

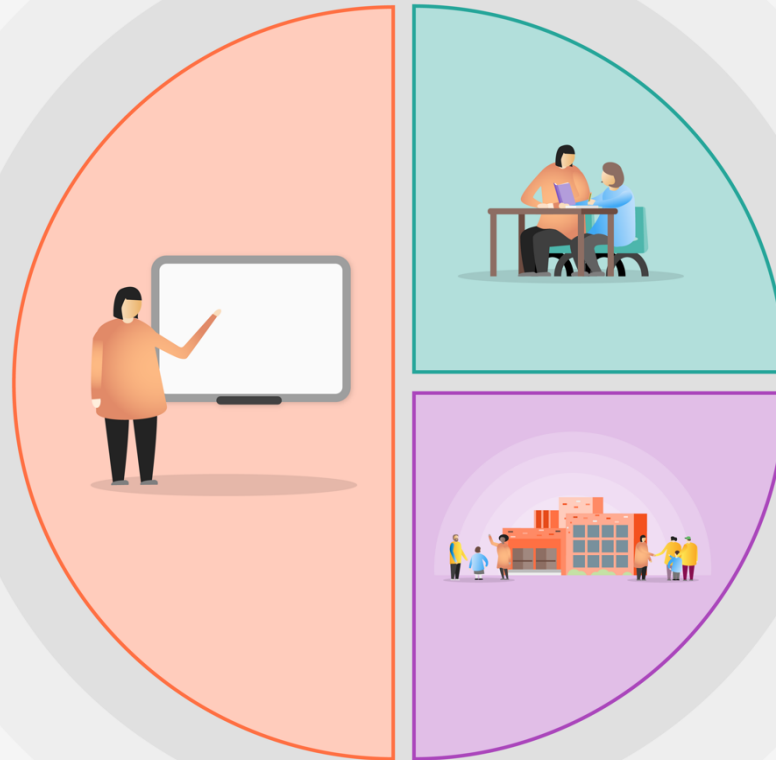
CATCH UP AND RECOVERY STRATEGY (2020-21)

Wade Deacon High School



1 Teaching

- Further embedding 'Our Classroom Culture' to ensure effective, adaptive teaching across the curriculum
- Adapting Curriculum Maps to match the needs of students: reviewing and re-teaching relevant topics and concepts and focusing on key knowledge, skills and concepts
- Planning to employ a range of effective assessment strategies to identify the needs of students, including regular low stakes testing and retrieval practice
- Ensuring feedback is frequent and purposeful and enables acceleration of learning
- Teaching metacognitive strategies to support students' independence and resilience in learning
- Supporting teachers and leaders through effective and targeted CPD
- Harnessing the benefits of remote/online learning
- Ensuring home learning is effective in consolidating learning in school



2 Targeted academic support

- 1:1 and Small Group Tuition in all year groups
- Reading and numeracy catch-up
- Pupil Premium Intervention (PPI)
- Period 6 (Year 11)
- Subject PLCs
- Saturday Sessions (Year 11)
- Early morning intervention
- Online Learning Resources

3 Wider strategies

- Raising Attainment Plans
- Independent Study Strategies
- Assertive Mentoring
- Attendance Support
- Behaviour Support
- Wellbeing & Counselling
- Parental Engagement
- Personalisation of Curriculum
- Alternative Provision



Catch Up and Recovery Strategy 2020-21

Funding: The school expects to receive £455,000 Pupil Premium and £127,760 Catch-Up Funding for the 2020-21 academic year.

Tier 1 – High Quality Teaching & Learning

The most effective means of ensuring the majority of students progress and achieve is to maintain high quality teaching and learning across the curriculum. This will be achieved by:

- Further embedding ‘Our Classroom Culture’ to ensure effective, adaptive teaching across the curriculum
- Adapting Curriculum Maps to match the needs of students: reviewing and re-teaching relevant topics and concepts and focusing on key knowledge, skills and concepts
- Planning to employ a range of effective assessment strategies to identify the needs of students, including regular low stakes testing and retrieval practice
- Ensuring feedback is frequent and purposeful and enables acceleration of learning
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For most students, Tier 1 strategies ensuring a well-planned and effectively implemented curriculum will be sufficient. For students who need additional support, Tier 2 and Tier 3 strategies will also be employed.

Tier 2 - Targeted Academic Intervention

Intervention	Approach	Success Criteria	Cost and Cost Centre	Staff Responsible	On-going Evaluation (R/A/G)
1:1 and Small Group Tuition	<ul style="list-style-type: none"> • Employ additional teachers to create capacity for targeted tutoring in English, Maths and Science in all year groups. Employ fixed term contracts (linked to Catch Up funding). • Make use of School Direct trainees to provide additional capacity, providing tutoring training as appropriate. • SLs/PLs/HEE/WHI to identify priority students and their needs (with emphasis on ‘disadvantaged’ students); focus on addressing gaps in understanding of core knowledge and key concepts. • Identify areas for focus and improvement using subject PLC/topic checklist strategy • Create bespoke learning plans and resources to support tuition ‘blocks’ of 6 or 12 weeks. • Create tuition time through personalisation of curriculum according to student needs.* • Employ ‘Diagnosis-Therapy-Testing’ model, assessing students’ understanding at start and end of tuition blocks to evaluate impact and need for further intervention. 	<ul style="list-style-type: none"> • Additional staffing capacity is deployed effectively and efficiently, with provision delivered in each year group • Diagnostic assessment pinpoints the needs of students leading to the closure of learning gaps • Tutoring activity is led by subject teams to ensure it complements learning in class • Evaluation reveals positive impact on student attainment 	£100,000 Catch Up Funding	WOX HEE WHI PLs SLs	

<p>Pupil Premium Intervention (PPI)</p>	<ul style="list-style-type: none"> • Deploy additional staffing capacity to work alongside class teacher in targeted sets in English, Maths and Science (predominantly in Year 11 with high proportion of PP students). • Set up provision in School Synergy to track and evaluate impact of intervention. • Assign PPI sessions on school timetable to enable quality assurance by Subject Leaders and Senior Leaders 	<ul style="list-style-type: none"> • Deployment of PPI is well targeted to maximise impact • All PPI capacity is used to directed by SLs to support student learning • PPI is recorded in Synergy Provisions to allow tracking and evaluation • P2S indicates improved attainment for target groups/students 	<p>£180,000 Pupil Premium</p>	<p>WOX HEE SLs</p>	
<p>Reading catch up (Key Stage 3)</p>	<ul style="list-style-type: none"> • Assign TAs to run early morning catch up sessions for targeted students (especially disadvantaged students below expected reading age in Y7 & 8) • Record provision in School Synergy to monitor and evaluate impact • AAVP role to lead whole school literacy 	<ul style="list-style-type: none"> • Reading intervention is highly targeted leading to measurable improvements in reading age and comprehension 	<p>£11,000 Catch-Up Funding</p>	<p>NOO WHI WEK</p>	
<p>Saturday Sessions (Year 11)</p>	<ul style="list-style-type: none"> • Run subject workshops for targeted groups/students in Year 11 throughout academic year (prioritising non-core/options subjects). 	<ul style="list-style-type: none"> • A structured timetable of subject-led activities is in place • P2S and teacher assessments show positive attainment impact for key groups over the academic year 	<p>£10,000 Catch Up Funding</p>	<p>HEE</p>	
<p>Period 6 (Year 11)</p>	<ul style="list-style-type: none"> • Implement Period 6 (after school) timetable in English, Maths and Science on specified days • Mandatory attendance for targeted students (supported through Academic Mentoring and form tutors). 	<ul style="list-style-type: none"> • A timetable of additional sessions for English, Maths and Science is in place within the first few weeks of the new term • P2S and teacher assessments show positive impact on attainment for key students/groups over the academic year 	<p>n/a</p>	<p>HEE</p>	
<p>Online Learning Resources & Remote Learning</p>	<ul style="list-style-type: none"> • Purchase additional ICT software subscriptions to support home learning and independent study across the curriculum • Develop in-house remote learning materials to support students with tailored and targeted curriculum resources 	<ul style="list-style-type: none"> • Students engage positively with remote learning resources leading to positive trends in attainment and progress 	<p>£5,000 Pupil Premium</p>	<p>WOX</p>	

Tier 3 – Wider Strategies

Intervention	Approach	Success Criteria	Cost and Cost Centre	Staff Responsible	On-going Evaluation (R/A/G)
P2S Accelerate / Raising Attainment Plans (RAPs)	<ul style="list-style-type: none"> • Devise RAP for each year group, with bespoke strategy for improving attainment of cohort, with emphasis on key groups (PP, disadvantaged, vulnerable). • Define KPIs and implement regular monitoring through effective use of tracking data. • Implement targeted interventions, recorded in Synergy Provisions • Review progress and impact each half term through line management, with termly review meetings with VP/Principal. • Use of RAP Tracker to RAG rate key students based on subject teacher feedback. 	<ul style="list-style-type: none"> • RAP in place for each year group by October 2020 • Positive trends shown against identified KPIs • P2S and teacher assessments show positive impact on attainment and progress of key groups over the academic year 	n/a	WOX HEE WHI PLs	
Independent Study Strategies & Growth Mindset	<ul style="list-style-type: none"> • Develop students' understanding of metacognitive skills so that they can improve their ability to learn independently, solve problems effectively, evaluate their own progress and work productively at home. • Devise activities to teach/reinforce key metacognitive approaches during form time and lessons. • Encourage teachers to embed metacognitive approaches into lessons, supported by CPD. 	<ul style="list-style-type: none"> • Teachers ensure that students learn practical strategies and techniques to assist in classroom learning and independent revision • QA activities show that form time and lessons provide regular reinforcement of techniques and structures 	n/a	PER	
Assertive Mentoring	<ul style="list-style-type: none"> • Targeted support for small number of students requiring additional focus. Link designated staff mentors to appropriate students. • Devise a program/mentoring resources to support discussions during weekly student/staff meetings • Set clear targets for improvement and evaluate progress during weekly meetings. Record targets and outcomes on Synergy Provisions. • Recognise and reward improvement through prizes and parental communication. 	<ul style="list-style-type: none"> • Identified students receive regular support from appropriate staff • Evidence that students are meeting targets set • P2S and teacher assessments show positive impact on attainment and progress of key groups over the academic year 	n/a	HEE WHI	
Attendance Support	<ul style="list-style-type: none"> • Implement effective whole-school systems and procedures to monitor absence and promote good attendance. • Employ Education Welfare Officer to support with home visits, attendance surgeries, meetings and support for school in addressing students with poor attendance. 	<ul style="list-style-type: none"> • Intervention provided by pastoral and attendance teams is rapid and well targeted, leading to rapid improvement in the attendance of key students and groups 	£49,400 Pupil Premium	DEE PLs	

	<ul style="list-style-type: none"> • APLs for each year group focused on improving disadvantaged students' attendance and punctuality to reduce the gap between PP and non PP students. • AVP role to lead Attendance 	<ul style="list-style-type: none"> • Attendance is meets or exceeds school targets (discounting COVID related absence) • Disadvantaged students' attendance remains within 3% of that of non-disadvantaged students, with the evidence of closing gaps • Whole school attendance is 97% or above (discounting COVID related absence) 			
Behaviour Support	<ul style="list-style-type: none"> • Deploy Progress Leaders (x5) to work closely with disadvantaged pupils in order to address needs and support progress. • Provide specialist pastoral support through team of Learning Mentors and School Counsellor. • Employ a staged approach to improving BfL, implementing appropriate interventions at each stage. • AVP role to lead Standards and Expectations. 	<ul style="list-style-type: none"> • Staged approach to behaviour management ensures disruption to learning is minimal • Corrections and exclusions show a positive trend during the year • Recognition and reward is used frequently and effectively to positively reinforce good conduct 	£134,000 Pupil Premium	MIT PLs	
Parental Engagement	<ul style="list-style-type: none"> • Ensure frequent communication between school and home using School Synergy. • Deliver workshops and information sessions for parents/carers as needed and appropriate. • Identify 'hard to reach' parents/carers and ensure proactive and positive communication. 	<ul style="list-style-type: none"> • Over 95% parents/carers are signed up to the Synergy Parent Portal • Parental engagement events are effective in sharing information and promoting positive engagement with school 	£6,000 Pupil Premium	BAI	
Alternative Provision & Inclusion	<ul style="list-style-type: none"> • Provide curriculum options/routes that best suit the needs of students who may struggle with the mainstream curriculum. • Implement provision as part of staged approach to BfL and Inclusion. • Develop the use and scale of the Inclusion Centre to ensure students with additional needs engage positively with school and reduce disruption to learning around school. 	<ul style="list-style-type: none"> • Academic and pastoral review in each year group identifies students in need of personalised curriculum • Inclusion Room and AP shows positive impact on students through better engagement, more positive attitudes and improving achievement and attendance. • Appropriate alternative provision identified and delivered within budget 	£45,900 AP Curriculum £50,000 Pupil Premium	MIT DEE	

Personalised Curriculum	<ul style="list-style-type: none"> Review the curriculum of targeted students who may require additional time for key subjects or would benefit from studying fewer qualifications. Provide 'Personal Development' curriculum, focusing on building metacognitive strategies and independent learning. Utilise gained curriculum time effectively to ensure students work productively on key areas for improvement. 	<ul style="list-style-type: none"> Gained curriculum time is used effectively to deliver academic interventions (e.g. tuition) that show positive impact on students' attainment 	£12,000 Pupil Premium	WOX HEE WHI PLs	
Wellbeing & Counselling	<ul style="list-style-type: none"> Ensure all staff are vigilant as to potential negative impact of lockdown and school closure. Provide access to School Counsellor for students identified as in need of additional support. Develop SMSC and PD curriculum to address strategies to maintain good well-being and mental health 	<ul style="list-style-type: none"> Wellbeing support shows positive impact on student attendance, engagement and achievement 	£12,000 Pupil Premium	HAI	

Additional Strategies – Disadvantaged & Pupil Premium

Intervention	Approach	Success Criteria	Cost and Cost Centre	Staff Responsible	On-going Evaluation (R/A/G)
Financial Hardship Fund	<ul style="list-style-type: none"> Provide financial assistance for uniform, transport, equipment and curriculum supplies for students to ensure opportunities to fully engaged in school life. 	<ul style="list-style-type: none"> Use of funding leads to positive impact on student engagement, attendance or achievement of PP students 	£6,000 Pupil Premium	WOX	
Aspiration and Engagement	<ul style="list-style-type: none"> Develop the use of rewards to incentivise good attendance and positive attendance. Ensure effective Careers guidance and support to ensure all disadvantaged pupils are supported in making choices for future employment, education or training. Subsidise school trips and experiential learning opportunities to ensure access to wider opportunities and extra- curricular activities. Arrange Transition Summer school for Yr6 students Provide free peripatetic music tuition for all disadvantaged pupils who choose to learn an instrument in school. 	<ul style="list-style-type: none"> All students have an appropriate post-16 destination No students are NEET at the end of Y11 Use of funding leads to positive impact on student engagement, attendance or achievement of PP students 	£4,000 Catch-Up Funding £20,000 Pupil Premium	WOX HEE LAP WHI MOR	

Core Catch-Up Strategy & Spending (£127,000)

Strategy	Actions	Timescale	Staff Responsible	On-going Evaluation (R/A/G)
1:1 and Small Group Tuition	<ul style="list-style-type: none"> Recruit 3 additional full-time teachers through long-term supply to create capacity for targeted tutoring in English, Maths and Science in all year groups. 	<ul style="list-style-type: none"> Recruitment process completed by end of HT1 Staff in post from start of HT2 	WOX	
	<ul style="list-style-type: none"> SLs/PLs/HEE/WHI to identify priority students and their needs (with emphasis on 'disadvantaged' students); focus on addressing gaps in understanding of core knowledge and key concepts. 	<ul style="list-style-type: none"> KS4 cohort identified by end of Sept, using subject assessments and pastoral information KS3 cohort (Y8 & 9) identified by end of Oct 	WOX WHI HEE	
	<ul style="list-style-type: none"> Create Catch-up Tuition Timetable, deploying teachers (and School Direct trainees where appropriate) to match needs identified. 	<ul style="list-style-type: none"> KS4 timetable in place by end of HT1 KS3 timetable in place by mid-Nov 	WOX	
	<ul style="list-style-type: none"> Implement tuition using 'Diagnosis-Therapy-Testing' model, assessing students' understanding at start and end of tuition blocks to evaluate impact and need for further intervention. Create bespoke 'Acceleration Plans' and resources to support tuition 'blocks' of 6 or 12 weeks. 	<ul style="list-style-type: none"> Acceleration Plan devised for each student in Y10 and 11 (setting out needs, priorities, timetable and success criteria) by end of HT1 Acceleration Plan for Y8 & 9 students by mid-November. First progress review (test) by end of Autumn Term. 	HEE/WHI Progress Leaders Subject Leaders	

Implementing 1:1 and Small Group Tuition

Staffing

Additional staffing capacity will be required to deliver this provision. This will be achieved by:

- Recruiting additional teachers in English, Maths and Science using long term supply
- Directing School Direct trainees to work as tutors where appropriate
- Directing staff with spare teaching capacity to tuition through PPI provision
- Utilising any available Academic Mentors provided through the National Tutoring Programme (NTP)
- Making use of NTP Tuition Partners to access subsidised tutor provision (if appropriate)

Delivery and Timetabling of Tuition

- In line with recommended approaches suggested by the EEF:
 - Tuition will be delivered in 'blocks' of 6 or 12 weeks
 - 6 week block = 12 hours tuition; 12 week block = 24 hours tuition
 - 4 x 30 minute sessions per week (where achievable)
 - Majority of tuition is likely to be delivered in small groups
- Will need to free up timetable/curriculum capacity to enable tuition sessions to take place during the school day:
 - Withdraw students from carefully selected subjects – identify this with the students/parents
 - Likely to prioritise Music/Art/Drama/PE lessons in Key Stage 3 (freeing up to 2 hours per week)
 - In KS4, reduce number of GCSE subjects – freeing up to 6 hours per fortnight

Identification of Eligible Students

- Students will be identified using a range of criteria, including attendance, AtL, progress and attainment, engagement with remote learning and other pastoral information
- Progress Leader have already identified students deemed academically 'at risk' across the curriculum
- Subject Leaders will coordinate the identification of students in need of additional support through subject assessment and monitoring activities