



### Catch-up Plan

#### Objective

**Ensure that all students have the opportunity to achieve their academic potential.**

#### Strategy

1. Design and implement fit-for-purpose assessments to identify gaps in students' knowledge and those students at risk of not achieving their academic potential.
2. Design and implement high quality, targeted interventions.

| Actions   | Detail   | Monitoring  | Cost   |
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| <b>Identify gaps in knowledge and adapt lesson planning accordingly</b> | All students to sit assessments (Student Tracking (ST)) in all subjects.   | ST data and report to be compiled and shared with all student facing staff by Mr Carter (Assistant Principal leading on Student Achievement). | Invigilator costs for Year 10 and 11 Student Tracking Exams: £7,500<br><br>Senior Leader and Subject Leader Meeting time: £7,500 |
|   | Year 11 ST mock exams completed under formal exam conditions, assessed using appropriately modified GCSE papers, marked, moderated and used to project grades using GCSE mark schemes and appropriately modified grade boundaries. |   |  |
|   | ST exams in Year 7-10 to focus on assessing content covered during the Autumn term and the 'lockdown' curriculum.  |   |  |

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|  | Subject Leaders and their teams to use question level analysis to identify gaps in student knowledge and alter their curriculum accordingly.   | Subject Leaders to formally review their curriculum and adapt lesson planning. Evidenced in their Strategic Planning and Self-Evaluation Record (SPSER)                         |  |
| <b>Identify those students who are at risk of not achieving their academic potential</b> | The ST process will be completed and utilised as described.  | ST data and report to be compiled and shared with all student facing staff by Mr Carter (Assistant Principal leading on Student Achievement).                                   |  |
|  | ST1 data, for all year groups, will compare student achievement in the ST assessments with their 20 <sup>th</sup> percentile targets in each subject to identify those at risk of not achieving their 20 <sup>th</sup> percentile targets in each subject.                       |   |  |
|  | Mr Warburton (Vice Principal for Quality of Education) will lead the Progress Support Team in devising action plans for those students most at risk of not achieving their 20 <sup>th</sup> percentile targets, with a particular focus on those impacted by COVID-19 isolation. |   |  |
| <b>Deliver high quality in-lesson interventions</b>                                      | All students to receive Even Better If feedback and teachers will adjust their teaching to clarify and secure knowledge gaps.  | The students who are selected for the small group work will be monitored carefully and there will be flexibility for the classes to change.<br><br>Monitored in Subject's SPSE. | Appointment of an additional Maths NQT until August 2021 to provide capacity to the department to deliver in-lesson interventions: £26,000<br><br>Use of LSAs to provide support for vulnerable and disadvantaged students in school |
|  | All students at risk of not achieving their 20 <sup>th</sup> percentile targets will receive high quality in-lesson interventions.   |   |  |
|  | Two additional Year 11 Maths classes will be created to facilitate targeted, small group work for those students where ST1 indicates significant gaps in knowledge. The classes will happen during the timetabled Maths lessons.   |   |  |

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| <b>Deliver high quality additional interventions</b> | <p>Specific Year 9, 10 and 11 students will follow the Build-up curriculum focussing on core subjects and skills for life.</p> <p>For Year 11, the following will be utilised for additional intervention:</p> <ul style="list-style-type: none"> <li>- Pre-Period 1</li> <li>- Targeted tutor time intervention for other/open subjects</li> <li>- Maths tutor time intervention for foundation/higher borderline students</li> <li>- EfL/PE intervention for Maths grade 4/5 borderline students</li> <li>- Consultation Day intervention for a variety of subjects</li> </ul> <p>These additional sessions will be led by specialist teachers. The capacity will be created by utilising specialist supply teachers.</p> <p>The curriculum for these additional sessions will be devised and monitored by the Subject Leaders for English and Maths.</p> <p>Enrol 20 students with Action Tutoring to provide 1:2 tutoring in English or Maths. This programme will run for one hour over 18 weeks.</p> | <p>Learning Support Department to monitor and evidence in SPSE.</p> <p>The students who are selected for these small group interventions will be monitored carefully and flexibility will remain to change the targeted students receiving the interventions throughout the year.</p> | <p>Additional monitoring and support from SEND team</p> <p>Increasing English capacity:<br/>£7,000</p> <p>Increasing Maths capacity:<br/>The Maths NQT described above.</p> <p>20 weeks of EfL/PE English and Maths Intervention:<br/>£5,000</p> <p>Cover provided for other/open subject intervention, where required.</p> <p>£906 of £1765 cost.<br/>Additional staff costs of member of staff to monitor as link teacher</p> <p>Staff deployed to contact disadvantaged students to</p> |

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|   | Mr Warburton to lead the Progress Support groups for each year group to identify progress concerns, including those affected by enforced absences and vulnerable groupings to have interventions in the identified slots.  |  | ensure access to and engagement with live lessons and to support completion of classwork.   |
|   | Year 11/10 – pre-Period 1<br>Year 7/8/9 – post-Period 5<br>Year 7/8/9 – Reading and Writing interventions for those students where the Suffolk Reading tests highlights concerns.<br><br>Additional English, Maths and Science teaching capacity to facilitate the above additional interventions. | The students who are selected for these small group interventions will be monitored carefully and flexibility will remain to change the targeted students receiving the interventions throughout the year. | Increasing the Maths/Science capacity:<br>The Maths NQT described above.<br><br>Increasing the English capacity:<br>The supply described above and utilising intervention teachers. |
|   | Year 7 Literacy and Numeracy catch-up. Delivered post-period 5 by Learning Support Assistants/ Overseen by English and Maths Subject Leaders.  | The students who are selected for these small group interventions will be monitored carefully and flexibility will remain to change the targeted students receiving the interventions throughout the year. | £10,000   |
| <b>Provide all students with additional support and challenge</b> | Drop-in intervention for Year 11 – ‘lesson 6’, online  | Subject Leaders to plan with Mr Warburton. Those who have consistently engaged on-line to be invited to intervention/revision slots from home.   |   |
|   | Remote learning offer for all  | Continue to provide all lessons and revision materials online. Expand the provision of ‘live lessons’ to all year groups.  |   |
|   | Support the small number of students still adapting to the structure and routine of full time education, having been out of it for an extended period. We will continue to support these   |  | Variety of onsite and offsite interventions to support students’ behaviour for learning and   |

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|  | <p>students in managing their behaviour for learning in many different ways, including the use of Student Support Plans and ensure that they too can benefit from the fabulous curriculum and opportunities The County High School Leftwich has to offer.</p> |  | <p>provide them with the best opportunity possible to maximise their academic potential.</p> <p>Contribution from Catch-up funding: £4,000</p> |
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