



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: HPIS			Lead person for the school: Mrs Denise Razey			
Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
Phase 1 -Y2 Use assessment information identifying children currently unable to meet the standards for phonics screening to create daily bespoke phonic catch up programmes.	All identified Y2 children will make accelerated progress with phonics for reading and spelling for more than 90% of children in Y2 to achieve the standard in the phonics check in late autumn 2020.	<ul style="list-style-type: none"> • Train the curriculum recovery teacher. • Daily interventions with individuals/small groups. • Monitoring progress on a weekly basis. • To provide additional home learning. • Support packages to identified children. 	Curriculum recovery teacher starting on 2 nd November 2020 Up to 18 th December 2020	Weekly liaison with teaching staff and fortnightly liaison with recovery curriculum lead. Daily records to be available at all times.	Recovery Curriculum Lead to evaluate impact fortnightly and report to staff and Head Teacher and compile a report for the LGB (Chair to be kept updated inbetween LGB meetings). English Lead – 1 day	£12,182 full time. Online resources and catch up programmes. Twinkl curriculum recovery £337.50 Classroom secrets £405 Additional English Lead release time x 5 days across the timeframe of the project £160 x 5 = £800
Phase 2	Success Criteria	Actions	Staff Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)

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<p>Continue with phase 1 with those Y2s that did not meet the required standard and introduce the programme to Y1 children who have been identified as not on track to reach the required standard in phonics. To operate writing catch up groups for those underperforming in writing (Y2)</p>	<p>All identified Y1 children and those Y2 children who didn't pass the autumn 2020 phonic test, will make accelerated progress with phonics for reading and spelling. For more than 92% of children in Y1 to achieve the standard in the summer 2021 phonic check.</p>	<ul style="list-style-type: none"> • Daily interventions with individuals/small groups. • Monitoring progress on a weekly basis. • To provide additional home learning. • Support packages to identified children. 	<p>Up to May 28th 2021</p>	<p>Weekly liaison with teaching staff and fortnightly liaison with recovery curriculum lead. Daily records to be available at all times.</p>	<p>Recovery Curriculum Lead to evaluate impact fortnightly and report to staff and Head Teacher and compile a report for the LGB (Chair to be kept updated inbetween LGB meetings). English Lead – 1 day. English Lead – 2 days</p>	<p>As above in Phase 1</p>
<p>Phase 3</p>	<p>Success Criteria</p>	<p>Actions</p>	<p>Staff / Date</p>	<p>Monitoring of actions</p>	<p>Evaluation of impact</p>	<p>Resources (cost/times)</p>
<p>To operate catch up phonic programmes with all children who did not meet the phonic standard. To support EYFS children who are underperforming in their phonics/writing skills.</p>	<p>More than 90% of all EYFS children to achieve Age Related in Phonics by July 2021</p>	<ul style="list-style-type: none"> • Daily interventions with individuals/small groups. • Monitoring progress on a weekly basis. • To provide additional home learning. • Support packages to identified children. 	<p>Up to July 20th 2021</p>	<p>Weekly liaison with teaching staff and fortnightly liaison with recovery curriculum lead. Daily records to be available at all times.</p>	<p>Recovery Curriculum Lead to evaluate impact fortnightly and report to staff and Head Teacher and compile a report for the LGB (Chair to be kept updated inbetween LGB meetings). English Lead – 2 days.</p>	<p>As above in Phase 1</p>

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Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
<p>Total Amount of Funding School Received:- £20,000</p> <p>Amount of money allocated to Catch Up provision:- £14,354.50</p> <p style="text-align: right;">£5645.50 to contribute to a collective pool.</p>						

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