

# Catch Up Strategic Plan (Intervention+ Students)

School: Church Stretton School

Date: September 2020

Leader with strategic responsibility: Andy Wood

Link Governor: Judith Smith

1. Amount of funding allocated for Catch Up 2020/21	£44 000								
2. Main mechanisms used for identifying students	<ul style="list-style-type: none"> <li>• <b>RAG analysis</b> in early September 2020 (all subjects, all year groups) and at various intervals following periods of absence</li> <li>• <b>Catch up assessment</b> outcomes/summer missed assessments taken in September/October 2020 and assessment following periods of 14-day self-isolation</li> <li>• <b>Going 4 Gold analysis</b> following (catch-up) assessments (progress against target measure)</li> <li>• <b>Baseline testing</b> Year 7&amp;10 September 2020</li> <li>• <b>MS Form quiz scores from each department</b></li> </ul>								
3. Number of students identified as needing catch up support at start of autumn term: a. Total b. Tier 1 only (teaching strategies needed) c. Tier 1 and 2 only (teaching strategies and targeted academic support) d. Tier 3 strategies needed (wider support)	<table> <tr> <td>a. Total (whole school)</td><td>565</td></tr> <tr> <td>b. Tier 1 requiring teaching strategies (whole school)</td><td>565</td></tr> <tr> <td>c. Tier 2 teaching strategies and targeted academic support</td><td>57</td></tr> <tr> <td>d. Tier 3 – Wider Support</td><td>17</td></tr> </table>	a. Total (whole school)	565	b. Tier 1 requiring teaching strategies (whole school)	565	c. Tier 2 teaching strategies and targeted academic support	57	d. Tier 3 – Wider Support	17
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<p>4. How many Intervention + students are also:</p> <p>a. PPG?</p> <p>b. SEND EHCP?</p> <p>c. SEND support?</p> <p>d. In a priority year group (Year 6 / 11 or 13)?</p>	Year	7	8	9	10	11
	a	33	23	22	25	19
	b	4	1	0	4	4
	c	13	15	18	19	13
	d	n/a	n/a	n/a	n/a	117
<b>Tier one</b> main strategies <b>Teaching</b>		<b>Tier two</b> main strategies <b>Targeted academic support</b>		<b>Tier three</b> main strategies <b>Wider support</b>		
<ul style="list-style-type: none"> <li>• Coverage of lockdown work every lesson alongside new learning autumn 1 2020</li> <li>• Frequent low stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge</li> <li>• Seneca Premium assignments, monitored by class teacher/HoD/SLT</li> <li>• Effective diagnostic assessment</li> <li>• Supporting remote learning</li> </ul>		<ul style="list-style-type: none"> <li>• Additional catch-up sessions in small extraction groups with class teacher</li> <li>• Seneca Premium to be monitored by Head of KS3 /4 with SLT</li> <li>• Academic Report</li> <li>• Deployment of cover supervisors to support within lessons</li> <li>• Support in class of most vulnerable e.g. SEN students</li> </ul>		<ul style="list-style-type: none"> <li>• Purchase of loan device to facilitate Tier 2 strategies (if needed)</li> <li>• Provide ongoing technical support.</li> <li>• Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.</li> <li>• Parental engagement program through Heads of Year/PP Mentor/SENCO</li> </ul>		

		<ul style="list-style-type: none"> <li>Curriculum offer amended</li> </ul>
See the <a href="#">EEF guide</a> to supporting school planning: A Tiered Approach to 2020-21		

Objectives
1. Support years 11&10 to catch up in preparation for their GCSE exams in summer 2021/2022
2. Ensure we give additional support to catch up for PP students and students with SEND
3. Ensure gaps in KS3, particularly Yr 7 English and Maths, are identified and closed

<b>Objective 1: Support years 11&amp;10 to catch up in preparation for their GCSE exams in summer 2021/2022</b>							
<b>Catch up strategy</b>	<b>Tier</b>	<b>Description</b>	<b>By whom?</b>	<b>By when?</b>	<b>Cost</b>	<b>Impact statements</b>	<b>RAG</b>
<b>A robust identification process through the use of diagnostic testing in addition to the ongoing assessment procedures.</b>	<b>1-3</b>	<p>Students will complete a diagnostic test in lessons, with the outcomes being recorded on Go4Schools before October half term .</p> <p>Heads of Department will nominate students for catch up tuition, having taken into consideration qualitative pupil engagement during the partial school closure period.</p> <p>Pastoral leaders will cross check the proposed list of students nominated for catch up tuition.</p>	<p><b>Class teacher</b></p> <p><b>HoDs</b></p> <p><b>ML/PW</b></p>	<p><b>October</b></p> <p><b>November</b></p> <p><b>November</b></p>	<b>N/A</b>	<p>Outcomes will be recorded on Go4schools to ensure identification processes can start and to allow us to measure the impact of the intervention.</p> <p>This is to ensure those students in need of catch are identified early and supported accordingly.</p> <p>A further diagnostic test will be administered to check on progress and to inform further catch up where necessary.</p> <p>Health check to be carried out on department markbooks. This is to ensure that ongoing assessments are accurate.</p> <p>DHT will quality-assure decisions for catch up tuition through conversations with HODs and cross-referencing data.</p>	
<b>Seneca Premium</b>	<b>1-3</b>	<b>All KS4 students will have access to SENECA Premium</b>	<b>DB</b>	<b>Nov 2020</b>	<b>£1100</b>	<b>As a result of using Seneca Premium students will be</b>	

		Progress will be monitored by the class teacher to spot gaps and intervene where necessary using smart assignments in SENECA. Class teachers will notice and intervene if students are not completing work on Seneca.	Class Teacher	ongoing		familiar with and tested on topics being covered. Impact of Seneca will be evident in the associated statistics and MS quiz scores	
Academic report	2-3	Academic report should be used to monitor students in danger of slipping behind as a result of e.g., a period of absences due to self-isolation or lockdown. The report will focus on specific barriers to learning with achievable goals being set for the student.	Class Teacher / HoD ML/HoD KS4	Ongoing	N/A	Academic monitoring will allow for early intervention.	
Increase cover available	2-3	Appoint an additional Cover Supervisor (Catch Up Facilitator, CUF).	AJW	Nov 2020	£15 000	. CUF available to cover lessons for staff delivering catch up sessions.	
Targeted Academic Support  Tutoring for small groups during curriculum time	2-3	Use of CUF (Catch Up Facilitator) to cover lesson and enable the class teacher to work with small groups on area of weakness. A baseline will be established, and a measurable end point will be reached that demonstrates progress.	AJW to deploy CUF	Ongoing – but max 5 week programme	N/A	As a result of expert teacher intervention students will be more confident and proficient in work missed.	
Ensure all students in all years have a computer and access to	1-3	Identify students without sufficient internet access to enable them to complete Seneca Premium, MS Teams tasks and other on-line learning activities.	DB	ongoing	£180 per device	Students with limited internet access will be able to engage in Seneca activities, a significant increase in their time on Seneca will be evident.	

the internet at home							
Ensure access to bookable internet connected devices within classrooms	1-3	<p>Purchase laptop charging trolley/unit to keep devices charged in school and ensure easy access across different teaching rooms.</p> <p>Purchase headsets to facilitate the use of chromebook learning in school for use in extraction groups and whole class teaching.</p>	DB	January 2021	<p>£2000</p> <p>£1000</p>	<p>Teachers can support students requiring catch-up within class using digital resources / immediate assessment feedback</p> <p>Facilitates the up-skilling of staff and students with remote learning mechanisms such as MS Teams</p>	
Parental engagement	2-3	Investigate strategies through Heads of Year/PP Mentor/SENCO to engage parents.	ML/PW/LO/SQ	Ongoing	N/A	Increased parental support and engagement with their child's progress will be evident.	
Support for most vulnerable e.g. SEN students	1-3	Look at the provision for SEN support e.g. the intervention room and assess the impact on high risk individuals who may benefit from an alternative approach that has measurable impact on learning.	ML/SQ	Ongoing	N/A	The most vulnerable children will be supported directly in some lessons and/or a specific programme of learning will be drawn up that students will be engaged in when in an intervention room.	
Pastoral support for Year 10/11	1-3	Provide Pastoral, Emotional and Wellbeing Support for years 10 & 11. 5 hours per week x 20 weeks = 100 hours Recruitment needed	JP/ML	January 2021	£17 000	Students in KS4 are fully supported with their pastoral, wellbeing and emotional needs and are therefore better placed to engage with catch-up	

## Objective 2: Ensure we give additional support to catch up for PP students and students with SEND

Catch up strategy	Tier	Description	By whom?	By when?	Cost	Impact statements	RAG
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Remote support access to school applications	1-3	Ensure students can access subscriptions, O365, GO4S, Seneca and monitor their use. Provide additional telephone/remote support where necessary.	DB/SQ/LO	Ongoing	N/A	Students self-isolating have support for devices and access to services that allows them to access work and continue to make progress.	
CUF Extraction groups	2-3	Additional extraction groups with SEN students for Literacy & Numeracy run by learning support team. A baseline will be established, and a measurable end point will be reached that demonstrates progress.	SQ	Ongoing – but max 5 week programme.	N/A	As a result of expert intervention students will be more confident and proficient in work missed.	
Parental Engagement	2-3	Key Stage HoDs, PP Mentor and SENCO will engage directly with parents to establish a regular line of contact and deliver regular progress updates on intervention group, accelerated reader progress, academic report outcomes etc.	ML/PW/LO/SQ	Ongoing	N/A	Increased parental engagement and support will see an increased engagement for individual students leading to an increase in work ethic, homework completion etc	

**Objective 3: Ensure gaps in KS3, particularly Yr 7 English and Maths, are identified and closed**

Catch up strategy	Tier	Description	By whom?	By when?	Cost	Impact statements	RAG
Seneca Premium	1-3	SENECA PREMIUM for all KS3 students with work and assignments set by all teachers making use of KS3 resources where necessary for Yr7 students working below age related expectations.	Class teacher	Nov 2020	£1572	<p>As a result of using Seneca Premium students will be familiar with and tested on topics being covered. Impact of Seneca will be evident in the associated statistics and MS quiz scores.</p> <p>Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke</p>	



						homework and revision that covers these gaps.	
Re-engagement in accelerated reader	1-3	Students not engaging in Accelerated Reader activities will be identified and supported to do so. Closer monitoring of Accelerated Reader scores and intervention for those not completing any/many star reader tests. Individuals mentored on choice of reading book and extracted for reading if necessary.	JD/MB (LO for PP, SQ for SEND)	ongoing, half-termly updates	N/A	<p>Greater engagement in Accelerated Reader with more tests being taken will result. All students will have a reading book and engage in reading during the school day.</p> <p>As a result of data analysis catch up sessions for students will be used to close the gap in knowledge, students will improve their scores in tests upon re-taking them.</p>	
Frequent Low Stakes Testing	1-3	Frequent Low Stakes Testing to improve pupil assessment and feedback. To Improve knowledge of gaps and celebrate success, MS Forms & Seneca.	Class teacher	ongoing	N/A	Regular data collection. Gaps identified provide feedback for intervention.	
Maths/Numeracy check	1-3	Monitor gaps in numeracy and intervene where needs be by setting specific catch-up work and/or making use of the CUF e.g., post unit test intervene with the most vulnerable students by revisiting the work in smaller extraction groups. Re-taking tests will demonstrate progress as a result of intervention.	HB/Maths teachers	ongoing	CUF Cover		

Total Spend	£38 772 (excluding device purchases)
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