



Buckden CE Primary Academy
COVID-19 Catch-up Premium Plan
2020-2021

Catch up program post COVID 19

Following the lockdown on March 28th due to COVID 19 the children of Buckden CE primary Academy had to adapt as learners and rely on home schooling, remote teacher support and a reduced amount of face to face teaching from their class teacher. This inevitably meant that many children have gaps in their knowledge from the previous year group when they returned in September.

At Buckden, we have constructed a 'catch-up' plan to ensure children catch up on any lost learning time and potential gaps in knowledge. This plan will focus on quality first teaching, empowering our team of teachers by providing high quality training, specific year group 'gap' filling, classroom intervention and small group targeted support with the child's health and well-being at the centre of all we do.

In addition, we know that the Educational Endowment Foundation's (EEF) Teaching and Learning Toolkit ranks strategies by the "extra months" of pupil progress they secure and topping their chart is metacognition, which has "consistently high levels of impact, with pupils making an average of eight months' additional progress" each year.

What is metacognition?

Metacognition is not simply "thinking about thinking", it is much more complex than this. Metacognition is actively monitoring one's own learning and, based on this monitoring, making changes to one's own learning behaviours and strategies. We know that the teacher is integral to the development of younger pupils' metacognitive skills which is one of the main reasons for including metacognition on our School Improvement Plan using our research tool as the vehicle to roll this out as a whole school initiative.

What is the 'catch-up' premium funding?

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and have the flexibility to spend their funding in the best way for their children and circumstances.

Buckden CE Primary Academy has been allocated £26,400 additional 'catch-up' funding to support interventions designed to close gaps in attainment for this academic year.

How will spending decisions about interventions be made?

Since July, leaders in school have been following best practice guidance documents and approaches published by the DfE (Department for Education) and the Education Endowment Foundation (EEF) to ensure the additional funding is directed in the most effective way (see Appendix 1). Approaches taken by the school will be driven by our detailed knowledge of children's current attainment and will draw upon approaches that are evidence-based that are proven to have a positive impact on closing gaps. Links to evidence based approaches is found here:

[School Planning for Catch up](#)

Attainment Gap

Early Years Support

Assessing and Monitoring pupil progress

Teaching Toolkit

Buckden CE Academy takes a 'tiered approach' to closing gaps and raising attainment (see Appendix 2). In addition to high-quality teaching and learning interventions within the school day, Buckden CE primary Academy have extended the school day for year 5 & 6 by 30 minutes (2.5 hours a week, additional 97.5 hours a year), employed 2 additional teaching assistants. Currently looking to employ 4 early years support workers, and 4 catch up support workers. Invested in formalised assessment testing to identify gaps, standardised scores nationally and track progress.

During the Autumn term, Governors in school scrutinised the 'catch-up' premium strategy to ensure all strategies chosen will have a positive impact on children's attainment. The catch-up programme will link closely to the school improvement plans and Pupil Premium Strategy. Leaders must be able to account for how money is being used to achieve the goal of 'catch-up' Lesson plans will evaluate learning and identify gaps; assessment will be used regularly to assess progress against targets.

Quality First Teaching

The curriculum will be adapted to focus on the key skills and knowledge that children need in order to access the wider curriculum. All teaching will take into account the children's ability on return from the summer term 2020 and planning will be tailored to their needs. The first 3 days of the school year the pupils will spend it with the previous class teacher and meet their new class teacher to aid with transition back into school. The next 10 days of the term will concentrate on wellbeing and sharing the plans for the term. The teaching will be monitored by the SLT each half term to ensure high quality of teaching across the school. The curriculum that was missed during lockdown has been embedded across the year to ensure that all objectives across all subjects are taught during the year. This ensure that all subjects are covered.

Focused in-class support for specific year groups

During the whole academic year, Year 5 and Year 6 will receive specific targeted supported within the school day by their class teacher focusing on a range of different skills and knowledge, this will be facilitated by additional PE teaching. During the Spring & Summer Term this will roll out to year 2 Working in partnership with the University of Cambridge, the academy will utilise post graduates to support in class with specific targeted groups. 2 students in year 6 in Autumn term, 1 student in year 5 and 2 students in year 2 in Spring term.

Classroom intervention

There will be a Teaching Assistant in each class bubble to support the children at most risk of falling behind or further behind. These children will be planned for by the teacher and then work with the support of the TA in the class to allow for smaller ratios and more targeted intervention. Interventions records will be kept on provision map and each child below expectations will have a detailed provision map in place. These interventions will be monitored half termly by the SLT, as well as discussed in pupil progress meetings

Targeted Group Support

We will select children at most risk of falling behind to partake in small group targeted intervention which will begin in October for year 5 & 6. These sessions will be run by a qualified teacher. The accountability for the success of these sessions will lie with them and the class teacher in order to have the most impact. The sessions will be fast paced and initially work on lost learning from the prior year group in order to give children the best possible chance of progressing in their current year group.

2 x Specialist Teachers will be deployed to work with targeted individual pupils on specific difficulties for up to 4 sessions a week.

Health, Fitness and Wellbeing

We have planned for all our wrap-around clubs to take place in bubbles. We believe that the pace of school life needs to be slower in order to support our children in embedding key skills and knowledge to become good learners and in turn widen their curriculum knowledge. We also believe that with this approach these children won't have suffered during the lockdown period but will have actually grown in many ways and have more determination to succeed in all that they do reaching their full potential.

Who will benefit from the funding?

During September 2020, all children across the school have undertaken high-quality assessments in reading, writing, phonics / spelling and maths. Through careful analysis of this assessment data, teachers have identified groups of children that will benefit from 'catch-up' support or other interventions to enable them to close gaps in understanding and attainment. All pupils will benefit from this funding as we need to ensure that all pupils are achieving their full potential given that they all experienced 'lockdown'. Some work with some pupils will be specific targeted support and with others it will be indirect.

Detailed plans listed below with costings and long term aims.

Funding allocated to Teaching: £11,580

Funding allocated to Academic Support: £53,326

Wider strategies £1,600

Total amount spent: £66,506

The catch up premium allocated by the government to the school is £26,400. The school funding the additional £40,106 from the school budget to meet the needs of the pupils at this difficult time.

Please see below for detailed explanation of the catch up programme along with our school EEF tiered model.

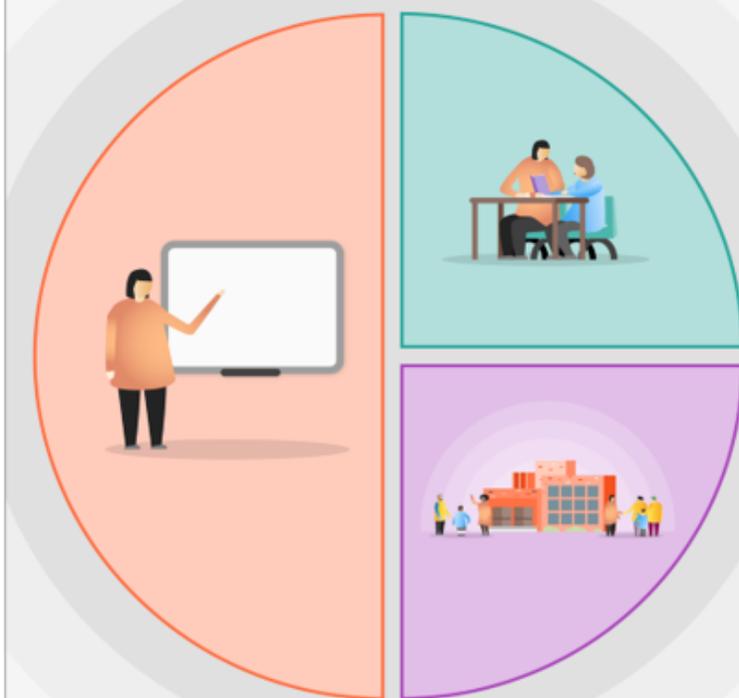
EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

Buckden CE Primary Academy



1 Teaching

- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- A peer-support model to help embed and sustain research-based teaching strategies.
- A broad and engaging curriculum that focuses on vocabulary acquisition.
- Whole-class reading approach underpinned by clearly defined formative assessment practices.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Development of a Maths Mastery approach supported by external Mastery Specialists.
- Regular staff CPD on mental health, wellbeing and SEL.
- Regular CPD opportunities are provided to all staff to sustain and enhance SEL work, including opportunities for understanding key outcomes of SEL and strategies to support self-awareness and self-regulation.
- SEL is embedded within school routines including regular emotions check-ins and time for calming activities.
- SEL core competencies are regularly and explicitly taught by all teachers throughout the curriculum. Teachers model use of key strategies for identifying emotions and employing self-regulation strategies.
- Use Microsoft teams as a platform to pupils and parents



2 Targeted academic support

- Same-day in-class intervention.
- Teacher-led targeted group teaching for Year 5 and Year 6 pupils.
- Specific intervention programmes led by both Teachers and Teaching Assistants.
- Literacy and numeracy interventions
- "Pupil progress" parental meetings and action plans
- Specialist teachers deployed & Teacher supporting group tutoring in Year 2, 5 & 6
- Mentoring and Counselling for specific pupils

3 Wider strategies

- Collaboration with professionals to create bespoke and targeted learning packs for specific children, including those with EHCPs
- Lessons on identifying emotions and self-regulation strategies.
- Extensive outdoor learning provision.
- School staff used to cover classes rather than supply staff.
- Links with the local church, PTA and local community
- Links with University of Cambridge research projects

1. Teaching

Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured
A Year 2 who were not on track to pass phonics screening in year 1	<ul style="list-style-type: none"> • Additional phonics teaching and catch up. • Extra Phonics teaching time • Pupils have not received directed phonics teaching since March 2020. • Pupils have not all had the opportunity to read to others, access stories and enjoy books. • Pupils will take the Phonics Screening Check in Autumn 2 2020 	Baseline assessments Teacher judgements	<ul style="list-style-type: none"> • Extra TA support for additional group teaching • Additional support for targeted in class interventions (use of additional PE) weekly • Professional collaboration – coaching and mentoring • Teaching assistant assigned to each bubble • Graduate trainees support specific targeted groups in class 	<ul style="list-style-type: none"> • Pupils unable to complete Phonics screening. • Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge. • Pupils have not retained prior phonics learning. 	£1000	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills Pupils able to pass phonic test in Autumn 2020 in line with national
B All Pupils	Quality first teaching – understanding of gaps	Baseline assessments and knowledge of increased and prolonged disruption to schooling in a disadvantaged area Formalized external progress test (GLS)	<ul style="list-style-type: none"> • High quality Inset delivered and aimed at supporting the recovery curriculum • Refer teacher to the EEF teacher toolkit • Additional support for teachers with identified weaknesses • Research Project with the University of Cambridge targeted at year 5 & 6 • Maths and English lead allowed time to complete 1:1 Curriculum • CPD with teachers who request it – Support covered by additional teacher capacity that we have taken on • Focus on Ks1 and EYFS CPD on Assessments and identifying gaps • Continue to work with maths hub on maths master 	<ul style="list-style-type: none"> • Prolonged time away from normal teaching routines • New teachers to the school • Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready • Assessment are standardized and clear gaps analyzed 	£4980	Strong QFT to ensure pupils have the best chance of making up for time missed
C Children moving from Yr. R to Year 1	To collaborate with EYFS and Year 1 professionals to ensure Year 1 children have a balanced curriculum following the EYFS ethos for the first half term to help pupils transition into year 1 s	<ul style="list-style-type: none"> • Baseline assessment • End of year assessments • Professional dialogue around transition needs. 	<ul style="list-style-type: none"> • A continuum of reception created for first half term with more formal learning being merged in for a strong transition. • Money to be spent on resources and intervention- (Extra claims of TA time) • Dedicated outside area for both year 1 classrooms so that they can continue the similar provision to EYFS. 	It's clear that the lost learning time for many of these pupils coupled with low starting point's means that an extension of the foundation curriculum is required to ensure	£1200	<ul style="list-style-type: none"> • For teacher to have the resources available to continue a play based approach to learning. • Children will have reduced levels of anxiety around the key stage transition. • Children will feel comforted by the familiar approach to learning.

		after lost learning time and for high percentage of children who were working below age ARE.	<ul style="list-style-type: none"> Gap analysis of the foundation stage curriculum 		the building blocks for prior learning are not missed and misconceptions are identified and dealt with.		
D	Reception Pupils	Lack of transition and pupils not completing Nursery year meaning pupils aren't school ready	<ul style="list-style-type: none"> Baselines and general visual assessments Parent voice 	Claim hours for early years Play workers for additional toileting support and social emotional support which is significantly high at this current time	<ul style="list-style-type: none"> (EEF- Guidance) Smaller numbers in each class to allow more capacity to support learners needs. Smaller classes ensure that a talk a lot approach can further enhance and develop progress from individual starting points. 	£1000	<ul style="list-style-type: none"> Children are well supported to be school ready and catch up on vital stages of early childhood development. Children's language gap will close. Children readiness for mainstream school will improve. Children's fine motor development will improve.
E	Year 1-6	To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year of teaching from previous years objectives	<ul style="list-style-type: none"> Gaps Analysis GLS assessments with standardized scores and percentile rankings Professional dialogue 	<ul style="list-style-type: none"> English and Maths Lead/team given time to analyse curriculums All staff to receive one day of inset training Maths and English lead/teams given time to complete 1:1 Curriculum CPD with identified teachers. Teachers to complete catch up curriculum plans for each year groups to ensure the coverage of all missed objectives over the course of the year CPD on coaching and mentoring 	<ul style="list-style-type: none"> (EEF- Support for teachers) Teachers need to be fully equipped to ensure QFT in every classroom 	£400	<ul style="list-style-type: none"> All teachers have a clear understanding of the curriculum gaps they need to teach. Teachers will have increased levels of confidence in meeting the needs of their children. Teachers will improve their coaching and mentoring skills.
F	All Pupils	To ensure that all children make expected or more progress in all curriculum subjects.	<ul style="list-style-type: none"> Baseline assessments Assessment tracking analysis Flexible assessment for learning 	<p>All Teachers will have additional time and support to monitor their specific subject provided by the additional teaching capacity employed by the school</p> <p>Teachers will have the opportunity to conduct learning walks, book reviews and progress analysis.</p> <p>Teachers will have the opportunity to complete subject action plans alongside CPD opportunities</p>	<p>Teachers will have the opportunity to improve subject knowledge.</p> <p>Improved teacher knowledge the whole school curriculum showing a deeper understanding of progress.</p>	£2000	<p>Teacher will have greater subject knowledge across all key stages.</p> <p>Teachers to have a deeper understanding of the expectations of progressive skills.</p> <p>Children will experience the restorative curriculum</p> <p>Deeper understanding of our new curriculum.</p>

2. Targeted Academic Support

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured
A	Year 2 who were not on track to pass phonics screening in year 1	Additional phonics teaching and catch up. Target Extra Phonics teaching time	Baseline assessments	Small group tuition supported by an teaching assistant as well as targeted support/release time for class teacher to focus on groups Specialist Teacher to work with specific target pupils 2 hours per week	<ul style="list-style-type: none"> • (EEF- Small group tuition) effective approach. Pupils unable to complete Phonics screening. • Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge 	£1500 £3409	<ul style="list-style-type: none"> • Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills Phonics screening check – 85% of pupils pass the phonics screening check. • Pupils attain end of KS1 expectations if they attained GLD when they completed EYFS. • Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for the end of KS1. • Pupils are in – line for their age expectations in Assessments; those who are not continue to receive additional mentoring support and in – class Thrive support. • The gap between identified pupil groups and all other pupils has diminished.
B	Lower and Middle attaining pupils in Year 3 and year 4	Additional phonics teaching and catch up. Extra Phonics teaching time	Baseline assessments	Small group tuition – additional TA has been appointed to the year group to enable there be to one TA to each bubble.	<ul style="list-style-type: none"> • (EEF- Small group tuition effective approach) • Pupils have gaps and Year 3 unable to complete National standards assessments. Gaps in learning from KS1 to KS2 • 2 additional Teaching assistants employed for nearly full time hours (year 3 full time & year 80%) Specialist teacher working with specific pupils ½ day a week (15 weeks) 	£14220 £13197 £4500	Year 3 and year 4 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills
C	Children in year 6 significantly behind age related	Additional teaching and catch up. Extra teaching time	Baseline assessments Last year's ass Baseline assessment End of year assessments Gap analysis of the previous year group curriculum Assessments	1:1 Tuition Small group tuition	<ul style="list-style-type: none"> (EEF- 1:1 group tuition effective approach) • Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for secondary school • EEF- Small group tuition effective approach • Small group intervention with qualified teacher weekly basis (18 weeks) • Use graduate Students to support targeted intervention groups in class (6 weeks) • Small group Intervention in coordination with PE teacher weekly (weekly throughout the year) 	£1500 (teacher) 1500 (PE Teacher)	Year 6 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills Year 6 will close the reading attainment gaps.

H	EYFS and Ks1 pupils have returned to school with a significant communication barrier.	Additional support to improve expressive and receptive language skills.	EYFS lead, baseline data and class teachers.	Extended day provision to supplement in school activities	EEF - supporting Early Language skills.	<p>Pupils will close the language gap.</p> <p>Pupils will have improved understanding of reasons, means and opportunities to communicate.</p> <p>Pupils will have increased levels of confidence and self-esteem.</p>
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3. Wider Strategies

Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	
A	Pupils and parents anxiety on returning to school	Mental health and anxiety support	Through the teachers. Teaching assistants and SLT	Individual and group intervention support from support staff	High proportion of parents and carers reporting to have Anxiety issues. (1:1/ Group support- EEF) In house counselling	£1500	Additional support available to break down anxiety and ensure pupil attendance
B	Parents unable to work and struggling as financially as a result of COVID	Deprivation and financial difficulty	Family support worker working with the school and SLT through conversations and ongoing support	Continue to provide parents with uniform through pupil premium	(DFE guidance/ Schools experiences and prior work and pupil premium research) Children not coming to school hungry and in the right uniform has a negative impact on self-esteem and concentration. Without providing pupils with the basics then they can't access learning		Pupils are ready to learn, concentration is increased and pupils have good self esteem
C	Disadvantaged Pupils who don't have stationary and resources etc. for completing work from home if forced to self-isolate	Deprivation and financial difficulty	Family support worker, teachers and SLT through conversations and ongoing support	Ensure all families have access to resources to work from home when self-isolating	(DFE guidance/ Schools experiences and prior work and pupil premium research) The % of pupil premium the school is in receipt of has increased significantly through COVID		All pupils are able to access home learning if having to self-isolate and continued learning can take place.
D	Pupils and parents suffering with mental health problems and anxiety on returning to school and suffering bereavement	Mental health and anxiety support	Family support worker and SLT through conversations and ongoing support	Some staff trained in bereavement counselling and offering grief support 1:1	(1:1 support- EEF) Some individual cases of parents and carers reporting to have Anxiety issues.	£100	Additional support available to break down anxiety and ensure pupil attendance

4. Impact measures

Year Group	Autumn	Spring	Summer
1	<ul style="list-style-type: none"> Pupils attain GLD, they display the Characteristics of Learning in their Y1 class. Pupils successfully transition and settle to learn and enjoy Y1 Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. Pupils have formed excellent relationships with their adults and peers. Pupils are tracked and supported as needed Emotionally 	<ul style="list-style-type: none"> Phonics screening check – 50% of pupils pass the phonics screening check. Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. The gap between attainment prediction and end of Autumn attainment is diminishing. Pupils are tracked, assessments are analysed and QLA informs teaching The gap between identified pupil groups and all other pupils is narrowing. Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. Recovery of lost learning time. 	<ul style="list-style-type: none"> Phonics screening check – 78% of pupils pass the phonics screening check. Pupils attain end of year expectations when they were predicted GLD Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for Y1. Pupils are in – line for their age expectations in Assessments; those who are not continue to receive additional mentoring support and in – class support. The gap between identified pupil groups and all other pupils has diminished. Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. On – track for end of KS target outcomes
2	<ul style="list-style-type: none"> Phonics screening check – 75% of pupils pass the phonics screening check. Pupils successfully transition and settle to learn and enjoy Y2 Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. Pupils have formed excellent relationships with their adults and peers. Pupils are tracked and supported as needed Emotionally 	<ul style="list-style-type: none"> Phonics screening check – 82% of pupils pass the phonics screening check. Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. The gap between attainment prediction and end of Autumn attainment is diminishing. Pupils are tracked, assessments are analysed and QLA informs teaching (SATS past papers) The gap between identified pupil groups and all other pupils is narrowing. Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. Recovery of lost learning time. 	<ul style="list-style-type: none"> Phonics screening check – 85% of pupils pass the phonics screening check. Pupils attain end of KS1 expectations if they attained GLD when they completed EYFS. Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for the end of KS1. Pupils are in – line for their age expectations in Assessments; those who are not continue to receive additional mentoring support and in – class support. The gap between identified pupil groups and all other pupils has diminished.
3	<ul style="list-style-type: none"> Pupils successfully transition and settle to learn and enjoy Y3 Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. Pupils have formed excellent relationships with their adults and peers. 	<ul style="list-style-type: none"> Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. Phonics screening check – 75% of pupils pass the phonics screening check. The gap between attainment prediction and end of Autumn attainment is diminishing. 	<ul style="list-style-type: none"> Phonics screening check – 90% of pupils pass the phonics screening check. Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1. Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make

	<ul style="list-style-type: none"> Pupils are tracked and supported as needed Emotionally 	<ul style="list-style-type: none"> Pupils are tracked, assessments are analysed and QLA informs teaching (NFER) The gap between identified pupil groups and all other pupils is narrowing. Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. Recovery of lost learning time. 	<p>at least good progress to maintain or surpass their end of KS1 attainment.</p> <ul style="list-style-type: none"> Pupils are in – line for their age expectations in Assessments; those who are not continue to receive additional mentoring support and in – class support. The gap between identified pupil groups and all other pupils has diminished.
4	<ul style="list-style-type: none"> Pupils successfully transition and settle to learn and enjoy Y4 Pupils have 1:1 pupil progress meetings and Parent’s Consultation about their strengths and development areas. Pupils have formed excellent relationships with their adults and peers. Pupils are tracked and supported as needed Emotionally 	<ul style="list-style-type: none"> Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. Phonics screening check – All pupils pass the phonics screening check. The gap between attainment prediction and end of Autumn attainment is diminishing. Pupils are tracked, assessments are analysed and QLA informs teaching (NFER) The gap between identified pupil groups and all other pupils is narrowing. Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. Recovery of lost learning time. 	<ul style="list-style-type: none"> Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1. Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. Pupils are in – line for their age expectations in Assessments; those who are not continue to receive additional mentoring support and in – class support. The gap between identified pupil groups and all other pupils has diminished.
5	<ul style="list-style-type: none"> Pupils successfully transition and settle to learn and enjoy Y5 Pupils have 1:1 pupil progress meetings and Parent’s Consultation about their strengths and development areas. Pupils have formed excellent relationships with their adults and peers. Pupils are tracked and supported as needed Emotionally 	<ul style="list-style-type: none"> Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. The gap between attainment prediction and end of Autumn attainment is diminishing. Pupils are tracked, assessments are analysed and QLA informs teaching. (NFER) Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths The gap between identified pupil groups and all other pupils is narrowing. Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. Recovery of lost learning time. 	<ul style="list-style-type: none"> All pupils have passed the phonics screening check. Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1. Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. Pupils are in – line for their age expectations in Assessments; those who are not continue to receive additional mentoring support and in – class support. The gap between identified pupil groups and all other pupils has diminished.

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- Pupils successfully transition and settle to learn and enjoy Y6
- Pupils have 1:1 pupil progress meetings and parents consultation about their strengths and development areas, with specific targets set.
- Pupils have formed excellent relationships with their adults and peers.
- Pupils are tracked and supported as needed Emotionally

- Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.
- The gap between attainment prediction and end of Autumn attainment is diminishing.
- Pupils are tracked, assessments are analysed and QLA informs teaching.
- Pupils are well – prepared for their Statutory tests; they are encouraged to read dialogically and have Mock SATS weeks.
- Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths
- The gap between identified pupil groups and all other pupils is narrowing.
- Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.
- Recovery of lost learning time.

- Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1.
- Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment.
- Pupils are in – line for their age expectations in Assessments; those who are not continue to receive additional mentoring support and in – class support.
- Year 6 pupils feel confident and well – prepared for Secondary school.
- The gap between identified pupil groups and all other pupils has diminished.

Agreed with Board of Governors Buckden CE Primary Academy

19th November 2020