

Catch-Up Premium Plan Anglo Portuguese School of London

Summary information

School	Anglo Portuguese School of London				
Academic Year	2021-22	Total Catch-Up Premium	£4,080	Number of pupils	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 curriculum expectations for the next academic year.</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 coronavirus (COVID-19) support guide for schools 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"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time

Identified impact of lockdown – Reception cohort 2020 only

Maths	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.
Writing	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.
Reading	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.
Non-core	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.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting great teaching:</u></p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports teaching and learning. Bigger quantity of reading scheme books so that children can change books regularly and read more frequently.</p>	<p><i>Purchase additional manipulatives and reading books.</i></p> <p style="text-align: center;"><i>(£500.00 Maths)</i> <i>(£600.00 English)</i></p> <p><i>Purchase of scheme (online resources) to support great teaching including:</i></p> <p><i>Jigsaw PSHE (£192)</i> <i>Striver PE (£100)</i> <i>Letterjoin (£200)</i> <i>Literacy Tree plans (£per unit)</i> <i>Whiterose maths premium resources (£192)</i> <i>Teach computing</i></p> <p><i>Homework resource books</i></p>		<p>MC</p> <p>MC</p>	<p>Sep 22</p> <p>Sep 22</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implement EEAxT online assessment system for Reception. (£200)</i></p> <p><i>Whiterose maths premium resources and assessments (£as above)</i></p> <p><i>Staff inset – assessment, marking and feedback</i></p>		<p>MC</p>	<p>Sep 21</p>

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>A catch up teacher to work with targeted children throughout school</p> <p><i>(£650 on costs only-teacher time)</i></p> <p>A catch up teacher to work with targeted children throughout school</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>An intervention is identified and planned to be delivered 2 days a week by a teacher.</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				
			Cost paid through Covid Catch-Up	£4,080
			Cost paid through school budget	£ 20,000