



Confederation  
of School Trusts

# **The Covid-19 Catch-up/ Recovery Premia and the Pupil Premium – *A strategic approach to planning***

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# The Covid-19 Catch-up Premium in 2020-2021

## The package in 2020-2021

- 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
- £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 National Tutoring Programme

The [National Tutoring Programme](#) was created through a collaboration between the Education Endowment Foundation, Sutton Trust, Impetus and Nesta, with support from the Department for Education and funders including KPMG Foundation. The National Tutoring Programme (NTP) has two strands:

- [NTP Academic Mentors](#): schools are supported to employ in-school academic mentors to provide intensive support to their pupils.
- [NTP Tuition Partners](#) supplies subsidised tutoring for schools from an approved list of Tuition Partners.

FAQs on both programmes can be viewed [here](#).



This announcement is in line with CST's published [position](#) that catch up is a long-term endeavour which must be aligned with teachers' assessment of the gaps in knowledge and a school or trust's curriculum. Tuition programmes have most impact when they are delivered alongside a school or trust's curriculum and are supported by teachers' assessment of the gaps in pupils' learning and how to fill them.

You can view Ian Bauckham's article on [Catch-up – the great education question of the day](#) in our Trust Journal

Amanda Spielman, HMCI, has said: **'Catch-up is an outcome, not an activity.'**

## Funding allocations and payment schedule

School allocations will be calculated on a per pupil basis. Mainstream school will get £80 for each pupil in from reception to year 11 inclusive. Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year. Funding will only be available for the 2020 to 2021 academic year.

Schools will get funding in 3 tranches.

- **Autumn 2020** – this is 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.
- **Early 2021** – based on updated pupil and place data. This 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.
- **Summer 2021** term - a further £33.33 per pupil or £100 per place

## Use of the catch-up premium

Schools and trusts should use this funding for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools and trusts can use the funding in a way that suits your cohort and circumstances, you are expected to use this funding for specific activities which will help pupils catch up on missed education.

To support you 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.

And to support you to implement your catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#).

# The Recovery Premium in 2021-2022

## The package in 2021-2022

- A one-off £302 million **Recovery Premium**, building on the Pupil Premium, to further support pupils who need it most. The average primary school will receive around £6,000 extra, and the average secondary school around £22,000 extra. This will help schools to bolster summer provision for their students or for evidence-based approaches for supporting the most disadvantaged pupils from September 2021.
- £200 million to expand **tutoring programmes**. This will fund an £83 million expansion of the National Tutoring Programme; a £102 million extension of the 16-19 Tuition Fund for a further year to support more students in English, maths and other vocational and academic subjects; and £18 million funding to support language development in the early years.
- £200 million for secondary schools to deliver face-to-face **summer schools**.

## Sir Kevan Collins, the Recovery Commissioner's role

- The Commissioner's [role](#) will be advisory. The Commissioner will advise on the design and implementation of potential interventions that will help students catch up learning lost due to the pandemic.
- The Commissioner's advice will focus predominantly on 'catch-up' actions starting from Autumn term 2021 onwards.
- The Commissioner will use evidence to focus the work on the potential interventions of greatest impact for children and young people, society and the economy. This will include identifying how schools, early years settings and colleges can support catch-up through their ongoing work and looking at how existing DfE programmes can be pivoted towards helping with education recovery.
- Informed by evidence and data, the Commissioner will consider how schools and the system can more effectively target resources and support at pupils and areas in greatest need.

# What does the evidence say about tuition?

# What does the evidence say? #1

Evidence [summarised](#) by the Education Endowment Foundation indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.

Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.

## What does the evidence say? #2

Studies comparing one to one with small group tuition show mixed results.

In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.

The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.

Programmes involving Teaching assistants or volunteers can have a valuable impact but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable.

# Considerations

Schools and trusts should consider the following:

- Consider using small group tuition instead and evaluating the impact.
- Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.
- For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.
- A number of one to one programmes delivered by teaching assistants have been rigorously evaluated and shown to be effective.

# The Pupil Premium



# The Pupil Premium

As part of the [pupil premium allocations and conditions of grant for 2021 to 2022](#), schools and trusts are now required to meet additional conditions.

We are expecting further guidance and will be working with the DfE on that over the next few weeks.

## The Pupil Premium – condition 7

Demonstrate, from the next academic year, how your spending decisions are informed by research evidence (condition 7). From academic year 2021 to 2022, schools and trusts must demonstrate how your spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation’s (EEF) toolkit.

In line with the EEF’s [pupil premium guide](#), activities should include those that:

- **Whole-school approaches:** support the quality of teaching, such as staff professional development;
- **Targeted approaches:** provide targeted academic support, such as tutoring (targeted approaches; and
- **Wider strategies:** tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

## The Pupil Premium – condition 8

Use the [strategy statement templates](#) to publish your pupil premium strategy (condition 8).

The conditions of grant require schools/ trusts to use templates on Gov.uk to report on pupil premium and the recovery premium. The DfE is in the process of updating these templates. You must use the templates to publish your 2021 to 2022 pupil premium strategy, by the end of December 2021.

The DfE will undertake monitoring checks on a sample of schools' published reports.

# An approach to planning – a 3-year strategy

## Funding in scope across the three years

- 2020-21: Catch-up Premium (one-off grant) + Pupil Premium
- 2021-22: Recovery Premium (one-off grant) + Pupil Premium (new grant conditions apply)
- 2022-23: Pupil Premium

2020/21

National  
Tutoring  
Programme

Covid-19  
Catch-up  
premium

Pupil  
premium

Summer  
schools

2021/22

New tender  
underway  
for Phase 2  
delivery

Recovery  
premium

Conditions  
of grant  
reflect 3  
EEF areas

2022/23

?

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## Pooling the Premia – and other considerations

- Trusts can pool the Pupil Premium (PP) funding and other premia across schools. You can treat the Catch-up/ Recovery Premia and PP as a single funding pot. You can prepare a single strategic plan using the tiered approach.
- **But** each school will still require a well-thought-through PP strategy that responds to their specific circumstances and will be required to report on it as an individual school.
- Trusts can carry forward the catch up funding from the different premia; all or some of the PP can be carried forward to future financial years (para 6 of the Conditions of Grant confirms this).
- Trusts will be able to use their PP funding for NTP once the other premium grant funding ceases. As subsidies taper over time, DfE encourages schools to use PP funding to continue evidence-led provision.

# Build your catch-up/ recovery and pupil premium strategy around three key strategic priorities

1. **Whole-school approaches:** support the quality of teaching, such as staff professional development;
2. **Targeted approaches:** provide targeted academic support, such as tutoring (targeted approaches; and
3. **Wider strategies:** tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

These are set out in detail the EEF [Guide to Supporting School Planning: A Tiered Approach to 2021](#). Examples of plans using this tiered approach can be found [here](#).

# 1. Whole school approaches

- **Supporting great teaching:** Great teaching is the most important lever schools have to improve outcomes for their pupils. See EEF's [Teaching and Learning Toolkit](#) and Professor Coe's [Great Teaching Toolkit](#).
- **Pupil assessment and feedback:** Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. Additional information about this is included in the EEF's guidance on [Assessing and Monitoring Pupil Progress](#).
- **Transition support:** All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn.

## 2. Targeted approaches

- **One to one and small group tuition:** To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.
- **Intervention programmes:** A particular focus for interventions is likely to be on literacy and numeracy. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully time-tabled to enable consistent delivery. More information in EEF's [promising projects](#).
- **Extended school time:** In some cases, schools may consider extending the length of the school day. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff. Additional evidence related to extending school time is available in the EEF's [Teaching and Learning Toolkit](#).

### 3. Wider strategies

- **Supporting parents and carers:** Schools have provided extensive pastoral support to pupils and families throughout the pandemic. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils. Additional information has been published by the EEF in its guide, [Communicating effectively with families](#).
- **Access to technology:** To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. Additional information about supporting effective remote learning, including using technology, has been published in the EEF's [Best evidence on supporting students to learn remotely](#).
- **Summer support:** Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn. Practical advice on [running summer programmes](#) has been published by Teach First. The DfE has [published new guidance for secondary schools](#) to help progress plans for summer schools once you return from the Easter break, using the £200 million funding [announced in February](#).

# A strategic approach to deploying the funding

**Step one: Assess** - undertake diagnostic assessment of pupils wellbeing and learning needs in schools across the trust. Most trusts are putting in place diagnostic assessment to assess the gaps in the knowledge for all pupils across all schools in the trust.

**Step two: Plan** - analyse the data to determine the priorities for funding and create a plan. Once you have the data, it may be useful to analyse it at trust level. Strategic options include:

- Retaining funding centrally and determining a central strategic plan using the tiered approach (whole-school, targeted and wider strategies);
- Developing a trust-wide strategy and central approach to commissioning (for example from NTP) but devolving some funding to schools who must plan within the approach and template/s determined by the trust.
- Developing a trust-wide strategy using the tiered approach and all devolving funding to schools who must plan within the approach and template/s determined by the trust.

## A strategic approach to deploying the funding #2

**Step three: Do** – implement the plans. Ensure the programme is an integral part of your trust’s approach to curriculum (including the wider curriculum beyond the school day) and professional development. (Note that an approach to tuition which is dislocated from the curriculum or a ‘bolt-on’ is unlikely to be effective. A programme which is linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback is likely to have the most impact.)

**Step four: Review** - review the impact and where necessary, refine the approach. Keep your approach under review so that you are considering the impact and refining where necessary. Recall HMCI’s comment that catch-up is an **outcome**, not an activity.

Ensure your strategy is balanced between longer-term sustainable approaches to supporting the quality of teaching through evidence-informed professional development and shorter-term targeted interventions like tuition.

*“We need to implement with even greater urgency the evidence-based reforms to teaching, and to the initial training and professional development of teachers, which were conceived to narrow albeit more modest gaps which have been a challenge for so long.. Our most disadvantaged young people will benefit disproportionately from such an approach.”*

*Ian Bauckham CBE, [Catch-up – the great education question of the day](#)*

## Sir Kevan Collins – A few bold things

“Education recovery focus will be about doing a few things well rather than having a scattergun of lots and lots of gimmicks”

## Mary Myatt – [Fewer things in greater depth](#)

*“Any intelligent fool can make things bigger, more complex, and more violent. It takes a touch of genius—and a lot of courage—to move in the opposite direction.”*

E. F. Schumacher



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**Thank you**

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