



# **Catch Up Strategy**

**Review of 2020-21**  
**Preview of 2021-22**

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# 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.

<b>Total no. of pupils</b>	<b>926</b>	<b>Amount of catch up premium per pupil</b>	<b>£80</b>
<b>Total catch up premium</b>	<b>£74, 080 (£62,000 according to Finance)</b>		

## 1.3 Catch Up objectives 2020-21

### Objectives

1. We will ensure that the funding benefits those pupils for whom there is a need.
2. We will ensure that the funding makes an impact on the educational outcomes of these pupils.
3. As necessary, we will ensure that the funding provides additional support to improve the progress and achievement of all pupils, with a particular focus on disadvantaged pupils.
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 pupils 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

### **Additions:**

- Increased number of pupils accessing Free School Meals
- Increased SEMH needs
- Decreased motivation and resilience *in some pupils*
- Decreased extra-curricular and cultural capital opportunities (aside from Nurture and Personal Development Days)

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

### 3.1 Rationale

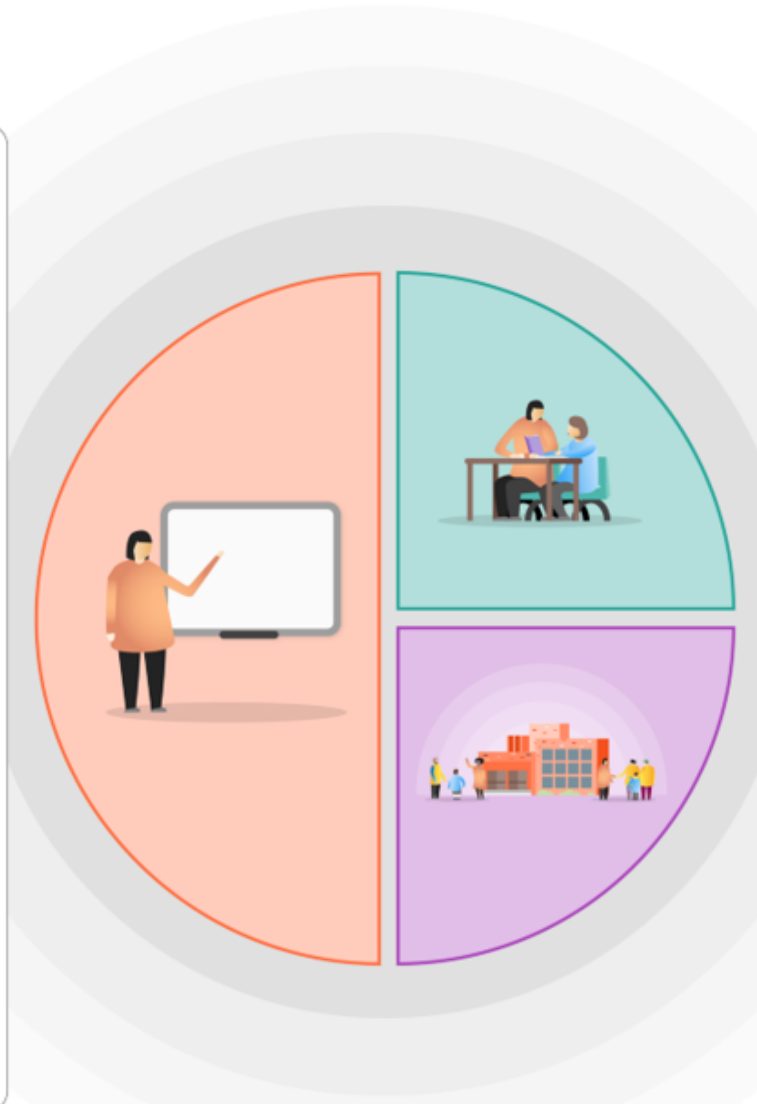
A tiered planning model for the current academic year will balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in the EEF's Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest 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 pupils. 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	Impact all	Impact PP	Comment	2021-22
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	High uptake for core sessions ~ 45% turnout	Registers taken for covid but not in SIMS intervention	Coordinated revision earlier in year was requested and keenly attended, voluntarily.	Yes
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	Use of Satchel quizzes and spelling tests used by all teachers for HW. Retrieval starters used regularly.	All pupils benefitted. Pupils keen to do quizzes – SMART learning.	Embedded into practice.	Yes
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	All staff trained on Teams. KS5 most lessons on Teams, KS4 2/6 on Teams, KS3 1 in 10 on Teams	All pupils benefitted from live lessons. Teams recording allowed missed lessons to be caught up.	Continue with Teams live lessons as necessary. Useful for small group revision.	As necessary
Online learning platforms	Lexia – literacy skills affected by remote learning.	Improved KS3 reading comprehension	LKI	Termly	£1993	Useful for small EAL group but not used as intervention due to remote learning and difficulty of gaining momentum with non interactive software.		Small user license would be useful for EAL pupils.	As necessary
	Tassomai – AO1	Improved AO1	NBA /	Termly	£3833	All of KS3 and	HW strategy for	Continue as	Yes

	weaker in Science and English.	English and Science knowledge	CDE			KS4 use Tassomai for English and Science.	all.	strategy for Science.	
	GCSE Pod – Pupils require revision support.	Increased audio-visual revision and independence	VBU	Termly	£2626	Drip-fed throughout S4S programme, part of CPD for catch up strategies. 94% activated users, 9085 streams. In order of use: English Literature, Biology, Combined Science, History.	Revision resource for all. Modelled in classroom. Of top 10 users, 10% PP, of bottom 10 users, 40% PP.	Content-heavy subjects have greatest usage.  Incorporate into PP mentoring programme.	Yes
	Collins – Variety of remote learning sources important for engagement.	Higher quality remote provision for core	NBA / RDA / CDE	Termly	£998	Used across core subjects for remote learning, revision materials.	Available to all.	Embedded within Satchel, easy to set, user-friendly for end user.	TBC
Year 10 revision guide support	Pupils starting GCSE need to make a head start regarding organisation and resources to reset from Year 9 remote learning.	All pupils equipped with necessary materials for independent study	VBU/ABH	Termly	£2550	All students equipped for remote learning and revision.	All students equipped for remote learning and revision.		Yes
<b>Overall estimated cost</b> <b>£12,000</b>									

## 4.2 Targeted Support

Targeted support									
Action	Rationale	Intended outcome	Lead	Review	Cost	Impact all	Impact PP	Comment	2021-22
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	25/33 students non PP, selected in summer term to catch up on Year 7 missed learning.	32% of students are PP (8).	Outcomes TBC as programme finishes last week of term.  Low cost, high impact.	Yes
Year 8/9 English small group support	Literacy and writing skills in English require extra support for some pupils.	Collaborative small group work improves confidence, resilience and progress.	GJO	Half termly	£12,392			Outcomes TBC as programme finishes last week of term.  Low cost, high impact.	Yes
Year 8 and 9 NTP Maths	Numeracy skills and maths learning require extra support for some pupils.	1:3 small group tuition with experienced external tutor using resources and content directed by school re-engages pupils. Progress made.	VBU	Termly	£3,332.00	All students' attendance: 35% attending, 24% attending 2 or 3 in 4 lessons, 41% not attending.	PP students' attendance: 20% attending, 60% attending 2 or 3 in 4 lessons, 20% not attending.	Outcomes TBC as programme finishes last week of term.  High cost, medium impact.	For KS4 only, in school.
Year 8 and 9 NTP Science	Science skills and knowledge require extra support for some pupils.	1:3 small group tuition with experienced external tutor using resources and content directed by school re-engages pupils. Progress made.	VBU	Termly	£5,740.00	All students' attendance: 47% attending, 16% attending 2 or 3 in 4 lessons, 37% not	All students' attendance: 50% attending, 50% not attending.	Outcomes TBC as programme finishes last week of term.  High cost, medium impact.	For KS4 only, in school.



						attending.			
Year 10/11 English small group support	Reading and writing skills in English GCSE require extra support for some pupils.	Collaborative small group work improves confidence, resilience and progress.	NBA / GJO	Half termly	£4,276			Outcomes TBC as programme finishes last week of term.  Low cost, high impact.	Yes
Year 10/11 Science small group support	Learning science GCSE remotely is harder for some pupils who now require extra support.	Collaborative small group work improves confidence, resilience and progress.	Supply	Half termly	£864.00		Only PP students chosen for Science lesson intervention in small groups. 100% attendance.	Same approach to be taken with returning SL Science in Summer term.  Medium cost, high impact.	Yes
Year 11 subject catch up programmes	Coursework, practical skills and some content has been missed by groups of pupils 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	£1483	122 students targeted for intervention with 74% achieving or exceeding target grades. 52% achieved one grade under.	41 PP students targeted for intervention with 54% achieving or exceeding target grades. 15% achieved one grade under.	Of the 122, 41 were PP (34%).  Great success, more so than external interventions.  Low cost, high impact.	Yes
<b>Overall estimated cost</b>									
<b>£46,380</b>									

#### 4.3 Wider Strategies

Wider strategies									
Action	Rationale	Intended outcome	Lead	Review	Cost	Impact all	Impact PP	Comment	2021-22
Technology support	Not all pupils/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	Provided by DfE	728 responses to survey, from which 85 accepted technology for remote learning (12%).	37 responses to survey, from which 25 accepted technology for remote learning (68%).	15 pupils kept technology after 8 <sup>th</sup> March return to school (2%).	Yes
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 pupils, parents, staff and broader community are kept abreast of change and can support catch up needs of our pupils and pupils.	IWI/SLT	Ongoing	0	Ongoing comms updating on school news, covid risk mitigation, year-specific information.	All students benefitted.	Parents have been very appreciative of the increase in communication from the headteacher. Satchel helps to streamline comms that are student-specific. Planned comms at SLT help to manage and condense flow.	Yes
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	£10,000 (not from catch up)	Humanutopia, external company came to support a day with each year group to manage mental health, social reintegration and wellbeing.  From this day,	Benefitted all students.  From this day, Heroes were enlisted who would develop leadership skills e.g.	1/3 of students strongly enjoyed the day, 59% enjoyed the day. 1/3 of students strongly felt they were encouraged to reflect on past events and how they had been affected. 43% agreed these days	Yes

						Heroes were enlisted who would develop leadership skills e.g. for Harmony Summer Camp. 81% are non PP.	for Harmony Summer Camp. 19% are PP.	made this possible.	
Training	The impact of the pandemic on ways of teaching and learning as well as its impact on our pupils, pupils, 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	0	Hays training platform along with published CPD meeting schedule covered all themes and was covid-responsive.  Disadvantaged First strategy encourages staff to apply this first to disadvantaged students e.g. unconscious bias training and CAGs.			Yes
Celebration	Pupils working remotely have progressed in many areas which needs to be rewarded creatively.		HCA	Termly	£500				Yes
Overall estimated cost <b>£500</b>									
Total <b>£58880, of which approximately 20% from PP budget – exact figure TBC</b>									
Remaining <b>£14896 (if £62,000 correct)</b> <b>£26976 (if £72,080 correct)</b> <b>Additional new finds from DfE plus roll over of above.</b>									

## 5. What other actions have been implemented for disadvantaged pupils and what is the impact?

National plans for catch up, based on the 2019-20 first wave focused on academic catch up. The funds were very much focussed on

Action	Rationale	Intended outcome	Lead	Impact PP	2021-22
Uniform subsidy for Year 6 into 7	Increasing number of pupils claiming FSM	Supported families, under less financial pressure.	CTH	TBC	Y
Harmony Camp	Summer school to ease transition	Confident and eager new intake.	ACL	TBC	
Resilience programme	Year 7 pupils required some support with HW and independent learning	New skills and improvement in HW rates.	JST	TBC	Y
Mentoring programme	Year 10 PP pupils underachieving required some pre-summer support.	Pupils feel heard and understood and now what is required for Year 11 and summer project.	CFL	TBC	Y

## 6. 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 pupils 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 pupils.

6.2 Year 9 into 10 (outcomes TBC – data not yet in system from summer term)

Area of need	Catch up focus
Lack of exam practice	Early diagnostic exam – all subjects to follow structured revision programme (revision lesson, Satchel mini learning programme, close the gap lesson, DIRT)
No face to face with staff	Year 10 information evening on site (workshop approach)
New courses and preparation / rising to GCSE challenge	Revision guides purchased, mini Skills 4 Success programme once per half term in form. Tim Milner for Year 10 RS support (motivation).

6.2 Year 10 into 11

Area of need	Catch up focus
Motivation	Rewards system linked to Satchel, passport.
Resilience	JST's resilience programme rolled out through form intervention team
Independent learning	GCSE Pod, digital learning platforms used across all subjects and modelled in lessons. CPD for staff from high user departments. Monitoring of PP group.
Lack of work experience/ IAG	Build on PD days through Skills 4 Success programme, guest speakers and 1:1 support, reintroduction of blue, green groups.
<p>Maths progress lowest (-0.84) of core  <i>All Foundation classes making low progress and bottom of higher</i></p>	<p>Early Strive for 5 conference for lowest attainers.            Raising Achievement Plan for department.            Assessment for learning interwoven into lessons and home work.            CAG workbooks purchased – strategy to follow.            Focus on Foundation – continue independent maths programme.</p>
<p>CNAT and NCFE courses (<i>Travel &amp; Tourism, ICT, Engineering, Business</i>) progress lowest of options</p>	Support for coursework, time, catch up programme support.
SEND cognition and support lowest progress 8, of groups	Appropriate interventions, reduced timetable <i>for some</i> , attendance support <i>for some</i> , post 16 guidance early on to secure goals.
PP 3 <sup>rd</sup> lowest progress, of groups	Focus on vulnerable groups who are PP and SEND, PP group of girls in same friendship group – strategy needed to aspire. As SEND above.

## APPENDIX

## Outcomes analysis - all pupils

Overview Name	Agency	Intervention Name	Year group	Students	Exceeded		Achieved		Partially Achieved		Not Achieved		Not Applicable	
					No.	%	No.	%	No.	%	No.	%	No.	%
CATCH UP	Internal intervention tutor	Year 7 English Catch Up [01/04/2021 - 31/07/2021]	7	13	TBC ONCE DATA AVAILABLE AT END OF YEAR									
CATCH UP	Internal intervention tutor	Year 7 Maths Catch Up [01/04/2021 - 31/07/2021]	7	20	TBC ONCE DATA AVAILABLE AT END OF YEAR									
CATCH UP	Internal intervention tutor	Year 8 English catch up [07/09/2020 - 24/06/2021]	8	30	16	53.33	14	46.67	0	0.00	0	0.00	0	0.00
CATCH UP	Internal intervention tutor	Year 8 English Catch-Up [19/04/2021 - 28/05/2021]	8	15	TBC ONCE DATA AVAILABLE AT END OF YEAR									
CATCH UP	Fleet Education (NTP)	Year 8 + 9 Catch Up (NTP) Maths [17/05/2021 - 19/07/2021]	8	50	14	28.00	4	8.00	11	22.00	21	42.00	0	0.00
CATCH UP	Fleet Education (NTP)	Year 8 + 9 Catch Up (NTP) Science [17/05/2021 - 19/07/2021]	8	43	14	32.56	6	13.95	7	16.28	16	37.21	0	0.00
CATCH UP	Internal intervention tutor	Year 9 Catch-Up English June 2021 [08/06/2021 - 16/07/2021]	9	32	TBC ONCE DATA AVAILABLE AT END OF YEAR									
CATCH UP	Internal intervention tutor	Year 9 English Catch up March 2021 [08/03/2021 - 18/06/2021]	9	23	TBC ONCE DATA AVAILABLE AT END OF YEAR									
CATCH UP	Internal intervention tutor	Year 10 English Language catch up [07/12/2020 - 18/12/2020]	10	9	0	0.00	2	22.22	1	11.11	2	22.22	4	44.44
CATCH UP	Internal teaching teams	Year 10 Maths catch up [07/12/2020 - 18/12/2020]	10	8	0	0.00	2	25.00	1	12.50	1	12.50	4	50.00
CATCH UP	Internal teaching teams	Year 10 Religious Studies Catch Up [06/04/2021 - 06/04/2021]	10	15	9	60.00	4	26.67	0	0.00	2	13.33	0	0.00
CATCH UP	Internal teaching teams	Year 10 Science catch up [07/12/2020 - 18/12/2020]	10	8	0	0.00	2	25.00	0	0.00	0	0.00	6	75.00
CATCH UP	Internal teaching teams	Year 11 English Literature catch up [16/11/2020 - 31/12/2020]	11	2	0	0.00	1	50.00	1	50.00	0	0.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 Food and Nutrition Catch Up [16/04/2021 - 16/04/2021]	11	3	1	33.33	1	33.33	1	33.33	1	0.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 French writing catch up [12/11/2020 - 03/12/2020]	11	8	3	37.50	1	12.50	0	0.00	2	25.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 Geography Catch Up [16/11/2020 - 18/12/2020]	11	8	3	37.50	1	12.50	1	12.50	3	37.50	0	0.00

CATCH UP	Internal teaching teams	Year 11 Internal Science catch up [01/03/2021 - 31/03/2021]	11	18	16	88.89	1	5.56	0	0.00	1	5.56	0	0.00
CATCH UP	Internal teaching teams	Year 11 Maths catch up [16/11/2020 - 31/12/2020]	11	2	0	0.00	0	0.00	0	0.00	1	50.00	1	50.00
CATCH UP	Internal teaching teams	Year 11 MFL Catch Up [11/11/2020 - 03/12/2020]	11	11	8	72.73	3	27.27	0	0.00	0	0.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 Physical Education Catch Up [27/10/2020 - 02/12/2020]	11	19	7	36.84	9	47.37	2	10.53	1	5.26	0	0.00
CATCH UP	Internal teaching teams	Year 11 Science catch up [16/11/2020 - 31/12/2020]	11	2	0	0.00	1	50.00	1	50.00	0	0.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 Science Catch Up April [07/04/2021 - 09/04/2021]	11	18	16	88.89	1	5.56	0	0.00	1	5.56	0	0.00
				421	107		53		26		52		15	
						<b>30%</b>		<b>15%</b>		<b>7%</b>		<b>15%</b>		<b>4%</b>
						<b>45%</b>				<b>7%</b>		<b>15%</b>		<b>4%</b>
						Achieved or better				Partially achieved		Not achieved		Incomplete

Attendance data only – attainment to follow Sept 2021

### Outcomes analysis - disadvantaged pupils

Overview Name	Agency	Intervention Name	Year group	Students	Exceeded		Achieved		Partially Achieved		Not Achieved		Not Applicable	
					No.	%	No.	%	No.	%	No.	%	No.	%
CATCH UP	Internal intervention tutor	Year 8 English catch up [07/09/2020 - 24/06/2021]	8	10	3	30.00	7	70.00	0	0.00	0	0.00	0	0.00
CATCH UP	Internal intervention tutor	Year 8 English Catch-Up [19/04/2021 - 28/05/2021]	8	1	TBC ONCE DATA AVAILABLE AT END OF YEAR									
CATCH UP	Fleet Education (NTP)	Catch Up (NTP) Year 8 + 9 Maths [17/05/2021 - 19/07/2021]	8/9	5	1	20.00	0	0.00	3	60.00	1	20.00	0	0.00
CATCH UP	Fleet Education (NTP)	Catch Up (NTP) Year 8 + (Science) [17/05/2021 - 19/07/2021]	8/9	4	1	25.00	1	25.00	0	0.00	2	50.00	0	0.00
CATCH UP	Internal intervention tutor	Year 9 Catch-Up English June 2021 [08/06/2021 - 16/07/2021]	9	10	TBC ONCE DATA AVAILABLE AT END OF YEAR									
CATCH UP	Internal intervention tutor	Year 9 English Catch up March 2021 [08/03/2021 - 18/06/2021]	9	1	TBC ONCE DATA AVAILABLE AT END OF YEAR									
CATCH UP	Internal intervention tutor	Year 10 English Language catch up [07/12/2020 - 18/12/2020]	10	4	0	0.00	1	25.00	0	0.00	0	0.00	3	75.00
CATCH UP	Internal teaching teams	Year 10 Maths catch up [07/12/2020 - 18/12/2020]	10	4	0	0.00	1	25.00	0	0.00	0	0.00	3	75.00

CATCH UP	Internal teaching teams	Year 10 Religious Studies Catch Up [06/04/2021 - 06/04/2021]	10	7	4	57.14	2	28.57	0	0.00	1	14.29	0	0.00
CATCH UP	Internal teaching teams	Year 10 Science catch up [07/12/2020 - 18/12/2020]	10	4	0	0.00	1	25.00	0	0.00	0	0.00	3	75.00
CATCH UP	Internal teaching teams	Year 11 English Catch-Up March 2021 [29/03/2021 - 30/06/2021]	11	5	0	0.00	1	20.00	3	60.00	1	20.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 English Literature catch up [16/11/2020 - 31/12/2020]	11	2	0	0.00	1	50.00	1	50.00	0	0.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 Food and Nutrition Catch Up [16/04/2021 - 16/04/2021]	11	1	0	0.00	0	0.00	1	100.00	0	0.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 French writing catch up [12/11/2020 - 03/12/2020]	11	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 Geography Catch Up [16/11/2020 - 18/12/2020]	11	1	0	0.00	0	0.00	0	0.00	1	100.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 Internal Science catch up [01/03/2021 - 31/03/2021]	11	3	3	100.00	0	0.00	0	0.00	0	0.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 Maths catch up [16/11/2020 - 31/12/2020]	11	1	0	0.00	0	0.00	0	0.00	1	100.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 MFL Catch Up [11/11/2020 - 03/12/2020]	11	1	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 Physical Education Catch Up [27/10/2020 - 02/12/2020]	11	3	1	33.33	2	66.67	0	0.00	0	0.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 Science catch up [16/11/2020 - 31/12/2020]	11	1	0	0.00	0	0.00	1	100.00	0	0.00	0	0.00
CATCH UP	Internal teaching teams	Year 11 Science Catch Up April [07/04/2021 - 09/04/2021]	11	3	3	100.00	0	0.00	0	0.00	0	0.00	0	0.00
		Number of Pupils		60	18		17		9		7		9	

<b>30%</b>	<b>28%</b>	<b>15%</b>	<b>12%</b>	<b>15%</b>
<b>58%</b>		15%	12%	15%
<b>Achieved or better</b>		<b>Partially achieved</b>	<b>Not achieved</b>	<b>Incomplete</b>