

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19).

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, there is a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

Catch Up Funding:

This funding will be provided in 3 tranches.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

In this document it states:

- Tuition delivered by qualified teachers is likely to have the highest impact
- In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.

- Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

National Tutoring Programme:

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are launching a national tutoring programme to provide additional, targeted support for those children and young people who need the most help.

For Primary Schools the programme will comprise of at least 2 parts:

- a [5 to 16 programme](#) that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020
- a [reception year early language programme](#) that will make training and resources available at no-cost to schools where additional targeted support for oral language would be particularly beneficial

5-16 programme:

The 5 to 16 programme will increase access to high-quality tuition for disadvantaged and vulnerable 5 to 16-year olds.

Tutoring will begin from the second half of the autumn term and increase through spring term 2021.

Schools will be able to use their catch-up premium to cover the subsidised cost of the programme. Organisations will bid to provide sustained blocks of tutoring (15 hours) to pupils, rather than individual sessions. This funding will cover 75% of the per session cost, with schools paying for the remaining 25%.

Individual tutors won't be able to apply directly to the NTP for funding, but will be able to sign-up with the Tuition Partners selected for funding. Potential tutors can sign up through this [sign-up form](#).

NTP Tuition Partners funding will be given out based on evidence of impact on attainment, safeguarding policies, and previous experience of working with schools at an organisational level.

The majority of this tutoring to be delivered in small groups (with one tutor and three pupils) to ensure that as many pupils as possible can benefit from Tuition Partners.

Tutoring may take place on line and can be delivered in or out of school time.

Reception Early Language Programme:

The Department for Education is working with the EEF and other partners to scale up delivery of the Nuffield Early Language Intervention (NELI). NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group. Participating schools will receive resources and will be able to access online training from the start of the spring term 2021.

This funding is for schools to use on specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the **Education Endowment Foundation (EEF)** has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Strategies may include:

- Possible Teaching and TA additional hours above those already budgeted for 2020 2021
- Staff training to support curriculum planning and improved quality first teaching
- Strategies to support parental engagement and pupil attendance
- Focused training on effective use of technology to support remote teaching and learning
- Pupil Assessments – materials and time to enable Teachers to assess pupil’s wellbeing and learning needs
- Curriculum Resources
- Transition Support to support pupils into school – dedicated transition events either remote or face to face.
- Targeted one to one support or small group tuition
- Intervention programmes – one to one or small groups
- Investment in technology, either providing pupils with devices or improving facilities available in school
- Use of catch up funding to support access to national tutoring programme

Useful links

[Gov guidance Catch up premium](#)

[The EEF guide to supporting school planning-A tiered approach to 2020-21.pdf](#)

[EEF support guide](#)

[EEF Teaching and Learning Toolkit](#)

[EEF Assessing and monitoring pupil progress](#)

[EEF Remote Learning Evidence Review](#)

Section 1: Contextual Information

School	Blisland Primary Academy	Total Number of Pupils	38	Total Catch Up Funding	£2750
Identified Priorities for Catch Up Premium			Reasons for the selection of the priority		
1	Phonics and reading catch-up		Good phonological awareness and strong early reading skills has a good impact on wider learning and the wider curriculum. Children who may have had extended absence from schools during closures may have fallen behind with phonics and reading. There is also a high likelihood that phonics that may have taught at home could have been taught incorrectly.		
2	Place value and number		Having a strong place value understanding underpins many concepts in mathematics. After assessing the children’s knowledge and understanding in maths, many areas for develop or of weakness stemmed from a weakness or misconceptions in place value understanding.		

3	Times tables recall and application	After assessing pupils' times tables recall in years 3-6. It is apparent that the speed and application of this knowledge has gone backwards. Use and understanding of times tables will underpin much of the pace in which the children can learn, understanding and consolidate new areas of mathematics.
4	Spelling, Communication and language	<p>Children's use of phonics and spelling needs support as the lack of phonics, spelling and writing opportunities for some children has meant that they have fallen behind what would have been their expected level. The improved spelling skills and strategies will enable children to have clear writing and confidence in what they are expressing through their writing.</p> <p>Due to a lack of experiences, children's understanding, use and development in communication and language has been inhibited – as schools closed, culture capital opportunities reduced. Children will need to improve the language skills so that they are able to express and communicate their emotional and academics needs and abilities. With greater communication abilities and understanding/use of language, children will be able to understand the world they are in and access learning within their environment more readily.</p>
5	Sentence construction and grammatical rules	Children in specific year groups have had a significant time away from direct teaching of writing techniques and rules. During lockdown, although there was support and work provided, there was limited success with children accessing direct teaching or having opportunities for writing length. This support will enable the focused group where this has been identified as an issue to make accelerated progress within their writing.
6	Greater depth in upper KS2	Many children in Years 5/6 when lockdown and school closures were enforced, were working at a greater depth level. Upon returning, these children have shown to be working a solid age appropriate level but with additional support, they will be able to access teaching to content that will push their achievements the GD

Section 2: Detailed planning, review and evaluation

Priority A	Language and communication (NELI)				Total Cost	£ 157 (Release time)	
INTENT	IMPLEMENTATION				IMPACT		
Desired Outcomes (success criteria)	Action	Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date:	Progress Review 2 Date:	Final Evaluation (against success criteria) Date:
<p>Children have improved language</p> <p>Children will have improved oral literacy skills</p> <p>Children will have improved comprehension of language</p> <p>Children will have improved listening skills</p>	<p>Staff to take part in 10 hours of NELI training and supportive instruction on how to use resources and implement with our young cohort</p>	<p>Support great teaching</p> <p>Intervention programmes</p>					

Priority B	Phonics and Early Reading				Total Cost	Up to £200	
INTENT	IMPLEMENTATION				IMPACT		
Desired Outcomes (success criteria)	Action	Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date:	Progress Review 2 Date:	Final Evaluation (against success criteria) Date:
Children will be working at age related reading levels Children will have a strong sight recognition for age related phonics Children's fluency in reading will improve	York reading assessments/SATs assessments to baseline children's levels Use of adults to support more 1:1 reading time across both Key stages (use viper skills/questions to assess and support) RW inc support and interventions to ensure children have the ability to sound/segment and blend Create reading packs to information and support parents with	1:1 targeted support/tuition Small group tuition Extended school time (partly)		£10 N/A £150 £10			

	how they can effectively help/support the reading and phonics with their child/children						
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Priority C	Time table recall and mental maths recall				Total Cost	£ 150	
INTENT	IMPLEMENTATION				IMPACT		
Desired Outcomes (success criteria)	Action	Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date:	Progress Review 2 Date:	Final Evaluation (against success criteria) Date:
Children's mental recall and quick maths linked to addition, subtraction and number bonds becomes faster and more secure. They will be able to apply this to day to day learning	Purchase of Numberbots Rollout log ins to parents to support at home too	Pupil assessment and feedback Wider strategies (Supporting parents and carers)		£95 £10			

and become rapid graspers of new concepts (KS1)							
Children's times table recall will become faster and accurate. They will be able to use this when learning new concepts (KS2)	Rollout logins to parents so they can support at home too			£10			
	Use 99 club and assess/support with rigorous feedback			£10			

Priority D	To improve grammatical understanding and sentence construction				Total Cost	£ 500	
INTENT	IMPLEMENTATION				IMPACT		
Desired Outcomes (success criteria)	Action	Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date:	Progress Review 2 Date:	Final Evaluation (against success criteria) Date:
Children can talk and write in complete sentences which are grammatically correct	Children to be taken on a small group or 1:1 basis to be given focused teaching and intervention around areas of writing that require improving.	Targeted support Pupil assessment and feedback					

Children will relate their sentence construction skills to different genres	Children to have 1:1 Or small group feedback and consultation around their writing.						
Children's stamina for writing whilst keeping it grammatically accurate will improve	Children to have specific writing resources (e.g. exercise books, Wordsmith books) to support the improvement of writing.						

Priority E	To support the development of children who should be GDS				Total Cost	£ 1200	
INTENT	IMPLEMENTATION				IMPACT		
Desired Outcomes (success criteria)	Action	Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date:	Progress Review 2 Date:	Final Evaluation (against success criteria) Date:

<p>Children who were or could be GDS but have been hindered in their progress due to COVID-19 are able to make accelerated progress and work at a greater depth standard</p>	<p>Children to have access to additional learning opportunities through an extended school day (Y6)</p> <p>Children are able to have access to a wide range of resources and digital devices which allow them to access learning material that can support their greater depth and track their progress.</p>	<p>Targeted small group tuition</p> <p>Pupil assessment and feedback</p> <p>Access to technology</p>				
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<p>Priority F</p>	<p>To improve understanding of place value, number and applied calculation knowledge and skills</p>				<p>Total Cost</p>	<p>£ 500</p>	
<p>INTENT</p>	<p>IMPLEMENTATION</p>				<p>IMPACT</p>		
<p>Desired Outcomes (success criteria)</p>	<p>Action</p>	<p>Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies</p>	<p>Quality assurance of delivery</p>	<p>Cost</p>	<p>Progress Review 1 Date:</p>	<p>Progress Review 2 Date:</p>	<p>Final Evaluation (against success criteria) Date:</p>

<p>Children can recognise number values to a minimum of an age appropriate understanding</p> <p>Children will be able to apply knowledge of place value and base 10 to calculations in accordance with age appropriate standards and the calculation policy.</p>	<p>1:1 and small group maths tuition and intervention</p> <p>Use of 'numberbots'</p> <p>Use of white rose premium resources for intervention/tuition</p> <p>Pupil conferencing/feedback around progress in these skills</p>	<p>Small group tuition</p> <p>Pupil assessment and feedback</p> <p>Access to technology</p>					
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