



Pupil premium strategy statement – [Christ's College]

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	800
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Julie Normanton
Pupil premium lead	Charlotte Webster Andrew Beattie
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£347,868
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£347,868



Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our vision, at Christ's College can be simply stated as excellence for all. We seek to provide all our students, regardless of circumstance, with an outstanding education underpinned by traditional Christian values. Within a supportive environment, all students are challenged to achieve their personal best and inspired to serve others with their talents. As members of a school which is safe and well-ordered, students can be confident to take risks as they explore their potential.

At Christ's College we believe that all students are unique and infinitely precious. We value each one of our students and strive to make the curriculum accessible for all students, regardless of SEND, disability or circumstance. Equality lies at the heart of our curriculum planning, and as a school it is vital to make sure that we eradicate the disadvantage.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

Following the EEF pupil premium guidance we have adopted a clear strategy which will focus on Quality First Teaching, targeted support and wider whole school strategies. At a Christ's College we recognise that *Quality First Teaching* is vital to improving outcomes of disadvantaged students. Time has been spent training staff in various teaching and learning techniques include scaffolding, modelling and live marking. Furthermore, as an all through school we recognise that providing a safe, nurturing environment with a strong pastoral system is important to helping all children to achieve. The small size of our school means that every child is genuinely well known, and this enables pastoral support to be bespoke and targeted, in order to meet individual need.

We have also focused on our curriculum planning and mapping, making sure that our curriculum is fully spiralled from 4-16 and accessible for all. Our curriculum is clearly sequenced and takes into account aspects of the locality as well as focusing on the teaching of reading, writing and key vocabulary. To help students further access our curriculum we arrange forms of *targeted support*, including small group work and HLTA intervention. We monitor the impact of these interventions and plan accordingly.

Christ's College is a rapidly growing school that lies in the most deprived deprivation quintile, so we recognise that *wider strategies* need to be in place to support the disadvantaged families within our communities. As a school at the heart of this community, we listen to our stakeholders and work with local organisations and churches to help to care for the families in the area. This is done in a variety of ways, from working with our family liaison officer, to supplying stationery and uniform.



Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Literacy</i> Reading is key focus in both primary and secondary. A large proportion of students who are below their reading age, are disadvantaged students. Furthermore, a lack of understanding of tier 2 and 3 vocabulary has been seen to be a barrier stopping children accessing the wider school curriculum. Students start Reception below the national average for communication.
2	<i>Progress particularly in Open Bucket subjects.</i> The progress of disadvantage students at GCSE is 1/3 of a grade below that of other students. Disadvantaged students completing subjects requiring an NEA or PSA element are performing less well when compared to other students. At the end of KS2, 50% of disadvantaged students achieve expected levels in Reading
3	<i>Attendance</i> Attendance of disadvantage students remains a challenge in secondary. Currently disadvantaged students' attendance is lower than other students and this is particularly seen in the Secondary years where the gap in attendance between disadvantaged and non-disadvantaged students is wider. Attendance for disadvantaged students in Primary is in line with national averages.
4	<i>Participation</i> Disadvantaged students are less likely to participate in extracurricular activities, after school intervention and educational visits (secondary) when compared to other children.
5	Attainment of EBACC subjects, particularly at GCSE and Reading, Writing and Maths in KS2. The attainment of disadvantage students is lower when compared to other students, particularly at GCSE and end of KS2. Furthermore, the disadvantage cohort in the recent GCSE examinations has negatively affected attainment data. There needs to be further targeted intervention to support disadvantage students to attain more highly as well as commitment to understanding the barriers to attainment that disadvantaged students face. However, attendance at intervention is routinely lower from disadvantaged students (who need it the most) compared to those from less disadvantaged backgrounds. At the end of KS2, 50% of disadvantaged students achieve expected levels in Reading, Writing and Maths.



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
<i>Literacy</i> Improve the reading age of PP students who are currently in the bottom 20% of readers to be in line with their biological age. Currently 43% of the bottom 20% of readers are PP students.	Decrease the amount of PP students in this group to 20%.
<i>Progress</i> Decrease the gap in progress at GCSE between disadvantage students and other students. Decrease the gap in progress in Open Bucket subjects at GCSE.	100% of disadvantage students will attend at least one of the three Grand Days Out. Aim is disadvantage students will attend at least one club or intervention over the course of the academic year. 80% of students who attend a club or intervention are PP. All disadvantaged students will contribute to at least one House event during their time at Christ's
<i>Attendance</i> Improve the attendance of disadvantage students so that it is line with the attendance of other students and in line with school expectations.	Attendance of disadvantage students will be at 97%
<i>Participation</i> Participation in educational visits. Participation in extra curricular clubs. Participation in House Events. Improve the amount of parental engagement in all year grounds	100% of disadvantage students will attend at least one of the three Grand Days Out. Aim is disadvantage students will attend at least one club or intervention over the course of the academic year. 80% of students who attend a club or intervention are PP. All disadvantaged students will contribute to at least one House event during their time at Christ's
<i>Attainment</i> Increase attainment of disadvantage students in English and mathematics.	English 5+ 65% English 5+ 60%



Increase attainment of disadvantaged students in Reading, Writing, Maths at the end of KS2.	Maths 4+ 60% Maths 5+ 55%
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [173,934]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing staff and curriculum to ensure high quality teaching of Literacy. Ensure that tier 3 vocabulary is clearly defined, explicit and mapped in all subjects. Continue to promote a love reading through extra curricular clubs, the reading canon and by various events throughout the year which are led by our librarian. Develop and train LSA's/HLTA's to use Fresh Start/Lexia and Accelerated	Literacy Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1,2,5



reader and monitor progress of students accessing these resources.		
Develop staff understanding of formative and summative assessment strategies, including high quality feedback and checking for understanding in the classroom.	Feedback Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback EEF (educationendowmentfoundation.org.uk)	2,4
Focus on 'adaptive teaching' including the effective use of support staff and intervention. Develop and train all staff, LSAs and HLTA's to be proactive and supporting students with their individual needs, in particular SEND students.	Adaptive teaching There is strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. EEF High Quality Teaching for Pupils with SEND.pdf (d2tic4wvo1iusb.cloudfront.net) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) EEF Blog: Assess, adjust, adapt – what does adaptive teaching... EEF (educationendowmentfoundation.org.uk)	1,2,4
		1,2,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [86,967]

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT to lead faculties and phases and ensure that assessments are used to	Academic intervention High quality teaching should reduce the need for extra support for all pupils.	1,2,5



identify pupils who are not on track to meet their targets. Then action planning to address these with the teachers – using additional adults, academic mentors and/or teachers to provide support to address the gaps	However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)	
KS3 and KS4 pastoral team to support the attendance and engagement of disadvantaged pupils, prioritising them for home visits, return to school meetings and parental contact	Pastoral support Social and emotional skills are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. 3. Wider strategies EEF (educationendowmentfoundation.org.uk)	2,3,4
Establish small group Maths and English interventions for disadvantaged pupils falling behind age-related expectations across primary and secondary.	Tutoring Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,5
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Reading interventions for disadvantaged students with low reading age including RWI Fresh Start.	Reading Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,2,5



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

Budgeted cost: £ [86,967]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure equity in the wider curriculum in particular participation of SEND and PP students with co-curricular by: -Development enrichment opportunities which are focused on increasing students' cultural capital and on increasing aspirations -Continue to track and monitor whether disadvantaged students are efficiently taking part in wider school life. -Funding for trips- PP students paid for/only pay a contribution	Extra- curricular Children who participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education. Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	3,4
Create more opportunities for parental engagement and remove barriers to all more parents to engage by: Rewards: Maintain the strategies from previous years: maximise the effect of calling home: Praise phone calls for PP students. Create more opportunities for parental engagement	Parental engagement The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement EEF (educationendowmentfoundation.org.uk)	2,4,5
Support pupils with emotional needs through a range of support groups to improve resilience.	There is growing evidence to suggest that support a student's personal, social and emotional development is effective and this increases progress and attainment.	2,3,4



	EEF Personal Social and Emotional Development (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £ [347,868]



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

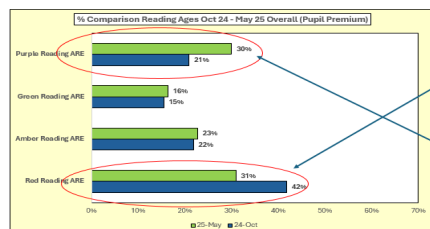
Primary:

- *Increased Reading Outcomes by the end of KS2*
Expected or above 2025: ALL: 78% PP: 83%
Greater Depth 2025: ALL: 30% PP: 16%

Expected or above 2024: ALL: 59% PP: 61%
Greater Depth 2024: ALL: 12% PP: 0%
- *Purchased SATs revision guides for all PP students*
- *Introduced a new oral reading fluency scheme across KS2 – Diobels*
This is to ensure that stamina and fluency are developed across the Key Stage
This has been monitored by AMC – Primary AVP and English Lead
- *Continued to embed new reading scheme across school. 2024/2025 was the first full academic year of using the scheme. Monitored through Teaching Reviews, book scrutiny.*

1. Literacy

Pupil Premium (overall) - Reading Ages



The overall trends for students on Pupil Premium is similar to the overall picture for secondary.

In the past 8 months (Oct 24 – May 25) 11% of students have moved out of the lowest reading age (Red) category.

The (Amber) and (Green) categories have remained at a similar level, however, there has been an increase of 9% in the top (Purple) reading age category. Again, this is encouraging, showing an upward trend across the categories.



Secondary Reading Ages – September 24 to May 25

Grid shows those on intervention each half-term based on STAR test results:

Discrepancies in totals are due to leavers and starters.

STAR Tests		Making Progress		Making Progress	Removed as now green	Students on Intervention
Nov 24	45 Lexia	47%	62 MyOn	75%	2	107
Jan 25	36 Lexia	33%	55 MyOn	75%	5	91
March 25	NA	NA	94 MyOn	79%	9	85
May 25	NA	NA	85 MyOn	76%	23	62

May 25: out of remaining morning intervention students, 17 have made no progress. They will receive intensive support in two small groups in June/July.

7 D set students have not made progress. These will receive additional support.

This graph and table show that there has been progress in terms of improvement in reading age since the implementation of the Pupil Premium strategy last year. This also shows the impact of the intervention in place, however there is still a gap between PP and Non-PP students in terms of their reading age, particularly when comparing reading below expected age. See below.



Percentage of students					
		All	PP	Non PP	
Year 7	Red Reading ARE	16%	26%	11%	
	Amber Reading ARE	22%	19%	23%	
	Green Reading ARE	26%	33%	23%	
	Purple Reading ARE	36%	22%	43%	
Year 8	Red Reading ARE	16%	28%	11%	
	Amber Reading ARE	21%	8%	26%	
	Green Reading ARE	10%	8%	11%	
	Purple Reading ARE	53%	56%	52%	
Year 9	Red Reading ARE	19%	33%	27%	
	Amber Reading ARE	28%	30%	21%	
	Green Reading ARE	17%	17%	14%	
	Purple Reading ARE	36%	20%	38%	
Year 10	Red Reading ARE	27%	36%	22%	
	Amber Reading ARE	29%	32%	27%	
	Green Reading ARE	12%	7%	15%	
	Purple Reading ARE	33%	25%	36%	
OVERALL	Red Reading ARE	20%	31%	18%	
	Amber Reading ARE	26%	23%	25%	
	Green Reading ARE	17%	16%	16%	



Purple Reading ARE

42%

30%

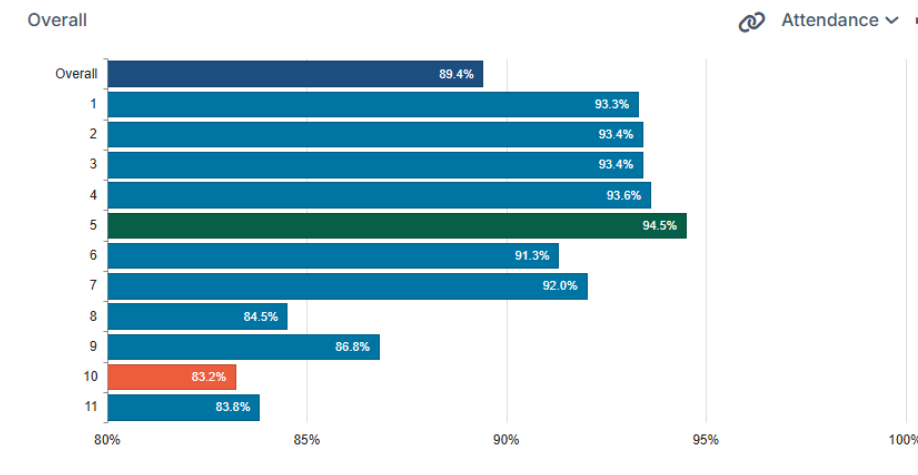
44%

2. Open Bucket Subjects

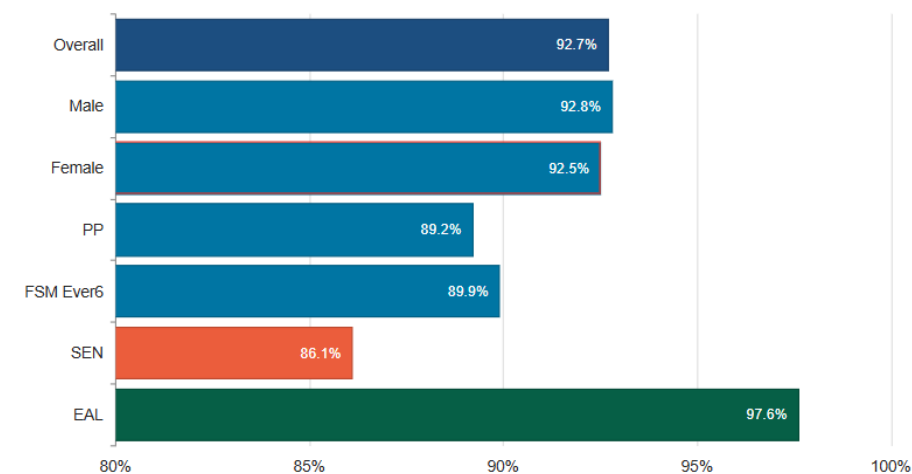
2025 GCSE data shows we have had an improvement in attainment 8 in Open Bucket subjects. Last year this score was 11.38 not this score is 12.44. PP students scored 10.87 in attainment 8 in Open Bucket subjects compare to 13.29 for Non-PP students. This is a smaller gap when comparing to English and Maths and also compared to the EBACC attainment 8 figure.

3. Attendance.

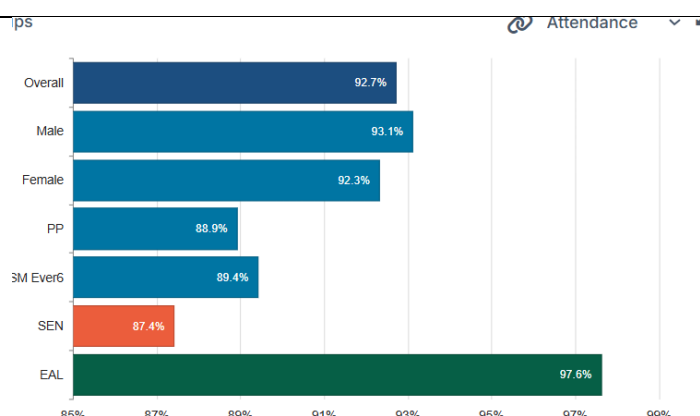
Last year attendance of PP student was still of concern. The graph below shows 2024-25- PP attendance by cohort.



The graph below shows attendance by group 2024-25



The graph below shows attendance for half term 1 2025



Attendance is still something that needs to be improved. We now have an inclusion HUB and are looking at an alternative provision using the local community centre and offering functional skills in English and Maths. We have also introduced strategy groups to discuss individual students to understand barriers to their learning. However, overall attendance has improved for all students including PP. (See below)

	2020-21 Year End	2021-22 Year End	2022-23 Year End	2023-24 Feb 24	End of Year 2023-24	End of Year 2024-25	EofY Target
Whole School	93.2	89.6	88.6	90.2	90.06	92.7	96
Primary	94.9	92.1	92.6	94.5	94.2	95.2	96
Secondary	91.2	87.2	86.7	86.7	86.79	90.7	96

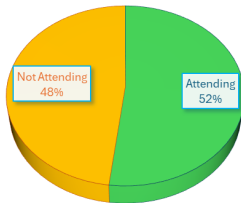
Pupil Premium Whole School	89.9	86.6	86.1	86	86	89.2	96
Pupil Premium Primary	91.5	90.1	89.7	92	91	93.1	96
Pupil Premium Secondary	88.8	83.7	82.8	81.4	81	85.6	96

4. Participation

At the end of last term we had a strong amount of PP students attending clubs and trips.



PP STUDENTS (PRIMARY & SECONDARY) ATTENDING CLUB
AND/OR INTERVENTION - SPRING TERM 2 2025



According to Evolve 76% of students have attended at least one visit this year (however, not all registers for trips are completing on Evolve as of yet) 46 trip registers have not been taken.

Attendance at Grand Day Out 3 2025

Total: 86.8

PP: 77.2%

SEN: 75.5

EAL: 94.1%

Attendance at Grand Day Out 2 2025:

Total: 92.1%

PP 87%

SEN 87.5%

EAL 97.6%

Attendance at Grand Day Out 1 2024:

Total: 92.6%

PP 88%

SEN 81.3%

EAL 97.3%

Attendance at Grand Day Out 1 2025:

Total: 90%



PP 84%

SEN 86%

EAL 100%

2024-25 Trip overview

Trip attendance	Total Attendance	Non PP	PP
2025 McAuliffe 5-a-Side Football Tournament	6	6	0
Construction visit to Grace College	11	8	3
Dance Festival	18	14	4
EYFS Farm Trip 2025	38	26	12
Fire Engine Visit onsite	75	50	25
GCSE History trip to Berlin February 2025	52	37	15
Girls Weightlifting Club	13	11	2
Grand Day Out 2- Year 9	87	57	30
Grand Day Out 2025-Year 10 History	63	41	22
Grand Day Out 3- Lindisfarne (Hilda)	89	54	35
Grand Day Out Masterclass	72	46	26
Grand Day Out Whitby (Benedict)	84	54	30
Grand Day Out Year 8 Newcastle	85	56	28
Healthy Heads Transition Session 1	60	36	24
Healthy Heads Transition Session 2	60	36	24
Healthy Heads Transition Session 3	60	36	24
Howtown	36	22	14



Joseph Performance	152	110	42
Joseph Theatre Trip	53	35	18
KS3 STEM club Kielder Observatory	16	15	1
LKS2 Centre for Life trip	121	70	51
MTS Footloose	14	10	4
Netball High-5 Tournament	14	10	4
Pennywell Foodbank at St Joseph's Church, Petersfi	14	10	4
Police Visit in Reception	35	23	12
Rugby Lions Tour of the Lake District	1	1	0
Safety Works Year 6	60	36	24
Secondary School Football Match	20	18	2
SEND Football Tournament	13	6	7
Show club- Joseph Visit	30	21	9
Singing at Sycamore Lodge Care Centre, Nookside	26	19	7
Singing at Sycamore Lodge Care Centre, Nookside	20	14	6
SPSFA Football Year 4 Cup	10	6	4
Sunderland Empire- Dance Festival	18	15	3
Sunderland FC Flag Bearing	6	5	1
Sunderland Schools Cross Country	13	9	4
Sunderland Sings	29	19	10
Walkwise Year 1	19	16	3
Wicked 2024	6	4	2



Winter Gardens YR1	39	31	8
Y4 Handball Tournament	60	35	25
Y5 Derwent Hill 2025	60	38	22
Y5 Swimming	60	38	22
Y5/6 Swim Gala - Sunderland Aquatic Centre Visit	8	6	2
Y5LOB Nissan Visit	30	16	14
Y5SMO Nissan Visit	30	22	8
Y6-10 Rainton Meadows Enrichment Trip	13	11	2
Year 1 Science Adventure Valley visit	40	32	8
Year 1 Transport Museum	40	32	8
Year 1 walkwise practical 3 weeks 6th, 13, 20th	20	15	5
Year 10 and Y11 Ouseburn Geography	59	38	21
Year 10 Grand Day Out 2- York	84	55	29
Year 10 History Bamburgh	65	42	23
Year 10 Visit to Sunderland University	86	56	30
Year 11 Business trip to Kings	20	18	2
Year 11 Futsal Tournament	8	5	3
Year 11 History Durham Cathedral	30	19	11
Year 2 Glass Centre and St. Peter's Church visit	44	29	15
Year 2 In school Bikeability workshop	20	14	6
Year 2 In school Bikeability workshop	21	14	7
Year 2 Whitehouse Farm visit	50	33	17



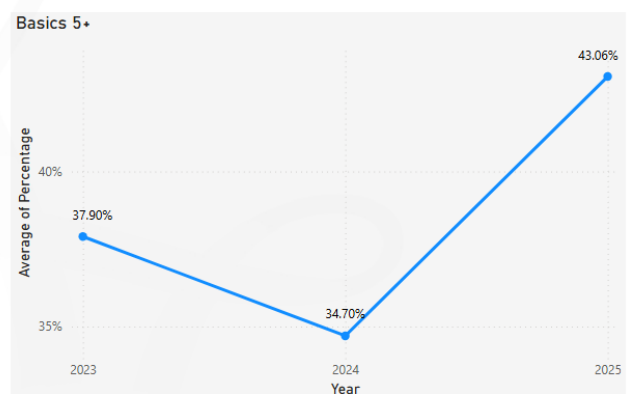
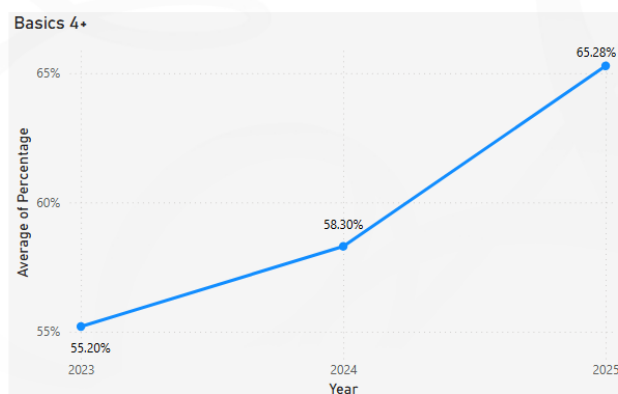
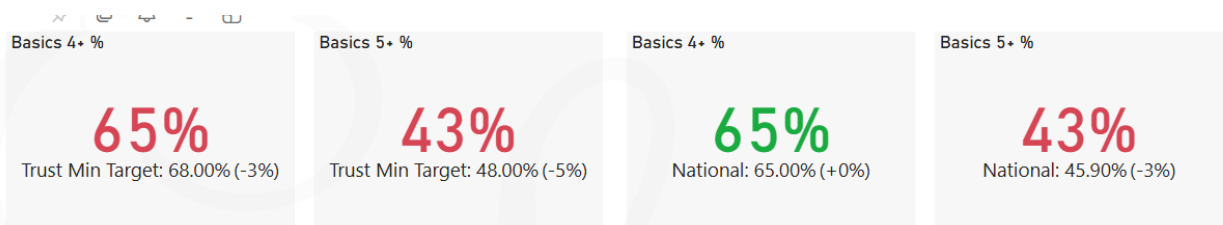
Year 3 Chocolate Factory	60	34	26
Year 3- Kirkley Hall Zoological Gardens	60	34	26
Year 4 Football Friendly	10	6	4
Year 4 Julie Ann Thompson Cup Final	10	6	4
Year 5 Art- Marsden rock Visit	60	38	22
Year 5 bikeability	60	38	22
Year 5 Football Peter Lightle Tournament	9	6	3
Year 5/6 Football Development Friendly Fixture v T	9	2	7
Year 5/6 Girls 7-a-side Football Friendly	11	6	5
Year 6 Boys Football Grimes Cup	10	9	1
Year 6 Football Division B Fixtures	8	8	0
Year 6 Football Division B Fixtures	10	9	1
Year 6 Girls Jill Scott Trophy	11	7	4
Year 6 Girls SPSFA County Cup Football Fixtures	10	5	5
Year 6 Girls SPSFA Division B Football Fixtures	12	7	5
Year 6-Red Cross Coping with Change workshop	58	34	24
Year 6-Red Cross First Aid	58	34	24
Year 6-Red Cross Migration workshop	58	34	24
Year 7 and 8 English/Reading Waterstones Visit	14	8	6
Year 7 Grand Day Out 2 Northumberland Zoo	89	61	27
Year 7 Hadrian's Wall	79	51	27

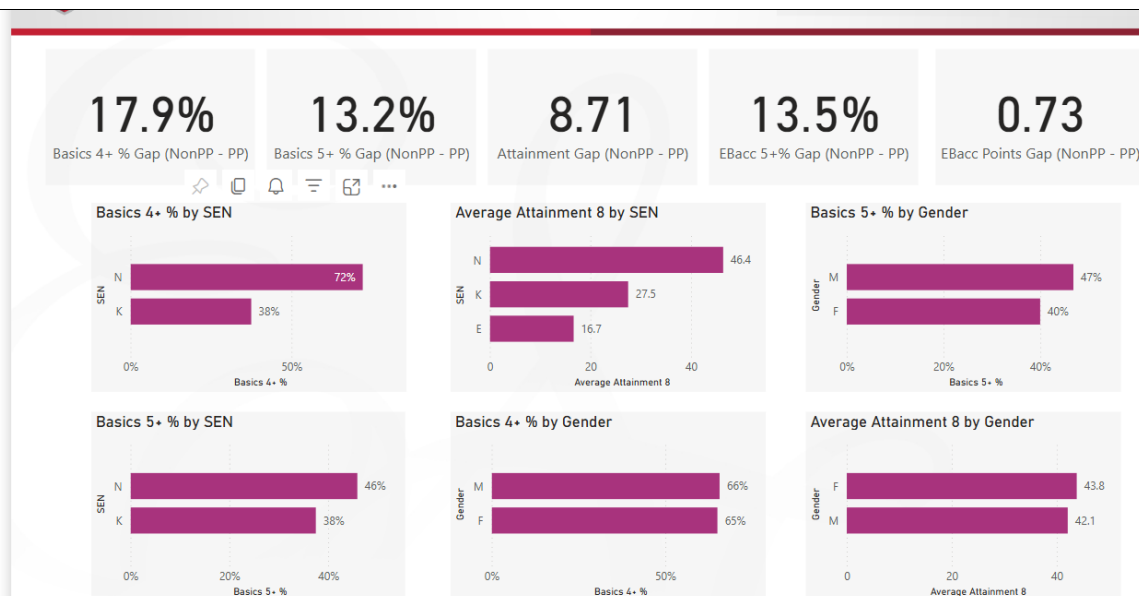


Year 8 Grand Day Out 2	90	61	28
Year 8/9 Girls Football	10	6	4
Year 8/9 Girls Football	9	5	4
Year 9 & 10 Football Match	21	18	3
Year 9 & 10 Football Match	15	12	3
Year 9 & 10 Football Match - Castle View	17	15	2
Year 9 & 10 Football Match - Monkwearmouth	18	15	3
Year 9 Gibside	81	54	27
Year 9 Rugby Lions Trials	2	1	1
Year Nine D of E Taster	88	58	30
Zoolab	76	51	25

Attainment

2025 GCSE and SATs saw a strong improvement for all students





Although results for PP students are improving, the gap between non-PP and PP has widened. To tackle this the PP leads has invested in further training and we have a COBRA strategy meeting which focuses on PP students. We have also carried out a survey and spoken with PP students to help us further understand the barriers to learning that they face. We recognise that this is different for different individuals.

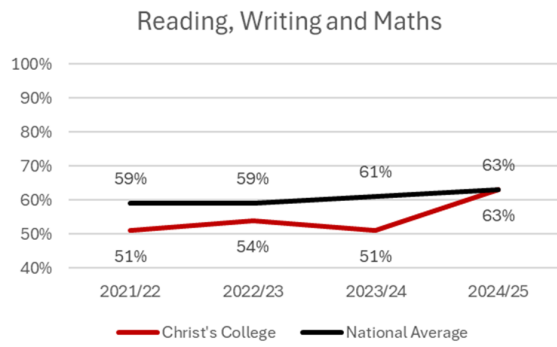
SATS

At the expected standard the gap has narrowed between Pupil Premium pupils and non-Pupil Premium. There is still a large gap between both groups at greater depth. This year, a focus is to ensure that we narrow the gap between pupils working at the greater depth standard that are PP and those that are not.

	Prediction April 2025	Actual Outcome 2025
Reading: Expected and above	80%	78%
Reading: Greater Depth	28%	30%
Writing: Expected and above	78%	80%
Writing: Greater Depth	18%	27%
Maths: Expected and above	73%	73%
Maths: Greater Depth	12%	13%

Combined Reading, Writing and Maths

Percentage of pupils working at the expected standard in reading, writing and Maths.



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.