



**Catch Up
Strategy
Academic Year
2020-21**

Contents

1. What is the context for Catch Up, nationally and at the Bishops' Blue Coat Church of England High School?	2
1.1 Catch Up context from the DfE	2
1.2 Catch Up funding 2020-21	2
1.3 Catch Up objectives 2020-21	2
2. What are the identified barriers to progress caused by Covid-19?	3
3. How will we use the tiered model to support students' learning and help pupils catch up?	3
3.1 Rationale	3
3.2 Tiered approach	4
4. What specific actions are being taken and what is the expected impact?	5
4.1 Quality First Teaching for All	5
4.2 Targeted Support	6
4.3 Wider Strategies	7
5. How will we use the remaining and additional funding to continue to support catch up for 2021-22?	7

1. What is the context for Catch Up, nationally and at the Bishops' Blue Coat Church of England High School?

1.1 Catch Up context from the DfE

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

1.2 Catch Up funding 2020-21

School allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Total no. of pupils	926	Amount of catch up premium per pupil	£80
Total catch up premium	£74, 080		

1.3 Catch Up objectives 2020-21

Objectives

1. We will ensure that the funding benefits those students for whom there is a need.
2. We will ensure that the funding makes an impact on the educational outcomes of these students.
3. As necessary, we will ensure that the funding provides additional support to improve the progress and achievement of all students, with a particular focus on disadvantaged students.
4. We will closely monitor the impact of the strategies put in place so that the 'gaps' are closed across all year groups, ability ranges and sub-groups.

2. What are the identified barriers to progress caused by Covid-19?

Covid-19 and its related lockdowns and periods of remote learning has affected students in different ways. The key barriers to future learning are:

- Lost learning and time to learn
- Lost skills of reading, writing, communication and maths
- Technology to learn at home
- Space and time to learn in the home environment
- Support to learn at home
- Covid-related attendance
- Loss of confidence

3. How will we use the tiered model to support students' learning and help pupils catch up?

3.1 Rationale

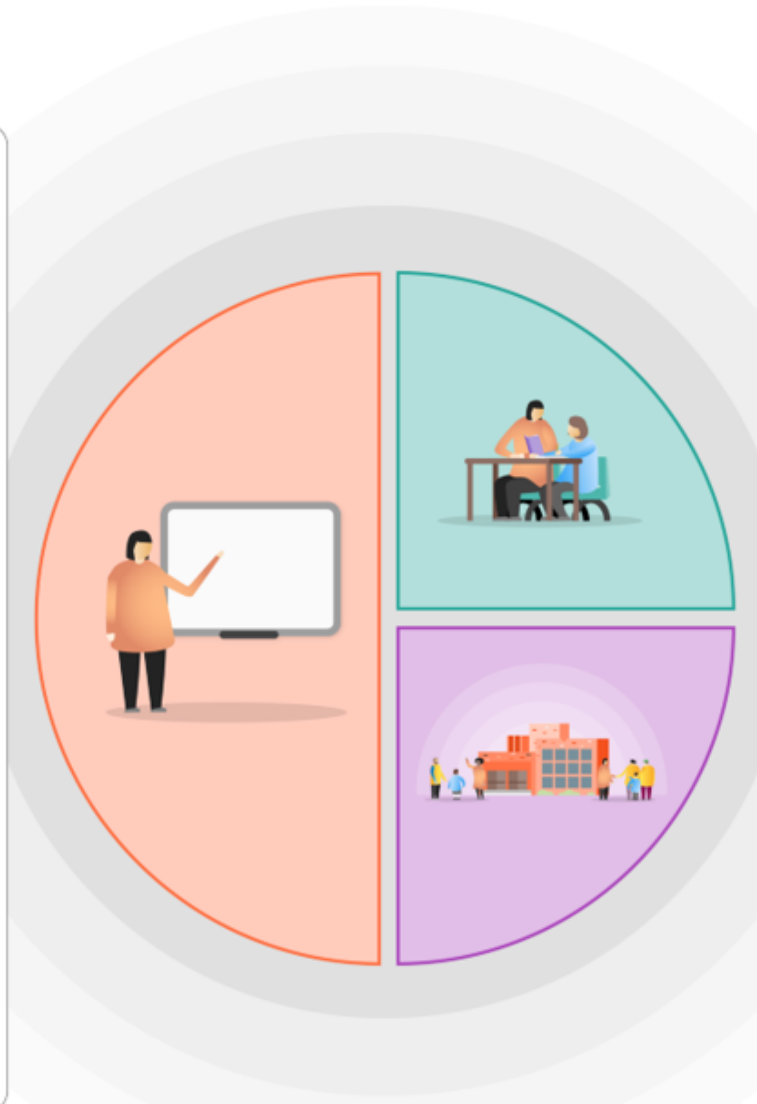
A tiered planning model for the current academic year will balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in the EEF's Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference. The tiered approach is a model that prioritises teaching and learning - both remote and on site - as this is the most important lever to improve outcomes and involves all students. Wider strategies are also a 'catch all up' approach, whereas targeted academic support is evidence-based and involves a smaller number of pupils who have the greatest need, after determining that quality first teaching may require supplementation.

The term 'catch up', for the purposes of this Catch Up Statement, refers to academic progress and as such is a narrow focus. In reality, The Bishops' Blue Coat C of E High School sees catch up in a more holistic sense, including (but not limited to): Attendance, wellbeing and pastoral care. We have secured an extra £10,000 grant for wellbeing and employed an extra Pastoral Support Officer to close attendance gaps; not least those widened by Covid-19.

3.2 Tiered approach

EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

The Bishops' Blue Coat C of E High School



1 Teaching

QFT

- Retrieval
- Skills enhancement
- Expert questioning, discussion and modelling
- AfL embedded

Online learning platforms and ongoing training

- Satchel
- Tassomai
- MyMaths
- MathsWatch
- GCSE Pod
- Microsoft Teams

CPD/training

- Technology and systems
- Teaching & learning
- Mental health and safeguarding
- Recovery curriculum
- Adapting to new assessment systems

2 Targeted academic support

- NTP tuition for KS3 (core)
- NTP tuition for KS4 (all subjects)
- Period 6 revision program
- Exams catch up program
- On site English tutors
- On site EAL tutor
- Key Worker and Vulnerable School
- Year 6 to 7 transition summer school*

3 Wider strategies

Technological support

- Equipment
- Audits
- Training

Communication

- Of school's approaches
- Celebration of community
- Link phone calls to establish routines
- Questionnaires and parent/student voice

Support

- Social, emotional and behavioural needs

4. What specific actions are being taken and what is the expected impact?

4.1 Quality Teaching for All

Quality of teaching for all					
Action	Rationale	Intended outcome	Lead	Review	Cost
Skills based recovery curriculum	Numeracy, literacy and subject-specific skills taught less frequently in remote learning; skills gaps.	Increased confidence and knowledge of cross-curricular and subject-specific skills.	ACL / VBU	Termly	£0
Period 6 revision	Loss of confidence in subject knowledge and exam technique. Extra time needed to prepare for PPEs.	Increased revision attendance, confidence and progress.	VBU	Bi-annual	£0
Retrieval and interleaving (including CPD)	Content needs to be caught up, memory skills need training over time. Efficient and effective way to catch up.	Faster and more effective retrieval of prior knowledge and connection to curriculum.	ACL / VBU	Bi-annual	£0
New technologies CPD and execution	Teaching staff new to Teams teaching, sharing of best practice and training needed to support effective teaching and move to online.	High quality online lessons – live or otherwise.	ACL	Annual	£0
Online learning platforms	Lexia – literacy skills affected by remote learning.	Improved KS3 reading comprehension	LKI	Termly	£1993
	Tassomai – AO1 weaker in Science and English.	Improved AO1 English and Science knowledge	NBA / CDE	Termly	£3833
	GCSE Pod – Students require revision support.	Increased audio-visual revision and independence	VBU	Termly	£2626
	Collins – Variety of remote learning sources important for engagement.	Higher quality remote provision for core	NBA / RDA / CDE	Termly	£998
Year 10 revision guide support	Students starting GCSE need to make a head start regarding organisation and resources to reset from Year 9 remote learning.	All students equipped with necessary materials for independent study	VBU/ABH	Termly	£2550
Overall estimated cost					£12,000

4.2 Targeted Support

Targeted support					
Action	Rationale	Intended outcome	Lead	Review	Cost
Year 7 English and Maths small group support	Year 7 intake affected by remote learning; especially SEND and low prior ability.	Collaborative small group work improves confidence, resilience and progress.	LKI	Half termly	£18,257
Year 8/9 English small group support	Literacy and writing skills in English require extra support for some students.	Collaborative small group work improves confidence, resilience and progress.	GJO	Half termly	£12,392
Year 8 and 9 NTP Maths	Numeracy skills and maths learning require extra support for some students.	1:3 small group tuition with experienced external tutor using resources and content directed by school re-engages students. Progress made.	VBU	Termly	£3,332.00
Year 8 and 9 NTP Science	Science skills and knowledge require extra support for some students.	1:3 small group tuition with experienced external tutor using resources and content directed by school re-engages students. Progress made.	VBU	Termly	£5,740.00
Year 10/11 English small group support	Reading and writing skills in English GCSE require extra support for some students.	Collaborative small group work improves confidence, resilience and progress.	NBA / GJO	Half termly	£4,276
Year 10/11 Maths small group support	Learning maths GCSE remotely is harder for some students who now require extra support.	Collaborative small group work improves confidence, resilience and progress.	RDA	Half termly	£864.00
Year 10/11 Science small group support	Learning science GCSE remotely is harder for some students who now require extra support.	Collaborative small group work improves confidence, resilience and progress.	CDE	Half termly	£864.00
Year 10 English and Maths Strive 4 Five conferences	Year 10 PPEs have been moved to end of year. Some students will be anxious, lack confidence and benefit from high impact booster.	Conference has wide-spread impact; students practice and perfect select skills. Progress made in Year 10 PPEs	RDA	After events	£640.00
Year 11 subject catch up programmes	Coursework, practical skills and some content has been missed by groups of students across courses. In-house catch up programmes to support targeted groups.	Missed content, coursework and skills caught up in a supportive series of sessions.	VBU	Termly	£1539
Overall estimated cost					£47,904

4.3 Wider Strategies

Wider strategies					
Action	Rationale	Intended outcome	Lead	Review	Cost
Technology support	Not all students/subjects have access to the technology needed to fulfil learning/curriculum requirements.	Audit of needs, distribution to ensure technology for all; KS4 practical and CW subjects able to catch up for CAGs.	JPR	Ongoing	
Communication	Increased comms planning needed for all stakeholders to ensure information brokered effectively so that catch up needs can be fully engaged with and met.	From Covid arrangements to CAGs, pupils and students, parents, staff and broader community are kept abreast of change and can support catch up needs of our pupils and students.	IWI/SLT	Ongoing	
Support	Pastoral, social, mental health, return to learn needs all impacted by the pandemic and remote learning.	An ongoing system of support through form, assemblies, relationships, inclusion facilities ensures needs are met.	HCA	Ongoing	
Training	The impact of the pandemic on ways of teaching and learning as well as its impact on our pupils, students, parents and staff requires extra training in areas such as: Teams, Satchel, T&L, mental health, individual cases.	Extra expertise in technology, T&L, catch up, assessment, pastoral support leads to enhanced wellbeing and in turn, outcomes.	SLT	Ongoing	
Celebration	Students working remotely have progressed in many areas which is less straightforward celebrate and reward when		HCA	Termly	
Overall estimated cost					
Total					£59904
Remaining					£14176

5. How will we use the remaining and additional funding to continue to support catch up for 2021-22?

The impact of Covid-19 is broad and through our curriculum principles (knowledge, skills, wisdom, dignity, respect, hope and aspiration) which are rooted in our Christian ethos of 'Known, Nurtured, Inspired', we will continue to ensure the academic, personal and spiritual needs of our students are met through quality first teaching and tutoring, ensuring that we allocate funds to target those with greatest need. Our new intake will be supported through a funded transition programme and as all year groups move onto their next year, we will work to ensure gaps are closed by deploying the remaining funds in ways that will have maximum impact for all our pupils and students.