

Pupil premium strategy statement – Christ’s College Guildford

School overview

| Metric | Data |
|---|----------------------------|
| School name | Christ’s College Guildford |
| Pupils in school | 745 (2019 census) |
| Proportion of disadvantaged pupils | 21.5% (2019 census) |
| Pupil premium allocation this academic year | £161787.08 |
| Academic year or years covered by statement | 2018/19 – 2020/21 |
| Publish date | November 2019 |
| Review date | November 2020 |
| Statement authorised by | Paul Grundy |
| Pupil premium lead | Lesley Sandiford |
| Governor lead | Sarah Halliday |

Disadvantaged pupil performance overview for last academic year

| | |
|---|-------|
| Progress 8 | -0.86 |
| Ebacc entry | 32% |
| Attainment 8 | 29.56 |
| Percentage of Grade 5+ in English and maths | 12% |

Strategy aims for disadvantaged pupils

| Aim | Target | Target date |
|---|---|-------------|
| Progress 8 | Achieve national average made by disadvantaged pupils | Sept 21 |
| Attainment 8 | Achieve national average for attainment by disadvantaged pupils | Sept 21 |
| Percentage of Grade 5+ in English and maths | Achieve average English and maths 5+ scores by disadvantaged pupils | Sept 21 |
| Other 1 | Improve attendance to national average | Sept 21 |
| Other 2 | Improve wellbeing and mental health for all pupils | Sept 21 |
| Ebacc entry | National average EBacc Entry for all pupils | Sept 21 |

Teaching priorities for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Recruitment, retention and professional development of middle leaders |
| Priority 2 | Buy-in and embed TEEP teaching methodology |
| Barriers to learning these priorities address | Retaining key members of core subject staff |

| | |
|--------------------|--------------------|
| Projected spending | £120,787.08 |
|--------------------|--------------------|

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | KS4: Mentoring schemes for core subjects and study skills |
| Priority 2 | KS3: Literacy interventions for underachieving students |
| Barriers to learning these priorities address | Lower than expected ability in reading comprehension and aspirations |
| Projected spending | £21,000 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Increasing engagement with HEON to raise aspirations for Years 9-11 |
| Priority 2 | Implementation of wellbeing curriculum throughout the whole college |
| Barriers to learning these priorities address | Attendance of disadvantaged pupils |
| Projected spending | £20,000 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|--|---|
| Teaching | Ensuring there is a consistent approach across all departments | Use of INSET days and regular learning walks |
| Targeted support | Pupil engagement with interventions | Clear process for identification of both students and mentors prior to intervention |
| Wider strategies | Engaging the families and students facing most challenges including attendance | Pastoral support staff are guided by AP (Safeguarding) |

Review: last year's aims and outcomes

| Aim | Outcome |
|---|---|
| Improve progress 8 scores made by disadvantaged pupils from previous academic year | 2019= -0.86 2018= -1.16 |
| Improve attainment 8 for disadvantaged pupils | 2019= 29.56 2018= 22.23 |
| Improve % of disadvantaged pupils achieving grade 5 or above Achieve improvement English and maths 5+ scores | 2019 =12% 2018 =10% |
| Engage targeted disadvantaged students in Y8 and Y11 with bespoke intervention: Y8 pastoral mentoring and Y11 increasing aspirations. | A clearer understanding was developed in how to break down the barriers to learning for individual disadvantaged students at KS3. Case study for a Y11 HAP disadvantaged student showed improved attainment and aspiration (to study at degree level) following university outreach days. |