



Ministerium Tuum Imple | Love | Serve | Do the best that is possible |

KS3 and 4 Tuition 2021 to 2022 academic year- Statement of Intent

The School Led Tuition Fund and National Tutoring Partners fund 2021 to 2022 academic year- Statement of Intent for Spending.

The Action Plan below shows the intention of how the school will spend their allocation of the school led tuition fund and how we plan to work with our Tuition Partners (Teaching Personnel). Any reference to the Tuition partners is in *italics*.

IDENTIFICATION OF PUPILS FOR TUTORING

The school has operated a Raising Standards agenda where gaps are identified at school, subject, class and pupil level. This is through:

- Four times a year Progress Check analysis
- Head of Department and Head of Faculty meetings analysing data
- Raising standards meeting with the Headteacher
- Departmental raising standards meetings with teachers where pupils are identified for a range of intervention, of which tutoring is one aspect

Following in depth analysis tuition will be prioritised for students who:

- Are eligible for Pupil Premium



Ministerium Tuum Imple | Love | Serve | Do the best that is possible |

KS3 and 4 Tuition 2021 to 2022 academic year- Statement of Intent

- Have SEND needs and disabilities and have experienced additional disruption
- Are identified by the school as being vulnerable and in need of catch up or keep up support
- Identified by class teachers in the core subjects or by Year Leaders for tutoring in being 'ready for learning'.

IDENTIFICATION OF TUTORS

- Teachers of subjects will be recruited to do additional tutoring with students who are identified as needing additional support. These groups will be kept to 3 -5. Teacher and students will determine if this takes place in school or on line. Students will not be permitted to leave timetabled lessons to attend these sessions unless authorised by a senior member of staff. Pupils will be required to continue to study a broad and balanced curriculum.
- Pay trainee teachers, Learning Support Assistants and chaplaincy staff to complete the 2 or 11 hour training package in November and allocate tutees to these staff. These staff will focus on basic skills and tutoring around being ready to learn.
- Pay Specialist teachers and Speech and Language Therapists to deliver additional bespoke tutoring to SEND pupils
- Pay specialist Learning Support Assistants to deliver bespoke extracurricular sessions to deliver SEND interventions (such as VI cooking; Braille) that have experienced disruption during the pandemic



Ministerium Tuum Imple | Love | Serve | Do the best that is possible |

KS3 and 4 Tuition 2021 to 2022 academic year- Statement of Intent

- Provide drop in tutoring four days a week for supporting independent learning for pupils to ensure the gap is diminished and not widened in this phase of the pandemic.

(National Tutoring Partner- we will work with our National Tutoring Partner to source additional tutors. Tutor and students will determine if this takes place in school or on line).

ALIGNMENT WITH THE INTENDED CURRICULUM

- Students will maintain a broad and balanced curriculum. Where tutoring takes place in school the time when the student is tutored will be determined by a member of the Leadership Group to ensure the student continues to have curriculum breadth.
- Teachers of the students identified will liaise with the tutor to state what the gaps are in learning and what needs to be achieved. The school will ensure resources are available for the tutor to deliver effective tutoring.
- In addition to the school led tutoring we have literacy and numeracy coaches funded by the Recovery Fund who deliver tutoring in shorter chunks to diminish identified gaps in skill and learning. The Heads of Maths and English work with the class teachers and coaches to determine the gaps and how to redress them. Students are identified through regular gap analysis in departments.



Ministerium Tuum Imple | Love | Serve | Do the best that is possible |

KS3 and 4 Tuition 2021 to 2022 academic year- Statement of Intent

IMPLEMENTATION OF TUTORING

- The content of tutoring is determined through data, teacher and year leader referral. A record is kept of the learning gap and tutors record what has been delivered and the impact. *The same process is followed for our Tuition Partners.*
- Tutoring occurs for some students in the school day and for some after school. After school can be online as required or requested. When it is in school a broad and balanced curriculum is sustained. Students will miss one hour of a lesson.
- Tutors have a good subject knowledge. Tutors who are teachers tutor in their subject or a related subject. For example, a Science teacher may teach Maths. Tutors who have completed the Ranstad training will tutor in a subject that they hold a degree in, or a subject where they have at least two years' experience of being immersed in the classroom.

IMPACT OF TUTORING

- The impact of tutoring will be measured by academic progress as seen in data capture, teacher's responses and pupil and parents' own feedback about the process.

KS3 and 4 Tuition 2021 to 2022 academic year- Statement of Intent

HOW TUTORING AFFECTS THE SCHOOL

- Additional management time has been given to oversee the tutoring recovery. This is led by a Senior Assistant Head. A TLR point has been given to a teacher who has responsibility for tutoring and additional administration hours have been provided.

	Priorities for school recovery	Actions	Date	Responsibility	Cost	Impact
	In school led tutoring					
1.1	Students who require literacy and numeracy catch up are identified in Y7	Triangulate Cats, SATs and Accelerated Reader scores to identify pupils in need of Y7 literacy catch up, corrective and guided reading	October 21	NBY/ KWH/SJR	£0	Groupings identified for Corrective and Guided reading. Y7 transition literacy tutoring groups identified
	Small Group Intervention takes place within study periods in the school day for Corrective reading and guided Reading	Additional LSA hours are timetabled to pupils	November 21	NBY/ KWH		Pupils with a reading age below 7 make progress

KS3 and 4 Tuition 2021 to 2022 academic year- Statement of Intent

1.1	In School Y7 transition academic subject tutoring is available after school and delivered in small groups of no more than 5 and usually for 15 weeks	LSAs employed to deliver Y7 catch up in literacy and numeracy or being ready for learning	November 21	RHD		Gaps in literacy and numeracy skills are diminished
		LSAs to complete 2 or 11 hour Ranstad training	Nov – Dec 21	RHD		Pupils have the skills to be ready to learn
1.2	In School academic subject tutoring is available after school and delivered in small groups of no more than 5 and usually for 15 weeks	Advertise for teachers to deliver tutoring after school. Work with departments to identify the groupings and	November 21	RHD /HoDs		LSAs are fully trained to deliver tutoring Gaps and pupils are identified Tutoring shows an impact in closing the learning gap over time

KS3 and 4 Tuition 2021 to 2022 academic year- Statement of Intent

1.3	External academic subject tutoring is available after school and delivered in small groups and supports vulnerable pupils in keeping up with independent learning so that the gap does not widen in the next phase of the pandemic	<p>teaching content for tutors</p> <p>Where students are identified and needing support and match them with a school based tutor</p> <p>PC data and qualitative data from student and tutor feedback is gathered and evaluated for census</p> <p>Homework club</p>				
1.4	Specialist Teachers, LSAs and SALT are recruited to deliver extracurricular					

KS3 and 4 Tuition 2021 to 2022 academic year- Statement of Intent

	opportunities to support the catch up of vulnerable SEND pupils	Employ staff to deliver independent learning clubs				
	National Tutoring Partners					
2.1	<p><i>Pupils in need of subject catch up are identified using PP and vulnerability criteria by HoDs and YLs</i></p> <p><i>Pupils are grouped in small groups and with the support of Teaching Personnel are linked to a tutor</i></p> <p><i>Pupils are trained in accessing online tutoring on Bramble</i></p> <p><i>Pupils complete 15 hours of tutoring according to identified need</i></p> <p><i>Tutoring is evaluated</i></p>	<p><i>35 pupils identified with reasons and need is identified to share with tutors. Expectations are set out by teacher for tutor</i></p> <p><i>Training on Bramble access takes place in school</i></p> <p><i>Attendance is tracked and</i></p>	<p>HoD/ YL ad RHD</p> <p>TNN</p> <p>TNM/ DWS/ CBY</p>			



Ministerium Tuum Imple | Love | Serve | Do the best that is possible

KS3 and 4 Tuition 2021 to 2022 academic year- Statement of Intent

		<i>submitted to termly census</i>				
--	--	-----------------------------------	--	--	--	--