



Pupil Premium 2019-20 Review and 2020-21 Plan

Pupil Premium was introduced in April 2011 and is money provided to schools to support children of families on lower incomes. Pupil Premium as a term tends to be used interchangeably with FSM and disadvantaged when actually they mean quite different things. Pupil premium as a term refers to students who have received Free School Meals funding in the last 6 years (Ever 6), whilst disadvantaged is often used collectively to include SEN and PP.

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 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 recognised that not all students who are socially disadvantaged fall into the category of Free School Meals or Pupil Premium. The Sutton Trust has published a report that details the most effective strategies used by schools to ensure the money spent on pupil premium students is used effectively. Whilst funding and impact of interventions will be detailed below, the Sutton trust acknowledges that overall whole school strategies focused on quality teaching and learning tend to have the greatest impact on improving performance of pupil premium students. Favoured interventions include feedback, metacognition, homework, tuition and tutoring as examples. Further information may be found via the link below.

<https://www.kelsi.org.uk/policies-and-guidance/pupil-premium/sutton-trust-toolkit-and-10-steps-to-success>

Summary of impact of Interventions

Borden has a relatively small number of pupil premium students compared to the national average at 13% compared to 28% in 2020 and this was smaller at 11% in 2019. This equates to 12 students in 2019 and 15 students in 2020. However, compared to most grammar schools, Borden is high in terms of numbers of PP students (with 11% to 13% compared to the national average of 8% for grammar schools).

The school's attendance of 95.7% in 2019-20 is above the national average of 94.5% whilst the school's persistent absence rate of 7.3% is less than half that of the national persistent absence rate for secondary schools. Attendance of PP students for 2019 to 20 was 94.3% which is significantly above the national average for all students, with a gap 1.4% between pupil premium and non pupil premium students although persistent absence is higher at 14%.

Whilst performance measures and assessment systems have changed over time, preventing an accurate like for like comparison, the evidence suggests that in the vast majority of years, pupil premium students perform broadly in line with other students at Borden and significantly better than the national average.

Aspect	2015	2016	2017	2018	2019	2020
Progress 8 (all/none)	+0.19	+0.16	+0.02	-0.05	-0.31	+0.24
Progress 8 (PP)	+0.03	+0.55	-0.13	+0.05	-1.4	+0.27
Attainment 8 (all/none)	63.6	63.9	60.5	60.03	57	62.6
Attainment 8 (PP)	64	64.8	62.7	60.36	44.4	61.5
5 in Eng/Ma grade 5+ (all/none)			73%	78%	72%	86%
5 in En/Ma grade 5+ (PP)			67%	73%	36%	93%
5 in Eng/Ma grade 4+ (all/none)			91%	94%	87%	98%
5 in Eng/Ma 4+ (PP)			100%	100%	79%	100%

- In 4 of the last 6 years at Borden, pupil premium students have done better than their peers or have made more than expected progress. All but one year indicates a smaller gap and significantly better progress than the national average value added for PP students which is at -0.45. The one year where this was an anomaly and the result of X students lack of progress.
- 74% (87 students) in 2020 were entered for the Baccalaureate compared to 60% (9 students) of PP students. Only 45% of PP students nationally are entered for the Ebacc, meaning Borden's entry is significantly higher.
- A greater proportion of non PP students achieved a strong pass in these subjects than for PP students (48% compared to 27%). 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 languages (0.33 compared to 0.4 for non PP). Whilst this should be an area for reflection, it would appear that the advice and guidance for PP students is supported by the positive outcomes.

- There is less than a 2% difference between PP and non PP students in entry for 3 sciences and a 5% difference in terms of outcomes (achieving a 4+ in all 3). This would suggest more ambition for PP students in taking 3 sciences, but it is a source of reflection on whether any students would have achieved better to have taken combined science instead.
- In terms of outcomes, the biggest gap appears at grade 7 where a 4% gap appears.

Improvements in 2020 outcomes for PP students have been partly the result of,

- Improved tracking through the developing use of our data system, 4Matrix at a whole school level.
- Improvements in maths outcomes means that the value-added gap has been closed from 2017 when PP students were achieving less well in maths than in other subjects. Partly this is through a better use of correct tiers of entry and changes in staffing.
- Additional teaching of English and maths has enhanced provision for all students (in line with the guidance from the EEF).
- High attendance figures for all groups supported by interventions from our attendance officer.

Strategies for 2020-21

The school now needs to focus on,

- Regularly evaluating the impact of the pandemic on attendance and performance for PP students, putting appropriate interventions in place.
- Improve the infrastructure and use of online learning. This should support developing independence in students, including home learning.
- To further develop the use of monitoring data for attendance and progress. Supporting early identification and timely intervention.
- Further narrowing the attainment gap, particularly at KS3 by closer monitoring and support at an earlier stage
- Encouraging PP students to do more languages and supporting them to be more successful when they take them.
- Raising aspiration for PP students more generally, through increasing cultural capital, CEIAG and focusing on effort/values.
- Increasing engagement, learning behaviours and understanding of metacognition for all students
- Further improving attendance, particularly persistent absence for PP students, through earlier identification and bespoke support

For the academic year 2020-21 we have been informed that Borden will be allocated £53 480 in pupil premium funding (X students). Funding is intended to be used in the following manner and is also included on the school strategic plan.

Provision	Explanation of support	Cost
Student Welfare Officer	A member of staff employed to provide counselling with students who have a variety of welfare needs is disproportionately supporting vulnerable and PP students.	Part funded £6800
Support staff	We use a proportion of the PP fund to provide a wellbeing practitioner that also supports the homework club and 'The Bridge' This is a room that is available at lunch and breaktime, and for specific interventions, where vulnerable students can go to feel secure and to receive help.	Part funded £5000
Attendance Officer	We use a proportion of our PP fund to provide a dedicated attendance officer. Our attendance officer monitors and tracks attendance, with a particular focus on following up with disadvantaged and vulnerable students. Her role goes beyond that of a traditional attendance officer in that she has a family liaison role, building long term relationships with families.	Part funded £5000
Pastoral Support Worker	Most of this position will be funded via the dedicated catch up funding given for this year only. This is a new position intended to support whole school behaviour, but with a particular focus on building relationships with vulnerable and disadvantaged students. This position will staff an isolation space, support Heads of year with students isolating due to Covid and support after school support sessions.	Part Funded £2200
Counselling and behaviour support	Budgeting for the necessary additional counselling and specific interventions for students struggling with mental health, behaviour or learning particularly as a result of the pandemic.	£5000
KS3/4 intervention in English, maths and science	We have deliberately overstaffed in core subject areas to allow additional group support, team teaching or individual support delivered by specialist teachers.	£10 000
LSA support	This is funded from the PP fund when outside of HAS funding. Learning support assistants provide additional one to one support for vulnerable and disadvantaged students.	£1500

Provision	Explanation of support	Cost
16-19 Bursary administration	Additional support to the head of 6 th form to identify students who need additional support.	£1000
Gaps in knowledge support through additional classes in holiday time	Ordinarily this is a fund to pay for additional lessons during holiday time. It is expected that this year, this is likely to need additional funding as for the Spring half term and Easter there will likely be more than usual support offered.	£3500
Edulink/GCSE pod	Edulink provides an interface for teachers and parents to communicate effectively. GCSE Pod allows students to work independently from home.	£500
Additional curriculum resources	We will be reallocating ICT resources in 2020-21 to any PP students who need them. This is also a dedicated fund to provide additional text books and other resources when needed.	£1780
Careers Guidance & Appeals	We purchase additional resources to offer career support to all students which is partly funded by PP money. This includes independent advice and guidance, the use of computer software (Unifrog) to offer advice and outside speakers. Appeals are disproportionately from disadvantaged students and we purchase external services to support the process.	£2200
Ed Psych assessments / Senco	Use of external psychologists to support assessments of students	£4000
CPD for staff on SEND, Behaviour and TIP	Specialist CPD provided on SEND and behaviour support as well as focusing on a trauma informed practice approach for vulnerable students. This will be a key focus in 2020-21.	£500
Contributions to uniform & trips	This is specifically a hardship fund for students and parents who are unable to afford uniform or to subsidise school trips when needed. Sometimes this also includes taking disadvantaged students to universities etc.	£4000
Extra Curricular music/sport	Peripatetic teachers subsidised for students who need music lessons or extra curricular PE.	£500