



## Northbourne CE (A) Primary School

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### Covid Catch-Up funding

Following the disruption to learning caused by school closures from March 2020, the government have announced £1 billion of additional funding to support children on their return to school. This includes a £650 million universal catch-up premium for 2020-21 to ensure that schools can support pupils in making up for any loss of learning.

Although all children have had learning disrupted by the coronavirus outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. Alongside the universal funding, therefore, the DfE is also launching a £350 million National Tutoring Programme, providing additional, targeted support to children who need most help. Details for this have not yet been published.

#### Funding allocation

School allocations for the £650 million universal catch-up premium are calculated on a per pupil basis, providing each mainstream school with £80 per pupil for pupils in YR – Y6. This creates a one-off payment likely to be 307 pupils (at time of October census) x £80 = **£24,560**. This is paid in 3 tranches (Autumn 2020, early 2021 and summer 2021). While the funding is calculated on a per pupil basis, schools have been told to use the sum available to them as a single total from which to prioritise support for pupils depending on their need.

#### How Catch Up funding is being used nationally

In their Covid 19 Series: Briefing on Schools, October 2020 (published November 2020), Ofsted reported on the use of Covid Catch Up funding nationally:

*As we reported in the first briefing, many schools have no definite plans yet for the catch-up premium. Where leaders had decided on how to use the funding, they were generally focusing on different ways to help individual pupils to catch-up with missed learning. In primary schools, the intervention work, or planned work, was often focused on reading, and sometimes also on mathematics and writing. Leaders usually intended to pay for additional staff to enable this work to happen. Some leaders said that these staff would be employed for this purpose, while others planned to use their own staff. One leader said that the latter option was better for them 'because our staff know our kids'. Leaders also said that they might use the funding to pay for:*

- *online tutoring*
- *extending the school day for Year 11*
- *releasing teachers to plan remote learning*
- *additional pastoral staff*
- *education welfare officer (attendance) support*
- *counselling for pupils.*

## Use of funds planned to date

Use	Amount	Rationale
<p>Extra TA hours (fixed-term basis) (7 ½ week, 5 afternoons)</p> <p><i>Include additional LTS to create extra capacity KC: £2,438</i></p>	<p>£3, 950 + £2,438</p> <p>£6,388</p>	<p>Increasing the hours of a TA currently working part-time will free up capacity in YR and Y1 for skilled and trained TAs to target Y1 children (initially) not yet reading at the age-expected book banded level.</p> <p>When Y1 pupils have caught up, this support may be re-deployed to other age phases.</p>
<p>Small group tuition in English and Maths for targeted pupils provided after school by class teachers</p>	<p>20 weeks x £25 per week + planning £550 per group (£765 actual cost)</p> <p>£4,590</p>	<p>After-school small group tuition for targeted pupils, provided by qualified teachers. Using teachers employed in school will ensure this provision is of the highest quality and will be built on ongoing discussion and close links with the child's class teacher (where tuition is being provided by another member of staff).</p> <p><b>Consider whether TAs can also provide after-school tuition depending on impact seen</b></p>
<p>Manipulatives in Maths</p>	<p>£1,000</p>	<p>To strengthen Quality First Teaching further in Maths, manipulatives in classrooms need to be refreshed and re-stocked to ensure there are sufficient for all pupils to access.</p>
<p>Website subscriptions:</p> <ul style="list-style-type: none"> <li>• Deepening Understanding (Maths)</li> </ul>	<p>£348</p>	<p>A number of websites have made materials available to support catch-up within the context of whole-class teaching. Subscribing to these will allow school staff to draw on these with all pupils.</p>
<p>Chromebooks</p>	<p>5 x £220 each</p> <p>£1,100</p>	<p>During the first Lockdown and since the return to school, it has become clear that a number of children have not been able to fully access remote learning (including ongoing homework activities) due to a lack of appropriate devices at home – this has led to some trying to access Google Classroom on phones, for example, which is challenging. Buying and giving out Chromebooks on a long-term loan basis will ensure that the small number of affected pupils can fully access remote learning both throughout the year and during any periods of unavoidable absence.</p>

This initial allocation is of around half of the total funding (£13,426). I think it is prudent to review the impact of these strategies before allocating the rest of the funding, to ensure that its use has the impact required. If tuition is helping pupils catch up, and the National Tutoring Programme is not able to be accessed by large numbers of pupils, then it would seem sensible to allocate further amounts of money to extending this (although this will depend on the capacity of staff offering tuition).