

Annex A - Catch Up Plan 2020-2021

School

Town Field Primary School

Figure 1: The tiered model for school planning



We are aware that the mental, physical and economic impacts of Covid 19 have indeed affected families in different ways. A small number of children have suffered trauma and loss. Others have only spoken in their home language during lockdown. Despite a blended approach of online platforms and hard copies we are aware that a number of children were unable to engage with home learning for a number of reasons.

We have used EEF recommendations to support our catch up planning alongside the skills of leaders in school and our knowledge of our school community.

Year Group	Evidence & Rationale				Chosen approach/approaches and rationale	Desired outcome
EYFS	EAL	SEN	Medical	FSM	NQT employed (40% additional capacity) to support small group teaching within F1	Improvements in language acquisition across F1 cohort – in line with trajectory
	70.69	3.45	5.14	10.34		
	<p>Writing ELG = limiting factor Large % of children with English as an additional language. Low levels of language acquisition on entry. 33% children arrive new to F2 having been at various settings for F1 / home. NQT joined in F1 (previous ITT)</p>				NELI language intervention	Improved oral language skills (+3 months)
					British Picture Vocabulary scale (BVPS)	Rapid identification of any delay in a child's vocabulary development. Ability to track specific progress
					Roots of empathy	Positive increase in children's emotional literacy, emotional regulation and resilience
1	EAL	SEN	Medical	FSM	Letters and sounds CPD Phonic tracking and home links	Parents have a clear understanding of phonics phases and expectations. Increased parental engagement re reading at home Consistent approach to phonics teaching leading to positive outcomes
	70.69	3.45	5.14	10.34		
	<p>High % of children with English as an additional language, many of whom will not have spoken in English during lockdown. Target group of children whose language acquisition is poor. Missed term in EYFS re phase 4 phonics teaching</p>				TELL phonic intervention (HLTA)	Phonic tracking shows evidence of progression on track to meet targets
					R-time	Notable positive difference in respectful pupil relationships, re-building a sense of class / school community following Covid
2	EAL	SEN	Medical	FSM	Letters and sounds CPD Phonic tracking and home links	Parents have a clear understanding of phonics phases and expectations. Increased parental engagement re reading at home Consistent approach to phonics teaching leading to positive outcomes
	46.55	8.62	8.62	22.41		
	<p>Attendance for this year group was a concern prior to lockdown (95.25%) Missed term in Y1 re phase 5 and 6 phonics. Target group of children where parental engagement is poor.</p>				Writing meetings aim to recap and consolidate key writing skills including handwriting, spelling, use of punctuation, structuring sentences and other aspects of English grammar set out in the curriculum.	Children swiftly consolidate prior learning re EGPS knowledge and understanding and demonstrate positive progress in line with targets in writing
					TELL phonic intervention (HLTA)	Phonic tracking shows evidence of progression on track to meet targets

					BVPS – targeted individuals (SEND / EAL)	Rapid identification of any delay in a child’s vocabulary development. Ability to track specific progress
					R-Time EWO focus group– tailored and personalised approach	Notable positive difference in respectful pupil relationships, re-building a sense of class / school community following Covid Positive correlation between improved attendance for targeted individuals and achievement
3	EAL	SEN	Medical	FSM	Writing meetings aim to recap and consolidate key writing skills including handwriting, spelling, use of punctuation, structuring sentences and other aspects of English grammar set out in the curriculum. Amended structure to the teaching of reading. Teacher led phonic intervention (targeted individuals) Fluency intervention (HLTA small groups) Doncaster music service first access Roots of Empathy	Children swiftly consolidate prior learning re EGPS knowledge and understanding and demonstrate positive progress in line with targets in writing Rapid recall of prior learning and sharper focus on VIPER skills leading to better progress Phonic tracking shows evidence of progression on track to meet targets Increased fluency meeting targets towards age appropriate reading, enabling children to concentrate on the meaning of text. Commitment to enabling all children to learn a musical instrument leading to enjoyment, enrichment and increased social development Positive increase in children’s emotional literacy, emotional regulation and resilience
	50	6.9	15.52	24.14		
	Fluency within reading is markedly different to previous years due to time missed. Small group of target children require further phonics intervention. Small number of children with low self-esteem					
4	EAL	SEN	Medical	FSM	Writing meetings aim to recap and consolidate key writing skills including handwriting, spelling, use of punctuation, structuring sentences and other aspects of English grammar set out in the curriculum. Amended structure to the teaching of reading	Children swiftly consolidate prior learning re EGPS knowledge and understanding and demonstrate positive progress in line with targets in writing Rapid recall of prior learning and sharper focus on VIPER skills leading to better progress
	53.57	10.71	21.43	23.21		
	Higher levels of SEND within cohort High levels of mobility Staff member new to year group Benchmarking identifies targeted children who require support for fluency in reading and those who require intervention with regards to inference					
					BVPS for targeted individuals (SEND/EAL) Fluency intervention (HLTA small groups)	Rapid identification of any delay in a child’s vocabulary development. Ability to track specific progress

	Over half the year group speak English as an additional language which impacts on their writing fluency and ability to apply EGPS				Inference intervention (Teacher small groups)	Increased fluency meeting targets towards age appropriate reading, enabling children to concentrate on the meaning of text. Increase in ability of targeted children to draw inferences whilst reading – leading to progress in reading comprehension in line with targets
					R time Doncaster music service first access	Notable positive difference in respectful pupil relationships, re-building a sense of class / school community following Covid Commitment to enabling all children to learn a musical instrument leading to enjoyment, enrichment and increased social development
5	EAL	SEN	Medical	FSM	Writing meetings aim to recap and consolidate key writing skills including handwriting, spelling, use of punctuation, structuring sentences and other aspects of English grammar set out in the curriculum. Amended structure to the teaching of reading	Children swiftly consolidate prior learning re EGPS knowledge and understanding and demonstrate positive progress in line with targets in writing Rapid recall of prior learning and sharper focus on VIPER skills leading to better progress
	69.64	12.5	8.93	26.79		
	Attendance for this year group was a concern prior to lockdown (94.09%) Targeted individuals with SEND High % of children who speak English as an additional language – this impacts on the coherence of their written work and application of EGPS					
					BVPS for targeted individuals (SEND / EAL) Fluency intervention (HLTA / teacher) Inference intervention (HLTA / teacher)	Increased fluency meeting targets towards age appropriate reading, enabling children to concentrate on the meaning of text. Increase in ability of targeted children to draw inferences whilst reading – leading to progress in reading comprehension in line with targets
					EWO focus group – tailored and personalised approach R time	Positive correlation between improved attendance for targeted individuals and achievement Notable positive difference in respectful pupil relationships, re-building a sense of class / school community following Covid
6	EAL	SEN	Medical	FSM	Writing meetings aim to recap and consolidate key writing skills including handwriting, spelling, use of punctuation, structuring sentences and other aspects of English grammar set out in the curriculum.	Children swiftly consolidate prior learning re EGPS knowledge and understanding and demonstrate positive progress in line with targets in writing
	38.98	6.78	8.47	30.51		
	Attendance for this year group was a concern prior to lockdown (95.33%)					

<p>High % of FSM – compounded by other vulnerabilities.</p> <p>Missed inference intervention in Y5 due to lockdown.</p> <p>1 LAC child joined cohort which takes over numbers to 61.</p>	Amended structure to the teaching of reading	Rapid recall of prior learning and sharper focus on VIPER skills leading to better progress
	<p>Fluency intervention (HLTA / teacher)</p> <p>Inference intervention (HLTA / teacher)</p>	<p>Increased fluency meeting targets towards age appropriate reading, enabling children to concentrate on the meaning of text.</p> <p>Increase in ability of targeted children to draw inferences whilst reading – leading to progress in reading comprehension in line with targets</p>
	<p>Swimming lessons – summer 2021. This year group missed the opportunity to swim in year 5.</p> <p>EWO focus group– tailored and personalised approach</p>	<p>Improvements to physical health, strength and flexibility. Increased stamina and ability to keep safe near / in water</p> <p>Positive correlation between improved attendance for targeted individuals and achievement</p>