



Catch Up Strategy 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?

Catch Up Context from the DfE

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by Coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding 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 missed learning
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes a school's programme for 5 to 16-year-olds

Catch Up Funding 2022-22

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. It is £14000 plus £1900 (school led tutoring)

Detail	Data
School name	Bishops' Blue Coat Church of England High School
Number of pupils in school	1105
Proportion (%) of pupil premium eligible pupils	9.93%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2019/20 2020/21 2022/23
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Ian Wilson, Headteacher
Catch up lead	Rachel Davies
Governor / Trustee lead	Elaine Hemmings

Catch Up Objectives 2021-22

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/ Challenges 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 build on future learning are:

- Lost learning and time to learn in a school context resulting in academic gaps widening within core subject and core ability groups.
- Lost skills of reading, writing, communication and maths with specialised teaching especially in KS3 when entering school in year 7.
- Space and time to learn in the home environment
- Support to learn at home
- Covid-related attendance with in on going due to isolating for 10 days
- Loss of confidence
- Decreased motivation and resilience *in some pupils*

3. How will we use the Tiered Model to Support Pupils' Learning and Help Pupils Catch up and Reach their Intended Outcomes?

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.

Intended Outcomes

This tiered approach is to enable all students to receive QFT in all scenarios especially within the classroom. Middle leaders gain support to ensure their students are equip with the tools to move forward in their learning

EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2021-22) – TIERED MODEL

The Bishops High School Chester.



1 Teaching

QFT

- Establishing positive routines
- Retrieval practice
- Feedback AFL
- Responsive questioning
- Modelling questions
- Scaffolding
- Cognitive and metacognitive strategies
- Rewards
- Core target books
- Develop maths mastery approach supported by external Mastery specialists
- Launch the registration reading programme
- Core skills lessons in year 11
- Disadvantage first strategies

Effective diagnostic assessment

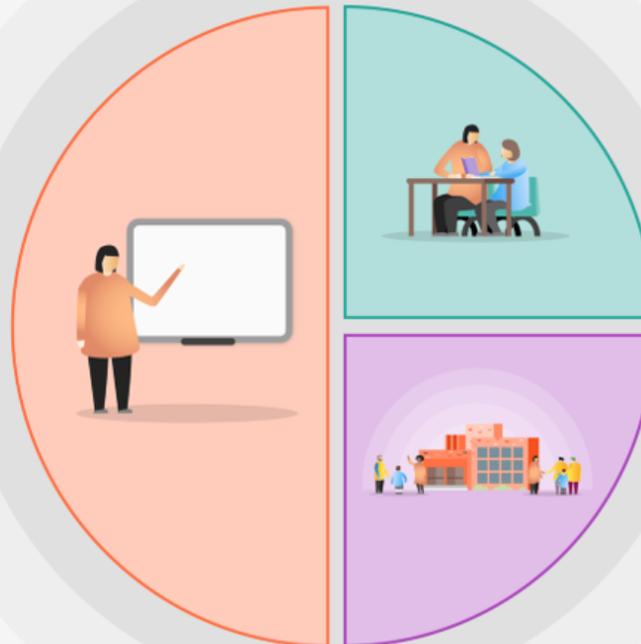
- High quality assessments
- Targeted diagnostic assessments
- KS4 pupil progress meetings and action plans with RSL

Online learning platforms and training

- Satchel
- TEAMS
- Hegarty Maths
- Educake
- Tassomi
- Mathswatch
- GCSE pod
- PIXL apps
- TT rock stars
- LEXI

Focusing on professional development

- Walk thrus (TS)
- Recovery curriculum
- Regular staff CPD on mental health wellbeing and safeguarding
- Supporting early career teachers
- Peer support model to help embed and sustain research-based teaching strategies
- Regular departmental development planning (meetings)
- QA that actively supports curriculum developments



2 Targeted academic support

High quality one to one and small group tuition

- KS4 maths, English and science form time intervention
- On site English tutors (1 year programme)
- On site maths tutors (10-week programme)
- Year 11 revision schedule – period 6 revision

Teaching assistant and targeted support

- Teaching assistant is used for targeted support in maths and English with year 8 students
- SEND homework support
- Year 10 homework registration support

Academic tutoring

- NTP tuition KS3 (core)
- NTP tuition KS4 (bucket 1 and 2)
- PIXL programmes if available
- PET-XI programmes/ targeted tuition

Planning for pupils with SEND

- Teachers aware of individual learning need and communicate with others
- Consistent routines
- Create a positive and supportive environment that promotes high

3 Wider strategies

Supporting students' social, emotional and behavioural needs.

- Attendance
- Behaviour and social and emotional support
- Approaches to best support students to reconnect with their peers and to re establish positive learning behaviours (HEROS)
- Reinforcing behavioural and classroom routines
- An assertive mentoring programme for disadvantaged students
- PIXL the edge programme
- Beyond equity workshop for students

Planning carefully for adopting a SEL curriculum

- Pastoral package is adopted to cover skills development, practice and master new skills
- Training needs

Communicating with and supporting parents throughout the year Pastoral and academic package to keep communication open when supporting parents

- Clear communication system

4. What Specific Actions are Being Taken and What is the Expected Impact?

Quality Teaching for All

Quality Teaching for All									
Focus	Action	Rationale	Intended outcome	Lead	Review	Cost	Impact all	Impact Disadvantage SEND/ PP/LAC	Comment
QFT	Feedback	Teachers need to engage students into DIRT time and ensure they engage in the feedback given to them	Students use green pens to mark work and teachers' purple pens to feedback work in accordance with departmental policies	ACL	Bi-annual	£0	Students understand that feedback is important to progress in their learning	All pupils benefit	Embedded into practise and is consistent throughout the school
	Retrieval and interleaving / interweaving (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 /SMO Cluster group	Bi-annual	£0	Homework Impact. Retrieval starters used regularly. Quizz on Satchel	All pupils benefitted. Pupils keen to do quizzes – SMART learning.	Embedded into practise.
	Responsive questioning	Content needs to be reflected by students and teachers so misconceptions can be delved into and solved	Lessons focus on misconceptions of students	ACL and SL	Bi-annual	£0	Misconceptions are probed and solved	All students benefit	Embedded into practise
	Disadvantage first strategies	Making staff aware to put Disadvantage students first with QFT	Lesson and feedback focus	PLU	Termly	£0	Impact to lessons and feedback	All students benefit	Embedded into practise
	Develop maths mastery	Developing maths mastery approach	Scheme of learning in KS3 uses maths	RDA	Bi-annual	£0	Maths teaching and learning is	All students benefit	Embedded into practise

	approach into maths learning	into maths teaching with external Mastery specialist from Maths hub	mastery approach. Teachers receive CPD from Maths hub				good if not better		
	Launch registration reading programme	Developing structured reading (diagnostic)	Ensuring students have more understanding of text, fluency has progressed leading to positive progress	NBA	Bi-annual	£0	Outcomes in exams have increased	All students benefit	Embedded practice in registration over a 7-year journey
	Skills lesson in core year 11 lessons	Developing skills and techniques to be used in all topics	All students know what a WTM and how to scaffold questions	RDA/ NBA/MBL	Bi-annual	£0	Outcomes increased	All students benefit	Embedded practice
	KS3 and 4 revision guide support	In Core subjects Targets books are brought for all students and modelled and used for feedback with exams	All pupils equipped with necessary materials for independent study	RDA/ NBA/MBL	Termly	£0	All students equipped for learning and revision.	All students equipped for learning and revision.	Embedded into practice
	Purposeful revision lessons from March PPEs to May half term	Retrieval practice is evident in planning	Students feel confident in accessing exams	All SL	termly	£0	All students are equipped for revision	All students	Embedded into practice
Effective and diagnostic assessment	High quality assessment	Audit of assessments in Ks4 then KS3	Assessments clearly assess students, and the correct students are focused on	AOW KS4	Bi-annual	£0	Curriculum gaps are notified and acted upon	All students	Embedded into practise.
	Targeted diagnostic assessments	Use of spreadsheet analysis to pinpoint gaps (Core KS4)	Question level analysis is used in core subjects in Ks3 and 4 22-23 drilled into foundation subjects						
	KS4 pupil progress	Meetings with RSL	RSL can focus on pupils' progress						

	meetings and action plans with RSL		gaps						
Online learning platforms	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	T and L is accessible through online learning platforms	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.
	Homework learning platforms for core subjects	Lexia – literacy skills affected by remote learning.	Improved KS3 reading comprehension	LKI	Termly	£0 (already paid)	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.
		Tassomai – Science year 11	Improved AO1 Science knowledge	MBL	Termly	£0	Year 11 science	HW strategy	Continue as strategy for Science
		Educake Science and English	Improve impact to homework Improve retrieval practice	MBL/NBA	Termly	£0	7 to 11 English and 17 to 10 Science	HW strategy for all	Review of current practice
		Hegarty Maths	Improve impact to homework Improve retrieval practice	RDA	Termly	£0	7 to 11 Maths	HW strategy for all	Review current practise
	Retrieval practice for all subjects using online platforms	GCSE Pod – Pupils require revision support.	Increased audio-visual revision and independence	ACL/KCA	Termly	£0	GCSE and KS5	Motivational strategy	Content-heavy subjects have greatest usage. Incorporate into PP mentoring programme.
	PIXL apps to be used as part of engagement and competition	Pupils require support with the launch	Increases audio visual revision and independence	SL	Termly	£0	GCSE	Motivational strategy	
	TT Rockstars introduces in KS3 competition and mental	Year 7 and 8 engage with competition	Increases mental maths skills which are used across subject	MCL	Termly	£0	7 and 8	Motivational strategy	Embedded in the curriculum for maths

	maths practice								
Focussing on professional development	Review on teaching and learning post covid	Staff engage in Walk Thrus CPD	All teachers are aware of recovering there teaching and learning post covid	ACL	Annual	£0	All staff	Ignites teaching practice	Embedded into teachers teaching practice
		Recovery curriculum							
Supporting early career teachers									
Peer support model to help embed and sustain research-based teaching strategies									
Regular staff CPD on mental health wellbeing and safeguarding									
	Departmental meetings link into planning	QA that actively supports curriculum developments	All meetings focus on developmental planning	SL	Annual	£0	All staff led by SL	SLT line managers are aware of current departmental focus	Central minutes and agenda?

Targeted Academic Support

Targeted Academic Support									
Focus	Action	Rationale	Intended outcome	Lead	Review	Cost	Impact all	Impact Disadvantage SEND/ PP/LAC	Comment
High quality one to one and small group tuition	Period 6 revision (Saturday school/ Easter or half term school) (All subjects)	Loss of confidence in subject knowledge and exam technique. Extra time needed to prepare for PPEs.	Increased revision attendance, confidence, and progress.	RDA/ AOW	Bi-annual	£5000 Special events and Saturday schools	All attend	Registers taken for covid but not in SIMS intervention	Coordinated revision earlier in year was requested and keenly attended, voluntarily. SKILLS lessons in core subjects
	Targeted revision using face to face for science and Maths JPE in term 3a for year 11 depends on PPE 2 results	Loss of confidence in subject knowledge and exam technique. Extra time needed to prepare for PPEs.	Increased revision attendance, confidence, and progress.	RDA / AOW / SL of core	Bi-annual	£8580	All attend	Registers taken for covid but not in SIMS intervention	Outcomes TBC as programme finishes last week of term.
	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.	AMC / / GJO	Half termly	£0	All attend PP attendance	Registers taken for covid but not in SIMS intervention	Outcomes TBC as programme finishes last week of term.
	Year 7 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	AMC / LKI	Half termly	£0	All attend	Registers taken for covid but not in SIMS intervention	Outcomes TBC as programme finishes last week of term.
	Year 7 Maths small group support	Numeracy skills require support for some pupils	Collaborative small group work improves confidence	MCL / LKI / GST	Half termly	£0	All attend	Registers taken for covid but not in SIMS intervention	Outcomes TBC as programme finishes last week of term.
	Term 3 Science and maths extra support in Term 3b	Numeracy and science skills support for some pupils using gained time	Collaborative small group work improves confidence	MCL /MBL	Half termly	£0	All attend	Registers taken for covid but not in SIMS intervention	Outcomes TBC as programme finishes last week of term.
	Year 11 registration	Reading and writing skills in English GCSE require extra support for some	Collaborative small group work improves confidence, resilience and progress.	NBA	Half termly	£0	All attend	Registers taken for covid but not in SIMS intervention	Outcomes TBC as programme finishes last week of term.

		pupils.							Low cost, high impact.
	Year 11 registration and period 5 Tuesday	DDT after an assessment	Collaborative small group work improves confidence, resilience and progress	RDA	Half termly	£0	All attend	Registers taken for covid but not in SIMS intervention	Outcomes TBC as programme finishes last week of term.
	Year 11 registration	Learning science GCSE remotely is harder for some pupils who now require extra support.	Collaborative small group work improves confidence, resilience and progress.	MBL	Half termly	£0	All attend	Registers taken for covid but not in SIMS intervention	Outcomes TBC as programme finishes last week of term.
	Year 11 subject catch up programmes Bucket 2 and 3)	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.	SL who have course work	Termly	£4000	All attend	Registers taken for covid but not in SIMS intervention	Outcomes TBC as programme finishes last week of term.
	Year 10 registration homework support	Students who aren't engaging with homework in year 10	Most students engage with homework	JSA	Termly	£0	All attend	Registers taken for covid but not in SIMS intervention	Outcomes TBC as programme finishes last week of term.
	Support in registration for years 7 and 8 Reading buddies Sum buddies and lab buddies Reading from term 1a, the others term 2a	Review PPE results	Most engaged	RDA LKI, JSH	Half termly	£0	All attend	In sims	Outcomes TBC
Academic tutoring	Year 8 and 9 NTP Maths and a tutor Term 2	Numeracy skills and maths learning require extra support for some pupils.	1:5 / 1:3 small group tuition with experienced external tutor using resources and content directed by school re-engages pupils. Progress	MCL / JSH	Termly	Term 1 Face to face with tutor £3000 Term 2 £3210 1:3 and £3000 (Tom Collinson)	All attend	Registers taken for covid but not in SIMS intervention	Outcomes TBC as programme finishes last week of term. High cost, medium impact.

			made.			support (60 students) White rose			
	Year 8 and 9 NTP Science Term 2	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.	MBL	Termly	Similar £6210 (60 students) Tute	All attend	Registers taken for covid but not in SIMS intervention	Outcomes TBC as programme finishes last week of term. High cost, medium impact.

Wider Strategies

Wider Strategies									
Focus	Action	Rationale	Intended outcome	Lead	Review	Cost	Impact all	Impact Disadvantage SEND/ PP/LAC	Comment
Supporting students' social, emotional and behavioural needs	High expectations are supported through positive relationships and the school's Christian ethos	Promoting RJ; IRIS system and staff communicating with students and parents	Students make progress in the lessons	PLU	Yearly	£0	All	All	All staff awareness
Carefully plan curriculum events	Beyond Equity workshop for students specifically supporting our disadvantaged boys	Confidence	Gaining confidence	PLU	Yearly	£0	All attend	All attend	Embedded in future years
	Continuation of Aspirational Programmes (Hero's)	Confidence	Gaining confidence	PLU	Yearly	£0	All attend	All Attend	Embedded into future years
	An Assertive Mentoring Program for our disadvantaged students	confidence	Gaining confidence	PLU	Yearly	£0	All attend	All attend	Embedded into future years
	Pixl Club: The Edge Programme used to develop Leadership, Organisation, Resilience, Initiative and Communication	Promoting the whole student	Students build on skills to make them more resilient	PLU	Yearly	£0	All attend	All attend	Embedded into future years
	Extra-curricular and enrichment opportunities are tracked for attendance to ensure the gap between disadvantaged and non-disadvantaged experiences beyond the classroom is reduced. Aspirational and cultural capital opportunities will be prioritized e.g. STEM, cultural visits.	Promoting the whole student	Build on Skills to make them more resilient	PLU	Yearly	£0	All Attend	All attend	Embedded into future years