



Pupil premium strategy statement and review 2022-25 (reviewed Nov 2024)

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 effect that last year's spending of pupil premium had within our school. Recovery premium and NTP have been discontinued for Sept 2024. is included below.

School overview

Detail	Data
School name	Borden Grammar School
Number of pupils in school	931 (712 Y7-11)
Proportion (%) of pupil premium eligible pupils	11.7% (109 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans recommended)	3 years (Sept 22 to Sept 25)
Date this statement was published	Nov 2024
Date on which it will be reviewed	Oct 2025
Statement authorised by	Trustees
Pupil premium lead	Ashley Tomlin (HT)
Governor / Trustee lead	Rakel Eseku

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112 085
Recovery premium funding allocation this academic year	£0 (last year was £18,768 and £4658 NTP fund)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (2021-2 overspent by £8758, 2022-3 overspent by £26,212, 2023-4 overspent by £20 526)
Total budget for this academic year	£71,400 (68 pupils) + £3,600 for 3 LAC students

Part A: Pupil premium strategy plan

Statement of intent

At Borden we seek to ensure that teaching and learning opportunities meet the needs of all students. However, it is also vital to check that appropriate provision is provided for children belonging to vulnerable or disadvantaged groups. As a selective school in a relatively deprived area, we also have a moral responsibility to do all that we can to enhance the life chances of students who are socially disadvantaged. We recognise that not all students who are socially disadvantaged fall into the category of Free School Meals or Pupil Premium (PP) and this plan will therefore aim to improve the life chances of all these students and to ultimately close the gaps so that no group is disadvantaged. In particular, as well as those in the PP category, this plan will include a focus on SEN, young carers, LAC students and those who are on the borderline of being pupil premium. We will collectively use the term disadvantaged to encompass all of these groups when focusing on specific intervention strategies.

The Education Endowment Foundation (Sutton Trust) 2018 report, with a guide in 2019, uses extensive evidence to detail the most effective school strategies to support the decisions on how to use the pupil premium money effectively and is referenced by the DFE as being at the heart of good practice. This research ([EEF Pupil Premium Toolkit](#)) acknowledges that overall whole school strategies focused on ensuring the quality of teaching and learning rather than 'one off' interventions, tend to have the greatest impact on improving performance of disadvantaged students. This means that many strategies will benefit all students, but have a disproportionately positive impact on disadvantaged students. The research recommends taking a tiered approach to pupil premium; teaching, targeted support and wider strategies. Our strategy at Borden therefore mirrors these recommendations in approach.

Challenges (figures updated Oct 2024)

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

Challenge number	Detail of challenge
1	<p>Attendance - PP and SEN students nationally have lower attendance and more persistent absence, whilst overrepresented in terms of persistent absence. Whilst attendance at Borden is significantly better than the national average for 2022-3 (94.3% at Borden compared to 86.2% for secondary schools nationally), there remains a negative gap (3.1%) for PP which has reduced from 2023 from 3.4% and is less than the nation 3.9% gap, but remains a school focus. PA has increased nationally during the pandemic, and this has also been reflected at Borden, moving to 11.3% for all students but 13.8% of the PP cohort (gap reduced from 2023 and sig less than the national 35.7% for PP nationally).</p>
2	<p>Behaviour - we know that disadvantaged students tend to receive more FTEs, more internal isolations and are, nationally, more often permanently excluded. We also know that boys receive significantly more behaviour sanctions than girls nationally. Whilst the picture is not as marked at Borden as it is nationally (PP per pupil suspensions are 13% compared to 3% for the whole school (8.8% nationally) so there is still a gap that needs to be diminished.</p>
3	<p>Learning (particularly literacy and cognitive/metacognitive skills) - Over 5 years Borden has often had a negative performance gap. In 2019 this was -1.4, 2021 -0.65, 2022 -1.07 and 2023 -0.58 and 2024 -0.03. Research supported by internal reviews of PP students, has highlighted literacy, metacognition and the development of cognitive skills as being key reasons for this underachievement where it occurs. The most recent data would support the view that our current strategies are working.</p>
4	<p>Motivation and aspiration - Borden collects from an area ranked in the top 1.5% most deprived areas in the country (Sheerness). Our cohort is 76% white British and includes a comparatively high number of PP students or students from areas of deprivation for a grammar school. This means that Borden also reflects the national discourse on PP students lacking aspiration and motivation to succeed therefore sometimes becomes an issue.</p>
5	<p>Support, guidance and safeguarding - There is a plethora of evidence to support the view that PP students (more than SEN) tend to lack the same level of support and guidance as non PP students, both nationally and at Borden. This relates to both matters related to learning, to staying safe, as well as more general pastoral and personal guidance. There are no figures to qualify this, but it is common sense that additional support and guidance will help all students, but will disproportionately impact positively on those who most need it.</p>

Intended outcomes (set Sept 2022 for 2025)

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>Attendance - A diminished difference between the attendance of disadvantaged and non disadvantaged students</p> <ul style="list-style-type: none"> <i>national figs for PP are for all schools and not secondary schools which are likely to be less positive</i> 	<ul style="list-style-type: none"> Reduced PA gap from 18% for PP students as opposed to 9% for non PP (<i>gap reduced in 2023 and 2024 to 3%</i>) Improve PP attendance from 90.09 and reduce the gap with all students (<i>2022 = 2.39% and 2023 = 2.8% although improved attendance, 2024 = improved to 91.2% but gap is 3.1% - nationally PP students are attending 89.4% and the gap is similarly twice the non PP students</i>)*
<p>Behaviour - Reduced FTE, internal isolations and exits for all students with no differential between all students and disadvantaged students. Higher standard of 'learning behaviour' expected and supported across the school. This will be achieved by less repeat poor behaviour through using a rigorous restoration approach and improving home-school liaison on behaviour.</p>	<ul style="list-style-type: none"> Reduced PP FTE from 4.5% so that the gap is reduced (<i>2023 20% of suspensions were PP in school - 5% PP v 3% all students &7-11. In 2024 these were 13% PP v 3% for non PP</i>) Reduced isolation/exits for disadvantaged students currently at 20% reduce the number of total exits for SEN students from 19.4%
<p>Learning - Diminished (and consistently so) gap between outcomes for disadvantaged and non disadvantaged students, particularly PP students and particularly for VA and higher grades.</p>	<ul style="list-style-type: none"> PP VA reduced from -1.07 and gap of 1.1 reduced (<i>2023 = -0.35 and 2024= -0.03, for context in 2023 the national PP P8 score was -0.57</i>) Improved outcomes for PP students particularly at higher grades 7-9 where the gap was 14% lower than all students; 29% v 43% in 2022 and <i>18% v 39% in 2023. In 2024 PPG students achieve 48.5% 7-9 as opposed to 38.5% of non PP students (suggesting improvement)</i> Improved 5 9-5 GCSE grades for PP - 73% against 86% for all students in 2022 (13% gap) - <i>81% v 86% GCSE 2023 (5% Gap) in 2023, 73% to 85% (12.1% gap) in 2024 with 9-4 gap 5.5%</i>
<p>Motivation, aspiration, support and guidance - students from more disadvantaged backgrounds show evidence of motivation, aspiration and are given increased support and guidance to help them achieve their goals.</p>	<ul style="list-style-type: none"> Evidence of improved effort grades, particularly homework, for PP students in year 11 - currently an average of 2.1 for HW (<i>2023 1.85 and better than nonPP and in 2024 PP students achieved 2.07 as opposed to 2.02 for non PP students</i>)

	<ul style="list-style-type: none"> • More PP students entered for separate science (70% 2022) and more entered into the Ebacc. Currently 70% are entered for separate science and 18% for the Ebacc. <i>(2023 Y11 73% PPG entered for Ebacc. In 2024 a higher proportion of PP students achieved Ebacc)</i> • Disadvantaged students stay on for 6th form and apply to university, especially RG universities - currently 3/9 students for RGs <i>(2023 of 11 bursary students 9 went to university and 1 to a high quality apprenticeship - still waiting on one to feedback)</i> • Student voice shows that PP students feel supported and given good guidance across all year groups. <i>(Trustee visit 2023/2024 supported)</i>
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Activity in this academic year (2024-25)

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)

2022-23 Budgeted cost(£): $1500 + 10213 + 1000 + 3600 + 5000 + 2000 + 1000 + 2904 + 3682 = £30,899$

2023-24 Budgeted cost (£): $1500 + 10213 + 1245 + 3605 + 3930 + 3411 + 1000 + 5775 + 3299 = £33,982$ *(actual = £31679)*

2024-25 Budgeted cost (£): £1000 + 15208 + 1245 + 3605 + 10013 + 2200 + 0 + 7540 + 2802 = £43612

Activity	Evidence that supports this approach	Challenge addressed
Support procured for maths, English and science departments which may require visits of consultants or CPD. <i>(up to £1500)</i> 2022-3 = CPD/consultant costs £2606. 2023-4 = ML CPD £500	Core subjects are the main gateway to future pathways in education. There remains a significant gap between PP and non PP, particularly at the higher grades. Supporting inclusive classrooms	3 - Learning

<p>2024-25 = £0 (will come from core budget this year)</p>	<p>and improving the curriculum/pedagogy should support improvement in outcomes.</p>	
<p>A proportion of LSA funding provided from the PP fund when outside of HAS funding (Learning support assistants often provide additional one to one support for vulnerable and disadvantaged students). Borden only receives funding for one of our LSAs. Also additional hours given to the SENCO for pastoral support (£10213) <i>2022-24 - £10213 assigned</i> 2024-25 = £15208 for LSA + additional hours for Senco/safeguarding lead at £10213</p>	<p>Whilst use of LSAs is highlighted as a high cost/low impact strategy by the EEF, our use of them in 'The Bridge' to support behaviour and learning has proven highly successful.</p>	<p>3. Learning 5. Support and guidance</p>
<p>Membership of the National College to support staff CPD, developing a whole school pedagogical approach of teaching to the top and evidential based practice. There will be a particular emphasis/encouragement on the use of SEN/PP webinars. (£1245) Added to this has been joining the Beacon Schools CPD program and Pixl at both KS4 and 5 (costing £6175 for Pixl) 2024 to 25 = £1245 (for national college) 2024-25 = £1245 (Pixl, Beacon and Alps from core budget)</p>	<p>Quality teaching is highlighted by the Sutton Trust as being the most effective strategy for diminishing the difference between PP and non PP students.</p>	<p>All challenges</p>
<p>Introduction of Alps software at A level and GCSE to allow better tracking of students and proactive intervention using Alps connect. This will include external consultancy (John Phillips) to support its implementation and use in planning. (£3605) <i>2023-24 = £3605</i> 2024-25 = £3605 which will now come from core IT budget</p>	<p>As above</p>	<p>3. Learning</p>
<p>Primary work and/or summer school funding may be designated from the PP fund this year. We will focus this on year 6 students coming into our year 7 and provide them with a mix of study sessions, relationship building sessions and wellbeing sessions, partially through the year with outreach work, partially through employing an Aim Higher coordinator (TLR3) to work with primary students throughout the year. (£4848) In the summer term of 2024 a new role for primary transition was created and given time to specifically support development of PP students from primary to Borden at the cost of £5165 <i>2022-23 aim higher and additional primary work cost £3930</i> <i>2023-24 aim higher and primary work cost £4848</i></p>	<p>The DFE fully funded this as a method of supporting Covid catch up in 2021 and therefore it would seem reasonable to presume this was a supported strategy. However, the EEF pinpoints this as a "high cost moderate gain" strategy, so we would possible reduce the offer in 2022.</p>	<p>3. Learning 4. Motivation and aspiration</p>

<p>2024-25 aim higher and primary work £4848 + 5165 = £10013</p>		
<p>Improving teacher and student understanding of metacognitive and cognitive approaches to teaching. Also improving our use of the house and rewards systems as a school, trialling vertical tutoring to expand peer mentoring. This includes a budget for the 4 staff running projects with the NPQSL and for our use of Elevate learning which we have signed up to for the year with year 10/11. (£2000) <i>2022-23 Elevate education and youth resilience cost £3411</i> 2023-24 Elevate Education cost £2194 2024-25 £2200 budgeted</p>	<p>Metacognition is highlighted as low cost and high impact by the EEF.</p>	<p>3. Learning 4. Motivation and aspiration</p>
<p>Action research support and development - link to the inclusion leadership feedback on inclusive classrooms (£1000) <i>2022-23 Spent on publishing/research costs</i> <i>2023-24 Not spent</i> 2024-25 Will come from core budget</p>	<p>Professional development on evidence based approaches is recommended by the EEF as a key element of high quality teaching.</p>	<p>3. Learning</p>
<p>Responsibility given to a member of staff to take responsibility for the Borden careers curriculum. It is intended that this will support raising aspiration at an earlier age with a particular focus on disadvantaged students. (£2904) <i>Continued in 2023-24 with work experience introduced and additional careers activities to meet Gatsby benchmarks for 2023-24. We have also bought into Unifrog software at the cost of £2875pa to support students in making choices and tracking work experience. Total budget cost is £5775</i> 2024-25 careers cost for providing 2 periods and TLR = £7540</p>	<p>Having a curriculum that responds to the needs of pupils is recommended as a key part of high quality teaching. Careers curriculum and guidance is an essential part of this.</p>	<p>3. Learning 4. Motivation</p>
<p>Employment of a temporary assistant Head of Year to support at KS3 where there are more mental health and behavioural challenges than usual, likely due to the impact of Covid. (£3682) <i>AHOY now HOY. introduction of additional AHT for focus on KS3 behaviour for 2023-24 costing £3299 above normal costs</i> 2024 Doubled up HOY 10 for Sept-Dec costing £2802</p>	<p>This is both about recruitment, retention and succession planning for staff (EEF - teaching and learning) as well as supporting good behaviour in year groups where there are greater challenges, thereby supporting teaching (EEF - wider strategies - behaviour)</p>	<p>2. Behaviour 3. Learning 5. Safeguarding</p>

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

2022-23 Budgeted cost (£): 1788 + 1800 + 1250 + 5000 + 9174 + 2000 + 5000 + 1554 + 1000 + 402 = £28,968

2023-24 Budgeted cost: £0 + 3000 + 1250 + 3000 + 9724 + 3000 + 3000 + 1700 + 1000 + 500 = £26,174 (585 + 5847 + 3060 + 1397 + 1320 + 1022 + 0 + 0 + 117 = £13348 actual = £14013)

2024-25 Budgeted cost: £0 + 5000 + 0 + 5000 + 1400 + 1500 + 1000 + 1500 + 500 + 120 = £16020

Activity	Evidence that supports this approach	Challenge addressed
<p>Chrome Books provided for LSAs to better track and support SEN/disadvantaged students. (£1788) <i>2022-23 actually cost £2146</i> <i>2023-24 behaviour team provided with chrome books cost £585 (£2400 also spent on student in behaviour area not included)</i> 2024-25 not budgeted for</p>	<p>Teaching assistant deployment is part of the targeted academic support recommended by the EEF as effective strategies.</p>	
<p>Use of external psychologists to support assessments of vulnerable students and additional external supporting agencies and providers. (£1800) <i>2022-23 cost over £3000</i> <i>2023-24 cost £5847 (inc use of Alchemy as AP)</i> 2024-25 budgeted £5000</p>	<p>External psychologists allow access to professional support for our most vulnerable and guidance for the school and parents on how to support.</p>	<p>2 - Behaviour 3 - Learning 4 - Motivation and aspiration</p>
<p>Employment of an additional LSA (part funded) to support DA students and help staff the inclusion space. (£1250) <i>2022-23 £1250</i> <i>2023-24 £1250</i> 2024-25 Not budgeted for (included within general LSA cost)</p>	<p>The EEF supports individualised instruction, mastery learning and small group tuition as high gain, low or moderate cost strategies and therefore recommends them. The government has heralded the National tutoring programme as a key solution to support disadvantaged students and particularly those impacted by the pandemic.</p>	<p>3 - Learning</p>
<p>Bespoke, small group and targeted support for students over holiday periods, mainly but not solely in exam groups and with particular focus placed on PP students. (£5000) <i>2022-23 actual spend £1644</i> <i>2023-24 £3060 Easter School</i> 2024-25 budgeted £5000 (as no more NTP funding)</p>	<p>As above.</p>	<p>3 - Learning</p>

<p>Specific roles created in English, maths and science dedicated to offering after school bespoke group tutoring to students identified as falling behind. (£9174) 2022-23 £9174 2023-24 £1397 (<i>only English in the end</i>) 2024-25 budgeted £1397</p>	As above	3 - Learning 4. Motivation and aspiration
<p>National tutoring programme used to fill any gaps with the above, particularly for students not in examination year groups identified as falling behind. (£2000) 2022-23 £1009 2023-24 £1320 (<i>Capital Tuition</i>) 2024-25 budgeted £1500</p>	As above	3 - Learning
<p>A fund ringfenced to specifically support disadvantaged students when needed i.e. purchasing of uniform, trips and clubs, also including the funding of peripatetic music teaching. (£5000) 2022-23 £533 <i>as voluntary fund was utilised more often.</i> 2023-24 £246 <i>general, £200 squid and 576 taxi service = £1022</i> 2024-25 budgeted £1000</p>	As above	4. Motivation and aspiration 5 - Support and guidance
<p>After school 'effort club' funded for students who are below average in terms of effort within exam groups. These sessions will take place 3 nights a week and students will move in and out of the sessions depending on progress made. (included in pastoral support and cover supervisor role). This will be expanded to include KS3. (£1554) 2022-23 £1554 <i>on staffing</i> 2023-24 £0 <i>as staffing change meant brought into normal staffing</i> 2024-25 £1500 (may increase)</p>	We trialled this internally at Borden in 2021 and it appeared to have a significant impact on those involved (average 3.19 effort to 2.39 in a term - 10/15 students improved). This is effectively small group support, supported by the EEF.	4. Motivation and aspiration 5 - Support and guidance
<p>Identification of any underperforming disadvantaged students post Christmas and bespoke aspirational visits to universities organised (£1000) 2022-23 £390 2023-24 <i>Voluntary fund used instead for uni visit</i> 2024-25 £500</p>	Extracurricular activities and guidance are both recommended activities by the EEF to help increase engagement in learning.	4. Motivation and aspiration
<p>English texts purchased for PP students so that they have their own to notate in Y10 and 11 (£402) 2022-23 £390</p>	A direct support for PP students to help with their learning in a core subject area.	3 - Learning

2023-24 £117 2024-25 budgeted £120		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

2022-23 Budgeted cost (£): 4992 + 20167 + 6792 + 766 + 2000 + 2400 + 3025 + 1000 + 995 = £40 137

2023-24 Budget cost (£): 5300 + 40,000 + 7200 + 812 + 2500 + 3746 + 1600 + 750 = £61908 (actual = £84965)

2024-25 Budget cost (£): 4000 + 25703 + 16000 + 900 + 2000 + 4100 + 3100 + 750 = £52453

Activity	Evidence that supports this approach	Challenge addressed
<p>To closely monitor and support students with their attendance using a dedicated member of staff focused on attendance/family liaison. We have increased the number of hours dedicated to family liaison to be part funded by the PP funding. They will,</p> <ul style="list-style-type: none"> monitor and track attendance, with a key priority to follow up with disadvantaged and vulnerable students. Build relationships with disadvantaged families proactively providing information to HOYs, tutors and LG regarding performance of various groups and students of concern, particularly DA students and with a focus on persistent absence. <p>(£4992) 2022-23 4992 2023-24 £3610 (additional hours budgeted for only) 2024-25 budgeted £4000</p>	<p>PP and SEN students all have lower attendance than the national average and persistent absence is much higher than in other groups. Whilst attendance at Borden is above the national average at 96%, there remains a significant negative gap (3.3%) for PP and 1.8% for SEN students which needs to be diminished. PA has increased nationally during the pandemic, and this has also been reflected at Borden, moving from 8% to 10% and therefore also remains a priority for all students.</p>	<p>1 - Attendance</p>
<p>Continuing employment of a member of staff dedicated to support students exited from lessons in isolation (employed January 2021). The role includes,</p> <ul style="list-style-type: none"> Building relationships with students misbehaving during 	<p>Disadvantaged students tend to receive more FTEs, more internal isolations and are more often permanently excluded. We also know that boys receive significantly more behaviour sanctions than</p>	<p>2 - Behaviour 4. Motivation and aspiration</p>

<p>supervision</p> <ul style="list-style-type: none"> Monitoring and tracking to identify patterns so that support can be put in place for students and teachers Developing effective restoration practice Enabling effective communication between staff, students, parents and other agencies for students of concern Staffing 'The Bridge' during break times Providing targeted 'effort support' sessions after school for year 10 and 11 <p>(£20167) <i>2022-23 - £20167 spent on employing new member of staff</i> <i>2023-24 we employed a further additional staff member in this area spending £54,909 in total on two staff. Increased behaviour and safeguarding demand is a national issue and all schools are having to support students, parents and staff further in this area without additional funding. This means £77109 has been spent in this area since the start of the plan.</i> 2024-25 - Budget used to support 1/3 staff so £25703 budgeted</p>	<p>girls nationally. Whilst the picture is not as marked at Borden as it is nationally (PP FTE is 13% of total - so 3% over represented), there is still a gap that needs to be diminished.</p>	<p>5 - Support and guidance</p>
<p>A member of staff part funded, employed to provide counselling with students who have a variety of welfare needs. Counselling is disproportionately accessed by disadvantaged students. The demand is expected to expand further for this in 2021-22 and we would expect to expand the amount given. (£6792) <i>2022-23 £6792</i> <i>2023-24 £15976 (child welfare officer)</i> 2024-25 budgeted £16000</p>	<p>The pupil premium strategy itself sites this as an example of how to use the fund because evidence shows that disadvantaged children face additional challenges in reaching their potential and need specific support to help with this. As above, disadvantaged children are also more prone to FTE and early help/behaviour interventions are therefore key.</p>	<p>All challenges</p>
<p>Cover supervisor employed for additional hours to offer clubs after school. Homework club included in extended hours for new librarian manager. Disadvantaged students who may benefit will be targeted in each year group to be encouraged to attend. (£766) <i>2022-23 £766</i> <i>2023-24 £812</i> 2024-25 budgeted £900 (librarian after hours)</p>	<p>Cultural capital is cited by numerous educational experts, such as Christene Counsell, as being something that 'holds back' disadvantaged students. Ofsted also inspect the extent to which a school supports the cultural development of the students within a school, particularly those from disadvantaged backgrounds.</p>	<p>4. Motivation and aspiration</p>

<p>Support provided to introduce the Duke of Edinburgh Award (start up funding) and to fund any PP students to pursue it. (£2000)</p> <p>2022-23 £1774</p> <p>2023-24 £1774</p> <p>2024-25 budgeted £2000</p>	<p>Extracurricular activities and guidance are both recommended activities by the EEF to help increase engagement in learning.</p>	<p>4. Motivation and aspiration</p>
<p>Introduction of CPOMs safeguarding monitoring and tracking software to support proactive work. Also introduction of Network DNA filtering software (£2400 + £3025)</p> <p>2022-23 £3746</p> <p>2023-24 - £4088</p> <p>2024-25 - budgeted £4100</p>	<p>The wider strategies of supporting student social, emotional and behavioural needs is recommended by the EEF as a key wider strategy.</p>	<p>5. Support, guidance and safeguarding</p>
<p>Breakfast club provided for PP students to support disadvantaged students in a cost of living crisis. (£1000)</p> <p>2022-23 £1407</p> <p>2023-24 £3046</p> <p>2024-25 budgeted £3100</p>	<p>Breakfast clubs and meal provision are specifically mentioned as a wider strategy by the EEF</p>	<p>4. Motivation</p>
<p>Introduction of Frog software to support primary school students with acclimatisation exercises for the Kent test. This will support admissions and is targeted at PP students. (£995)</p> <p>2022-23 £750</p> <p>2023-24 £750</p> <p>2024-25 budgeted £750 (may move to Atom software instead)</p>	<p>A targeted approach (recommended by the EEF) specifically to support disadvantaged students to pass the 11+ and gain access to Borden.</p>	<p>3. Learning</p> <p>4. Motivation and aspiration</p>

2022-23 Total budgeted cost: £ 100 004

2023-24 Total budgeted cost: £ 122, 064 (actual spend = £142,590)

2024-25 Total budgeted cost: £112, 085

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 pupils in the 2021 to 2022 academic year.

Attendance outcomes (grey text = 2022, black is 2023 and blue is 2024)

Since this review includes a continuing impact of a national pandemic, it is difficult to judge the success of existing strategies against the schools past performance. Absence, and even more so persistent absence has significantly increased nationally. However, Borden's attendance has consistently remained above the national picture, despite being disproportionately hit by the impact of Covid absence (centre of the Kent variant). Attendance for PP students between Sept 2021 to 2022 was 90.09%, compared to non PP at 92.48. The gap of 2.39 is therefore lower than the 3.5% gap in 2021, although since attendance is lower, it is hard to know how much of a success this is. 18% of our persistent absentees are pupil premium which means they are marginally over-represented.

Whilst absence and persistent absence remain a major national concern, and often a limiting factor in more deprived regions, Borden has managed to 'buck this trend'. Our overall attendance in 2022-3 was above the national pre-pandemic levels at 94% compared to 85.3 for national secondary schools. Similarly, whilst our persistent absence remains a focus and is higher than pre-pandemic levels, at 11% it is considerably lower than the national average at over 24.2%. The overall absence rate for pupils who are eligible for free school meals nationally (primary and secondary) was 11.0% in autumn 2022. There is no current data for PP students in 2023 yet, although with 85.3% for all students nationally it would be expected to be lower. At Borden PP students have an attendance of 91.2%, but this still means a 2.8% gap. Nationally 37.4% of pupils who were eligible for free school meals were persistently absent in autumn 2022, compared to 19.4% of pupils who were not eligible. At Borden it was 13.8% which is significantly lower, but still 2.5% worse than all students. Overall therefore, Borden has maintained a similar PP to non PP gap from 2022 whilst the national situation has worsened. It is therefore hard to know how much this is a success and what this says about the strategies implemented.

Attendance remains positive as a school, above national (94.5%) and is over 96% so far this year. This would suggest that the whole school strategy is having some success. For Pupil Premium students 2023 to 2024, the attendance figure has improved slightly to 91.2% but gap remains persistent and was 3.1%. However, nationally PP students attendance is significantly lower at 89.4% and our gap is similarly twice that of non PP students (based on 2022-23 national figures). Persistent absence has increased significantly nationally since the pandemic, and this has been reflected to a

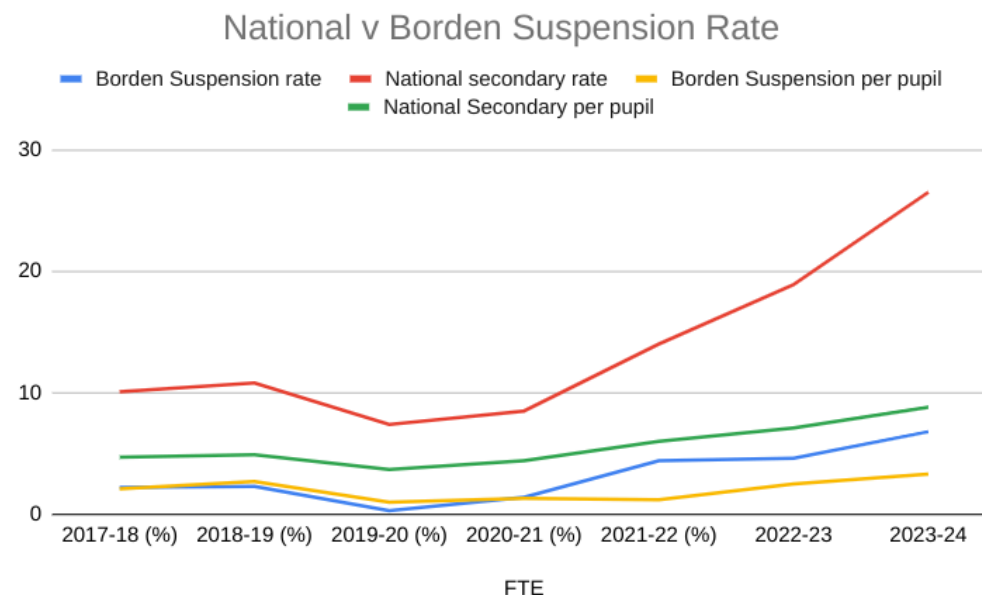
lesser extent at Borden, moving to 11.3% for all students but 13.8% of the PP cohort. That said, the gap has reduced from 2023 and is significantly less than the national 35.7% for this cohort nationally. Since the cohort is comparatively small at Borden, repeat exclusions have a marked impact on the attendance figures, which is why behaviour strategies are equally important. Persistent absence remains higher for the PP cohort even removing exclusions (13% v 10%) so remains a priority.

Behaviour outcomes

As above, the return from the pandemic has resulted in a national recognition of more challenging behaviour in schools. Therefore any figures should be compared carefully with past data and are better compared with the national figures. FTE for Borden remains low compared to the national picture at 1.4%, with pupil premium students being at 4.5%. Whilst this remains a significant gap, it is still below the national FTE rate for all schools and well below secondary schools. Internal exits and isolations for all students are at 8% (total number not students) and for PP students are at 20%. Whilst this gap remains significant, behaviour was recognised by Ofsted as a real strength of the school (November 2021).

Data for 2022-3 will be released in November 2023, but 2021-22 data shows the percentage of suspensions at 6.91%, with male students at 8.96% and 17.52% for years 7 to 11. FSM students are significantly overrepresented with all ages being at 16.02% and SEN slightly higher). Borden exclusion rates remain extremely low compared to the national average with only 18 students receiving suspensions (less than 2%) in the last year and no permanent exclusions. Of these 18 suspensions, 7 were disadvantaged with 5 being PP students and 2 SEN. Although, with these numbers, we should be careful with percentages, this does mean that PP students remain over-represented at 28% of the total number of students, whilst still significantly below compared to the national picture for PP students.

Behaviour together with safeguarding remains a post Covid challenge nationally. The graph to the right shows how Borden has fared compared to the national picture. Whilst there has been a rise in suspension rates overall and per pupil, Borden remains significantly lower in both and the dramatic rise in secondary suspension rate has not been reflected at Borden. However, PP students continue to be more likely to have a significantly higher suspension rate than of non PP students (13% PP v 3% non PP) and so it remains a priority to work with these students where at risk.



Learning outcomes

As above, the learning gap for disadvantaged students has widened nationally, likely as a result of the pandemic. Borden's overall GCSE examination attainment was a record high (not including teacher or centre assessed grades) in 2022 with an attainment 8 score of 63.66 against 55.52. Whilst the attainment and progress for PP/FSM/LAC students improved by 0.25 this year and the gap to non PP/SEN/LAC students has slightly reduced from 2019, the -1.07 P8 score remains an area of focus (despite being higher than -1.52 in 2019). The PP/FSM/LAC gap in science of a 4+ pass has reduced from 11% to 6% and improved from 82% in 2019 to 91% this year. The most significant difference in science was the percentage who achieved 5+ which is 46% higher in 2022 at 82%.

2023 saw a return to 2019 national figures for GCSE and A level, and therefore comparisons with previous years, or nationally, remain problematic. However, Borden's P8 of +0.19 means that the school is adding more than expected value and has achieved a positive P8 for the last 2 years (and was -0.46 in 2019). The outcomes for PP students of -0.35 is likely to be a much better than the national gap (this is less than pre-pandemic PP/boy P8 performance) and the in school gap has reduced from 2022 with the difference now being 0.53. Overall, all students achieving 4+ was 97% against PPG 98% and non PPG achieving 96%

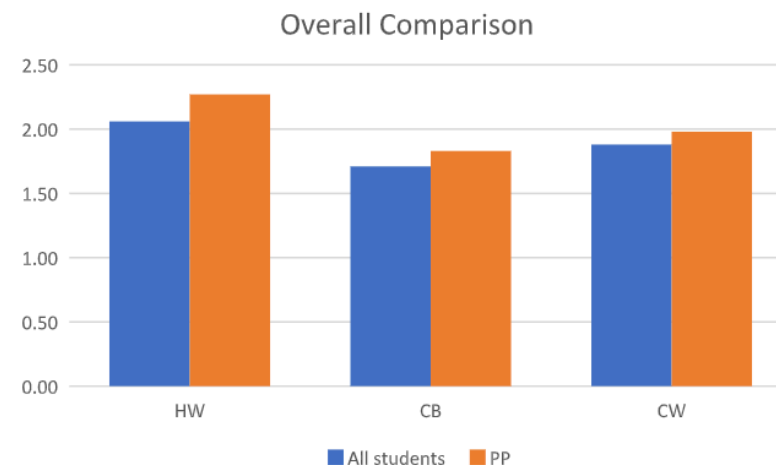
Learning outcomes are the strongest they have been at Borden in terms of progress (+0.27) and have reflected a 3 year rise, with all 3 years being above zero. This is in stark contrast to the results gained in 2019 and the change of leadership. Whilst the gap for PP students remains, it has significantly reduced and in 2024 the performance of PP students has reduced to almost zero (-0.03) meaning that appropriate value has been added. This is a real success since the national picture for PP students in 2023 was -0.57 (half a grade down per student). However, since all student performance has improved, there is a still gap between PP and non PP students and so remains a focus for improvement. For PP students attainment, there is a 0-5 gap of 73% to 85% (12.1% gap) with a 9-4 gap 5.5%. *This means that we need to further target grade 5s for some PP students.*

Motivation, aspiration, support, guidance and safeguarding outcomes

Motivation of disadvantaged students is always going to be a challenge for schools. Effort grades show an insignificant average gap of 0.02 (1.92 v 1.90) for classwork effort, but with a more significant 0.17 difference for homework (2.07 v 2.22), whilst 73% of our Y11 PP students remained in our 6th form (3 PP students went to other 6th forms). 75% of disadvantaged students in year 13 went on to university. 17% less PP students were entered for EBACC than the whole cohort in 2022, with significant achievement differences at all levels. There were 234 safeguarding incidents of which 27% involved pupil premium students, whilst 18% involved SEN students. The numbers of students entered into the Ebacc has increased with 82% of the current year 10 entered into Ebacc qualifications, 73% of PP students follow the Ebacc, so only a 10% gap.

For the current year 11 in October 2023 the situation for PP students appears much improved with Homework (1.85 compared to 1.87) and classroom behaviour (1.75 compared to 1.77) being better than non PP students. Only classwork is less than non PP students at 1.79 average compared to 1.76. 73% (10% gap) of PP students are entered for the EBACC in this year group and all have a strong pass prediction. 75% of disadvantaged students in year 13 went on to university. 17% less PP students were entered for EBACC than the whole cohort in 2022, with significant achievement differences at all levels. There were 234 safeguarding incidents of which 27% involved pupil premium students, whilst 18% involved SEN students. The number of students in the Sept 2023 taking the EBACC subjects for current year 11 is 73% and all are predicted a strong pass. The retention of PP student to the 6th form was 53%, which is approximately 15% lower than the overall retention rate.

Motivation and aspiration for PP students remains a constant challenge, likely the result of being located in an area of relative deprivation. In 2024 Homework saw the biggest difference in overall attitude grades, with pupil premium students receiving on average a lower attitude of 0.21. Spanish, PE, History, Chemistry, Business were the subjects where attitude to homework was better on average. Behaviour in lessons was the second largest difference, with PP students on 0.12 below the average for all students. Significant behaviour issues with PP students were in ART and DT. Classwork saw the smallest negative difference at -0.10. Areas of concern were again ART and DT but also bigger differences in Physics and English literature. PP students had better attitude grades in Geography, PE and Spanish.



Review of Teaching Strategies 2023-24

- Staff continue to have access to the online National College CPD package, the Beacon Schools CPD package and have recently joined Pixl at both KS4 and 5. All of these packages are to try and encourage Borden and its staff to be 'outward facing' and consider the most current research and strategies for teaching, learning and supporting vulnerable students.

- Alps has been introduced at both GCSE and A level and is now in wide use across the school, enabling real time proactive tracking of student performance including groups. The licence has been purchased for 3 years at the start of this plan, with this being the third year.
- Over 5 staff have completed their NPQSL or NPQML course during the course of this plan. We also employed a renowned external consultant to work with our middle leaders.
- Elevate education was used with both year 10 and 11 and student reviews suggest was successful in raising aspiration.
- The employment of a careers leader, with additional administration support, has resulted in a transformation in this area, with year 10 work experience taking place successfully and a major careers fair being held at the school, as well as other work being completed.
- Our “Aim Higher” programme for primary school students has continued successfully this year, with positive reviews from participants. Disadvantaged students were actively encouraged and supported to attend. We have changed the structure of this course to allow more focused familiarisation with the 11+ test and additional responsibility has been given to the head of year 7 to work with primary schools on transition, particularly focusing on PP students. This is in line with moving from FROG software to ATOM learning, where we will be funding additional places to ‘borderline’ PP students.
- CPD funding has been increased dramatically this year from previous years from £10 000 to £20 000
- We have introduced Project Q and given a leadership TLR for the lead teacher in EPQ this year - mainly focused on metacognitive approaches. Whilst the plan hasn’t been used for this purpose, it is important to note that it is often students on bursaries that take up this qualification as an additional tot heir 3 A levels.
- We have also expanded the leadership team this year, employing a raising standards leader with a remit that includes PP students, rewards and recognition,interventions and teaching and learning. The plan has not been used to fund this.

Review of targeted academic Support 2023-24

We ran 34 holiday sessions with 403 students attending. A particular emphasis was placed on inviting any disadvantaged students who were underperforming in Year 11 and Year 13. 50% of the costs of Year 11 attendance were assigned to both the NTP and to PP.

We ran Capital Tuition sessions for students in English, mathematics and Science in Year 11 and Statistics in Year 10 due to staff absence. The focus was on those students who were underperforming and those who were disadvantaged.

The impact was:

- English Language: improvement in English Language of 0.27 grades between the November Mock and the final grade.
- English Literature: improvement in English Literature of 0.81 grades between the November Mock and the final grade.
- Maths: improvement of 0.74 grades between the November Mock and the final grade
- Science: improvement of three grades between the November Mock and the final grade (1 students)
- Statistics: improvement of 0.80 grades between Audit 3 and the final grade.

After school tutoring took place within the English department. This was focused on underperformance in multiple year groups, with a particular focus on the disadvantaged. Data suggests that students taking part in this have also made positive progress.

- English Language: improvement in English Language of 0.18 grades between the November Mock and the final grade.
- English Literature: improvement in English Literature of 0.83 grades between the November Mock and the final grade.

An additional fund was set up and used to support students with additionalities i.e. uniform, food, trips, clubs etc. This was used to support a small number of students, but since we had capacity in the voluntary fund, we decided to utilise this as well.

An after school effort club was established for Year 11, 12 and 13, with a rolling programme whereby students could 'work themselves' off the programme. This was staffed by increasing the number of hours given to our pastoral worker.

We continue to use the services of an external psychologist for vulnerable students needing assessment or support. We have extended our pastoral care with more bespoke interventions, greater use of TA time and more pastoral support staff. We have also started using external alternative provision in extreme circumstances, where the individual student needs bespoke support to help them cope in school. This has included Alchemy, Brogdale farm and even equestrian lessons in some cases.

Our additional LSA works with 7 PP students and there are case studies to support the positive impact this has in terms of learning, attendance and behaviour.

Review of wider strategies 2023-24

- We continued to run warm ups for year 11 and morning support sessions, as well as running a young carers club once a half term where food and drink was provided, games were played and students were 'thanked' for their work. This also enabled the safeguarding lead to build relationships with these students.
- The morning breakfast club has proven incredibly popular and, for a relatively small cost, have allowed students to have a decent morning breakfast. We have had to staff this as well, but the school has fronted this cost without using the PP fund.
- The Duke of Edinburgh award has proven incredibly popular with over 240 students now accessing it from bronze through to Gold. for this year. Many are now pursuing silver awards. We are currently receiving 'start up' funding for this, which will eventually go and will need to be found by the school.
- Increasing the quality of our safeguarding and filtering software allows us to monitor more closely, benefiting all students, but especially those most vulnerable. HOYs, DSL and Headteacher regularly monitor this.
- The school has dramatically invested in pastoral support over the course of this plan, including employing an additional 2 behaviour support workers, making 3 in total. It has also increased the safeguarding capacity and intervention capacity of staff. We have also created an inclusion hub, where behaviour and SEN strategies are combined to support the most vulnerable students on a daily basis.
- We currently pay for a counselling service for staff, but have also decided to support this further by paying for staff to have Benenden healthcare. The goal here is to support staff with illness to get rapid support or treatment and therefore attend school. We know that consistency is vital for disadvantaged students, although we have not used PP funding for this.

- We identified year 9 in 2023 as being a problematic year having been hit hard by Covid and added additional AHT support in this area. This year, we have double staffed the head of year 10 up until Christmas to allow some further support.
- This year we had 9 Bursary students in year 13. Five secured places at university (including City & Queen Mary, Uni of London). 2 have apprenticeships, 1 is taking a gap year before re-applying for medicine and for one student we are awaiting details.

Further information (optional)

The above key strategies include those for which the school is contributing funds outside of the pupil premium fund, For example, with on costs, the employment of a pastoral worker, attendance and family liaison officer and educational psychologist will be considerably more than the funding the school receives. However, they are part of a wider strategy intended to include other students who also need this kind of support.

Further support was provided last year not originally included in the plan at the cost of £8360 in total

1. In 2023-24 we paid for Unifrog for all students costing £2496
2. For 2023 to 24 we are going to have 2 members of staff trained in de-escalation and restraint training to deliver to other staff at the cost of over £2898.
3. We ran Y10 work experience in 2024 and have employed additional careers staff (TLR, time and admin) costing £9253
4. We employ a full time SENCO and have moved her 7 'cover hours' towards counselling/safeguarding costing £9728
5. We supplement the FSM funding to allow all FSM students to purchase a full meal at the cost of £3.00 costing in excess of £6000

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

Programme	Provider
Elevate education	https://uk.elevateeducation.com/home
Duke of Edinburgh Award	https://www.dofe.org/
United Against Bullying	https://anti-bullyingalliance.org.uk/
St Giles Trust	https://www.stgilestrust.org.uk/

