



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.'

‘Determined to provide outstanding educational experiences for every pupil’

Action Plan for Catch-Up Funding						
Name of Academy: Widewell Primary			Lead person for the school: Claire Prynne			
Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.1 Ensure identified children can access 1-1 Read Write Inc support enabling them to make good progress.	All of the children will make accelerated progress with RWInc. Disadvantaged children will make good progress- the gap between disadvantaged and all will narrow based on the baseline for phonics.	<ul style="list-style-type: none"> Purchase access to the portal and have the necessary training for the team. Train 1-1 tuition team in school. Carry out assessments of the children. Allocate children to 1-1 person and begin intervention on a daily basis. Reassess at regular intervals. 	RWInc lead – Oct 20 RWInc lead- Oct/Nov 20 1-1 RWInc TAs Nov 20- ongoing	SLT at pupil progress meetings	Report to LGB on impact of intervention and progress.	£1000 access to the portal £125 training for the lead on use of portal £1920 TA to carry out 1-1 RWInc
Objective	Success Criteria	Actions	Staff Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.2 Ensure identified children can access reading books at a level appropriate for their comprehension and fluency	All of the children make accelerated progress in reading Disadvantaged children will make good progress based on the Accelerated Reader entry and exit assessments	<ul style="list-style-type: none"> Purchase Accelerated Reader for a further year. NR to complete middle leader project into best use of AR and train staff Staff use AR information to inform targeted interventions on a weekly or daily basis 	NR – Nov /Dec 20 NR Training Jan 21 All staff Spring / Summer 21	CP for middle leader project SLT at pupil progress meetings	NR to report to LGB on impact of project and interventions	£1765 for AR for the year £1920 TA for interventions
Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)

‘Determined to provide outstanding educational experiences for every pupil’

1.3 Ensure gaps are accurately identified and filled in children's learning	Gaps at baseline assessments are clearly filled at the exit assessments	<ul style="list-style-type: none"> ✚ Purchase IXL for English and maths ✚ Ensure staff are trained in its best use ✚ Pupils access IXL programmes in lessons and as separate interventions ✚ Writing conferencing sessions ✚ Maths and reading sessions specific to gaps identified 	Y2 – Y6 staff training Nov 20 Y1-Y6 teachers	BH/SC monitor use of IXL and outcomes in English and maths SLT at pupil progress	BH/SC report to LGB on impact of IXL and teacher led sessions on outcomes for children	£3800 for IXL for the year £7000 teacher cover for teacher led interventions
Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.4		✚				
Objective	Success Criteria	Actions	Staff / Date	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.5		✚				
Total Amount of Funding School Received:- £17000 Amount of money allocated to Catch Up provision:- £ 17530						



‘Determined to provide outstanding educational experiences for every pupil’