

St Bartholomew's School

COVID 'Catch-up' Strategy 2020-21

Statement of Intent

The aim of our 'Catch Up' strategy is to ensure that none of our students are 'left behind' and that they are all given the opportunity to receive the additional support needed to 'catch Up'. We realise that these are unprecedented times and supporting all our students who require 'Catch Up' support is a significant undertaking. We all share a collective responsibility to ensure that the effect of the Coronavirus pandemic does not unfairly disadvantage any of our students.

The EEF research suggests that the attainment gap between disadvantaged students and their peers has significantly widened as a result of the school closures.

Key findings and implications

- 1. School closures are likely to reverse progress made to narrow the gap in the last decade*
- 2. Supporting effective remote learning will mitigate the extent to which the gap widens*
- 3. Sustained support will be needed to help disadvantaged students catch up**

Our own internal reporting data demonstrates that this gap has widened the most for **average attainers and low attainers** predominantly. However, it is important to focus on students who have fallen behind. Report data will be useful here, as will initial and ongoing feedback from teachers at the start of term.

Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that any single catch-up strategy will be sufficient to compensate for lost learning due to school closures. There was a risk that high levels of absence after schools formally re-opened would pose a particular risk for disadvantaged students, but we have worked hard to support families in returning to school following both periods of lockdown and are proud of the excellent attendance record of our disadvantaged students.

Year 7 Catch Up

Even though the Government has decided not to allocate schools a Year 7 Catch Up Premium funding this year, as a school, we have decided to allocate 48 hours additional staff time from the school budget to support Year 7 students who are most in need of support with Mathematics during the summer term. The Year 7 specific plans outlined below also support the aim to ensure that all students in Year 7 meet the expected standards in literacy and mathematics by the end of Year 7.

The catch-up strategy (Y7-11)

We have structured our catch-up plans within the 3-tier approach from the EEF.

1. Teaching

High-quality teaching for all

Effective diagnostic assessment

Supporting remote learning

Focusing on professional development

2. Targeted academic Support

High-quality one-to-one and small group tuition

Focus on Disadvantaged, SEND and lower attaining cohorts

Academic mentoring

3. Wider strategies

Strong focus on attendance

Supporting students' social, emotional and behavioural needs

Communicating with and supporting parents

Barriers to progress

B1: Literacy and numeracy skills

B2: Gaps in curriculum as identified within Faculties

B3: Readyng the school for further home learning needs

B4: Ensuring all students can access online learning at home

B5: Gaps in knowledge that have appeared as a result of remote learning issues

B6: Ensuring our SEND students are making social, emotional and academic progress following the lockdown period

B7: Ensuring our Disadvantaged students are making social, emotional and academic progress following the lockdown period

B7: Developing T&L strategies within the 'new normal' way of teaching

B8: Understanding the ability of our new Year 7 intake without SATs scores

B9: Maintaining a high attendance % for all students is a priority

B10: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

B11: Ensuring parental engagement levels are maintained

The tables below detail the strategies that are in place for 2020-21

TEACHING

High quality teaching for all

Action	Year group(s)	Intended impact	Cost (£)
B7: Strong SDP/TDP focus on the impact of high quality, personalised, in-class intervention	All	High quality teaching is the primary means to reduce any negative effects of the lockdowns on progress	0
B5: 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	All	High quality teaching is the primary means to reduce any negative effects of the lockdowns on progress	0
B7: Ensuring that teachers focus on recapping and retrieval practice, provide opportunities for students to develop skills which they may not have used as regularly during lockdown	All	High quality teaching is the primary means to reduce any negative effects of the lockdowns on progress	Whole staff training time
B5: Dedicated time given to ensuring handover to new teachers – passing on of knowledge from previous teacher/Houses	All	By knowing the students, more effective intervention will result in more rapid catch-up	Whole staff training time

B5: Ensuring that teachers give high quality written and verbal feedback to support the catch-up process	All	High quality feedback is proven to accelerate progress.	0
B2: Faculty time dedicated to identifying gaps in the curriculum, to adapt the curriculum both for remote learning and the return to school	All	Curriculum planning maximises the learning for all students	Faculty meeting time

Effective diagnostic assessment

Action	Year group(s)	Intended impact	Cost (£)
B8: CAT4 Testing for all Year 7 students and to use FFT Aspire Year 7 transition service to set targets in the absence of KS2 results.	7	Identify the ability of all students with lower than expected scores can be supported.	3000
B5: 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	7-11	Identify students who require catch up beyond the classroom	0
B5: Use of reports and student surveys to identify students who have fallen behind	8-11	Identify students who require catch up beyond the classroom	0

Supporting remote learning

Action	Year group(s)	Intended impact	Cost (£)
B4: Laptops, Wifi, printers provided for students for whom ICT is a barrier to learning	All	All students are able to access the remote learning	2000
B4 B7: Student surveys to identify strategies that work for students	All	Barriers identified and resolved. Good practice shared and enhanced.	300 (Survey Monkey subscription)

CPD focus

Action	Year group(s)	Intended impact	Cost (£)
B7: 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	Staff	High quality teaching is the primary means to reduce any negative effects of the lockdowns on progress	CPD time in meetings
B3: Additional mentoring and support for early career teachers	Staff	Staff are well-prepared to deliver high quality remote learning in case of further lockdowns	Training programme for NQTs

B3: CPD for staff with remote learning	Staff	Staff are well-prepared to deliver high quality remote learning in case of further lockdowns	0
B7: Regular planned sharing of good practice in staff meetings	Staff	Staff are well-prepared to deliver high quality remote learning in case of further lockdowns	Staff meetings

TARGETED ACADEMIC SUPPORT

High-quality 'catch-up' support

Action	Year group(s)	Intended impact	Cost (£)
B5: Small group targeted online tuition in English and Maths as a way to supplement the support provided by teachers to disadvantaged students	7-11	Targeted students make rapid progress in English and Maths	12000
B5: Year assembly slot programme to include catch-up sessions from Core subjects	7-11	Whole cohort support with identified curriculum gaps	0
B5: Use NTP programme to provide support for key disadvantaged students	8,10	Brilliant Tutoring started early May	8000
B1: Literacy programmes for Y8-9	7-9	Students receive high quality extra-enrichment in literacy (Vocablics)	0

B5: Targeted students (>100) have personal mentor/coordinator to support their catch-up (Individual Intervention Plan)	7-11	Students make accelerated progress in identified areas	400
B5: Small group tutoring by existing school staff after school for targeted students	7-11	Students receive bespoke support from St Bart's teachers	20000
B5: EASTER SCHOOL	10-11	Specific catch-up for practical subjects	2000
B5: Summer catch up School (July 26th - 30th 2021)	6 ⇒ 7	Students at all levels receive targeted English and Maths catch-up support as part of Summer school package	Separately funded

Focus on Disadvantaged, SEND and lower attaining cohorts

Action	Year group(s)	Intended impact	Cost (£)
B6: Bespoke learning support from Personalised Learning Team - employ additional TA to support catch-up	7-13	Students do not fall behind during lockdown learning periods	10000
B7: Provide additional resources (stationary) to Disadvantaged families at start of new term to support engagement and ensure all are ready to learn	7-11	No barriers to learning in class as a result of not having correct equipment	300

B7 B4: Invest in technology for ensuring that new Y7 PP students have access to a laptop	7	All year 7 disadvantaged students have access to laptop	(PP funding)
B7: Bespoke use of PP funding to encourage motivation and engagement from Disadvantaged students	7-11	Staff use the PP funding to provide support for students to motivate them and to remove barriers to learning/engagement	(PP funding)

Academic mentoring

Action	Year group(s)	Intended impact	Cost (£)
B5: Back-on-track scheme of academic mentoring from Progress and Achievement leaders and tutors using bespoke work supplied by subject teachers	8-11	Students identified as having fallen behind are supported to catch up	(PP funding)
B1: Literacy/reading support by Y12 – breakfast reading club	7	Targeted Y7s grow in their ability and engagement with reading	2000

WIDER STRATEGIES

Strong focus on attendance

Action	Year group(s)	Intended impact	Cost (£)
B9: Communicate clear and consistent expectations around school attendance to families in the new school year	7-11	Attendance is at least as good as pre-lockdown – excellent attendance 95.9% in Autumn term (not including COVID absences)	0
B9: 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	7-11		300
B9: 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	7-11		0

Supporting pupils' social, emotional and behavioural needs

Action	Year group(s)	Intended impact	Cost (£)
<p>B10: Close monitoring and support for students not engaging in lockdown II (Spring 2021) to 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</p>		<p>Greater engagement/higher attendance on return to school in March</p>	<p>0</p>
<p>B10: Use of Home Education Tutor to support reintegration to school for students who struggle to return (EBSAs)</p>		<p>Provides support for students who cannot attend school for various reasons</p>	<p>Costed in other budgets</p>
<p>B10: Staff training on relationships and being positive with students on their return, including MHFA training (in house)</p>		<p>Most pastoral staff already training to at least L1 MHFA and over 20 further staff currently being trained. This will better equip staff to support students with anxiety over learning and return to school</p>	<p>0</p>
<p>B10: Continued use of student surveys to monitor wellbeing levels</p>		<p>Follow up by House staff and tutors ensure that we are aware of identified issues</p>	<p>0</p>

B10: Tutor training in September INSET and extra time built in with tutor during first week back at school		Students given time to understand new routines and ask questions to allay fears.	0
B10: Half-term activity camp (>150 students) designed to support teambuilding and belonging	7, 8	Students feel greater belonging to school and establish new friendships	10000
B10: Use of counsellor, ELSA and Inclusion Officers to provide social and emotional support	7-11	Extra training (+1 ELSA) and creation of extra resource in the Inclusion team will support students in returning to school and being ready to learn	500

Communicating with and supporting parents

Action	Year group(s)	Intended impact	Cost (£)
B11: Before and after school club – target disadvantaged students	Y7-11	Targeted students have study space before and after school, supporting working parents.	2000
B11: Regular communications with parents about whole school changes		Parents understand rationale for COVID related changes and are supportive of catch-up measures and strategies	0
B11: Routine communication from Houses with families where students are not engaging in remote learning	7-11	Barriers identified and support provided	0

16-19 Catch Up tuition fund

The 16 to 19 tuition fund is one-off funding for the 2020 to 2021 academic year only. It is intended to mitigate the disruption to learning arising from coronavirus (COVID-19). The funding is being provided to support small group tuition for 16 to 19 students in English, Maths, and other courses where learning has been disrupted.

Full details regarding the government fund can be found here (<https://www.gov.uk/guidance/16-to-19-funding-16-to-19-tuition-fund>).

How are St Bart's using the 16-19 fund?

At St Bart's, we are utilising the funding to provide additional support to small groups of students who have not yet achieved a grade 4 in Maths or English. Within this cohort, targeted student intervention will be focused on students that have yet to achieve a grade 4 in English and/or Maths and are on a Level 3 pathway. Priority for tuition will be afforded to the most disadvantaged students based on their socio-economic background, SEND status and volume of disruption to their learning through COVID-19. St Bart's is using existing teaching staff and a small number of external tutors to work with small groups to support with learning in a variety of subjects.