



## Northbourne CE Primary School

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### Covid Catch-Up funding (v3, January 2022)

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 based on 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.*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/933490/COVID-19\\_series\\_briefing\\_on\\_schools\\_October\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/933490/COVID-19_series_briefing_on_schools_October_2020.pdf)

## School-Led Tutoring

In September 2021, the DfE expanded the National Tutoring Programme (NTP) by adding an option for School-Led Tutoring. Through the NTP, from September 2022, schools are able to source high quality tuition through one of 3 routes: Tuition Partners, Academic Mentors and School-Led Tutoring. Adding additional options to the NTP in this way is intended to provide schools with greater flexibility in planning and targeting the catch-up provision they put in place.

At Northbourne, we are using School-Led Tutoring to support some of our disadvantaged pupils. Through this route, state schools are provided with a ring-fenced grant to use existing staff – including teaching assistants – to provide tuition. Funding is allocated to cover 75% of the cost of 60% of Pupil Premium-funded pupils receiving tuition at the cost £18 per pupil per hour for 15hrs each; our DfE allocation at Northbourne is £4,050. Following discussion with staff and consideration of capacity, it was decided that teaching assistants would provide this support. Four TAs, who, between them, typically work across all age phases have completed the training to provide tuition.

More information on the National Tutoring Programme available:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1031705/School-Led\\_Tutoring\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf)

**Use of funds planned to date** (updated to reflect any change in priorities from March 2021, with actions for 21-22 labelled)

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><b>Assessment:</b> Pupils taking part to be reading at the level of age-related expected book-band and working within expected Phonics phase.</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>Assessment:</b> Various measures depending on subject and areas of development for individual children receiving tuition.</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><b>Assessment:</b> Observations of teaching show that pupils' conceptual understanding is being strengthened through access to a range of manipulatives.</p>

<p>Website subscriptions:</p> <ul style="list-style-type: none"> <li>• Deepening Understanding (£348)</li> <li>• Numberstacks (£50)</li> <li>• Numbots (£83.95)</li> </ul>	<p>£481.95</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. Deepening Understanding focuses on problem solving and reasoning; Numberstacks and Numbots are based on developing and improving mathematical fluency.</p> <p><b>Assessment:</b> Scrutiny of work, discussions with pupils and observations of teaching show that the use of rich reasoning and problem-solving tasks is helping pupils to secure deep conceptual understanding of the Maths they are learning.</p> <p>Pupils struggling with mathematical fluency are being supported through the use of motivating, well-targeted intervention materials.</p>
<p>Extension of main reading scheme</p>	<p>£1,000</p>	<p>Assessments on pupils' return to school suggest that reading is less fluent than it was previously for a number of groups of pupils. Extending the reading scheme with books for some more advanced bands will help ensure pupils are reading well-chosen, targeted, finely graded books and support them in developing their speed and accuracy of decoding once more.</p> <p><b>Assessment:</b> One minute texts fluency checks show that pupils can read 100 words a minute of an age-appropriate text.</p>
<p>Chromebooks</p>	<p>5 x £220 each £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> <p><b>Assessment:</b> All pupils are able to access remote learning in the same way as their peers during any periods of lockdown and family isolation, and can complete any web-based homework set on an ongoing basis.</p>

### New actions for 2021-22

<p>School-Led Tutoring</p>	<p>£18 per hour session (TA delivered)</p> <p>4 x groups 3 pupils for 15 weeks -&gt; review</p> <p>Approx £1080 (25% actual cost)</p>	<p><i>See above for an explanation of School-Led Tutoring.</i></p> <p>Following mid-year assessments in Feb, leaders will structure 4 groups of 3 PPG pupils each to receive targeted support in either Reading or Maths. Depending on the age of the children involved, these will run for upwards of half an hour outside school time.</p> <p><b>Assessment:</b> Various measures depending on subject and areas of development for individual children receiving tuition.</p>
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<p>Small group tuition in English and Maths for targeted pupils provided after school by class teachers</p>	<p>12 weeks + planning time x £25 per week</p> <p>£350 per group (£490 actual cost to school)</p>	<p>28 Y6 pupils Maths and 24 Y6 pupils Reading identified based on gaps relative to ARE. Groups planned for and led by class teachers, based on formative assessment, for 1hr a week. Included 3 of 5 Pupil Premium-funded children.</p> <p><b>Assessment:</b> Proportions of pupils meeting ARE / attaining at Greater Depth in end of Key Stage Two SATs.</p>
<p>Small group tuition in English and Maths for targeted pupils provided before and after-school by teaching assistants</p>	<p>£15 per hour (with on-costs)</p> <p>£225 per week per group</p>	<p><b>Reading:</b> 4 Y6 pupils x 1/2hr 3 times a week; 4 Y5 pupils x 1/2hr twice a week</p> <p><b>Maths:</b> 2 x Y2 groups – 1:4 and 1:5 45mins once a week each; 1 x Y3 group – 1:8 1/2hr once a week; 2 x Y4 groups – 1:3 and 1:4 1/2hr once a week each</p>

School leaders and governors continue to believe it is prudent to consider the best use of the Catch Up funding on an ongoing basis to ensure this is spent to meet needs as they emerge, as far as possible. We will continue to review the impact of the strategies in place before allocating the rest of the funding, to ensure that its use has the impact required.