

UTC Summary of Catch-Up Strategy

This **optional pro-forma** is provided to support schools in summarising their catch-up strategy, including the use of national catch-up funding. It is aligned to the Trust catch-up framework and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools may wish to amend this pro-forma to suit themselves or adopt a completely different one of their own. In all cases, regardless of the format, schools should still ensure they are reporting their strategy with clear reference to the 3 strands (9 elements) of the framework and that the **use of the national funding is specifically accounted for against the strands in a way that is consistent with Trust and national guidance**.

School information			
School	UTC Plymouth		
Academic Year	2021/2022	Catch-Up Funding Received 2020/21	£16,240
Total number of pupils	522	% Disadvantaged Pupils	38%

Contextual Information (if any)
<p>The school has had an extremely positive response from our families with regards to pupils getting back to school. All information contained in our risk management plan was shared with parents prior to opening. We have continued to run our successful Virtual School for students who have been unable to attend due to COVID. We are now starting to see a steady increase in cases nationally and also a rapid increase in our local community. We have not yet had any positive cases at UTC and only one staff member had to briefly self isolate while waiting for a test result.</p> <p>The full return of school in September has meant that greater numbers of people are mixing and travelling through the city and this will increase risk. Currently, attendance is sitting at around 92%. The biggest impact on attendance though has been pupils showing 1 of the COVID-19 symptoms and then having to isolate for 10 days, or until a negative test result or as a result of track and trace.</p> <p>We have a higher than average proportion of Pupil Premium students and are aware that many more of our families have no recourse to public funds, Internet access at home or personal devices. Running alongside our focus to support PP pupils in the catch up strategy, will be a commitment to supporting these families through our wider strategies.</p>

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	Ensure excellent relationships are rebuilt through an establishment phase that focuses on pupils' well-being; enabling pupils to be ready to learn.
B.	A whole-school CPD focus to ensure a consistently high standard of practice every day as we know quality first teaching will have the biggest impact on pupils 'catching up' and achieving well over time. All teaching staff and TAs will complete a programme of CPD based on Rosenshine's 'Principles of Instruction' and John Hattie's Visible Learning. Our 'Think Like an Engineer' pedagogy underpins our curriculum and UTC mindset.
C.	To carry out an in-depth analysis of baseline assessments (both emotional and cognitive) in order to plan an effective programme of intervention in which we will ensure spending of the additional funding is well considered and impactful and meets the needs of pupils and parents with CATs testing for all new students on entry in KS3 and subject specific assessments for Key Stage 4.

D.	All pupils will be reassessed in the Autumn term to determine gaps in order to plan specific provision to catch up, using CATS GL assessments.
E.	Develop the SEND graduated approach referral plan in order that staff can refer students for specific Intervention, support and catch-up as part of Plan, Review, Do,

Summary of Expected Outcomes	
A.	We know the anxious child is not a learning child. This period of establishment is crucial. Our learners will have a holistic recovery, some a focused intervention programme, others a longer lasting recovery period that explores the severity of their trauma. Mental wealth will have been restored in our pupils. In particular, we will look to add in additional pastoral support for those students who are coping with a return to a new school as well as unusual circumstances with COVID. Investment in MAST.
B.	Developing teachers' pedagogy around quality first teaching; with a particular focus on review, modelling and questioning will have a significant impact on outcomes for all pupils. This will be checked and verified through the monitoring plan and will be the focus for the Autumn term. Additional CPD on VL, Think Like and Engineer and our UTC Curriculum and STOPS calendared for all staff.
C.	We expect most pupils will catch up with quality first teaching and get to where they need to. Those that won't (based on an in-depth analysis of baseline assessment) will fall into 2 groups; those that need a short term boost (through additional session 6 lessons, for example) and those that will need intensive, prolonged support both emotionally and cognitively. This is where we are going to spend our catch up funding. This will be split between the employment of two members of staff who will work with small groups to support in English and maths and form our new Student Support Team under direction of our SENDco.
D.	Additional support in English and maths in Year 7 will allow students to be able to better access the wider curriculum. This will be through our newly designed and updated literacy and numeracy strategy led by designated RSLs in conjunction with the SENDCo.
E.	Pupils self-isolating are receiving quality first teaching in line with the learning taking place in the classroom. Parents are confident and able to access this and have appropriate devices for their children to use at home.

Strand 1: Teaching and whole-school strategies (Supporting great teaching, pupil assessment and feedback, transition support)						
Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting Excellent Teaching - through CPD - Rosenshine's Principles and Visible learning modules Phase 2.	All	Improvement in classroom teaching and pedagogy leads to	JHA	Lesson observations termly weekly learning walks	Built in to MAT slice	

		improved outcomes for pupils				
Creation of new Data Support Team with designated specialists for data analysis, CATs analysis and targeted intervention support.	All	Improved teaching and learning in virtual school will lead to fewer gaps in learning for students.	SLT	New data and strategy lead.	Built in to MAT slice	£21204

Strand 2: Targeted support (1:1 and small group tuition, intervention programmes, extended school time (before and after school interventions))

Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Smaller groups for maths and English as well as targeted intervention teachers for wave 2 support.	All	Improved outcomes for students	EK	half termly review following CATs baseline and diagnostic testing.	2x additional E grade HLTAs £23902	£47804
GL Assessment CATs	Key Stage 3	Identify gaps in knowledge and ability to inform interventions and teaching	LH JM	An analysis of results by Data Team	£2040	
Sparx Key Stage 3 maths package	Key Stage 3	Improving progress by identifying and addressing gaps in mathematics.	Head of Maths	6 weekly progress assessments	£2500	

					Cost	£73548

