

2023-2024 School Led Tutoring Grant (National Tutoring Programme) 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 2023/24 will be 50%.**

The amount that Southgate will receive in 2023-24 is projected to be £16,567.50 for 94 pupils.

Total expenditure for School Led Tutoring: £33,135 (50% of this is £16,567.50 and the remaining 50% - £16,567.50- 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.

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.

Plan of spending in 2023-2024 provided by School Led Tutoring Grant funding

| Actions to tackle Barrier 1: | Intended outcome | What's the evidence and rationale for this choice? | How will you monitor the impact and quality assure the implementation? | Staff lead | 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>By having a dedicated tutor to support the teaching of a wide range of accreditation, pupils will be able to access a greater spectrum of external assessment to support their journey to Post 16.</p> | <p>Regular monitoring of data (weekly attendance, weekly behaviour, termly progress in academic and EHCP outcomes, EFL assessment) to identify where staff teams need additional support and skills.</p> <p>Intervention Team to set SMART targets and RAG rate the impact that their support has on pupils.</p> | <p>Assistant Head (Kate Emptage)</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 <p>28 weeks @ £550 (GCSE & FS) = £15400 3 weeks @ £300 (GCSE only) = £900</p> <p>Total: £16,300</p> |

| Actions to tackle Barrier 2: | Intended outcome | What's the evidence and rationale for this choice? | How will you monitor the impact and quality assure the implementation? | Staff lead | Cost |
|---|---|--|---|---|---|
| <p>Improving the progress attained by Priority Pupils.</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 in English and Maths</u></p> <p><i>In Maths we need to look at interventions to support pupils who have not made expected progress. In English, Writing is the main area of focus.</i></p> | <p>The Academic Mentor will continue to work closely with pupils who are identified as Priority Pupils using targets set by teachers that are SMART and clear.</p> | <p>Regular monitoring of data (termly progress in academic and EHCP outcomes, EFL assessment) to identify where pupils need additional support.</p> | <p>Academic Mentor (Amanda Long)</p> <p>Assistant Head (Kate Emptage)</p> | <p>£29,00 (cost of employment for Amanda Long as above – not to be counted twice)</p> |
| | | | | | £45,300 |
| <i>Training and resources (which will come from Pupil Premium as it cannot be taken from the NTP grant)</i> | | | | | £1000 |
| | | | | | Total Expenditure: £46,300 |
| <p>Total expenditure for School Led Tutoring: £33,135 (50% of this is £16,567.50 and the remaining 50% - £16,567.50- to come from Pupil Premium).</p> | | | | | |
| <p>There is therefore a short fall of £13,165.00 which is to be made up from Pupil Premium</p> | | | | | |
| <p>With the addition of the funds for training and resources as well as making up the short fall, this means that the total coming from Pupil Premium is: £29,732.50</p> | | | | | |

Plan to measure the effect of Pupil Premium

Pupils' academic and holistic progress are assessed termly through teacher assessments and other data such as attendance and behaviour. Priority Pupils are identified at the beginning of each term with the area that needs further focus. Teachers then set SMART targets on to the ILP related specifically to this area (if the EHC outcome targets on the ILP do not address it – this is using our new Evidence for Learning assessment system). Teachers to closely analyse progress and put measures in place to accelerate progress in identified areas and these ILP targets will be updated termly. Pupils who are eligible for pupil premium are identified and their progress will be monitored. All children who are Post-Children Looked After are automatically identified as priority pupils to ensure that they are closely monitored. Weekly data is also analysed on anxiety, behaviour and attendance to proactively identify any issues and put measures in place promptly.

The final data in Summer Term of 2024 will be used to measure the overall effect of this strategy in improving the progress of eligible pupils and closing the identified gaps.

Date of next review

A detailed review of the impact and effect of the 2023-2024 Pupil Premium Strategy will be completed in September 2024.