



## SRSCMAT School-Led Grant Funding Action Plan

1. Summary Information					
<b>School</b>	Blessed Robert Sutton Catholic Voluntary Academy				
<b>Academic Year</b>	2021-22	<b>Total number of pupils</b>	546	<b>Total Grant funding budget</b>	£ 10,718.40  (428 teaching hours @ £25.00)
<b>Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)</b>	94.2%	<b>Attendance of pupils 20-21</b>	91.2%	<b>Number of pupils who have not returned to school</b>	2

### 2a. Barriers to Future Attainment and Progress

#### Academic Barriers

<b>A.</b>	Need for accelerated progress in numeracy, literacy and reading skills
<b>B.</b>	Further development of independent learning skills (including exam skills e.g. exam stamina / revision, recall and memory / study skills)
<b>Additional Barriers</b> <i>(including issues such as attendance, social and emotional issues manifesting themselves in behaviours, bereavement, or other areas of loss)</i>	
<b>C.</b>	Low aspiration and limited support at home
<b>D.</b>	Poor attendance with strong correlation with persistent absenteeism
<b>E.</b>	Social & Emotional concerns

#### 2b. Intended Outcomes *(specific outcomes and how they will be measured)*

#### Success Criteria

<b>A.</b>	All pupils to have a reading age that matches or exceeds chronological age.	<ul style="list-style-type: none"> <li>100% of pupils at expected reading age</li> <li>100% of pupils at expected spelling age</li> <li>All pupils making expected levels of progress (subject progress reports)</li> </ul>
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<p><b>B.</b></p>	<p>All pupils to have a spelling age that matches or exceeds chronological age.</p>	<ul style="list-style-type: none"> <li>• Meticulous use of assessment data and Summer term assessments to ensure that areas for focus are identified by each department, for each cohort of students</li> <li>• % of pupils reaching or exceeding FFT20+ targets</li> </ul>
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### 3. Planned Expenditure (for NTP) for further details please refer to SEND information report / pastoral and wellbeing intent and PP

Schools are to use this grant as they see fit in providing tuition support to pupils that can benefit most.

Success Criteria	Action	What Is the Evidence and Rationale for This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	Cost	Review Date ?
<p>Students make progress academically in the core subjects, as a result of small group tuition.</p> <p>Tuition works to complement the very high-quality teaching that all students have access to.</p>	<p><b>The National Tutor Programme is utilised to support students in Year 11 students have accessing to small group or 1:1 tuition.</b></p> <p>Year 11 students develop their confidence in core subject areas and benefit from small group tuition that will aid their progress.</p> <p>A programme of P6 intervention, aimed at Y10 students and Y11 students to guide students through revision techniques, additional content revision and study skills, with the goal of supporting more effective independent study.</p>	<p>EEF – small group tuition</p>	<p>Tuition records and evaluation Weekly tutor reports to class teachers Mock data Interim data Student voice Tutor feedback</p>	<p>JL</p>	<p>250 teaching hours (across curriculum @ £25/hr = £6250.00 (before or after school)</p>	



<p>Our most vulnerable, at risk students will benefit from individual tuition to aid their inclusion in school and support their academic and pastoral well-being.</p> <p>Attendance %</p>	<p>Partnership working with providers who specifically work with students at risk of exclusion or significant disengagement will support student progress in the core subjects.</p> <p>The National Tutor Programme is utilised to support students who are at risk from disengagement with education with a range of 1:1 academic tuition including alternative provision where needed. (before/after school)</p>	<p>1:1 tuition will play a role in the wider pastoral packages established to support students at significant risk from exclusion or disengagement.</p>	<p>Tutor records and feedback Student voice Academic data and assessment data Behaviour records</p>	<p>JL</p>		
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<p>Students make measurable progress in their area of weakness; lead teacher uses data for further intervention sessions. Once the programme is completed. Students work towards levels of competency. Where required students will be invited to additional breakfast or after school sessions.</p>	<p><b>Additional after school sessions to support students with reading / spelling age below chronological age.</b></p> <p>Students (KS3) spend 1 x lesson per week (after school or before school) for MyLexia literacy intervention. Targeted, bespoke package ensures each individual receives tailored instruction at word, comprehension and grammar level.</p> <table border="1" data-bbox="510 595 1115 1118"> <tr> <td data-bbox="510 595 663 715"><b>September</b></td> <td data-bbox="663 595 1115 715">           Students sit baseline tests including:           <ul style="list-style-type: none"> <li>• NFER reading test</li> <li>• Spelling test (GLS)</li> </ul> </td> </tr> <tr> <td data-bbox="510 715 663 1034"><b>September intervention</b></td> <td data-bbox="663 715 1115 1034"> <ul style="list-style-type: none"> <li>• All pupils complete 'Read to Succeed' programme (every day for 20 minutes)</li> <li>• All KS3 pupils complete 60 minutes of Lexia (60 minutes per week)</li> <li>• Pupils with spelling age below 10 years placed on a spelling intervention programme (tutor time)</li> <li>• Some pupils placed on intense literacy programme within small group support for 3 sessions a week. This will take place before / after school.</li> </ul> </td> </tr> <tr> <td colspan="2" data-bbox="510 1034 1115 1118"> <b>HTLA rate @ £12 per hour to oversee literacy intervention (before / after school) =</b> </td> </tr> </table>	<b>September</b>	Students sit baseline tests including: <ul style="list-style-type: none"> <li>• NFER reading test</li> <li>• Spelling test (GLS)</li> </ul>	<b>September intervention</b>	<ul style="list-style-type: none"> <li>• All pupils complete 'Read to Succeed' programme (every day for 20 minutes)</li> <li>• All KS3 pupils complete 60 minutes of Lexia (60 minutes per week)</li> <li>• Pupils with spelling age below 10 years placed on a spelling intervention programme (tutor time)</li> <li>• Some pupils placed on intense literacy programme within small group support for 3 sessions a week. This will take place before / after school.</li> </ul>	<b>HTLA rate @ £12 per hour to oversee literacy intervention (before / after school) =</b>		<p>MyLexia Intervention supports those with significant barriers to learning within literacy, ensuring that they make early progress in English and are supported in their transition.</p>	<p>MyLexia students' progress data Progress in reading/writing English checks.</p>	<p>JL</p>	<p>372 TA intervention hours (before or after school) @ £12/hr = £4464</p>
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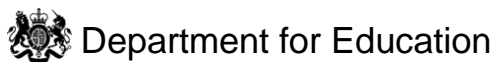
**4. Additional Detail (if applicable)**

A programme of P6 intervention, aimed at Y10 students and Y11 students to guide students through revision techniques, additional content revision and study skills, with the goal of supporting more effective independent study.



5. Approved and Authorised By		
Role	Signature	Date
Headteacher		10.09.21
Member of School Improvement Team		
Finance Director		

Schools to share with the Local Governing Body to assist in monitoring processes



Dear colleague

School-led grant funding – part of The National Tutoring Programme

The Department for Education will provide ring-fenced grant funding directly to schools to support provision of school-led tutoring, in the academic year 2021/22. The amount that schools will receive will be proportionate to the number of Pupil Premium students on roll. For the next academic year, the grant will be calculated to cover 75% of the cost of locally-sourced tuition (based on average costs of tutoring) with schools contributing the remaining costs.

Schools will have flexibility to use this additional grant as they see fit in providing tuition support to pupils that can benefit most. Schools will have freedom to determine who is best placed to deliver tutoring support to meet their particular needs, including utilising existing school staff or others who are familiar with their school and pupil needs. Schools can exercise their discretion in determining which pupils are most in need of tutoring support, including using this grant to support tutoring for non-pupil-premium students, as they see fit.



The school-led tutoring scheme is designed to complement the existing tutoring routes introduced in 2020 through the National Tutoring Programme (NTP). In 2021/22, the Department will expand the amount of tuition available through the programme to provide access for tutoring support to around 40% of Pupil Premium students, across all state-funded schools in England. The amount of funding available through the school-led tutoring grant reflects this, by providing sufficient funding to schools to offer tutoring support for the remaining 60% of Pupil Premium students.

Further information, including the grant conditions, will be released by the Department over the coming months.

### **Funding allocations**

To help schools with their financial planning, we can confirm that school allocations for the School-led tutoring grant in Academic Year 2021/22 will be calculated based on the number of pupils eligible for the Pupil Premium.

All state-funded primary, middle and secondary schools in England, including academies and free schools, will receive £203 for 60% of pupils eligible for Pupil Premium, from Year 1 to Year 11.

We have applied additional weighting to specialist settings, recognising the significantly higher per pupil costs they face. The following settings will receive £529 for 60% of places for AY2021/2022:

- Special schools, including special units within mainstream schools
- Alternative Education Provision / Pupil Referral Units
- Hospital schools

As schools will be given the discretion to use the funding for pupils they feel would benefit the most, funds received through the School-led tutoring grant funding are not restricted to Pupil Premium pupils only. We recognise that schools are in the best position to identify the pupils in most need of tuition support and should use this money to support these students.

With School-led tutoring funding, a typical primary school of 200 pupils will receive £6,000 while a typical secondary school of 1,000 pupils will receive £35,000.

Final allocations will be confirmed to schools at the beginning of the autumn term.