



Codsall
Middle School

Catch-up Plan 2021-2022

A TIERED APPROACH FOR SCHOOL PLANNING

1 Teaching

For example

- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

2 Targeted academic support

For example

- Structured interventions
- Small group tuition
- One to one support
- Effective deployment of Teaching Assistants
- Reading interventions

3 Wider strategies

For example

- Sustaining parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Breakfast clubs

EEF Research into effective intervention strategies has led to the implementation of a 'tiered approach' to catch-up. The focus is on a small number of the most effective interventions.

Considering a tiered planning model for the academic year ahead can help schools 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.

**Ensure High
Quality Teaching
and Learning**

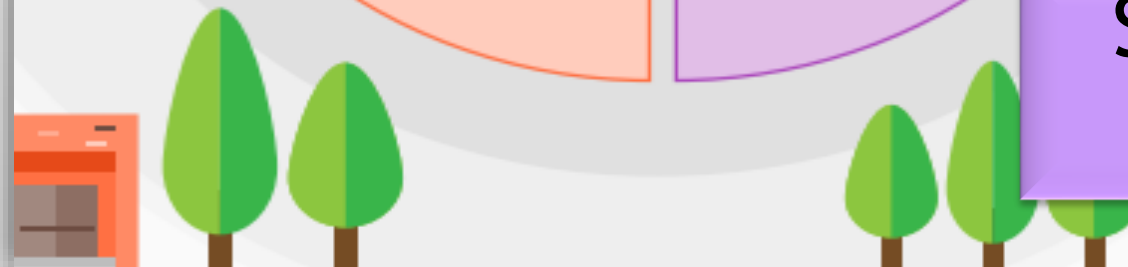
At Codsall Middle School, the key focus areas of the catch up plan are focussed around developing and supporting the whole child.

**Targeted Academic
Support**

**Reinforce Basic
Skills**

**Support Pupils'
Wellbeing**

**Supporting
Transition**



Phase 4 Planning - 2021-22:

Targeted Academic Support:

1. Use assessment information to identify pupils for intervention.
2. Continue targeted remote tutoring provision in core subjects.
3. Use timetabled Intervention time and HLTA time to support pupils in Maths, English and Science.
4. Ensure interventions are effective by evaluating progress half termly. Follow intervention protocols to check progress, evaluate provision and ensure improvement is maintained once intervention stops.
5. Establish TA 'wraparound' intervention for selected pupils in Y5, 6 and 7.
6. Ensure that remote tutors are prompt in reporting non-engagement and intervening so that places are fully utilised.
7. Provide training for in-school tutors.
8. Establish after school 'booster sessions' in English and Maths.
9. In school extra tuition focussed on FSM/disengaged pupils.
10. Focus especially on vulnerable pupils in Y5 Maths, Y6 English and FSM pupils in Y6 Maths.
11. Continue to check and supply suitable equipment to help pupils engage in remote learning.

Supporting transition:

1. Introduce 'Rotation' subject to KS3 curriculum, allowing extra time for foundation subjects to catch-up content.
2. Liaise with CCHS staff to develop transition activities/curriculum priorities and support.
3. Develop use of homework time for Y8 pupils to assist catch-up.
4. Implement across MAT provision for sharing information and supporting pupils across the transition.
5. Support Year 8 pupils, and particularly vulnerable pupils, in making option choices.

Support pupils' wellbeing:

1. Plan extra-curricular and enrichment activities to enrich pupils' experience.
2. Provide extra enrichment opportunities for vulnerable pupils (E.g. extension of Bush Crafts programme).
3. Develop the mental health support for vulnerable pupils, through the Codsall Middle School Targeted Provision for Mental Health model.
4. Address pupils' wellbeing through pastoral provision and PER/PSHCE curriculum.
5. Plan interventions to support UI pupils with social/emotional needs.
6. Provide pupils with the skills and understanding to moderate their own wellbeing (Mindsafe, Mental Health Ambassadors)
7. Provide a positive learning environment through reinforcing behaviour expectations, routines and the Codsall Values.
8. Improve attendance amongst vulnerable pupils (breakfast club incentives, bespoke support, use of AttendEDC)

Reinforce basic skills:

1. Share ethos of DEAR and TTRockstars with staff to reinvigorate practice.
2. Ensure that staff and pupils are engaging in DEAR and TTRockstars.
3. TA 'Wraparound intervention' focused on basic skills.
4. Establish paired reading/reading mentors

Ensure high quality teaching and learning:

1. Use pretesting to identify gaps in pupils' knowledge and plan and teach accordingly.
2. Use effective assessment practice to help pupils understand their learning journey.
3. Develop the coaching role of the Teaching and Learning Team to offer bespoke support to teachers.
4. Further embed the 3R learning dispositions.

Catch-up Programme Sept 2020 - Sept 2022 : Key Interventions

Phase 1 – On Return in September 2020

Extra Intervention in school - 67 pupil
SEN vulnerable pupil support and training for remote learning – 10 pupils

Phase 3 - After lockdown March-July 2021:

- Remote tutoring Tranche 2 – up to 93 pupils (incl. Science 11 pupils)
- Wraparound Basic Skills intervention – 47 pupils
- In-school extra intervention – 88 pupils
- Identified for focussed classroom teaching – 130 pupils Maths, 121 English
- Summer transition programmes

Phase 2 - During lockdown Jan-March 2021:

Remote Tutoring Tranche 1 – 43 pupils
Bushcraft (February –April) – 97 pupils
Equipment provided for remote learning – about 20 pupils
'Transition back to school' English sessions – 20 pupils
Enrichment activities for key worker pupils – about 80 pupils

Phase 4 – Academic Year 2021-22:

- Remote tutoring Tranche 4
- Wraparound Basic Skills intervention, focussed around Y5/6 but with identified vulnerable pupils in Y7
- In-school extra intervention
- Identified for focussed classroom teaching
- Addition of 'Rotation' subject in KS3 to allow extra time for foundation subject catch-up
- Reintroduction of enrichment and extra-curricular offer

- ❑ Our aim is that the 'catch-up' for pupils is more holistic, in terms of supporting the whole child and spread across the curriculum. All pupils have benefitted from the arrangements put in place to help pupils to adapt to remote learning and to transition back to a school. The continuous focus on high quality teaching and learning will also aid all pupils to accelerate progress.
- ❑ In addition, a large proportion of pupils have benefitted from additional interventions during the phases of catch-up. FSM, PP and SEN pupils have been prioritised for selection, and other choices have been based on progress data and school records of pupil engagement during remote learning.
- ❑ Further plans include widening the curriculum areas made available for tutoring (Science has already been available for Year 8), introducing 'Rotation' into the KS3 curriculum to assist catch-up in foundation subjects and developing the use of homework for KS3 pupils.
- ❑ Catch-up tutoring and interventions were in place much more quickly at CMS than at many other schools, many of whom started in April 2021.

The Impact of the Catch-Up Programme 2020-21: Targeted Academic Support

- Remote tutoring has been very successful, with most groups making good progress and some groups of tutored pupils making more rapid progress than the cohort generally.
 - Pupils chosen for the later tranches of tutoring were chosen because they had made less progress than their peers during lockdown, often falling significantly behind. Tutoring has often turned this around, although more time is needed to help them catch up with their peers.
 - Where tutoring has been less successful, this often mimics the suppressed results of the whole cohort (Y6 Maths, Y7 English). It has often also depended on the engagement of the pupils selected.
 - Where pupils identified as suitable for the remote tutoring programme have failed to engage, they have been ear-marked for in-school interventions, however, these have been heavily disrupted by staff absence.
 - Remote tutoring in Y8 Maths has been less well attended and less impactful - this is perhaps due to the timing with Y8 pupils ready to leave.
 - For Y8 pupils in Maths, intervention in school has been more impactful - this is due to the nature of the pupils/willingness to engage at home compared to school.

- Wraparound intervention has been very impactful in Y5, Y6 and Y7.
 - This is focussed on reinforcing basic skills with vulnerable/low prior achieving pupils.
 - In Y5, 6 and 7, pupils in wraparound intervention made more rapid progress than the cohort in general.
 - Wraparound in the years above Y5 has been more firmly focussed on well-being and transitioning back to school life. Small groups of pupils have benefitted from daily opportunities to 'touch base' with TAs and recap learning. Due to the nature of the pupils, progress in terms of VA is not necessarily the key purpose.
 - The intervention was less successful in Y8 as some pupils were less willing to engage in sessions outside of their school day.
 - Although the improvement in terms of progress are very positive, there are also significant gains in confidence and engagement from pupils involved.