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תלמוד תורה פרדס

Pardes House Primary School

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בס"ד

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COVID 19 Catch Up Funding – how this is being spent

Pardes House is spending the COVID-19 Catch Up funding in two ways. The details can be seen below.

Additional Staff

It has been clear to us that the year group hardest hit by COVID-19 and the resulting lengthy school closure is the current Year 1. These pupils were only halfway through their first year of proper schooling when the pandemic struck. They have returned to school essentially still Reception pupils but needing to face the demands of the Year 1 curriculum and different style of learning.

We therefore decided after extensive monitoring of the situation to bring in an additional member of staff to each Year 1 class. This means that in each class, there are three adults, comprising of the class teacher and two teaching assistants. Consequently, more small group work can take place in each lesson and the pupils are able to have more adult support with them at all times.

The additional staffing will help keep the pupils focused and will ensure that they understand the tasks set. This will in turn ensure that they make progress more easily and speedily.

The effect of this expenditure on the pupil's educational attainment will be seen in their termly assessments, as well as in the work that the children produce.

Catch Up Literacy and Numeracy Intervention

The second part of the funding was spent on buying into an established and evidence-based intervention, known as 'Catch Up Literacy' and 'Catch Up Numeracy'. This intervention works with children on an individual basis, twice a week for fifteen minutes a session.

The Literacy intervention focuses on the core skill of reading. Children are assessed initially in order to find their reading age and then start working from that level in order to close the gap between their reading age and chronological age.

The Numeracy intervention focuses on basic skills of addition and subtraction and supports children who are struggling in these areas.

After having conducted baseline assessments at the start of the year, class teachers referred to the Inclusion Leader individual boys who they felt had really forgotten key skills during the pandemic or those who were working at the lowest levels when they returned.

The Numeracy intervention is mainly geared towards Key Stage 1, while the Literacy intervention is geared towards lower Key Stage 2.

Both of these interventions come with tracking and monitoring so that teachers can easily see how much progress is being made. The expectation is that this will help to close the gaps over time and this will be able to be seen in further termly assessments.