

## Amherst School

### COVID-19 Catch Up Funding Report - September 2020 – July 2021

Total number of pupils: 377	Funding per pupil: £80	Total catch-up premium budget: £30,160
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We recognise that all children will have had a varying experience of school closure. A small group of children (approx. 20%) have continued to attend school as Key Worker/Vulnerable following the lessons set on Google Classroom with support in school. The majority of children at Amherst have accessed remote learning during school closure.

We have used Google Classroom as the digital platform for pupils to access lessons, upload work and receive feedback from their teacher throughout both school closures. Our remote learning offer progressed and evolved with an improved offer in place from September 2020. This included the introduction of twice a day Zoom registration/explanation of lessons, every lesson containing a video tutorial created by our teachers, increased use of Google Classroom comments between teachers and pupils, all work expected to be uploaded for feedback and the full curriculum offered.

Top three priorities on the School Improvement Plan are:

- To ensure gaps in children’s learning caused by school closure identified and supported.
- To provide high quality remote learning when needed.
- To ensure expected level of progress in writing is the same or above the national average.

High quality classroom teaching will be the first resource to be deployed to help close any attainment gap. For any gaps identified that need further support beyond the classroom we will seek to deploy the most effective strategy available. A key strategy is to provide high quality remote learning to minimise the impact of any school closure.

At Amherst we have always believed the best resource to close an attainment gap is the use of a skilled qualified teacher or highly skilled HLTA to work with small groups or 1:1. We have used this approach prior to COVID for many years (called Paired Teaching) with a high level of success.

Our catch-up priorities are:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To reduce the attainment gap between your disadvantaged pupils and their peers
- To identify gaps in learning for Year 3 pupils to ensure their transition to Amherst is successful and they are well prepared to access the Year 4 curriculum
- To identify gaps in learning for Year 6 pupils to ensure their transition to secondary school is successful and they are well prepares to access the Year 7 curriculum
- To cater for children’s social, emotional and mental needs which may have been affected by school closures



Targeted support						
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	Implementation	Staff lead	When will you review this?	Cost
To reduce the attainment gap between your disadvantaged pupils and their peers	Attainment gap closes for identified pupils.	<p>EEF research promotes 1:1 tuition as a highly effective strategy to reduce the attainment gap for disadvantaged children.</p> <p>We have used this strategy highly successfully for 7 years.</p>	<p>Experienced and highly skilled HLTA to work 1:1 with all PP pupils over a two week timetable.</p> <p>Effective communication between class teacher and HLTA to ensure the correct areas of weakness are supported.</p> <p>The amount and frequency of support will be led by the degree of need.</p> <p>Effective use of pre teaching and over learning where needed.</p> <p>Invite all PP children to attend school during school closures</p> <p>Ensure all PP children have internet access and reliable device if accessing remote learning during school closure or self-isolation.</p>	Jo Warne (HLTA)	Termly	£2,000

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To identify gaps in learning for Year 3 pupils to ensure their transition to Amherst is successful and they are well prepared to access the Year 4 curriculum	By end of July 2021 any gaps in learning linked to school closures have been closed.	<p>Year 3 identified after Term 1 summative and formative assessment as a priority year group.</p> <p>Transition year from Riverhead Infants makes Year 3 more vulnerable.</p>	<p>One day a week paired teaching during the autumn term.</p> <p>One day a week paired teaching during the spring and summer term.</p> <p>Purchase of additional class set of iPads to enable app based interventions to improve spelling and basic number skills.</p>	<p>All Year 3 teachers.</p> <p>Miranda Huntley</p>	Weekly by SMT	<p>£1,500</p> <p>£3,000</p> <p>£8,000</p>
To identify gaps in learning for Year 6 pupils to ensure their transition to secondary school is successful and they are well prepared to access the Year 7 curriculum	<p>By end of July 2021 any gaps in learning linked to school closures have been closed.</p> <p>All pupils are well prepared to attend secondary school.</p>	<p>Year 6 identified after Term 1 summative and formative assessment as a priority year group.</p> <p>Transition year to secondary school makes Year 6 more vulnerable.</p>	<p>One day a week paired teaching during the autumn term.</p> <p>Twice weekly Year 6 catch up sessions in English and maths for identified children led by a highly skilled teaching assistant who trained as a teacher.</p>	<p>All Year 6 teachers.</p> <p>Amy Smith</p>	Weekly by SMT	<p>£1,500</p> <p>£2,000</p>

