

## Pupil Premium Update 2014-15

Whilst 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 2014-15, Borden will be allocated £56k in Pupil Premium funding. Funding is intended to be used in the following manner:

|   | <u>£</u> |
|---|----------|
| Welfare Officer                                     | 6,660    |
| Behaviour Support/Ed. Psychologist/Counselling      | 5,000    |
| Support staff (inc. LSA time, HW club & The Bridge) | 16,170   |
| Pastoral Support from Attendance Officer            | 2,500    |
| TLRs for Assistant HOY Intervention                 | 2,855    |
| TLR3 to raise standards in KS4 Science              | 3,030    |
| TLR2 to target KS3 literacy                         | 3,120    |
| KS4 Booster Intervention in English & Maths         | 4,400    |
| Additional staffing in English & Maths in KS4       | 8,500    |
| Lunchtime Enrichment Group                          | 1,430    |
| Contributions to trips                              | 2,500    |
|   | <hr/>    |
|   | £56,165  |

### Summary of Impact of Interventions:

In 2013-14 there were 14 students in Year 11 who were eligible for FSM or in the care of the Local Authority for the past 6 months. This was in contrast to 8 students the previous year.

- 93% of disadvantaged students secured **A\*-C grades in both English and Maths GCSEs**; this was an improvement of 18% compared to the previous year and in line with the whole school figure of 94%
- 93% of disadvantaged students secured **5+ A\*-C grades in both English and Maths GCSEs**; this was an improvement of 18% compared to the previous year and slightly better than the whole school figure of 91%
- 86% of disadvantaged students made **expected progress in English**; this was an improvement of 11% compared to the previous year and was better than the performance of other students in the year, which was 81%
- 93% of disadvantaged students made **expected progress in Maths**; this was an improvement of 18% compared to the previous year and was better than the performance of other students in the year, which was 88%
- The Best 8 Value Added measure was **993.8 for disadvantaged students**, in line with other students (993.6); this was a significant improvement of 23.3 points compared to the previous year.

- Performance of disadvantaged students making better than expected progress in English and Maths was not as strong as for expected progress - with progress in English being significantly below where it should be. The school is addressing this by increasing the quantity of time to teach English in KS4 by one period per week. In Maths, Statistics is no longer taught within allocated Maths time and has become an option subject. Both of these curriculum decisions have led to more teaching time being needed (at an increased teacher cost) and has increased access of all students, including disadvantaged students, to highly qualified subject specialists.

Fixed term exclusions for students in receipt of FSM (as a percentage of the total group) was 1.75%, significantly lower than the national figure of 16.34%. This reflects the very high standards of behaviour exhibited by FSM students, in keeping with the whole student body. Overall absence for the school was 4.1%, whilst absence for FSM students was slightly higher at 5.1% it was less than the national figure of 7.3%. Such positive indicators are, in no small part, a reflection of the care and guidance that students receive from teaching and support staff.

J Hopkins

Headteacher