



"Together, We Flourish"

Kindness · Respect · Perseverance · Curiosity · Hope · Community

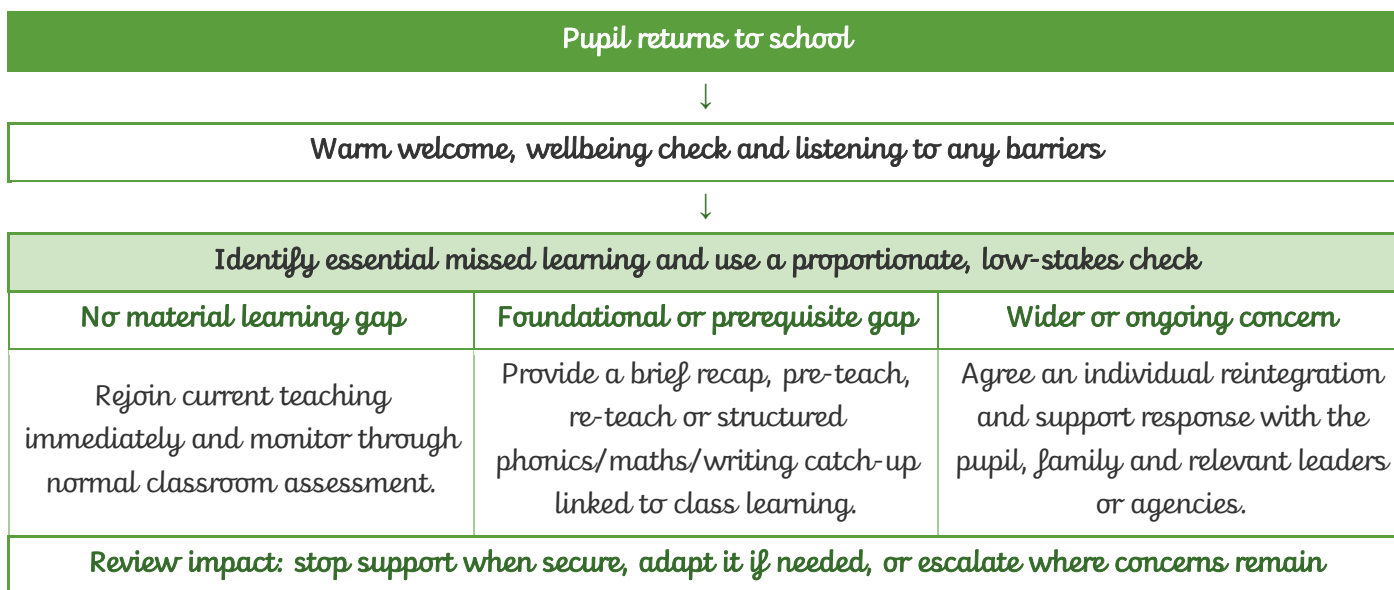
Catch Up Statement

September 2026

Purpose

This statement explains how Christ Church C of E Primary School supports pupils to return positively after absence, rebuild confidence and reconnect with current learning. It does not require pupils to reproduce every missed lesson or complete pages of copied work. Staff identify any essential prerequisite knowledge or skill that is preventing access to the current curriculum and provide proportionate, time-limited support.

Return-to-School Strategy Map



1. Statutory and Evidence-Informed Principles

The July 2026 statutory attendance guidance expects schools to build strong relationships with pupils and families, understand and remove barriers, make reasonable adjustments where appropriate, and support pupils back into school after lengthy or unavoidable absence by building confidence and bridging gaps. The EEF similarly emphasises diagnosis of individual need, belonging, effective family communication, strong universal provision, targeted support and monitoring of impact.

- **Belonging and confidence first:** Pupils are welcomed back with positivity and no stigma. Staff restore routines, relationships and a sense of safety before placing additional academic demands on the pupil.

- **Proportionate, not automatic:** Not every absence creates a learning gap and not every returning pupil requires an intervention. Decisions reflect the length, timing and pattern of absence, what was taught, and what the pupil can already do.
- **Current learning remains the priority:** Pupils rejoin the class curriculum as quickly as possible. Catch-up should not replace high-quality teaching or cause pupils to miss so much current learning that further gaps are created.
- **Essential knowledge and skills first:** Support prioritises phonics and early reading, prerequisite mathematical understanding, key reading and writing knowledge, and the essential concepts or vocabulary needed to access the current unit.
- **No blind copying or page filling:** Pupils are not expected to copy completed work, reproduce every missed worksheet or complete a backlog simply to make books appear complete.
- **Targeted, structured and time-limited:** Additional support is linked directly to classroom learning, delivered by an appropriately trained adult, reviewed for impact and withdrawn when it is no longer needed.
- **Inclusive and individually responsive:** Staff consider SEND, disability, physical or mental health, young caring responsibilities and other vulnerabilities. Reasonable adjustments are agreed with pupils and families and reviewed regularly.
- **Attendance and learning are considered together:** Where absence is repeated, persistent or severe, academic catch-up sits within a wider support-first attendance response rather than being treated as a stand-alone intervention.

Our catch-up approach will	Our catch-up approach will not
Help pupils access what is being taught now; focus on significant gaps; use brief, purposeful teaching; monitor whether the support works.	Assume all absence has the same impact; create an unmanageable backlog; punish absence through work; keep pupils in intervention indefinitely.

2. Return-to-School Catch-Up Framework

Step 1: Welcome, listen and reconnect (day of return)

- A familiar adult welcomes the pupil warmly and helps them settle back into normal routines and relationships.
- Staff check physical and emotional readiness, listen to the pupil and family, and identify any immediate barrier to successful reintegration.
- Where appropriate, agreed reasonable adjustments, medical plans, SEND provision or pastoral support are put in place or refreshed.
- The pupil joins current class learning as soon as they are ready; catch-up is not used as a barrier to returning to peers and routines.

Step 2: Identify what matters (normally within the first two school days)

- The class teacher reviews the sequence of learning missed and identifies only the knowledge or skill that is essential for the pupil to access current teaching.
- Any check is brief and low stakes. It may include discussion, retrieval questions, observation, a phonics check, a short worked example, practical demonstration or review of the pupil's current work.
- Teacher judgement is central. A single quiz or score is not used in isolation, and the pupil is not assessed on content they have never been taught unless the purpose is to identify a starting point.

Step 3: Select the least intrusive effective response (promptly after a material gap is identified)

- **Routine classroom response:** brief recap, vocabulary reminder, model, scaffold, worked example, partner explanation or guided practice within the lesson.
- **Short targeted response:** a focused pre-teach or re-teach session, RWI Fast Track Tutoring, or a structured mathematics/writing activity linked directly to the current sequence.
- **Individual reintegration response:** for lengthy, repeated or complex absence, the teacher works with the Attendance Lead and relevant leaders to agree priorities, adjustments, communication and a review point with the pupil and family.

Step 4: Review and adapt (during the following one to two weeks)

- The teacher checks whether the pupil can now access and retain the relevant learning through normal classroom assessment and pupil voice.
- Support is ended when secure, refined if partly effective, or escalated to a subject leader, Inclusion Lead or SENDCo where gaps or barriers remain.
- Leaders consider the cumulative effect of repeated absence and make sure withdrawal for catch-up does not create further missed learning, anxiety or reduced belonging.

3. Subject-Specific Catch-Up Provision

Read Write Inc. Phonics and Early Reading

- The RWI teacher or Phonics Lead checks whether the pupil has missed sounds, blending practice or Storybook teaching that is necessary for their current group.
- Where a gap is evident, the reading teacher will inform the RWI tutor and the RWI tutor provides a brief 5-10 minute Fast Track Tutoring session or small-group recap later in the day. Returning from absence alone does not automatically trigger withdrawal.
- The tutor aligns support with the pupil's RWI group, checks application in reading and spelling, and feeds back to the class or reading teacher.

Mathematics

- Teachers identify the prerequisite small step or representation that underpins the current White Rose sequence. Flashback 4 and retrieval (5 minute recall, no new learning section) can inform this, but are not used as the only diagnostic tool.
- Support may include a worked example, manipulatives, visual representations, short pre-teaching, guided practice or re-teaching of a specific misconception.
- Pupils then apply the learning within the current lesson sequence so that catch-up is connected to, rather than separate from, classroom mathematics.

Writing

- The teacher identifies the element that is essential to the current outcome, such as the model text, vocabulary, sentence structure, grammar technique, planning process or oral rehearsal.
- The pupil receives a concise model, explanation and supported practice. They are not expected to recreate an entire missed extended write unless this is genuinely necessary for assessment or curriculum progression.

Reading Beyond Phonics

- The pupil is given a brief orientation to the class text, including the essential plot, context, vocabulary or prior section needed for current discussion.
- Teachers use a short extract, summary, partner explanation or guided reading rather than requiring the pupil to read every missed page before rejoining the class.

Foundation Subjects

- Teachers identify the essential substantive knowledge, disciplinary idea, vocabulary or concept needed for the next lesson.
- A knowledge organiser, image, timeline, model, demonstration, short explanation or retrieval activity may be used. Full missed lessons are not routinely replicated.

Early Years

- Catch-up is based on observation, play, talk and responsive adult interaction. Staff prioritise communication and language, phonological awareness, early number, personal development and confidence in routines.
- Worksheets or formal testing are not used to create a record of missed learning. Support is woven into high-quality continuous provision and focused adult interactions.

4. Roles and Responsibilities

- **Head Teacher / Deputy Head Teacher:** provide strategic oversight, ensures attendance and curriculum responses are joined up, and report patterns and impact to governors.
- **Justine Watts - Attendance Lead:** monitors attendance and absence patterns, liaises with the Head and Deputy Head as well as class teachers, maintains positive contact with families, coordinates support and ensures lengthy, repeated, persistent or severe absence triggers appropriate reintegration planning.
- **Class teachers:** welcome pupils back, identify essential missed learning, choose the proportionate response, communicate with relevant adults and review impact.
- **Phonics, mathematics, English and curriculum leaders:** support accurate identification of prerequisite knowledge, provide resources and check that catch-up remains aligned with the intended curriculum.
- **Charlotte Butcher - Inclusion Lead, and Lindsey Burn - SENDCo:** advise on reasonable adjustments and additional support for pupils with SEND, disability, health or other vulnerabilities, and monitor that support helps rather than hinders learning and wellbeing.
- **RWI tutors and teaching assistants:** deliver agreed structured support for which they are trained, liaise closely with the teacher and avoid replacing teacher responsibility for assessment and curriculum access.
- **Pupils and families:** are listened to as partners. Their views help staff understand barriers, confidence and what support is most likely to help.

5. Communication, Monitoring and Review

- **Communication with families:** Where targeted catch-up is required, staff explain the priority, the support being provided and when it will be reviewed. Families are not routinely asked to recreate missed school work at home. Attendance communication is clear, personalised and framed positively, using days or sessions missed and the effect on learning rather than relying only on percentages.
- **Monitoring pupils:** Leaders review pupils with repeated, persistent or severe absence and pay particular attention to disadvantaged pupils, pupils with SEND or health needs, pupils with a social worker and young carers. Academic progress, wellbeing, pupil voice and renewed attendance are considered together.

- **Monitoring provision:** Subject and inclusion leaders sample whether support is timely, curriculum-linked and proportionate. Interventions are changed or stopped where they are not having the intended effect or are creating additional workload or missed learning.
- **Review of this statement:** The statement is reviewed annually, or sooner following material changes to statutory guidance, the school curriculum or local attendance arrangements.

Key references

- [Department for Education, Working together to improve school attendance: statutory guidance \(July 2026\)](#)
- [Department for Education, RISE attendance improvement resources \(June 2026\)](#)
- [Education Endowment Foundation, Supporting school attendance \(2024\)](#)
- [Education Endowment Foundation, The EEF Guide to Inclusive Teaching: Adaptations and additional support \(2026\)](#)
- [Education Endowment Foundation, Learning recovery and the role of diagnostic assessment \(2021\)](#)