

Cotham School 16-19 Tuition Fund (2020-21)

16-19 Tuition Funding - Key Guidance

The funding is being provided to support small group tuition for 16 to 19 students in English, maths, and other courses where learning has been disrupted. For example, vocational courses where assessment has been deferred because of lockdown. Although the actual tuition does not need to be for GCSE English or maths, the students supported all need to be those who had not achieved grade 5 or above in at least one of those subjects at this level by age 16. All supported students must be on a 16 to 19 study programme.

Providers need to consider what will be most effective for their students, considering students' needs and local circumstances.

Providers have flexibility to decide the most appropriate approach to resourcing the delivery of small group tuition supported through the fund. This may include a mix of both teaching and learning support staff as appropriate. Providers must ensure that anyone delivering small group tuition has the appropriate knowledge, skills, and experience, and has received appropriate training where necessary. Resourcing could be through paying for more hours from existing staff, hiring new staff, or buying in a service from a third party provider.

Cotham School - Vision for 16-19 Tuition Funding

Please find below a brief summary of the forecast expenditure against this funding at Cotham School for the academic year 2020-21.

While we fully support the targeted nature of this funding in supporting those students who have not yet achieved grade 5 or above in English and / or maths, we have also planned this allocation in light of some of the more significant non-academic barriers to success include attendance, attitude to learning and social/emotional development.

Our implementation of this funding has developed from an evidence-based position, particularly informed by EEF research about the most impactful use of Pupil Premium funding. Our intervention is not simply about these students who have been disadvantaged by Covid 19 measures as a cohort; it is focused on selecting a small number of priorities in order to bridge this identified gap. Like PP funding, the 16-19 tuition funding we are in receipt of "provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our [schools]. When it is most effective [...] this will sit at the heart of a whole-school effort, with all staff understanding the strategy and their role within it" - EEF, 2019.

1. Summary information

School	Cotham School	Academic Year	2020-21
16-19 Tuition Funding Total	£11, 059	Total Number of Eligible Pupils	81

2. Breakdown of students eligible for support via tuition finding

	<=4 English only	<=4 Maths only	<=4 English and Maths	<=4 English and / or Maths
All	14	28	39	81
Foundation Pathway	2	1	20	23
SEND	0	3	6	9
P16 PP and/or Bursary	8	9	23	40
EAL	5	13	29	47
BAME	10	18	32	60

3. Intended outcomes (*specific outcomes and how they will be measured*)

Success criteria

A.	Students who joined us with a grade below 4 in English and/or maths improve their grade in summer 2021.	<ul style="list-style-type: none"> • Pass rates for this cohort in English and maths are above the national average • Progress rates for this cohort in English and maths are above the national average.
B.	Students who join us on the Foundation pathway are eligible to progress to Level 3 courses from September 2021.	<ul style="list-style-type: none"> • Students achieve 5+ x A*-C at GCSE (or equivalent) by summer 2021. • Overall number of students achieving this is equivalent to, or higher than, 2018-19. • Retention on the Foundation course is equivalent to, or higher than 2018-19.
C.	Improved school-home working relationships and communications enable Somali and Somaliland heritage students to have improved engagement with learning.	<ul style="list-style-type: none"> • Attendance for this cohort is higher than 2019-20. • Retention for this cohort is higher than 2019-20. • Progress for this cohort is higher than 2019-20.
D.	Additional literacy and grammar support enables students who are EAL to make good progress.	<ul style="list-style-type: none"> • Progress for EAL learners on English GCSE course is higher than 2019-20. • Retention of EAL learners on business L2 courses is higher than 2019-20.

4. Planned expenditure

Action	Intended outcome	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Cost	When will we review?
Post 16 Catch-Up Tutor	To run small group tuition with eligible students from the Foundation programme to support in class learning and support towards summer assessment. In addition, some supervision and support of independent study periods (small group) for students working towards their L2 vocational qualification (business).	This is a member of staff we already have working with us (very successfully) part time as a foreign language assistant. ESOL training and experience will allow for purposeful language-based interventions for eligible EAL students.	Additional hours given to contract for Foreign Language Assistant (currently part time) to provide an EAL focus. Will be line managed for this part of the role by a member of the Post 16 team and present in weekly review meetings.	\$CG	£4,900	End of strategy: Sept 2021
Post 16 Subject Tuition	1:1 / small group course-specific tutoring for eligible students identified as in need of intervention through progress review. To support students in making sustained progress.	We have had success in the past using this method for some bursary funding where the need has been greatest.	Using a private tuition company already utilised by the school so that provision can be quality assured. Before and after progress review for students involved.	Private tutoring	£3,909	End of strategy: Sept 2021
One additional day of the Somali Family Support Worker	Focused intervention work with our Somali and Somaliland heritage students and their families.	It is more important than ever now during Covid-19 that our Somali and Somaliland parents receive clear communication from the school	Parent and students feedback on the range of activities and support provided by the school and the Somali Family Support Worker.	\$3AA	£2,250	End of strategy: Sept 2021
N. B. The overall cost of the Catch-up premium strategy is higher than the funding received; however; the excess is covered with the Pupil Premium funding as PP students benefit from these strategies.					Total cost	£ 11,059

To be completed at end of academic year:

5. Review of expenditure				
Previous Academic Year				
i. Other approaches				
Action	Intended outcome	Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether we will continue with this approach)	Cost