

Longley Park Sixth Form Catch-up Plan

September 2020 – July 2021

Summary information

School	Longley Park Sixth Form				
Academic Year	2020-21	Total Catch-up budget			
Total number of pupils	1211	£146,000			

Barriers to future attainment

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

A.	Second year vocational students studying ED, Dips and Certs have significant gaps in learning where scheduled units were not delivered from March 2020. Many of these students are sitting January exams assessing knowledge and understanding and skills from units which have not been delivered.
B.	Almost all new students did not sit the formal examinations that they would have experienced in Year 11 and the preparatory activity that precedes examinations to support study habits and academic resilience.
C.	Poor literacy and numeracy as a result of lost learning time in English and Maths

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Missed time due to isolation, illness etc.
E.	Difficulty accessing remote learning due to access to technology/quiet space to work/confidence in working independently
F.	Students lack confidence due to the impact of lockdown

2. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Offer tailored one to one or small group support via appointed Intervention Tutors to - complement curriculum delivery - bolster knowledge, understanding and skills - Fill learning gaps for students caused by disruption to learning from March-September 2020	Increased student confidence In-year data; student outcomes in line with/above expectations
B.	Fill gaps in learning for students sitting January examinations which assess knowledge, understanding and skills from untaught units awarded CAGs in Summer 2020	Increased student confidence; In-year data; student outcomes in line with/above expectations
C.	Improve attendance and engagement in remote learning	Attendance above 85%; increase in engagement in RL
D.	Improve student access to wellbeing support	Increased student resilience; retention

Planned expenditure					
Academic year		2020-21			
<p>i. Targeted support</p> <p>Priority groups:</p> <p>Post-16 Catch-Up funding is allocated to provide individual or small group tutoring for students who have not yet achieved grade 5 in English and/or Maths. We will prioritise:</p> <p>Those students most disadvantaged by the current pandemic.</p> <ul style="list-style-type: none"> • Students who had not achieved at least grade 5 or above in at least English and/or Maths by the age of 16. Prioritising those that did not achieve a 4. • Students with SEND, particularly where they have experienced additional disruption to learning as a result of their specific needs and disabilities. • Students who experienced disruption to key assessment windows and are studying sequential and synoptic units 					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Offer tailored one to one or small group support for students who have not achieved grade 5 in English and/or Maths, prioritising students most in need as outlined above.	<p>Appointment of specialist Catch-up Tutors to provide targeted one to one interventions and small group support for students as directed by the CL</p> <p>Work with PoS and resources provided to support students with specific learning gaps</p> <p>To discuss grades with students and to track, monitor and</p>	To facilitate specialist intervention in each curriculum area and enable close working with teaching team to best support students.	QA walkthroughs; student progress data; oversight by CLs, AP and VP	ADe/JHa	February April June

Fill gaps in learning for students sitting January examinations which assess knowledge, understanding and skills from untaught units awarded CAGs in Summer 2020	Teachers to identify students most in need of support Schedule additional small group sessions (max 3-5) taught by specialist staff for identified students When – Saturday sessions (28/11, 5/12, 12/12, 9/1, 16/1, 23/1)	Need to act swiftly to ensure students are confident in approaching January assessments	QA walkthroughs; student progress data; oversight by CLs, AP and VP	ADe/CLs	February April June
Improve attendance and engagement in remote learning	Additional one to one support sessions from Catch-up Tutor Team	Although some students find accessing remote learning difficult due to technology, many also find it hard to motivate themselves and attempt independent tasks. Sessions will build confidence.	QA, Student Voice, levels of engagement	ADe/CLs	February April June
Total budgeted cost					£125,000
ii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve student access to wellbeing support	Identify and access specialist support to help those with mental health issues to feel secure about Sixth Form and their long-term future. Increase capacity by running resilience sessions for small groups alongside other targeted support.	We know from discussions with students that many are feeling under extreme pressure due to adverse experiences under lockdown, missed learning and approaching examinations.	Student voice and evaluations.	DMc	February April June
Total budgeted cost					£21,000

Additional detail