



Catch Up						
School Name	Chesterton Community College					
eligible for Catch up	998					
Allocation	79800					
covered by	2020/2021					
Published Date	Sep-20					
Review Date	Sep-21					
Planned Expenditure						-£ 1,200
Desired Outcome	Chosen action/approach	Rational for chosen approach	Measures in place to ensure approach is well implemented	Staff Lead	Review of implementation	
Learning and experience is accelerated for identified students (across all year groups) to enable them to meet the overall school target of achieving a Progress 8 score of not less than 0.5	1:1 or small group tutoring in a range of subjects. Tutors employed from existing staff team	Evidence indicates that one to one/ small group tuition can be effective, delivering approximately five additional months' progress on average. EEF Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial, it is preferred to use existing teaching staff as tutors.	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.	CH/DHY	Half termly	£ 10,000
	Learning Mentor to support remote learners (short term and shielders)	In addition to support in school it is vital that if students find themselves at home either short term or long term that they are motivated and are able to access learning and ultimately are held to account.	Learning Mentor line managed by member of SLT to ensure support and rigour.	KH	Weekly	£ 4,500
	Cultural capital experiences to support accelerated learning	Students need to experience learning in order to retain it and therefore to enable new learning to be layered on top. Extending vocabulary base through experience enables new learning to assimilated. On average, pupils who participate in experiential learning make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. EEF	Staff training to ensure approach is fully understood. Each subject area to set out experiences on offer and link to accelerated learning with clear timeline for implementation and measuring impact.	REA	Half termly	£ 20,000
	Daily morning 20min revision tutoring in core subjects for year 11 (focus on collaborative learning)	The impact of collaborative approaches on learning is consistently positive (+5months progress) EEF We have a history of using tutor time for morning tutoring which we find is an excellent time of day for student focus and retention and also 20 minutes daily is optimal for recall.	Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. There is some evidence that collaboration can be supported with competition between groups, but this is not always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Approaches which promote talk and interaction between learners tend to result in the best gains.	CL/CH	Weekly	£ 3,500
	Use of Tassomai for Science recall and consolidation	Draws on the mastery approach which can yield an additional 5 months progress.	Expectations re engagement clearly set. Data used to monitor engagement and students not engaging assigned to 'club' to support engagement.	RS	Weekly	£ 3,500
	Creation of resources aimed at accelerating the experience and therefore learning in the classroom	SLT identified a gap in the learning experience following lock down and Covid-secure measures in the classroom. Clear focus on promoting a passion for learning amongst students.	Follow up via: spotlight, learning walks, HoF sharing meeting, Department representatives at SLT.	DHY	Weekly	£ 10,000
	Academic mentoring (year 10 and 11) including independent work set and reviewed weekly. Focus is on metacognition and self regulation.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. EEF	Each mentor to have a small number of students who they meet regularly to set additional work and then review work a week later. Mentors then report back to a central point to gather evidence of impact.	DHY	Weekly	£ 3,500
	Ensuring suitable home learning environment: e.g. access to internet, independent workbooks etc.	Students can not adopt metacognition and self regulation approaches if they don't have suitable equipment.	Survey students to assess access to resources and fill gaps.	Senior HOH/HoH	October half term	£ 20,000
	Increase capacity to allow for increased feedback to students	Research-based feedback is shown to have a very high impact on learners (+8months) EEF		CH	Half termly	£ 3,000
	Increase capacity to allow for creation of subject specific reading strategies within lessons. These will also be sustainable resources for the years ahead.	On average, reading comprehension approaches deliver an additional six months' progress. EEF	Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves	SI/DHY	Half termly	£ 3,000