



Christ's College Guildford: Pupil premium strategy statement

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 in school	652
Proportion (%) of pupil premium eligible students	21.8%
Academic year/years that our current pupil premium strategy plan covers	October 2021-October 2024
Date this statement was published	1 st December 2021
Date on which it will be reviewed	15 th November 2022
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	£131,313
Recovery premium funding allocation this academic year	£20,518
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£151,831
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
<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>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>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>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>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>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>



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: £ 67,480

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.” Effective Professional Development EEF</p>	1
<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.</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) 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>Literacy EEF</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>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) Budgeted cost: £50,610

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 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>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)

Budgeted cost: £ 33,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance 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>



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<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 better-off classmates. Prioritise social and emotional learning to avoid "missed..."</p>	5
<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>	5&6
<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>	

Total budgeted cost: £151,831



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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged students, although lower than 2019-20, continued the upwards trend from the previous 3 years. This will have been as a result of a sustained focus by school leaders since 2018 on strategies to engage and ensure our intent has impact. The current Year 11 pupil premium cohort has been a focus since they were in Year 8, and therefore we expect to be able to evaluate this prolonged focus and the covid impact in our evaluation, September 2022.

Our pupil premium strategy statement 2020-21, can be reviewed as follows:

Improve progress 8 scores made by disadvantaged students from previous academic year: TAGs showed an increase in progress 8 since 2019, but not to the extent of the 2020 results.

Improve attainment 8 for disadvantaged students: the attainment 8 gap has widened most last year in Ebacc subjects (-0.98)

Improve % of disadvantaged students achieving grade 5 or above Achieve improvement English and maths 5+ scores: 2020 = 24%, 2019 =12%, 2018 =10%

Engage targeted disadvantaged students in Y8 and Y11 with bespoke intervention: Following individualised interventions for KS3 pre lockdowns, and our case study for Y11 disadvantaged students showing improved attainment and aspiration (to study at degree level) following university outreach days and targeted mentoring, we have a clear understanding and continued focus on these interventions. University mentoring from university graduates continued in (2019-2020) and there was a focus on Chromebooks for Learning (KS3) to ensure no student experienced a technology gap. This helped engage students with live lessons and have access to resources. Last academic year, there was a persistent focus on engaging our disadvantaged students and adapting the curriculum on their return, which was particularly successful in Year 11 English.

The outcomes for our strategy statement were not fully realised (primarily now the gap for Ebacc subjects). Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees, but most noticeably MFL, where staffing recruitment and retention impacted disadvantaged students most. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high



quality curriculum, including during periods of partial closure, which was aided by our Chromebook for Learning Scheme and live teaching.

Attendance in 2020/21 was similar to the preceding year (93%/92/94%). We worked tirelessly to engage the disadvantaged throughout the lockdowns, with students attending on site, Chromebooks distributed for live lessons and support with food. Gaps in attendance need to be sustained throughout the next three years.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our new plan.

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 - Not Applicable.



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.