

# Universal Catch-up Premium

## What is universal catch-up premium?

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

In response the Government has provided schools with a one-off universal catch-up premium for the academic year 2020-21 to provide schools with the means to provide additional support to help all pupils make-up for lost teaching time and to cope with the additional difficulties that this situation is having.

## Funding

Funding has been allocated on a per pupil basis based on pupils in all years from reception through to year 11.

## Use of funding

Funding is supplied to schools for them to decide how best to support their pupils to catch up for lost teaching. Trust and school leaders are best placed to decide the priorities for this funding dependent on their cohort and circumstances.

## Tiered Approach

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. Schools have used this document as a reference alongside the knowledge of their own cohort's needs and individual circumstances in their spending plans and prioritisations. In their planning schools will consider the following tiered approach:

### Tier 1: Teaching and whole school strategies

#### ***Great teaching***

Quality first teaching is the most important lever schools have to improve outcomes for their pupils. Funding may be used to ensure teachers are supported to develop the Trust's approach to the curriculum or receive appropriate expertise in effective use of technology.

#### ***Good assessment and feedback***

Excellent use of assessment combined with effective feedback will be essential to help teachers determine how to most effectively support their pupils. Ensuring teachers have the skills and support to fulfil this aspect successfully will be essential.

### ***Effective transitional support***

All pupils will need to support to transition back to school, however, some year groups will face particular challenges. Planning and providing transition support for pupils joining the school or moving to different phases of education – either on-line or face-to-face will be an effective way to ensure pupils start the new year ready to learn.

### **Tier 2: Targeted support & Intervention programmes**

There is extensive evidence to support the impact of high-quality one to one and small group tuition as a catch-up strategy.

Schools should review and assess individual pupil needs in deciding to what extent they will use funding in this respect. When this approach is used schools will ensure that there is an effective three-way relationship between tutor, teacher and pupil, Schools may divert existing staff to fulfil this role or take on additional temporary staff depending on skills and circumstances.

Schools may decide to carry out intervention programmes outside the normal school day, through additional sessions (either face to face or virtually) or provide focussed booster activity.

### **Tier 3: Wider approaches**

These include a number of non-academic interventions and projects.

They could involve the school providing additional support to pupils parents and families who have been most affected by the pandemic. This support may focus on emotional support and well-being or be practical additional educational resources to ensure children can continue to learn at home.

Technology and appropriate remote learning resources is an important factor in ensuring that children can continue their learning at home should the need arise, or access better quality support inside school. Schools may find it beneficial to use this allocation to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.

### **Accountability**

The Trust board and the local governing committees will monitor and evaluate the effective use of this funding. The schools will look at the evidence and impact of this spending, in particular they will focus on:

- Impact on standards and results
- Pupil attendance
- Pupil attitudes to learning
- Pupil resilience, engagement and motivation