

# St Bartholomew's School

## COVID 'Catch-up' Strategy 2020-22

*Evaluated 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 2020-22. An evaluation of the impact of the main strategies in 2020-21 can be found within the 'Intended Impact' column. Those in **green** have been successful and will continue for 2021-22. Others have been less impactful (**orange**) and will either evolve or not continue into 2021-22.

### **2020-21 impact summary**

The wide-range of different catch-up strategies outlined below have resulted in the Summer reports for Y7-10 showing that there are overall improvements in progress in each year group (Y7-10). Many strategies and programmes had an overall positive impact on progress. The threshold measures for each year group are close to the typical values we would expect, which suggests that the impact of the 2 main lockdowns have been countered by the response through the catch-up strategy. We intend to continue with the most successful programmes for 2021-22 to address any residual gaps.

# 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. <b>Progress from end of year reports shows that high quality teaching and learning had a great impact on ensuring that students have caught up.</b>	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. <b>Target setting process ran as normal in Autumn Term. Focus on routines led to improved behaviour for learning.</b>	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. <b>Training time focused on this and learning walks evidence success in this area.</b>	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. <b>Start of term training involved dedicated time for sharing knowledge.</b>	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. <b>Focus on feedback maintained throughout the academic year, including lockdown periods.</b>	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. Remote learning in Spring 2021 was very successful as evidenced by the Spring reports and student feedback. Faculties have again reviewed their curriculum schemes of learning in preparation for the return to school in Autumn 2021.	Faculty meeting time
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### 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. Used to select students for Y7 reading mentoring programme. Use by Personalised Learning to diagnose needs and support. Used by staff to tailor teaching to best support individuals.	6000 (2 years)
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. Faculties designed assessments to determine where to focus in-class intervention and to inform reports. Information from class teachers used to identify students for out-of-class interventions, such as tutoring.	0
B5: Use of reports and student surveys to identify students who have fallen behind	7-11	Identify students who require catch up beyond the classroom. Information from reports and surveys used to identify students for out-of-class interventions, such as tutoring.	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. Surveys and contact from Houses identified students who needed technology during periods of lockdown. <b>All students had access to ICT so that they could engage fully with remote learning during lockdown.</b>	2000 (2020-21)
B4 B7: Student surveys to identify strategies that work for students	All	Barriers identified and resolved. Good practice shared and enhanced. <b>Survey results identified positives and suggestions for improvements from the first lockdown period, which were shared with staff and acted upon to enhance the quality of remote learning during the second lockdown.</b>	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 <b>explanations, scaffolding and feedback</b> — (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. <b>Staff training focusing on these key elements to high quality teaching was effective, as evidenced by learning walks and student outcomes.</b>	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. <b>Effective training programme enabled ECTs to teach effective and impactful lessons, as evidenced by student outcomes.</b>	Training programme for ECTs
B3: CPD for staff with remote learning	Staff	Staff are well-prepared to deliver high quality remote learning in case of further lockdowns. <b>Bespoke training for whole staff and for smaller groups resulted in confident delivery of effective remote learning during the lockdown in 2021.</b>	0
B7: Regular planned sharing of good practice in staff meetings and tutor meetings	Staff	Staff are well-prepared to deliver high quality remote learning in case of further lockdowns  <b>Staff are confident in delivering strategies to support students who have fallen behind with in-class intervention as the primary focus.</b>	Staff meetings / regular tutor 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. <b>Generally positive feedback from students and some excellent outcomes from these remote tutoring sessions. Some elements of this programme will remain in altered format to include a move to face-to-face sessions in school time.</b>	20000

B5: Year assembly slot programme to include catch-up sessions from Core subjects	7-11	Whole cohort support with identified curriculum gaps. Heads of Faculty and KeyStage Coordinators delivered sessions in Year group assemblies to improve knowledge of identified areas of concern from lockdown learning.	0
B5: Use NTP programme to provide support for key disadvantaged students	8,10	Brilliant Tutoring started early May. Impact analysis report showed that 96% said that they believed they would do well in their GCSEs this year and the average improvement between the baseline and the post-intervention assessments was 42%. Will remain an option for 2021-22, but in-house tutoring gave more benefits for the cost.	8000
B1: Literacy programmes for Y8-9	7-9	Students receive high quality extra-enrichment in literacy (Vocablics). Big improvements seen in knowledge of Tier 2 language.	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. Mixed picture in terms of progress made but more to do with differences in individual mentors, rather than systemic issues with the programme. This programme has been redeveloped to focus on Disadvantaged students in 2021-22.	0
B5: Small group tutoring by existing school staff after school for targeted students	7-11	Students receive bespoke support from St Bart's teachers. Excellent outcomes for the students who committed to the sessions. For those in Y11 who attended at least 2 sessions, 81% improved their most likely outcome in Maths with an average increase in grade of 0.7 from the Spring reports to the final grade. 70% improved their grade in Science with an average improvement of	20000

		0.7. English showed an average improvement of 0.9 of a grade for those who attended the catch-up support. Non-core subjects also showed good impact. For Y10, the biggest impact was seen in English, Maths and Science, with a more mixed picture in non-core subjects. Very positive feedback from students, staff and parents, with high engagement, enjoyment and progress ratings. <b>Programme to continue in amended form based on feedback from surveys.</b>	
B5: EASTER SCHOOL	10-11	Specific catch-up for practical subjects. <b>Very positive feedback from staff and students, associated with big improvements in grades.</b>	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 ( <b>231 students attended for the week</b> )	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. <b>Very impressive progress figures from SEND cohort in Y11 for the GCSE results 2021 and for the new Y11 SEND cohort (from summer reports).</b>	20000 (2 years)
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. <b>Stationary available when required from House Offices. Students are therefore ready to learn.</b>	300 (2 years)

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 laptops. <b>All Y7 Disadvantaged students can access learning via ICT at home.</b>	(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. <b>Various bespoke interventions support Disadvantaged students to succeed as evidenced by the positive report data.</b>	(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. <b>Very mixed outcomes from this workload heavy programme. Some notable successes, but intervention has been re-thought for 2021-22.</b>	(PP funding)
B1: Literacy/reading support by Y12 – breakfast reading club	7	Targeted Y7s grow in their ability and engagement with reading. <b>Highly successful programme, with positive feedback from students, mentors and parents. Increases in the % showing an interest in reading from 44% ⇒ 88%, in confidence in reading from 20% to 96% and with 56% improving their reading 'a lot', 36% improving their reading 'a little' and no students not seeing any improvement. This programme will be further enhanced for 2021-22, to include TLR for a member of staff to coordinate.</b>	5000 (2 years)

## 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. <b>Excellent attendance 95.9% in Autumn term (not including COVID absences). Attendance for the year was 95.1%.</b>	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	Use of positive incentives to encourage improved attendance. <b>Individual successes achieved. All carried out by Houses on a bespoke basis. This approach to be augmented for 2021-22.</b>	400 (2 years)
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	Support from external professionals to assist school efforts to achieve better attendance. <b>Strong focus on this aspect planned for 2021-22.</b>	0

## Supporting pupils' social, emotional and behavioural needs

Action	Year group(s)	Intended impact	Cost (£)
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		Greater engagement/higher attendance on return to school in March. <b>Behaviour for learning improved in school since the return in March.</b>	0
B10: Use of Home Education Tutor to support reintegration to school for students who struggle to return (EBSAs)		Provides support for students who cannot attend school for various reasons. <b>Really effective in developing confidence and enabling EBSAs to increase their engagement with school.</b>	Costed in other budgets
B10: Staff training on relationships and being positive with students on their return, including MHFA training (in house)		Most pastoral staff already training to at least L1 MHFA and over 20 further staff currently being trained (September 21). <b>This will better equip staff to support students with anxiety over learning and return to school.</b>	0
B10: Continued use of student surveys to monitor wellbeing levels		Follow up by House staff and tutors ensure that we are aware of identified issues. <b>Regular surveys enable pastoral staff to</b>	0

		support those who are struggling so that the best support can be put in place.	
B10: Tutor training in September 2020 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. Very impressive adherence to the new rules and regulations in school.	0
B10: Half-term activity camp (>150 students) designed to support teambuilding and belonging  Celebration Days extended to include every student	7, 8	Students feel greater belonging to school and establish new friendships. Very positive feedback from students.  Students enjoy team-building activities at the end of a challenging year. Very positive feedback from students.	10000  Separately funded (Foundation)
B10: Residential team building course for Y7	7	Focus on working together and building resilience with residential for Y7. Planned for October 2021.	3500
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. Planned for October 2021.	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. Attendance dwindled post the return to school in March. Physical spaces remain available after school for study.	2000 (2020-21)

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. <b>Very positive parental engagement and support for COVID-related changes. 100% of parents surveyed about Brilliant Tutoring would wish for their child to do further tutoring.</b>	0
B11: Routine communication from Houses with families where students are not engaging in remote learning	7-11	Barriers identified and support provided. <b>Regular contact with phone calls and even home visits to remove barriers to engagement.</b>	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 utilised the funding for 2020-21 to provide additional support to small groups of students. In line with DfE guidance, priority is given to 'students who have not achieved a grade 4 in English and/or Maths'. Alongside this, in line again with the guidance, we have identified students with grade 4s in these subjects who, from our own internal reporting, seem to have fallen behind anticipated levels of progress. Additional tutoring is made available to these students too.

This tutoring prioritised tuition in both English Language and Mathematics but, alongside this, within the terms of the catch-up funding, we were also able to provide support that extended to the Level 3 courses on which these students were enrolled. With effect from February 22, 2021, the funding was used to provide weekly one-to-one or small group support sessions in the following subject areas. All of this tuition was provided by qualified teachers all of whom are current or former members of our teaching staff in a wide range of subjects with 13 A level subjects and 4 L3 BTECs in addition to GCSE English Language and Mathematics.

The outcomes were very mixed, with some notable successes but challenges associated with engaging students.

The funding is also available for 2021-22. As a result of the evaluation of the 2020-21 programme, which focused on subject specific support, the 2021-22 strategy for 16-19 will focus on general study skills improvement and motivational mentoring. As per the guidelines, the cohort targeted will include Disadvantaged students, as well as those who are on a 4 or below in their GCSE English and/or maths.