

<b>Catch Up Plan</b>								
<b>School: Helston</b>								
<b>Milestones: RAG rate at deadline and provide brief commentary; review at termly LGB/ Governor monitoring visit</b>								
<b>Budget available £91,000</b>								
<b>Objectives</b>	<b>Target Group</b>	<b>Strategy/Action</b>	<b>Cost</b>	<b>Milestone Christmas</b>	<b>Milestone Feb Half term</b>	<b>Milestone Easter</b>	<b>Milestone May Half Term</b>	<b>Milestone Summer</b>
Identify and address learning gaps in GCSE English Language.	Year 11	Students allocated to small groups and receive specific tuition to address gaps.	£25,000	Learning gaps identified through assessments and mock exams. English catch-up teacher recruited. Initial small group sessions delivered prior to mocks.	Progress checked from Mocks to February data entry. Small group sessions continue, potentially with a new focus and new group based on need.	Progress checked from February to April data entry. Small group sessions continue, potentially with a new focus and new group based on need.	Half term targetted revision sessions take place.	GCSE completed. Outcomes reviewed.
				<b>Review</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>
<b>Objectives</b>	<b>Target Group</b>	<b>Strategy/Action</b>	<b>Cost</b>	<b>Milestone Christmas</b>	<b>Milestone Feb Half term</b>	<b>Milestone Easter</b>	<b>Milestone May Half Term</b>	<b>Milestone Summer</b>
Identify and address learning gaps in GCSE Maths.	Year 11	Students allocated to small groups and receive specific tuition to address gaps.	£25,000	Learning gaps identified through assessments and mock exams. Maths catch-up teacher recruited. Initial small group sessions delivered prior to mocks.	Progress checked from Mocks to February data entry. Small group sessions continue, potentially with a new focus and new group based on need.	Progress checked from February to April data entry. Small group sessions continue, potentially with a new focus and new group based on need.	Half term targetted revision sessions take place.	GCSE completed. Outcomes reviewed.
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Identify and address learning gaps in GCSE Science.	Year 11	Morning catch up sessions used to accelerate coverage of the curriculum.	£5,000	Curriculum coverage planned for Autumn term, utilising the additional catch-up slots. Some additional small group intervention started with Ogden Trust teachers.	Progress checked from Mocks to February data entry. Small group sessions continue, potentially with a new focus and new group based on need.	Progress checked from February to April data entry. Small group sessions continue, potentially with a new focus and new group based on need.	Half term targetted revision sessions take place.	GCSE completed. Outcomes reviewed.
				<b>Review</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>
<b>Objectives</b>	<b>Target Group</b>	<b>Strategy/Action</b>	<b>Cost</b>	<b>Milestone Christmas</b>	<b>Milestone Feb Half term</b>	<b>Milestone Easter</b>	<b>Milestone May Half Term</b>	<b>Milestone Summer</b>
Pastoral, Attendance and Learning Champion support used to overcome barriers to student engagement and learning.	All year groups	Student profiles built up on Google Sheets. PSAs allocated to target groups. PSAs communicate with students and parents and create action plans to overcome key barriers.	£15,000	Additional PSA recruited to add capacity. Target groups identified using the wide range of data available. Initial plans agreed.	Google sheets reviewed to monitor the impact of action plans and modify plans if necessary.	Google sheets reviewed to monitor the impact of action plans and modify plans if necessary.	Google sheets reviewed to monitor the impact of action plans and modify plans if necessary.	Overall review of the impact of our pastoral systems.
				<b>Review</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>
<b>Objectives</b>	<b>Target Group</b>	<b>Strategy/Action</b>	<b>Cost</b>	<b>Milestone Christmas</b>	<b>Milestone Feb Half term</b>	<b>Milestone Easter</b>	<b>Milestone May Half Term</b>	<b>Milestone Summer</b>
Support our most vulnerable learners with IT devices and broadband access.	All year groups	Purchase and then loan Chromebooks and wi-fi dongles to identified students so that they can access remote learning provision.	£11,000	Student need identified through data checking sheets. Chromebooks and dongles purchased.	Chromebooks and dongles allocated and in use by students.	Check engagement with online learning materials for those students who have been loaned equipment.	Check engagement with online learning materials for those students who have been loaned equipment.	Overall review of remote learning provision.
				<b>Review</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>
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Provide additional transition support for Year 7.	Year 7	Programmes created to help Year 7 students settle into our College systems and processes.	£5000	Transition Lead and deputy appointed. Programmes planned and started. Short and medium term goals identified.	Evaluate the impact of the programmes in terms of short term goals.	Celebrate achievements of Y7 students.	Plan transition for next year's cohort.	Transition activities and events take place.
				<b>Review</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>

Objectives	Target Group	Strategy/Action	Cost	Milestone Christmas	Milestone Feb Half term	Milestone Easter	Milestone May Half Term	Milestone Summer
Additional support materials provided for parents/carers	All year groups	Identify and provide appropriate resources to support home learning.	£5000	Conversations with parents/carers. Subsequent action plans identify specific resources required to support individuals and families.	Follow up conversations with parents to check impact.	Gather formal feedback from parents. Amend strategy if necessary.	Revision materials distributed prior to the delayed summer exam season.	Overall review of this strategy.
				<b>Review</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>