

Borden Grammar School: Pupil Premium Update 2017-18

Whilst at Borden we seek to ensure that teaching and learning opportunities meet the needs of all students we will ensure that appropriate provision is made for children who belong to vulnerable groups. We also recognise that not all students who are socially disadvantaged are registered or qualify for FSM. For the academic year 2017-18, Borden will be allocated £56,100 in Pupil Premium funding. Funding is intended to be used in the following manner:

Aspect of support/intervention	£
Welfare Officer	6,650
Behaviour Support/Ed. Psychologist/Counselling	5,000
Support staff (inc. LSA time, HW club & The Bridge)	12,000
Intervention from Attendance Officer	3,500
TLR for Additional Pastoral Support	8,200
KS3/4 Booster Intervention in English & Maths	6,250
Additional staffing in English & Maths in KS4	9,000
Lunchtime Enrichment Group	1,500
Contributions to uniform & trips	2,500
Additional Curriculum Resources	1,500
	£56,150

Summary of Impact of Interventions:

The Headteacher commenced his role in September 2013, in that time GCSE performance measures and assessment systems have changed to prevent a like-for-like comparison of outcomes. However, it is clear that in this period Borden Grammar School **has rapidly closed the gap** in the outcomes of disadvantaged students and all other students:

- In 2013 the capped Average Points Score for disadvantaged students was *26.3 points less* than for all other students (356.0 v 382.3). By 2015 the capped APS of FSM students exceeded all others by 3.6 points (391.0 v 387.4);
- Within a few years the school **rapidly closed the gap** in outcomes between disadvantaged students and all other students - confirmed by improvements in value added scores. In 2013 value added for disadvantaged students was 969 (-22 points c/f all other students); in 2015 value added for disadvantaged students had risen to 1008 (-5 point gap c/f other students);

- The change in national assessment with the introduction of Progress 8 & Attainment 8 measures **has confirmed that improvements** in outcomes for disadvantaged students at Borden in recent years has continued (based on internal data e.g. 4matrix or external sources e.g. RaiseOnline, as appropriate):

	2013	2014	2015	2016
Progress 8 (all)		-0.13	+0.19	+0.16
Progress 8 (disadvantaged)		-0.16	+0.03	+0.15
Attainment 8 (all)	B-	60.8 (B)	63.6 (B+)	63.9
Attainment 8 (disadvantaged)	C+	58.4 (B-)	64.0 (B+)	64.8

- Improved provision for, and tracking of, disadvantaged students has enabled the school to deliver outcomes for these students **that reflect the performance of the whole cohort and even exceed it**. Obviously the numbers of disadvantaged students is small (10 in 2016) but put together with the previous few years data confirms that Borden continues to provide well for these students. The gap to National Attainment 8 performance is significant (64.8 points v 52.6 points = 12.2 points);
- More timetabled teaching of English & Mathematics has been needed (at an increased teacher cost) and has this has increased access for all students, including disadvantaged students, to highly qualified subject specialists. Targeted intervention work before the teaching day has also been made possible due to the funding the school receives.

Fixed term exclusions for students in receipt of FSM for the academic year 2016-17 are low (1.65% as a percentage of the total group but), this was significantly lower than the national FSM figure of 18.77% (2015 data). This reflects the very high standards of behaviour exhibited by FSM students, in keeping with the whole student body.

Overall absence in 2016 (autumn – spring) for all Borden students was 3.3%, absence for FSM students was slightly higher at 4.0% but less than the national figure for all students of 5.0%. **The persistent absence** figure in 2016 for the school was 4.1%, the persistent absence for FSM students was higher at 7.1% but significantly less than the national figure of 12.4% and substantially below the national FSM figure of 21.6% (Validated RaiseOnline 2016).

Such positive indicators are, in no small part, a reflection of the care and guidance that students receive from teaching and support staff and the commitment of parents and carers to the school.

The school makes very good use of additional funding to invest in extralessons and a range of resources to support the small cohorts of disadvantaged pupils. As a result, these pupils, including the most able disadvantaged pupils, have made particularly strong progress from their starting points in recent years and current cohorts continue to do so. Ofsted: November 2016.