

Pupil Premium Strategy Statement 2021-22 to 2023-24

Alperton Community School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Alperton Community School
Number of pupils in school	1,545(KS3&4)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022,2022-2023,2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mr. McKenna
Pupil premium lead	Mrs. N. Banerjee
Governor / Trustee lead	Ms. S Ahmed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,330
School led Tutoring grant	£39,690
Recovery premium funding allocation this academic year	£ 47,415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£398,435

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the local authority (LAC). Our intent on the use of this additional funding is to ensure that every disadvantaged student is given the opportunity to access provision that will enable positive outcomes. We aim to ensure every disadvantaged pupil in our school is able to achieve to his or her full potential, is offered a wide range of stimulating and enriching experiences and has the same opportunities for progression to the next stage of their education, employment and training as every other child in our school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 CPD	Appropriate PD is in place that staff can access to improve T&L in the classroom.
2 Intervention provision	Ensure appropriate intervention is in place for students who need it.
3 Non-IT literate parental engagement	Ensure that all non –IT literate parents are able to access online information from the school and understand relevant information and protocols through personalised school communications.
4 Deprivation	Access to curriculum resources and IT equipment are restricted due to economic deprivation. One laptop is often shared between many siblings at home. Parents are also unable to purchase texts and revision guides to support their child's learning. Access to technology and educational materials is a key challenge for disadvantaged students.
5 Attendance	Ensure the school monitors attendance and alleviates barriers within its control.
6 Mental and emotional wellbeing	Students attend school hungry and are unable to focus in lessons Breakfast Club will enable students to eat and focus in lessons also reducing behaviour issues in classrooms. Attendance at clubs and other enrichment activities will improve student engagement and promote social emotional and mental health.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
CPD ensures that T&L in the classroom is effective to improve academic outcomes.	Outcomes of students improve.
Attendance of students is at par or above national standards.	Student attendance is at or above national.
Improve academic outcomes by ensuring students have access to a digital device at home.	Every student has a laptop or chrome book at home to enable them to access the curriculum.
Access to appropriate intervention enables students to achieve.	Intervention provision is in place for underachieving students.
All parents access information/guidance that enable them to support their child's progress and attainment.	Parents access FSM food vouchers and know criteria for applying for FSM status. Parents with low IT literacy and EAL parents are able to access and understand vital information necessary to access provision.
Mental wellbeing of students has become a concern in recent times.	The school is able to support and encourage the emotional and mental wellbeing of students to improve engagement with school and promote positive outcomes.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on T&L through TLC sessions during the academic year.	DfE guidance EEF research guidance	1
Literacy PD to enable every teacher to be a teacher of literacy.	EEF research guidance BELL Foundation research guidance	1
PD for cover teachers to improve QFT in cover lessons.	Local need.	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 178,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme is used to source intervention for targeted students.	DfE guidance EEF research	2
Ensure In-school intervention from teachers & TAs are in place to meet needs. <ul style="list-style-type: none"> ✓ Form Time reading in the library at KS3&4 ✓ AR library lessons scheduled to improve reading at KS3 through Renaissance Learning ✓ TAs provide appropriate support to PP students in and out of lessons. ✓ 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. ✓ PP Progress Officer completes progress meetings at KS3&4 and Year 7 transition meetings with targeted students to identify and meet needs. 	DfE guidance EEF research	2
Schedule coffee mornings for non-IT literate parents during the year so that they attend training on how to access online information.	This is a local need linked to our parent community.	3
Ensure access to curriculum resources and equipment at KS3 & KS4 for low attaining disadvantaged pupils	DfE guidance	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 101,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half Termly monitoring of attendance of PP students and prompt intervention with parents ensures attendance of students is at par or above national standards.	DfE guidance	5

<p>Ensure our SEMH provision is effective in meeting needs of students.</p> <ul style="list-style-type: none"> ✓ Mental Health team are effective in meeting needs of students through prompt intervention. ✓ SEMH intervention is in place and has a positive impact on SEND students. ✓ Breakfast Club is in place at both sites to ensure students are 'ready to learn'. 	<p>DfE guidance Mental Wellbeing of students has become a priority due to the Covid pandemic</p>	<p>6</p>
<p>Wider curricular activities like clubs and trips in and out of school are put in place to ensure access to cultural capital.</p>	<p>DfE guidance</p>	<p>6</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

FFT Aspire summary GCSE outcomes 2022			
	FSM6 (FSM in the last 6 years)	Not FSM6 (Not FSM in the last 6 years)	Gap
Number (%)	52 (21%)	201 (79%)	
A8	5.2 (sig +)	5.1	+0.1
P8	+0.42 (sig +)	+0.84	-0.42
%G4+ En & Ma	73% (sig +)	74%	-1%
%G5+ En & Ma	54% (sig +)	56%	-2%
%G7+ En & Ma	27% (sig +)	22%	+5%

Attainment 8

Negligible gap between FSM6 and not-FSM6 for boys and for girls.
Largest gap for middle attainers (-0.5). Gap closes for higher and lower attainers.
SENDK have higher attainment (+0.6), but lower progress (-0.3)

Progress 8

Larger gap for boys (-0.66) than girls (-0.26).
Progress gap is closest for high attainers (-0.23)

Buckets

	A8 Gap	P8 Gap
English	+0.2	-0.19
Maths	-0.3	-0.84
EBacc	+0.1	-0.47
Open	+0.2	-0.25

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Additional Therapy and Support	BCYP
Brent Inclusion Services	Brent
SWAY (Sudbury, Wembley & Alperton Youth)	Brent
The Jubilee Academy	Alternative Provision
Real Talk	Brent (Charity)