



# Thomas Telford UTC

AN EXCITING NEW COLLABORATION FOR WOLVERHAMPTON

Telephone: 01902 872180  
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## Catch Up and Intervention Programme

### Lost learning and adaptations to the curriculum

During the lockdowns we had to change our method of delivery and introduced a remote learning strategy. The strategy included live lessons through Microsoft Teams, setting homework through Satchel One and additional one to one sessions through Microsoft Teams and Outlook. The school also recorded live lessons and made them available online for all relevant students. There was also an additional amount of parental engagement during the lockdown period due to the circumstances, with all PTs making weekly contact with each tutee. We continue to foster some of these strategies as part of our blended approach where needed, including a greater emphasis on parental engagement, homework on Satchel One and distributing resources on the school Online Curriculum.

In some of the more practical subject areas, the curriculum had to be adapted at short notice to ensure that delivery was possible. This was unfortunate but a necessity and now those areas are having to revisit and consolidate topics as well deliver the practical. This means the sequencing of the curriculum has not been optimal and there is a strong focus on mitigating this. Further to this challenge, in Built Environment the curriculum has needed further adaptation due to the availability of facilities during our build programme.

Post-lockdown and during the new academic year we have found that several of our students have found it difficult to retain their focus and found it difficult to complete extended written tasks. This includes a focus by middle leaders on regular written tasks, and the scaffolding we use to support these having greater consistency across the school.

We ran a very effective induction programme and summer school for Year 6 students before they joined us in September with a strong focus on lost learning. This gave those students a head start before entering in Year 7 and helped bridge the gap from primary school to secondary school.

Staff at Thomas Telford UTC have been asked to give a significant focus to settling students in during the Autumn Term, return to our rituals and routines around the school and within each classroom. Staff have baselined students' understanding and are addressing gaps identified through adjustment to curriculum plans to accommodate the lost learning. For Y7 and Y10 students, we have completed GL Progress tests and CAT4 tests, to ensure we have a good understanding of their attainment on entry to the school.

We have returned to a full programme of events in our UTC Extra session (3:30-5:00pm Monday to Thursday) with Y7 and Y8 students engaging in a full enrichment programme and KS4 and KS5 students engaging with Employer Led projects and targeted interventions within each subject.



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## The National Tutoring Programme

**The National Tutoring Programme (NTP)** provides primary and secondary schools with funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors. This funding is for students age between 5 and 16 and is to be used to facilitate small group support within school.

Here at the TTUTC we provide both after school intervention sessions and catch-up sessions during the holidays to support our students who need that extra support the most. These are mainly focused on Key Stage 4 and Key Stage 5, however we have also provided support to Key Stage 3 when appropriate.

Middle leaders are leading their teams to ensure that interventions are high value. The focus is upon short, 6-week programmes that are led by need rather than class groups. This has the benefit that students are often with another teacher who can deliver the topic in a new way, and often with other students from other classes in small groups.

Staff have provided (and plan to provide) distinct catch-up sessions during school holidays and over occasional weekends to make up lost learning and provide students with the time to make sense of misconceptions from lockdown learning. We have also taken on an Academic Mentor.

In terms of wider issues, the UTC identify the importance of student aspirations at this difficult time and our role in balancing the messages from the wider media about the economic damage. To this end we have provided individual careers interviews for every single Y11 and Y13 student and strengthened our CIAG provision through the recruitment of a fully qualified Director of Careers. In addition to this we have been keen to maintain our excellent levels of employer engagement and have purchased a license for Zoom, which has allowed a full range of activities such as presentations from industry, virtual work experience and mock interview sessions. We are pleased to see now that Employers are keen to return to face-to-face support with all KS4 and KS5 students allocated a mentor from our employer group. This is important in reaffirming for students the need to remain focused and work hard, the opportunities that are available and the importance of their exams.

The UTC is using Catch-Up funding to support additional sessions outside of our normal school hours, including sessions in holidays and at weekends. This is highly valuable to students who more than



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anything needs the gift of time to develop their understanding in subjects. We believe that using our own staff is key to this as they understand the students and their current gaps far better than external staff.

## The 16-19 Tuition fund

**The 16 to 19 tuition fund** is a government initiative to mitigate the disruption to learning arising from coronavirus (COVID-19). The funding is being provided to support small group tuition for 16 to 19 year-old study programme students in English, Maths, and other courses where learning has been disrupted.

Thomas Telford UTC will be providing extra tuition sessions for eligible students. The guidance indicates that students with special educational needs and disabilities (SEND) and/or those who have an Education, Health and Care Plan (EHCP) will also be eligible for support via this Fund. Although the funding has been allocated to support students who have not achieved a grade 5 in English and/or Mathematics by the age of 16, the support does not have to be used solely for English and Mathematics tuition.

Thomas Telford UTC commits to using the small group tuition funding that it has been given to mitigate against the impact of the pandemic on our study programme students. Sessions will be limited to three to five students per group and will be above and beyond normal timetabled hours. Students will be prioritised for small group tuition based on the guidance released by the Education and Skills Funding Agency (ESFA).

The funds will be used in the following way

- Small group tuition and or Virtual sessions, which is in addition to their timetabled subject sessions. These sessions will be conducted by our current staff body. The small group tuition objective is to maximise exam achievement and ensure that students are ready to progress to exam questions.
- Additional sessions run during the weekend, half-term & end of term holidays
- Bespoke support to mitigate the impact of COVID-19, this includes, but is not limited to, personal development skills, positive mental health strategies and exam preparation.
- Ensure students have access to the wealth of resources and support available online.

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## Intervention Figures

### Catch-up and Intervention Sept 2021 – July 2022

Throughout the academic year of 2021 - 22 we ran a significant number of intervention sessions, with Y11 undertaking some 3800 student hours of additional learning. 100% of Y11 students were involved with the programme. In Y13, 63% of students were formally involved with the intervention programme and many more made use of their self-organised learning time for which they were timetabled. Y13 students amassed 380 student hours of additional learning. Other year groups also benefitted from the programme although on a smaller scale, with 250 student hours of additional learning in Y10 and small group support for numeracy in Key Stage 3.

Hand in hand with this regular programme we were keen to encourage our staff to support the COVID Catch-Up programme. This was offered above and beyond our school intervention programme and staff were remunerated for this work. Typically, sessions took place in holiday time and on Saturdays as half or full day sessions, but there were also some twilight sessions available. Again, these were focused on small group support for KS4 and KS5 students.

Year Group	Percentage of year group taking part in catch up sessions	Student hours provided through catch up sessions
10	42%	100
11	89%	425
12	31%	85
13	46%	43

Total number of school-led tutoring hours for mainstream pupils 1777

Total number of pupils who received tutoring subsidised by the school-led tutoring grant 86

### Catch up and Intervention Sept 2022-Feb 2023

Our intervention and catch-up programme have continued to be a great success this academic year for our school. The focus for our intervention programme has been on Years 10, 11 and 13, with a range of different curriculum areas offering intervention. For years 7 – 9, subject areas have used the UTC Extra programme to provide support and enrichment. In total, 137 students have been involved across the three-year groups. Every Year 11 student has had at least one intervention session this year, with over half of Year 10 & 13 also being provided with that extra support, all an increase on last year. The intervention focus for departments changes each half term depending on their focus and target groups created from assessment analysis.



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Year Group (Sept 22 – Feb 23)	Percentage of year group taking part in catch up sessions
10	53%
11	100%
13	51%

During the October and February half terms we ran catch up sessions, again mostly focused on examination groups in Years 11 and 13 with staff from English, Art, DT, Maths, Science and Construction providing support to our students. In addition to this Year 11 students attended a Geography Field trip to Middleton Lakes on the Monday of October half-term. In total around 15 different sessions have been provided over the 2 half terms totalling over 60 hours of catch up for our students.

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