

Catch-up and recovery funding for schools

– supporting speech, language and communication



Catch up and recovery funding

All state-funded primary, secondary and special schools in England have received grant funding in the 2020-21 academic year, to be spent on specific activities to support their pupils to catch up for lost teaching over the previous months.

In February 2021 Government announced that a new one-off Recovery Premium for state primary and secondary schools, building on the Pupil Premium, will be provided to schools. This is intended to help schools to bolster summer provision for their students, or for evidence-based approaches for supporting the most disadvantaged pupils from September.

How can the funding be spent?

Headteachers can decide how the money is spent. In the case of catch up funding, the Department for Education has sign-posted heads to guidance published by the Education Endowment Foundation (EEF) on effective interventions to support schools: [COVID-19 Support Guide for Schools](#)

The Department for Education is clear that [the pupil premium can be used for speech and language therapy](#).

How can speech and language therapy help?

The word-gap between children living in disadvantage and their peers is now well researched and recognised. Oral language skills are crucial to educational attainment across the curriculum, for both primary and secondary pupils. Speech and language therapy can support the following approaches:

❖ Intervention programmes

Speech and language therapists can provide - or support others to provide - structured interventions, either one-to-one or in small groups to develop children's vocabulary, sentences and narrative skills, understanding, inference, listening and attention, oral language and phonological development. These skills underpin children's attainment across the curriculum, including but not limited to literacy. Supporting communication skills can also improve outcomes in behaviour and social and emotional development.

"Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills." (Education Endowment Foundation, COVID-19 Support Guide for Schools)

❖ Supporting great teaching

Speech and language therapists can provide professional development for teachers or teaching assistants to support quality first teaching in relation to oracy. Professional development can support whole school approaches to close the word gap for disadvantaged pupils.

❖ Pupil assessment

Speech and language therapists can undertake assessments of pupils' speech, language and communication skills and provide teachers with recommendations on how to most effectively support them in the classroom. This can include identifying areas where pupils are likely to require additional support upon transition.

❖ Supporting parents and carers

Speech and language therapists can provide advice, support and resources to families over the holidays - for example, offering advice about effective strategies and activities parents and carers can use to develop the home learning environment.

❖ Supporting pupils with special educational needs and disabilities (SEND)

Many pupils with SEND may have speech language and communication needs that may have worsened during the pandemic. Speech and language therapists can help you address this.