



# Christ's College Guildford: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 in school	672
Proportion (%) of pupil premium eligible students	21.4%
Academic year/years that our current pupil premium strategy plan covers	October 2021-October 2024
Date this statement was published	1 <sup>st</sup> December 2023
Date on which it will be reviewed	15 <sup>th</sup> November 2024
Statement authorised by	Mrs S Hatch, Principal



Pupil premium lead	Mrs L Sandiford, Assistant Principal
Governor / Trustee lead	Ms S Holiday, Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,840
Recovery premium funding allocation this academic year	£38744
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£181,584</b>
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 this year, 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>SEN: Our assessment (CAT4 and Exact) data has identified that 40% of Year 7 PP students and 32% of Year 8 disadvantaged students have specific learning needs.</p> <p>These challenges need swift, targeted 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 among 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: £81713

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>Termly 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.” <a href="#">Effective Professional Development   EEF</a></p>	1
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and Accelerated Reader.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a> Language and literacy provide us with the <u>building blocks</u> not just for academic success, but for fulfilling careers and rewarding lives.</p> <p><a href="#">Literacy   EEF</a></p>	2



<p>Developing metacognitive and self-regulation skills in all students.</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><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	4

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £59,923**

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:<a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4 & 2





<p>A bespoke intervention class in place for Year 9 (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><a href="#">Reducing class size   EEF</a></p>	<p>3 &amp; 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><a href="#">Mentoring   EEF</a></p>	<p>3 &amp; 5</p>

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

Budgeted cost: £39,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> 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>The development of the RSHC curriculum and tutor based activities to promote well being.</p> <p>The recruitment of an ELSA specialist, youth workers and counsellor.</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, who, on average, have weaker SEL skills at all ages than their</p>	<p>5</p>



	better-off classmates. <a href="#">Prioritise social and emotional learning to avoid "missed..."</a>	
The House System is re-launched post-Covid with Heads of House and inter-house activities	"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." <a href="#">Life skills and enrichment   EEF</a>	5&6
Contingency fund for acute issues.	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.	

**Total budgeted cost: £181,584**



# 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 2021-2022 academic year.

Our public examination data from Summer 2022 together with previous years' data shows that the trend of narrowing the disadvantaged gap has continued with significant impact:

	Summer 2022 - Gap PP-Non PP	Summer 2019 - Gap PP-Non PP
P8	-0.55	-0.97
A8	12.72	18.9
5 Strong Passes incl Eng+Maths	24.7%	36%
Ebacc Achieved	10.7%	24%

This is a result of a sustained focus by school leaders since 2018 on strategies to engage and ensure our intent has impact. The 21-22 Year 11 cohort had had significant investment since 2018, including throughout Covid and as such can be evaluated positively.

Our pupil premium strategy statement 2021-22 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.



Progress with Intended Outcomes for the current strategy plan (year 1 of 3):

Intended outcome	Success criteria	Evaluation of Year 1's Activity in this academic year and Year 2 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>Results for Y11 show P8 for English -0.06, Maths -0.08, Ebacc -0.19 and Open -0.11.</p> <p>Termly monitoring was effective in diagnosing next steps and needs for departments. Staff engaged with the teaching and learning team's programme of CPD although the use of coaching needs further development.</p> <p>Year 2: Continued focus on Ebacc subjects with clear leadership and implementation of CPD and monitoring. Recruitment of lead practitioners in English and Maths to lead the coaching team.</p>
<p>2. Students engage with bespoke reading initiatives and small group reading interventions.</p>	<p>The gap for age related reading expectations for disadvantaged and their non disadvantaged peers will have narrowed.</p>	<p>Accelerated Reader, Star Reading Tests and small intervention groups - data showed impact with improved outcomes for Y8 and Y9 students (movement of 20% fewer "on watch").</p> <p>Year 2: Continue to develop strong practice in reading led by Lead Practitioner to include closer work with the SENCO and clear tracking of students on the</p>



		3 levels of concern (Urgent, Intervention, On Watch)
<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 effective CPD..</p>	<p>Outcomes this year suggest teaching strategies have been effective. Staff took part in their teep learning sets and evaluated their progress. Students took part in enrichment activities to promote effective learning behaviours.</p> <p>Year 2: Teaching and Learning will be led by an Assistant Principal: CPD groups will explicitly address metacognition and self-regulation. Impact will be monitored as part of the department monitoring schedule.</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>CAT4 tests, Star Reading Tests and Exact testing ensured we could develop greater accuracy in understanding which students needed further intervention. Fortnightly forums on SEND ensured this became a high-profile area of development. A bespoke intervention class for Year 9 ensured the disadvantaged students engaged with their next steps: outcomes were evaluated and this class was not needed after Jun 2022.</p> <p>Year 2: Further embedding good practice with testing using the CAT4 tests, Star Reading Tests and Exact to plan, do and review</p>



		interventions for students with SEND.
<p>5. Mental health is an openly addressed area for the whole school.</p>	<p>Early help and intervention strategies reduce lost learning time, particularly for our disadvantaged students.</p>	<p>A visiting mentor from Wey Valley College's impact was evaluated and next steps taken to formulate a more effective Year 2. 50% of students receiving counselling were disadvantaged, 100% of Matrix trust work was for disadvantaged students</p> <p>Year 2: A mentoring programme for students to be developed, including Y8 transition mentors and Y11 mentors. External counsellors continue to be in place for students referred by the pastoral team. ELSA intervention groups to run alongside working groups for ADHD/ASD/Dyslexia.</p>
<p>6. Disadvantaged students attend school and actively engage with their whole school life, including the House System.</p>	<p>Attendance gaps narrow and are in line with national figures. The House System is embedded within the school.</p>	<p>Attendance tracking shows the persistent intervention in place for disadvantaged students. There is a higher proportion of disadvantaged students in leadership positions (50%).</p> <p>Year 2: The House System will continue to be developed with greater visibility of house leaders, badges, competitions and charity events. Work will continue to be forensic with attendance.</p>



## 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 receives Service Pupil Premium Funding.

Detail	Amount
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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.





**Christ's College Guildford**

