

SUMMARY INFORMATION

Total number of pupils:	380	Amount of catch-up premium received per pupil:	£37.68
Total catch-up premium budget:	£14,320	Additional funding for school-led tutoring	£20745

STRATEGY STATEMENT

Brunswick Park Primary School is committed to ensuring equal opportunities for all pupils, regardless of their socioeconomic background. The school recognises the impact of closure on its pupils and is steadfast in its ambition to support any pupil whose learning has been lost during this time. Brunswick Park Primary School intends to use any catch up premium funding to address gaps in learning and enrichment experiences for all pupils but in particular those who are the most deprived. These priorities include:

- addressing gaps in children’s mathematical understanding
- supporting children with gaps in their knowledge of phonics
- developing a love for reading in those who are not read to regularly
- enabling all children to access learning from home
- supporting those whose wellbeing and physical health has been most impacted
- offering enrichment experiences to those who miss out due to financial hardship

The overall aims of the strategy are to:

- reduce the attainment gap between disadvantaged pupils and their peers
- ensure that all pupils can access remote learning effectively
- ensure the well-being of all pupils

BARRIERS TO FUTURE ATTAINMENT CAUSED BY SCHOOL CLOSURE

Academic barriers:

A	Low levels of phonic understanding: For the overwhelming majority of our current Year 2 pupils, their year in Reception was cut short in March 2020 ,while in 2021 the same cohort suffered the consequences of the wider school closure. This meant that they missed a great deal of the school year and ultimately missed out on a vital phase in their education. Although learning tasks were provided for the children to complete at home, the teaching of phonics was difficult to manage and so for the current Year 2 children, data shows that they are working at lower levels in this area than their peers in previous years.
B	Poor spoken language skills in KS1: Several pupils throughout the school have been affected by the wider school closure and the lack of communication with peers or school adults. In addition to that, a large number of children attending Brunswick Park Primary School speak English as an additional language. As a result, baseline data highlights a low entry point into Nursery and Reception following the closure of schools during the pandemic. Children speaking English as an additional language have lower starting points across the curriculum than those who speak English at home. These gaps have been exacerbated by the closure of schools and nurseries and they are likely to cause gap in attainment between EAL and Non-EAL pupils at the end of KS1.
C	Gap's in pupils' mathematical understanding: The wider school closure in 2020, meant that the vast majority of pupils were not able to receive face to face quality teaching in Maths. As this situation was ongoing until September 2020, it has caused gaps in pupils' mathematical knowledge and understanding. In school data shows that Maths is the subject that has suffered most from the school closure, as in most year groups the July 2022 Maths attainment was considerably lower in comparison to March 2020.

ADDITIONAL BARRIERS

External barriers:

D	Digital Poverty: The lack of access to digital devices meant that several children could not access the full virtual school curriculum in the event of self-isolation, closure of bubble or full lockdown. Although the school received a number of Chromebooks and laptops, these devices were not suitable for pupils with complex SEND or those working in the EYFS.
E	Poor attendance due to COVID-19 regulations: Many families are cautious about allowing their children to return to school. Where siblings have been told to isolate due to contact with a positive case, siblings have also been kept at home. As a result, more children are missing school on a daily basis.

F	Mental and Physical well-being: During periods of national lockdown and self-isolation, children at Brunswick Park Primary School were forced to spend a significantly increased amount of time at home. Inevitably, this had a negative impact on the children’s mental and emotional well-being.
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Planned Expenditure for the academic year 2021-2022

A	Action	Intended outcome and success criteria	What’s the evidence and rationale for this choice?	How will you make sure it’s implemented well?	Staff lead	Budget spent/ Review
	Provide 1:1 phonics tuition to pupils in Year 2.	In Year 2 at least 80% of children meet the threshold for the December PSC. In Year 1, at least 80% of pupils meet the threshold score in the PSC June 2021.	Our experience tells us that children progress fastest when they get 1:1 time with their class teacher to fully understand their next steps and time with the teacher to work them. Each child has a different next step within writing and need time to focus on this.	Use on entry assessments in KS1 to identify gaps in pupils’ phonics knowledge. SLT and Phase leaders monitor the effective implementation of in school tutoring.	AN RR LP CH TM	£6000
	Provide phonics workshop to support parents and carers with reading at home.	Parent feedback indicates understanding of phonics and their ability to support children with home reading.	We also know that children learn best when parents/ carers are engaged with their education and able to support children at home.	Reading Lead provides parent support in Autumn 1.		Review: January, April and June 2022

B	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Budget spent/ Review
	Provide targeted speech and language, 1:1 support for identified pupils, especially those in the EYFS and KS1.	<p>Identified pupils in Reception and KS1 will make accelerated progress and progress in line with age related expectations.</p> <p>Pupils with additional speech and language needs in KS2 will be adequately supported.</p>	Some children in reception did not attend nursery due to lockdown. Some children are not school ready and need additional support. This is especially fruitful when children are not currently working within the parameters of their year group curriculum. We have already seen the benefits of receiving Speech and Language therapy and the impact that this has on pupils' progress.	Children observations by the EYFS leader, the schools' SENCO and AHT for Inclusion to monitor their progress and language development.	SRJ CC AN	£5745 Review: January, April and June 2022
C	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Budget spent/ Review
	<p>Provide 1:1 maths tuition to pupils in Year 6.</p> <p>Provide Maths workshops to support parents and carers with Maths homework.</p>	The % of pupils achieving the expected standard for Maths at the end of KS2 is broadly in line with the national average. The attainment gap between PP and Non-PP pupils is narrowed.	<p>The end of July 2021 school data showed that in Year 5 less than 50% of pupils were working at ARE, in maths. There was a significant gap in the maths attainment between PP and Non-PP pupils. Our experience tells us that pupils make accelerated progress when they receive 1:1 targeted support.</p> <p>We also know that children learn best when parents/ carers are engaged with their education and able to support children at home.</p>	<p>SLT and Phase leaders monitor the effective implementation of in school tutoring.</p> <p>Maths leaders to ensure parents and carers are well-supported with workshops and other relevant resources.</p>	EF DA TM	£9000 Review: January, April and June 2022

D	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Budget spent/ Review
	Equip the school with a number of portable devices (tablets) that can be used by pupils with complex SEND.	Pupils with complex SEND are able to access remote learning effectively during periods of self-isolation or in the event of a local/national lockdown.	The school has a number of laptops and chromebooks which pupils can use for periods of remote learning. However, due their nature and user interface, these devices are not easily accessible by pupils with complex SEND. The lack of keyboards and pad makes tablet devices more suitable for this group of pupils, who cannot receive the full virtual school curriculum without having access to an appropriate device.	School's Business Manager to ensure devices are order. School monitoring to include pupils in the Resource Base; investigate how pupils are using digital devices to enrich their learning.	TM DD CC SRJ	£9320 Review: January, April and June 2022
E	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Budget spent/ Review
	School's attendance officer to devise an action plan including planned actions to improve the attendance of pupils affected by COVID-19.	Regardless of their socio-economic background, all children attend school regularly. There are no gaps in attendance figures when comparing deprived children and their peers.	Ensuring that pupils come to school every day is of paramount importance for Brunswick Park Primary School. Our experiences and formal records tell us that some pupils' attendance has been affected significantly by COVID-19. We recognise the important role of the attendance officer and how their work can best support pupils' that have missed part of their education.	Pupils with poor attendance are identified through daily monitoring. Meetings take place with parents to encourage attendance and to identify reasons for non attendance. For those who are shielding, quality provision is continued through blended learning and regular support from the class teacher.	CC DB	£1000 Review: January, April and June 2022

F	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Budget spent/ Review
	<p>Provide 1:1 learning mentor support to identified pupils to support their mental well-being.</p> <p>Run circus skills club at lunchtimes.</p> <p>Increase the number of sports activities/outdoor learning taking place in the school playground or other areas.</p> <p>Provide further equipment to improve the pupils' experiences at playtime/ lunchtime.</p>	<p>Pupils that have been affected by COVID-19 are identified and relevant support is provided.</p> <p>The pupils' lunchtime and playtime experiences are enriched.</p>	<p>During periods of lockdown and self-isolation, the vast majority of pupils were forced to spend an increased amount of time indoors. Inevitably, this has limited their experiences and interactions, and had a negative impact on the pupils' mental, physical and emotional well-being. This initiative is aimed at enriching the pupils' experiences, especially those that experienced financial hardship in their families.</p>	<p>Use pupil voice as a means to investigate pupil well-being and to reflect on the effectiveness of this strategy.</p>	<p>CC TM BF EF</p>	<p>£4000</p> <p>Review: January, April and June 2022</p>