

**LIBRARY AND
THE STUDY**



The Catch-Up Support programme

Overview

1. What it is
2. The Process – How we get the students on board
3. The Importance of communication
4. Types of support provision
5. Impact and Embed
6. Last Year – the Data
7. The Results
8. Ofsted

What is it?



AIMS TO SUPPORT
STUDENTS AT ALL
LEVELS



ACROSS MOST
SUBJECTS



FOCUSED AND
INDIVIDUAL AND SMALL
GROUP APPROACH



IMPROVE KNOWLEDGE



IMPROVE CONFIDENCE



OUR TUTORS MEET WITH
PROGRAMME AREAS,
RAISING AWARENESS OF
THE PROGRAMME



TEACHERS USE THE
REFERRAL FORM TO REFER
STUDENTS THEY ARE
CONCERNED ABOUT



STUDENTS CAN SELF-REFER
THROUGH THE BOOKING
SYSTEM



WE LIAISE WITH TEACHERS
TO HAVE AN INITIAL
DISCUSSION ABOUT THE
STUDENT



WE BOOK THE STUDENT IN
FOR SUPPORT



WE MEET WITH THE
STUDENT – DISCUSS HOW
THEY ARE FEELING ABOUT
THE SUPPORT, WHERE THEY
THINK THEY ARE AT



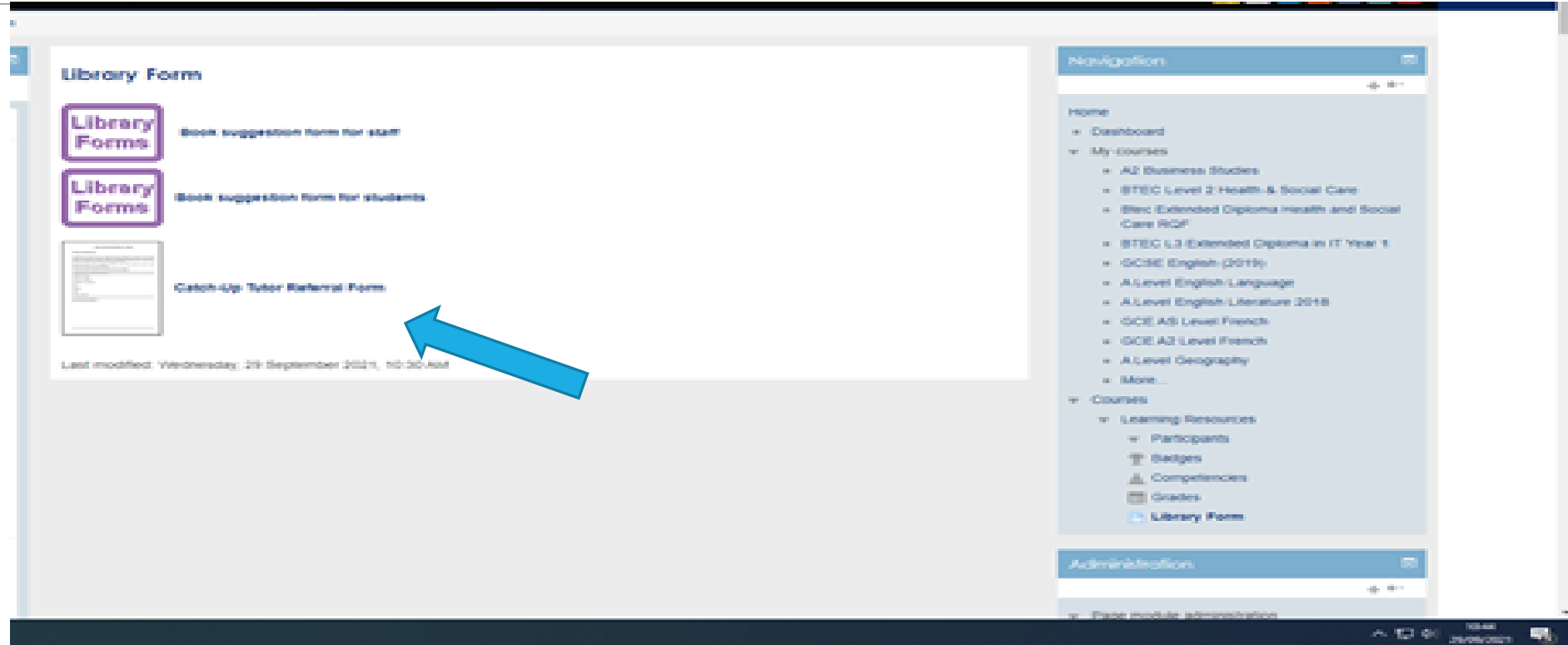
WE START WORKING WITH
THE STUDENT



WE ASSESS IMPACT

How do we do this?


Teacher referrals – Library Forms on Staff Intranet



Teacher referral form

Google Drive icon | Google Drive icon

Catch-Up Tutor Referral Form

mimapeach@gmail.com [Switch accounts](#) 

***Required**

Email *

Your email address

Student Name

Your answer

Student ID

Your answer

Subject and Level

Your answer

Outstanding Assignment(s) Name(s) and Unit Number(s)

Your answer

Summary: What does this student need help with?

Your answer

Does this student have any SEND?

17/01/2023 16:12:05	Laura.cunningham@leyton.ac.uk		S2101020	support required to prepare for his assessment	Behind with Micro economic, particularly market structures and diagrams	No		A'Level Economics	Hassan 20.01.23	Contacted by Hassan on 23/01/23				
19/01/2023 13:08:48	tracy.dawson@leyton.ac.uk		S2101253	Aversion Therapy (Behaviourist Approach) / Watson & Rayner Classic Research (Behaviourist Approach) / One strength and one weakness of the behaviourist approach / Assumptions of Cognitive Approach / CBT / Loftus & Palmer Classic Research / EWT debate / Evaluation of Cognitive Approach	David has been experiencing some personal difficulties, he also had to leave the country to attend a funeral and would really benefit from some additional support to catch up on missed content and ensure he is as well prepared for the Mock exams and final exams as he can be.			A Level Psychology	Aminah 21.01.23	26/01/23				
19/01/2023 15:18:46	ruksana.tarafdar@leyton.ac.uk		S2101253	Gaps in knowledge for Social inequality section and religion	Catching up on content covered from September. Has been obtaining U grades in assessments.	No		A level Sociology	Suniya 20.01.23	Suniya - 27/01/23				
19/01/2023 17:25:35	annette.wutoh@leyton.ac.uk		S2200132	Unit 4 re sub Aim A	He is struggling. Will do the work diligently but is not paying attention to detail. Even when I write prompts for him he is not able to apply it.			Level 2 Business	James 20.01.23	James 27.01.23				

Teacher referrals- Google forms

		Alevel English Language & Literature	21/09/22 - Aniqah wanted support in familiarising herself in and identifying language techniques in unseen pieces of texts. I gave her a resource to help understand the most common techniques she can memorise.
		GCSE English	21/09/22 - we made a start working through a past paper in preparation for her resit this november, and we discussed the most effective way for her to gain the most marks on each question despite the reading barrier
		Alevel Sociology	26/09/22 - wanted some support before her exam this thursday, we worked on understanding the content for each base theory and predicted some potential questions that could come up and how she would answer them.
		GCSE English	26/09/22 - made a start on a past paper, focusing on how to effectively maximise marks for each question - wants to resit in november. 29/09/22 - continued on the past paper from the previous session. 13/10/22 - discussed through key techniques for the last question of the past paper that we have been working on.

Individual Tutor Logs – Excel Sheet



Amina Mughal:

Art & Design, English Language & Literature, ESOL, EPQ, Health & Social Care, Humanities (including Psychology, Sociology & Criminology), English GCSE, Study Skills, UCAS



Elizabeth Pratt:

English Language and Literature, English GCSE, Art and Design, Media and Film studies, Health and Social Care, History, UCAS personal statements



Hassan Khan:

Business A-level, Economics A-level, Finance, Maths GCSE & A-Level



James Hankey:

Sport, French, ESOL, Health & Social Care, Travel & Tourism, Early Years, UCAS personal statements



Jordan Fenton:

AS Pure Maths & Statistics, GCSE Maths, English Literature, English Language, GCSE English, Media



Kirndeeep Kataria:

Study Skills, Time Management, Research, Note Taking, Referencing, Essay Writing, Personal Statements

Student Self- refer

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rd a week →

Tuesday 28/02/2023	Wednesday 01/03/2023	Thursday 02/03/2023	Friday 03/03/2023	Saturday 04/03/2023
Session expired	Session expired			
Session expired	Session expired			
Session expired	Session expired			
Session expired	Mentor Session Expired	Session booked by another student.		
Mentor Session Expired	Mentor Session Expired	Session booked by another student.		
Mentor Session Expired	Mentor Session Expired	Session booked by another student.		
Session expired	Session expired			
Session expired	Session expired			
Mentor Session Expired	Session expired	Hassan 14:20 to 14:50		
Mentor Session Expired		Hassan 15:10 to 15:40		
Session expired	Hassan 15:45 to 16:15			
Mentor Session Expired	Hassan 16:20 to 16:50	Session booked by another student.		

Book a tutor

Communication and recording of sessions

We communicate through ILP – Interventions
and Study log

With teaching staff

With safeguarding

With learning support

With parents

With each other through team meetings and
through excel log sheets

ILP – Individual student page



ILP Study logs

Course Name	Mentor/Catch-up tutor	Date submitted	Type of Session	Study Skill Type	Detail of topics covered
GCE A Level Business Studies	Hassan	2023-02-21 14:46:00	Working with a Mentor		Today we looked at how to structure 20 mark essay questions. We then went over some demand and supply theory.
GCE A Level Business Studies	Hassan	2023-02-23 10:19:00	Working with a Mentor		Extension of previous session.
GCE A Level Business Studies	Hassan	2023-02-27 11:29:00	Working with a Mentor		Today we looked at how to answer a 20 mark question involving polycentric and ethnocentric approaches to marketing for a business such as Taco-bell expanding into Brazil.
GCE A Level Business Studies	Hassan	2023-02-27 11:30:00	Working with a Mentor		Today we looked at how to answer a 20 mark question which involved considering the impacts of variance analysis and marketing on a wedding photographers business.
GCE A Level Business Studies	Hassan	2023-02-27 11:32:00	Working with a Mentor		Today we looked at how to answer a 20 mark question that required us to compare different ways to improve cash flows for a business.
GCE A Level Business Studies	Hassan	2023-02-27 11:32:00	Working with a Mentor		Extension of previous session.

Support Provision

Through one to ones

Small groups

Focused workshops

Catch Up Plus (Intensive support)

Extended Library Opening Hours

Summer School

Year 1 to Year 2 transition support

E/U Grade student reports

Exam prep

Study Skills – developing good habits

Aligned to curriculum – Talk to the teaching staff, attend meetings



Pastoral Support – Breaking down the barriers to learning

The students referred to us for whatever reason have fallen behind in their studies.

We spend a lot of time talking with them, building up a rapport and getting to know them

Important they know that they see that support is there to help them, not as a punishment

We refer to Safeguarding/Counselling where needed.

Impact

We update interventions with support provided and we follow up with the teachers to see how the student is performing in class.

We find out whether they have continued to keep up with their subject

Whether any additional support is needed

Whether they are now on track – if not, we offer further sessions

Track Improvement

Through assessments

Through results – from working at grades

Attendance

Behaviour

And

Positively reinforce through praise, call home, conversations with teachers, interventions

Embed

In schemes of work

In Action Improvement Plans

In student contracts

In student reports

In parents evenings

Student Feedback.

- Students have caught up with assignments

- Students gained a deeper understanding of their subjects

- Students handed in work of a better quality

- Students felt more confident

Teacher Feedback

- Felt that progress had been made

- Improved structure and sentence formation – improved quality of work

- Improved grades

Feedback –
very positive

Last year ...

Between September 2021 and July 2022 we completed 2816 appointments

The number of different students across all subjects and levels was 926

Some students requested support for more than one subject

We provided support to EPQ, Government and Politics, History, Psychology, Sociology, Law (Btec and A Level), Criminology, RS, Art, Business (Btec and A Level), Economics, French, Biology, Chemistry, Physics, Maths, English (A level and GCSE) Travel and Tourism, H&SC, Sports, ICT, Engineering, Performing Arts, ESOL, L1-3

Catch Up

The total number of appointments between 16th September and 6th July was **2816**. The number of different students across all subjects was **926**. Some students sought support for 2 or more subjects so the total number of unique, different students seen was **662**. A detailed breakdown of the is below.

Appointments by Level:

ESOL	169
Level 1	90
Level 2 GCSE English & Maths	328
Level 2 Vocational	84
Level 3	1948
Level 3 Vocational	197
Other	32
Total	2816

Appointments by Department:

Art & Design	44
Business	302
Computing & ICT	104
Education, Leisure and Wellbeing	131
English & Modern Foreign Languages	286
Expressive Arts	6
Humanities	475
Learning Support	227
Mathematics	847
Science	268
Tutorial (UCAS, Study Skills, Etc)	94
Other	32
Total	2816

Appointments by Subject:

Art & Design	
Fine Art	19
Graphic Design	1
Textiles & Fashion	10
Media Studies	11
L2 Art & Design	1
L3 Art & Design Vocational	2
Total	44

Business	
Business L2	10
Business L3	11
Business L3 Vocational	66
Business Studies	46
Economics	132
Financial Studies	37
Total	302

The data in detail

Computing & IT	
ICT L2 Certificate	14
BTEC L3 Extended Certificate in Engineering 2Yr	19
BTEC L3 Extended Diploma in IT 2Yr Vocational	5
Computer Science	58
ICT Sub Dip	8
Total	104

English & Modern Foreign Languages	
English Language	7
English Language & Literature	45
English Literature	91
French	15
GCSE English Post-16 Tier F	128
Total	286

Humanities	
BTEC Applied Law L3	21
Criminology	4
EPQ	55
Geography	1
History	108
Law	160
Politics	8
Psychology	62
Religious Studies	5

Education, Leisure & Wellbeing	
Health & Social Care L2	35
Sport L2	4
Travel & Tourism L2	5
Applied Psychology L3	8
Health & Social Care L3 Vocational	46
Sport L3	22
Travel & Tourism L3 Vocational	10
Childcare and Education	1
Total	131

Expressive Arts	
UAL L2 Diploma Performing Arts (Acting)	3
UAL L3 Extended Diploma in Music 2Yr	3
Total	6

Learning Support	
BTEC L1 Introductory Certificate in Business	3
BTEC L1 Introductory Certificate in Health & Social Care	54
English Skills Focus	2
ESOL Entry Level 2	110
ESOL Entry Level 3	38
Foundation Project	3
Functional Skills English	4
GCSE Mathematics ESOL	13
Total	227

Sociology	51
Total	475

Mathematics	
Further Mathematics	22
GCSE Mathematics (9-1)	200
L3 Certificate Core Maths	65
Mathematics	560
Total	847

Additionally, there were a small number of ESOL students who were interested in studying AS Mathematics:

ESOL Students Studying AS Level Maths	32
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Science	
Applied Science L3	27
Biology	78
Level 2 Diploma in Science	11
Chemistry	97
Physics	55
Total	268

Tutorial (Misc)	
Aim High	17
CV	2
Oxbridge Workshop	6
Study Skills	9
Yr2 - UCAS - Personal Statements & Applications	60
Total	94

The results

SUPPORT SESSIONS - COMPLETERS ONLY				ALL COMPLETERS			
ACHWAG	EXCWAG	ACHWAG%	EXCWAG%	ACHWAG	EXCWAG	ACHWAG%	EXCWAG%
280	186	75.07%	49.87%	2197	1179	60.88%	32.67%

Of the 662 who received support, 280 were completers. Of those, 75% achieved their WAG and 49.87% exceeded their WAG. Those who didn't use the catch-up support 60.88% achieved their WAG and 32.67 exceeded their WAG. Those who used the support therefore were more likely to do better than those who did not.

OFSTED Independent Inspection for DFE

Looked at

how we identified learners to receive tutoring

the suitability of tutors

how we set up tutoring

how well tutoring was aligned with the intended curriculum

THE IMPACT OF TUTORING

the wider effects of tutoring in the college

Ofsted

During the research visits, they held discussions with leaders, teachers, tutors and learners to get a sense of the provider's tuition strategy and how well integrated it was. These discussions consisted of semi-structured interviews or focus groups, depending on the size of the institution. The discussions with learners were all carried out in a focus group. Importantly, inspectors also observed tuition sessions during each visit. They wanted to see what was typically being taught and how well tutors were managing sessions. This was essential for them to triangulate the evidence and identify the coherence between the planned tuition strategy and its practical implementation.

Only issue
they found..

The room
was too small
for multiple
sessions!

