

Harbour School – ‘Catch-Up’ 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 and believe that reading is a fundamental part of this. The ability to read is the gateway to educational resources and is a high priority within our curriculum.

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DfE guidance 17th September 2020-

- For pupils, 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. '

‘Learning Together in pursuit of happiness’

Action Plan for Catch-Up Funding – December 20 – On-going

Harbour School Dorset

Lead staff: Sean Robertson, Dan Butt, Helen Bradley & Kate Baxter

Objective	Success Criteria	Actions	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.1 Ensure identified children can access 1-1 Reading Inc support enabling them to make good progress.	<p>All of the children will make accelerated progress.</p> <p>Disadvantaged children will make good progress- the gap between disadvantaged and all will narrow based on the baseline for reading.</p>	<ul style="list-style-type: none"> • Renew Accelerated Reading license • Appoint additional staff member for intervention • Baseline assess reading ages • Train 1-1 tuition team in school. • Allocate children to 1-1 person and begin intervention on a rolling programme • Reassess at regular intervals. 	SLT at pupil progress meetings	HB- report to LGB on impact of intervention and progress.	<p>£1000 for KS4 Myon access.</p> <p>£175 per day Teacher to do 1-1 daily – reviewed at February half-term. Aim to run for as long as catch-up fund allows whilst intervention is affective.</p>
Objective	Success Criteria	Actions	Monitoring of actions	Evaluation of impact	Resources (cost/times)

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1.2 Ensure identified children can access reading books at a level appropriate for their comprehension and fluency along with interests	All of the children make accelerated progress in reading Disadvantaged children will make good progress based on the Accelerated Reader entry and exit assessments	Add Myon for older pupils. KB to train staff. Staff use AR information to inform targeted interventions on a weekly or daily basis	SLT – SENCo at pupil progress meetings	HB to report to LGB on impact of project and interventions	
Objective	Success Criteria	Actions	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.3 Ensure identified children can access Foundation skills Foundation Numeracy/Maths Inc support enabling them to make good progress	All of the children will make accelerated progress. Disadvantaged children will make good progress- the gap between disadvantaged and all will narrow based on the baseline for reading.	<ul style="list-style-type: none"> • Staff identify gaps in learning • Pupils timetabled for intervention work • Staff made available to carryout work in class. • Identified group receiving 4 sessions per week to bridge gaps in learning 	SLT – SENCo at pupil progress meetings	HB- report to LGB on impact of intervention and progress	Numeracy intervention group receiving 4 sessions per week to bridge gaps in learning
Objective	Success Criteria	Actions	Monitoring of actions	Evaluation of impact	Resources (cost/times)
1.4 Ensure identified children can access Wellbeing Inc support enabling them to make good progress	All of the children will make accelerated progress. Disadvantaged children will make good progress- the gap between disadvantaged and all will narrow based on the baseline for reading.	<ul style="list-style-type: none"> • Contact with parents to better understand individual concerns • Daily programme of class wellbeing activities 	SLT – SENDCo at pupil progress meetings	HB- report to LGB on impact of intervention and progress	Progression Framework

		<ul style="list-style-type: none"> • Individual interventions where appropriate • 1:1 Mentoring • Progression Framework 'Core targets' agreed with parents/pupils & staff. • Progress monitored by LM/classroom teachers and reported to SENDCo at Decembers Data drop. 			
<p>Total Amount of Funding School Received: - £9,600</p> <p>Amount of money allocated to Catch Up provision: - £ 9,600</p>					