## Catch-Up Action Plan 21/22 (£31,000)

<table>
<thead>
<tr>
<th>Objective</th>
<th>No student will have a learning deficit as a result of the lockdown and ongoing COVID-19 pandemic.</th>
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<tbody>
<tr>
<td>Strategy</td>
<td>Target the support so that it has the greatest impact on the most vulnerable students.</td>
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<tr>
<th>Tactics</th>
<th>How will the tactics be achieved? (These notes should be brief: more detailed action plans, if they are necessary, should be kept elsewhere)</th>
<th>Key milestones: what outcomes do you intend to achieve by when?</th>
<th>Resources: what resources will you need to complete the tactics and what do they cost?</th>
<th>Impact summary</th>
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</table>
| Provide high quality pastoral support to students who have experienced anxiety or other trauma as a result of lockdown. | • On-going support provided by the pastoral team to the most vulnerable students during the lockdowns, combined with information gathered during Rising Y7 transition and the school reopening, has identified the most vulnerable students  
• These students are being provided with emotional support by members of the pastoral team  
• Support is being provided from a range of other agencies, who are working with students either in school or through Teams  
• The Berkshire West CCG has commissioned Kooth counselling for secondary age students | Vulnerable students will be identified and provided with appropriate levels of pastoral support | Support centre staff time £11,521 | |
| Identify the students who have experienced a learning deficit as a result of the lockdown | • Low stakes testing, September diagnostic examinations, on-going assessment and mock examinations identify subject-specific learning deficits  
• Targeted mentoring days for Y8+9  
• Y7 spelling and reading tests  
• Y7 reading fluency test in reading lessons  
• Y7 CAT tests | Teaching staff will have identified learning deficits by end of Term 1.1 | Staff time - £1,500 | |
| Redevelop the curriculum to ensure deficits in knowledge, skills and understanding are addressed and | • HOFs have conducted curriculum reviews, incorporating consultation with teaching staff and review of low stakes testing, September diagnostic examinations, on-going assessment and mock examinations | Adjustments will be on-going, based on identification of | INSET time (all teaching staff focused on curriculum, | |


| Provide high quality individual programmes of support to students with learning deficits | • Sixth Form students develop Individual Action Plans, focusing on curricular next steps  
• Develop a programme of after school tuition for Y12 and 13 students who have significant learning deficits (and who are eligible for 16-19 tuition funding)  
• Develop a programme of peer mentoring to support most vulnerable students  
• Disadvantaged students with the most significant learning deficits are being provided mentoring support by the PPPM, as well as catch-up tuition provided by My Tutor (funded by pupil premium)  
• Develop a learning support enrichment programme, comprising a range of classroom-based provisions  
• Develop a programme of tuition to support targeted disadvantaged students at KS3+4, including tuition delivered by TDS staff and NTP partners | IAPs in place and reviewed after each progress report cycle; 16-19 tuition happening by T1.2; peer mentoring happening by T1.2; My Tutor tuition in place by T1.2; enrichment programme in place by T1.1, reviewed termly | 16-19 tuition funding (separate funding stream)  
Peer mentoring staff costs – NJa for 1 hour per week - £1,146  
Cost of enrichment programme - £4,663  
Cost of KS3+4 tuition programme - £20,000 (paid for from PP budget) |
| Provide students who have to self-isolate with high quality teaching and learning | • Staff have been trained in using Teams to deliver a blended curriculum | Blended learning being delivered to self-isolating | 16-19 tuition funding (separate funding stream)  
Peer mentoring staff costs – NJa for 1 hour per week - £1,146  
Cost of enrichment programme - £4,663  
Cost of KS3+4 tuition programme - £20,000 (paid for from PP budget) |

that curriculum supports students’ progression  
• HOFs are aware of the changes in end-of-course assessment published following OFQUAL consultation  
• HOFs will adapt their subjects’ curricula in light of the curriculum review and the outcome of the OFQUAL consultation  
• Develop the provision of home learning opportunities to ensure they focus more fully on developing reading skills, vocabulary and independence through super-curricular learning  
• Invest in sets of mini whiteboards for each classroom to facilitate assessment for learning practices | students’ learning deficits and reflecting emerging adjustments to examinations, but recovery curricula will be in place by end of September (revised to October for Y11 and 13, due to delay in publication of examination changes) | assessment and planning);  
Fortnightly HOF meeting  
Staff cost – £17,836 (Inset alone for 7 hours)  
Whiteboards - £2,731 |
<table>
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<th>Action</th>
<th>Description</th>
<th>Timeline</th>
<th>Staff Input</th>
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<td>Create and implement a Code of Conduct for Blended Learning</td>
<td>• Staff will provide live lessons using Teams for students who have to self-isolate and to all students in the event of full or partial lockdown • Provide laptops for students who did not have own technology</td>
<td>Students by end of September, in line with introduction of Code of Conduct; all students will be able to access learning via Teams by end of September</td>
<td>Staff time to maintain laptops - £1,470</td>
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<td>Provide a catch-up programme for KS3 students who do not have sufficient literacy or numeracy skills to access the full curriculum</td>
<td>• Analyse the CAT data, reading and spelling age tests and English and Maths teacher assessments to identify students needing support • Provide SEN literacy support for Y7 students most in need of literacy intervention • Provide Y7 students with additional reading lesson per week to boost reading skills • Provide identified cohort of students with online arithmetic support to boost basis numeracy skills • Use Maths teacher to provide additional Maths reasoning support for Y8 students with an identified need</td>
<td>Interventions in place by end of T1.1, leading to ongoing improvements in Y7 students’ literacy and numeracy skills</td>
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**Costs total = £40,867**