

## Pupil premium strategy statement – Borden Grammar School

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	710 (as of most recent census data used to calculate annual funding)
Proportion (%) of pupil premium eligible pupils	83 students, 11.7% (as of most recent census used to calculate annual funding)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	Sep 25- Sep 28
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	A Tomlin
Pupil premium lead	Mr Tim Westby
Governor / Trustee lead	Rakel Eseku

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,235
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£96, 275

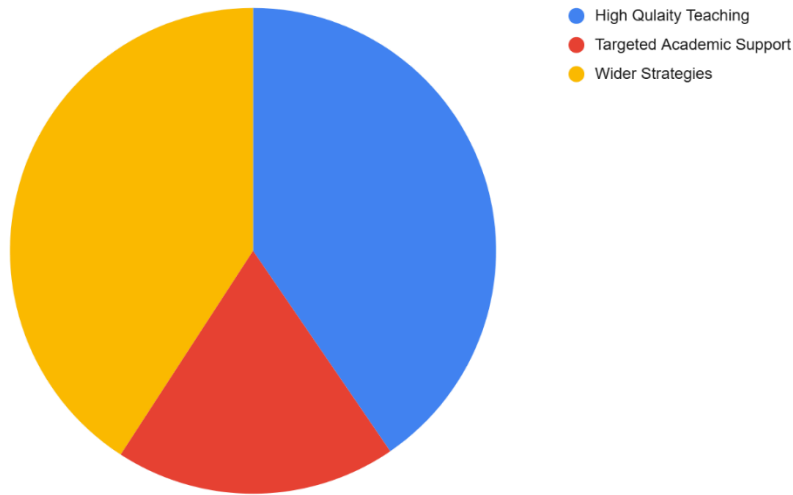
## Part A: Pupil premium strategy plan

### Statement of intent

At Borden Grammar School 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. When evaluating the success of strategies, we will continually break down these sub groups so that we can monitor the impact of strategies on these groups.

The Education Endowment Foundation most recent guidance on the planning, implementation and monitoring of Pupil Premium strategy 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 Guide to the Pupil Premium](#)) 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. At the heart of our strategy is investing in ongoing development of our teachers through targeted CPD that allows staff to develop their pedagogical knowledge based on our context, our students and our staff's needs. The research recommends taking a tiered approach to pupil premium; high quality teaching, targeted academic support and wider strategies. Our strategy at Borden therefore mirrors these recommendations in our approach.

Our ultimate objective is to reduce the attainment gap for disadvantaged students through an ongoing improvement to the quality of teaching and learning, the use of academic and pastoral interventions and an ongoing improvement in attendance and behaviour for learning.



To reflect the focus of our plan being on improvements to attainment, behaviour, attendance and ambition we have divided the funds with the a focus on High Quality Teaching.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment</b> - There continues to be a gap between the educational outcomes of pupil premium students compared to the rest of the cohort. In the 24/25 results, there was a P8 gap of -0.29, however it was the first year that both PP and the rest of the cohort achieved an internal positive P8 score (+0.77 and +0.48). Last years confirmed data showed a VA gap of -0.03. We want to continue to close this gap for our GCSE students. Further down the school, an attainment gap persists with a gap between PP and all students in average attainment being -0.11 (Y7), -0.13 (Y8) and -0.23 (Y9). These figures are based on their average attainment across all subjects. Review of internal data has highlighted

	engagement with studies outside of the classroom is a gap for our pupil premium students. Given the importance of homework and metacognition, this will be an ongoing focus for the school.
2	<b>Attendance-</b> Attendance at Borden continues to remain a strength of the school, with 2024/5 seeing a PA rate of 5.62% (VS a National average of 17.9%) and a gap of 2.5% (Vs a National average of 16.46%). Furthermore in 2024/25 our overall attendance for pupil premium was 92.7% with a pupil premium gap of 3% (National 86.3%, gap 12.35%). This has been the result of persistent work and investment into our pastoral, inclusion and attendance teams and whilst we continue to perform much higher than national averages, it remains a focus for the school to maintain and improve attendance. Given the strong evidence that shows correlation between attainment and attendance, this will continue to be a focus for the school.
3	<b>Behaviour-</b> We know that nationally there is a higher chance of PP students being suspended than non-pupil premium students. For the most recent academic year (2024/5) we had a student suspension rate for PP students of 9.18% vs 1.29% for non-PP, highlighting a gap of 7.89% (the national gap for 23/24 is 21%). Closing this gap continues to be a focus for the school. Audit data focused on behaviour for learning also highlights a gap within our setting. All year groups other than year 7 have a negative gap (Y7 +0.03, Y8 -0.14, Y9 -0.38, Y10 -0.13), with an average homework gap of -0.15. Given the potential educational benefits of metacognition and homework, we want to reduce this gap to support closing the ongoing attainment gap for PP students.
4	<b>Support, guidance and safeguarding-</b> In 2024/25, 25% of all safeguarding incidents were linked to students in receipt of pupil premium funding. This is disproportionate to the proportion of PP students at the school and thus highlights the need for us to continue to invest in supporting our PP students and investing in staff and interventions to help these students regulate and thrive in school. Furthermore, internal data shows that there is a negative gap in the majority of year groups for parental engagement with parent's evenings for students in receipt of pupil premium funding. Supporting engagement with school events will be a focus for this plan. Finally, post-16 options highlight a gap of 13% of students returning to Borden after Year 11 compared to the rest of the cohort and a provisional gap of 19% for previously PP at post 18 of students securing employment or education. This highlights a further challenge for us to secure high quality careers support for students throughout the school.

## 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>Narrow the attainment gap of our pupil premium students through quality first teaching that improves the outcomes for students at GCSE and narrows the attainment gap. Improved understanding of adaptive teaching strategies for staff</i>	<ul style="list-style-type: none"> <li>• PP VA gap narrowed from 0.29.</li> <li>• 9-5 grades improved for disadvantaged students.</li> </ul>

<p><i>to facilitate improved outcomes for all students, including PP students. Improved percentage of students achieving 5 grade 9-5's including English and Maths to enable access to a broad range of post 16 options. PP students engage in a range of educational support and staff are aware of the progress of disadvantaged students and have plans in place to improve their attainment.</i></p>	<ul style="list-style-type: none"> <li>● Improved outcomes for PP students, especially in the higher grades (9-7).</li> <li>● Evidence of PP involvement in academic support</li> <li>● Developed systems to analyse Y7 data to allow for early intervention with academic support where needed</li> </ul>
<p>Maintain and improve the attendance of students in school and use the pastoral system and investment in staffing to act early to reduce rates of persistent absence and narrow the gap between PP students and the rest of the school.</p>	<ul style="list-style-type: none"> <li>● Reduced PA gap for PP students</li> <li>● Improved PP attendance from 92% to in line with the whole school average.</li> </ul>
<p>See an improvement in attitude to learning grades for PP students to aid the narrowing of current attitude to learning gap. Improvements in behaviour for learning will support the closing of the attainment gap in challenge 1. Decrease in the gap in suspensions between PP and other students to ensure that disadvantaged students are in lessons to support their academic progress.</p>	<ul style="list-style-type: none"> <li>● Reduce the PP FTE gap from 7.89%</li> <li>● Reduced isolation and exits for disadvantaged students</li> <li>● Improved attitude to learning data to narrow the gap between PP and non-PP students</li> </ul>
<p>Continue to have pastoral and safeguarding systems that can meet the needs of students, especially those from disadvantaged backgrounds. This will facilitate the academic and personal progress that are referenced in the other challenges and intended outcomes from this strategy. Improve the aspirations for our disadvantaged students through exposure to trips, visits, careers support and higher education exposure to improve motivation for academic success and secure suitable courses for post-16 and post- 18 education. Improved metacognitive skills to support students in becoming g lifelong learners and enable them to improve their academic performance.</p>	<ul style="list-style-type: none"> <li>● Improved attitude to learning data for PP students to reduce the gap that currently exists</li> <li>● Improved attendance at trips, clubs and interventions of PP students</li> <li>● Improvement in the proportion of PP students that remain at Borden for 6th Form</li> <li>● Student voice shows that students feel supported in their learning and pastoral care</li> </ul>

## 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: £38,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focus on adaptive teaching, assessment and feedback. Investment in Pixl, the National College and Beacon school to provide CPD for all staff on inclusive pedagogical principles.</p>	<p>National College provides high quality CPD on a broad range of topics including our ongoing focus on adaptive teaching, effective feedback and recall. It covers a range of pastoral and managerial topics to provide specific and meaningful CPD to staff. We know that quality first teaching has a positive impact on all students but a disproportionately positive impact on pupil premium students, hence CPD attracting significant investment.</p> <p>Internal Sharing of Best Practice sessions are built into the CPD programme and use research from these packages but are designed specifically around knowledge of our students and our context.</p> <p>Benefits of adaptive teaching:  <a href="https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide/">https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide/</a></p> <p>Effective feedback benefits:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1, 3, 4</p>
<p><i>Use of ALPS to allow staff to analyse attainment data efficiently at KS4/5 to support in the monitoring of disadvantaged students. Improvements to internal data analysis systems for KS3 students to allow for early intervention and application of adaptive teaching</i></p>	<p>Knowledge of student's barriers to learning and current progress are frequently cited as key to successful implementation of adaptive teaching strategies which can support all students to make good progress. The use of ALPS will support staff to do this efficiently.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you">https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</a></p>	<p>1, 3</p>

<p><i>strategies and also to inform our Raising Standards meetings (RAPS, Spotlights and Alps Pupil Progress Meetings).</i></p>		
<p><i>Use of external companies to support with the sharing of best practice between schools through Pixl, PTI, ASCL and GSHA.</i></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. Sharing best practice and CPD will support the school to improve its quality of education.</p>	<p>1, 2, 3, 4</p>
<p><i>Increased careers support. Responsibility is given to a member of staff and further time funded for a support member of staff to plan, implement and monitor the delivery of an engaging careers curriculum that meets the Gatsby Benchmarks. Priority given to disadvantaged students when accessing careers support and guidance. Support the facilitating of work experience for all year 10 and 12 students, Headteacher chairing of the Swale Pathways for All meetings and annual careers fairs.</i></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><a href="https://www.suttontrust.com/wp-content/uploads/2022/03/Paving-the-Way-1.pdf">https://www.suttontrust.com/wp-content/uploads/2022/03/Paving-the-Way-1.pdf</a></p>	<p>1, 4</p>
<p><i>Funding for LSA and SENCO support. 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.</i></p>	<p>Whilst use of LSAs is highlighted as a high cost/low impact strategy by the EEF, our use of them in the Inclusion space to support behaviour and learning has proven highly successful. Furthermore, we have growing evidence of the positive impact on attitudes and attainment for students that have accessed this space, which is partly supported by our SENCO and LSA's. The EEF notes the positive impact that interventions run by teaching assistants can have a positive impact on outcomes (+4months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £18,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Supported Revision Sessions-</b> These are compulsory revision sessions for students that are currently underachieving. Sessions used for focus revision as well as development of metacognitive skills. These will open to all students, with priority given to disadvantaged students.</p>	<p>The EEF suggests that improved metacognitive skills adds the equivalent of 8months to a student's educational outcomes. Furthermore small group tuition can add 4months to educational outcomes. These sessions will also focus on core subjects which are a pathway to post 16 options, whether that be through education or apprenticeships.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>1, 4</p>
<p><i>Easter School-</i> A wide range of subjects, including core subjects, run GCSE and A-Level interventions, giving priority to pupil premium students.</p>	<p>Small group tuition adds the equivalent of 4 months to a child's education (EEF). Easter School will be used to support exam groups over the Easter Break to improve outcomes in summer exams.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 4</p>

<p><i>Aim Higher and outreach work-</i> Primary work and/or summer school funding may be designated from the PP fund this year. We will focus this on year 5 and 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 and partially through Aim Higher. An aspect of this will focus on raising aspirations for PP students within primary schools to inspire them to aim to attend a grammar school. A TLR is in place for the coordinator of Aim Higher and time given to staff for Aim Higher and transition.</p> <p>Support the funding of Atom Learning which can support disadvantaged students with taking the Kent test (trying to close the attainment gap before they arrive with us). We want to review the Borden Test to ensure it is accessible to students from disadvantaged backgrounds.</p>	<p>The EEF notes the positive impact of summer schools but mentions how “providing additional support during the school year may be more cost-effective approach to improving outcomes”. This strategy of doing summer school style activities but throughout the year would therefore appear to be a worthwhile intervention to support the transition to secondary school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	<p>1, 2, 3, 4</p>
<p>University Trips- trips to local universities with smaller groups of students to expose students to higher education and receive advice and guidance into courses, application processes and make informed decisions about attending university.</p>	<p>EEF guidance has low strength on the relationship between aspirational interventions (for example trips) and raising attainment for PP students. It does however note that these types of intervention without the academic interventions working in tandem will have less success. Given our internal data of lower entrance to Universities post- 18, the combining of attainment intervention and this is designed to give students experiences of higher education. Generally we will aim to take students on subject specific university visits that include some educational content alongside visiting new campuses.</p>	<p>1, 4</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	
English texts purchased for PP students so that they have their own to notate in Y10 and 11	A direct support for PP students to help with their learning in a core subject area.	1
<i>Tutoring Programme- Core Subjects.</i> Since the COVID catch-up funding we have continued to provide small group tuition with pupil premium students given priority with a focus on getting strong passes in core subjects.	According to the EEF, Small group tuition is a high impact strategy to support student progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 4
<i>Seneca Learning-</i> access to Seneca learning for all students to support in closing knowledge gaps and facilitate easy access to independent learning.	The EEF notes that homework that involves digital technology can have higher effects than homework, the equivalent of 6 months of learning time. Spaced recall is a vital part of Rosenshine's principles of instruction, Seneca Learning allows for easy access to curriculum content at all key stages.	1, 4
<i>Homework club-</i> Homework club is run by support staff and PP funds will partially pay for staffing for this. It is open to all students, with priority given to pupil premium students.	The EEF notes the importance of homework, with it adding 5 months to education. Evidence shows they are less likely to have a quiet space so this is a way of supporting their ability to complete homework.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1, 4
<i>Mentoring-</i> Mentoring from middle leaders and senior leaders for Year 11 students will be used to support metacognitive strategies, revision skills and aspirations/ motivation. Pupil premium students are prioritised for access to a mentor. Post 16 options are also discussed in mentor sessions.	EEF guidance shows a small positive impact of mentoring on student outcomes. We will follow the guidance regarding making sure it has multiple objectives linked to behaviour, attendance, revision, aspiration and metacognition.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1, 2, 3, 4

<p><i>Peer tutoring- Peer academic support and tutoring will be used to share the good practice of older students with younger students, aiming to improve metacognition, revision skills and also fill knowledge gaps where appropriate. Pupil premium students will be given priority access to this where appropriate.</i></p>	<p>The EEF highlights this as a high impact strategy that allow for both the mentor and the mentee to make progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	<p>1, 2, 3, 4</p>
<p><i>Revision guides- a fund ringfenced for the purchase of revision guides for disadvantaged students in Year 11.</i></p>	<p>We know that purchasing revision guides is a major investment for our parents. Whilst many subjects provide some, we also want to support our disadvantaged students to have access to these resources during Year 11 to support their revision.</p>	<p>1</p>

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

Budgeted cost: £39,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Psychologist</i> - Use of external psychologists to support assessments of vulnerable students and additional external supporting agencies and providers.</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>1, 2, 3, 4</p>
<p><i>Trips, Clubs, Music, Uniform</i></p> <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.</p>	<p>Extracurricular activities and guidance are both recommended activities by the EEF to help increase engagement in learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>1, 4</p>

<p><i>D of E</i>- Support provided to introduce the Duke of Edinburgh Award (start up funding) and to fund any PP students to pursue it.</p>	<p>Extracurricular activities and guidance are both recommended activities by the EEF to help increase engagement in learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>4</p>
<p><i>Cpoms and Net Support</i></p> <p>Introduction of CPOMs safeguarding monitoring and tracking software to support proactive work. Also introduction of Network DNA filtering software.</p>	<p>We know that a disproportionate number of our safeguarding concerns are for our disadvantaged students. Ensuring that we have suitable online systems to report, respond and monitor all students is vital to ensuring they are safe, able to attend school and make good academic and personal progress.</p>	<p>3, 4, 5</p>
<p><i>Behaviour Team</i></p> <p>Continuing employment of a member of staff dedicated to support students exited from lessons in isolation and regulate themselves during the school day. The role includes,</p> <ul style="list-style-type: none"> <li>● Building relationships with students misbehaving during supervision</li> <li>● Monitoring and tracking to identify patterns so that support can be put in place for students and teachers</li> <li>● Developing effective restoration practice</li> </ul>	<p>Given our behaviour gap in terms of suspensions and attitude to learning, having a pastoral team that is available to support our students through a range of interventions continues to be vital in narrowing our attainment gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a></p>	<p>1, 2, 3, 4</p>

<ul style="list-style-type: none"> <li>• Enabling effective communication between staff, students, parents and other agencies for students of concern</li> <li>• Staffing 'The Bridge' during break times</li> <li>• Providing targeted 'effort support' sessions after school for year 10 and 11</li> </ul>		
<p><i>Attendance Officer</i></p> <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"> <li>• monitor and track attendance, with a key priority to follow up with disadvantaged and vulnerable students.</li> <li>• Build relationships with disadvantaged families</li> <li>• 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.</li> </ul>	<p>Internal evidence has shown a decreasing PA gap for our PP students over the previous plan so we intend to continue to invest in this support.</p>	<p>3, 4, 5</p>
<p>Counselling and mental health support.</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 for this has continually grown so we are looking at ways to expand out</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. Disadvantaged children are also more prone to FTE and early help/behaviour interventions are therefore key.</p>	<p>1, 2, 3, 4</p>

mental health support provision within the school.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a>	
<i>Breakfast Club</i> Breakfast club provided for PP students to support disadvantaged students in a cost of living crisis.	Breakfast clubs and meal provision are specifically mentioned as a wider strategy by the EEF	1, 3

**Total budgeted cost: £ 96,275**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Review of previous plan (2022-2025)

Please see below our review of the plan that concluded in September 2025. We have outlined the progress made towards the different intended outcomes and offers some background behind the intended outcomes for 2025- 2028.

<u>Intended outcome 2022-2025</u>	<u>Progress towards outcome</u>	<u>Evaluation</u>	<u>Next steps</u>
<b>Attendance</b> - A diminished difference between the attendance of disadvantaged and non disadvantaged students	In 2022 the pupil premium PP persistent absence gap was 9%. In 24/25 the gap had closed to 2.5%. In comparison the national gap is 16.46%.  Overall attendance increased from 90.09% for PP students to 92% and a gap of 3%, compared to a national average of 86.3% and a gap of 12.35%.	The previous plan saw a huge investment in wellbeing, attendance staff, behaviour and pastoral staff and LSA's to run interventions for disadvantaged and vulnerable students. It appears that this investment in this area of the school and been hugely impactful in reducing the PA rates across all students and helping to secure reduced PA and higher overall attendance.	We need to work to continue to close this gap through maintaining the systems and staff that we have in place despite financial pressures that schools are under. Continue to embed the leadership structure change of having a LG member responsible for behaviour and attendance to have joined up approach across all key stages.
<b>Behaviour</b> - Reduced FTE, internal isolations and exits for all students with no differential between all students and disadvantaged students.	Since 2022 the PP FTE rate has fluctuated. The overall PP FTE rate was 4.5% for PP students and in 2024/5 it was 9.18% with a 7.89% gap between pp and non-pp. The	Over the past three years there has been a significant investment in pastoral support and behaviour teams to establish robust behaviour systems and allow for greater	We now need to focus on how we can reduce repeat suspensions for the small cohort of students that continue to receive suspensions. Continued investment in the behaviour and pastoral teams will be key to this.

<p>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>	<p>national gap for 23/24 is 21%.</p> <p>The number of different students being suspended has reduced over the past 2 years. With 34 different students having at least 1 suspension in the academic year 23-24 and 17 being suspended in 24-25.</p>	<p>support for students that require it. Those that continue to receive FTS's over the last academic year have a large package of support around them. With the decrease in the number of students being suspended, it suggests that the increased capacity in the behaviour team has been effective in reducing the most challenging behaviour for most students.</p>	<p>Continue to embed the leadership structure change of having a LG member responsible for behaviour and attendance to have joined up approach across all key stages.</p>
<p><b>Learning</b> - Diminished (and consistently so) gap between outcomes for disadvantaged and non disadvantaged students, particularly PP students and particularly for VA and higher grades.</p>	<p>For the most recent validated data, the PP VA gap was at -.03 showing a huge improvement from the -1.1 gap that was present in 2022. In the 24/25 results, there was a P8 gap of 0.29, however it was the first year that both PP and the rest of the cohort achieved an internal positive P8 score (+0.77 and +0.48).</p> <p>Data from Year 11 in 24-25 showed that PP students made more rapid progress compared to the average progress of students in Year 11. APS data showed an improvement of 6.92 for the whole year compared to 10.8 for PP students.</p>	<p>This would indicate that raising standards interventions such as RAP meetings, providing revision resources, purchasing of revision softwares and CPD of staff in recent years has helped PP students make more rapid progress than the rest of the cohort. The attainment gap in terms of 9-7 and 9-5 has decreased.</p> <p>We have used the PP fund and other funds in school to facilitate online tuition in core subjects for lower attaining students with priority given to PP students. English intervention ran throughout this time and also maths intervention ran. Easter school saw 185 students attend ALevel sessions and 245 students attend GCSE sessions (with some students attending</p>	<p>We need to further embed and widen the Raising Standards Meetings/ interventions that we have in place to facilitate a laser sharp focus on students across all year groups.</p> <p>A focus on adaptive teaching in CPD time is needed going forward to further decrease this gap and improve the outcomes for all students, especially PP students.</p> <p>Within our monitoring systems we need to have a greater focus on students in KS3 to give more time for improvements to be made academically.</p> <p>We need to monitor engagement of all students in interventions so that disadvantaged students can be prompted and supported to attend where needed.</p> <p>We need to maintain annual foci (with a focus on adaptive teaching) and use a range of online and in personal CPD models to</p>

	<p>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. In 2025 the overall percentage was 41% with non disadvantaged achieving 41.2%, and disadvantaged achieving 38%. This shows a decreased gap, down to 3.2%.</p> <p>Improved 5 9-5 GCSE grades for PP - 73% against 86% for all students in 2022 (13% gap). For 2024/25- all students were 79.2, disadvantaged were 71% and non-disadvantaged were 80%, showing a gap of 9% which is a decrease from the start of this plan.</p> <p>Core subjects grades saw an improvement in APS for English literature (0.04) and Maths (0.5) from mock 1 to the final exams during Year 11. Chemistry saw an APS increase from 5.2 to 5.77. English language decreased by 0.1 from mock 1 to the final exams. In some cases PP students made more rapid progress in these specific</p>	<p>more than one session).</p> <p>Investment in CPD and T&amp;L foci have supported the school to improve GCSE and ALevel results in 24/25. Previous foci on modelling, cold calling and do now tasks have supported students to see more example fo excellent work and recall knowledge more regularly.</p>	<p>continually improve the quality of teaching.</p>	
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	subjects, including Maths and English Language.		
<p><b>Motivation, aspiration, support and guidance</b> - students from more disadvantaged backgrounds show evidence of motivation, aspiration and are given increased support and guidance to help them achieve their goals.</p>	<p>We have monitored effort in classwork and homework closely since 2022 and there remains a gap in all but one year group in terms of attitude to homework. The average homework attitude gap is -0.15.</p> <p>Since this plan was made, we have moved to all students completing separate science GCSE's so 100% of PP students completed triple Science. We see this as a positive move towards facilitating the broadest range of options in post 16 education .</p> <p>Student voice shows that PP students feel supported and given good guidance across all year groups.</p> <p>RAP meetings and mentoring prioritised PP students. At Year 11 RAP meetings appeared to have the biggest impact in 24-25 with an increase in P8 score of 0.89 over the course of the year (compared to an average of 0.51).</p>	<p>As mentioned, Year 11 PP students made more rapid progress than the average in 24-25 which suggests some success in the range of interventions in place to support revision and home learning.</p> <p>Information evenings, extra parents evenings and guidance sent home has also been used with could be more beneficial to pupil premium families.</p> <p>The range of interventions (academic and pastoral) that have included PP students have had a range of impacts that is challenging to pin down to any one intervention. However the data does show that there is an ongoing need for further support, advice and guidance for our disadvantaged students and they can have a positive impact on progress in lessons.</p>	<p>Post-16 options highlight a gap of 13% of students returning to Borden after Year 11 compared to the rest of the cohort and a provisional gap of 19% for previously PP at post 18 of students securing employment or education. Careers and options support will be a focus for us going forward.</p> <p>We need to embed the tracking and monitoring of attendance at events for PP families to ensure that appropriate advice and support is being shared with families and consider how we make this as inclusive as possible.</p> <p>Continue to invest in a broad range of interventions for all students, prioritising disadvantaged students and monitor the impact of these interventions.</p>

	<p>The inclusion interventions run by LSA's, the SENCO and the behaviour team in 24-25 saw an overall positive impact on attainment and were disproportionately provided for PP students. On average, 47% of these interventions in KS3 were for PP students when PP represented an average of 15.9% of the year groups. When comparing average progress in KS3 to those that received intervention, there was a small negative difference between the average and intervention students. Given that the students accessing these provisions have been referred due to challenges with social interactions and peer relationships, potential SEN needs being investigated, challenges regulating emotions and low attendance, the difference between students receiving support and the rest of the cohort being minimal is potential evidence for the effectiveness of these interventions.</p>		
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## 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.*

<b>Programme</b>	<b>Provider</b>
Duke Of Edinburgh Award	D of E
Small Group Tuition	Capital Tuition