SCHOOL LED TUTORING FUNDING REPORT

Amount Received:

£39,893

Expenditure:

£2,619 – Read, Write, Inc Software and resources
£1,328.10 – Training for staff on delivery of RWI from Ruth Miskin
£3,105 – Lexia (Literacy software)
£353.00 – Visualiers to support modelling and dual coding
£462.50 – Library Services
£382.37 – Revision guides to be used at home to support learning in case of prolonged absence
£1,327.50 – Bedrock (Literacy programme)
£11,485.00 – Small group (1-3) tuition to support 'catch up'
£16,912 – Counselling provision with externally sourced counsellor

Total: £37,974.47

Accountability/Expectations:

Ofsted, Trustees and Governors are duty bound to hold us to account on how we plan to utilise these funds and how we are supporting children in addressing gaps and supporting their transition back into school.

EEF guidance has been used at every opportunity to source resource and establish its best use.

We use EEF suggestions to ensure our intervention programmes have fidelity and will show impact.

A significant area of focus for us has been to support the development of reading and ensure that we move students from 'learning to read, to reading to learn.' We know that an inability to read not only disempowers students from accessing the curriculum but additionally, affects overall confidence and likelihood of success.

Check Point	Where we are	Impact	Next Steps
Are we confident that we have identified a small number of implementation priorities that we think we can change/do?	We use GL assessments to identify students in need of reading interventions – This is an accurate and effective assessment of determining need and measuring	Children receive timely support and intervention This information is shared with behaviour teams to ensure triangulation of data and response (in case of need) This information is shared with all staff members so that they can use 'control the game	Students in Years 7,8 and 9 are currently prioritised – Identify a tool/package that supports students in P16 and KS4 who may also require provision

	progress to record impact.	techniques' to provide the most effective means of accessing/understanding text.	
How many new routines and habits do staff need to integrate into their work?	Extensive CPD has been delivered 5 whole school staff sessions throughout the year 3 small group sessions to support and embed implementation	Where staff have had to understand and be able to effectively use data, this has been supported and there has been surveyed collection of data to ascertain confidence and further training needs	Overall practice has improved. We will continue to use 'control the game techniques' to support reading We need to source further CPD time to best explore the use of visualisers as a dynamic classroom tool.
Are these changes feasible and sustainable?	We are mindful of staff workload and well being – with this in mind, all data is readily available on their registers and class charts, so no searching is needed and transition does not affect progress	All staff can articulate where the data is and what it means	Effective training needed to support the effective use of visualisers
Is there a clear and shared understanding of what's been implemented and how?	Extensive CPD has supported and enabled understanding and use of.	Staff understand need for changes in teaching practice and need for further interventions	No further training is needed to secure use of reading data in classrooms. Further support is needed to ensure pastoral systems use it as part of their triangulation
Are we able to respond to new challenges in the year EG. Drops in attendance?	Our systems are set up so that this testing to identify need occurs with all new starters and anyone who has returned from a	All students are swiftly identified	It would be useful to source other packages for older students

	length of absence		

Programmes Selected:

The College made an active decision to run small group tuition with existing staff members. We felt this was particularly important in a) ensuring students had a pre-existing relationship with staff members and felt comfortable and b) there would be less time wasted in relationship building.

Additionally, we sourced external provision in the first year and whilst this had some impact on students' confidence, it had virtually no impact on academic attainment. Whilst student confidence remains of importance, academic attainment will be more of a limiting factor in sourcing opportunity later on in life.

What about the remaining funding?

- We will continue to utilise some staff leavers as school led tutors
- We will continue to pay for additional counselling services to support students emotional support
- We will continue to fund emotional logic training as and when needed