

# Pupil premium strategy statement

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	Anglo Portuguese School of London
Number of pupils in school	44
Proportion (%) of pupil premium eligible pupils	13% (6)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024
Date this statement was published	1/12/2021
Date on which it will be reviewed	1/9/2024
Statement authorised by	Marta Correia
Pupil premium lead	Marta Correia
Governor / Trustee lead	Regina Duarte

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10, 760
Recovery premium funding allocation this academic year	£4, 080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£14, 840</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and ensure we do everything in our means to support them in achieving their potential.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This will be achieved through external continuous professional development and staff training.

### Challenges

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

Challenge number	Detail of challenge
1	High family aspiration but without the skills and resources to support children's educational development;
2	Lack of money to engage fully in extra-curricular activities, with the risk of social exclusion; lack of access to enriching experiences
3	Low self-esteem and low expectations in children with regards to their own abilities and potential;
4	Social factors which make focusing on school work difficult, such as overcrowding and family tensions. Of course, this last element can be found in more affluent families as well, but the stresses and anxieties which commonly go alongside disadvantage and low income can often exacerbate such issues;
5	Access to wider opportunities due to non-academic challenges such as lower attendance

### 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.

<b>Intended outcome</b>	<b>Success criteria</b>
<i>High quality teaching for all children</i>	<ul style="list-style-type: none"> <li>• High quality professional development for staff</li> <li>• Training for staff in strategies to support children during teaching</li> <li>• PP children make good progress as a result of professional development.</li> <li>• The gap between PP children and non-PP children is narrowed</li> </ul>
<i>Targeted academic support</i>	<ul style="list-style-type: none"> <li>• Targeted individual or small group interventions to support children to make rapid progress</li> <li>• Interventions closely linked to classroom practice</li> <li>• PP children make rapid progress from their starting points</li> </ul>
<i>Wider opportunities</i>	<ul style="list-style-type: none"> <li>• Improvement in attendance for PP children</li> <li>• PP outcomes raised as full curriculum is accessed</li> <li>• PP children participate in all aspects of school life and have the same opportunities</li> <li>• Behaviour of PP children supports them with achieving well at school</li> <li>• Good level of parental involvement and engagement</li> <li>• Parents of PP children contribute to the life of the school, positive mindsets about education and higher aspirations.</li> </ul>

## Activity in this academic year

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

Budgeted cost: £ [3,000] 8 children

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of experienced teachers & development of inexperienced teachers	<ul style="list-style-type: none"> <li>Staff recruitment and professional development supports PP children to make good progress</li> <li>All staff are qualified and trained to work with various needs and challenges</li> </ul>	1-5
Professional development addresses reading and language needs	<ul style="list-style-type: none"> <li>Teachers are confident to analyse individual children's needs and can support children with making progress on an individual level.</li> <li>CPD in vocabulary and language teaching supports children to make good progress</li> </ul>	1-5
<i>Use of assessment to inform level of support and challenge needed</i>	<ul style="list-style-type: none"> <li>Staff training on assessment, marking and feedback</li> <li>Staff training on EEAXT (online Reception assessment tool)</li> <li>Staff inset</li> </ul>	1,3
<i>Reading resources and maths materials to support teaching</i>	<ul style="list-style-type: none"> <li>Resources provide support and challenge for all children</li> <li>Children have access to high quality resources that support the children</li> <li>Staff can use resources that support with high quality delivery</li> </ul>	1,3

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

Budgeted cost: £ [7,020] 8 children

Activity	Evidence that supports this approach	Challenge number(s) addressed

Phonics intervention	Identified PP children to review phonics sounds learnt and consolidate their learning in order to read more fluently.	1-4
1-to-1 or small group tuition to consolidate maths	Assessment is used to address misconceptions, personalised teaching using specific resources support the children in making good progress  Children grow their confidence in maths and application of mathematical skills and concepts	1-4
Small group tutoring in writing to support with writing outcomes	Fine motor skills development – handwriting practice modelled by staff  Guided writing support for PP children – use of scaffolds and prompts to support independence, confidence and	1-4

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

Budgeted cost: £ [1000.00] 8 children

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance monitoring</i>	PP children with attendance issues (persistent absence or lateness)  Identified children´s attendance improves and children access full curriculum	5
<i>Jigsaw PSHE scheme</i>	Focusing on supporting children´s emotional wellbeing	3,4,5

**Total budgeted cost: £ [11,020]**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

All PP children were closely supported with 1:1 teaching during school closures, online learning, and personalised learning/ teaching resources to ensure that they made progress even when faced with school closures.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

## Further information (optional)

During 2020-21, in the school's first year of opening with a Reception cohort, the funding, £6,277 was used for 1:1 additional adult support and intervention in order to close the gaps during covid school closures. The funding was also used in personalised resources and curriculum, home-learning, personalised online teaching to ensure that the children's attainment and wellbeing was not affected. Funding was also used towards the purchase of concrete resources and equipment to enable children to access learning from home.