



THE
DUSTON TDS
Knowledge itself is power 4-19 SCHOOL

THE DUSTON SCHOOL
HOLISTIC CATCH-UP PLAN
2023 - 2024

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The Duston School Catch-Up Plan – 2023 to 2024

The Duston School catch-up plan for 2023 – 2024 will utilise all relevant revenue streams to the school to support pupils from EYFS to Year 13. The TDS approach encapsulates the core principles of the Education Endowment Foundation guidance (click [here](#)), with a clear focus on high quality teaching, whole-school strategies, targeted academic support and wider strategies to ensure that all pupils make the relevant progress and catch-up on any lost learning as caused by the pandemic.

The catch-up plan dovetails neatly with the school’s core aims and the key drivers for the school’s improvement plan for the 2023-2024 academic year, namely:

- Our core aim is to help students climb the tree of knowledge, so they can access university, higher education, employment or an apprenticeship
- Our curriculum is embedded in a knowledge rich approach and we firmly believe that knowledge begets knowledge
- Through the enacted curriculum there is an expectation that students retain what they have been taught in their long term memory (schema)
- There is a strong emphasis on retrieval practice, sequencing and interleaving, with the curriculum seen as a progression model
- Powerful knowledge gives students the cultural literacy they need to become active citizens in society and further their personal aspirations and ambitions

Our overall School Improvement plan for 2023 – 2024 is entitled ‘Driving the Enacted Curriculum’ and the school, holistically, will focus on the following key foci areas and key success criteria (as outlined in our SIP):



Key Performance Indicators:

Target 1: EYFS to achieve a GLD of at least 65%.

Target 2: Year 1 to achieve at least 75% in their phonics screening.

Target 3: Year 2 to achieve higher than national standard in the End of Key Stage One Assessments. At least 67% of pupils to meet the expected standard in reading. At least 68% of pupils to meet the expected standard in maths. At least 58% of pupils to meet the expected standard in writing. At least 77% of pupils to meet the expected standard in science. Year 6 to achieve higher than national standards (59% combined) in the End of Key Stage Two Assessments. At least 74% of pupils to meet the expected standard in reading. At least 71% of pupils to meet the expected standard in maths. At least 69% of pupils to meet the expected standard in writing. At least 72% of pupils to meet the expected standard in grammar, punctuation and spelling. At least 79% of pupils to meet the expected standard in science..

Target 4: Achieve 96% attendance across the school.

Target 5: Ensure the persistent absentee rate is less than 10%.

Target 6: By the end of Key Stage 3 pupils to exceed an average of 60% across all termly knowledge retrieval assessments.

Target 7: To achieve a GCSE attainment results in line with FFT20

Target 8: To achieve a GCSE Basics outcome (9-5) of 50% and (9-4) 74%.

Target 9: To achieve a GCSE EBacc completion of 60%, with 30% achieving a 4+ and 20% achieving a 5+.

Target 10: To achieve a 9-1 outcome of 99%.

Target 11: Achieve 20% of higher grades 9-7 at GCSE by the end of Key Stage 4.

Target 12: Achieve a 70% or better GCSE pass rate in all departments.

Target 13: Ensure there is a 98% retention rate in all Key Stage 4 subjects.

Target 14: To achieve a Level 3 Academic A*-B outcome of 50% with an average grade of a B-.

Target 15: To achieve a Level 3 Applied Dist*/Dist Applied outcome of 60%, with an average grade of a Distinction.

Target 16: Achieve 20% of A Level passes at the higher grade A*/A.

Target 17: To achieve a Post 16 progress outcome of 0.2 for all A Level subjects and 0.2 for all Applied General subjects.

Target 18: Ensure there is a 95% retention rate in Year 12 and 13 and 90% between Year 12 and 13.

Target 19: Ensure 100% of students achieve at least two pass grades at Level 3.

Target 20: To embed the school's deliberate practice approaches as part of our institutional routine for learning.

As a school the catch-up plan has been deliberately divided into sections, with a specific set of approaches for EYFS, Key Stage 1, Key Stage 2, Key Stage 3, Year 10, Year 11 and Post 16.

Primary Catch Up/Intervention Plan

Area	Focus	Rationale	Action	Review/Follow up	Costings
Early Years Foundation Stage	Communication and Language	Children entering EYFS this year may have missed early communication and language learning in previous settings. Language skills are essential for children to access the whole curriculum.	Nuffield Early Language Programme Intervention for EYFS children identified as needing support with communication and language skills following initial assessment with trained staff. (EEF Targeted academic support) Whole class vocabulary teaching will be planned using the Word Aware – Teaching Vocabulary in the Early Years Programme. (EEF High quality teaching) High quality EYFS Primary Knowledge Curriculum including explicit vocabulary teaching and CPD package for staff throughout the year. (EEF High quality teaching)	This is a 20-week programme which will be reviewed after this time. Whole class quality first teaching monitored through QA process and PKC curriculum review. Whole class quality first teaching monitored through QA process.	TA 2 hours over 20 weeks at £12.63 per hour (£505.20) Purchase of Word Aware £52.99 PKC EYFS package £1327.52
	Phonics	Systematic Phonics is proven to be the most effective strategy for teaching early reading.	Read, Write, Inc assessments will be used to target small group and 1:1 interventions. (EEF Targeted academic support) Continuous provision carefully planned to enable children to continue their learning independently through play. (EEF High quality teaching) Read, Write, Inc CPD programme in place to support all teaching staff in the teaching of phonics, interventions and assessments.	Reading Lead to regularly QA	2 TAs 1 hour phonics interventions daily at £12.63 per hour (£4925.70) Whole staff phonics training programme £4,985
Key Stage 1	Communication and Language	Children identified through Nuffield assessment needing continued support into KS1. Language skills are essential for children to access the whole curriculum.	Children identified as requiring the Nuffield Early Language Programme Intervention through assessment will continue this programme in Year 1 with trained staff. (EEF Targeted academic support)	This is a 20-week programme and will be reviewed after this time.	TA 1 hour over 20 weeks at £12.63 per hour (£252.60)

	Phonics	Systematic Phonics is proven to be the most effective strategy for teaching early reading.	Read, Write, Inc assessments will be used to target small group and 1:1 interventions. (EEF Targeted academic support) Read, Write, Inc CPD programme in place to support all teaching staff in the teaching of phonics, interventions and assessments.	Reading Lead to monitor regularly.	4 TAs 1 hour phonics interventions daily at £12.63 per hour (£9,851.40) Whole staff phonics training programme £4,985 – on EYFS budget
	English	Children need to be able to read at, at least, the Expected standard to be able to gain enjoyment from reading and to access other areas of the curriculum. Gaps in children's vocabulary affects their access to learning.	High quality Primary Knowledge Curriculum including explicit vocabulary teaching and CPD package for staff throughout the year. (EEF High quality teaching) Planned support to introduce Continuous Provision in Year 1 with Emma Turner. (EEF High quality teaching)	Whole class quality first teaching monitored through QA process and PKC curriculum review. Whole class quality first teaching monitored through QA process and monitoring with ET. Reading lead to monitor	PKC package £1770 £2142 consultancy and training cost. Continuous provision training £756.90
	Maths	Children whose knowledge and understanding of place value and calculation skills is assessed to be below the expected standard will have difficulty accessing more complex mathematics going forward.	Maths leader to prepare and provide staff CPD and support on effective calculation methods and mathematical vocabulary. (EEF High quality teaching) Fluency Bee from White Rose Maths purchased to support mental arithmetic strategies in KS1.	Whole class quality first teaching monitored through QA process and monitoring with ET. Whole class quality first teaching monitored through QA process and monitoring with ET.	Preparation and delivery time x 20 hours £37.31 per hour (£746.20) Fluency Bee £80
Key Stage 2	Phonics	Systematic Phonics is proven to be the most effective strategy for teaching early reading.	Read, Write, Inc Fresh Start Programme – CPD for x2 staff and then ongoing small group and 1:1 intervention. (EEF Targeted academic support)	Reading lead to monitor regularly	Fresh Start resources – £325 2 TAs 30 minutes twice each week at £12.63 per hour (£492.57)
	English	Children need to be able to read at, at least, the expected standard to be able to gain enjoyment from reading and to access other areas of the curriculum.	Embedding of Chris Such approach to reading – Reading lead to deliver ongoing CPD. (EEF High quality teaching) Star reading assessments used effectively to track progress and identify those needing intervention. (EEF Targeted academic support)	Reading lead to QA and monitor Whole class quality first teaching monitored through QA process and PKC curriculum review.	Preparation and delivery time x 20 hours £37.31 per hour (£746.20) Accelerated reader purchased £1248

			<p>Accelerated reader purchased to enable the tracking of number of words read and success in quizzes linked to books read and encourage reading for pleasure. (EEF Targeted academic support)</p> <p>High quality Primary Knowledge Curriculum including explicit vocabulary teaching and writing units to include Shakespeare - CPD package for staff throughout the year. (EEF High quality teaching)</p>	Whole class quality first teaching monitored through QA process and monitoring with ET.	PKC package £3540.08 £4287 consultancy and training cost
	Maths	Children whose knowledge and understanding of place value and calculation skills below the expected standard will have difficulty accessing more complex mathematics going forward.	Maths leader to prepare and provide staff CPD and support on effective calculation methods and mathematical vocabulary. (EEF High quality teaching)	Whole class quality first teaching monitored through QA process and monitoring with ET.	Preparation and delivery time x 20 hours – above

Key Stage 3 Catch-Up Plan

Summary information				
School	The Duston School – Key Stage 3 Plan			
Academic Year	2023/23			
Total number of pupils	166 PP pupils across Key Stage Three Of the 166 155 current FSM 10 Ever in care			
Area	Rationale	Action	Review/Follow up	Cost
PP – KS3 trips	A subject specific trip for all pupils in years 7-9 to drive cultural value to the curriculum.	<ul style="list-style-type: none"> Trips to be paid for from PP funding for qualifying pupils. 	<ul style="list-style-type: none"> Impact reviewed by AP for key stage 3 by pupil and staff voice. 	Approx £30 per pupil per year. 30 x 57 = 1,710 The Duston School - Pupil Premium
Attendance	Attendance concerns (those below 95%) and school refusers has increased post-Covid. See attendance catch up plan	<ul style="list-style-type: none"> Led by VP for attendance and safeguarding See attendance action plan for detail. EWO and Key Stage Three administrator with attendance as part of her remit. 	<ul style="list-style-type: none"> Overseen and impact reviewed by VP for attendance Regular updates on attendance from data team National and local benchmarking Attendance audit . 	See attendance catch up plan KS3 EWO
Direct Instruction	Timetabled lessons of literacy or numeracy for the weakest 45 pupils in each year group.	<ul style="list-style-type: none"> 3 classes of 15 in each band for each subject. Taught using the DI model. Overseen by AP overseeing English and AP overseeing Maths 	<ul style="list-style-type: none"> Weekly LM meetings with JGI/KSH DI data reviewed to show impact. 	The Duston School - Pupil Premium

Breakfast Club	Runs 8-8.30am daily for year 7 and 8 with a particular focus on attendance concerns and vulnerable pupils.	<ul style="list-style-type: none"> Appointed breakfast club lead to run club Line managed by VP for key stage 3 Cereal bars and drink provided for pupils who attend. 	<ul style="list-style-type: none"> Pupil voice Monitoring of impact on attendance/pastoral concerns through attendance team and pastoral team respectively. 	2.5 hrs a week x 38 school weeks=95 hours=£5,000 approx
<p>**staffing costs are based upon average teacher hourly cost (including on-costs)</p> <p>Teacher £52.65</p> <p>Non Teacher (TA) £14.23</p> <p>SLT £88.92</p>				
If calculating staff time on our average school costs, the current support package for Key stage 3				
<p>Which evidence is this 'Catch-Up' Plan based upon?</p> <ul style="list-style-type: none"> An appropriate revision of curriculum and the way in which TDS deliver their curriculum This is supported by the EEF within their 'five-a-day' approach. These strategies are supported by the EEF's 'Targeted Academic Support' guidance and the EEF toolkit <p> School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net) EEF tool kit nationaltutoring.org.uk .gov school led tutoring guidance EEF using Pupil Premium </p>				

Key Stage 4 Catch-Up Plan

Summary information				
School	The Duston School – Key stage 4 Plan			
Academic Year	2023/24			
Total number of pupils	Year 11: 43 PP 37 FSM 37 SEND 3 LAC	Year 10: 51 PP 53 FSM 50 SEND 0 LAC		
Area	Rationale	Action	Review/Follow up	Cost
Subject changes Yr10 and 11	Review of pupils' choices and total number of GCSEs to support with maximising progress.	<ul style="list-style-type: none"> All Yr10 pupils have a two-week window to change their curriculum choices. Targeted pupils guided to select additional maths/English. All subject discussions to include parent/guardians for communications. Phone call made by SLT member. 	<ul style="list-style-type: none"> Completed second week of September Achievement board meetings termly. 	Staff hours – no additional cost
PP	Financial support and additional learning time.	<ul style="list-style-type: none"> PP/LAC at risk of low progress pupils identified will be met with by KS4 team to discuss issues and triage support. Email sent to parents Term 6 requesting their option for £100 PP budget expenditure. Subject leads will be asked to also recommend resources for PP pupils from the start of the academic year so that personalised plans can be put in place in a timely fashion. 	<ul style="list-style-type: none"> Initial PEP meeting for LAC pupils meeting dates completed term 1 to allocate ring fenced funding. PP meetings to be scheduled and completed before half term 1. Follow up meetings with PP/at risk parents after academic review day across 3 SLT meetings. Achievement board meetings termly. 	PP pupils to be given personal budget of £100 from PP. 94 KS4 pupils £9400 for KS4 PP costing for individual requests. The Duston School - Pupil Premium

		<ul style="list-style-type: none"> Tutoring after school for LAC/SEND pupils using their funding. 		
Attendance intervention	Parental communications, home visits and contracts to improve attendance.	<ul style="list-style-type: none"> EWO and WPA support with attendance support year teams with low attendance pupils. 	<ul style="list-style-type: none"> Weekly line management meetings with the AP for the year group. 	See attendance catch up plan
SEND	To offer support to those SEND pupils who have barriers to their learning.	<ul style="list-style-type: none"> Review meetings with the SEND team with parents and specific class teachers. 	<ul style="list-style-type: none"> Achievement board meetings termly. 	See SEND Catch up Plan
Careers	Careers advice and guidance throughout KS4.	<ul style="list-style-type: none"> Careers appointments for all pupils with the careers advisor. Careers guest speakers from industry during assembly time and character culture time. University of Northampton trip during summer term trips week for year 10. 	<ul style="list-style-type: none"> Uniconnect tracking. Use of Unifrog to monitor. Destinations data after year 11. 	See careers catch up plan
Year 11 exam focus & study skills	Additional assemblies and lessons to support with revision for exams.	<ul style="list-style-type: none"> Study skills launch assembly Term 2. Period 6 launch Term 4 & academic review day to meet with all parents, review progress and post-16 applications. Series of exam focus assemblies led by subject leads. Big lectures during core PE lessons for English, maths, science, history/geography & languages. Drop down curriculum days pre-January mocks for Eng/Ma/Sci. 	<ul style="list-style-type: none"> Achievement board meetings termly. 	Staff hours – no additional cost

External English Tutoring	To support identified pupils with additional English lessons to 'catch up'	<ul style="list-style-type: none"> An external English tutor has been employed to deliver 'catch up' sessions for 2 hours per week in core PE. 	<ul style="list-style-type: none"> GBE to liaise with the tutor to organise the content which she would like to be delivered. Parents and pupils all notified. Progress of identified pupils to be tracked by GBE. 	<p>English Tutor</p> <p>£25 per hour, 4 hours per week for 20 weeks</p> <p>£2,000 paid from disadvantaged grant.</p>
Mentoring	Learning mentors work with pupils to help them address barriers (and potential barriers) to learning through supportive one-to-one conversations.	<ul style="list-style-type: none"> Mentees to be identified. Mentors to be given training sessions Term 2. Pupils to be allocated a mentor. 	<ul style="list-style-type: none"> Feedback from mentors gathered to inform actions. 	No additional cost

Which evidence is this 'Catch-Up' Plan based upon?

- An appropriate revision of curriculum and the way in which TDS deliver their curriculum
This is supported by the EEF within their 'five-a-day' approach.
- P6; Tutoring; Big Lectures; drop down days
These strategies are supported by the EEF's 'Targeted Academic Support' guidance and the EEF toolkit

[School Planning Guide 2022-23.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

[EEF tool kit](#)

nationaltutoring.org.uk

[.gov school led tutoring guidance](#)

[EEF using Pupil Premium](#)

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16 to 19 Tuition Fund

1. Summary information	
School	The Duston School

Academic Year	2023/24	Total Tuition Budget	£4,537	Date for next internal review of this strategy	December 2023
Total number of pupils	220	Number of pupils eligible for tuition (working with below a grade 5 in maths or English Language)	44		
Chosen action/approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Tuition will be split three ways amongst selected students: <ul style="list-style-type: none"> • have not achieved a grade 4 or 5 in English and/or maths • have a grade 4 or above in English and/or maths, are from an economically disadvantaged background and would need catch-up support. These are defined as students from the 27% most economically deprived areas of the country based on the index of multiple deprivation 					
Weekly one-to-one hourly tuition slots for students identified by criteria and individual need. All tutoring will take place by TDS staff and will monitored and evaluated by the Head of Sixth Form. This will initially run on a 12 week programme in the run up to the January mock exams. Subjects will be chosen based on the individual needs of the student.	Up to £5000	<ul style="list-style-type: none"> • Additional tutoring on a one to one or small group basis will provide a personalised approach to target the key areas students may have fallen behind on during the lockdown period. • This personalised approach will hopefully allow for more rapid progress in filling any gaps in the curriculum. 	<ul style="list-style-type: none"> • Tuition will be delivered by TDS A Level staff who have excellent subject knowledge and have the knowledge of their students need and areas for development. • All sessions will run on a fixed term basis and will be evaluated through student feedback and assessment grades at the end of this fixed period. 	NMO	Reviewed at the half way point through 12 week programme and at the end.