

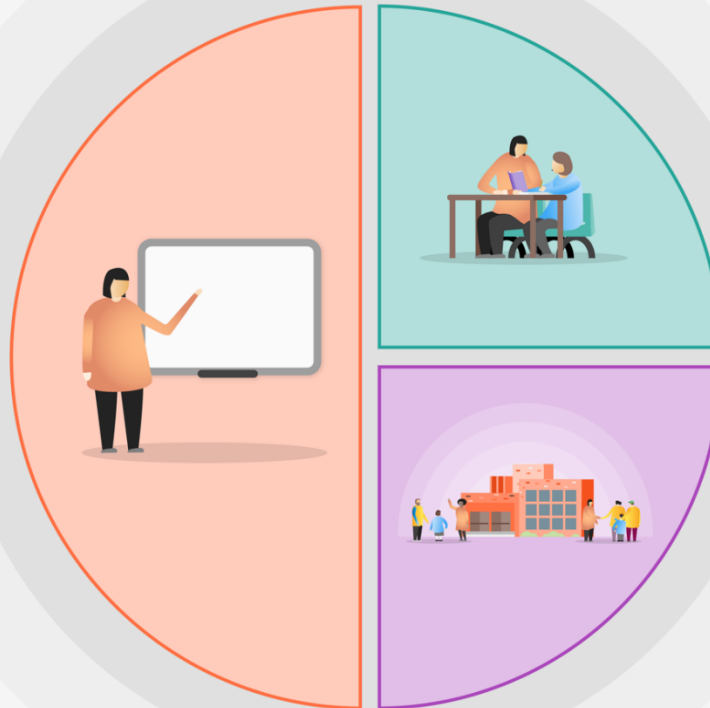
TCS Whole School Pupil Catch Up Plan

Purpose - to ensure:

- Children make accelerated progress in English, maths and Science at key stage 3 and 4
- Children are not disadvantaged long term by school absence related to COVID 19 & lock down
- Effective use of the Catch Up Premium to support those students who are disadvantaged
- The most effective deployment of resources
- The school has an effective remote learning offer in case of partial or full school closure (see Remote Learning Plan)

1 Teaching

- Great Teaching for all
- Staff training on teams
- Access to lessons for all / Teams
- Covid Home Learning Protocol
- Embedding Great Teaching Model through reformed and robust Performance Management model.
- Literacy Co-ordinator led Literacy Strategy inc. Oracy



2 Targeted academic support

- After School Catch up Sessions
- Use of teaching / Tutoring Services
- Reading Strategy
- Tutor Time Maths Intervention.
- Yr 11 Easter Revision Programme
- Guided reading for Year 7 Students in Pastoral Time.

3 Wider strategies

- Provide technical Support
- Attendance Support / Intervention
- Mentoring for Self awareness / Self Management
- Adaptations of the physical environment.

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Desired outcomes	Actions
Quality First Teaching supported by evidence, informed CPD	<ul style="list-style-type: none"> • Use performance management meetings to identify CPD for teachers and support staff • Use monitoring evidence to identify CPD for teachers and support staff, • Staff meetings target quality first teaching
Embedding and sustaining the Catch-up through Great Teaching and Great Pastoral Care model introduced in Sept 2020	<ul style="list-style-type: none"> • Learning Communities used as a tool to drive School improvement. • Jwo to monitor catch up plans from each team and work in collaboration with CTL's and SLT to monitor pupil progress • Dedicated drop ins used as a tool to monitor and improve the implementation of the teaching and learning strategy
Broad and balanced KS3 curriculum, which has been established using resources e.g. Oak , White Rose etc.	<ul style="list-style-type: none"> • Ensure that meeting Teams are familiar with using and setting work using these platforms
Build upon the experience from the last lockdown to support learners should they have to isolate or quarantine. Continue to utilise Google classroom.	<ul style="list-style-type: none"> • Continue to ensure that students across all Key Stages receive a similar experience during a lockdown and are able to access high quality and relevant online learning
Look towards improving literacy skills through the Accelerated Reading programme and Tutor Guided reading.	<ul style="list-style-type: none"> • Set up costs for reading programme • Book resources needed
Continue to encourage Team Leaders and teachers to work with exam boards to thoroughly understand specification nuances to maximise exam results, especially in the light of changing guidance	<ul style="list-style-type: none"> • Allow them to attend training as part of CPD
Use the PIXL approach to diagnostic assessments to identify gaps in learning	<ul style="list-style-type: none"> • Use assessment data and report data to identify students • Liaise with students and parents and write individual Academic Progress Plans (APP) for these students to ensure that they have a plan of what additional support they need and what they will do with the additional time on their timetable

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Support all learners in preparation for their GCSE exams	<ul style="list-style-type: none"> • Provide revision guides and other resources to ensure that all students have access to materials needed

Desired outcomes	Actions
Use the PIXL approach to diagnostic assessments to identify gaps in learning and create additional intervention in Maths and English for those who have fallen too far behind	<ul style="list-style-type: none"> • Use assessment data and report data to identify students • Liaise with students and parents and write individual Academic Progress Plans (APP) for these students to ensure that they have a plan of what additional support they need and what they will do with the additional time on their timetable • Support students in Eng and Maths, predominantly in and 11 and 10 .
Using Assessment data from the end of lockdown, to identify key students who had fallen behind and offer additional intervention after School.	<ul style="list-style-type: none"> • Team Leader to identify students from data and provide targeted support to vulnerable students
Support Year 11 Students in their revision for Exams	<ul style="list-style-type: none"> • Run Easter revision Programme to ensure all curriculum areas have opportunity to attend sessions

Desired outcomes	Actions
Ensure that all staff have access to laptop / device to enable home learning	<ul style="list-style-type: none"> • Provide equipment to all staff needed

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Use the DFE funding to provide ICT support for vulnerable students in all Year groups.	<ul style="list-style-type: none">• Purchase additional laptops and dongles for students without a suitable device.
Ensure that the Wellbeing of all students is priority and access support as needed	<ul style="list-style-type: none">• Employ a wellbeing mentor / coach to ensure that students wellbeing is being addressed as well as academic progress, to work across all year groups.
Co-ordinated approach to each year group intervention and catch-up	<ul style="list-style-type: none">• Temporarily Employ a member of staff on to co-ordinate intervention programme