

DFE COVID School- Led Tutoring Funding 2021-2022

Overview 2021-22 Grant



Total Number of Pupils on role 2021/2022	210
Percentage receiving PPG	30%
Number of Pupils receiving PPG	49
Number of CLA or post looked after	1
Total Grant	£8100
DFE Funding	£6075.00
School Funding	£2025.00

DFE

As part of its strategy to overcome the disruptions caused by the COVID 19 pandemic and the significant missed learning by pupils, the government has expanded its tutoring offer. From the beginning of the 2021-2022 academic year schools can now access three different tutoring routes:

Route 1: Tuition Partners

Route 2: Academic Mentors

Route 3: Schools-Led tutoring

XII Apostles Rationale

Targeted Support

Having taken in account the research EEF we have decided that **Route three: School-Led tutoring** will have the maximum impact in narrowing the gaps in learning caused by COVID pandemic

Funding

Funding is allocated for around 60% of pupils, in Year 1 to 6, eligible for pupil premium, per school. 75% of the cost is subsidised in academic year 2021/2022. School will fund the remaining 25%

Evidence EEF

*There is extensive evidence supporting the impact of high quality **one to one and small group tuition** as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on*

*the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catchup approaches. **Tuition delivered by qualified teachers is likely to have the highest impact.***

Extended school time In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.

With this research in mind, most school-led tuition will be carried outside of the school day. This will ensure that children do not miss their wider curriculum entitlement or gaps in learning are not widened further. Tuition will be carried out by the children's class teacher or by teachers associated with school. This will ensure that tutoring is focussed on the specific needs of the children and learning can be linked and applied to the day-to-day learning within the school day.

Operational

- 4 existing class teacher and 1 other teachers have agreed to plan and deliver the catch up programme
- Twice weekly sessions for 1 hour before or after school
- The programme will run for a block of 12 weeks
- Tutors to benchmark pupils to show progress
- Tutors to keep a register of those that attend each week
- The tutor, who is not the class teacher, to work collaboratively with class teacher
- 4-6 children in each group
- Tutoring Programme for year 2 to 6 focussing on Maths and English
- A Spanish teacher has been employed to work for 1 morning a week in Key Stage 2 to enable class teachers to deliver writing intervention to small groups of children.

Monitoring Spending

The School-Led Tutoring: guidance and tracker tool will be used to check the funding allocation and calculate the number of hours of tuition that is expected to be delivered. The children in receipt of school led tuition and the hours of tutoring carried out will be collated each month and evaluated on a termly basis. This will help to ensure that this funding allocation is used effectively to have maximum impact.

Monitoring Impact

The impact of School-Led Tuition will be monitoring in two ways. Baseline and end of block assessments will be carried out to measure the small steps of progress that children have made within the block of tutoring sessions. The end of year data for academic year 2021 has been used to identify the children that have fallen below ARE since the COVID pandemic began. This baseline data will be compared to mid-year data 2021-2022 and end of academic year data July 2022 to check the progress that the children, who have accessed School-Led Tuition, have made towards achieving ARE.

Costings 2021-2022

Allocation	
DFE Funding	£6075.00
School Funding top up recovery premium 25%	£2025.00
School Funding reminder recovery premium	£6530.00
Pupil Premium	£5218.00
Autumn Term	£5,500
After school Tutors for 2 sessions per week with a teacher for Year 2,3,4,5 and 6, small groups (September- December) X 11 weeks Based on hourly rate £25	
School hours tutoring (Spanish teacher to release class teacher) (September- December) X 11 weeks	£1,323
Spring Term	£5,500
After school Tutors for 2 sessions per week with a teacher for Year 2,3,4,5 and 6, small groups (January- March) X 11 weeks Based on hourly rate £25	
School hours tutoring (Spanish teacher to release class teacher) (January- March) X 11 weeks	£1,323
Summer Term	£5,000
After school Tutors for 2 sessions per week with a teacher for Year 2,3,4,5 and 6, small groups (April- July) X 10 weeks Based on hourly rate £25	
School hours tutoring (Spanish teacher to release class teacher) (April- July) X 10 weeks	£1,202
Total	£19,848