

Pupil Premium Update 2019-20

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 Free School Meals (FSM). For the academic year 2019-20 it is our understanding that Borden will be allocated £59,840 in Pupil Premium funding (64 students). Funding is intended to be used in the following manner:

Aspect of support/intervention	£
Welfare Officer	6,740
Behaviour Support/Ed. Psychologist/Counselling	4,000
Support staff (including Wellbeing Practitioner, HW club & The Bridge)	5,000
Intervention from Attendance Officer	5,000
KS3/4 Intervention in English, Maths & Science	10,000
Additional resources/staffing in ICT & Business	22,500
Careers Guidance	1,500
Contributions to uniform & trips	3,100
Additional Curriculum Resources	2,000
	£59,840

Summary of Impact of Interventions:

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 six years. However, it is clear that in this period Borden Grammar School usually perform in line with all other students. It should be noted that disadvantaged students *consistently form c.10%* of the cohort and so over or under performance by a minority of students can have a disproportionate impact on headline measures.

- 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/Analyse School Performance (ASP) as appropriate:

Aspect	2013	2014	2015	2016	2017	2018	2019
Progress 8 (all)		-0.13	+0.19	+0.16	+0.02	-0.03	-0.42
Progress 8 (disadvantaged)		-0.16	+0.03	+0.55	-0.13	+0.05	-1.5
Attainment 8 (all)	B-	60.8 (B)	63.6 (B+)	63.9	60.5	60.01	56.0
Attainment 8 (disadvantaged)	C+	58.4 (B-)	64.0 (B+)	64.8	62.7	60.36	44.6
Strong pass in Eng & Ma - grade 5 or above (all)					73%	78%	70%
Strong pass in Eng & Ma - grade 5 or above (disadv)					67%	82%	45%
Standard pass in Eng & Ma - grade 4 or above (all)					91%	95%	91%
Standard pass in Eng & Ma - grade 4 or above (disadv)					100%	100%	91%

- 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 but put together with the data from previous years confirms that Borden continues to provide well for these students. Outcomes for disadvantaged students are usually in-line with 'all students' at Borden. In five of the last six years the progress measure for disadvantaged students has been notably above the national average (which is usually c.-0.45 for disadvantaged students).
- That the 2018 Progress 8 score for disadvantaged students was almost 0.2 grade better than the previous year can in part be explained by notable improvement in mathematics in 2018 for disadvantaged students (Borden's Progress 8 Maths score of -0.5 for disadvantaged students in 2017 was reduced to -0.2 in 2018). In-year tracking suggests that P8 in Maths for the 2020 cohort will be positive. 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 continues to be addressed.
- Additional teaching of English & Mathematics has been needed (at an increased teacher cost) and has this has enhanced provision for all students, including disadvantaged students, to highly

qualified subject specialists. Targeted intervention work led by the Heads of Department in English & Maths in tutor time has also been made possible due to the funding the school receives. However, the school recognises the need to maintain the increase in core provision specifically and recognise the increasing popularity of Business, Finance & ICT amongst pupil premium students.

Overall absence in 2017-18 validated by ASP data (Autumn-Spring) for all Borden students was 4.1%. This figure was significantly below the national average for all students of 5.5%. Borden's 'Ever6 FSM' absence figure was 6.0%, notably below the national 'Ever6 FSM' figure of 8.1%.

Persistent absence (students with 10% absence or higher) in 2017-18 (Autumn – Spring) for the school was 7.3% - just under half that of the national average of 13.9%. Persistent absence for Borden's 'Ever6 FSM' students was higher at 15.3% but still significantly less than the national figure of 24.6% (Validated ASP 2017-18). 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 as the school recognises how this is a barrier to learning that we can help students to overcome.

Fixed term exclusions for students in receipt of FSM for the academic year 2017-18 were very low at 5.36%, substantially lower than the national FSM figure of 23% (2017 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 2018-19 confirms that only two disadvantaged student have received a fixed term exclusion in terms 1-5 in the current academic year. Significantly one student who had repeated exclusions in previous years had no fixed term exclusions in 2018-19 – an indicator of successful partnership between home and school.

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.

JH (Written: April 2019; Updated Nov 2019)

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