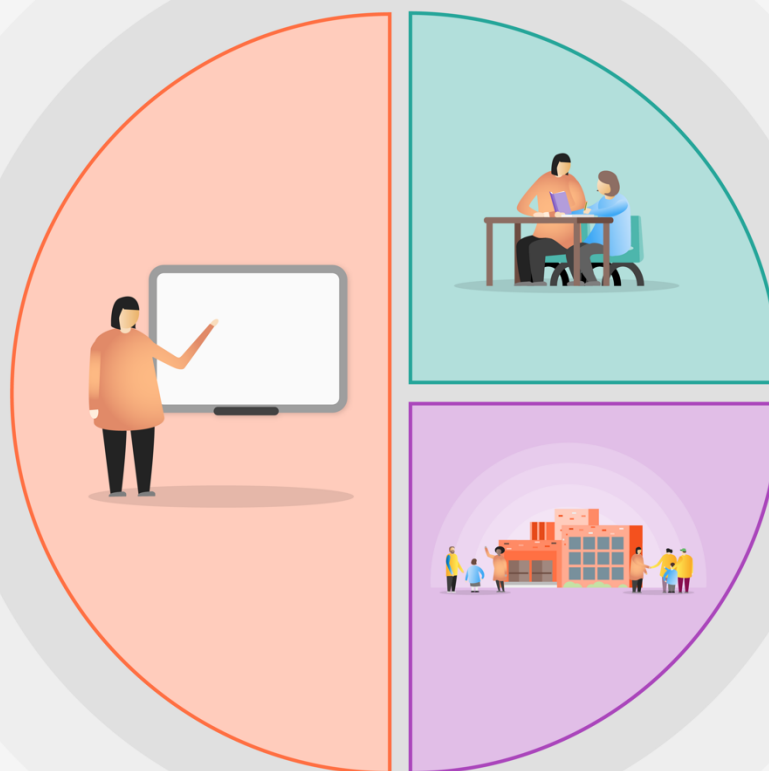


1 Teaching

- Support the teaching/learning cycle with sustained CPD, ensuring this is subject-specific where necessary.
- Support pupil (and staff) knowledge through the construction of knowledge organisers for each subject/topic.
- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- A broad and engaging curriculum that focuses on vocabulary acquisition.
- Whole-class reading approach underpinned by clearly defined formative assessment practices.
- Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.
- Deliberately reduce workload (eg. reduced meetings) during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching.
- Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year.



2 Targeted academic support

- Same-day in-class intervention
- Specific intervention programmes led by both Teachers and Teaching Assistants.
- Interventions focused on reading, grammar and maths gaps.
- Deployment of TAs
- Therapy based models of intervention eg Lego Therapy

3 Wider strategies

- Provide ongoing technical support and access to technology to aid catch up both in school and at home.
- Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.
- Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.
- School staff used to cover classes rather than supply staff.