

***“We are all better than we know.”***  
**Kurt Hahn – Founder of Outward Bound.**

At Lowbrook, our goal is to inspire all to be the best we can possibly be.

This is underpinned by our Vision...

***Laeti Sani Multa Perficientes***

Translated as **Happy, Healthy, High Achievers**, it is this emphasis on well-being and developing the whole child that drives the outstanding results and progress our children achieve.

### **Catch up Funding Strategy Statement**

In August 2020, the Government announced additional funding for schools to deliver catch-up sessions following the COVID 19 lockdown measures. This amounted to £80 per pupil. The amount allocated to Lowbrook Academy based on eligible pupils is therefore £26, 320. The first payment is worth 25% of the provisional allocation, rounded to the nearest £10, and will be paid to local Academies on 8 October 2020.

Rigorous analysis of internal and external pupil-level data, historical attainment and progress rates, as well as qualitative data is undertaken to ensure that these funds are used to maximum effect. The allocation of catch up funding at Lowbrook Academy is also research based, for example publications and research undertaken by The Sutton Trust / Education Endowment, to ensure best practice in terms of value for money and impact are achieved in terms of quality first class teaching and high quality, timely and effective interventions.

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the catch-up programme fully takes these findings into account. In summary, the EEF projections for the impact of widespread school closures identify;

- The disadvantaged attainment gap widens
- Assessment of lost learning is crucial
- Targeted support in addition to wider school initiatives are required
- Absence rates upon return are crucial. Effective home learning programmes have been found to mitigate the impact.

At Lowbrook Academy, we invest heavily in ensuring that the provision is personalised and pertinent to the needs of the pupils we serve in terms of supporting pupils' social and emotional well-being, enabling them to access the opportunities at school to develop academically and thrive in all areas of the curriculum.

We have high aspirations for all the children in our school and believe that all children should be given the opportunity to reach their full potential. We seek to provide personalised learning opportunities and targeted support to allow every child to flourish.

Our School Improvement Priorities are:

- To raise the attainment & progress in KS2 boys' achievement in reading
- To raise attainment & progress to improve KS2 boys' achievement in writing at the 'greater depth' standard
- To continue to raise attainment and improve pupil achievement, ensuring a wide curricular and extra-curricular experience at Lowbrook for disadvantaged children
- To raise attainment and improve pupil achievement for in-year transfer children by exit in Year 6
- To undertake a Curriculum Review of Science & Technology Domain, incorporating ever-changing technology and general STEM research and guidance
- To enhance the curriculum through consolidation of 'Philosophy for Children'
- To strive for outstanding teaching to ensure consistency, driving up attainment, progress and outcomes for learners
- To have exemplary procedures in place for behaviour, attitudes, personal development and welfare of pupils
- To continue to develop outstanding leadership throughout the Academy, ensuring continuous effective and sustainable succession planning through the development of future leaders in the school
- To further develop and build positive communications and parent/carer engagement in the school
- To continue to develop the grounds, buildings and resources so we can effectively meet the needs of a growing school and technological society
- To strive for outstanding remote education which is embedded in the curriculum and can be accessed immediately in the event of pupils isolating

**Designated staff member responsible:** Mr Martin Gosling

1. Summary information					
School	Lowbrook Academy				
Academic Year	2020-21	Total Catch Up Budget	£26,320	Total number of pupils	329

Barriers to future attainment	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Language, communication skills and vocabulary - delayed speech and language skills, leading to slower reading and writing progress in subsequent years
<b>B.</b>	Below national average attainment on entry into Early Years Foundation Stage
<b>C.</b>	Emotional, social and behavioural difficulties
<b>D.</b>	Mental health and well-being concerns which impact on pupils (and parents/carers) ability to engage with learning
<b>E.</b>	Emotional resilience, greater confidence and independence
<b>F.</b>	Sustaining the breadth of provision with trained, skilled staff within the budget
<b>G.</b>	Encouraging sustained engagement of parents/carers to assist and support their children's learning
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Lack of routine at home (punctuality, homework being undertaken, lack of reading at home)
<b>E.</b>	Lack of extra-curricular opportunities and enrichment experiences, e.g. trips, participation in physical activities, clubs, etc.
<b>F.</b>	Family difficulties (bereavement, family upheaval, separation of parents, financial difficulties)

2. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
<b>A.</b>	High rates of achievement across KS1 and KS2 for all children, with particular emphasis on the 'Working Towards' and 'Expected' prior attainment group with the aspiration of a higher proportion achieving 'Greater Depth' by the end of Year 6.	All pupils affected by the lockdown, regardless of prior attainment make accelerated progress.
<b>B.</b>	Speech and language skills for pupils in EYFS through to Key Stage 2.	Funding will ensure pupils make rapid progress by the end of the year so that all pupils will achieve the same level of attainment as prior to lockdown.
<b>C.</b>	Pupils, whose social and emotional needs were affected by lockdown, needs to be met through ELSA and targeted pastoral care focussing on emotional and social skills, well-being, personal safety, confidence and resilience.	<p>Pupils have a 'Growth Mindset', greater resilience, independence and confidence to engage with learning opportunities that are both challenging and engaging, regardless of prior attainment.</p> <p>ELSA evaluations show improvement in targeted attitudes and behaviour. Pupils in receipt of ELSA and targeted pastoral care make good progress throughout the school. All pupils are fully engaged in learning through opportunities provided.</p>
<b>D.</b>	Improved parental engagement will facilitate better working partnerships with parents for better academic success and higher aspirations for pupils.	Parents actively engaged in their children's learning, promoting and encouraging high aspirations.

Planned expenditure						
Academic year	2020-21		Expected Catch up Strategy Grant: £26,320			
The plan below outlines how the use of Catch-Up Funding improves classroom pedagogy, provide targeted support and support whole school strategies.						
Quality of teaching for all						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
To provide all teachers with a new laptop and ensure all teaching assistants have their own laptop.	<p>All members of teaching staff, including teaching assistants will have access to laptops ensuring everyone has immediate access to school drives, and are able to join video calls to support home learning.</p> <p>Teaching staff will have laptops with the most up to date technology, ensuring high quality remote education.</p> <p>Teaching assistants have the capacity to assess work, attend video calls and set activities whilst teachers are in class.</p>	<p>The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:</p> <ul style="list-style-type: none"> <li>ensuring pupils receive clear explanations</li> <li>supporting growth in confidence with new material through scaffolded practice</li> <li>application of new knowledge or skills</li> <li>enabling pupils to receive feedback on how to progress</li> </ul>	<p>SLT reviewing effectiveness of home learning</p> <p>Parent feedback from home learning</p>	SLT	Termly	<b>£10,032</b>

Targeted Support						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
<p>Small group interventions in reading and maths in KS2.</p> <p>Small group interventions in phonics and maths in KS1.</p>	<p>To offer individualised support at all levels: small group work to extend children's writing, reading and maths skills, and develop 'mastery' across core subjects.</p> <p>To raise the attainment &amp; progress in reading, writing and maths.</p>	<p>COVID-19 SUPPORT GUIDE FOR SCHOOL EEF.</p> <p>Research shows that small group tuition impacts positively on learning.</p> <p>Pupils are identified at pupil progress meetings and through summative assessment.</p>	<p>Learning walks and lesson observations</p> <p>Impact measured through ongoing teacher assessment and through national testing result.</p>	SLT	Review of data from Pupil Progress Meetings.	<p><b>£3098.76</b></p> <p><b>£5520.00</b></p>

<p>Provide Pupil Feedback Sessions focused on writing.</p>	<p>To offer extra feedback to support and raise attainment levels: regular one to one daily feedback sessions to discuss the morning's writing and any issues that require attention.</p> <p>Developed oracy skills and self-evaluation through children being given the opportunity to act on feedback and improve work.</p> <p>Increased attainment in writing.</p>	<p>Feedback studies show high effects of high-quality immediate feedback on learning (EEF Teaching &amp; Learning Toolkit).</p>	<p>Impact measured through ongoing teacher assessment and through national testing.</p> <p>Assessment Manager to continue to monitor progress of children and coordinate adaptations where necessary.</p> <p>Deliver effective feedback training to new staff.</p>	<p>SLT</p>	<p>Review of data from Pupil Progress Meetings.</p>	<p><b>£3080.01</b></p>
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<b>Other approaches</b>						
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
Extending School Hours	To offer Year 6 Study Support to include morning booster sessions & 1:1 tuition, resulting in high rates of achievement across KS1 and KS2 for all children eligible for PP.	Research shows that small group tuition impacts positively on learning with pupils making up to an additional 4 months progress (EEF Teaching & Learning Toolkit).	HLTA and Year 6 teachers to plan a series of Booster and 1:1 sessions linked to Year 6 Maths & Literacy Curriculum.	SLT	Termly	<b>£839.16</b>  <b>£1034.08</b>
Pastoral, social and emotional well-being support and activities	To ensure vulnerable children and those experiencing social and emotional issues are well supported through ELSA groups.	Increased self-confidence and better attendance. . Development of self-esteem and positive interactions with others.	ELSA provision evidenced through provision maps and monitoring forms.	Inclusion Manager  ELSA Assistant	Termly	<b>£590.24</b>
<b>Total budgeted cost</b>						<b>£24,194.25</b>