



Hele's Post 16 'Catch-Up' Implementation Plan 2020-21

Problem (Why?) <i>What needs to change e.g. teacher behaviour, student behaviour, attainment?</i>	Intervention Description (What?) <i>What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?</i>	Implementation Activities (How?) <i>How will it be done? What blend of activities are required?</i>	Implementation Outcomes (How well?) <i>How will you know that it is working? Do staff feel the approach is feasible and useful?</i>	Final Outcomes (so?) <i>How will pupils, teachers and the school benefit?</i>
<p>Attainment – Maths and English: students missed out on opportunity to progress beyond projections and have expressed an interest to retake in November session. £2,272 allocated and 2 students who didn't achieve grade 4 in English or maths.</p> <p>Attainment – Maths and English: students who didn't achieve the grade 4 further disadvantaged by lockdown and planning to retake in summer.</p> <p>Student behaviour: targeted support and wider strategies to improve engagement, attendance and self-regulation.</p> <p>Teacher behaviour: All staff to be aware of which students are eligible for support and identify what their barriers to learning are.</p>	<p>Small group tuition from qualified specialist teachers. Students will achieve improved grades in November retakes. Bespoke timetabling to respond to individual needs, featuring, where appropriate, access to therapeutic support.</p> <p>In line with the evidence on the impact of small group tuition in other contexts, the expectation is that tuition delivered to small groups of up to three students is likely to deliver the greatest impact; Students have 1 to 1 support.</p> <p>The progress and achievement of all students, including catch up students, is closely tracked, analysed and appropriate and timely support and intervention is implemented to ensure that students exceed targets.</p> <p>Weekly pastoral support to motivate and encourage self-regulation and positive learning habits.</p>	<p>Students access support within existing structure via weekly face to face tuition, which they can access flexibly in independent study sessions. 1 timetabled lesson a week (38 hours) 2x 38 hours= 70 hours 70 hours x £30.00= £2160</p> <p>Teachers plan lessons using the Hele's model of learning to enable students to understand how they learn, and what learning is. Retrieval practice, interleaving and spaced practice is evident in the work of students.</p> <p>In addition, catch up funding will be used to support students to have a safe, supervised, supportive environment in which to work independently or with peers each day.</p> <p>Timetabled 1 hour peer to peer support with learning mentor who</p>	<p>Short Term Students voice during and following the course.</p> <p>Director of Post 16 to monitor attendance and engagement and adapt where necessary.</p> <p>Review progress and attainment of group at each IA point.</p> <p>Teacher voice – Informal drop ins and Teaching and Learning Team DIP process.</p> <p>Medium Term November exam results. Learning overviews and ongoing student voice.</p>	<p>Students will achieve an improved grade in the autumn retakes.</p> <p>Improved student confidence and more opportunity for Level 4/5 courses.</p> <p>Students have identified how to become a self-regulated learner and will take these strategies and use them across other subjects.</p>

	<p>Following impact analysis and student voice we will provide an additional booster course in the spring term 2021 for those retaking in the summer exams if they haven't improved their grade.</p>	<p>has been trained to coach and support on wider strategies. 1x39 weeks= 39 hours £6.45 x 2 x 38 = £490.20</p> <p>Learning mentor: £490.20</p> <p>Wider wellbeing strategies to promote engagement 2 x £85.00= £170</p> <p>Total cost= 2=£2,820.20</p>	<p>Long Term Summer exam results. Teacher and student voice re blended learning approach.</p>	
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