

## 1.0 School-led tutoring

School-Led Tutoring is being introduced as part of the National Tutoring Programme in 2021/22. Eligible state-funded schools and academy trusts will receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.

This can be used to source tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19 disruption. So that the Government can accurately recover any unspent funding and understand how schools are supporting their pupils, there are two key, compulsory data collections that schools must complete during the academic year:

- the school census – this must be completed once a term, further information about completing this can be found in [the school census guide](#).
- a school-led tutoring: year-end statement by the end of July 2022. We have provided a tracker and calculator tool to help schools track information during the academic year and it will help in completing and returning their mandatory school-led tutoring: year-end statement to the EFSA by the end of July 2022.

## 2.0 Carr Lodge Funding

Under School-Led Tutoring, all eligible state-funded schools and academy trusts are given a ring-fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools and academy trusts the flexibility to use tutors with whom they are familiar.

Eligibility: All state-funded schools and academy trusts with pupils eligible for pupil premium will receive a ring-fenced grant.

Funding: Funding is allocated for around 60% of pupils eligible for pupil premium per school. 75% of the cost is subsidised in academic year 2021/22. Schools and academy trusts will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium. The subsidy rate for 2022/23 will be 60% and for 2023/24 will be 25%.

Establishment Name <sup>1</sup>	Maintained School or Academy <sup>2</sup>	Number of Mainstream Funded Pupils <sup>3</sup>	Number of Mainstream Funded hours <sup>4</sup>	Allocation for Mainstream Funded Pupils (75% of total expected costs)	Number of SEN Funded Pupil numbers <sup>5</sup>	Number of SEN Funded hours <sup>6</sup>	Allocation for SEN Funded Pupils (75% of total expected costs)	Total allocation funded by ESFA (75% of total expected costs)	Schools contribution of 25% Recovery PP, PP or budget can be used for this	Recovery PP allocation	Balance of Recovery grant after Tutor-led
Carr Lodge Academy	Academy	30	450	£ 6,075.00	0	0	£ -	£ 6,075.00	£ 2,025.00	7540.00	£ 5,515.00

Total allowance for School Led Tutoring- £8,100

### 3.0 Research of Tuition Impact

Tutoring is defined as a teacher, teaching assistant or other professional educator providing intensive and individualised academic support to pupils in either one-to-one or small group arrangements. We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.

Tutoring can also help pupils to build resilience. Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom. Clear, positive and encouraging communication between tutors, staff and pupils is important. An evaluation which found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.

### 4.0 Carr Lodge Catch Up Provision Mapping-Autumn 2021

<b>Intervention</b>	Phonics Tutoring  Phase 3- 5 (individual small groups for each phase)
<b>Rationale for intervention</b>	Diagnostic information demonstrates that identified pupils through KS1 and KS2 have gaps within specific phases of phonological knowledge this leads to a significant impact on their ability to reach the EXS level in Reading and Writing as this is pre requisite skill for both. By closing the gaps in children's phonetic understanding the academy then plans to move children onto teacher based interventions in Reading and writing, which will be part of class based intervention or if needed Teacher Led Tutoring in Spring and Summer Term.
<b>Number of Pupils</b>	Y2-14 pupils Y3-13 pupils Y4- 7 pupils Y5- 3 pupils

	37 pupils			
<b>Purpose of Focus</b>	Teachers within their diagnostic assessments have outlined specifically which phase the pupils in their class need to begin working on. This has then been timetabled by the SENCO to allow sufficient time and ratios for each phases interventions.			
<b>Hours x Cost per hour</b>  <b>2.5 hours per day</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>	<b>Phase 5</b>
	1:1 for 1 x pupil	3 x groups of 5/6 pupils (17)	2 x groups of 4 – 8 pupils	2 X groups- 12 pupils
	10 minutes additional daily	20 minutes Daily x 3 = 60 minutes	20 minutes daily x 2 = 40 minutes	20 minutes Daily x 2 = 40 minutes
	£168.75 per week  12 weeks initially (moving up the phases after each 3 weekly review) = £2,025			

<b>Intervention</b>	Maths  Power of 2/ Plus 1 Basic Skills Intervention
<b>Rationale for intervention</b>	Diagnostic assessments have enabled teachers to identify the individual gaps pupils have in their Mathematical Basic Skills. In order to be efficient in application of Mathematical concepts pupils need to develop fluency and automaticity in key basic skills so they can use the skills in their Year Group mathematics. We have online programs such as TT Rockstars and Mathletics for pupils to practice these skills but feel for certain children precision teaching of the key skills through tutoring is needed first.
<b>Number of Pupils</b>	Y1-3 pupils Y2-9 pupils Y3-9 pupils Y4- 9 pupils Y5- 2 pupils Y6- 2 pupils  34 children
<b>Purpose of Focus</b>	Power of 2 focuses on the key foundation skills and Mathematical rules children learn in Year 2. Plus 1 support children in underpinning they key concepts from Year 1. They work on a rote learning approach to repeating the same skill e.g. to add 9- add 10 and take away 1- until the child is confident and secure in that skill.  This then has a wider impact on their confidence and ability to link concepts in their learning within the classroom.

Hours x Cost per hour	Monday	Tuesday	Wednesday	Thursday	Friday
2.5 hours per day	Y1 – x 3 pupils 1:1 Y5 x 2 pupils 1:1 Y6 x 2 pupils 1:1  Y4 x 2 pupils 1:1 (additional) 1 x additional slot	Y2- 9 Pupils 1:1  1 x additional slot	Y3- 9 pupils 1:1  1 x additional slot	Y4- 9 pupils 1:1  1 x additional slot	Y1 – x 3 pupils 1:1 Y5 x 2 pupils 1:1 Y6 x 2 pupils 1:1  Y3 x 2 pupils (additional) 1:1 1 x additional slot
	15 minutes x 10	15 minutes x 10	15 minutes x 10	15 minutes x 10	15 minutes x 10
<p>Children will be assessed after 3 weeks and will be given additional sessions where identified.</p> <p>£168.75 per week</p> <p>12 weeks initially (moving up the phases after each 3 weekly review) = £2,025</p>					

<b>Intervention</b>	Dyslexia- Spelling Program
<b>Rationale for intervention</b>	This academic year we have introduced Dyslexia assessments to support teachers to understand the additional barriers to reading and writing for children to be able to apply different approaches to meeting these pupils needs. The effect of Dyslexia on pupils attainment is significant in Reading and Writing- if this can be identified and supported early on it can stop a spiral of underachievement, lowered self-esteem and poor motivation. By giving children strategies and approaches within the intervention they can then access supported group work within class with more success and confidence thus impacting on progress academically.
<b>Number of Pupils</b>	Y3-5 pupils Y4-10 pupils Y5-3 pupils Y6- 5 pupils  23 pupils
<b>Purpose of Focus</b>	There are 2 programs being used to support pupils in building their reading and spelling strategies Beat Dyselxia and Nessy.  The SENco is exploring an alternative program as well.

Hours x Cost per hour	Monday	Tuesday	Wednesday	Thursday	Friday
2.5 hours per day	Y3 x 5 Pupils 1:1 20 minutes x 5 = 1 hour 40 mins	Y4 x 5 Pupils 1:1 20 minutes x 5 = 1 hour 40 mins	Y4 x 5 Pupils 1:1 20 minutes x 5 = 1 hour 40 mins	Y6 x 5 Pupils 1:1 20 minutes x 5 = 1 hour 40 mins	Y4 x 5 Pupils 1:1 20 minutes x 5 = 1 hour 40 mins
	Y5 x 3 Pupils 1:1 15 minutes x 3 = 45 minutes	Y5 x 3 Pupils 1:1 15 minutes x 3 = 45 minutes	Y3 x 5 pupils 1:1 -10 minutes 50 minutes	Y4 x 5 Pupils 1:1 10 minutes x 5 = 50 mins	Y6 x 5 Pupils 1:1 -10 minutes 50 minutes
£168.75 per week					
12 weeks initially (moving up the phases after each 3 weekly review) = £2,025					

<b>Intervention</b>	ELSA- Emotional Literacy				
<b>Rationale for intervention</b>	The Emotional Literacy Support Assistant (ELSA) programme is a within-school provision designed to provide one-to-one support for children in need of additional help with their emotional literacy skills- including emotional awareness, self-esteem, social and friendship skills, anger management, social communication difficulties, and loss and bereavement.				
<b>Number of Pupils</b>	Y3-3 pupils Y4-5 pupils Y5-9 pupils Y6- 1 pupils  18 pupils				
<b>Purpose of Focus</b>	To support children to understand, label and manage their feelings. Build self esteem, self regulation and confidence so they are ready and able to learn.				
Hours x Cost per hour	Monday	Tuesday	Wednesday	Thursday	Friday
	7 pupils per day for just over 20 minutes 1:1	7 pupils per day for just over 20 minutes 1:1	7 pupils per day for just over 20 minutes 1:1	7 pupils per day for just over 20 minutes 1:1	7 pupils per day for just over 20 minutes 1:1
2.5 hours per day	7 x Y5	2 x Y5 5 x Y4	4 x Y5 3 x Y3	2 x Y5 5 x Y4	1 x Y6 3 x Y5 3 x Y3
£168.75 per week					
12 weeks initially (moving up the phases after each 3 weekly review) = £2,025 (Not funded by School Led Tutoring)					

<b>Intervention</b>	1:1- 1:4 Reading Program  Reading Intervention Program
<b>Rationale for intervention</b>	Additional reading sessions where gaps have been identified based on teacher's 'Reader on a Page' diagnostic assessments. Groups will vary in size from 1:1 upto 1:4 dependant on the assessment information shared and tarting point of each child.
<b>Number of Pupils</b>	Y1-3 pupils Y2-9 pupils Y3-9 pupils Y4- 9 pupils Y5- 2 pupils Y6- 2 pupils  34 children
<b>Purpose of Focus</b>	Improving children's reading fluency and automaticity, decoding and understanding of a text- increasing their reading age to be able to achieve accelerated progression in reading from the starting point.
<b>Hours x Cost per hour</b>	£168.75 per week
<b>2.5 hours per day</b>	12 weeks initially (moving up the phases after each 3 weekly review) = £2,025