



Horwich Parish CE Primary School

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COVID catch-up premium spending: summary to 31/7/21

SUMMARY INFORMATION			
Total number of pupils:	356	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£28,480		

STRATEGY STATEMENT

Reflection:

As a result of school being closed during COVID19 (March 20th to 7th September 2020 and 4th January – March 8th 2021) many children have gone backwards in their learning despite school providing online learning throughout the school closure. In particular disadvantaged children have slipped backward.

As a result our catch-up priorities are to:

- Find out exactly where every child is in their learning – reading, writing and maths through formal assessments at the end of September, December and May.
- Provide core approaches to missed learning through support interventions in R/W/M from beginning of November to Christmas and restart in April through to the end of the summer term (July 2021) during assembly time with the class teacher and or the class teaching assistant based on the gap information from the assessments. Children who require intervention to get at least one session per week (30 minutes) of intervention in each core area.
- Review these intervention groups monthly to ensure the correct children remain in each support group.

The overall aims of your catch-up premium strategy is to:

- To reduce the attainment gap between your disadvantaged pupils and their peers and to raise the attainment of all pupils to close the gap created by COVID-19 school closures



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Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of literacy due to poor communication skills
B	Low levels of maths ability due to lack of early skills developed in early childhood
C	Under developed capacity to communicate and reason

ADDITIONAL BARRIERS

External barriers:

D	Poor punctuality and attendance including persistent absences
E	Lack of parental engagement eg parents not engaging with their children's learning during lockdown, not attending parents evenings, homework not completed
F	Chaotic home life for many children with poor parenting – tired children and children engaging in too much screen time



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Planned expenditure for current academic year

Quality of teaching for all					
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	When will you review this?
1. Quality first teaching in reading, writing and maths	Teachers to understand children's academic needs and teach accordingly	By using new feedback and marking teacher book that reduces teacher marking and focuses on next steps in learning for all children which are quickly identified	Learning walks Pupil discussions Children's workbooks Moderation of work	SLT	Every term
2. Use of retrieval strategies in all teaching	Develop children's long term memory and retrieval skills	In order to cover the primary curriculum it is essential that teachers develop retrieval skills as not the time to revisit knowledge	Monitoring On-going CPD	AW	Every term
3. Develop use of knowledge organisers in all curriculum subjects	Ensure children are taught correct knowledge and vocabulary in all subjects	Knowledge organisers have been developed in all subject areas by teachers and subject leaders (during lockdown) to ensure correct coverage of curriculum and progression of skills	Pupil interviews focusing on knowledge taught and retained	JC	At the end of each topic



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4. Laptops for Teachers	12 laptops have been upgraded for Teaching staff to support remote learning	Purchased Sept/Nov 2020. Laptops with the capability to support remote learning and TEAMS	Remote learning available to every child and teacher tracked weekly throughout school closure	SC/SLT	Part of IT strategy Cost £5770.61
Total quality of teaching spend:					£5770.61
Targeted support					
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	When will you review this?
Third Space Maths tuition Spring 2021 19 pupils x 12 weeks Summer 2021 19 pupils x 12 weeks	1:1 tuition will personalise the learning to meet children`s individual needs	Maths data has improved at HP but disadvantaged children still do not perform as well as non-disadvantaged children in maths. December data shows gaps in childrens mathematical concepts. Research tells us 1:1 tuition is the most effective way to improve children`s progress and attainment	Monitoring impact through evidencing children`s progress	LB/AW – Maths lead ARN/BM to support	End of each term £4180 £523.05
Reading Plus program for Y2 – Y6	Personalise children`s reading needs and move them on quickly in developing their reading ability and skills	Reading throughout school continues to lack consistency in ARE and therefore needs to continue to be a focus. Reading plus programme was piloted at HP in 2018 and showed positive impact on children in year 4 reading ability	Reading plus program keeps a record and register of use Reading leads in school will monitor implementation and effectiveness	LB/JC	End of each term £5950



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<p>National Tutoring Program Tue - Fri 9.30-12.30 23/11-11/12/20 then suspended due to lockdown then Mon-Fri 9.00 – 12.00 for 10 weeks 4/5/21 – 16/7/21</p>	<p>Children`s writing develops and individual writing needs are taught and developed</p>	<p>As writing is a priority in our school. Writing data shows that there is a gender gap between girls and boys writing and disadvantaged pupils. Research tells us 1:3 tuition is one of the most effective ways to improve children`s progress and attainment</p>	<p>National tutoring partnership have a rigorous programme that shows impact and value for money</p>	<p>AW</p>	<p>£2891</p>
<p>Nuffield Early Language Intervention (NELI) 20 week program for 4-5 years olds 6 pupils x 20 weeks</p>	<p>Reception children`s language skills and acquisition are developed with a particular focus on vocabulary</p>	<p>This is a free intervention that will support language development in reception children. Baseline assessments in October 2020 indicate communication and language need to be a priority.</p>	<p>Early years lead will monitor implementation during time spent in reception during her management time</p>	<p>JC</p>	<p>Review children every week £3021.77</p>
Total spend:					<p>£16565.82</p>
Other approaches					
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	When will you review this?



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<p>Class based support interventions throughout y2-y6</p> <p>Reading, writing and maths interventions will take place in identified groups four mornings a week for 30 minute sessions by the teacher and or the teaching assistant</p>	<p>Gap is closed as a result of another layer of targeted support.</p>	<p>September formal assessments identified which children had slipped in their learning. Children who were previously ARE or predicted to be ARE receive additional teaching to ensure the children meet their potential.</p>	<p>Register and record of groups meeting</p> <p>Subject leaders will monitor implementation and impact</p>	<p>Class teachers</p>	<p>Every half term</p>
<p>Two phonics session each day</p>	<p>Children reach their correct phonic stage for their year group and time of year linked to the phonic phase</p>	<p>To continue to close the phonetic gap caused by closure</p>	<p>Assistant HT in Year 2 will monitor regularity and progress of children with regular assessing of children</p>	<p>AT/SW/JC/FM</p>	<p>Weekly</p>
<p>Total budgeted cost:</p>					<p>£0</p>