

## 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	91
Proportion (%) of pupil premium eligible pupils	20 (21.9%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	20/11/2023
Date on which it will be reviewed	1/9/2026
Statement authorised by	Marta Correia
Pupil premium lead	Marta Correia
Governor / Trustee lead	Regina Duarte & Chris Toye

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29, 100
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,100

## 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.

Intended outcome	Success criteria
<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 – enrichment clubs, school trips</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:

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> <li>Inset days – planning and delivery</li> <li>ELSA training</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</li> <li>Pupil progress meetings</li> <li>SIA support and advisory</li> <li>Bromcom training</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: £ 27, 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Phonics intervention / daily reading (10 ch)	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 (15 ch)	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 1:1 daily reading	1-4
Maths and reading fluency tutoring group (10 ch)	After school tuition group Spelling, grammar and number fluency	1-4
Occupational therapy support 1:1 (2 ch)	Focused support with gross/ fine motor needs	1-4
Private Speech and Language support (London Clinic) (7 ch)	1:1 or small group support for children with high communication and language needs	1-4

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

Budgeted cost: £4, 340

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
<i>ELSA (emotional literacy support) (3 ch)</i>	Focusing on 1:1 attention to support children with emotional needs including anxiety, friendships and other identified barriers	3
<i>Participation in enrichment clubs</i>	School subsidy to support PP children who need support with developing interests and wellbeing including chess, baking, gymnastics, singing, tuition	1-4

**Total budgeted cost: £ 31,740**

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

### Pupil premium strategy outcomes

All PP made good progress from baseline in 2023 outcomes.

60% in Y2 met KS1 expectations

Attendance showed an improvement in attendance for PP children. 1 child in particular had 75% attendance in 2022-2023 compared to 89% by end of Autumn term 2023.

All KS1 PP children participated in an after school club as part of their enrichment.

### 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 2022-23

The funding was used for 1:1 additional adult support and intervention in order to ensure that all children are confident readers, writers and have good number fluency (KS1 results, phonics screening, GLD profile). Focus groups and interventions supported to close the gap.

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.