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.

Writing in blue are updates for this academic year (26-27), including progress towards our aims and changes to how we are allocating funds or strategies. We ensure that we monitor and track the progress towards our aims throughout the year, so we treat this as a live document which is reviewed at least 3 times a year by the PP lead. There is a brief summary of progress at the bottom of this document for the last academic year, but more detailed progress and updates is written throughout the plan.

School overview

Detail	Data
Number of pupils in school	730 (as of most recent census data used to calculate annual funding)
Proportion (%) of pupil premium eligible pupils	84 students, 11.5% (as of most recent census used to calculate annual funding)
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)**	September 2025-2028.
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	A Tomlin
Pupil premium lead	Mr Tim Westby
Governor / Trustee lead	Natasha Payce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,400
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£92,400

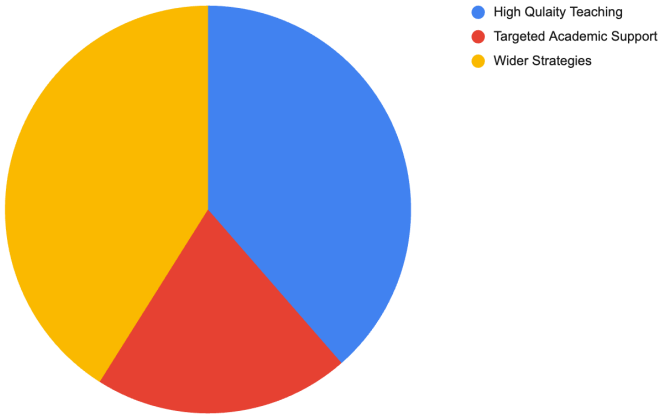
Part A: Pupil premium strategy plan

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 motoring 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 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	**Attainment**- 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.

	Update Sep 2026- GCSE results for the 25/26 cohort again showed a positive progress 8 score (based on internal data) of +1.02 for all students and +0.22 for PP students. This is a gap of -0.80. In terms of achieving a grade 5+ in both Eng and Maths, 88% of PP students this compared to 83% across the cohort (gap of +5%). This indicates a positive outcome from the work done on match data between core departments, mentoring and tutoring. Furthermore, when looking at the percentage of students getting 5 9-5 grades inc Eng and Maths, the gap is +6.34%. Whilst our PP students performed better than average in some measures, securing a reduced P8 gap continues to be a priority for the school.
2	**Attendance-** 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. Update Sep 2026- We have continued to see positive trends in our attendance data for the last academic year. The average attendance for PP students in 25/26 was 94.4%, a 2.4% increase from the previous year. This compares to 89% nationally (Gov.uk, 2026), showing we are 5% above national averages. The ongoing investment in staff to support wellbeing, safeguarding and inclusion appears to be having ongoing positive effects on our schools attendance. This continues to be a key priority for us to improve all students' attendance to continually improve educational outcomes, feelings of belonging and life chances for our students.
3	**Behaviour**- 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. Update Sep 2026- National data has continued to show a considerably higher chance of disadvantaged students being suspended than non-disadvantaged,with over 15% of disadvantaged pupils in key secondary years (Years 8, 9, and 10) suspended or excluded at least once nationally (FFT Education Datalab, 2026). At Borden, our pupil premium suspension rate for 25/26 was 3.13%, compared to a non disadvantaged suspension rate of 0.63%. This is a gap of -2.49%. This is a 5% improvement on last year and shows a considerably lower suspension rate than national averages, highlighting improvement in suspension rates. With regards to attitude to learning, audit 3 showed the following gaps in attitude to learning for PP students compared to year group averages: Y7 positive gap (+0.01) attitude by end of the year, Y8 -0.13, Y9 -0.11 and Y10 -0.09. Across the four year groups, the average gap improved from -0.155 to -0.08, an improvement of

	+0.075. Whilst an improvement, we know that in our setting there is a significant correlation between attitude to learning and outcomes, so we want to prioritise reducing this gap further in the next academic year.
4	**Support, guidance and safeguarding-** 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. Update Sep 2026- in the academic year 2025-26, 22% of students involved in a safeguarding incident were FSM or PPG. Where PP were just 11% of the entire school cohort, it continues to highlight the need to ensure that adequate staffing, resources and systems are in place to place these disadvantaged students in school. Furthermore, 41% of those accessing school counselling (Kent Counselling for Schools) were pupil premium eligible. There has been a narrowing of the gap to 3% of students returning to Borden after Y11, with all PP students securing an appropriate post 16 placement. For two years running the gap between the whole cohort and PP attendance at parental events has been 12%. Specific actions were trialled in 25/26 which had a noticeable impact for specific events. The lessons learnt will be implemented more widely to try to reduce this gap. The school has continued to prioritise providing a broad range of interventions (including study skills, peer mentoring, wellbeing check-ins and a wide range of others) to support students to be able to attend school regularly and engage positively in lessons. This year 33% of these interventions have been for PP students (compared to them being just 11% of the cohort). These interventions have been funded partly through the PP budget, with investment in staff in our behaviour and SEN departments.

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 (end of 3 year plan)	Progress statement September 2026
Narrow the attainment gap of our pupil premium students through quality first teaching that improves the outcomes for students at GCSE and narrows the	• PP VA gap narrowed from 0.29. • 9-5 grades improved for disadvantaged students.	• P8 score gap has increased, however progress is still positive

attainment gap. Improved understanding of adaptive teaching strategies for staff 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.	• Improved outcomes for PP students, especially in the higher grades (9-7). • Evidence of PP involvement in academic support • Developed systems to analyse Y7 data to allow for early intervention with academic support where needed	for both PP and non-PP students. Furthermore the percentage of 9-5 inc Eng and Maths gap has narrowed and there is a positive gap for PP students. • 5x 9-5 inc Eng maths went from 73% to 87.5%. • Data platforms started to be created and also now using ALPS Ascent for KS3 to closer monitor KS3.
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.	• Reduced PA gap for PP students • Improved PP attendance from 92% to in line with the whole school average.	• The average attendance for PP students in 25/26 was 94.4%, a 2.4% increase from the previous year.
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.	• Reduce the PP FTE gap from 7.89% • Reduced isolation and exits for disadvantaged students • Improved attitude to learning data to narrow the gap between PP and non-PP students	• Y7 positive gap (+0.01) attitude by end of the year, Y8 -0.13, Y9 -0.11 and Y10 -0.09. Across all year groups, these gaps remained similar throughout the academic year.
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	• Improved attitude to learning data for PP students to reduce the gap that currently exists • Improved attendance at trips, clubs and interventions of PP students • Improvement in the proportion of PP students that remain at Borden for 6th Form	• Attendance at clubs and on trips has been closely monitored this academic year, with 87% of students attending at least 1 club

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.	• Student voice shows that students feel supported in their learning and pastoral care	or trip this year and positive gap of 1% (88%) of PP students attending at least one club or trip. • There has been a positive gap of 0.67 when comparing the average number of interventions attended for Y11 PP students compared to all Y11 students. • Gap has reduced from 13% to 3% for students that have remained at Borden for Sixthform (62.5% have remained).

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: £35, 608

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focus on adaptive teaching, assessment and literacy. Investment in the National College and specific CPD courses for staff to facilitate high-quality and targeted CPD for staff. In whole school CPD, there will be a mixture of investment in the whole school priorities listed above and department priorities. The only change is an increase in funding going towards specific, tailored CPD for staff and the removal of PIXL for both KS4 and KS5. We believe this will allow staff to develop in specific areas that will benefit students. This year we will also fund reading tests for Y10 students using the PP budget. Internal data has shown a strong link between reading ages and outcomes at KS4- we are keen to ensure that all students, especially disadvantaged students, are developing their literacy skills. CPD on literacy,	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. 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. Benefits of adaptive teaching: https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide/ Effective feedback benefits: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 3, 4

better knowledge of our students' literacy capabilities and enhanced communication with parents will aim to improve literacy for all students. We have also allocated £500 towards action research projects that departments can use to support research projects that aim to improve the curriculum implementation for students.	Importance and strategies for improving literacy (findings of this report are built into CPD plans for this academic year) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
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 strategies and also to inform our Raising Standards meetings (RAPS, Spotlights and Alps Pupil Progress Meetings). *This will continue this academic year, with the addition of using ALPS Ascent, a new package that will support the monitoring of KS3 students.*	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. The different raising standards meetings that prioritise PP students continued to have a positive impact on student attainment and attitude to learning. ALPS will continue to be used this academic, with it now including KS3 students for us to monitor their progress more closely across and within departments. https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you	1, 3
Use of external companies to support with the sharing of best practice between schools through (ASCL and GSHA). *We have paused the PIXL membership this year, with funding being given to the CPD budget to*	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.	1, 2, 3, 4

support specific, targeted CPD for staff. We are engaging in peer reviews with other schools (E.g. Inclusion Review Oct 2026 to share best practice).		
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 Gatsy 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. Ongoing focus on how careers can be embedded in curriculums and become an important part of quality teaching (as recommended by the Sutton Trust (2022). *We have seen a reduced number of NEETs this year, with 100% of PP students finding appropriate post-16 provisions. This continues to be our aim for the next academic year.*	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. https://www.suttontrust.com/wp-content/uploads/2022/03/Paving-the-Way-1.pdf	1, 4
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. This team play a	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).	1, 2, 3, 4

crucial role in supporting students and staff to provide high quality teaching to all students, with a focus on disadvantaged and SEN students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	

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

Budgeted cost: £18,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supported Revision Sessions- 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. For the last two years this has also included providing study spaces for students in the Easter break. This will be a priority again for the school this year. Across the academic year 25-26, supported revision students made double the progress (by APS) compared to the Y11 cohort as a whole. Revision sessions continued to be hosted by departments too, with greater structure and monitoring of attendance completed this year.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 4

Easter School- A wide range of subjects, including core subjects, run GCSE and A-Level interventions, giving priority to pupil premium students. In the last academic year, PP attendance was slightly lower than we would have expected; greater focus will be placed on supporting PP students to attend this academic year. In year 11, the average number of interventions attended by all students was 11.13, for PP students it was 11.75, showing a slight positive difference in attendance for PP students.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4
Raise your Roof and outreach work- 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 Raise your roof. 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 Raise your Roof and time given to staff for Raise your Roof and transition. Atom Learning will be promoted to students which can support disadvantaged students with taking the Kent test (trying to close the	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	1, 2, 3, 4

attainment gap before they arrive with us). In 2026 we changed our test provider to Quest for our Borden Test, which is viewed as being more inclusive as it focuses on the Year 5 curriculum more than verbal/ non- verbal reasoning.		
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. We took a group of Y10 PP students to a local university this year to focus on STEM opportunities post-18. We will do the same this year. We held our annual future fair, where companies and post 16/18 providers came to the school, exposing students to a broad range of career options. We are continuing to expand our guidance to students for post-16 options and encourage them to aim for the highest possible quality courses and providers.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1, 4
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
Tutoring Programme- Core Subjects. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4

A summary of the qualitative feedback regarding the tutoring is below: *The tutoring program shows a positive impact on their learning experience. Overall, students rated the usefulness of the programme at 4.3/5 and the helpfulness of tutors at 4.4/5, indicating that they found the series beneficial. Students expressed that the tutoring has significantly assisted them in understanding complex concepts, particularly in English and maths. Many noted improvements in their ability to analyse phrases and quotes, with one student mentioning increased confidence in their analytical skills and vocabulary. Additionally, the structured breakdown of challenging material has helped students who previously struggled to grasp certain topics.* Overall, the average change in grades for those involved in the different tuition sessions was as follows: Maths grades went up by 0.54 of a grade, English Language went up 0.07 of a grade and English Literature went up by 0.8 of a grade. Across all of these subjects the change was +0.47. We will continue to carefully implement this in a very targeted way for students this academic year.		
Seneca Learning- access to Seneca learning for all students to support in closing knowledge	The EEF notes that homework that involves digital technology can have higher effects that homework, the equivalent of 6months of	1, 4

gaps and facilitate easy access to independent learning. *Overall we had 890 active students on seneca learning in 25-26, with 5789 hours of learning time and 645 assignments set. It has been built into pastoral curriculums for KS4 to give targeted revision time and promote spaced recall. This will continue to be used this year to support all students with independent revision.*	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.	
Homework club- 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. We started to track attendance from the 11th March of the 25/26 academic year. 18.4% of all visits to homework club were by PP students. Where just 11% of students are PP, this shows that this support is disproportionately benefiting PP students. We will continue with this support for 26/27.	The EEF notes the importance of homework, with it adding 5months 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 4
Mentoring- 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 3, 4

Students that were part of the mentoring in the academic year 25-26 made 0.14 of a grade more progress (by APS) than the average for the cohort. We plan to expand mentoring this year to incorporate all PP students at a range of ability levels. This year we have budgeted for professional academic mentoring and revision skills boost for KS4 students too.		
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. *There was some success with this this year, especially within the maths department, however the Heads of Year for Year 11 and 12, along with the Assistant Headteacher for T&L will collaborate to expand this, with PP students being prioritised.*	The EEF highlights this as a high impact strategy that allow for both the mentor and the mentee to make progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1, 2, 3, 4
Revision guides- a fund ringfenced for the purchase of revision guides for disadvantaged students in Year 11. *£440 was spent on this last year, with core revision guides being distributed. This has been budgeted for again this academic year.*	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.	1

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

Budgeted cost: £37,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
Psychologist - Use of external psychologists to support assessments of vulnerable students and additional external supporting agencies and providers. Funds were not needed for this year, however we will keep it ringfenced for use as required.	External psychologists allow access to professional support for our most vulnerable and guidance for the school and parents on how to support.	1, 2, 3, 4
Trips, Clubs, Music, Uniform 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. Overall last year PP students had a slightly higher engagement with at least one trip/ club in the year (88% for PP vs 87% for all students), with Year 10 being the biggest positive gap of +12%. We now have embedded systems to track and monitor this this year and can use pastoral conversations to promote engagement with all students.	Extracurricular activities and guidance are both recommended activities by the EEF to help increase engagement in learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 4
D of E- Support provided to introduce the Duke of Edinburgh Award (start up funding) and to fund any PP students to pursue it.	Extracurricular activities and guidance are both recommended activities by the EEF to help increase engagement in learning.	4

Support has continued to be in place, with a higher proportion of PP students attending than the school average (16% of Bronze award students were PP compared to school PP average of 11% and 19% for Silver award). This year funding will continue and a greater focus on ensuring students complete the entire award, not just the exhibition section.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
Cpoms and Net Support Introduction of CPOMs safeguarding monitoring and tracking software to support proactive work. Also introduction of Network DNA filtering software. 22% of students involved in a safeguarding incident were FSM or PPG. Where PP were just 11% of the entire school cohort, it continues to highlight the need to ensure that adequate staffing, resources and systems are in place to place these disadvantaged students in school.	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.	3, 4, 5
Behaviour Team 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, • Building relationships with students misbehaving during supervision • Monitoring and tracking to identify patterns so that support can be put in place for students and teachers	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. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	1, 2, 3, 4

• 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 Falling suspension rates across the school and declining PP gap evidence the success of these support measures and the need for them to continue this academic year.		
Attendance Officer 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, • 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. We have continued to see positive trends in our attendance data for the last academic year. The average attendance for PP students in 25/26 was 94.4%, a 2.4% increase from the previous year. This compares to 89% nationally (Gov.uk, 2026), showing we are 5% above national averages.	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.	3, 4, 5

Counselling and mental health support. 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 our mental health support provision within the school. 41% of those accessing school counselling (Kent Counselling for Schools) were pupil premium eligible. We have also had one of our behaviour team members trained in Emotional Literacy Support Assistant to support emotional wellbeing.	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. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	1, 2, 3, 4
Breakfast Club Breakfast club provided for PP students to support disadvantaged students in a cost of living crisis. In our final survey of the year, 13% of bagels went to PP students (compared to the 11% that are PP), with over 400 being distributed per week. This year, as funding has stopped with the Schools Breakfast Programme and replaced with other funding so we have changed provision to be based in the school canteen. We will continue to provide a free breakfast option for all students each day.	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

Summary of PP plan impact from 2025 to 2026.

Overall, we are pleased with the progress made by our disadvantaged students in the last academic year and confident that the approach taken is having the desired impact. Key successes are summarised below:

- Improved percentage of PP students achieving 5+ in English and Maths
- Slight improvements in attitude to learning for Y7-10
- Improved PP attendance by 2.4%
- Reduced suspension rate from 9.18% to 3.13%
- Disproportionate attendance at clubs, trips and D of E award
- More rapid progress of Y11 students engaged in targeted support, such as mentoring, supported revision and group tuition.

Throughout the above plan, all areas in blue either show updates to the plan and funding distribution or impact of specific interventions throughout the year. Please see these areas for more detailed updates for the various focus areas we have identified.

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.

Intended outcome 2022-2025	Progress towards outcome	Evaluation	Next steps
Attendance - 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.
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	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 national gap for 23/24 is 21%. The number of different students being suspended has reduced over the past 2 years. With 34 different students	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 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	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. 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.

through using a rigorous restoration approach and improving home-school liaison on behaviour.	having at least 1 suspension in the academic year 23-24 and 17 being suspended in 24-25.	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.	
Learning - Diminished (and consistently so) gap between outcomes for disadvantaged and non disadvantaged students, particularly PP students and particularly for VA and higher grades.	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). 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. 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	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. 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 more than one session). Investment in CPD and T&L foci have supported the school to improve GCSE and ALevel results in 24/25. Previous foci on	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. 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. 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. We need to monitor engagement of all students in interventions so that disadvantaged students can be prompted and supported to attend where needed. We need to maintain annual foci (with a focus on adaptive teaching) and use a range of online and in personal CPD models to continually improve the quality of teaching.

	41% with non disadvantaged achieving 41.2%, and disadvantaged achieving 38%. This shows a decreased gap, down to 3.2%. 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. 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 subjects, including Maths and English Language.	modelling, cold calling and do now tasks have supported students to see more example fo excellent work and recall knowledge more regularly.		
Motivation, aspiration, support and guidance - students from more	We have monitored effort in classwork and homework closely since 2022 and there	As mentioned, Year 11 PP students made more rapid progress than the average in	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	

disadvantaged backgrounds show evidence of motivation, aspiration and are given increased support and guidance to help them achieve their goals.	remains a gap in all but one year group in terms of attitude to homework. The average homework attitude gap is -0.15. 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 . Student voice shows that PP students feel supported and given good guidance across all year groups. 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). 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	24-25 which suggests some success in the range of interventions in place to support revision and home learning. Information evenings, extra parents evenings and guidance sent home has also been used with could be more beneficial to pupil premium families. 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.	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. 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. Continue to invest in a broad range of interventions for all students, prioritising disadvantaged students and monitor the impact of these interventions.	

	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.		

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
Duke Of Edinburgh Award	D of E
Small Group Tuition	Capital Tuition