

2021-2022 School Led Tutoring Grant Allocation

Under School-Led Tutoring, all eligible state-funded schools are given a ringfenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools the flexibility to use tutors with whom they are familiar. All state-funded schools with pupils eligible for pupil premium will receive a ring-fenced grant. From May 2022, funding was allocated for around 76% of pupils, in Year 1 to 11, eligible for pupil premium, per school. This was additional funding for schools to deliver tuition within 2021/22 academic year. 75% of the cost is subsidised by the School Led Tutoring Grant in the academic year 2021/22. Southgate School funded the remaining 25% through Pupil Premium. The subsidy rate for 2022/23 will be 60% and for 2023/24 it will be 25%. The amount received by Southgate School, from the School Led Tutoring Grant, in 2021-22 was:

- Autumn 2021 - £7,094.06
- December 2021 - £7094.06
- April 2022 - £16,479.38

In total the school received £30,667.50

The National Tutoring Programme (NTP) is intended to help close the education gap which widened as a result of COVID-19. Disadvantaged and vulnerable pupils faced more barriers during school disruptions including problems in accessing digital devices and difficulties in studying autonomously at home. Further analysis of the impact of the pandemic on disadvantaged pupils can be found at www.gov.uk/government/publications/school-led-tutoring-grant.

Schools can access three tutoring routes as part of the National Tutoring Programme:

- Route 1: Tuition Partners
- Route 2: Academic Mentors
- Route 3: School-Led Tutoring

Having explored the first two options and accessing the NTP for recruitment support, we decided to follow Route 3 as the best course of action for our setting. This allowed us to recruit an internal candidate who was already familiar with the pupils and our ethos. Initially we used the funding to employ Hamnah Khan as the Holly Class teacher so that the existing teacher, Lottie Ransom, could focus on facilitating the Year 11 accreditations (ASDAN, Entry Level, Functional Skills and GCSE). At the end of the Spring term we opened the process for a dedicated Academic Mentor. 3 candidates applied. The process included an observed learning activity and an interview conducted by two members of SLT (Kate Emptage and Sarah Hoffman). Amanda Long was the successful candidate and began the role at the start of the Summer term.

Identified gaps and barriers faced by eligible pupils, based on 2021-22 data

1. Increased range of accreditations being delivered to Year 10 and Year 11 pupils

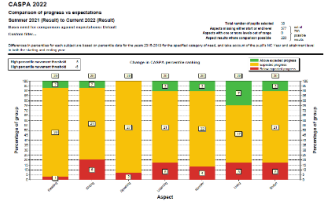
These accreditations were also more broadly taught across the three pathways than had been done in previous years, meaning that pupils had access to a wider range of courses regardless of the pathway that they were in. This posed a challenge in terms of groupings and differentiation to enable pupils from the same class to access different course contents as well as learn formal examination skills.

2. Priority Pupils

At the start of every term, CASPA data is used to identify pupils who are making little to no progress in English and Maths. This is based off teacher assessment.

Review of spending in 2021-2022 provided by Covid Catch Up Premium (School Led Tutoring Grant) funding

Actions to tackle Barrier 1: Increased range of Year 10 and 11 Accreditations	Intended outcome	Impact	Evaluation	Cost
<p>Providing specialist skills to support greater complexity of need through creating a whole school ‘Intervention Culture’ and building staff skills.</p> <p>Although many pupils benefit from this provision, pupils eligible for Pupil Premium often have a higher level or greater complexity of need and therefore they are prioritised for interventions to ensure that they continue to make sustained progress.</p>	<p>A greater range of pupils from across all 3 pathways to be able to successfully access a wider range of accreditations, including Year 10 pupils.</p>	<p>7 pupils entered for an ASDAN accreditation, 14 pupils entered for Entry Levels Maths & 16 pupils entered for Entry Level English. Pupils were entered for Functional Skills courses for the first time - 7 in Maths and 16 in English. Finally, one pupil was entered for GCSE maths.</p>	<p>The widest range of accreditations to the widest range of pupils was delivered this year.</p> <p>7 pupils achieved ASDAN accreditations</p> <p>14 pupils achieved Maths Entry Level and 15 achieved English Entry Level.</p> <p>For the first time pupils were entered for Functional Skills. 3 passes at Level 1 for English and 2 passes at Level 1 for Maths.</p> <p>1 pupil was entered for Maths GCSE and achieved a 2.</p>	<p>Cost of employing Hamnah Khan for Spring 2 in 2022 - £4610</p>

Action to tackle Barrier 2: Priority Pupils	Intended outcome	Impact	Evaluation	Cost																				
<p>Improving the progress attained by Priority Pupils.</p> <p>30 pupils, all identified on the Priority Pupil list, to receive Academic Mentoring in the Summer Term.</p> <p>The Academic Mentor to work closely with class teachers to identify clear and SMART targets to allow the mentoring to be focused and individually planned.</p>	<p>Pupils who have been identified as Priority Pupils (making little to no progress in certain aspects of English and Maths) will make expected or above expected progress according to the Summer Assessment data.</p>	<p>The pupils who received Academic Mentoring were distributed thus:</p> <ul style="list-style-type: none"> 9 pupils from Orchard 15 pupils from Forest 6 pupils from Woodland <p>22 pupils (73%) made progress in at least one targeted area.</p> <table border="1" data-bbox="674 406 1301 691"> <thead> <tr> <th></th> <th>Forest</th> <th>Woodland</th> <th>Orchard</th> </tr> </thead> <tbody> <tr> <td>Total pupils</td> <td>15</td> <td>6</td> <td>9</td> </tr> <tr> <td>Number that made progress in at least 1 targeted area</td> <td>10</td> <td>4</td> <td>8</td> </tr> <tr> <td>% of progress in at least 1 targeted area</td> <td>67%</td> <td>67%</td> <td>88%</td> </tr> <tr> <td>Overall % of progress</td> <td colspan="3">73%</td> </tr> </tbody> </table>  <p>Pupils who received Academic Mentoring made more Expected Progress in all areas of English and Maths compared to the whole school data (see Appendix 1)</p> <p>In the 55 targeted curriculum areas (across the 30 pupils), more progress was made towards them following the Mentoring than preceding it.</p> <p>Prior to Mentoring, progress was made in 43% of the identified target areas.</p> <p>Post Mentoring, progress was made in 54% of identified target areas.</p> <p><u>9 pupils from Orchard covering 11 targeted areas</u></p> <ul style="list-style-type: none"> Progress made in 29% of those areas prior to Mentoring Progress made in 71% of those areas post Mentoring <p><u>15 pupils from Forest covering 27 targeted areas</u></p>		Forest	Woodland	Orchard	Total pupils	15	6	9	Number that made progress in at least 1 targeted area	10	4	8	% of progress in at least 1 targeted area	67%	67%	88%	Overall % of progress	73%			<p>The evidence shows that the Mentoring had a positive impact on the expected progress made across all areas of the curriculum (including areas which were not specifically targeted by the mentoring). There is a clear difference in the progress being made by these pupils prior to accessing Academic Mentoring and following it.</p> <p>Where targets were SMART and highly personalised, more progress was made. This needs to feed into the approach used in September 2022.</p>	<p>Cost of employing Amanda Long for Summer term 2022 - £7386</p> <p>Total cost of School Led Tutoring £11,996.00</p> <p>£8997.00 from the School Led Tutoring Grant (75%)</p> <p>£2,999.00 from Pupil Premium (25% top up)</p>
	Forest	Woodland	Orchard																					
Total pupils	15	6	9																					
Number that made progress in at least 1 targeted area	10	4	8																					
% of progress in at least 1 targeted area	67%	67%	88%																					
Overall % of progress	73%																							

<p>The C&I team will develop the skills of class teams with a focus on pupils who are eligible for Pupil Premium. They will work with teachers to monitor the progress of pupils and the impact of interventions.</p> <p>Providing specialist skills specific to each pathway to support greater complexity of need through creating an 'Intervention Culture' and building staff skills.</p> <p>Intervention team - Pupils eligible for Pupil Premium often have a higher level or greater complexity of need and therefore they are</p>		<ul style="list-style-type: none"> • Progress made in 37% of those areas prior to Mentoring • Progress made in 52% of those areas post Mentoring <p><u>6 pupils from Woodland covering 11 targeted areas</u></p> <ul style="list-style-type: none"> • Progress made in 81% of those areas prior to Mentoring • Progress made in 36% of areas post Mentoring <p>Woodland pathway have been identified as a School Development priority and this data is not reflective of the Mentoring but rather of a wider range of contributing factors. <i>Please see the SEF for further details.</i></p> <p>See impact on Pupil Premium Review</p> <p>See impact on Pupil Premium Review</p>		<p>Total contribution to C&I team: £20,890.00</p> <p>(£5222.50 received from Pupil Premium - 25% top up)</p> <p>£15,667.50 from this budget.</p> <p>Total contribution to Intervention team: £8,004.00</p> <p>(£2001.00 received from Pupil Premium - 25% top up)</p> <p>£6003.00 from this budget.</p>
---	--	---	--	---

prioritised for interventions to ensure that they continue to make sustained progress.				
Total Expenditure from the School Led Tutoring Grant: £30,667.50				

Plan to measure the effect of School Led Tutoring Grant

Pupils' academic and holistic progress are assessed termly through teacher assessments and other data such as attendance and behaviour. The Priority Pupil Action Plans are used to set SMART targets, to closely analyse progress and put measures in place to accelerate progress in identified areas. These Priority Pupil Action Plans are tracked and updated termly. Pupils who are eligible for pupil premium are identified throughout these detailed action plans and their progress will be monitored. These plans are then used by the Academic Mentor to target individual pupils and groups of pupils, focusing on the specific areas where progress has stagnated.

Date of next review

Covid Catch Up Premium Strategy will be completed in September 2022.

Appendix 1: 2021=2022 CASPA data

Curriculum Area	Expected Progress – Whole School
	Expected Progress – Pupils who received Academic Mentoring
Reading	74.8% 89.6%
Writing	70% 72.4%
Speaking	74.2% 93.1%
Listening	66.8% 72.4%
Number	69.8% 75.8%
Using and Applying	53.7% 58.6%
Shape, Space and Measure	67.5% 72.4%