

Denton CE School

Catch-Up Funding Premium

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding includes:

- 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 missed learning
- a £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](#)

Accountability and monitoring as with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding.

Overall Aims

- To settle children back into to school following lockdown supporting emotional well-being and good mental health.
- Rebuilding resilience and perseverance after lockdown.
- Rebuilding Physical stamina
- Rebuild confidence and skills in English and maths.

Barriers to Learning

Academic barriers

Poor basic core skills - handwriting, basic sentence punctuation, times tables recall, phonics.

Gaps in learning due to missed learning during school closure

Additional barriers

Increased levels of stress and anxiety amongst families, staff, and pupils.

Pupils lack of exercise if parents are also having to work from home.

Strategies:

Intentions	Implementation	Impact
To identify gaps in learning due to children not engaging effectively with remote learning or due to lack of parental support.	Robust summative and formative assessments to identify gaps in learning Dedicated booster and intervention time with class teacher as well as TA Small group tuition for children with identified gaps in reading and writing	All children make positive steps forward to address gaps in learning. Assessment data indicates that children are on track to meet end of year target expectations.
To provide additional resources required to support learning at home, especially for the most vulnerable	Specific resources purchased to aid remote teaching such as cursive handwriting resources. EHCP resources bespoke to the child and dependent upon targets and ISP. Families preferring no IT use were also given a range of paper based resources to support their child's learning.	Use of quality resources maintain and help children's handwriting and fine motor skills. EHCP children have access to the resources they require to access learning.
To support children and staff to reintegrate back into school with good levels of mental wellbeing	Dedicated intervention time to support mental wellbeing including ELSA. Prompt referral and utilising outside agencies to support children effectively.	Children experiencing difficulties are supported effectively with a reduction in school related anxiety.

	<p>Staff are offered regular meetings with SLT and adapted routines to support anxiety. In addition LCC counselling is offered as necessary.</p>	<p>Children and staff report positive progress in relation to support and intervention.</p>
<p>To promote physical activity and regain previous fitness levels and stamina</p>	<p>Every child receives 2 hours PE per week statutory entitlement including timetables, planned and resourced remotely. On return to school as well as PE lessons, after school clubs resume and additional playtime resources and playtime rescheduling to allow for more active play to support fitness.</p>	<p>Children participate in sport and PE. This supports their mental health and their physical health. They return to fitness.</p>