

Across our co-operative family, children and young people have experienced unprecedented disruption to their education as a result of Covid-19. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in school will be substantial, our response must ensure that no student has their progress route hampered by the pandemic and their missed time in school, showing solidarity with them regardless of the work completed during our remote learning strategies.

Our strategies therefore, must focus on students having the knowledge, skills and understanding to be able to progress to the next stage of their educational journey.

The foci therefore will need to be different in each year group, enabling there to be age and stage specific offers of progressional support for all of our young people that are equitable and aligned to their specific educational journeys.

Catch up premium spending will need to be clearly identifiable and monitored to evaluate its success of the impact of the catch up premium on student progression throughout the school. This spend will be above and beyond the tiered relational practices that is the core offer for all children.

Allocation of funding

For each year group, to ensure the progression routes for our students remain open, we will allocate funding into three areas:

1. Teaching and whole school strategies
2. Targeted academic support
3. Wider supporting strategies

Strategies will be documented utilising the three I's. With Intent, Implementation and Impact at the heart of all the decisions that we make across the catch up premium spend. Strategies per year group will be costed along with the number of students that the strategies will be impacted upon.

1 Teaching

Research led, teaching and learning based around retrieval practice, knowledge gap identification and reteaching when required.

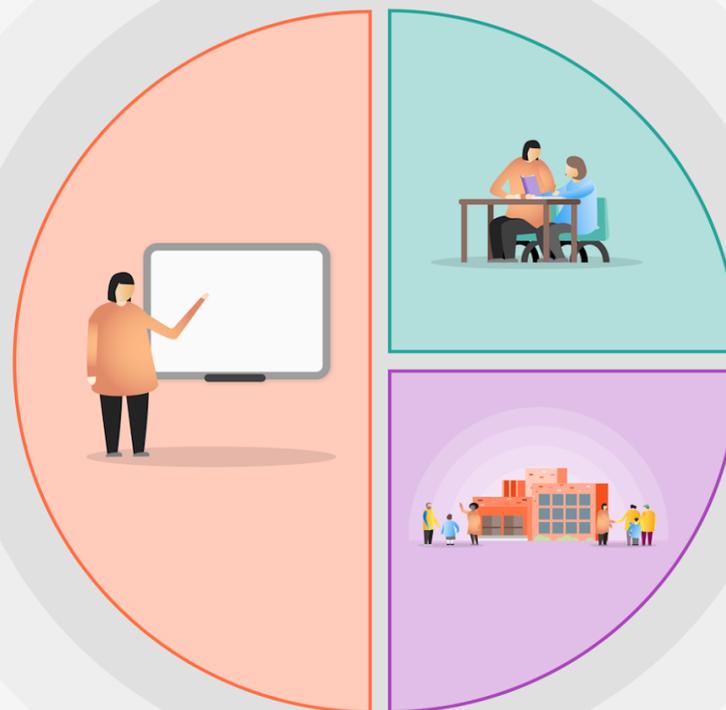
Teaching and learning review focusing on knowledge and progression to the next steps in learning.

Extended writing remains a focus, built around knowledge in our broad curriculum.

Modelling of work using increased resources within the classroom environment as a scaffold.

Google classroom resources to be utilised throughout.

Subject leaders hold regular planning and development meetings.



2 Targeted academic support

High-quality one to one and small group tuition through both college staff and NTP providers through Ranstad and Teaching Personnel.

KS4 maths and English tutor time interventions.

Targeted support Interventions through Lexia and white rose booklet work.

Subject based reading lists provided to all students, parents to support

3 Wider strategies

Social emotional and mental health packages to include;

Humanutopia workshops

Positively mad workshops

Off site learning experience for year 7.

Communication and support for parents and carers.

All staff training and development of relational practice.

Student training and development of relational practice.

Coronavirus (COVID-19) Progress plan		1. Teaching whole & whole school strategies		
Strategy aspect	Intent	Implementation	Impact	Cost/Lead
Whole school teaching and learning	Pupil assessment and feedback to ensure missed content are known, delivered and addressed so that no student is prevented from progressing in their learning.	<p>Students will be tiered appropriately in all pastoral and subject groups by their teachers and tutors.</p> <p>Appropriate tiered levels of support for each student in each subject area.</p> <p>Line Link liaise with HOFs around the interleaving of curriculum from year 7 through to year 11.</p>	All teachers identify tiered levels of support for all students and deliver adjusted content in lessons to amenable progress through 2021 and 2021-22	<p>Cost neutral and all students.</p> <p>HOF and HOY to lead teams.</p>
	Ensure that transitional teaching to enable progress to next steps for all students in all curriculum areas	<p>All year 11 students will access teaching post CAG's until June 25th to ensure that subject knowledge missed due to time away from school can be delivered.</p> <p>6th Form leadership team to arrange the timetabling and offer to these students, including pastoral support structures in place.</p>	HOFS and Key stage 5 leaders develop a set of essential subject knowledge, skills and understanding to deliver in preparation for our students progress in their next steps.	<p>HOY Y11</p> <p>6th Form</p> <p>BPA / WST</p>
	<p>Support curriculum areas where practical teaching and learning are required to prevent any additional missed learning;</p> <p>Science and DT</p>	HOF's with line links create and utilise risk assessments that enable student progress in as many curriculum and or specification areas as possible.	All students are able to access a broad and balanced curriculum, enabling progress that does not limit further study or participation.	<p>Cost Neutral</p> <p>HOFS and SLT</p>

	PE Creative and Performing Arts			
	Modelling of work using increased resources within the classroom environment as a scaffold to ensure all students gain access to higher level learning and are supported in their extended writing.	The use of teacher led, visualised work, observed by all students and used to DIRT their own work. Feedback of student work is regular, concise and clear throughout learning episodes. Misconceptions are highlighted through staff demonstration and timely intervention.	Student access of modelled work details the progression steps required to ensure increased levels of work and therefore progression is supported.	Visualisers £3,000 HOF's
	Subject leaders hold regular planning and development meetings, thus ensuring all staff are utilising and maximising the teaching and learning strategies to bring about student progress.	Regular QA of lessons, episodes and planning by HOF's and line leads to ensure the links between classroom practice and the tiered system of assessment are in place, with an agile series of lessons and repetition if required.	All lessons support maximal progress through high challenge, retrieval practice and extended writing, meaning students are ready for their next stage of learning.	Cost Neutral HOF's SLT

Coronavirus (COVID-19) Progress plan		2. Targeted academic support		
Strategy aspect	Intent	Implementation	Impact	Cost/Lead
Targeted Academic Support	High-quality 1:1-3 tuition through both college staff and NTP providers through Ranstad and Teaching Personnel.	<p>15 hours' worth of small group sessions will be offered to all students not identified as tier 1 to support the progression of their curriculum.</p> <p>Mathematics - 50 students</p> <p>Science - 80 students</p> <p>English - 30 students</p> <p>French - 30 students</p> <p>Spanish - 30 students</p> <p>History - 25 students</p> <p>Geography - 25 students</p>	Students accessing this small group tutoring will progress to where they need to be to move back to tier one support of high quality teaching and learning within the classroom.	<p>WST</p> <p>NRE</p> <p>TFO</p> <p>£13,025 - NTP</p> <p>£3,000 - TC Staff</p>
	KS4 Maths and English tutor time interventions to minimise progression issues across core.	Release of English and Maths teachers during tutor time post CAG process to run and support interventions in study skills and knowledge sessions with students in year 9 - 10.	<p>More students will receive concise small group intervention to enable them to progress in their learning in core subjects.</p> <p>Using our staff, we can increase frequency and reduce learning gaps.</p>	<p>Cost neutral</p> <p>HOY's and HOF's</p> <p>WST</p>
	Targeted support Interventions through Lexia and white rose	Bespoke individualised additional targeted literacy intervention through Lexia UK resources (140 licenses) and Numeracy	Lexia UK and White rose to have a positive impact on students literacy and numeracy levels and therefore	Lexia £2,300 - SYO

	booklet work.	intervention through White Rose work (240 interventions).	ability to progress in all curriculum areas.	White Rose £600 - MHI
	Subject based reading lists provided to all students, parents to support onwards progress.	Subjects to create 'progress in ***** reading lists' utilising google classroom, these can be utilised by students in preparation for their return to school in September 2021	Access to reading that supports learning and progress in individual subjects will increase vocabulary and knowledge to enable student progression.	Cost Neutral - Google classroom resource - HOF's / Subject leads

Coronavirus (COVID-19) Progress plan		3. Wider supporting strategies.		
Strategy aspect	Intent	Implementation	Impact	Cost/Lead
Wider supporting strategies	Social emotional and mental health packages to include; Humanutopia workshops	Year group specific HOY to co-plan the day to develop the interdependence of learning and personal development opportunities with the Humanutopia team, ensuring that this is accessible for all students. HU year specific plan as an appendix to this document*	Students will be able to understand their place within the co-operative family of the school, offering support to others and benefiting themselves as well as their place in the wider community.	£6,000 3 days workshops NRE HOY's
	Social emotional and mental health packages to support study and learning skills to include;	Externally run workshop This workshop with year groups progressing in school. Aligns with Gatsby benchmarks and NERUPI framework. Some of the content	To raise standards of learning and cognition To encourage the adoption of a range	£4,000 4 day workshops NHO

	Positively mad workshops	covered in Super Speed Study Skills includes: <ul style="list-style-type: none"> ● Visualisation & association ● Technique planner ● Revision timetable ● Study time calculator ● Summary poster ● Sticky note summaries ● The Feynman Technique ● The 2 minute rule 	of independent learning techniques	HOY's
	Communication and support for parents and carers.	Support parents and carers with regular communications regarding curriculum and extracurricular offers of academic and cultural capital support for our young people. As well as opportunities to get involved with consultation for pastoral and academic feedback.	Ensuring that cooperation is at the heart of what we do, liaising with stakeholders about reintegration of learning practices and extended offers. Fortnightly focus, is informative, consultative and useful whilst remaining concise and clear. Opportunities for parental engagement increased.	Cost Neutral JST TFO
	All staff training and development of relational practice. Student training and development of relational practice.	Ensuring that relationships are the cornerstones and keystones of our ethos and operating practices. In developing relational policy and practice we seek to create a safe environment for all members of the community and to which all members share a tangible and authentic sense of belonging. Becoming a trauma	We aim to eliminate punitive sanctions and reactive forms of behaviour management through early and timely identification of need, through the provision of high quality support within a graduated tiered system of provision and by embedding and normalising restorative approaches.	Cost Neutral BMA PRU

		informed establishment wherein proactive and emotionally intelligent interventions are the expectation and the norm. In practice we seek to become wholly socially inclusive.		
	To develop off site learning experience for year 7 due to learning environment challenges in both year 6 and 7.	To take the whole of year 7 on a curriculum based trip to the Eden project based around 'their place within our world' taking a thematic approach to learning and seeing the opportunities that exist outside of the classroom.	Students develop their sense of self, with their year group, their school and their world, through natural learning experiences. Social and mental health strategies developed through external learning focus. Benefit from different social and group learning dynamics.	£1,650 JGR NIN TFO
	Careers education and opportunities to be a focus for KS4/5 students to ensure they do not miss opportunities due to the pandemic.	All students to be a member of a year group specific careers education google classroom. To access remote support and CIAG being provided by CSW to targeted students. Where appropriate or indeed, requested progression interviews to be made available for all students across their chosen next steps	Use of compass + system to monitor student engagement and destinations assess NEET levels, with an aim of less than 2%. From this we will resource and offer Careers south west interviews for all students who have not indicated to return to the 6th form.	Cost Neutral PRU

APPENDIX 1

Tavistock College Proposal - May 2021

	Tuesday 25 th May 2021	Wednesday 26 th May 2021	Thursday 27 th May 2021
Period 1 & 2	<p><u>Year 7 X Seeing A New You</u></p> <p>How has the start of college been? What have been the barriers, the problems, the anxieties? How do we cope and manage these?</p> <p>Look at aspirations in a broad sense - what do they want to do with life? What kind of person do they want to be?</p> <p>What choices do they have in the here and now and what specific changes do they need to make?</p> <p>Identify what skills make them unique and the skills they will need in the future .</p>	<p><u>Year 8 X Seeing A New You</u></p> <p>What have been the challenges of the last year? Not being held back by what's happened. Overcoming barriers and coping with anxieties</p> <p>Look at aspirations in a broad sense - what do they want to do with life? What kind of person do they want to be?</p> <p>What choices do they have in the here and now and what specific changes do they need to make?</p> <p>Identify what skills make them unique and the skills they will need in the future .</p>	<p><u>Year 9 X Who Am I Now</u></p> <p>We last saw the year group in Year 8 - have they made changes since that day? How has the last year been?</p> <p>What/who are you taking for granted? Why? How to make the most of your education</p> <p>Square 1 - being resilient when it gets tough</p> <p>Where do they get your respect from? Do they get respect for the right reasons?</p> <p>How confident do they feel about their future? What changes can they make?</p>
Period 3 & 4	<p><u>Year 7 Y Seeing A New You</u></p> <p>How has the start of college been? What have been the barriers, the problems, the anxieties? How do we cope and manage these?</p> <p>Look at aspirations in a broad sense - what do they want to do with life? What kind of person do they want to be?</p> <p>What choices do they have in the here and now and what specific changes do they need to make?</p> <p>Identify what skills make them unique and the skills they will need in the future .</p>	<p><u>Year 8 Y Seeing A New You</u></p> <p>What have been the challenges of the last year? Not being held back by what's happened. Overcoming barriers and coping with anxieties</p> <p>Look at aspirations in a broad sense - what do they want to do with life? What kind of person do they want to be?</p> <p>What choices do they have in the here and now and what specific changes do they need to make?</p> <p>Identify what skills make them unique and the skills they will need in the future .</p>	<p><u>Year 9 Y Who Am I Now</u></p> <p>We last saw the year group in Year 8 - have they made changes since that day? How has the last year been?</p> <p>What/who are you taking for granted? Why? How to make the most of your education</p> <p>Square 1 - being resilient when it gets tough</p> <p>Where do they get your respect from? Do they get respect for the right reasons?</p> <p>How confident do they feel about their future? What changes can they make?</p>
Period 5	<p><u>Year 10 TL 3 targeted support (approx. 10 students)</u></p> <p>Bespoke mentoring - around being more confident, not 'being the excuse', future plans, choices they have and changes they need to make.</p>	<p><u>Year 10 TL 3 targeted support (approx. 10 students)</u></p> <p>Bespoke mentoring - around being more confident, not 'being the excuse', future plans, choices they have and changes they need to make.</p>	<p><u>Year 10 TL 3 targeted support (approx. 10 students)</u></p> <p>Bespoke mentoring - around being more confident, not 'being the excuse', future plans, choices they have and changes they need to make.</p>

	Year 7 x2 Year 10 TL 3	£1,600 +VAT £400 +VAT	Year 8 x2 Year 10 TL 3	£1,600 +VAT £400 +VAT	Year 9 x2 Year 10 TL 3	£1,600 +VAT £400 +VAT
	Total:	£2,000 +VAT	Total:	£2,000 +VAT	Total:	£2,000 +VAT



HumanUtopia Action Plan

Tuesday 25th May 2021

						Staff
Time	Event	Day actions	Staff	Location	Preparation actions	Staff
Liaise with LCO/SHU re. sports hall and AM set up - table, projector, coffee						NRE
Brief tutors						NRE/HOY
08.40 - 09.00	Arrival	Meet HumanUtopia reps and take to sports hall	NRE JGR	Paved area outside reception	<ol style="list-style-type: none"> 1. Ensure we have projector, table 2. Organise coffee and food for HumanUtopia Reps 3. Hall to be set up with tables and chairs 4. Ensure there is pens/paper in the hall 5. flip chart and pens for HumanUtopia 6. Complete LOA for NRE and JGR 	PGA NRE
09.00 - 11.00	Year 7 X - Seeing the new you	Led by HumanUtopia. NRE and JGR to support for any behaviour issues	NRE JGR	Sports Hall		
11.00-11.30	Break	Ensure food and drinks for HumanUtopia reps	PGA	Sports Hall		
11.30 - 13.30	Year 7 Y - Seeing the new you	Led by HumanUtopia. NRE and JGR to support for any behaviour issues	NRE JGR	Sports Hall		
13.00 - 14.00	Break	Ensure food and drinks for HumanUtopia reps	PGA	Refectory		PGA
14.00 - 15.00	Year 10 - Targeted support group (15 Students)	Tutors to inform students NRE to be present	Tutors		<ol style="list-style-type: none"> 1. Organise a classroom 2. NRE to organise groups with help from tutors 	NRE PGA



HumanUtopia Action Plan

Wednesday 26th May 2021

						Staff
Time	Event	Day actions	Staff	Location	Preparation actions	Staff
Liaise with LCO/SHU re. sports hall and AM set up - table, projector, coffee						NRE
Brief tutors						NRE/HOY
08.40 - 09.00	Arrival	Meet HumanUtopia reps and take to sports hall	NRE ELA	Paved area outside reception	7. Ensure we have projector, table 8. Organise coffee and food for HumanUtopia Reps 9. Hall to be set up with tables and chairs 10. Ensure there is pens/paper in the hall 11. flip chart and pens for HumanUtopia 12. Complete LOA for NRE and ELA	PGA NRE
09.00 - 11.00	Year 8 X - Seeing the new you	Led by HumanUtopia. NRE and ELA to support for any behaviour issues	NRE ELA	Sports Hall		
11.00-11.30	Break	Ensure food and drinks for HumanUtopia reps	PGA	Sports Hall		
11.30 - 13.30	Year 8 Y - Seeing the new you	Led by HumanUtopia. NRE and ELA to support for any behaviour issues	NRE ELA	Sports Hall		
13.00 - 14.00	Break	Ensure food and drinks for HumanUtopia reps	PGA	Refectory		PGA
14.00 - 15.00	Year 10 - Targeted support group (15 Students)	Tutors to inform students NRE to be present	Tutors		3. Organise a classroom 4. NRE to organise groups with help from tutors	NRE PGA



HumanUtopia Action Plan

Thursday 27th May 2021

						Staff
Time	Event	Day actions	Staff	Location	Preparation actions	Staff
Liaise with LCO/SHU re. sports hall and AM set up - table, projector, coffee						NRE
Brief tutors						NRE/HOY
08.40 - 09.00	Arrival	Meet HumanUtopia reps and take to sports hall	NRE JGR	Paved area outside reception	13. Ensure we have projector, table 14. Organise coffee and food for HumanUtopia Reps 15. Hall to be set up with tables and chairs 16. Ensure there is pens/paper in the hall 17. flip chart and pens for HumanUtopia 18. Complete LOA for NRE and HBL	PGA NRE
09.00 - 11.00	Year 9 X - Seeing the new you	Led by HumanUtopia. NRE and HBL to support for any behaviour issues	NRE HBL	Sports Hall		
11.00-11.30	Break	Ensure food and drinks for HumanUtopia reps	PGA	Sports Hall		
11.30 - 13.30	Year 9 Y - Seeing the new you	Led by HumanUtopia. NRE and HBL to support for any behaviour issues	NRE HBL	Sports Hall		
13.00 - 14.00	Break	Ensure food and drinks for HumanUtopia reps	PGA	Refectory		PGA
14.00 - 15.00	Year 10 - Targeted support group (15 Students)	Tutors to inform students NRE to be present	Tutors		5. Organise a classroom 6. NRE to organise groups with help from tutors	NRE PGA

