



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Borden Grammar School
Number of pupils in school	858 (643 Y7-11)
Proportion (%) of pupil premium eligible pupils	10.5% (67)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans recommended</b> )	3 years
Date this statement was published	Oct 2021
Date on which it will be reviewed	Oct 2022
Statement authorised by	Trustees
Pupil premium lead	Ashley Tomlin (HT)
Governor / Trustee lead	Sarah Mendoza

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54435
Recovery premium funding allocation this academic year	£8265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (although 12 552k recovery funding brought forward)
<b>Total budget for this academic year</b>	<b>£62 700 (+12 552k recovery fund)</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*At Borden we seek to ensure that teaching and learning opportunities meet the needs of all students. However, it is also vital to check that appropriate provision is provided for children belonging to vulnerable or disadvantaged groups. As a selective school in a relatively deprived area, we also have a moral responsibility to do all that we can to enhance the life chances of students who are socially disadvantaged. We recognise that not all students who are socially disadvantaged fall into the category of Free School Meals or Pupil Premium 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, this will include a focus on SEN, young carers, LAC students and those who are on the borderline of being pupil premium. We will collectively use the term disadvantaged to encompass all of these groups when focusing on specific intervention strategies.*

*The Education Endowment Foundation (Sutton Trust) 2018 report uses extensive evidence to detail the most effective school strategies to support the decisions on how to use the pupil premium money effectively. This research acknowledges that overall whole school strategies focused on quality teaching and learning rather than 'one off' interventions, tend to have the greatest impact on improving performance of disadvantaged students. Our strategies should therefore ideally focus around those coloured green below (although it is worth pointing out that the government NTP and summer school programmes would feature in the moderate to high cost for moderate or lower gain). <https://www.kelsi.org.uk/policies-and-guidance/pupil-premium/sutton-trust-toolkit-and-10-steps-to-success>. They also produced a guide in 2019 that recommends taking a tiered approach to pupil premium; teaching, targeted support and wider strategies. Our strategy at Borden therefore mirrors these recommendations in approach.*

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b> - PP and SEN students all have lower attendance than the national average and are overrepresented in terms of persistent absence (25% of PA students). Whilst attendance at Borden is above the national average at 96%, there remains a significant negative gap (3.3%) for PP and 1.8% for SEN students which needs to be diminished. PA has increased nationally during the pandemic, and this has also been reflected at Borden, moving from 8% to 10% and therefore also remains a priority for all students.</p>
2	<p><b>Behaviour</b> - we know that disadvantaged students tend to receive more FTEs, more internal isolations and are more often permanently excluded. We also know that boys receive significantly more behaviour sanctions than girls nationally. Whilst the picture is not as marked at Borden as it is nationally (PP FTE is 13% of total - so 3% over represented), there is still a gap that needs to be diminished.</p>
3	<p><b>Learning</b> (particularly literacy and cognitive/metacognitive skills) - Over 5 years Borden has had a negative gap for PP students 3 times. In 2019 this was -1.4 and in 2021 this was -0.65, with current year 11 predictions showing a -0.6 gap. Research supported by internal reviews of PP students, has highlighted literacy, metacognition and the development of cognitive skills as being key reasons for this underachievement where it occurs.</p>
4	<p><b>Motivation and aspiration</b> - Borden collects from an area ranked in the top 1.5% most deprived areas in the country (Sheerness). Our cohort is 78% white British and includes a high proportion of students who have no other family members who have been to university. This means that Borden also reflects the national discourse on PP students lacking aspiration and motivation to succeed therefore sometimes becomes an issue.</p>
5	<p><b>Support and guidance</b> - There is plenty of evidence to support the view that PP students (more than SEN) tend to lack the same level of support and guidance as non PP students, both nationally and at Borden. This relates to both matters related to learning as well as more general pastoral and personal guidance. There are no figures to qualify this, but it is common sense that additional support and guidance will help all students, but will be disproportionately focused on those who most need it.</p>

## 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
<p><b>Attendance</b> - A diminished difference between the attendance of disadvantaged and non disadvantaged students</p>	<ul style="list-style-type: none"> <li>● Reduced gap from 3.5% for PP students</li> <li>● Reduced gap for SEN from 1.8%</li> <li>● Reduced PA for disadvantaged students (currently at 12%)</li> </ul>
<p><b>Behaviour</b> - 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. Partly this will be produced by less repeat poor behaviour through introducing a rigorous restoration approach and improving home-school liaison on behaviour.</p>	<ul style="list-style-type: none"> <li>● Reduced FTE (normally at 2 to 3%)</li> <li>● Reduced FTE gap so that PP are in line with non PP (currently 3% gap)</li> <li>● Reduced isolation/exits for disadvantaged students (particularly SEN who are 3% above the av)</li> </ul>
<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>	<ul style="list-style-type: none"> <li>● PP VA gap reduced from -1.4 in 2019, -0,65 and current Y11 prediction of -0.6 in Sept 2021.</li> <li>● Improved outcomes for PP students particularly at higher grades (7-9) where the gap was 20% compared to non PP in 2021 (28% 7-9)</li> <li>● Reduced gap for PP students entered for separate science (currently 10% in Y11 2021)</li> </ul>
<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>	<ul style="list-style-type: none"> <li>● Evidence of improved effort grades for PP students in year 11</li> <li>● Reduced gap between PP and non PP for entry into Ebacc (currently a 20% gap in Y10 2021 at 53% compared to 73%)</li> <li>● Disadvantaged students stay on for 6th form and apply to university, especially RG universities (currently 3/9 students for RGs)</li> <li>● Student voice shows that PP students feel supported and given good guidance across all year groups.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8 000 + 5000 (towards 16 254 for LSA) + 1200 + 2650 + 5000 + 1000 = £22 850

Activity	Evidence that supports this approach	Challenge addressed
<p>Overstaffing in maths and English to allow,</p> <ul style="list-style-type: none"> <li>• capacity for team teaching and CPD in the core subjects</li> <li>• smaller class sizes in additional sets</li> <li>• small group or individual intervention support for targeted students</li> </ul> <p>This will be particularly focused on disadvantaged students and those who have been impacted by the pandemic.</p>	<p>The Education Endowment Foundation (EEF) recommends individualised instruction, mastery learning and small group tuition as high gain, low or moderate cost strategies and therefore suggests these as the most cost effective strategies for schools to employ.</p>	3 - Learning
<p>Use of external psychologists to support assessments of students. Additional support to the head of 6<sup>th</sup> form to identify students who need additional support. some 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).</p>	<p>Whilst use of LSAs is highlighted as a high cost/low impact strategy by the EEF, our use of them in 'The Bridge' to support behaviour and learning has proven highly successful.</p>	3. Learning 5. Support and guidance
<p>Membership of the National College to support staff CPD, developing a whole school pedagogical approach of teaching to the top and evidential based practice. There will be a particular emphasis on the use of SEN/PP webinars - purchased in 2021.</p>	<p>Quality teaching is highlighted by the Sutton Trust as being the most effective strategy for diminishing the difference between PP and non PP students.</p>	All challenges
<p>Introduction of Alps software at A level to allow better tracking of students and proactive intervention using Alps connect</p>	<p>As above</p>	3. Learning
<p>Depending on funding provided, summer school funding may be designated from the PP fund this year as we wish to run it again. We will focus this on year 6 students coming into our year 7 and provide</p>	<p>The DFE fully funded this as a method of supporting Covid catch up in 2021 and therefore it would seem reasonable to presume this was a</p>	3. Learning

them with a mix of study sessions, relationship building sessions and wellbeing sessions.	supported strategy. However, the EEF pinpoints this as a “high cost moderate gain” strategy, so we would possible reduce the offer in 2022.	4. Motivation and aspiration
Improving teacher and student understanding of metacognitive and cognitive approaches to teaching. This may also include the use of an ‘Inner Drive’ metacognition course purchased to provide across the school in tutor time in 2021-22.	Metacognition is highlighted as low cost and high impact by the EEF.	3. Learning 4. Motivation and aspiration

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

Budgeted cost: £ 0 + 4000 + 7000 + 5565 + 3000 + 0 (already counted as pastoral support) + 500 = £20 065

Activity	Evidence that supports this approach	Challenge addressed
Overstaffing in maths and English above will allow for individual or group support where deemed appropriate, although not included in costs for this area to avoid ‘double counting’.	The EEF supports individualised instruction, mastery learning and small group tuition as high gain, low or moderate cost strategies and therefore recommends them. The government has heralded the National tutoring programme as a key solution to support disadvantaged students and particularly those impacted by the pandemic.	3 - Learning
Bespoke, small group and targeted support for students over holiday periods, mainly but not solely in exam groups and with particular focus placed on PP students.	As above.	3 - Learning
Specific roles created in English maths and science dedicated to offering after school bespoke group tutoring to students identified as falling behind.	As above	3 - Learning 4. Motivation and aspiration
National tutoring programme used to fill any gaps with the above, particularly for students not in examination year groups identified as falling behind.	As above	3 - Learning
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	As above	4. Motivation and aspiration

teaching.		5 - Support and guidance
After school 'effort club' funded for students who are below average in terms of effort within exam groups. These sessions will take place 3 nights a week and students will move in and out of the sessions depending on progress made. (included in pastoral support and cover supervisor role)	We trialled this internally at Borden in 2021 and it appeared to have a significant impact on those involved (average 3.19 effort to 2.39 in a term - 10/15 students improved). This is effectively small group support, supported by the EEF.	4. Motivation and aspiration 5 - Support and guidance
Profile of underperforming PP/SEN students raised with staff by placing a notice board in the staff room for a Venn diagram of PP/SEN with pictures. This will be updated termly and referenced in briefing and bulletin's.	There is little evidence to support this yet, but common sense would suggest that raising the profile of those who are most in need with staff will have a positive impact for a low cost.	All challenges

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

Budgeted cost: £ 5000 increased to £6230 (towards 13 289 increased to 14 520) + 4000 + 7900 + 18000 = £33 000

Activity	Evidence that supports this approach	Challenge addressed
<p>To closely monitor and support students with their attendance using a dedicated member of staff focused on attendance/family liaison. We have increased the number of hours dedicated to family liaison this year as a result of the pandemic. This is 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>PP and SEN students all have lower attendance than the national average and persistent absence is much higher than in other groups. Whilst attendance at Borden is above the national average at 96%, there remains a significant negative gap (3.3%) for PP and 1.8% for SEN students which needs to be diminished. PA has increased nationally during the pandemic, and this has also been reflected at Borden, moving from 8% to 10% and therefore also remains a priority for all students.</p>	<p>1 - Attendance</p>

<p>Employment of a member of staff dedicated to support students exited from lessons in isolation (employed January 2021). The role includes,</p> <ul style="list-style-type: none"> <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> <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>Disadvantaged students tend to receive more FTEs, more internal isolations and are more often permanently excluded. We also know that boys receive significantly more behaviour sanctions than girls nationally. Whilst the picture is not as marked at Borden as it is nationally (PP FTE is 13% of total - so 3% over represented), there is still a gap that needs to be diminished.</p>	<p>2 - Behaviour 4. Motivation and aspiration 5 - Support and guidance</p>
<p>A member of staff part funded, employed to provide counselling with students who have a variety of welfare needs. Counselling is disproportionately accessed by disadvantaged students. The demand is expected to expand further for this in 2021-22 and we would expect to expand the amount given. Ed psych assessments also included where needed.</p>	<p>The pupil premium strategy itself sites this as an example of how to use the fund because evidence shows that disadvantaged children face additional challenges in reaching their potential and need specific support to help with this. As above, disadvantaged children are also more prone to FTE and early help/behaviour interventions are therefore key.</p>	<p>All challenges</p>
<p>Cover supervisor employed for additional hours to offer clubs every night of the week, particularly for the arts. Homework club included in extended hours for new librarian manager. Disadvantaged students who may benefit will be targeted in each year group to be encouraged to attend. We will also explore the introduction of the Duke of Edinburgh Award which may need start up funding.</p>	<p>Cultural capital is cited by numerous educational experts, such as Christene Counsell, as being something that 'holds back' disadvantaged students. Ofsted also inspect the extent to which a school supports the cultural development of the students within a school, particularly those from disadvantaged backgrounds.</p>	<p>4. Motivation and aspiration</p>

**Total budgeted cost: £ 77 145**



## Part B: Review of outcomes in the previous academic year

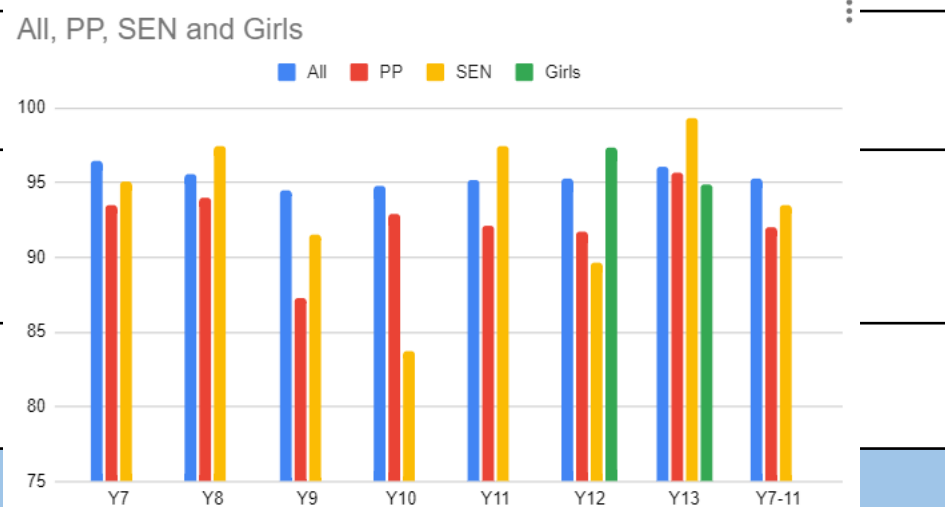
### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

1. Review of Key Strategies 2020-21			
Strategy	Actions	Impact	Cost
<p>Attendance Officer</p> <p><i>To monitor and support students with their attendance (disadvantaged students are known to have lower attendance)</i></p>	<ul style="list-style-type: none"> <li>● Careful monitoring (including online attendance)</li> <li>● regular phone calls and offers of support</li> <li>● Home visits</li> <li>● Improved monitoring and communication with HOYs</li> </ul>	<p>Attendance remained significantly higher than the national for all groups including disadvantaged who we know were worst hit by the pandemic (see below). However, a significant gap remains.</p>	<p>Part funded £5000</p>
<p>Pastoral Support Worker, support staff and student welfare officer</p> <p><i>To support behaviour and follow up for the most disadvantaged who tend to suffer disproportionately from behaviour issues and exclusions.</i></p>	<ul style="list-style-type: none"> <li>● Permanent exit space with the same member of staff</li> <li>● Restoration practice improved</li> <li>● Closer working between the PSW and the student welfare officer (SEN team)</li> <li>● Regular exit/isolation monitoring</li> <li>● After school sessions for year 10 to 13 run</li> <li>● Homework club after school run</li> <li>● The Bridge un (lunch and break)</li> </ul>	<p>Hard to judge due to pandemic and bubbles etc. However, significantly lower FTE and isolations this year than normal. New ways of working evident, with improved communication and monitoring.</p>	<p>Part Funded £12 000</p>
<p>Counselling, use of Ed Psych and behaviour support</p>	<ul style="list-style-type: none"> <li>● Counsellor employed part time</li> <li>● Counsellor also offering guidance to parents</li> <li>● Use of external Ed Psych to help</li> </ul>	<ul style="list-style-type: none"> <li>● Students regularly placed in counselling (fully booked)</li> <li>● Ed Psych used and students assessed</li> </ul>	<p>£9000</p>

<i>To offer support and guidance to those who need it.</i>	assess students		
KS3/4 intervention in English, maths and science  <i>To overstaff in the core subjects to offer subject specific support for all students, but particularly those in disadvantaged groups.</i>	<ul style="list-style-type: none"> <li>● Increased staffing capacity in En/Ma/Sci</li> <li>● Smaller sets in maths and Eng as a result of more classes</li> <li>● Some flexibility to allow team teaching</li> </ul>	<ul style="list-style-type: none"> <li>● All 3 subjects performed better than 2019, with English doing particularly well. Maths grade 4s remain an area of focus.</li> </ul>	£10 000
LSA support and support staff	<ul style="list-style-type: none"> <li>● Some funding needed outside of HAS funding.</li> <li>● LSAs provide additional one to one support for vulnerable and disadvantaged students.</li> </ul>	<ul style="list-style-type: none"> <li>● Support given, even during lockdown.</li> </ul>	£1500
16-19 Bursary administration	<ul style="list-style-type: none"> <li>● Staff time utilised to identify and follow up on 6th form PP tracking and organisation of bursary</li> </ul>	<ul style="list-style-type: none"> <li>● This took place and 6th form bursary students succeeded well in 2021</li> </ul>	£1000
Gaps in knowledge support through additional classes in holiday time	<ul style="list-style-type: none"> <li>● Bespoke classes in holiday periods, largely for students in exam year groups</li> </ul>	<ul style="list-style-type: none"> <li>● In excess of 30 sessions took place in the Easter holiday costing &gt; £4k</li> </ul>	£3500
EduLink/GCSE pod	<ul style="list-style-type: none"> <li>● EduLink introduced in Sept 2020</li> <li>● GCSE Pod provided as online learning tool</li> </ul>	<ul style="list-style-type: none"> <li>● EduLink now integral part of school communication</li> <li>● EduLink used for online parents evenings (regularly &gt;70% attendance)</li> </ul>	£500
Careers Guidance & Appeals	<ul style="list-style-type: none"> <li>● Independent careers guidance</li> <li>● Unifrog</li> <li>● Funding support for independent hearing of appeals</li> </ul>	<ul style="list-style-type: none"> <li>● All took place and 41 appeals took place this year with 21 being successful.</li> </ul>	£2200

CPD for staff on SEND, Behaviour and TIP	<ul style="list-style-type: none"> <li>School signed up to national College costing &gt;£1200</li> </ul>
Contributions to uniform & trips and extra curricular	<ul style="list-style-type: none"> <li>Hardship fund accessed regularly to support students</li> </ul>



1. Summary Information			
Year	Sept 2021-22	Total Pupil Premium budget	£54 435 in 2021-22
Total pupils in school	858 (643 year 7 - 11)	No of Pupil Premium Pupils	67 (10.5% Yr 7-11)

2. Context and Analysis	
<ul style="list-style-type: none"> <li>Borden has a relatively small number of PP students meaning individual performances can have a significant impact on outcomes</li> <li>Borden collects a higher percentage of PP students than most grammar schools</li> <li>Whilst PP attendance was higher than the national overall attendance last year, there remains a significant gap at Borden of over 3% on average. The biggest gap exists in the current year 10.</li> </ul>	

2020-1	All	PP	SEN	PA	Girls
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<b>Y7-11</b>	95.3	92 (63)	93.5 (39)	11.4 (71)	
<b>Y7</b>	96.5	93.5 (15)	95.1 (12)	8.7 (11)	
<b>Y8</b>	95.6	94 (11)	97.5 (11)	8.9 (11)	
<b>Y9</b>	94.5	87.3 (16)	91.5 (3)	13.5 (17)	
<b>Y10</b>	94.8	92.9 (11)	83.7 (8)	13.4 (17)	
<b>Y11</b>	95.2	92.1 (10)	97.5 (5)	12.4 (15)	
<b>Y12</b>	95.3	91.7 (5)	89.7 (8)	12.7 (14)	97.4 (9)
<b>Y13</b>	96.1	95.7 (3)	99.3 (5)	10.2 (9)	94.9 (14)

### 3. Pupil Premium Performance

- There is no clear trend in the data, since PP students sometimes outperform the whole cohort despite the national picture indicating regular underperformance (by -0.4)
- 2019 is seen by the school as an ‘anomalous’ year, with specific behaviour and attitudinal issues impacting on the outcomes of the year group, with some of the most significantly impacted in that group.
- Whilst it is hard to draw judgments on outcomes over the last 2 years, it is clear from 2019 and 2021 data that the PP group have underperformed significantly twice in the last 3 years and so need to be a focus group.

Aspect	2015	2016	2017	2018	2019	2020	2021
<b>Progress 8 (all/none)</b>	+0.19	+0.16	+0.02	-0.05	-0.31	+0.24	+0.1
<b>Progress 8 (PP)</b>	+0.03	+0.55	-0.13	+0.05	-1.4 (12)	+0.27 (15)	-0.65 (11)
<b>Attainment 8 (all/none)</b>	63.6	63.9	60.5	60.03	57	62.6	
<b>Attainment 8 (PP)</b>	64	64.8	62.7	60.36	44.4	61.5	
<b>5 in Eng/Ma grade 5+ (all/none)</b>			73%	78%	72%	86%	
<b>5 in En/Ma grade 5+ (PP)</b>			67%	73%	36%	93%	
<b>5 in Eng/Ma grade 4+ (all/none)</b>			91%	94%	87%	98%	

5 in Eng/Ma 4+ (PP)			100%	100%	79%	100%	
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- 68% (87 students) in 2021 were entered for the Bacallaureate compared to 60% (10 students) of PP students. Only 4% of PP students nationally are entered for the Ebacc, meaning Borden’s entry is significantly higher in 2021.
- A greater proportion of non PP students achieved a strong pass in these subjects than for PP students (33% of all students achieved a strong pass compared to 20%). This difference within the Ebacc subjects was the result of 2 things (a) that the PP students average prior attainment was lower and (b) that PP students did less well in science and languages.
- 60% of PP students were entered for separate science as opposed to 70% of the year group, although there was a significant difference in VA outcomes caused.

## Further information (optional)

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

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider