

Catch up

The DFE expect that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year. Guiding principles:

- education is not optional: all pupils receive a high-quality education
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision
- continue to build their capability to educate pupils remotely, where this is needed.



- **Catch up premium-** funded as part of Government's £350m allocation to tutoring, **through the £1bn coronavirus catch up package**
- 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 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.3 payments across the year based on pupil head count at census
- Special, AP and hospital schools will be provided with £240 for each place for the 2020 to 2021 academic year.
- Schools should use this funding for specific activities to support their pupils to catch up, 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 **Schools should use this document to help them direct their additional funding.**
- **Evidence suggests schools should use sustained blocks of small group (3 pupils) or one-to-one tuition (particularly through the National Tutoring Programme)**
- schools will be provided with "heavily subsidized tuition" from an approved list of vetted tuition providers- This funding will be to cover 75% of the per tutoring hour cost, with **schools paying for the remaining 25%.**
- **some one-to-one tutoring for SEND** pupils and pupils attending Alternative Provision should be provided.



National Tuition Programme (NTP) Up to date information can be found on the dedicated Website: <https://nationaltutoring.org.uk/ntp-tuition-partners/for-schools> Schools can sign up for updates

- National Tutoring scheme for the **2020-21 academic year**, designed to **tackle the effects of the pandemic** on the most disadvantaged children
- targeted to reach disadvantaged **pupils eligible for the pupil premium**. Teachers and school leaders will be able to exercise their professional judgement to determine if tutoring is the right support for each pupil.
- This tutoring would be **for pupils aged 5 – 16** in any subject, but with an expected focus on English, math and science.
- Scheme pot will likely cover pupils in Year 6 and Years 10 and 11 (upper primary and upper secondary), however, schools in England will be able to access it and use as best fits the needs of their pupils
- majority of provision will **be delivered online in the first instance**.
- discussions about learning should be between tutors and schools. **Schools will need to consider how they communicate with tutors** to ensure that tutoring reinforces and compliments curriculum delivery in class-
- the NTP will consist of two pillars: NTP Partners and NTP Coaches. Through NTP Partners, schools will be able to access "heavily subsidised tutoring" from a **vetted list of tuition providers. List available by the end of October 2020** will all be subject to quality, safeguarding and evaluation standards – will be given GOVT support and funding to reach as many disadvantaged pupils as possible,"
- The second pillar of the scheme, NTP Coaches, will be made up of **trained graduates employed by schools in the most disadvantaged areas- schools need to register interest ASAP with teach first who will be managing recruitment**

Accountability and monitoring

- school leaders **must** be able to account for how this money is being used to achieve “back on track and teaching a normal curriculum as quickly as possible”
- **governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding and hold leaders accountable for its use. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents.**
- Ofsted will conduct a programme of non-graded visits to some schools during the autumn. Discussions during these visits, may include plans schools have to spend their catch-up funding.
- Ofsted plans to resume routine inspections in January 2021, Ofsted **will** make judgements about the quality of education being provided, and that **will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.**
- Huge number of implications for implementing tutoring in school but little time for planning

How can governors help

- Check that leaders feel that curriculum planning is good enough to support both teaching, remote teaching and tutoring (intent documentation)
- Ask how children will be prioritised and identified for tutoring and any implications
- Check that what leaders are planning is evidence based in its conception and that you review regularly so see if it is working!
- Drive strategic focus on teaching and learning (with of course, sensitivity to the likely pastoral priorities of staff)
- Plan for hidden costs on leaders time and plan for coordination and oversight
- Check financial sustainability of any appointments after 2020-21