



Christ's College Guildford: Pupil premium strategy statement 2021-2024

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 students.

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's College Guildford
Number of Students on Roll	729
Proportion (%) of Eligible Pupil Premium Students	22%
Academic Year/Years that our current pupil premium strategy plan covers	Year 3 of October 2021-October 2024
Date this statement was published	1st December 2023
Date on which it will be reviewed	14th November 2024
Statement authorised by	Mrs S Hatch, Principal
Pupil Premium Lead	Mrs L Starr, Assistant Principal
Governor/Trustee Lead	Ms S Holiday, Governor



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,990
Recovery premium funding allocation this academic year (2023-24)	£19,251
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£151,241
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan - Statement of intent

Our intention is to provide a fully inclusive education that enables all, including our disadvantaged students to flourish and reach their God given potential. All students, regardless of their background, or the challenges they face, should make good progress from their individual starting point, and achieve well across the full curriculum. Our students are all encouraged to recognise the importance of education in their own fulfilment as individuals.

The focus of our pupil premium strategy is to ensure and support disadvantaged students to achieve our goals, including progress for those who face individual challenges and are vulnerable. Activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefits all students. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also part of the wider school plans for education recovery, and includes targeted support through standardised testing to diagnose need, ensuring all students are advantaged by access to technology (Chromebooks/Google Education Suite), small class sizes and group interventions, including reading/literacy and the implementation of a robust House system to support with the social and emotional development of all students.

To summarise, our approach is a response to common challenges and individual needs, and is rooted in robust diagnostic assessment. Our approaches complement each other and help all students meet our whole school intentions. We are effective by setting all students challenging work, we intervene early at the point of need, ensure all adults take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.



Challenges

Challenge Number	Detail of Challenge
1	<p>Teaching/Curriculum: Retain and maintain strong middle leaders and teachers for EBacc subjects.</p> <p>Disadvantaged students need consistent staffing and always good teaching to form relationships and build aspirations. When this does not happen, the progress 8 gap may widen and there may be lower aspirations (for example an increase in entry at GCSE for the lower tiers of entry or significant change between TAGS and results).</p>
2	<p>Literacy: Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>For example, on entry to year 7 in 2022, 92% of our disadvantaged students have arrived with below age-related expectations compared to 55% of their peers and in Year 8, 75% of our disadvantaged students have arrived with below age-related expectations compared to 58% of their peers.</p>
3	<p>Learning: Our observations suggest many lower attaining disadvantaged students lack metacognitive/self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p>
4	<p>SEND: Our assessments (CAT4/SATS/Exact) data has identified, for example, that a high proportion of disadvantaged students have specific learning needs. These challenges need swift intervention to ensure attainment is not affected long-term.</p>
5	<p>Well-being: Since Covid 19, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. For example, 30% of Year 7 students during 2020/21 (of whom 55% are disadvantaged) required additional support with social and emotional needs.</p>
6	<p>Attendance: Our attendance data over the last 2 years indicates that attendance amongst disadvantaged students has been between 4.8-5.5% lower than for non-disadvantaged students. Attendance is a barrier for disadvantaged students' progress.</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
1. We retain and maintain high standards for our key middle leaders and teachers with a focus on Ebacc subjects, through high quality CPD and monitoring: when necessary we recruit high quality staff.	The in-school variation between Ebacc subjects and others will narrow.
2. Students engage with bespoke reading initiatives and small group reading interventions.	The gap on entry for age related reading expectations for disadvantaged and their non disadvantaged peers will have narrowed.
3. Students become more resilient and know how to start and develop academic learning (metacognition and self-regulation).	The disadvantaged gap narrows across the curriculum. Teachers continue to engage with the Teaching and Learning team's Teep learning sets.
4. Students, including disadvantaged, with SEND achieve in line with national expectations.	Students with SEN are actively engaged and visible in all areas of school life: teachers always individualise learning.
5. Mental health is an openly addressed area for the whole school.	Early help and intervention strategies reduce lost learning time, particularly for our disadvantaged students.
6. Disadvantaged students attend school and actively engage with their whole school life, including the House System.	Attendance gaps narrow and are in line with national figures. The House System is embedded within the school.



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: £68,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All teachers actively engage with regular CPD, including the completion of NPQs for leaders at all levels.</p> <p>Annual subject monitoring in place for all departments, with internal and external support in place where needs are identified.</p>	<p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.” Effective Professional Development EEF</p>	<p>1</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and Accelerated Reader and forensically assess, plan, do and review necessary interventions.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</p> <p>Literacy EEF</p>	<p>2</p>



<p>Developing metacognitive and self-regulation skills in all students - part of adaptive teaching.</p> <p>This will involve ongoing CPD led by our Teaching and Learning Team.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Purchase of standardised diagnostic assessments and literacy interventions (Accelerated Reader/Toe by Toe)</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Total Budgeted cost: £49,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Following diagnostics, targeted reading interventions are in place for disadvantaged students who need additional help to comprehend texts and narrow vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	4 & 2



<p>A bespoke intervention class in place for targeted students, (up to 8 students)with an adapted curriculum.</p>	<p>Reducing class size significantly for students can have a positive effect on progress, enabling bespoke support, teaching and feedback.</p> <p>Reducing class size EEF</p>	<p>3 & 4</p>
<p>A visiting mentor from Wey Valley College provides weekly mental health and learning support strategies as early intervention. This is an annual investment.</p>	<p>Providing sustained mentoring for these students may have a sustained impact on their attendance and attainment.</p> <p>Mentoring EEF</p>	<p>3 & 5</p>

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

Total Budgeted cost: £33,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Working together to improve school attendance - GOV.UK advice.</p> <p>A senior leader is focused on implementation and leadership of attendance strategies, together with the Home School Link Worker, Inclusion Officer and Governing Committee.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>6</p>
<p>With recruitment of a specialist teacher, PSHE is now part of the main curriculum, raising the profile of SEL and RSHE.</p>	<p>The EEF recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups,</p>	<p>5</p>



<p>The recruitment of an ELSA specialist, youth workers and counsellor.</p>	<p>who, on average, have weaker SEL skills at all ages than their better-off classmates. Prioritise social and emotional learning to avoid "missed..."</p>	
<p>The House System is re-launched post-Covid with Heads of House and inter-house activities</p>	<p>"At the EEF, we think enriching education has intrinsic benefits.... We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education." Life skills and enrichment EEF</p>	<p>5&6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	



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 students in the 2022 to 2023 academic year.

Our public examination data from Summer 2023 in comparison with the Summer 2019 data, shows the trend of narrowing the disadvantaged gap has continued with impact:

	Summer 2023 Gap PP-Non PP	Summer 2022 Gap PP-Non PP	Summer 2019 Gap PP- Non PP
P8	-0.21	-0.55	-0.97
A8	7.87	12.72	18.9
5 Strong Passes Including English and Maths	24%	25%	36%
Ebacc Achieved	9%	11%	24%

This outcome is as a result of a sustained focus by school leaders since 2018 on strategies to engage and ensure our intent has impact. The Year 11 pupil premium cohort (Summer 2023 results) was a focus since Year 7, and therefore as expected, the attainment gap has now closed year on year.

Our pupil premium strategy statement 2022-23 has been reviewed by considering the activities specific to the academic year in respect to the intended outcomes by the end of our current 3 year strategy plan.



Intended outcome	Success criteria	Evaluation of previous year's work (Year 2) and Year 3 plans
<p>1. We retain and maintain high standards for our key middle leaders and teachers with a focus on Ebacc subjects, through high quality CPD and monitoring; when necessary we recruit high quality staff.</p>	<p>The in-school variation between Ebacc subjects and others will narrow.</p>	<p>A refreshed CPD and monitoring programme ran together with recruitment of lead practitioners in English and Maths, however, the in-school variation between EBacc subjects and others has not yet narrowed. French results were in line largely with national progress measures.</p> <p>Year 3: Closer monitoring of Science together with the recruitment of Head of Languages will enable continued focus in this area.</p>
<p>2. Students engage with bespoke reading initiatives and small group reading interventions.</p>	<p>The gap on entry for age related reading expectations for disadvantaged and their non disadvantaged peers will have narrowed.</p>	<p>Newly appointed Lead Practitioner has started to do more forensic data tracking with Star Reading tests, working with the SENCO: data shows that students engaging with bespoke reading interventions made progress with reading ability.</p> <p>Year 3: Specific emphasis on EAL and Adaptive Teaching for the whole school, alongside diagnostic interventions (SEND/Literacy Lead) will continue to focus on narrowing the reading gap. Forensic and timely interventions to be monitored for impact.</p>
<p>3. Students become more resilient and know how to start and develop academic learning (metacognition and self-regulation).</p>	<p>The disadvantaged gap narrows across the curriculum. Teachers continue to engage with the Teaching and Learning team's Teep learning sets.</p>	<p>Led by an Assistant Principal (Teaching and Learning), the emphasis on metacognition and self-regulation aided narrowing the PP gap, particularly with MAP and Boys.</p> <p>Year 3: Alongside the whole college CPD, HODS are responsible for delivering subject specific CPD within departments on adaptive teaching and effective assessments (formative and summative) to narrow the gap: impact will continue to be measured via summative assessments and subject monitoring.</p>
<p>4. Students, including disadvantaged, with SEND achieve in line with national expectations.</p>	<p>Students with SEN are actively engaged and visible in all areas of school life: teachers always individualise learning.</p>	<p>Fortnightly SEND forums have continued to raise the profile and understanding of SEND students for all staff. Diagnostic testing (e.g. Exact) has enabled more bespoke interventions which have followed the cycle of assess, plan, do and review.</p> <p>Year 3: Continue to develop and embed best SEND practice, including the cycle of "assess,</p>



		plan, do and review” both for interventions and in the classroom (HODS/Assessment INSET).
5. Mental health is an openly addressed area for the whole school.	Early help and intervention strategies reduce lost learning time, particularly for our disadvantaged students.	Year 8 Transition mentors were reviewed and impact was positive. A significant support network from the Chaplaincy and MHST has enabled more early help support for specific students. Year 3: An Assistant Principal (behaviour) to continue to work closely with the MHST and associated support to monitor impact.
6. Disadvantaged students attend school and actively engage with their whole school life, including the House System.	Attendance gaps narrow and are in line with national figures. The House System is embedded within the school.	The House System and wider engagement with Enrichment Days and retreats has enabled all students to engage with the wider curriculum and enrichment. Year 3: Assistant Principal (Personal Development) to continue to assess, plan, implement and review opportunities for active involvement for disadvantaged students.

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

None Purchased.

Service pupil premium funding

0.1% of the student population for Academic Year 2022-23 received Service Pupil Premium Funding.

Detail	Funding
Pupil premium funding allocation this academic year	£320

This premium enables the College to provide extra, mainly pastoral, support for children with parents in the Armed Forces. The College currently allocates this funding on a case by case basis and has included the use of academic tutoring to support specific student(s).



Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around assessment and feedback, particularly in Years 7,8 and 9 with the introduction of Pathways and assessment statements. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local church community with our youth workers and the Matrix trust to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Alongside developing a more prominent role for our House System, we aim to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will also include a range of extra curricular activities including the Duke of Edinburgh's Award, will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why any activities undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny with our School Improvement Partner, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the Surrey Alliance for Excellence network, to connect with two schools with high-performing disadvantaged students to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We also looked at a number of studies about the impact of the pandemic on disadvantaged students. We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.