

2022-2023 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 in academic year 2021/22. Schools will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium. The subsidy rate for 2022/23 will be 60% and for 2023/24 will be 50%.

The amount that Southgate will receive in 2022-23 is projected to be £37,647 for 89 pupils.

Total expenditure for School Led Tutoring: £62,745 (60% of this is £37,647 and the remaining 40% - £25,098 - to come from Pupil Premium)

The School Led Tutoring Grant 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.

Amanda Long, who was appointed at Easter 2022, has continued in the role this year.

Identified gaps and barriers faced by eligible pupils

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

These accreditations will be more broadly taught across the three pathways, meaning that pupils had access to a wider range of courses regardless of the pathway that they were in. More pupils will also be accessing Functional Skills and GCSE courses, which will need specific and targeted support.

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 2022-2023 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 (Functional Skills and GCSEs), including Year 10 pupils.</p>	<p>8 pupils entered for an ASDAN accreditation</p> <p>20 pupils entered for Entry Levels Maths & 10 pupils entered for Entry Level English.</p> <p>For the first time, Year 9 pupils were entered for Entry Level Maths to allow them the grounding to explore a wider range of accreditation in KS4.</p> <p>4 pupils were entered for Functional Skills Level 1 in Maths and 2 were entered for Functional Skills Level 2 in Maths.</p> <p>For the first time, 1 pupil was entered for Functional Skills Level 2 in English.</p> <p>2 pupils were entered for GCSE Maths.</p>	<p>The widest range of accreditations to the widest range of pupils was delivered again this year, improving on last year.</p> <p>Entry Level English Level 2 = 9 Year 11s, 1 Year 10 (7 Pass, 3 withdrawn due to anxiety)</p> <p>Entry Level Maths Level 1= 2 Year 11s, 3 Year 10s (5 Pass)</p> <p>Entry Level Maths Level 2= 4 Year 11s, 5 Year 10s (5 Pass, 4 withdrawn due to anxiety)</p> <p>Entry Level Maths Level 3= 3 Year 11s, 3 Year 10s (6 Pass)</p> <p>Functional Skills English Level 1 = 4 Year 11s, (1 Pass, 2 Fail, 1 withdrawn due to anxiety)</p> <p>Functional Skills English Level 2= 1 Year 11 (1 Pass)</p> <p>Functional Skills Maths Level 1 = 4 Year 11s, 1 Year 10 (2 Pass, 2 Fail, 1 withdrawn due to anxiety)</p> <p>Functional Skills Maths Level 2= 1 Year 11 (1 Pass)</p> <p>GCSE (Foundation) Maths = 2 Year 11s (2 Pass at Grade 3)</p>	<p>Maths Lightbulb Tuition tutor</p> <ul style="list-style-type: none"> • £125 a lesson (4 hrs a week) • £50 a week travel costs • 25 weeks x £550 a week = £13,750 <p>English Lightbulb Tuition tutor</p> <ul style="list-style-type: none"> • £125 a lesson (1 hr a week) • £25 a week travel costs • 25 weeks x £150 a week = £3,750 <p>£700 a week x 25 weeks = £17,500</p> <p>The final sum spent on this was £16,175. The short fall here contributed to Amanda Long's salary.</p>

Action to tackle Barrier 2: Priority Pupils	Intended outcome	Impact	Evaluation	Cost
<p>Improving the progress attained by Priority Pupils.</p> <p>At least 47 pupils, all identified on the Priority Pupil list, to receive Academic Mentoring in the Autumn 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><u>Priority areas and cohorts:</u></p> <p><u>English and Maths</u> Listening and Shape, Space and Measure</p> <p><u>Formal-</u> Pupils working around Milestone 2 and following the formal curriculum.</p> <p><u>Semi-Formal-</u> Pupils working below P4.</p>	<p>47 pupils received regular Academic Mentoring sessions over the course of the year.</p> <ul style="list-style-type: none"> 68% of pupils made progress in the area that was being targeted by the Academic Mentor 87% of pupils made progress in 2 or more areas of the targeted subject (eg. If the target area was Writing, they made progress in other areas within the English curriculum area) <p>The following data illustrates the impact this intervention also had on pupil anxiety:</p> <p>From SUM22 to SUM23, 39.53% of pupils engaging in NTP Tutoring have shown a reduction in recorded anxieties. This increases to 46.51% when factoring pupils that have shown a reduction in recorded anxieties <i>and</i> no change in recorded anxieties.</p> <p>From AUT22 to SUM23, 32.56% of pupils engaging in NTP Tutoring have shown a reduction in recorded anxieties. This increases to 41.86% when factoring pupils that have shown a reduction in recorded anxieties <i>and</i> no change in recorded anxieties.</p> <p>From AUT22 to SPR23, 58.14% of pupils engaging in NTP Tutoring have shown a reduction in recorded anxieties. This increases to 67.44% when factoring pupils that have shown a reduction in recorded anxieties <i>and</i> no change in recorded anxieties.</p>	<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. Amanda Long is going to work with teachers on an individual basis in September 2023 to develop target setting and link specifically with EFL.</p> <p>Amanda Long has also planned 2 CPD sessions to be delivered in the next Core CPD cycle to develop staff knowledge of early reading and writing skills and the use of sensory strategies in the classroom</p>	<p>£27,761 (cost of employment for Amanda Long as above – not to be counted twice)</p> <p>Amanda's salary was £28,785 when calculated at the end of the year.</p>

To contribute to the cost of the Pastoral and Intervention team	Pupils who are eligible for Pupil Premium have high levels of anxiety. Pupils to have fewer Stage 3 days and fewer Physical Interventions compared to 2021-22.	See Pupil Premium 2022-23 Impact Review	See Pupil Premium 2022-23 Impact Review	£17,484 on Pastoral and Intervention team
				Total expenditure: £62,745

[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 2023