



Surrey Hills All Saints School

Catch Up Funding Action Plan: 2020-2021

Anticipated allocation of funding for 2020-21: **£16000** (£80 per pupil)

Summary of the catch-up priorities identified by the school:

1. Spelling across the school
2. SPAG across the school
3. Well-being

The school has considered the [EEF guidance](#) on the [Catch Up Premium](#), including the [National Tutoring Programme](#), in the compilation of this plan.

The Catch Up Premium will be used for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Activity	Finances allocated to the activity	Reasons and evidence for this area of activity/ approach/action	Summary of the activity including quantifiable details of the year groups and pupils' involved	Timescale – with milestones (if applicable)	How will the activity support pupils to catch up for lost teaching over the previous months?	How will this activity be monitored, when and by whom? How will the school measure the impact and effect of the expenditure?	Actual impact: How did the activity quantifiably impact on supporting pupils to catch up?
Spelling Shed whole school intervention	£350	It has been identified that across the whole school there are gaps in children's understanding of spelling rules.	Whole school spelling software package and scheme that both teachers can use and the children can access at home.	Yearly subscription	Children can practice spellings at home on electronic devices as well as at school. Teachers planning and delivery for teaching spelling strategies will fall inline with the learning pupils are completing remotely.	Spelling will be monitored across the school through formative assessments. Progress within the spelling Shed software records progress and impact for individual children that engage with the software.	
Teacher delivering guided English and maths groups to specific Y4 children	£800	Certain children need guidance and support on entering back into school following covid and to relearn the expectations and embed the work ethic.	To support transition back into school from the start of the Autumn term; to accelerate progress and diminish	Teacher working with group of 6 underachieving children for the whole morning, once	Particular children need modelling around the approach to learning and support in	Impact to be monitored in the Autumn term data drop.	

			differences in writing, reading and maths.	a week for the first half of the Autumn term.	catching up with the basics within that first half a term back in class.		
Forest School for KS1	£4500 (£500 per term)	Research now backs up what forest school practitioners have known all along – that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	All current KS1 children, once a week for an afternoon.	For the year 2020-21	Problem solving, communication and emotional literacy opportunities will accelerate children’s learning skills across the curriculum.	Learning attitude will be monitored by the KS1 class teachers and observations of the children / lessons will be implemented by SLT.	
1:1 or small group conferencing by teachers	£4680 (£180 per week to cover 6 hours of indoor PE)	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF) Tuition delivered by teachers has been shown to have the most impact. Evidence indicates that one to one tuition can be effective, delivering approximately five additional	Evidence suggests tuition should be additional to, but explicitly linked with, normal teaching. All KS2 year groups targeted.	For the Spring and Summer Term 2021 Teachers will be released for one hour a week (indoor PE session – covered by Pelaides).	Conferencing will be designed to target the gaps in literacy and maths skills as they arise through ongoing class based learning.	SLT and class teachers will monitor impact on identified gaps and the overall impact on attainment through ongoing assessment opportunities.	

		months' progress on average. Studies comparing one to one tuition with small group tuition show mixed results.					
Chrome books for Abinger / Access to technology	£1200 (4 chrome books)	An investment in the accessible technology on the Abinger site will in turn allow targeted children to participate in programs such as Nessy.	Targeted children within Y1 and 2.	Ongoing	Specific children will be able to undertake online interventions during the school day, under the direction and supervision of staff.	Impact will be measured in the accessibility of technology to key children in order to facilitate access to programs designed to overcome barriers.	
Inset training on Write Away Together Intervention Programme	£600	A Write Away Together session involves a dialogue between a child and a trained partner about a piece of independent writing. The aim of the dialogue is to help the child understand how they can improve their work at text, sentence and word level and to embed strategies that will improve children's independent writing.	The training will ensure that the teachers 1:1 conferencing will have the intended impact and be structured and SMART.	Training will be one INSET	The conferencing will: Help the child see himself/herself as a writer. Help the child see editing as a positive part of the writing/learning process. Improve writing at text,	Impact can be measured by staff reflecting on their confidence in delivering the intervention and the consequential impact on the children's progress.	

					<p>sentence and word level. Allow children to understand what they do well and what needs to be improved in order to make progress.</p>		
<p>Interventions: Nessy Program</p>	£250	Nessy reading and spelling accelerates learning for struggling readers.	<p>Targeted at 50 specific children across the school. The incremental structure systemically develops phonemic awareness, phonics, blending and segmentation, tricky words, reading fluency, spelling, vocabulary and comprehension.</p>	For the year 2020 -21	<p>30m minute sessions organized around the start and the end of the school day.</p>	<p>Within the online accounts: Reporting delivers performance data and analysis in a simple to understand format, and colour-coding allows teachers to immediately identify and target areas of individual difficulty.</p>	

						What's more, the initial evaluation helps to create a baseline score upon which progress is measured.	
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Total expenditure: £12,380 (Contingency: £3620)