Borden Grammar School: Pupil Premium Update 2018-19

At Borden we seek to ensure that teaching and learning opportunities meet the needs of all students, moreover 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 2018-19 it is our understanding that Borden will be allocated £53,295 in Pupil Premium funding. Funding is intended to be used in the following manner:

Aspect of support/intervention	£
Welfare Officer	6,750
Behaviour Support/Ed. Psychologist/Counselling	4,000
Support staff (inc. LSA time, HW club & The Bridge)	4,000
Intervention from Attendance Officer	3,745
KS3/4 Intervention in English, Maths & Science	8,300
Additional staffing in Maths in KS3-4	20,000
Lunchtime Enrichment Group	1,500
Contributions to uniform & trips	3,000
Additional Curriculum Resources	2,000
	£53,295

Since the Headteacher commenced his role in September 2013 GCSE performance measures and assessment systems have changed to prevent a like-for-like comparison of outcomes across the five years. However, it is clear that in this period Borden Grammar School **have 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 have continued (based on internal data e.g.4matrix or external sources e.g. RaiseOnline/ASP as appropriate):

Aspect	2013	2014	2015	2016	2017
Progress 8 (all)		-0.13	+0.19	+0.16	+0.02
Progress 8 (disadvantaged)		-0.16	+0.03	+0.55	-0.13
Attainment 8 (all)	B-	60.8 (B)	63.6 (B+)	63.9	60.5
Attainment 8 (disadvantaged)	C+	58.4 (B-)	64.0 (B+)	64.8	62.7
Strong pass in Eng & Ma - grade 5 or above (all)					73%
Strong pass in Eng & Ma - grade 5 or above (disadv)					67%
Standard pass in Eng & Ma - grade 4 or above (all)					91%
Standard pass in Eng & Ma - grade 4 or above (disadv)					100%

- 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 at times exceed it**. Obviously the numbers of disadvantaged students is small (nine students in 2017) but put together with the data from previous years confirms that Borden continues to provide well for these students. Outcomes for disadvantaged students are either in line or exceed 'all students' at Borden.
- That the 2017 Progress 8 score for disadvantaged students was 0.15 lower than for 'all students' can be explained by the Progress Maths score of -0.5 for disadvantaged students. Lessons have been learnt about tiers of entry following the new linear examinations and in-year tracking suggests that underperformance in maths by disadvantaged students is being addressed.
- 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 by the heads of English & Maths before the teaching day has also been made possible due to the funding the school receives. However, the school recognises the need to increase Maths provision specifically in Year 10 from September 2018 and to continue to improve provision for disadvantaged mathematicians.

Overall absence in 2016-17 validated by ASP data (Autumn-Spring) for all Borden students was 3.7%. This figure was significantly below the national average absence figure for all students of 5.2%. Borden's Ever6 FSM absence figure was 5.6%, notably below the national Ever6 FSM figure of 7.5%.

The persistent absence (students with 10% absence or higher) figure in 2016-17 (Autumn – Spring) for the school was 6.5% - almost half the national average of 12.8%. The persistent absence for Borden's Ever6 FSM students was higher at 14.3% but still significantly less than the national figure of 22.4% (Validated ASP 2017). The school is careful to link students to access provision from the School Welfare Officer to work with families and students to improve attendance of students who maybe disadvantaged.

Fixed term exclusions for students in receipt of FSM for the academic year 2016-17 are very low, only two disadvantaged students received a fixed term exclusion, this was significantly lower than the national FSM figure of 21.1% (2016 ASP data). This reflects the high standards of behaviour exhibited by FSM students, in keeping with the whole student body. On-going tracking in the academic year 2017-18 confirms that only one disadvantaged student has received a fixed term exclusion in the Autumn and Spring terms of the current academic year.

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 extra lessons 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.

J Hopkins (May 2018).