

## Alperton Community School Pupil Premium Strategy Statement 2020-2021 to 2023

The review document has been created in-line with the October 2019 DfE Guidance.

### School overview

Metric	Data
School name	Alperton Community School
Pupils in school	1,361(KS3&4)
Proportion of disadvantaged pupils	24.6% (335 students)
Pupil premium allocation this academic year	£319,925
Academic year or years covered by statement	2019-2020 (Review) 2020-2021, 2021-2022,2022-2023
Publish date	October 2020
Review date	October 2021
Statement authorised by	Mr. McKenna
Pupil Premium lead	Mrs.N.Banerjee
Governor lead	Ms.S Ahmed

### Disadvantaged pupil performance overview for last academic year 2019-2020

Progress 8	All pupils +0.61 PP pupils +0.05
Ebacc entry	45.61%
Attainment 8	All pupils 4.9 PP pupils 4.8
% Grade 5+ in English and maths	43.86%

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Improve outcomes for Disadvantaged students in school year on year.	Ensure A8 and P8 scores improve year on year. Improve EBacc entries for PP students so that they have more options open for further studies and future careers.	Sept 2021
Narrow or close the gap in performance (A8 & P8) between PP & Non PP students.	Ensure intervention provision meet needs.	Sept 2021
Improve % of Disadvantaged students achieving 5 grade 5 + including in both English and maths.	Provide targeted intervention to PP students who are more able or have the potential to achieve at least 5 grade 5+ inc E&M.	Sept 2021
Reduce the average attendance % gap between PP & non PP students.	Improve attendance to national average	Sept 2021

## Teaching priorities for current academic year 2020-2021

Measure	Activity
Priority 1-Professional Development	<p>Access to PD in T&amp;L pedagogy to ensure needs are met in the classroom.</p> <p>Use Inclusion Strategy meetings, OTT/NQT training, drop-in inclusion surgeries, Bulletin inserts, resources for teachers to inform T&amp;L practice.</p>
Priority 2-Literacy/Reading	<p>Use Accelerated Reader to improve reading skills of students.</p> <p>Analyse Accelerated Reader data across KS3 to evaluate progress in reading for disadvantaged students.</p> <p>Ensure Disadvantaged students access provision in and out of the class room to improve their literacy skills.</p>
Barriers to learning these priorities address	<p>Ensure teachers including new/trainee teachers access skills and knowledge to meet needs of Disadvantaged students in lessons.</p> <p>Reading ages &amp; literacy skills of disadvantaged students improve so that there is a positive impact on progress and attainment.</p> <p>Ensure staff plan and prepare for resources and curriculum for remote learning in case of future lockdowns.</p>
Projected spending	£10,000

## Targeted academic support for current academic year 2020-2021

Measure	Activity
Priorities -Interventions	<p>Ensure access to curriculum resources and equipment at KS3 &amp; KS4 for low attaining disadvantaged pupils particularly in the event of a lockdown.</p> <p>Half term interventions, period 6 and Easter interventions, lunch time and after school intervention impact on progress and attainment and address academic disadvantage at KS3 and 4.</p> <p>Brilliant Club and the Coach Bright programme for Disadvantaged and Most Able students at KS3 &amp; 4 allow for wider curricular and catch up opportunities.</p> <p>Ensure Catch up Interventions are in place delivered by the National Tutoring Programme.</p> <p>PP progress meetings &amp; student surveys to identify needs.</p>
Priorities-Staffing & communication with key stakeholders	<p>Student Progress Officer identifies needs post progress interviews which are then communicated to and actioned by relevant staff.</p> <p>Ensure effective communication and liaison with Key Leads (SENCo, Most Able Lead, EAL TLL, BC Lead, Pastoral &amp; Mental Health team) so that disadvantaged students access appropriate intervention.</p> <p>Progress meetings, exam meetings &amp; line management meetings with TLLs, SLT and governors to evaluate provision.</p>
Barriers to learning these priorities address	<p>Progress and attainment is below par compared to Non PP students.</p> <p>Low levels of literacy including reading.</p> <p>Lack of resources and equipment due to financial deprivation.</p> <p>Limited cultural capital due to lack of varied experiences.</p> <p>Long and short term impact of covid lockdown for example loss of</p>

	skills and knowledge and mental wellbeing. Learning environment at home may not be conducive even after providing laptops.
Projected spending	£299,925

### Wider strategies for current academic year 2020-2021

Measure	Activity
Priority 1	Introduce Breakfast Club in the second half of the Autumn term once arrangements have been made to be covid compliant. Ensure breakfast club continues to be accessible to alleviate hunger and improve attendance, behaviour and concentration in the classroom.
Priority 2	Disadvantaged students access wider opportunities both online and in-house to develop cultural capital.
Priority 3	Ensure online access to the curriculum through provision of laptops and website content.
Barriers to learning these priorities address	Students attend school hungry and are unable to focus in lessons. Students are deprived of cultural capital and are unable to draw on wider experiences to do well in and out of school. Access to curriculum resources are restricted due to economic deprivation. One laptop is often shared between many siblings at home.
Projected spending	£10,000

### Monitoring and implementation

Area	Challenge	Mitigating action
<b>Teaching</b> (Classroom pedagogy, Literacy & PD)	Ensuring PD is personalised to address and improve T&L practice in the classroom.	AHT leading on PP liaises and supports PD Lead to enable access to appropriate PD for teachers.
<b>Targeted support</b> (Staffing & Interventions provision)	Ensuring that a broad provision is planned both in-house and out of school so that students' progress and attain as per their potential despite covid restrictions and family circumstances.	AHT leading on PP to plan intervention provision with key group leads and further develop home school communication.

<p><b>Wider strategies</b> (Trips, Clubs &amp; school events)</p>	<p>Covid can restrict access to wider curricular opportunities and events where it is harder to maintain social distance.</p> <p>Access to trips and clubs will be restricted to minimise social mixing between year grps.</p> <p>Online communication with parents who are not IT literate is a barrier.</p>	<p>AHT for PP to liaise with DHT for Personal Development and plan a combination of remote learning opportunities &amp; in-house provision to provide access to the wider curriculum.</p> <p>AHT leading on PP monitors PP parental engagement at ARD/ARW and targeted parent evenings.</p> <p>AHT leading on PP plans for and provides access to clubs and trips which are covid compliant.</p>
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### Review: last year's (2019-2020) aims and outcomes

Aim	Outcome																
<p>Improve outcomes for Disadvantaged students</p>	<p>Target achieved.</p> <p>A8 and P8 scores have improved in the last 3 years as has % of EBacc entries for disadvantaged students.</p> <table border="1" data-bbox="619 922 1329 1160"> <thead> <tr> <th>Year</th> <th>A8</th> <th>P8</th> <th>EBacc entries</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>13.31</td> <td>+0.40</td> <td>45.05%</td> </tr> <tr> <td>2018-2019</td> <td>13.34</td> <td>+0.06</td> <td>40%</td> </tr> <tr> <td>2019-2020</td> <td>13.68</td> <td>+0.32</td> <td>45.61%</td> </tr> </tbody> </table> <p>Year 11 Coach Bright programme took place in the Autumn Term of 2019-2020 where students accessed English, Maths &amp; Science one to one sessions with university students on Wednesdays after school for 7 weeks. Impact-Student voice survey showed that 90% of students felt they had become more confident and independent learners post the programme. 87% of students after the programme said they believe they can study at University as opposed to just 46% who said this at the start of the programme.</p> <p>67 students across KS3 and 4 were provided with basic equipment like pens, pencils, calculators, compass and stationery to support them in their learning. 24 year 10 students were given Art materials during the lockdown period.</p> <p>43 parents of FSM students were contacted and provided with online support to access food vouchers during the lockdown period.</p> <p>38 PP students and their parents were contacted and encouraged to improve student engagement with online learning during the lockdown period.</p> <p>62 PP students were provided with laptops to engage with online learning during the lockdown period.</p> <p>Year 7 transition meetings were completed for 101 PP students in the Autumn Term to ensure needs were identified and students well settled into secondary school.</p>	Year	A8	P8	EBacc entries	2017-2018	13.31	+0.40	45.05%	2018-2019	13.34	+0.06	40%	2019-2020	13.68	+0.32	45.61%
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Aim	Outcome																												
<p>Close or narrow the gap in outcomes between Disadvantaged and Non Disadvantaged students</p>	<p>Target not achieved.</p> <p>While Attainment 8 &amp; the Progress 8 scores have risen in the last 3 years, the gap this year has increased. We have actions in place to reduce the gap between these groups of students.</p> <table border="1" data-bbox="619 327 1430 683"> <thead> <tr> <th>Year</th> <th>A8 score PP</th> <th>A8 Score Non PP</th> <th>A8 gap</th> <th>P8 PP</th> <th>P8 Non PP</th> <th>P8 gap</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>46.11</td> <td>42.73</td> <td>3.37</td> <td>0.32</td> <td>0.74</td> <td>-0.42</td> </tr> <tr> <td>2018-2019</td> <td>46.81</td> <td>43.4</td> <td>3.4</td> <td>0.07</td> <td>0.29</td> <td>-0.22</td> </tr> <tr> <td>2019-2020</td> <td>48.74</td> <td>50.01</td> <td>-1.28</td> <td>0.42</td> <td>1.04</td> <td>-0.62</td> </tr> </tbody> </table>	Year	A8 score PP	A8 Score Non PP	A8 gap	P8 PP	P8 Non PP	P8 gap	2017-2018	46.11	42.73	3.37	0.32	0.74	-0.42	2018-2019	46.81	43.4	3.4	0.07	0.29	-0.22	2019-2020	48.74	50.01	-1.28	0.42	1.04	-0.62
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<p>Ensure staffing and provision meet wider needs of Disadvantaged students</p>	<p>Target achieved.</p> <p>Students have accessed a wide range of extra-curricular opportunities. National Media project, Into Film, BBC Young Reporters, trips to the Science Museum, Natural History museum, Greenwich. Duke of Edinburgh programme, Sport &amp; Thought and the 10 Km Hyde Park run are a few examples of the wider curriculum provision. Football and netball were popular clubs. Unifrog provided careers guidance. The lockdown from March hampered students' access to the wider curriculum in the second half of the academic year.</p>																												
<p>Improve % of Disadvantaged students achieving 5 grade 5 + including in both English and maths.</p>	<p>Target achieved.</p> <table border="1" data-bbox="619 1095 1386 1408"> <thead> <tr> <th>Year</th> <th>% of Disadvantaged students achieving 5 grade 5+ including in both E&amp;M. 4 matrix data</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>41.76%</td> </tr> <tr> <td>2018-2019</td> <td>38.57%</td> </tr> <tr> <td>2019-2020</td> <td>43.86%</td> </tr> </tbody> </table>	Year	% of Disadvantaged students achieving 5 grade 5+ including in both E&M. 4 matrix data	2017-2018	41.76%	2018-2019	38.57%	2019-2020	43.86%																				
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<p>Improve average attendance % of PP students.</p>	<p>Target achieved.</p> <p>We have a very strong pastoral team and they monitor student attendance closely and intervene promptly when the need arises. Our Attendance Officer and Pastoral Managers have excellent relationships with our parent community and this has ensured that our student and parent community closely engage with the school. The Brent Inclusion Officer works closely with targeted students and parents and this has also helped maintain attendance of our vulnerable students.</p> <p>Average % attendance for PP students in 2018-2019 was 90.7%</p> <p>Average % attendance for PP students in the Autumn Term of 2019-2020 before lockdown was 93.8%</p>																												