

# Pupil premium strategy statement 2024-25 to 2026-27

## Alperton Community School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	1,637 (KS3 & KS4)
Proportion (%) of pupil premium eligible pupils	27.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025, 2025-2026, 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Mr C Dixon
Pupil premium lead	Ms M Cathcart
Governor / Trustee lead	Ms S Fleming

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£393988
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£393988

## 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 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	Ensure appropriate PD is in place so that staff can access to improve Teaching and Learning in the classroom across all key stages.
2 Intervention Provision	Ensure targeted and universal intervention is in place for identified students, providing additional support to pupils' progress and achievement.
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	Supporting students and families whose access to curriculum resources and IT equipment are restricted due to economic deprivation. One laptop is often shared between many siblings at home or there is no access to IT provision all together. 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 supports learners and families to alleviate barriers to attending school.
6 Mental health 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 and the gap between PP and non-PP outcomes students lessens.
Attendance of students is at par or above national standards.	Student attendance is at or above national, with particular focus on reducing the gap between PP and non-PP students.
Improve academic outcomes by ensuring students have access to a digital device at home.	Every PP student has a laptop or chromebook at home to enable them to access the curriculum and school-provided online revision programmes.
Access to appropriate intervention enables students to achieve.	Intervention provision is in place for underachieving students.
All parents access information/guidance that enables 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.
Monitoring and improving the mental wellbeing of our students.	The school is able to support and encourage the emotional and mental wellbeing of students, to improve engagement with school and promote positive outcomes, and where appropriate, through additional internal and external interventions.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on T&L with focus on responsive teaching during the academic year.	DfE guidance <a href="#">EEF research guidance</a> <a href="#">Challenge Partners</a>	1
Literacy PD to enable every teacher to be a teacher of literacy.	<a href="#">EEF research guidance</a> <a href="#">BELL Foundation research guidance</a> <a href="#">Bedrock Learning</a>	1

PD for cover teachers to improve QFT in cover lessons.	Local need	1
Induction sessions and ongoing training for new teachers (ECT programme and ITT programme)	School specific need. <a href="#">DfE guidance</a>	1

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure In-school intervention from teachers &amp; support staff are in place to meet needs.</p> <ul style="list-style-type: none"> <li>✓ Library lessons scheduled to improve reading at KS3 and utilising Bedrock learning through the Form Time programme</li> <li>✓ TAs provide appropriate support to PP students in and out of lessons of those who also have SEND needs</li> <li>✓ Half term interventions, period 6 and Easter interventions, lunchtime and after school intervention impact on progress and attainment and address academic disadvantage at KS3 and 4.</li> <li>✓ PP Student Progress Mentors complete progress meetings and ongoing mentoring at KS3&amp;4 and Year 7 transition meetings with targeted students to identify and meet needs.</li> </ul>	DfE guidance EEF research	2
<p>Schedule coffee mornings for non-IT literate parents during the year so that they attend training on how to access online information. On open evenings and parent evenings have access to ICT support and/or Finance Manager to support with queries regarding FSM.</p>	This is a local need linked to our parent community.	3
<p>Ensure access to curriculum resources and equipment at KS3 &amp; KS4 for low attaining disadvantaged pupils</p>	DfE guidance	4

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

Budgeted cost: £265,988

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

**Total budgeted cost: £393,988**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **FFT Summary GCSE Report 2025**

PP students (55 students) A8 4.5 with 60% receiving Grade 4+ English & Maths; FSM Ever (78 students) A8 4.6 with 64% receiving Grade 4+ English & Maths; 46 of the 55 PP students were entered for EBacc. It should be noted that 0/55 students were Higher Attainers (FFT). The 8 FSM6 students who also required SEN support achieved A80.1+ gap compared to SEN students who were not FSM6.

#### **Attendance Data**

Year 7-11 FSM6 data shows overall attendance for 2024-2025, 90.3% which is +4.9 on National Average (FFT)

#### **Attitude to Learning KS3**

In Year 7, of the 88 PP students in the cohort, only 7 students had 1 Disengaged on their reports by the End of Year reports.

In Year 8, of the 73 PP students in the cohort, only 4 students had 1 Disengaged on their reports by the End of Year reports.

In Year 9, of the 104 PP students in the cohort, only 13 students had 1 Disengaged on their reports by the End of Year reports.

#### **End of Year Results:**

At KS3 End of Year Summer data 2024-2025 shows that PP students in all year groups were almost in line with non-PP students in the majority of subjects.

English: the average score of EoY Y7 exam gap between PP and non-PP students was only 1% difference, in Y8 2%, and in Y9 only 1%. Maths: the higher attainer (Band A) Y7 PP students are outperforming non-PP students in Maths, but overall the averages align. In Y8, barring 4 Band A students, all PP and non-PP students' averages are roughly in line. In Y9 there was a slight gap forming that will be monitored going into Y10.

## Externally provided programmes

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

Programme	Provider
Brent Inclusion Service	Brent
Additional Therapy and Support	BCYP

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A