

Seascape Primary School –Recovery plan 2021 - 2022

Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £145 for each pupil premium pupil in years reception through to 11.

Payments

This funding will be provided in 3 tranches.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

School Overview

Number of pupils in school YR – Y6	222
Proportion of disadvantaged	148 (67% r-y6)
Catch-up Premium allocation (No. of pupils x £80)	£21,460
Publish Date	October 2021
Review Dates	Dec 2021 Feb 2022
Statement created by	E Rowntree
Governor Lead	Y Ryle

Context of the school and rationale for the strategy

Seascape Primary School is an average sized, one and a half form entry primary school with 270 pupils currently on roll across Nursery—Year 6. Seascape Primary School offers Nursery provision for children from 2-4 years old, currently there are approximately 50 pupils within our EYFS provision.

The percentage of free school meals at 66% is more than double the national average (25.2%). Seascape is an inclusive school, serving one of the most deprived wards in County Durham, in terms of need and demand for social care services, mortality rate, deprivation and educational attainment. Eden Hill Estate in the top 5% most deprived for overall deprivation in England. [English Indices of Deprivation, 2015] The percentage of pupils with SEN support is 27% and is more than double the national average. (12.1%) This is rising year-on-year. The percentage of pupils with an EHC plan 1.7% is close to the national average (1.3%). The school has a majority of British white pupils with 2.% from minority ethnic backgrounds which is well below the national average (31.6%).

On average 52% of pupils engaged with home learning during lockdown and this was maintained with weekly email reminders and challenges. Towards the end of the lockdown period when school reopened to select year groups home learning tapered off with an average of 25% of pupils engaging with home learning. Where ICT was an issue staff printed off paper work packs for children to access but this meant that the guidance was not weekly as parents were not engaging with the email service set up. Staff supported struggling children / families with home learning by coaching pupils over the phone or sending more examples out via email when requested.

As a school we are embarking on a Big Maths journey and carry out weekly assessments in the form of challenges. These challenges have shown that we have 17% of pupils from Y1 – Y6 still working at ARE for number within mathematics. This has dropped from 32% in February 2020. On average many pupils are accessing the year below their current year group in terms of their writing skills so teachers are planning effectively to plug the gaps created by COVID-19 school closure as well as refreshing skills learnt but perhaps forgotten due to the lack of engagement with home learning.

Pupils reading ages show every class has a percentage of pupils working significantly below. This is also evident with our phonic assessments for those children in Y1 – Y4. As a school we feel sending home readers home of great importance in order to raise the profile of reading and allow children to handle paper texts, as many will not have had access to books throughout the lockdown period.

Priorities for current academic year

Action	Desired outcome	Evidence source	Cost	Person responsible	Impact/ evaluation (autumn, spring, summer)
To introduce homework clubs to support children access home learning.	Many children struggle to access homework or receive the support at home. As homework focuses on basic skills and vocabulary extra opportunities will improve outcomes for children.	EEF extending school time +3 EEF Homework +5	£120 per week tutoring cost Teacher @£40 per hour £3,600	Emma Rowntree	
To drastically improve the wider curriculum to enable opportunities for children to apply their skills.	The wider curriculum has been prioritised to inspire children but is not yet fully embedded. A rigorous foundation curriculum will inspire children to learn.	EEF mastery learning +5 EEF metacognition and self-regulation +7	£5,000 SLA to Chris Quigley education	Emma Rowntree Amy Moorfield	
To improve children's wider mental health needs created by covid lockdowns.	Enhanced OT support not to work with SEN children but to work with the wider school to create sensory-friendly classrooms and to provide staff CPD in how to support children on a first quality teaching basis.	EEF metacognition and self-regulation +7 EEF social and emotional learning +4	£12,000 SLA to Sensoryworx for academic year £3,000 for equipment within the classrooms.	Emma Rowntree Caroline Stuart Claire Oxley-Gillett	
TOTAL			£20,600		

Additional funding supporting provision

Cost of Academic mentor to school is approximately £6,000 – this cost is currently through pupil premium
Cost of tuition and revision club also comes from pupil premium funding.

Governance – monitoring the effectiveness of the strategy

Governors involved: – Chair of Governors;– Vice-Chair of Governors;– Head Teacher			
Committee meeting dates			
Autumn:	December 2020	Spring:	Summer:
Autumn summary Briefly state what was discussed and the outcome.			
Spring summary			
Summer summary			