

## Catch-Up Premium Plan Anglo Portuguese School of London

### Summary information

<b>School</b>	Anglo Portuguese School of London				
<b>Academic Year</b>	2021-22	<b>Total Catch-Up Premium</b>	£4,080	<b>Number of pupils</b>	51

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in from Reception through to Year 6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul>

Identified impact of lockdown – Reception cohort 2020 only

<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Although the majority performed well in maths, communication and language has been affected, therefore affecting mathematical language acquisition and understanding of concepts.
<b>Writing</b>	Children have not necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills and doing regular fine motor skills development activities, which has had an impact on writing and writing resilience. 23% of this cohort had no English on entry, with lockdown, communication and language was affected, therefore also affecting other areas where language is at the forefront.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject with digital books and access to online phonics lessons. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who did not is now increasingly wide. The bottom 20% of readers have been disproportionately affected. Comprehension is an area that was affected, particularly as lock down had such a negative impact on communication and language thus affecting understanding.
<b>Non-core</b>	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on curriculum experiences e.g. trips, visitors and powerful curriculum moments. Key skills have been missed in foundation subjects and staff need to be aware of this in order to address this in their planning.



ii Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency, writing stamina and basic English skills.</p> <p>Identified children will have significantly increased rates of mathematics basic skills, reasoning and fluency and additional teaching input will reinforce their application of number.</p>	<p><b>A catch up teacher to work with targeted children throughout school</b></p> <p><i>(£650 on costs only- teacher time)</i></p> <p><b>A catch up teacher to work with targeted children throughout school</b></p> <p><i>(£650 on costs only – teacher time)</i></p>		<p>MC</p> <p>MC</p>	<p>Feb 22</p> <p>Feb 22</p>
<p><u>Intervention programme</u></p> <p>An appropriate numeracy / English intervention for Year 1</p>	<p><b>An intervention is identified and planned to be delivered 2 days a week by a teacher.</b></p> <p><i>(£teacher time)</i></p>		AA	Sep 21

Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<u>Summer Support</u> NA				
			<b>Cost paid through Covid Catch-Up</b>	<b>£4,080</b>
			<b>Cost paid through school budget</b>	<b>£ 20,000</b>