

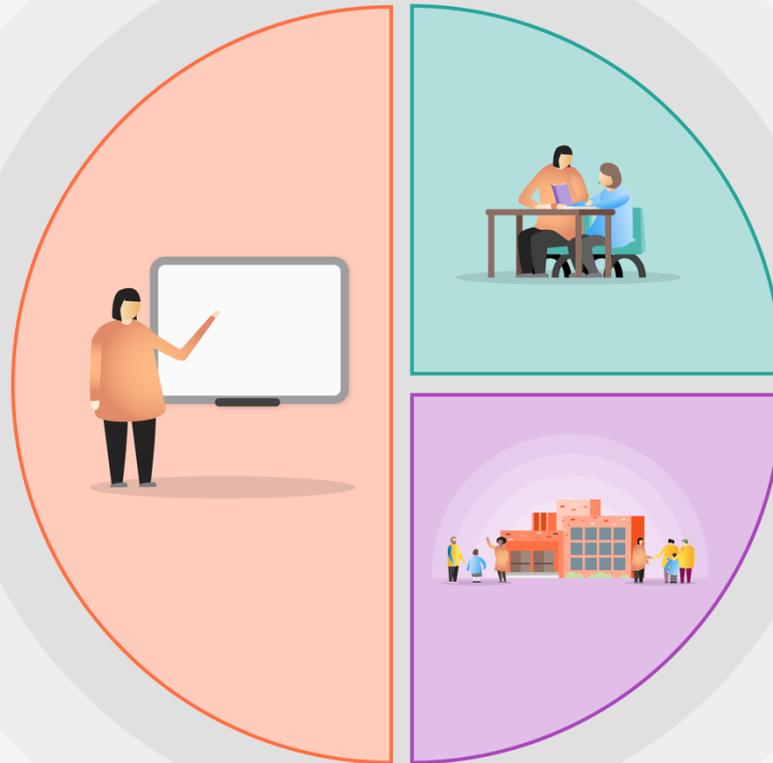
CATCH UP AND RECOVERY STRATEGY (2021-22)

Wade Deacon High School



1 Teaching

- Further embedding 'Our Classroom Culture' and PRIME model 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 (via Academic Mentors)
- Reading and numeracy catch-up
- Pupil Premium Intervention (PPI)
- Period 6 (Year 11)
- 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 2021-22

Funding: The school expects to receive £60,00 Recovery Premium and up to £50,000 in funding School Led Tuition for the 2021-22 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’ and PRME model 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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- Ensuring home learning is effective in consolidating learning in school

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	Action/Strategy	Timescale	Success Criteria	Cost and Cost Centre	Staff Responsible	On-going Evaluation (R/A/G)
1:1 and Small Group Tuition through Academic Mentors	<ul style="list-style-type: none"> • Employ full time Academic Mentors 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 tuition time through personalisation of curriculum according to student needs. • Employ ‘Diagnosis-Therapy-Testing’ model, assessing students’ understanding at start and 	<p style="text-align: center;">By Oct half term</p> <p style="text-align: center;">From Nov 2021</p> <p style="text-align: center;">By Oct 2021</p> <p style="text-align: center;">First phase by Nov 2021</p> <p style="text-align: center;">From Nov 2021</p>	<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 	<p>£50,000 School Led tuition</p>	<p>WOX HEE WHI PLs SLs</p>	

	end of tuition blocks to evaluate impact and need for further intervention.					
Reading catch up (Key Stage 3)	<ul style="list-style-type: none"> • Embed Lexonic phonics intervention for students in Y7-9 • 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 	From mid-Sept 2021	<ul style="list-style-type: none"> • Reading intervention is highly targeted leading to measurable improvements in reading age and comprehension 	£11,000	NOO WHI WEK	Underway – no impact so far
Saturday Sessions (Year 11)	<ul style="list-style-type: none"> • Run subject tuition workshops for targeted disadvantaged groups/students in Year 11 throughout academic year. 	From mid-Oct 2021	<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 	£10,000	HEE	How many sessions ran during Autumn term? No students attending? Mock P2S impact?
Period 6 (Year 11)	<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), with follow up to sustain engagement. 	From Sept 2021	<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 	n/a	HEE	How many sessions ran during Autumn term? Attendance? Impact?
Online Learning Resources & Remote Learning	<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 	On-going	<ul style="list-style-type: none"> • Students engage positively with remote learning resources leading to positive trends in attainment and progress 	£5,000	WOX	Investment in 2 additional iPad trolleys supports learning in school for KW/vulnerable students.

Tier 3 – Wider Strategies

Intervention	Approach	Timescale	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. 	From Sept 2021	<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	RAP in place for each year group. Adapted to track engagement in remote learning. Positive impact shown in Spring 1.
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, Personal Development sessions and lessons. • Encourage teachers to embed metacognitive approaches into lessons, supported by CPD. 	From Sept 21	<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	Not yet embedded
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. 	From mid-Oct 2021	<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	Not formalised yet
Personalised Curriculum	<ul style="list-style-type: none"> • Review the curriculum of targeted students who may require additional time for key 	From Sept 2021	<ul style="list-style-type: none"> • Gained curriculum time is used effectively to deliver academic interventions 	£12,000	WOX HEE WHI	

	<p>subjects or would benefit from studying fewer qualifications.</p> <ul style="list-style-type: none"> • 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. 		(e.g. tuition) that show positive impact on students' attainment		PLs	
Aspiration and Engagement	<ul style="list-style-type: none"> • Arrange Transition Summer school for Yr6 and selected KS3 students 	August 2021	<ul style="list-style-type: none"> • Students make purposeful and settled transition to Y7. 	£17,000	WHI	