

# 16 to 19 Tuition Fund - Strategy Statement

1. Summary information					
<b>School</b>	St Margaret Ward Catholic Academy				
<b>Academic Year</b>	2020/21	<b>Total Catch Up budget</b>	£1,280.00	<b>Total number of identified pupils (Years 12-14)</b>	18

Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Effective High-Quality Teaching from specialist teachers to support students, including those identified as disadvantaged, to achieve a Grade 4 or above in English and Maths. Support for students studying science to improve their grade in order to enter future pathways and appropriate destinations.	Outcomes at GCSE show that all pupils achieve at least a grade 4 in English and Maths. Students requiring improved science grades to mitigate for the disruption to their education achieve the grades required to access to the next stage of their education.
<b>B.</b>	Targeted academic support established for all students, including those identified as disadvantaged, requiring to resit exams due to the disruption to their learning caused by the Pandemic.	Small group teaching is facilitated to support students to achieve the required grade in English and Maths and improved Science grades. Additional preparation for examinations ensures any gaps in knowledge are filled, students are reassured and confident and any possible lingering misconceptions are identified and addressed.
<b>C.</b>	Wider strategies are used to address barriers to ensure success. Attention on supporting pupils' social, emotional and behaviour needs as part of good teaching is an effective strategy to support learning. Attendance – support and communication with parents and carers is good.	Attendance of identified students is in line with national averages and learning behaviours are consistently strong.  Additional one-to-one support ensures any difficulties or barriers to learning are quickly identified and addressed to support the high-quality specialist teaching.

Planned expenditure					
i. Teaching					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Effective High-Quality Teaching from specialist teachers to	Ensure that the small group tuition is delivered by a subject specialist to ensure that all students get the best	<i>'Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge</i>	Ensure Subject leaders oversee the implementation of the	ER	Half -termly

support students to achieve a Grade 4 or above in English and Maths or to achieve appropriate grades in combined or Single Science to facilitate progression to the next step of their education	support from a specialist with the appropriate subject and pedagogic knowledge.  Ensure that the regular specialist led small group sessions provide opportunities for regular low stakes diagnostic assessments	<i>and knowledge of their pupils, positively impact upon learning.'</i>  <i>'Effective diagnostic assessments are therefore rooted in classroom practice. Such assessment may include the use of verbal questions, short answer quizzes and multiple-choice questions etc. These low stakes approaches have the benefit of more precisely diagnosing gaps in learning and informing teaching than broader, time intensive mock exams'</i>  <b>The EEF guide to supporting school planning</b>	support and are held to account for the outcomes.  The specialist staff identify gaps on knowledge and learning which inform the independent practice and learning prior each small group session.		
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**Total budgeted cost: £0.00 from this fund. Teacher training and support will come from whole school initiatives and already funded**

## **ii. Targeted Academic Support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Targeted academic support is in place.	Additional small-group specialist English, maths and Science tuition will be established in the autumn term.  Maths - 1 group of 3 students. Science - 1 group of 2 students. English - 3 groups of 4 pupils and 1 of 5.  = 5 tuition groups	<i>'Tuition delivered by qualified teachers is likely to have the highest impact.'</i>  <i>'Small group tuition is effective; generally, the smaller, the better. However, both small group and one to one tuition can be useful approaches, depending on the context. Small group tuition requires less staff time to deliver to the same number of pupils, and therefore also reduces costs.'</i> <b>The EEF guide to supporting school planning: A tiered approach to 2021</b>	Time will be set aside each week for specialist teachers to meet with small groups to provide tuition to support their preparations, conduct low stakes diagnostic assessments, to fill gaps, support independent practice and improve exam technique.  English and Science students will meet with a specialist Tutor twice a	SB	Half termly

		<p><i>'Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Connections are made between the out-of-class learning in the interventions and classroom teaching. The EEF guide to supporting school planning: A tiered approach to 2021</i></p> <p><i>Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.'</i>  <b>EEF Covid-19 support guide for school.</b></p>	<p>week for short tutorial support.</p> <p>Maths students will have additional timetabled Maths lessons once per week.</p>		
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**Total budgeted cost: = approx. £2,400.00**  
18 students to re-sit either English, Maths or Science  
Maths - 1 group of 3 students. Science - 1 group of 2 students. English 2 groups of 4 pupils and 1 of 5. = 5 tuition groups  
Number of sessions – These will be weekly or biweekly throughout the year. Additional cover will be required to support the release of staff from tutor time. Cover for one specialist English teacher and one specialist Science teacher twice a week for 30 weeks. Maths capacity can be covered internally.  
Catch- up funding will contribute to the appointment of a full-time cover supervisor to ensure continuity and provide better value for money than using agency staff.

**iii. Wider Strategies**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Wider strategies are used to address barriers to ensure success. Attention on supporting pupils' social, emotional and behaviour needs as part of good teaching	In addition to Specialist small group teaching time will be set aside for one-to one mentoring with the sixth form learning mentor for each student resitting.	<p><i>'Tutoring interventions have been shown to be particularly effective for pupils who are lower attaining in comparison to their cohorts and for those from disadvantaged backgrounds. As such, tutoring can be used as a targeted catch-up strategy for particular pupils.'</i></p> <p><i>'A common misconception can be that pupils' wellbeing and social emotional learning is separate</i></p>	Ensure regular meetings with students are scheduled to take place at agreed times.	PR/PJ	December

<p>is an effective strategy to support learning.</p> <p>Attendance – support and communication with parents and carers is good.</p>	<p>As the examination time approaches time will be set aside for students to spend a day with a specialist teacher to support their preparation for the exam.</p>	<p><i>from their academic, curriculum-based learning.'</i></p> <p><b>The EEF guide to supporting school planning: A tiered approach to 2021</b></p> <p><i>'These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.'</i></p> <p><b>The EEF guide to supporting school planning: A tiered approach to 2021</b></p>	<p>A specialist with clear knowledge of the students' strengths and areas for development and the requirements of the exam</p>		
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**Total budgeted cost = £450.00**

The school has an existing sixth form learning mentor who can support the student one to one sessions. The will increase the hours required but the school already has he capacity.

Cover will be required to release specialists for 3 days (1 day per subject) of intensive exam preparation to support student in building confidence and supporting exam technique. This is to complement and build upon the ongoing small group tutorial specialist teaching.

**Overall 16-19 Catch Up Funding budgeted cost = £2,850.00**

English catch up sessions - £1500.00

Science Catch up sessions - £900.00

Maths catch up sessions - £0.00 (covered through existing capacity)

One to one support – additional hours but covered through existing capacity

Exam preparation days - £450.00 for 3 days cover