

# Harrow Lodge Primary School

## Coronavirus (COVID-19) catch-up premium



Rationale:  
Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Harrow Lodge Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used baseline assessments to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

| Total number of pupils on roll: 369   |   | Total COVID-19 catch-up premium : £31,680 |   |
|---|---|---|---|
| Total number of SEND pupils: 23 (6%)  | Total number of PP pupils: 110 (30%)  | Total number of EAL pupils: 84 (23%)      | Total number of LAC : 0   |
| Baseline assessments identified areas of need across the school in Reading, Writing and Maths. Teachers carried out a gap analysis to identify the areas that the children had fallen behind in.  |   |   |   |
| Catch-Up Recovery Focus   |   |   |   |
| Evidence and Rationale  | Chosen approach   | Cost                                      | Desired Outcomes  |
| Year 2 baseline phonic screening showed that a large number had dropped below the level that they were previously working at and were not on track to pass the screening test in December.  | DHT taking the target group of children for 2 phonic sessions a day using the proven RWInc scheme.                                | None                                      | Year 2 children are back on track to pass the phonic screening test in 2020. The pass rate is at least in line with the national average.   |
| EEF - 'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.<br><br>Baseline testing showed that children in KS1 had dropped levels in reading. | KS1 TA's to take children out in Years 1 and 2 for daily reading sessions, targeting children who have dropped levels in reading. | None                                      | By providing reading catch-up interventions for identified children in the afternoons, we expect to close the gaps in reading by the end of the year so that Year 2 Reading assessments are in line with National expectations. |

|  |  |                |  |
|--|--|----------------|--|
| <p>EEF - 'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>Baseline data showed that the children in Years 2, 4 and 5 had fallen back the furthest so these are the year groups that will be targeted first with in class support and small group intervention.</p> | <p>Employment of an additional teacher for 3 days a week.<br/>One to one and small group tuition in targeted year groups (2,4 and 5) following baseline assessments.<br/>Also support in class for these groups.</p> | <p>£31,680</p> | <p>Children who had fallen back during school closure are back to their pre-closure level by the end of the Summer Term.</p> |
|--|--|----------------|--|