

## Catch up strategy 2020

Whilst many students continued to make strong progress during the period of school closure, some students struggled with their learning. There is therefore a central focus on catch-up in all schools this academic year.

At St Bart's, this catch-up strategy consists of actions and provision which fit into five broad categories; Attendance, In-class intervention, Extra catch-up, Wellbeing and confidence building and Equity for Disadvantaged students.

### A: Attendance

- Communicate clear and consistent expectations around school attendance to families in the new school year
- Identify students who are reluctant or anxious about returning or who are at risk of disengagement and re-engage them prior to the summer break by inviting them in for 1-2-1 sessions with their pastoral leaders. This should include disadvantaged and vulnerable students and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic
- Use of Home Education Tutor to support reintegration to school for students who struggle to return (EBSAs)
- Use the additional catch-up funding, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure students' regular attendance
- Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance

### B: High quality T&L

- Strong SDP/TDP focus on the impact of high quality, personalised, in-class intervention
- Ensuring routines are established and that there are high expectations for every student (incl. target setting). Teachers need to get to know their students quickly, understand whether they lack content or skills and be tenacious yet encouraging
- Ensuring the elements of effective teaching are present—for example through clear **explanations, scaffolding and feedback**— (more important than how or when lessons or support are provided) via the highly regarded and effective CPD programme
- Ensuring that there is a strong focus on recapping and retrieval practice, providing opportunities for students to develop skills which they may not have used as regularly during lockdown
- High quality subject-specific assessments to determine gaps and space given in the curriculum to allow for knowledge to be stabilised before building further on learning
- Dedicated time given to ensuring handover to new teachers – passing on of knowledge from previous teacher/Houses
- Use of summer reports to identify students who have fallen behind
- Additional mentoring and support for Early Career teachers

### C: Extra catch-up provision

It is important to focus on **individuals** who have fallen behind as identified by the school. Report data will be useful here, as will initial feedback from teachers at the start of term.

- Online tuition as a way to supplement the support provided by teachers in class
- Year assembly slot programme to include catch-up sessions from Core subjects and PDP

- Before and after school provision to target catch-up students
- Use National Tutoring Programme to provide support for key students (after Autumn half term)
- Literacy and numeracy interventions for KS3
- Back-on-track programme for Y8-11 including small group intervention
- Bespoke learning support from Personalised Learning Team
- Catch up in the Sixth Form

#### **D: Wellbeing and confidence building**

- Staff training on relationships and being positive with students on their return
- Tutor training in September INSET
- Extra time built in with tutor during first week back at school
- Continued use of student surveys to monitor wellbeing levels
- Use of counsellor, ELSA and Inclusion Officers to provide social and emotional support

#### **E: Equity for Disadvantaged students**

- Provide additional resources to Disadvantaged families at start of new term to support engagement and ensure all are ready to learn
- Invest in technology for ensuring that new Y7 Disadvantaged students have access to a laptop
- Bespoke use of Pupil Premium funding to encourage motivation and engagement from Disadvantaged students