**DFE Tutoring 2021-2022**

For the 2022-2023 there are a number of additional funding streams provided to schools to mitigate the effects of the unique disruption caused by coronavirus. These funds need to be ring-fenced by finance leaders and only used for approved activities.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. For some of the tuition funding there are restrictions in place, and the DFE will collect detailed information as to how the funding has been spent. To support schools to make the best use some of the funding, the EEF has published a support guide:

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore

the impact and spending strategy for this catch-up premium will be reviewed regularly throughout the 2022-2023 academic year. When Ofsted re- commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.

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| **Funding source** | **Amount** |
| **DFE Tutoring 2021-2022** | £48,659 |
| **TOTAL Funding** | £48,659 |

**Additional funding strategy outline**

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| **ACADEMY NAME** | Weavers Academy |
| **PRINCIPAL/HEADTEACHER** | V. Swaida |
| **CHAIR OF ACADEMY IMPROVEMENT BOARD** |  |
| **AMOUNT OF ADDITIONAL FUNDING** | £48,659 |

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| **Strategy Area** | **Specific strategy** | **Success criteria** | **Evaluation** | **COST** | **Impact** |
| Targeted approaches | 20 Yr 10 students identified by gap analysis for small group tuition for Maths  - mytutor | * Baseline assessment – WTM * Gap level analysis takes place and specific intervention * Assessment takes place to evidence impact | Not effective | £5000 | Outcomes not as positive as expected  Student voice is varied – majority said that it has improved their confidence in their ability. |
| Targeted approaches | 50 students identified by gap analysis for small group tuition for Maths  My tutor | * Baseline assessment – WTM * Gap level analysis takes place and specific intervention * Assessment takes place to evidence   impact | Not effective | £5000 | Attendance finished at 68% -this has been topped up with teacher support. Student’s confidence has improved in maths as a result – Student voice support this with 80% saying that they feel more confident completing independent learning at home Outcomes were varied  Maths outcomes in 2021-22 were 37% at Grade 5, 61% at Grade 4 |
| Targeted approaches | Yr 11 students identified by gap analysis for small group tuition for English  Rolling programme over 12 weeks (Onsite tutors) | * Baseline assessment – WTM * Gap level analysis takes place and specific intervention | Effective for most students  Student voice positive on the impact of the support – more confidence | £6000 | Outcomes for English were 70% at G4+ or better, 48% at G5+ 12% at G7+ |

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| Targeted approaches | Students identified by gap analysis for 15 weeks tutorial maths boosters | * Baseline assessment – * Gap level analysis takes place and specific intervention | Effective for most students  Student voice positive on the impact of the support – more confidence | £3000 | Improving outcomes for 30 students who are receiving tutorial maths boosters once a week.  Outcomes for these students was positive – more time with teacher in targeted small group. |
| Targeted approaches | Appointment of a maths and English intervention tutor to support learning before, during and  after school | * Tutoring for key students enable them to be working in line with age related   expectations | Not effective | £5,000 | Unsuccessful recruitment after 10 weeks of advertising locally and nationally.  Appointed a primary trained English teacher for next year through the Grad to Teach programme |
| Targeted approaches | Use of Impress the examiner for onsite bespoke session for Yr11 for:  History  English Language Geography Maths | * Gap level analysis takes place and specific intervention * Assessment takes place to evidence impact | Student voice positive on the impact of the support – more confidence | £5000 | History – Student voice positive – more confident in their knowledge and skills  English Language – student voice less positive but still beneficial to them  Geography – Student voice positive – supported case study work in lessons.  Maths – Student voice variable –  Impact on attitudes to learning and reinforcing student opinions |
| Targeted approaches | Summer school for  Yr6-7 | * Priority students who are off track. | Effective for most students | £20,000 | 50% of all incoming Yr7 students attended. Student voice identified students who attended felt settled and ready to learn in September. Gap analysis took place to support English, Maths and Science team with planning to close gaps for identified students. |
| **TOTAL AMOUNT SPENT** | | | | **£49,000** | |

Additional comments/evaluations (if required):