

Cotham School 16-19 Tuition Fund (2021-22)

16-19 Tuition Funding - Key Guidance

The funding is to support small group tuition for students aged 16 to 19 in English, maths and other subjects that have been disrupted, including vocational and/or academic learning. Students aged 19 to 24 who have an education, health and care (EHC) plan are also eligible for support. All students must be on a 16 to 19 study programme and the funding should be used to support the tuition activity above and beyond the programmes of education already planned. It is for students who:

- have not achieved a grade 4 or 5 in English and/or maths
- have a grade 4 or above in English and/or maths, are from an economically disadvantaged background and would need catch-up support. These are defined as students from the 27% most economically deprived areas of the country based on the index of multiple deprivation

Institutions should have regard to the needs of students with special educational needs and disabilities (SEND), particularly where they have experienced additional disruption to learning because of their specific needs and disabilities. Institutions may choose to use this funding to support eligible learners with SEND to catch up on vocational and academic skills, and skills and learning that are important for their preparation for adulthood, subject to them meeting the eligibility for the fund.

When identifying who needs support through the tuition fund on the basis of low prior attainment, institutions should prioritise tuition for those students who have not achieved a grade 4 in maths and/or English in the first instance. Institutions may subsequently provide tuition on the basis of a student not having received a grade 5 in maths and/or English.

When identifying who needs support from the tuition fund on the basis of economic disadvantage, institutions should have regard for the individual needs of students, for example, providing tuition to assist high achieving disadvantaged students to reach their full potential, in addition to supporting other students from economically disadvantaged backgrounds.

Institutions need to consider what will be most effective for their eligible students, taking into account students' needs and local circumstances including students:

- who have had disrupted learning, for example on vocational courses where assessment has been deferred because of lockdown
- who may benefit from small group tuition to reach their full potential

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 2021-22.

We will use reports from our SIMS to identify learners who are eligible for support, using the criteria set by the ESFA (work being undertaken following October census). We will review at a subject level those learners whose progress has been impacted by the effects of the pandemic. We will consider at a subject level how best to deliver small group or 1 to 1 additional support in line with student needs and available resources. We will deliver the Tuition fund small group learning using a variety of options depending on availability of resources.

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 are pleased to see the new targeted allocation for learners from a postcode that attracts block 1 disadvantage funding. This will allow us to plan our interventions in light of some of the more significant non-academic barriers to success including 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	2021-22
16-19 Tuition Funding Total (carried over from 2020-21)	£3,909	16-19 Tuition Funding Total (available for the year 2021-22)	£24,573
Total instances attracting funding (2021-22)	245.72		

2. Breakdown of students eligible for support via tuition finding

Disadvantage Block 1 - Economic Disadvantage

Total 2021 to 2022 Instances attracting funding		146.41	Tuition Funding Rates	Tuition Funding (instances x rate)
Instances at the Higher Rate		146.41	£100	£14,641
Instances at the Lower Rate		0.00	£60	£0
Instances at the FTE Rate	Student Instances	0.00		
	FTE Instances	0.00	£100	£0
Total Disadvantage Block 1 Tuition Funding				£14,641

Disadvantage Block 2 - Prior Attainment

Total 2021 to 2022 Instances attracting funding		99.31	Tuition Funding Rates	Tuition Funding (instances x rate)
Instances at the Higher Rate		99.31	£100	£9,931
Instances at the Lower Rate		0.00	£60	£0

Instances at the FTE Rate	Student Instances	0.00		
	FTE Instances	0.00	£100	£0
Total Disadvantage Block 2 Tuition Funding				£9, 931

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 2022.	<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 2022.	<ul style="list-style-type: none"> Students achieve 5+ x A*-C at GCSE (or equivalent) by summer 2022. 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 (from prior attainment and/or economic disadvantage blocks) to have improved engagement with learning.	<ul style="list-style-type: none"> Attendance for this cohort is higher than 2020-21. Retention for this cohort is higher than 2020-21. Progress for this cohort is higher than 2020-21.
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 2020-21. Retention of EAL learners on L2 foundation pathway is higher than 2020-21.

4. Planned expenditure (2020-21 carried over)						
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 (terms 1 and 2)	To manage 1:1 intervention for eligible students in Y13 who have fallen below expected levels of progress in end of Y12 mocks	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	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	\$CG	£2,709	End of term two

		language-based interventions for eligible EAL students.	team and present in weekly review meetings.			
One additional day per fortnight 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	£1,200	End of term two
Total cost					£3,909	

5. Planned expenditure (2021-22)

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 (terms 3-6)	To manage intervention, in-class and during independent study, for individuals and small groups who meet eligibility criteria.	Has worked with us in this role with the 2020-21 allocation and review showed positive impact. Established routines from T1-2 will inform a continued pattern of intervention ahead of intensive work during term 6.	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 2022
2-5 additional days 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.	tbc (currently recruiting)	£9,100-£19,673	End of strategy: Sept 2022
Post 16 Subject Tuition - after school / holiday revision clubs	1:1 / small group course-specific tutoring for eligible students identified as in need of intervention through progress review. To support students in	We have had success in the past using this method for some bursary funding where the need has been greatest.	Additional overtime hours offered to teaching staff for after school / holiday sessions. Topped up using a private tuition company already utilised by the school so that provision	Private tutoring	£0-10,573 (what is left over depending on percentage of allocation given to Somali Family Support Worker -	End of strategy: Sept 2022

	making sustained progress.		can be quality assured. Before and after progress review for students involved.		<i>currently recruiting</i>	
Total cost					£24,573	

To be completed at end of academic year:

6. 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