

“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

2020-21

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 was £26,320. The first payment was worth 25% of the provisional allocation, rounded to the nearest £10, and was paid to local Academies on 8 October 2020.

2021-22

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the [pupil premium](#), this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

The recovery premium will be allocated using the same data as the pupil premium. This means the following pupils will attract recovery premium funding to schools:

- pupils who are eligible for free school meals (FSM)
- pupils who have been eligible for free school meals at any point in the last 6 years
- children looked after by local authorities and referred to as looked-after children (LAC)
- post looked-after children (post-LAC)

School allocations will be calculated on a per pupil basis. Mainstream schools will get: £145 for each eligible pupil in mainstream education. There is a minimum payment that we refer to as a ‘floor’ to ensure that an eligible primary school will not receive less than £2,000. Payments will be made early in October 2021, January 2022, May 2022 and July 2022.

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:

- We will raise attainment & progress in KS2 boys' achievement in reading
- We will raise attainment & progress to improve boys' achievement in Writing at the 'Greater Depth' standard.
- Continue to raise attainment and improve pupil achievement and ensure a wide curricular and extra-curricular experience at Lowbrook for disadvantaged children.
- Curriculum Review: The Citizenship and Ethics curriculum has been identified by SLT as a priority area to focus on this academic year. Standards in this Domain are excellent, however the SLT wish to continue to review the subject with a view of consolidating the new Relationships Education as well as ever changing research, resources and guidance.
- We will enhance the curriculum through consolidation of 'Philosophy for Children' across the school (Introduced January 2019).
- To ensure that pupils, especially those who are vulnerable receive targeted support through: Catch up funding and targeted planning to ensure quality education minimising the impact of Covid 19.
- We strive for outstanding teaching to ensure consistency, driving up attainment, progress and outcomes for learners.
- We strive for outstanding remote education which is embedded in the curriculum and can be accessed immediately in the event of pupils isolating.
- The Behaviour & Attitudes of pupils is paramount to its success. We aim to be recognised as having exemplary behaviour and procedures in place during our impending inspection.

- Personal Development & Welfare of pupils is paramount to our success. We aim to be recognised as having well embedded and exemplary procedures in place during our impending inspection.
- We will continue to develop outstanding Leadership throughout the Academy.
- We will further develop and build positive communications and parent and carer engagement in the school.
- We will continue to develop the grounds, buildings and resources so we can effectively meet the needs of a growing school and technological society.

Designated staff member responsible: Mrs Laura Denham

1. Summary information					
School	Lowbrook Academy				
Academic Year	2021-22	Total Catch Up Budget	£2,000	Total number of pupils	12

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

2. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria
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A.	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.	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. Registration for the NELI programme has been completed and Early Years' children are assessed.
C.	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>
D.	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	2021-22	Expected Recovery Premium: £2,000				
The plan below outlines how the use of Recovery Premium improves classroom pedagogy, provide targeted support and support whole school strategies.						
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
Small group interventions in reading and maths in KS2.	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. To raise the attainment & progress in reading, writing and maths.	COVID-19 SUPPORT GUIDE FOR SCHOOL EEF. Research shows that small group tuition impacts positively on learning. Pupils are identified at pupil progress meetings and through summative assessment.	Learning walks and lesson observations Impact measured through ongoing teacher assessment and through national testing result.	SLT	Review of data from Pupil Progress Meetings.	£1,000
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	£500
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	£500
Total budgeted cost					£2,000	