



SRSCMAT School-Led Grant Funding Action Plan



School-led tutoring grant: summary and conditions of the grant

School-Led Tutoring is designed to help close the education gap between disadvantaged pupils and their peers. We know that these pupils were disproportionately affected during school disruptions as a result of COVID-19. The grant should therefore focus on providing support to these pupils, although schools can use their discretion to extend it to other pupils in need of catch-up support.

The grant is ring-fenced for expenditure on school-led tutoring only (staff costs). If internal staff are being paid to tutor, this must be in addition to their contracted hours and duties. The funding cannot be used for room hire, equipment, laptops, transport, stationary etc

The funding allocations are based on packages of tuition delivered in **15-hour sessions for each pupil**. The DfE recommends focusing on **1 subject** for a package (15 hours), so careful consideration of which subject each pupil would benefit from. Schools can use their discretion to split the package between 2 subjects.

School-Led tutoring can be carried out by internal or external staff, private tutors or tutoring organisations.

- Staff with QTS or at least 2 years' experience in their subject or phase can begin tutoring from September 2021
- An essential free online training course **must be** completed by teaching assistants, ITT trainees and teachers without QTS who have less than 2 years' experience in the relevant subject and phase **before** they can start tutoring. This certified course is expected to take around 11 hours and will be available sometime in November.

<https://www.educationdevelopmenttrust.com/our-expertise/uk/our-school-led-model/school-led-tutoring-programme>

<https://tuitionhub.nationaltutoring.org.uk/NTP/s/ntp-school-registration>

Small group tuition is recommended. A group size of **three pupils** will allow schools and academy trusts to ensure cost effectiveness whilst maximising outcomes for pupils.

Primary schools are strongly encouraged to prioritise language, English and Maths (science and other subjects can also be supported)
Secondary schools are encouraged to deliver tutoring in English, maths, sciences, humanities and modern foreign languages.

Tutoring should be organised at an appropriate time. Pupils must not miss out on core curriculum and pupils with SEND/additional needs must not miss out on specialist support. Leaders can be flexible in their approach to timetabling, e.g. rotating tutoring sessions or using form time or breakfast clubs.

Schools are required to record the identify of pupils in receipt of tutoring and the cumulative number of hours of tuition delivered to each pupil. This data will be collected in the School Census returns.

All schools will be required to fill in an online ESFA form at the end of the academic year to summarise the total amount spent on School-Led tutoring, no. of pupils that received tuition and the total number of hours of tuition delivered in your school.

Schools cannot carry forward funding into future years. Any unspent funding at the end of the academic year will be recovered by the DfE

1. Summary Information

School: Saint John Houghton CVA					
Academic Year	2021-22	Total number of pupils in receipt of tutoring funding	78	Total number of pupils receiving tutoring	92
Grant funding budget (75%)	£ 15,795.00	School allocation (25%)	£5,265.00	TOTAL Funding	£21,060.00

2a. Barriers to Future Attainment and Progress

Academic Barriers

A.	Transition is challenging and limiting success for; long term disadvantaged, low prior attainers, students with behavioural challenges or SEN,
B.	Low self-efficacy and SEMH challenges are limiting students' ability to learn and limiting their aspirations
C.	Literacy and numeracy are at lower levels of skill and knowledge for disadvantaged student. This impacts on their ability to access the

Additional Barriers (including issues such as attendance, social and emotional issues manifesting themselves in behaviours, bereavement, or other areas of loss)

D.	Poor attendance – attendance can be limited by SEMH difficulties (for the student and the family) and deprivation
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2b. Intended Outcomes (specific outcomes and how they will be measured)

Success Criteria

A.	Close gaps in learning due to Covid and other causes. Students who participate in tutoring progress is in line with their peers/age related expectations in KS3 and in KS4 make 4-5 months progress. Year 11 Progress to be above (and at least in line with) national averages for PP. (-0.44 in 2019)	60 students (30 from year 8 and 30 from year 7) participate in School-led tutoring for Reading and writing and numeracy Students from other year groups are supported with school-led tutoring on an individual needs basis – priority is given to SEN, LAC and PP students.
B.	Curriculum design and approaches to teaching & learning are more accessible to disadvantaged learners. The curriculum is broad, builds confidence, builds cultural capital and reflects local context	Learning walks and work scrutiny show no difference in the engagement and achievement of disadvantaged learners PASS test data & student voice evidences growing aspirations, improved self-efficacy and feelings of inclusion.

C.	Improved engagement and self-efficacy leads to improved attendance	The attendance gap between PP and non-PP continues to decline PASS test data show improved attitude to attendance for all
D.		

3. Planned Expenditure

Schools are to use this grant as they see fit in providing tuition support to pupils that can benefit most.

Success Criteria	Action	What is the evidence and rationale for this choice?	How many children ? How many hours per child? Is taught outside the core curriculum time? Y/N	How Will You Ensure It Is Implemented Well?	Details of Tutor (Initials, role in sch, if no QTS confirm when training will be completed)	Cost	Review Date? Name of reviewer
Students from year 8 and year 7 participate in School-led tutoring for reading and writing and numeracy	Use assessment data to select students. 3 x 15 week programmes	EEF data, PASS Test data, assessment data (GL etc)	60 x 15hrs (1 hr p.w.) In curriculum time but a rolling rota so same lessons aren't affected	Assessment points throughout Regular meetings with tutor Clear learning outcomes One point of contact at school	Tutor provided by Connex Education	£11025	K Boddice February 2022, April 2022, June 2022, July 2022
Students from all year groups (mostly y11) are supported with S.L.T. on an individual needs basis	Use assessment, attendance and SEMH data to select students.	EEF data, PASS Test data, assessment data (GL etc), Recovery Curriculum	7 students x 15 hours – when depends on student need, within curriculum time but these are students with a need	Assessment points throughout Regular meetings with tutor Clear learning outcomes One point of contact at school	Tutor provided by Connex Education	£3525	K Boddice February 2022, April 2022, June 2022, July 2022
After school & holiday sessions for year 11, delivered by teaching staff	Create study timetable November- May, 5 subjects	EEF data, PASS Test data, assessment data	Est 40 students, 8 per subject (groups of 4), 15 hours each. Taught outside of curriculum time	Internal QA procedures, improvements in progress and attainment data		£6510	K McDermott, every half term.
TOTAL SPEND						£21,060	

4. Additional Detail (if applicable)

Targeted support

1. Year 8
2. Year 7
3. Students on a reduced timetable, low attendance, AP, MH and wellbeing issues
4. Any other student in need of extra support
5. After school sessions for years 10 and 11

Costs breakdown:

Year 8 – tutor 150 hours (2 days for 15 weeks) with 25-30 students @£49 per hour = £7350

Year 7 tutor 75 hours (1 day a week for 15 weeks) with 15 students @£49 per hour = £3675

Reduced timetable students 3 students – private tutor 45 hours @ £49 = £2205

Year 11 students (x 4) receiving extra tuition from TA 60 hours @£22 = £1320

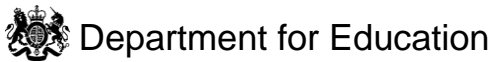
Teaching staff year 10 sessions – 5 subjects 150 hours (at least 40 students) @£ = £5510

Contingency £1000

5. Approved and Authorised By

Role	Signature	Date
Head-teacher		
Member of School Improvement Team		
Finance Director		

Schools to share with the Local Governing Body to assist in monitoring processes



Dear colleague

School-led grant funding – part of The National Tutoring Programme

The Department for Education will provide ring-fenced grant funding directly to schools to support provision of school-led tutoring, in the academic year 2021/22. The amount that schools will receive will be proportionate to the number of Pupil Premium students on roll. For the next academic year, the grant will be calculated to cover 75% of the cost of locally-sourced tuition (based on average costs of tutoring) with schools contributing the remaining costs.

Schools will have flexibility to use this additional grant as they see fit in providing tuition support to pupils that can benefit most. Schools will have freedom to determine who is best placed to deliver tutoring support to meet their particular needs, including utilising existing school staff or others who are familiar with their school and pupil needs. Schools can exercise their discretion in determining which pupils are most in need of tutoring support, including using this grant to support tutoring for non-pupil-premium students, as they see fit.

The school-led tutoring scheme is designed to complement the existing tutoring routes introduced in 2020 through the National Tutoring Programme (NTP). In 2021/22, the Department will expand the amount of tuition available through the programme to provide access for tutoring support to around 40% of Pupil Premium students, across all state-funded schools in England. The amount of funding available through the school-led tutoring grant reflects this, by providing sufficient funding to schools to offer tutoring support for the remaining 60% of Pupil Premium students.

Further information, including the grant conditions, will be released by the Department over the coming months.

Funding allocations

To help schools with their financial planning, we can confirm that school allocations for the School-led tutoring grant in Academic Year 2021/22 will be calculated based on the number of pupils eligible for the Pupil Premium.

All state-funded primary, middle and secondary schools in England, including academies and free schools, will receive £203 for 60% of pupils eligible for Pupil Premium, from Year 1 to Year 11.

We have applied additional weighting to specialist settings, recognising the significantly higher per pupil costs they face. The following settings will receive £529 for 60% of places for AY2021/2022:

- Special schools, including special units within mainstream schools
- Alternative Education Provision / Pupil Referral Units
- Hospital schools

As schools will be given the discretion to use the funding for pupils they feel would benefit the most, funds received through the School-led tutoring grant funding are not restricted to Pupil Premium pupils only. We recognise that schools are in the best position to identify the pupils in most need of tuition support and should use this money to support these students.

With School-led tutoring funding, a typical primary school of 200 pupils will receive £6,000 while a typical secondary school of 1,000 pupils will receive £35,000.

Final allocations will be confirmed to schools at the beginning of the autumn term.