



Catch Up Strategy

2021-24

for academic year 2022-23

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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

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

1.2 Catch Up funding 2022-23

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. Its £14000 plus £1900 (school led tutoring)

Detail	Data
School name	Bishops' Blue Coat Church of England High School
Number of pupils in school	1149
Proportion (%) of pupil premium eligible pupils	14.6%
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	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ian Wilson, Headteacher
Catch up lead	Rachel Davies
Governor / Trustee lead	Elaine Hemmings

1.3 Catch Up objectives 2021-24

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?

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.

3.2 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

3.3 Tiered approach

EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2022-23) - TIERED MODEL

The Bishops High School Chester.



1 Teaching

QFT

- Retrieval practice
- Feedback AFL
- Scaffolding
- Cognitive and metacognitive strategies
- Rewards
- Develop maths mastery approach supported by external Mastery specialists
- Reading programme
- Core skills lessons in year 11
- Disadvantage first strategies

Effective diagnostic assessment

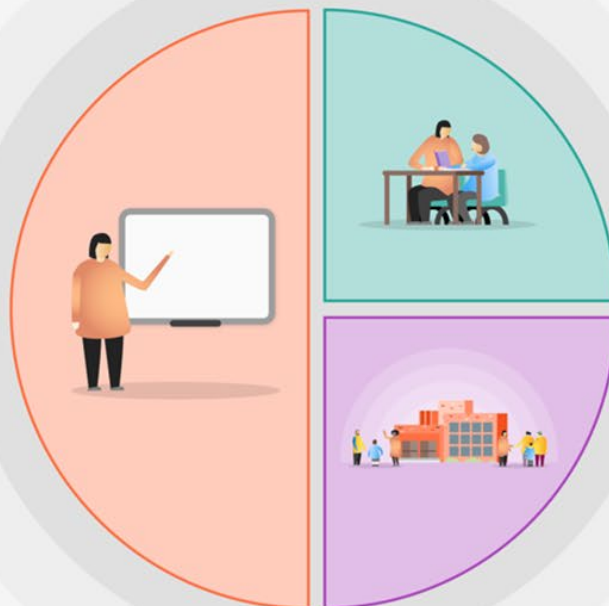
- High quality assessments
- Targeted diagnostic assessments
- KS4 pupil progress meetings and action plans with RSL

Online learning platforms and training

- Hegarty Maths
- Edmentum
- Mathswatch
- GCSE pod
- TT rock stars
- Numeracy ninjas
- LEXI

Sustained professional development

- Walk thrus (TS)
- Regular staff CPD on mental health wellbeing and safeguarding
- 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

Targeted academic support/ structured 1:1 and small group (linking to the classroom)

- Form time interventions
- Home learning support
- Identify groups of students for face-to-face interventions

Structured intervention programme

- Intervention programme to focus on academic and emotional support.

Focus on Intervention for numeracy and literacy

- Focus on reading and numeracy skills which can't not be focussed in the classroom
- Build confidence in Girls (Maths) and boys (English)

Pastoral support

Children who struggle with social/ emotional needs will be supported in school by professionals

3 Wider strategies

Supporting students' social, emotional and behavioural needs.

- Attendance
- Behaviour and social and emotional support
- Reinforcing behavioural and classroom routines
- An assertive mentoring programme for disadvantage students
- 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?

£58490

4.1 Quality Teaching for All linked to SDP 5

Focus	Action	Rationale	Intended outcome	Lead	Review	Cost	Impact all	Impact Disadvantage SEND/ PP/LAC	Comment
QFT	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; through 'Do nows'; Knowledge organisers	Faster and more effective retrieval of prior knowledge and connection to curriculum.	CRo	Bi-annual	£0	Homework Impact. Retrieval starters used regularly. Quizz on satchel	All pupils benefitted. Pupils keen do do quizzes – SMART learning.	Embedded into practice.
	Disadvantaged first strategies	Making staff aware to put Disadvantage students first with QFT	Lesson and feedback focus	Acl/PKA	Termly	£0	Impact to lessons and feedback	All students benefit	Embedded into practise
	Develop maths mastery approach into maths learning	Developing maths mastery approach into maths teaching with external Mastery specialist from Maths hub	Scheme of learning in KS3 uses maths mastery approach. Teachers receive CPD from Maths HUB	RDa/EJo	Bi annual	£0	Maths teaching and learning is good if not better	All students benefit	Embedded into practice
	Forensic reading	Developing structured reading	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	Developing skills and	All students	RDa/	Bi	£0	Outcomes	All students	Embedded

core year 11 and 10.	techniques to be used in all topics	know what a WTM and how to scaffold questions	NBa/CHo	annual		increased	benefit	practice
KS4 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/CHo	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
Further, develop and embed retrieval practice in the classroom	Knowledge organisers to be developed across the curriculum	Students feel confident when revising exams	All SL	termly	£2000	All students have knowledge organisers an files for all subjects	All students	Embedded into practise
Further develop non written feedback within stages of pratcice	Non written feedback tools Mini whiteboards Self-check out fobs Post it notes	Students feel less anxious and more confident to feedback what they know	All teachers	termly	£500	All students will have the experience nonwritten feedback to aidtheire understanding		Embedded into practice



Effective and diagnostic assessment	Targeted diagnostic assessments	Use of spreadsheet analysis to pin point gaps (Core KS4)	Question level analysis is used in core subjects in Ks3 and 4 22-23 drilled into foundation subjects	RSL	Bi annually	£0	Curriculum gaps are notified and acted upon	All students	Embedded into practise.
	KS4 pupil progress meetings and action plans with RSL	Meetings with RSL	RSL can focus on pupils progress gaps						
Online learning platforms	New technologies	Core teaching staff new to I Pads	High quality lessons	SL	Annual	£0	T and L is accessible through on line learning platforms	All pupils benefitted from live lessons. Teams recording allowed missed lessons to be caught up.	Embed into QFT
	Homework learning platforms for core subjects	Lexia – literacy skills affected by remote learning.	Improved KS3 reading comprehension	LKI	Termly	£0	Useful for small EAL group but not used as intervention due to remote learning and difficulty of gaining momentum with non interactive software.(EAL budget)	Small user license would be useful for EAL pupils.	
		Educake Science and English	Improve impact to homework Improve retrieval practice	CHO/NBa	Termly	£0	7 to 11 English and 1 7 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	GCSE Pod – Pupils require revision support.	Increased audio-visual revision and	KCA	Termly	£0	GCSE and KS5	Motivational strategy	Content-heavy subjects

	on line platforms		independence						have greatest usage. Incorporate into PP mentoring programme.
	Maths apps TT rock stars and numeracy Ninjas (new this year)	TT Rockstars Year 7 and 8 for intervention for JPe Launch Numeracy Ninjas at registration Training for form tutors Support for form tutors Term 3a	Increases numeracy fluency	MCI/JPE	Termly	£1000	KS3 22-23	Motivational strategy	Embedded in the curriculum for maths
Focussing on professional development	Review on teaching and learning	Middle leaders engage in DQA Support on Cluster groups (Walk Thrus) Regular staff CPD on mental health wellbeing and safeguarding	All teachers are aware	CRo	Annual	£0	All staff	Ignites teaching practice	Embedded into teachers teaching practice
	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?

4.2 Targeted Academic Support SDP 6

Focus	Action	Rationale	Intended outcome	Lead	Review	Cost	Impact all	Impact Disadvantage	Comment
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								SEND/ PP/LAC	
High quality one to one and small group tuition	Saturday school/ Easter or half term school	Loss of confidence in subject knowledge and exam technique. Extra time is needed to prepare for PPEs.	Increased revision attendance, confidence and progress.	RDa KS3 (C0re) and KS4 (Art/engineering /IT/Business)	Bi-annual	£3000 FOR Teachers and £800 admin support	All attend	Registers taken for covid but not in SIMS intervention	Outcomes
	Targeted revision using face-to-face for science and Maths JPe plus another	Loss of confidence in subject knowledge and exam technique. Extra time needed to prepare for PPEs.	Increased revision attendance, confidence and progress.	RDa/ SL maths and science	Bi annually	£29297 plus £29000	All attend	Registers taken for covid but not in SIMS intervention	Outcomes
	Year7 and 8 English support (registration)	Significantly under reading age due to covid	Collaborative small group work improves confidence, resilience and progress	NBa/Lki	Half termly	£0	All attend	Registers taken for covid but not in SIMS intervention	Outcomes
	KS3 Maths support at registration	Numeracy skills require support for some pupils due to Covid	Collaborative small group support twice a week year 7 and 8/9	Mcl/KWa/Jpe	Half termly	£0	All attend	Registers taken for covid but not in SIMS intervention	Outcomes
	Year 10 and 11 at	DDT after an assessment	Collaborative small group	RDa	Half termly	£0	All attend	Registers taken for	Outcomes

registration and year 11 period 5 Tuesday Maths		work improves confidence, resilience and progress					covid but not in SIMS intervention	
Year 11 registration Science	DDT after an assessment	Collaborative small group work improves confidence, resilience and progress.	CHo/JPE	Half termly	£0	All attend	Registers taken	Outcomes
Year 11 English registration	Students who have joined in year 11 to provide teaching of the modern drama test they missed in year 10 Year 11 reading skills for those who require more support	Improves confidence and ensuring they have support on the modern text they have missed	LKi	Half termly	£0	All attend	Registers taken	Outcomes
Year 11 registration homework support for those students who have found	Students who aren't engaging with homework in year 11	Most students engage with homework	JSa	termly	£0	All attend	Registers taken for covid but not in SIMS intervention	Outcomes

	difficultly with home learning								
	7 to 11 maths support for hegarty homework due to post covid home learning	Students who aren't engaged with homework	Most students engaged with home learning	EJo	Termly	£0	All attend	Safe environment for students to complete work	Increased students completing homework
	Rease heath catch up	Students not engaged in the curriculum	All students motivated to go to Reaseheath	JPe	Termly	£0	All Attended	Registers taken	Outcomes
	Maths anxiety development especially with EM threshold 4+ and 5+	Students who struggle with maths due to confidence and need support from a mentor/ coach	Girls/ boys are more confident and are engaged with maths	RDa and outside agencies (term 3a)	Termly	£2000	All attend	Registers taken	outcomes

	Transition school Year 6 to 7	This event has a massive impact on a student's development and emotional well being	Students develop: New friendships Confidence Increased interest in school and work Experience continuity with learning Get used to the new routines	VBu/CRO	yearly	£12000	All attend	Registers taken	Increase interest and motivation in school
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4.3 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	Beyond Equity	Confidence	Gaining confidence	Dka	Yearly	£0	All attend	All attend	Embedded in future years

curriculum events	workshop for students specifically supporting our disadvantaged boys								
	An Assertive Mentoring Program for our disadvantaged students	confidence	Gaining confidence	VBu/CFL	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	Promoting the whole student	Build on Skills to make them more resilient	DKa	Yearly	£0	All Attend	All attend	Embedded into future years

	visits.								
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5. What was the impact of the Catch Up Strategy for academic year 2021-22 and what will we take forward to 2022-23?

Quality Teaching for All

“Great teaching is the most important lever schools have to improve outcomes for their students” EEF

Some of the core feedback and feedforward mechanisms once in place have returned with vigour which train and encourage students to be metacognitive, reflective and aspirational from Year 7. Across the school time for reflection and improvement is common practice. Online learning platforms, low stakes quizzing and techniques to improve memory have been built into planning. The Skills 4 Success programme in Year 11 provides dedicated time for exam technique, rubric and revision. Diagnostic assessments in core subjects ensure gaps are known in real time and closed in a timely fashion by both teachers and students who increasingly take ownership to recover their own learning. Satchel is used by all, with some parent access (this needs to be encouraged more for 2022-23) so that students can be independent. The WalkThru series, backed by Rosenshine’s 10 principles for effective lessons supports our continual improvement in teaching & learning. All staff have a dedicated area of practice in which to improve and department develop plans have quality teaching & learning at the heart of improvement.

Targeted Academic Support

“Evidence consistently shows the positive impact that targeted academic support can have, including those pupils who are not making good progress across the spectrum of achievement” EEF

Catch up tutors: NTP online delivery model

NTP tutors focused on the following: Year 8 and 9 (Maths and Science), Year 10 (RS) and 11 (Science); 127 students worked with the external providers (My GCSE tutor, Tute, White Rose maths). 37% either exceed or achieved their target. The subject making the most progress was science in all years with Tute, our NTP provider for Year 9 where 57% either exceeded or achieved their target.

Catch up tutors: In person delivery

In maths we also used Tute however, the Year 9 students where all disadvantaged, attendance was poor and the offer of transport was declined by parents. Only 4% exceeded or achieved target. This could be that Tute found it easier to recruit online tutors and its training may have more rigor.

Using in house or external face to face providers allowed 745 students to have extra support and guidance. 60% either exceeded or achieved their target which was 23% increased online providers. English seemed to have more impact than maths, this falls in line with the outcomes for GCSE.

Easter schools seemed to have more impact especially with the subjects which have coursework; DT 54% exceeded or achieved their targets who went to the Easter school.

An external provider catching up groups of Year 11s, conference-style gave extra capacity within the maths department I am awaiting the year 10 outcomes and the year 11 44% exceeded or achieved their target.

Next year

The positive development for in person delivery has led to the employment of two intervention mentors for 2022/23, one is working with students across all year groups with the specific focus on Maths and Science and the other is working with disadvantaged students and the English department, with reading.

Wider Strategies

“Wider strategies relate to the most significant non-academic barriers to success in schools, including attendance, behaviour and social and emotional support” EEF

Students’ SEMH needs have been supported through the employment of a Pastoral Support Officer per year group, enhancing the capacity of the pastoral team along with the continued staffing of the Sanctuary (for time out and respite) and the Sunflower Room (for counselling). The use of Restorative Justice is routinely employed as a measure to manage relationships which goes hand in hand with de-escalation techniques which was part of our CPD for staff in 2021-22. **R2L data?**

The Beyond Equality workshops are booked for academic year 2022-23 which will involve Year 10 boys in the first instance and after evaluation may be rolled out to future cohorts.

Assertive mentoring with Year 11 took place in the run up to exams and supported organisation, preparation and revision for external PPEs, this needs to start earlier and for 2022-23 will involve a broader team starting with a key player parents’ evening and being

followed up by form tutors and academic mentors. Early intervention using the broader tutor team will ensure mentoring works with the right students at the right time.

Our intervention tutors have worked with our disadvantaged students as a link between students, staff and home. Working with students in small groups they have supported students with their organisation skills and have ensured that all resources are available and in place. This positive development has led to the employment of an Intervention Mentor for 2022/23, working with students across all years with a specific focus on Maths and Science.