

Catch up Funding available to schools as a result of COVID pandemic and missed education.

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding 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 missed learning
- a £350 million [National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help, which includes:
 - a schools programme for 5 to 16-year-olds – for more information, see the [National Tutoring Programme FAQs](#)
 - a [16 to 19 tuition fund](#)
 - an oral language intervention programme for [reception-aged children](#). The duration of the programme is 20 weeks and the HLTA or LSA will work with a group of 4-6 children, this will be overseen by the class teacher.

There is currently funding in place to train the LSA/HLTA and teachers to deliver the NELI Programme. 21 Thurrock Primary Schools have signed to participate in the programme.

Example videos of the intervention sessions can be viewed at

<https://www.teachneli.org/what-is-neli/programme-structure/>

Eligibility for Catch up Premium

The followings settings are eligible:

- primary, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- special schools not maintained by a local authority
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies
- independent special schools

Funding allocations

School allocations were calculated on a per pupil basis.

Mainstream schools got £80 for each pupil from reception to year 11 inclusive.

The following settings got £240 for each place for the 2020 to 2021 academic year:

- special schools, including special units within mainstream schools
- AP schools
- hospital schools

See the [Coronavirus \(COVID-19\) catch-up premium: allocations guidance](#) for further information.

A total of £2,249,200 was paid to Thurrock mainstream schools and a further £113,760 to the special schools and Alternative Provision.

Similar to the [pupil premium](#), schools are expected to use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis. Funding will only be available for the 2020 to 2021 academic year and will not be added to schools' baselines in calculating future years' funding allocations.

Using catch-up funding

Schools should use this funding for specific activities to support their pupils' education recovery in line with the curriculum expectations in the [actions for schools during the coronavirus outbreak guidance](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.

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.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

Schools can use catch-up premium funding to support any summer catch-up provision that they are offering and can carry funding forward to future academic years.

Accountability: school leaders and governors

School leaders must be able to show they are using the funding to support their pupils' educational recovery in line with the curriculum expectations in the [actions for schools during the coronavirus outbreak guidance](#).

Governors and trustees should scrutinise schools' approaches to catch-up, 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.

Information is available on:

- [what academies should publish online about their use of catch-up premium funding](#)
- [what maintained schools should publish online about their catch-up premium funding](#)

Monitoring by Ofsted

It is intended that Ofsted will resume its full programme of routine, graded school inspections in September 2021. As part of these inspections, inspectors may discuss plans schools have to spend their catch-up premium funding.

The National Tutoring Programme

The National Tutoring Programme (NTP) is an ambitious scheme intended to provide additional, targeted support for those children and young people in schools who have been most affected by disruption to their education as a result of the coronavirus (COVID-19) pandemic.

During the first year of the programme introduced in November of the 2020 to 2021 academic year, state-maintained primary and secondary schools in England were able to access high-quality subsidised tutoring provision for 5 to 16-year-olds using 2 routes, tuition partners and academic mentors.

The second year covers the 2021 to 2022 academic year and builds on the first phase. Based on feedback from schools, DfE have expanded the NTP for the second year of the programme, offering state-funded schools and academy trusts 3 routes to tutoring:

- tuition partners
- academic mentors
- school-led tutoring

Reasons for introducing NTP

Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic.

Impact of NTP in the 2020 to 2021 academic year

The NTP was launched in November 2020, and 240,200 pupils were enrolled for tuition in the 2020 to 2021 academic year.

As of the 2 July 2021, tuition partners are working with over 5,700 schools. 46% of schools on the programme have a greater than average percentage of pupils receiving pupil premium funding.

Tuition partners have recruited almost 27,000 tutors. This exceeds the end of year target and means supply is well developed across all regions.

DfE have also placed over 1,000 academic mentors in almost 950 schools. 83% of placements have been in schools with a greater than average proportion of pupils in receipt of pupil premium. As of the 18 May 2021, academic mentors have supported over 62,000 pupils.

NTP in the academic year 2021 to 2022

On 2 June 2021, the Department for Education announced that it was [investing a further £1 billion in its education recovery programme over the next 3 years](#). Alongside extra provision for the [NELI \(Nuffield early language intervention\) programme](#) and the [16 to 19 tutoring provision](#), this includes a huge expansion to the NTP which will support up to 6 million pupils aged 5 to 16 and 15-hour tutoring packages.

Building on the success of NTP in the 2020 to 2021 academic year, DfE have listened to feedback from schools and stakeholders and further developed the breadth of the programme for 2021 to 2022 academic year.

DfE recognise that each school has pupils with varying needs so have developed a tutoring proposition that provides a high degree of flexibility and choice. They have developed options that make it easier for schools to [access tutoring](#) while ensuring that schools can still exercise a high degree of discretion to support the pupils schools believe are most in need.

National tutoring programme options

There are 3 subsidised tutoring options available to state-funded schools in England for the 2021 to 2022 academic year. The remaining costs will be funded by schools using, for example, the recovery premium or pupil premium.

Tuition partners

Schools can access subsidised tutoring from an approved list of tutoring providers known as tuition partners. Approved tuition partners have passed a set of quality, safeguarding and evaluation standards. Tuition partners offer a range of subjects and provide targeted support for pupils in small group or one-to-one sessions. This option offers additional tutoring capacity to schools, especially in some regions where this is scarce. It also provides a high level of flexibility to schools and

academy trusts without them having to use their own staff and a selection of providers who can tailor their expertise to support particular identified needs.

Find out how to [apply for tuition partners](#).

Academic mentors

Academic mentors are salaried members of staff and will work alongside teachers to provide a range of interventions, focusing on small group and one-to-one sessions. They provide support tailored to schools, including subject-specific work, revision lessons and additional support. Academic mentors are graduates or teachers who undergo intensive training before being placed in a school.

Find out how to [apply for academic mentors](#).

School-led tutoring

School-led tutoring is available for eligible state-funded schools and academy trusts based on the number of pupil premium students. This payment is ring-fenced to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools and academy trusts the flexibility to use tutors with whom they are familiar.

Find out more about [school-led tutoring grants](#).

Recovery Premium Funding

Purpose

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery.

The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the [pupil premium](#), this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Eligibility

All schools that are eligible for pupil premium are eligible for recovery premium. This includes the following types of schools:

- mainstream primary, secondary and all through local authority-maintained schools, academies and free schools serving children aged 4 to 15
- local authority-maintained special schools
- special academies and free schools
- non-maintained special schools
- pupil referral units

Appendix 1

- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies

Pupil eligibility

The recovery premium will be allocated using the same data as the pupil premium. This means the following pupils will attract recovery premium funding to schools:

- pupils who are eligible for free schools meals (FSM)
- pupils who have been eligible for free school meals at any point in the last 6 years
- children looked after by local authorities and referred to as looked-after children (LAC)
- post-looked after children (post-LAC)

Funding

Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream schools will get:

- £145 for each eligible pupil in mainstream education
- £290 for each eligible pupil in a special unit

Other types of eligible schools will get £290 for each eligible pupil.

DfE have included a minimum payment that they refer to as a 'floor' to ensure that:

- an eligible primary school will not receive less than £2,000
- an eligible secondary school will not receive less than £6,000

As with pupil premium, the funding for looked-after children will be paid to the local authority and should be managed by the [virtual school head](#).

School allocations and the conditions of grant will be published ahead of the first payment in September.

Payment schedule

The recovery premium will be paid in 4 payments to schools during the 2021 to 2022 academic year on the following schedule.

Maintained schools payment schedule

Payments will be sent to local authorities on the last working day of each month in:

- September 2021

Appendix 1

- December 2021
- April 2022
- June 2022

Academies payment schedule

Payments will be made on the first working day of each month in:

- October 2021
- January 2022
- May 2022
- July 2022

Using recovery premium funding

Schools should spend this premium on evidence-based approaches to supporting pupils. In line with the [Education Endowment Foundation's pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest

For further guidance on effective use of pupil premium, and recovery premium funding, read our guidance on [using pupil premium](#).

As with pupil premium, funding for looked-after children should be managed by the local authority virtual school head. They should work with schools, including the designated teacher, to decide how to use the funding effectively to support looked after children.

Reporting and accountability

Schools must show how they are using their recovery premium effectively:

- by reporting on their use of recovery premium as part of their [pupil premium strategy statement](#)
- through [inspections by Ofsted](#) - as part of these inspections, inspectors may discuss plans schools have to spend their recovery premium funding

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The Summer Schools Programme

The summer schools programme was open to secondary schools. The aim of the programme was to deliver a short summer school, offering a blend of academic education and enrichment activities.

Funding was made available to:

- state-funded secondary and special schools
- non-maintained special schools
- pupil referral units
- alternative provision for any pupils whose education was funded by the local authority outside of state place funded schools, including:
 - independent schools
 - non-maintained special schools
 - other providers
 - What has been the impact of the pandemic on the children in their school?
- Any use of government initiatives: Catch up funding, Recovery Premium Funding, National Tutoring Programme, Summer School, NELI
- Any use of in-house strategies, EEF or other interventions, wellbeing & SEMH, behaviour, other etc.
- General comments

A further report will be presented to board to disseminate this information.