



Horizon – ‘Catch-Up’ Approach Action Plan

Our Trust Vision/Aims relevant to this priority...

- The Trust is committed to providing outstanding educational experiences for each pupil. We are determined to raise aspirations, opportunities and the standards of learning for all pupils.
- We believe that even better progress and attainment can be achieved through strong collaboration. In the Horizon MAT school leaders and governors will come together to share strategic thinking and expertise. By combining talents and skills we will support each other during challenging times.

DfE guidance 17th September 2020-

- For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the [EYFS disapplication guidance](#). For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.
- For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

Accountability and monitoring-

- As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.
- Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.’

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Action Plan for Catch-Up Funding

Name of Academy:

Lead person for the school:

Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
<p>1.1 Ensure identified children can access 1-1 and small group read write inc support enabling them to make at least good progress.</p>	<p>All of the children will make accelerated progress with RWInc.</p> <p>Disadvantaged children will make good progress- the gap between dis and all will narrow based on the baseline for phonics.</p> <p>Baseline for year 1, 45% of children at ARE using RWI assessments. By the end of Spring term to be at least 92% (32+) in the phonics screening check. This would be significantly above national averages (2019 data)</p> <p>Baseline for year 2, 47% of children are at ARE (32+ in phonics screening check.) By the end of Spring Term at least 85% will be on track for ARE in phonics. This will be tracked using phonics screening and RWI assessments.</p> <p>Baseline ARE for Y1 reading – 68% Baseline ARE for Y2 reading – 69%</p>	<ul style="list-style-type: none"> ✚ Purchase access to the portal and have the necessary training for the team. ✚ RWI lead to attend training on how to use the RWI portal ✚ RWI lead to train 1-1 tuition team in staff INSET. ✚ Teaching team to carry out assessments of the children. ✚ Allocate children to 1-1 person and begin intervention on a daily basis. ✚ Reassess at regular intervals. ✚ Audit/purchase additional RWI resources to support teachers/TAs with teaching RWI across all year groups. 	<p>Read write inc lead to attend portal training (EG) – Oct 20</p> <p>RWInc lead (EG) to lead whole school INSET on RWI portal Nov 20</p> <p>1-1 RWIn T/TAs to lead sessions Nov 20-ongoing</p> <p>Read write inc lead (EG) to assess children and analyse where support is required – Ongoing</p>	<p>SLT at Pupil progress</p> <p>Class teachers to monitor progress on catch up sheet</p> <p>English lead</p> <p>RWI lead</p>	<p>Report to LGB on impact of intervention and progress.</p> <p>Class teachers to report impact at Pupil Progress meetings</p>	<p>£1150 access to the portal</p> <p>£125 training for the lead on use of portal</p> <p><u>RWI resources for high quality delivery of phonics below</u></p> <p>Fred Frog Beanie (pack of 10)</p> <p>Set 1 Speed Sound Cards (pack of 10)</p> <p>Set 2/3 Speed Sound Cards (pack of 10)</p> <p>A4 Set 1 Speed Sound Cards (pack of 5)</p>

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	Children will make accelerated progress to be well above national expectations KS1 in attainment for reading (73% 2019)		RWI lead to audit and purchase additional resources required for high quality 1:1 and group phonics to be delivered.			A4 Set 2/3 Speed Sound Cards (pack of 5) Red Words (pack of 10) Green Words (pack of 10) Magnetic Mini Speed Sound Cards (pack of 10) Wall charts Flipchart boards Total for RWI resources: £1303.34
Objective	Success Criteria	Actions	Staff Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.2 Children in Y1 and Y2 to make accelerated progress in reading and writing.	Children in Y1 and Y2 identified as needing catch up support to make accelerated progress in reading and writing. Baseline ARE for Y1 reading – 68% Baseline ARE for Y1 writing – 62% Baseline ARE for Y2 reading – 69% Baseline ARE for Y2 writing – 68% Children will make accelerated progress to be well above national	<ul style="list-style-type: none"> ✚ Appoint an additional teacher to support, in the first instance, Y1 and Y2 children. ✚ Class teachers to timetable the designation of additional teacher with a clear focus on both the class/additional teachers' roles. To include specific children/groups and times. 	Rachel Kenny appointed Oct '20 to start Nov '20 Y1/Y2 teachers, English lead and RWI lead to deploy additional teacher Oct 20 (in the first instance)	SLT at Pupil progress Class teachers to monitor progress on catch up sheet SLT to monitor the deployment of additional teacher regularly Lesson observations/drop	Report to LGB on impact of intervention and progress. Class teachers to report impact at Pupil Progress meetings	£14,783.06 cost of teacher (inc. NI/pension) Nov 2020 to the end of Spring Term 2021

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	KS1 expectations in attainment for reading (73% 2019) and writing (69% 2019)	<ul style="list-style-type: none"> ✚ Catch up teacher and class teacher to support children 1:1 and in small groups. ✚ Catch up teacher and class teacher to pre teach lessons in order for greater understanding in class. ✚ Catch up teacher and class teacher to make regular assessments to identify specific gaps in learning and teach carefully planned sessions to address misconceptions. ✚ Through writing conferencing, raise confidence for groups and individuals of children. 	<p>Review deployment throughout the Aut and Spr term through regular assessments.</p> <p>SLT to monitor the deployment of additional teacher regularly</p>	<p>in from SLT and subject leaders to monitor impact</p> <p>LGB visit days</p>		
Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.3 Targeted children in Y3 and Y4 make accelerated progress in reading and writing through daily 1:1 support.	Individual children in Y3 and Y4 identified as needing catch up support to make accelerated progress in reading and writing to close the gap with 'all' children.	<ul style="list-style-type: none"> ✚ Appoint a Fischer Family Trust Wave 3 early intervention teaching assistant to work 1:1 with targeted children. ✚ FFT TA to deliver a daily Reading/Writing Recovery programme 4 times a week. ✚ Teachers in Y3 and Y4 to identify the children that require additional reading and writing support through regular assessments. 	<p>Employ FFT TA Nov 2020 (KS)</p> <p>FFT TA to lead intervention programme daily 4 times a week</p> <p>Class teachers to identify children requiring support</p>	<p>SLT at Pupil progress</p> <p>Class teachers/FFT TA to monitor progress on catch up sheet</p> <p>English lead (EM) to performance manage FFT TA and train TA on the EPS reading systems</p>	<p>Report to LGB on impact of intervention and progress.</p> <p>Class teachers to report impact at Pupil Progress meetings</p>	<p>£4365.80 for the cost of FFT reading recovery TA</p> <p>Nov 2020 - August 2021</p>

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Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.4 Children from Y2-Y6 have access to Accelerated Reader to ensure progress and attainment for all children in reading.	<p>All children in year 2-6 to have reading books which at the appropriate age and stage of their reading journey.</p> <p>Rigorous and regular assessments will ensure children have reading books that challenge and extend fluency and comprehension.</p> <p>Reading progress for all children will be evident in the termly data drops.</p> <p>Gender gap between children will narrow in reading for Y5 and Y6 to be below 10%. Y5 – 19% current gap Y6 – 24% current gap</p>	<ul style="list-style-type: none"> ✚ Accelerated reader subscription to be purchased for all children from Y2-6 ✚ Ensure reading books are available and in the accelerated reader scheme for all year groups. ✚ Train staff in year groups that have not used accelerated reader ✚ Inform parents of how to access accelerated reader at home to complete quizzes ✚ Purchase additional reading books to support the accelerated reader programme across the school 	<p>HS/EM (Y2 Oct 20. Y3-6 Spring Term)</p> <p>EM</p> <p>EM</p> <p>Class teachers/EM</p> <p>EM</p>	<p>SLT at Pupil progress</p> <p>Class teachers to monitor progress on catch up sheet</p> <p>LGB</p>	<p>Report to LGB on impact of intervention and progress.</p> <p>Class teachers to report impact at Pupil Progress meetings</p>	<p>Subscription renewal in the Autumn Term (Y2) and Spring Term (Y3-6) £6 522.00</p> <p>Additional books to support Accelerated reader £1000</p>
Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.5 Targeted children in Y6 to make accelerated progress in Spelling Punctuation and Grammar (SPAG) and maths	<p>67% children at ARE in maths in the baseline assessment. 80% to be at ARE at the end of KS2.</p> <p>54% children at ARE in SPAG in the baseline assessment. 78% to be at ARE at the end of KS2.</p>	<ul style="list-style-type: none"> ✚ Purchase two computers to support teaching and learning. ✚ Link one computer with the interactive board in the staff room. ✚ Ensure that the staffroom learning area has effective ICT hardware for the TA to lead high quality learning to small groups of targeted children daily. 	<p>Daily support from KR and HP</p>	<p>SLT at Pupil progress</p> <p>Class teachers to monitor progress on catch up sheet</p> <p>LGB</p>	<p>Report to LGB on impact of intervention and progress.</p> <p>Class teachers to report impact at Pupil Progress meetings</p>	<p>Fujitsu ESPRIMO Q558 Desktop Computer - £367.44 x 2</p> <p><u>Total</u> £734.88</p>

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		<ul style="list-style-type: none"> ✚ Teachers to identify the children requiring additional support through regular and ongoing assessments. ✚ Children to have 1:1 and small group support from a TA using daily 				
Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.6 Secure high quality provision and approaches for oracy across the Foundation Stage	<p>Baseline assessments show that there are;</p> <ul style="list-style-type: none"> ✚ 14/30 chn (FCC) 47% ✚ 12/29 chn (FSJ) 41% ✚ Cohort 44% <p>Of children that have Speech and language concerns or/CLL difficulties.</p>	<ul style="list-style-type: none"> ✚ Invest in resources to enhance imaginative, small world play. ✚ Language to be modelled and scaffolded in order to promote and support oracy. Children to be expected to speak in full sentences. Ensure there is strong oracy provision in the learning environment which will encourage talk and language development. ✚ Continue to develop the use of 'Helicopter Stories' and storytelling time as part of the daily provision. 	<p>CC to lead</p> <p>All Foundation staff to implement on a daily basis</p>	<p>SLT at Pupil progress</p> <p>Class teachers to monitor progress on catch up sheet</p> <p>LGB</p> <p>Lesson observations and drop ins</p> <p>Teachers/TAs performance management</p>	<p>Report to LGB on impact of intervention and progress.</p> <p>Class teachers to report impact at Pupil Progress meetings</p> <p>Lesson observations/drop ins</p>	<p>Wooden frame for tough trays</p> <p>Wooden construction blocks</p> <p>Small world resources to include; people, animals, dinosaurs, reptiles, enchanted house</p> <p>£1280.49</p>
Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.7 Improve pupil progress and attainment in	<p>Baseline maths assessments</p> <p>Y1 – 68% ARE, 0% GDS</p> <p>Y2 – 63% ARE, 5% GDS</p>	<ul style="list-style-type: none"> ✚ Maths lead to support staff across school to ensure there is 	<p>PA staff INSETs throughout the year</p>	<p>Lesson observations</p>	<p>Report to LGB on impact of</p>	<p>Audit of resources and purchase of</p>

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<p>mathematics by ensuring there is a consistently high quality teaching of mastery in every year group.</p>	<p>Y3 – 67% ARE, 16% GDS Y4 – 82% ARE, 21% GDS Y5 – 80% ARE, 20% GDS Y6 – 67% ARE, 21% GDS</p> <p>KS1 to be above the national average of 76% ARE and 22% GDS (2019 national data)</p> <p>KS2 to make accelerated progress to be well above their Spring 2020 data (see below) Y3 – 83% ARE, 16% GDS Y4 – 82% ARE, 21% GDS Y5 – 84% ARE, 20% GDS Y6 – 75%% ARE, 21% GDS</p>	<p>high quality mastery teaching including manipulatives.</p> <ul style="list-style-type: none"> ✚ Purchase manipulatives to effectively support each year group. Ensure all staff are confidently using manipulatives regularly to support learning. ✚ Ensure consistency across the school in mastery approach. ✚ Provide further training on using manipulatives and monitor the provision of use. 	<p>PA in consultation with teaching staff</p> <p>PA/SLT</p> <p>PA</p>	<p>Learning walks Maths/Tapestry book looks LGB deep dive LGB attending INSETs SLT/Teachers/TAs performance management target</p>	<p>intervention and progress. Class teachers to report impact at Pupil Progress meetings Lesson observations/drop ins Performance management review meetings</p>	<p>quality manipulatives Autumn term 2020. £2735</p>
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