

School Led Tutoring Funding

Strategy Plan

SUMMARY INFORMATION

CURRENT PUPIL INFORMATION (2022-23)

| | | | |
|--|-----|---|--|
| Total number of pupils (11-16): | 886 | Total School led tutoring funding budget to date (22/23): | NTP £29,160 Recovery premium £48,575 |
| Number of pupils eligible for pupil premium: | 207 | Total identified expenditure to date (22/23) | £13, 000 £42, 453 £45, 453 |
| | | Additional Funding | |

COVID CATCH UP PLAN

1. To ensure that any gaps in knowledge as a result of school closures during COVID are reduced through our catch up strategies and intervention.
2. To ensure that students social, emotional wellbeing are prioritised and supported to alleviate the impact of the pandemic on personal development.
3. To prioritise quality first teaching to enable teachers to support students gaps in lessons.

PRIORITY 1

To ensure that any gaps in knowledge as a result of school closures are reduced through our catch up strategies and intervention.

Rationale: Although students have knowledge gaps across multiple curriculum areas, gaps in core Maths and English was identified as being a core aspect of need across all year groups

Member of staff responsible: **DHT**

| Objectives | Actions to be taken | By whom | By when | Resources | Progress indicators | Success criteria |
|--------------------------------------|--|--|------------------|---|---|--|
| To improve gaps in Maths and English | Early identification of students for monitoring by department. Intervention strategies where appropriate. Employment and deployment of intervention teachers | Intervention staff Staff developed to inclusion time Phonics – Early reading lead Intervention support from lead staff in Maths & English | 2021 and ongoing | Intervention activities supported through intervention teaching | Pupils can access the Key Stage 3 curriculum through support with specific gaps in learning Internal data External Progress 8 | In 2022-23 the number of students identified as below their peers will reduce in the identified cohort Reading and spelling ages will improve – GTL reading test scores |

PRIORITY 2

To ensure that students social, emotional wellbeing are prioritised and supported to alleviate the impact of the pandemic on personal development

Rationale: Increases in social and emotional anxiety have been identified both nationally and across the school population during and following the COVID 19 pandemic therefore additional support was needed to ensure increased 1 to 1 support through mentoring

Member of staff responsible: **Inclusion manager**

| Objectives | Actions to be taken | By whom | By when | Resources | Progress indicators | Success criteria |
|---|--|-----------------------------|---------------------------------|-----------|--------------------------------|--|
| To ensure mentoring was available for identified students | Additional capacity for mentoring (mosaic mentoring) | Inclusion Team AD /LH/IW | 2021 and ongoing into 2022-2023 | Mentor | Mentoring list capacity is met | Mentoring Exit Review – Pupils feel supported and have been given access to early help |

| Financial Year | 2021/2022 Planned COVID CATCH UP FUNDING | | |
|----------------|--|------------------|----------------|
| | Covid Catch up premium | Budget | Actual to date |
| | Mentor: Core Gaps | £ Annual £24,000 | £6769.23 |
| | Mentor: Mosaic Mentoring | £ Annual £24,000 | £6769.23 |
| | Total expenditure | £ 48,000 | £13,538.46 |

Mrs H Davies

16/11/21

Next Review 01/07/21