



Christ's College Guildford: Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium 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	641
Proportion (%) of Eligible Pupil Premium Students	25.47%
Academic Year/Years that our current pupil premium strategy plan covers	Year 2 of October 2024-October 2027
Date this statement was published	1st December 2025
Date on which it will be reviewed	14th November 2026
Statement authorised by	Mr M Goulborn, Headteacher
Pupil Premium Lead	Mrs L Starr, Deputy Headteacher
Governor/Trustee Lead	Mrs C Durham



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£191,845



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 leading out of the post-Covid era. These include 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/EAL and focused work on attendance to support with EBSNA (emotional based school non attendance).

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: high aspirations for all. 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	Teaching/Curriculum: Retain and maintain strong middle leaders and teachers and ensure the curriculum offer is advantageous for all. Disadvantaged students need consistent staffing and always good teaching to form relationships and build aspirations, alongside a robust core curriculum to boost their literacy and numeracy. When this does not happen, the progress 8 gap may widen and there may be lower aspirations (for example a decrease in the number of attainment 8 buckets filled).
2	Literacy: Assessments, observations and discussion with Year 6 and 7 teachers and students indicates that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. For example, on entry to year 7 in 2022 , 58% of our disadvantaged students have arrived with below age-related expectations compared to 48% of their peers.
3	Learning: Our observations show a higher proportion of disadvantaged students try to avoid learning (either persistently absent or lesson avoidance). They lack metacognitive/self-regulation strategies when faced with challenging tasks, notably in their ability to start, monitor and evaluate their answers.
4	SEND: Our assessment (SATS/NGRT) 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.
5	Attendance: Data in 2023/4 shows that persistent absence amongst disadvantaged students has been 28.2% greater than for non-disadvantaged students. Attendance is a barrier for disadvantaged students' progress.
6	Well-being: Post Covid 19-recovery, there has been a national rise in the proportion of young people who are suffering from social and emotional issues, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged students, including their attendance and thus attainment.



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, particularly in core subjects, through high quality CPD and monitoring: when necessary we recruit high quality staff.	The progress 8 gap between PP and non-PP will narrow. Teachers are fully engaged with their personal career development.
2. Students engage with bespoke reading initiatives and small group reading interventions.	The gap by the end of Year 9 for age related reading expectations for disadvantaged/SEND and their non disadvantaged/no SEND peers will have narrowed.
3. Students become more resilient: they attend school and lessons. They have strategies so they can start and develop academic learning (metacognition and self-regulation).	The disadvantaged attendance, engagement and attainment gap narrows across the curriculum.
4. Students, including disadvantaged, with SEND achieve in line with national expectations.	Students, both disadvantaged and/or with SEN, are actively engaged and visible in all areas of school life: teachers always individualise learning.
5. Disadvantaged students attend and actively engage with their whole school life.	Attendance gaps narrow and are in line with national figures. All disadvantaged students are advantaged with access to technology (Chromebooks)
6. 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.



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: £86,331

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All teachers actively engage with regular CPD, which is aligned with the SDP including the completion of NPQs alongside personalised learning for staff 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>	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 reading programmes 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 <u>building blocks</u> not just for academic success, but for fulfilling careers and rewarding lives.</p> <p>Literacy EEF</p>	2



<p>Develop adaptive teaching (including metacognitive and self-regulation skills in all students) to build a higher ratio of learning.</p> <p>This will include weekly CPD led by both senior leaders and Heads of Department.</p>	<p>Adaptive teaching principles ensure that barriers are removed and enable students to become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>EEF blog: Five-a-day for pupils with SEND – a cluster of adaptive approaches</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Purchase of standardised diagnostic assessments and literacy interventions (for example Exact/NGRT)</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>Guidance Report IMPROVING LITERACY IN SECONDARY SCHOOLS</p>	4



Targeted academic support (for example, structured interventions)

Total Budgeted cost: £47,961

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following diagnostics, targeted reading interventions are in place for disadvantaged students who need additional help to comprehend texts and narrow vocabulary gaps.	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	4 & 2
A bespoke intervention class (Bridge Boost) in place for targeted students, (up to 16 students per year group) taught by a primary specialist with an adapted curriculum.	Identification and targeted support with gaps in skills/knowledge in maths and english will mitigate dips in attainment and engagement EEF Blog: Supporting pupils through transitions – a trio of challenges Reducing class size significantly for students can have a positive effect on progress, enabling bespoke support, teaching and feedback. Reducing class size EEF	3 & 4
Our MCR Pathways Co-ordinator and MHST team provide focused mental health and learning support strategies as early intervention. This is an annual investment.	Providing sustained mentoring for these students may have a sustained impact on their attendance and attainment. Mentoring EEF https://mcrpathways.org/	3, 4, 5 & 6



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

Total Budgeted cost: £57,553

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 - August 2024 - GOV.UK advice.</p> <p>A senior leader (attendance champion) is focused on implementation and leadership of attendance strategies, together with the Attendance Officer, and Local Committee.</p> <p>We support disadvantaged students with up to 50% of the cost of purchasing a Chromebook</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</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>The EEF recommendations suggest that technology can be used to improve the quality of explanations and modelling, as well as the impact of pupil practice:</p> <p>Using Digital Technology to Improve Learning EEF</p>	4 & 5
<p>The recruitment and retention of two SEND key workers, alongside the embedding of both PSHE, in the main curriculum alongside a refreshed tutor-time programme, Student Leadership/Voice process and EBSNA strategies. .</p>	<p>The EEF recommendations to support good Social and Emotional Learning 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> <p>Senior leaders, progress leaders and tutors support Surrey's strategy for EBSNA https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna</p>	3, 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>	



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Accountability measures published on the Inspection Data Summary Report Page (Ofsted) show that our FSM6 attendance for 2024/25 compared to national distribution banding is “close to average” with a “relative improvement” for our school data compared to national trends. Our suspension data shows that the trend on suspensions for FSM6 students continues with a “significant decrease” year on year 2022/23 to 2023/24.

As the DfE has stated Achievement data at key stage 4 cannot be reliably compared between 2022 and 2023 because grading standards changed significantly during and after the COVID-19 pandemic, with 2022 and 2023 seeing a phased return to pre-pandemic exam standards. These shifts mean that differences between these two years may reflect grading policy changes rather than actual changes in pupil performance.

The progress made by our disadvantaged cohorts over the past 3 years (overall P8, English P8, Maths p* and Ebacc P8) is close to average. The attainment of our disadvantaged students achieving English and Maths 4+ and English 4+ over the past 3 years is close to average, however, attainment (Overall A8, English and Maths 5+) is below the national average. Our disadvantaged gap trend in 2024 was widening (-23.8 A8 and -1).

Although there has been a sustained focus by school leaders since 2018 on strategies to engage and ensure our intent has a positive impact, the Year 11 pupil premium cohort (Summer 2024 results) was significantly marred by the persistent non-attendance of pupil premium students, alongside a significant decrease in the number of attainment 8 buckets they filled. Like the national trend, the PP gap has widened and returned to pre-Covid levels.



Intended outcome	Success criteria	Evaluation of previous year's work (Year 1 of 2024-27 strategy)
1. We retain and maintain high standards for our key middle leaders and teachers, particularly in core subjects, through high quality CPD and monitoring: when necessary we recruit high quality staff.	The progress 8 gap between PP and non-PP will narrow. Teachers are fully engaged with their personal career development.	The CPD programme was adapted following the change of Headteacher in Jan 25. Reported outcome data shows that the gap has not narrowed, yet attendance has improved. Middle leaders were retained. The new curriculum model implemented in 24-25 has been retained, with more time for the English and Maths curriculum in KS3 alongside an increase for option subjects teaching time, with a reduction to 9 GCSEs/equivalent in KS4. With a change in Head Teacher, changes have been introduced, including a new SDP has been introduced (Sept 25), and associated departmental strategies.
2. Students engage with bespoke reading initiatives and small group reading interventions.	The gap by the end of Year 9 for age related reading expectations for disadvantaged/SEND and their non disadvantaged/no SEND peers will have narrowed.	Specific emphasis on Adaptive Teaching and EAL for the whole school, alongside diagnostic interventions (SEND/Literacy Lead) have focused on narrowing the literacy gap. Following diagnostic review of data, a Bridge Boost class was created from Sept 25 led by a primary specialist and an EAL team (led by the HOD for Languages) has been strengthened for 25/26. Internal data has been logging impact and refining delivery.
3. Students become more resilient and know how to start and develop academic learning (metacognition and self-regulation).	The disadvantaged attendance, engagement and attainment gap narrows across the curriculum.	Whole College CPD has focused on adaptive teaching strategies. HODS were and continue to be responsible for delivering subject specific curriculum masterclasses (CPD) with topics such as subject specific adaptive teaching and effective assessments (formative and summative) to narrow the gap: impact was seen as positive in the classroom for those students who attended lessons. After the significant negative impact caused by 96% of Year 11 pupil premium students being persistent non attenders in 2024-25 this lowered to 56%.
4. Students, including disadvantaged, with SEND achieve in line with national expectations.	Students, both disadvantaged and/or with SEN, are actively engaged and visible in all areas of school life: teachers always	SEND/PP students during 2024-25 were a specific focus for attendance and engagement with all aspects of school life and there has been an increase in attendance in these areas. There is an increase now in focusing on students with multiple vulnerabilities.



	individualise learning.	
5. Disadvantaged students attend and actively engage with their whole school life.	Attendance gaps narrow and are in line with national figures. All disadvantaged students are advantaged with access to technology (Chromebooks)	During 2024-25 a refreshed tutor time programme and increased number of House Activities and Student Leadership and Voice process aided the positive rise in whole school attendance. All disadvantaged students can benefit from the Chromebook for Learning scheme: chromebooks are an embedded part of school life.
6. 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.	An Assistant Principal (Personal Development) continues to assess, plan, implement and review opportunities for active involvement for disadvantaged students. An ELSA trained member of staff was in post and has been focusing on greater engagement by the current persistent non-attenders in whole school life.

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

0.7% of the student population for Academic Year 2024-25 received Service Pupil Premium Funding.

Detail	Funding
Pupil premium funding allocation this academic year	£2,118

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 counselling to support specific student(s).



Further information

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

- 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 have refreshed our links with the Surrey Alliance for Excellence network, together with a school with a similar demographic, 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