to improve results due to embedding of new system and clearer and more robust assessment criteria in all subjects.
Continue to remove barriers to learning by ensuring a curriculum which is fit for 2021, negating cultural capital and removing financial barriers which prevent pupils engaging fully in the curriculum – uniform, resources, educational visits etc.	Analysis of numbers of parents who engage with questionnaires, reports, parents' evenings, emails etc
Embed a successful Careers programme for all pupils, especially those who are disadvantaged in KS3, (with an introduction in KS2) in order to encourage aspiration and breadth of opportunity for pupils.	Engagement with Gatsby Benchmarks, Careers Hub in Stone, Careers programme for KS3 pupils, CT to complete Careers Leaders Training
Further improve relations with parents of disadvantaged pupils in order to ensure that parents encourage attendance, aspiration and participation in school life in order to best prepare pupils for the future.	Analysis of numbers of parents who engage with questionnaires, reports, parents' evenings, emails etc

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum 2021 project to ensure that the curriculum is fit for purpose	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936097/Curriculum_research_How_to_assess_intent_and_implementation_of_curriculum_191218.pdf	2,4,5,1
Embedded curriculum changes throughout all year groups: <ul style="list-style-type: none"> • Knowledge organisers • Interim and formal assessments • Use of GREAT 	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation?utm_source=/education-evidence/guidance-reports/implementation&utm_medium=search&utm_campaign=site_search&search_term=knowledge%20organiser	5,2,3
Ensure Quality First Teaching for all pupils ensuring consistency of expectation regardless of teacher	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	2, 5, 1
Smaller group sizes for English and Maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size&utm_medium=search&utm_campaign=site_search&search_term=reducing	2,5
Researched informed performance management targets for all teaching staff	https://edcentral.uk/reading-list/551-teach-first-putting-evidence-to-work	4,2,1
Use of CPD programmes such as World Skills Show	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_search&search_term	4,2

<p>Summary of achievements in 2021-22</p>	<ul style="list-style-type: none"> • Curriculum in every subject has been analysed and modernised if needed. • Interim and formal assessment fortnights have taken place in every subject each term. • GREAT has been successfully used and is proving successful in adding intervention and tracking progress. • Lesson observations demonstrated that 96% of all teaching was of a pleasing standard. • All Year Groups have smaller sets for English and Maths and therefore more classes than other curriculum areas. • All staff had access to World Skills Show and had a research target for Performance Management.
<p>Summary of achievements in 2022-23</p>	<ul style="list-style-type: none"> • Assessment and reporting are now truly embedded into the T&L in the school – pupils are working well to address recall and are preparing well for assessments resulting in much more accurate and robust data. • Knowledge Organisers and Assessment Frameworks are in place for each subject and are shared on Teams alongside curriculum overviews for parents. • Increased departmental meeting time is facilitating more time to improve topics and schemes of learning alongside moderation activities. • Excellent CPD has been sourced in the computing department and a Quality mark has been achieved. • English staff are now teaching history at KS2 to increase contact time and to ensure parity of provision at KS2 in the Humanities. • As above, En/Ma remains taught in smaller groups, alongside having a TA in the lower two sets in each year group. The TA also identifies pupils for intervention alongside the class teacher.
<p>Summary of achievements in 2023-24</p>	

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer School	https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/summer-schools/	1,2,3,4,5
Connex tutoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5,4
In school tutoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5,4
GL Assessments and trials	https://www.theheadteacher.com/attainment-and-assessment/tests/what-schools-need-to-know-about-standardised-tests-and-assessment#:~:text=Standardised%20tests%20are%20a%20useful,in%20relation%20to%20pupils%20nationally.	5,4
Differentiated / Personalised improvement tasks for pupils following assessments	https://www.education.vic.gov.au/school/teachers/classrooms/Pages/approacheshitsdifferentiation.aspx#:~:text=Differentiated%20teaching%20occurs%20when%20a,need%20to%20grow%20and%20succeeded.	5,4,2,1
Newly designed reports and use of GREAT for data to improve intervention and parental understanding	https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_search&search_term=assessm	3,4,5
Science STEAM assessments in KS2 have been purposefully designed to serve disadvantaged pupils by allowing the use of alternative skills linked to the science curriculum.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_search&search_term=assessm	2,4,5

Summary of achievements in 2021-22

- Summer School 2021 had 83 pupils attend, of whom 14 were PP. It was highly successful and the novels which were studied have been finished in school this academic year.
- Connex tutoring was used by 24 pupils in the first term last year of whom 15 were PP.
- In school tutoring (with external tutors) began at February half term and was used by 24 pupils in the first term last year of whom 11 were PP.
- School English and Maths staff had 4 hours of tutoring per subject per week throughout the year. English staff:

Term	Number of Pupils	Number of PP
1	18	5
2	30	9
3	53	12

MATHS TUTORING GROUPS BY MATHS STAFF 2021-22

	TERM 1		TERM 2		TERM 3		TOTAL
	NO. PUPILS	PP	NO. PUPILS	PP	NO. PUPILS	PP	
YEAR 5					24	5	29
YEAR 6	20	5	20	5			
YEAR 7	22	5	22	8	23	8	88
YEAR 8	11	3	11	2	11	3	41
TOTAL	53	13	53	15	58	16	

- GLs were completed by all students and used to help baseline pupils for the year. Analysis has also been completed (see Appendix 2)
- GREAT data has been used for assessments and progress throughout the year, a help sheet was set up for parents to support in understanding and new report templates were devised.
- Science STEAM assessments have been successfully introduced and have proved highly beneficial in terms of engagement of disadvantaged pupils and success in the curriculum.

Summary of achievements in 2022-23

- In school tutoring remains successful and has been improved by narrowing the number of staff in maths who were delivering it, alongside an external tutor (changed in January 2024 due to unreliability) and by 4 English staff all being able to host intervention sessions on a weekly basis, primarily for the children in their classes.
- The TA model sees more immediate intervention in terms of filling gaps identified in class.
- GLs continue to be used by all pupils and assessments are fully embedded termly in every subject.

Summary of achievements in 2023-24

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restructured pastoral time in order to maximise effectiveness	https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include	2,1,4
Use of PASS survey	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=past	2,1
Development of attendance offer	https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances	1
Embedding Careers Education throughout the school to aid aspiration	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf	4,2,3
Parental engagement: Questionnaires Facebook Online Parents' Evenings	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=paren	3,2,1
Introduction of Tutee of the Week, relaunch of House system (post COVID)	https://www.aft.org/ae/winter2007-2008/willingham	1,2,5
Effective use of pupil support staff to work proactively as well as reactively	https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/	1,2,5
Pastoral support for those in need with access to FT, HOY, AAP, AP, counsellors, behaviour and student support		1,4
Removing financial barriers for pupils in terms of uniform, trips, cooking ingredients etc in order to create equity in access to the curriculum.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2,5,1
Introduction of a school dog	https://dogsconnect.net.au/unlocking-the-benefits-of-having-dogs-in-the-classroom/	1,2

<p>Summary of achievements in 2021-22</p>	<ul style="list-style-type: none"> • A trial restructuring of the day has begun in September 2022 which allocated an extra 5 minutes to registration in the morning and 5 minutes to basetime in the afternoon – the basetime programme has been both simplified and enhanced ensuring that all pupils can access it successfully. • Careers education is a timetabled session once a fortnight for all pupils in KS3. It has been a real strength and successes in the last year include: <ul style="list-style-type: none"> ○ Y7 pupils gained 2nd and 3rd places in the national 'Take a Stand Challenge' run by The Inspirational Learning Group. They beat teams from sixth forms and colleges! ○ All year 8 pupils took part in the 10X Enterprise Challenge run by Young Enterprise ○ All year 8 pupils took part in at least three Employer Encounters throughout the year ○ The whole school took part in a 'Careers Day' supported by WaterPlus, Bentley and Veolia ○ Almost every department in school has made curriculum links with a local employer ○ Strong links created with our Enterprise Advisor from WaterPlus ○ 30 Y7 pupils have visited WaterPlus offices, with the rest of the year group due to visit at some point this year ○ All KS3 pupils have access to START (an online careers platform) • Achievements and Behaviour systems are being constantly modified with many new approaches in order to support pupils – Resilience has been added to our 4 R's model for behaviour, Work of Wonder is being sent to the Head of School in order for praise emails to go home, tutee of the week is common practice alongside star of the week and the house system is in the process of being relaunched with all pupils in a form group being allocated to one house in order to support competitions etc. • Financial support is available for uniform and trips where necessary. FSM pupils are able to access free instrumental lessons. • Break time sales have begun and are hugely popular – this will be introduced for pupils who are in need of food as soon as possible. • Private EP has completed 4 assessments – 3 of whom are PP – all 3 of these resulted in successful EHCP applications (although 2 were granted following appeals).
<p>Summary of achievements in 2022-23</p>	<ul style="list-style-type: none"> • The changes of catering provider, addition of break time service in the canteen and shorter lunchtimes all remain successful in supporting pupils who have less resilience in freetime. • Careers education continues for all KS3 pupils in addition to visits to WaterPlus, Enterprise competitions such as 10X and successful Careers Fayres have been run. • Achievement and Behaviour systems have been refined, but this is an ongoing process and we have had a real push on issuing achievement points in order to also share the behaviour points with parents. • A big questionnaire has been completed by all PP and an equal number of non-PP for comparative data for an internal PP review (concluding January 2024). • Financial support remains on offer for uniforms, trips, music lessons as necessary. • Pastoral support for pupils is exemplary with HoY and AP Past, supported by Pupil Support and AAP. Peer Mentors and Prefects play a massive part in supporting this.

	<ul style="list-style-type: none"> • School Counsellor and nurse attend weekly / fortnightly respectively and are always meeting pupils to support. • Move to MyConcern to support safeguarding and monitoring of more vulnerable pupils.
<p>Summary of achievements in 2023-24</p>	

Total budgeted cost: £136,353

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Internal results over the period since 2019 have demonstrated that disadvantaged pupils continue to make good progress over their four-year journey at Christ Church. Throughout COVID times, PP students were provided with electronic devices and food parcels, they were encouraged to attend school and those who didn't received at least a weekly phone call in order to ensure well-being and progress. New data and assessment systems are in place now and are designed specifically to boost aspiration and attainment of SEN and disadvantaged pupils in order to prevent them being limited by prior attainment and the previous systems which were in place.

Engagement with parents has greatly improved over this time through the phone calls, online lessons and parents' evenings and catch-up curriculum which has been put in place in school. We will continue to develop these relationships over the next few months and years.

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
Accelerated Reader	
TT Rockstars	
Twinkl	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Pupil Premium @ Christ Church Academy

2021-2023

Teaching:	<ul style="list-style-type: none"> - Secondary model with specialist teaching. - Overstaffing in English and Maths in all year groups in order to provide more bespoke education. - Parallel setting with specialist teachers in English and Maths in all years. - Timely and fluid intervention in English and Maths with CCA specialist staff. Timetabled sessions throughout the year. - Use of Connex external tutoring three evenings a week. - Embedding of new assessment and reporting systems – GREAT. - Mixed Ability teaching groups. - Ensuring that all lessons are good or better. - Funding of specialist resources such as Accelerated Reader and spag.com. - Relentless focus upon recognition of 3R's. - Assessment strategies in science structured to allow for the utilisation of alternative skills and inclusive assessment that focuses on multiple skill sets.
Targeted Academic Support:	<ul style="list-style-type: none"> - Intervention for those in need. - Creation of the CCA Excellence Programme. - Pupil Welfare Officer and Behaviour Support Officer. - Enhanced transition arrangements for those in need. - Peer mentoring programme for KS2 pupils. - Restructure to include bespoke Heads of Year in all Year Groups.
Wider strategies:	<ul style="list-style-type: none"> - Provision of branded uniform for those in need, re-gifting of pre-loved uniform for all. - Reduction in cost of trips (for those in financial need) to enhance experiences of pupils in all years. - A broad and comprehensive extra-curricular offer. - Relentless focus upon attendance. - Continued use of app and creation of Facebook pages to help parental engagement. - Daily Breakfast Club/ Early Risers / After school home learning support. - Young Minds Counselling service. - Use of RADY principals to improve attainment. - Bespoke lunchtime activities such as Gardening Club, Lego club



GL Assessment Data – September 2023

In order to have benchmark data which can be compared to other schools nationally, we use GL Assessments in both English and Maths. A baseline assessment is taken at the start of Year 5 and then tests are completed at the end of each Academic Year.

For a pupil to be reaching national benchmarking standards, we would expect them to achieve a score of 100. These scores are averages of all the pupils who sat each assessment.

English Attainment - All:

Cohort	Current Year group	Attainment (Average Scaled Scores)				
		Baseline	End of year 5	End of Year 6	End of Year 7	End of Year 8
2023	5	101.9				
2022	6	100.1	100.9			
2021	7	98.0	100.0	98.2		
2020	8	98.3	101.6	101.6	102.8	
2019	9	100.2	100.1	98.9	105.1	102.6
2018	10	97.4	105.1	103.6	106.2	106.2
2017	11	102.6	102.0	103.8	103.4	105.0

English Attainment - PP:

Cohort	Current Year group	Attainment (Average Scaled Scores)				
		Baseline	End of year 5	End of Year 6	End of Year 7	End of Year 8
2023	5	91.0				
2022	6	92.5	93.0			
2021	7	96.0	97.7	93.6		
2020	8	90.8	95.7	94.7	95.4	
2019	9	93.2	91.6	92.9	98.9	96.8
2018	10	104.6	102.6	97.9	102	101.2
2017	11	95.5	95.5	97.2	96.2	99.4

English Attainment - SEN:

Cohort	Current Year group	Attainment (Average Scaled Scores)				
		Baseline	End of year 5	End of Year 6	End of Year 7	End of Year 8
2023	5	83.4				
2022	6	87.8	90.2			
2021	7	84.0	90.3	89.6		
2020	8	82.4	87.8	85.2	86.7	
2019	9	87.6	89.0	91.5	93.5	90.5
2018	10	94.5	93.3	87.2	89.6	90.2
2017	11	84.7	87.5	90.3	94.6	94.3

Maths Attainment - All:

Cohort	Current Year group	Attainment (Average Scaled Scores)				
		Baseline	End of year 5	End of Year 6	End of Year 7	End of Year 8
2023	5	98.1				
2022	6	96.9	101.2			
2021	7	91.5	98.2	94.6		
2020	8	90.7	96.0	95.8	103.2	
2019	9	95.0	96.1	92.2	102.1	104.8
2018	10	98.1	104.2	98.4	104.2	110.2
2017	11	95.3	100.8	101.7	105.4	108.9

Maths Attainment - PP:

Cohort	Current Year group	Attainment (Average Scaled Scores)				
		Baseline	End of year 5	End of Year 6	End of Year 7	End of Year 8
2023	5	87.5				
2022	6	91.3	93.5			
2021	7	85.2	92.0	87.4		
2020	8	84.0	89.1	89.6	95.8	
2019	9	87.9	88.4	85.5	95.0	96.5
2018	10	93	101.5	92.3	98.9	102.8
2017	11	86.9	93.7	93.4	96.0	99.9

Maths Attainment - SEN:

Cohort	Current Year group	Attainment (Average Scaled Scores)				
		Baseline	End of year 5	End of Year 6	End of Year 7	End of Year 8
2023	5	80.8				
2022	6	86.4	88.6			
2021	7	79.3	82.4	78.4		
2020	8	76.0	79.0	78.4	83.4	
2019	9	87.7	88.7	85.3	91.5	94.3
2018	10	83.3	90.4	79.8	90.5	90.8
2017	11	76.5	87.2	84.5	92.8	92.7