

Catch Up Funding 2020-2021

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

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, the government are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

Eligibility

The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision. It will cover:

- primary, middle, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- non maintained special schools
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained and academy hospital schools
- local authorities for SEND pupils they place in independent special settings

Funding allocation

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years' reception through to 11.

The Government have applied additional weighting to specialist settings, recognising the significantly higher per pupil costs they face.

This means a typical primary school of 200 pupils will receive £16,000 while a typical secondary school of 1,000 pupils will receive £80,000.

Payments

This funding will be provided in 3 tranches. The first payments have now made. Full details of the allocations and conditions of grant can be found at [Coronavirus \(COVID-19\) catch-up premium: provisional allocations](#).

Allocations are based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.

The government will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.

A further £33.33 per pupil or £100 per place will be paid during the summer term 2021.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

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. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programme

Year 7 Literacy and Numeracy Catch-Up 2019-2020

The literacy and numeracy catch-up premium was introduced by the Government in June 2013 and is paid to schools to raise Year 7 students' levels in Reading and Maths so that they can successfully access the secondary curriculum. The 'expected' level for a Year 7 student, based on Year 7 SATs, is a score of 100.

Review of expenditure from previous year and impact

Last year, we were allocated approximately £17,000 to support the progress of our students who fell below the KS2 scaled score benchmark of 100 (average for Reading and Maths).

For 2019/20 we had 47 students falling below this benchmark (average score for Maths and Reading). Our main objective was in the allocation of Catch-Up Funding to provide support for students who had not achieved the expected standard in Reading and Maths. This was to ensure that they were able to make rapid progress in Year 7 and that this progress is sustained during the course of Key Stage 3 and into GCSE. By improving the standards of literacy and numeracy, our young people's life chances are also improved.

Our profile at The Cottesloe School was that around 75% of our Year 7 students achieved the 100 scaled score benchmark whilst at primary school. 47 students missed the expected standard in Reading and 48 in Maths. 47 students have arrived with an average scaled score below 100 for Reading and Maths.

Year 7 interventions:

- From the start of Year 7, we set up and run our reading intervention group, with the support of our SEND team (additionally some funding is used to source accessible books for less confident readers)
- Vulnerable students were invited to join our extended transition support group
- During the first half of Term 1, the Maths and English departments assessed all students, through baseline testing, to ensure we were working with the correct ones and to gain additional insight into areas in need of development
- In the second half of Term 1 we allocated one lesson a week towards numeracy catch-up and one hour a week for literacy catch-up, for identified students
- At least three per year, students are tested in Maths and English, allowing us to gauge levels of progress and the need for additional intervention
- In addition to the above, broadly speaking, we selected the lowest performing 10% of students by literacy and numeracy and provided interventions through small group teaching in our Learning Support Department

Year 8 to 11:

- The students who did not reach the expected benchmark in Year 7 continued to receive intervention in Year 8, with continued attendance at literacy and numeracy interventions
- Students who attended small group teaching lessons in our Learning Support Department continued with this provision through Year 8
- We also encouraged parents to continue to read with their children at home and to practise times-tables
- In Year 9, children began their GCSEs, giving us an opportunity to implement appropriate curriculum provision with the use of guided GCSE pathways