

# The 16 to 19 tuition fund 2021 to 2022 academic year

1. Summary information					
<b>School</b>	St Margaret Ward Catholic Academy				
<b>Academic Year</b>	2021/22	<b>Total Catch Up budget</b>	£ 9,920.00	<b>Total number of identified pupils (Years 12-13)</b>	17

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.	Outcomes at GCSE show that all pupils achieve at least a grade 4 in English and Maths. These are delivered as timetabled lessons 5 (Maths) or 6 (English) hours per fortnight for all the identified students. These will run until the exams in the summer.
<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. 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. Small group teaching (no more than group sizes of 4/5) will ensure students have additional focused support to ensure they are effectively prepared to succeed in English and/or maths
<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?

<p>Effective High-Quality Teaching from specialist teachers to support Post-16 students to achieve a Grade 4 or above in English and/or Maths to facilitate progression to the next step of their education. This in addition to the Post-16 courses they have chosen to study.</p>	<p>Students are identified as having not yet achieved a grade 4 or above in English and/or Maths GCSE at age 16.</p> <p>According to the index of multiple deprivation 2019, the school is in Stoke-On-Trent 006A LSOA – amongst the 20% most deprived neighbourhoods in the country. In 2019 this LA was ranked 15 out of 317 LAs</p>	<p><i>'We will allocate the funding using our 2 existing proxy measures for disadvantage</i></p> <ul style="list-style-type: none"> <li><i>students with low prior attainment, meaning those who did not have a GCSE grade 4 or above in English and/or maths at age 16</i></li> <li><i>students from the 27% most economically deprived areas of the country based on the index of multiple deprivation'</i></li> </ul> <p><b>Guidance:16 to 19 funding: 16 to 19 tuition fund</b></p>			
	<p>Ensure that the timetabled lessons in English and maths are delivered by a subject specialist to ensure that all students get the best support from a specialist with the appropriate subject and pedagogic knowledge.</p> <p>Ensure that the regular specialist led sessions provide opportunities for regular low stakes diagnostic assessments</p>	<p><i>'Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning.'</i></p> <p><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></p> <p><b>The EEF guide to supporting school planning</b></p>	<p>Ensure Subject leaders oversee the implementation of the support and are held to account for the outcomes.</p> <p>The specialist staff identify gaps on knowledge and learning which inform the independent practice and learning prior to each lesson.</p>	SLB	Half -termly
	<p>Larger groups will be divided into smaller groups of no more than five so that small groups have 20 minutes of intensive support each during a 60 minute lesson 5 (English) or 6 (maths) times a fortnight</p>		<p>Ensure that the small groups are well matched and that the full class work on the same material with dedicated tutor time for each group</p>	RG/KL	Half -termly

**Total budgeted cost: £9,494.87** This will cover the additional teaching time and associated on costs of experienced specialists (in English and in maths) to deliver small group tuition through ongoing timetabled lessons that will occur 5 or 6 times a fortnight for the duration of the academic year.

**ii. Targeted Academic Support**

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?
<p>Targeted academic support is in place.</p>	<p>Additional small-group specialist English and maths groups have been established in the autumn term.</p> <p>Some students will be given support with English, some with maths. 6 students will be supported in both subjects.</p> <p>Maths - 12 Students in total 3 groups of 4</p> <p>English – 9 students in total 7 students will be entered for the November resit. 1 group of 5 and 1 group of 4</p> <p>After the November exam the group will be reconfigured, no more than 5 per group</p>	<p><i>‘Tuition delivered by qualified teachers is likely to have the highest impact.’</i></p> <p><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></p> <p><b>The EEF guide to supporting school planning: A tiered approach to 2021</b></p> <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></p>	<p>In addition to the timetabled lessons (above) the small groups of post-16 students also have a series of 4 intensive support sessions in November or April for English And 6 for Maths.</p> <p>Each small group will also have a weekly tuition session after school in English and Maths.</p> <p>The lessons and after school sessions will continue throughout the academic year for students that are unsuccessful in the November examinations and for these students the intensive support sessions will be repeated early in the summer term.</p> <p>(4 sessions for English and 6 for Maths)</p>	<p>SB</p> <p>SH/SO</p> <p>SH/SO</p>	<p>Half termly</p>

**Total budgeted cost: = £3963.60**

12 students to re-sit Maths, 9 students to resit English

Maths - 3 groups of 4 students. English 1 group 5 students and 1 group of 4. = 5 tuition groups (Total £2463.60)

English 2 days of intensive revision in November and again in April/May in small groups £1,057.20

Maths 3 days of intensive revision in November and again in April/May in small groups £1,406,40

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. Cover will be required to release specialists for 10 days (3 days for Maths and 2 days for English in November and April) of intensive exam preparation to support students in building confidence and supporting exam technique - £1,500.00. This is to complement and build upon the ongoing small group tutorial specialist teaching in lessons.

**iii. Wider Strategies**

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?
<p>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.</p> <p>Attendance – support and communication with parents and carers is good.</p>	<p>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> <p>Access to counselling and Post 16 mental health support can be made available if any these students</p>	<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 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>Ensure regular meetings with students are scheduled to take place at agreed times.</p> <p>A specialist with clear knowledge of the students' strengths and areas for development and the requirements of the exam</p>	<p>PR/PJ</p>	<p>December</p>

**Total budgeted cost = £0.00**

The school has an existing sixth form learning mentor who can support the student one to one sessions, monitor attendance and liaise with home and teachers. This will increase the hours required but the school already has the capacity.

**Overall 16-19 Catch Up Funding budgeted cost = £13,458.47. - £9,920 is available from the 16 to 19 tuition fund 2021 to 2022 academic year. School will contribute the remaining £3,538.47**

English catch up sessions - £1,057.20

Maths catch up sessions - £1,406.40

Cover for catch up sessions - £1,500.00

English and Maths resit lessons containing frequent tutoring up to 6 times a fortnight in addition to the other courses students are funded for £9,494.87

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