Bishopton PRU Catch Up Prospectus 2021/22

www.bishopton.tvc.ac.uk

**Contents**

**Overview**

**Bishopton PRU offer**

• School to School CPD programme of support for staff

• Saturday morning school

• Online live masterclasses across a range of subjects

• Online One to One Tuition

• Increased One to One provision in school

• Parent Support Programme

• COPE Enrichment

• Twilight enrichment for GCSE

• Careers enrichment

• Literacy enrichment

• STEM enrichment

**OVERVIEW**

The coronavirus pandemic has had an unprecedented disruption to the education of children and young people. At Bishopton PRU we believe in educating the whole child therefore, we have used the government recommended, [‘COVID-19 Support Guide for Schools'](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf) published by the Education Endowment Foundation (EEF) to identify research informed strategies that will support of students to achieve positive outcomes.

In addition to our commitment to provide Quality First teaching to all students at Bishopton, we will offer a range of bespoke interventions designed to support children and their families to close the educational gap which has been widened by the pandemic.

These enhanced interventions at Bishopton include:

* School-to-School CPD programme of support for staff
* Saturday morning school
* Online live masterclasses across a range of subjects
* Online One to One Tuition
* Increased One to One provision in school
* Parent Support Programme
* COPE Enrichment
* Twilight enrichment for GCSE
* Careers enrichment
* Literacy enrichment
* STEM enrichment

We have targeted staff support to ensure every teacher is supported and prepared in order to achieve the best outcomes for pupils. Providing opportunities for professional development to support curriculum planning or focused training on the effective use of technology is valuable.

All students will have access to a range of interventions across the academic year, as outlined above. We have included support for families also as this is proven to have a wider impact on a student’s outcomes.

Targets groups of students and individuals will be entitled to specific interventions, such as Saturday morning sessions or one to one.

Students will be invited to specific interventions throughout the year based on the parental/student and staff, teacher assessment of progress, and any gaps in knowledge or skills.

**BISHOPTON PRU OFFER**

School-to-School CPD Programme of support for staff

Supporting great teaching will ensure our students have the possibility to achieve great outcomes!

Great teaching is the most important lever we have to improve outcomes for our pupils. This programme aims to ensure every teacher is supported and prepared forteaching in a post-pandemic world in order to focus on achieving the best outcomes for our pupils. By providing opportunities for professional development in areas such as curriculum development or the use of technology in the classroom, it is likely that we can ensure better outcomes for our pupils. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support

At Bishopton we are always looking to share good practice and learn from skilled practitioners who are doing the job day in and day out. Our School-to-School support programmes allows staff at all levels to network with other practitioners from a range of educational settings.

All staff members will spend a minimum of one week in another education setting. They will be timetabled with a set focus for their time spent in another setting. Staff will then complete an analysis and evaluation of their experience and use and action, monitor, review system to embed new learning in their practice and across Bishopton.

Saturday morning school

Opening the school to students on a Saturday morning will allow targeted groups of students the opportunity to have dedicated time with staff to focus on area that they need to develop in order to achieve their targeted GCSE grades. Our intention is to ensure students make accelerated progress and secure more knowledge in their GCSE subjects which may have been impacted by the national lockdowns.

**Year 11** will focus on GCSE subjects: English language, English literature, maths, science, citizenship as well as having dedicated time towards their chosen option subjects. Our aim is that all students progress from their identified starting point on the programme. Staff delivering these sessions will assess through on going feedback from the students and their families as to the pitch and accessibility of the programme in order to support students in making accelerated progress.

|  |  |  |
| --- | --- | --- |
| Dates | Group | Subject |
| 04/12/21 | 11 | Maths, Science plus option |
| 11/12/21 | 11 | English, Citizenship, plus option  |
| 22/1/22 | 11 | Maths, Science plus option |
| 29/1/22 | 11 | English, Citizenship plus option  |
| 19/3/22 | 11 | Maths, Science plus option |
| 26/3/22 | 11 | English, Citizenship, plus option  |

Online masterclasses

To supplement the hard work in school, we are offering students the opportunity to engage with online learning.

We already have a robust remote learning offer in place. Every child has access to Century Online Learning Platform. In addition to this, we offer online masterclasses across a broad range of subjects and are available for students to access.

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Wk/c | Year Group | Masterclass |
| 29/11/21 | Y7, 8, 9 | English – Extracting Information and Ideas |
| 6/12/21 | Y10, 11 | Science – Transport in cells |
| 13/12/21 | Y10. 11 | Maths – Angles |
| Term 2 | Wk/c | Year Group | Masterclass |
| 3/1/22 | Y, 7, 8, 9 | Humanities – Effects of climate change |
| 17/1/22 | Y10, 11 | English – Reading Fiction |
| 31/1/22 | Y10, 11 | Maths – compound units |
| 14/2/22 | Y7, 8, 9 | English – Analysing poetry |
| 28/2/22 | Y7, 8, 9 | Science – Exothermic and Endothermic reactions |
| 14/3/22 | Y10, 11 | Science – Development of the model atom |
| 28/3/22 | Y10, 11 | Citizenship – To what extent can citizens hold people in positions of power to account? |
| Term 3 | Wk/c | Year Group | Masterclass |
| 25/4/22 | Y10, 11 | English – Creative writing  |
| 9/5/22 | Y10, 11 | Maths – Right angled trigonometry |
| 23/5/22 | Y10, 11 | Examine why people wishing to bring about change in society may choose to start an online petition |
| 6/6/22 | Y7, 8, 9 | English – Writing Non-Fiction |
| 20/6/22 | Y7, 8, 9 | Science – Conservation |
| 4/7/22 | Y7, 8, 9 | Maths – Ratio and Proportion |
| 18/7/22 | Y7, 8, 9 | Humanities – Why was America a divided society in 1920s? |

Online one-one tuition

This will involve students from **across all year groups** accessing additional one-one sessions, online across all core subjects at an agreed time after school. This will enable students to receive high quality one-one teaching that will meet their specific needs. The rationale behind this strategy is to provide students with intense periods of study over a shorter period to close any gap which may have been widened due to the pandemic and have not been closed through classroom teaching.

Increase one-one provision in school

This will involve students from **across all year groups** accessing additional one-one sessions, in school, across all core subjects at an agreed time after school. This will enable students to receive high quality one-one teaching that will meet their specific needs. The rationale behind this strategy is to provide students with intense periods of study over a shorter period to close any gap which may have been widened due to the pandemic and have not been closed through classroom teaching.

Parent Support Programme

Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.

Staff at Bishopton provided extensive pastoral support to pupils and families throughout the pandemic. This additional support will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.

Half termly Coffee mornings hosted by Bishopton’s PSA and MHWB Lead, are available for parents and carers to engage with school and outside agencies.

|  |  |
| --- | --- |
| Dates | Focus |
| 4/1/22 | What to say when things go wrong – talking to your child |
| 1/3/22 | Supporting Learning at Home |
| 26/4/22 | Signposting to outside agencies |
| 31/5/22 | Careers advice and guidance |
| 28/6/22 | SEND support |

COPE enrichment

Bishopton’s COPE programme benefits pupils socially and academically, which is part of our vision to develop the whole child. Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on over the past 18 months. One challenge for programmes during school holidays is achieving high levels of attendance, particularly from children from disadvantaged families.

|  |  |
| --- | --- |
|  | COPE enrichment |
| HT | Activity |
| HT2Thursday 28th October | COPE EnrichmentLightwater Valley |
| Welfare checks | Phone calls to be carried out to all pupils (including post 16)Update to agencies |
| HT323rd February | Literacy catch up 9am-10am | COPE – Activity10am-1pm | Numeracy catch up 1.30pm – 2.30pm | Post 16 support and guidance (school leavers only)10am-12noon | Parent/Carer coffee and catch up10am-12noon |
| Welfare checks | Phone calls to be carried out to all pupils (including post 16)Update to agencies |
| HT49th April | Literacy catch up 9am-10am | COPE – Activity10am-1pm | Numeracy catch up 1.30pm – 2.30pm | Post 16 support and guidance (school leavers only)10am-12noon | Parent/Carer coffee and catch up10am-12noon |
| Welfare checks | Phone calls to be carried out to all pupils (including post 16)Update to agencies |
| HT416th April | Literacy catch up 9am-10am | COPE – Activity10am-1pm | Numeracy catch up 1.30pm – 2.30pm | Post 16 support and guidance (school leavers only)10am-12noon | Parent/Carer coffee and catch up10am-12noon |
| Welfare checks | Phone calls to be carried out to all pupils (including post 16)Update to agencies |
| HT530th June | Literacy catch up 9am-10am | COPE – Activity10am-1pm | Numeracy catch up 1.30pm – 2.30pm | Post 16 support and guidance (school leavers only)10am-12noon | Parent/Carer coffee and catch up10am-12noon |
| Welfare checks | Phone calls to be carried out to all pupils (including post 16)Update to agencies |
| HT627th July | Literacy catch up 9am-10am | COPE – Activity10am-1pm | Numeracy catch up 1.30pm – 2.30pm | Post 16 support and guidance (school leavers only)10am-12noon | Parent/Carer coffee and catch up10am-12noon |
| Welfare checks | Phone calls to be carried out to all pupils (including post 16)Update to agencies |

Twilight GCSE enrichment

Opening the school to students on an evening will allow targeted groups of students the opportunity to have dedicated time with staff to focus on area that they need to develop in order to achieve their targeted GCSE grades. Our intention is to ensure students make accelerated progress and secure more knowledge in their GCSE subjects which may have been impacted by the national lockdowns.

**Years 10 and 11** will focus on GCSE subjects: English language, English literature, maths, science, citizenship as well as having dedicated time towards their chosen option subjects. Our aim is that all students progress from their identified starting point on the programme. Staff delivering these sessions will assess through on going feedback from the students and their families as to the pitch and accessibility of the programme in order to support students in making accelerated progress.

|  |  |  |
| --- | --- | --- |
| Dates wk/c | Group | Subject |
| 1/12/21 | 10, 11 | English, Citizenship, plus option |
| 8/12/21 | 10, 11 | Maths, Science plus option |
| 17/1/22 | 10, 11 | English, Citizenship plus option |
| 24/1/22 | 10. 11 | Maths, Science plus option |
| 23/3/22 | 10, 11 | English, Citizenship, plus option |
| 30/3/22 | 10, 11 | Maths, Science plus option |

Careers enrichment

**Y8 and 9 students** will access new curriculum subjects to help with their transition to mainstream secondary school and/or key stage four. In these sessions students will be exposed to higher level practical skills. This will allow students to prepare for their next transitional phase as well as allowing them the opportunity to get a head start in deciding on what option subjects they wish to study.

**Y10 and Y11 students** will access a week of careers with visits to further and higher education establishments along with practical lessons around interview techniques and financial management. This will allow students to prepare for their next transitional phase as well as allowing them the opportunity to experience work placements and college life.

Literacy enrichment

**Y7, 8 and 9 students** will be invited to take part in a literacy project which focuses on improving literacy skills.

The group will access six enrichment sessions and work with subject specialists to complete a school newspaper and television broadcast. The project will culminate in a recorded broadcast and newspaper which will be shared with all Bishopton families as well as streamed on Bishopton’s website, Facebook, Twitter and You Tube.

STEM enrichment

**Y7, 8 and 9 students** will be invited to take part in a STEM project which focuses on improving key skills.

The group will access The CREST Awards, The CREST Awards provide teachers with simple and adaptable activities aligned to the national curriculum. CREST gives young people aged the chance to choose their own subject and methodology when completing their hands-on investigation. CREST is a nationally recognised scheme for student-led project work in the STEM subjects (science, technology, engineering and maths). CREST provides a consistent and high standard of assessment and moderation is achieved for the scheme via a network of industry experts from the STEM and education sectors.