

The Westgate School

16 to 19 Tuition Fund 2020-21

To empower #TeamWestgate to be smart, safe and healthy so that we achieve positive outcomes for all.

The Education and Skills Funding Agency (EFSA) has allocated £96 million to be spent on ensuring all students have the chance to catch-up and is supporting providers to enable them to do so.

The 16 to 19 Tuition Fund is a one-off initiative for the 2020 to 2021 academic year only. It is ring-fenced funding for schools, colleges and all other 16 to 19 providers to mitigate the disruption to learning arising from COVID-19.

The funding is being provided to support small group tuition for 16 to 19 students in English, Maths, and other courses where learning has been disrupted. For example, vocational courses where assessment has been deferred because of the national lockdown. Although the actual tuition does not need to be for GCSE English or Maths, the students supported all need to be those who had not achieved grade 5 or above in at least one of those subjects at this level by age 16.

All supported students must be on a 16 to 19 study programme and providers should prioritise support for students who have not achieved a grade 4 in English and/or Maths. However, further to those students, if providers have funding available within their allocations, they should consider whether any young people with a grade 4 also need catch-up support and would benefit most from small group tuition, based on the criteria above.

Providers should also have regard to the needs of students with special educational needs and disabilities (SEND), particularly where they have experienced additional disruption to learning because of their specific needs and disabilities.

Funding Allocation

The 16 to 19 Tuition Fund will be available to all 16 to 19 providers and is ring-fenced for 16 to 19 small group tuition only. EFSA will allocate the funding using our existing proxy measure for disadvantage: learners with low prior attainment, meaning those who did not have a GCSE grade 4 or above in English and/or Maths at age 16.

EFSA will allocate each provider £150 per instance for full time students without GCSE grade 4 or above in English and/or Maths based on the numbers in their current 2020 to 2021 academic year allocation. There will be pro-rata funding for part-time students. Institutions that had no students in their 2020 to 2021 allocation meeting these criteria will not receive an allocation from the 16 to 19 Tuition Fund.

Young people with special educational needs and disabilities (SEND) aged 19 to 24 who have an Education, Health and Care (EHC) plan will be eligible for support via the 16 to 19 Tuition Fund.

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Academic Year	2020-2021	Instances at the Higher-Rate	10.89 £150
Allocated 16 to 19 Tuition Funding	£1,634 (10.89 Students)	Instances at the Lower-Rate	0.00 £91

Use of Funds

Providers will use the 16 to 19 Tuition Fund for specific activities to support students catching-up for lost teaching over the previous months, in-line with the guidance on curriculum expectations for the next academic year.

In-line with the evidence on the impact of small group tuition in other contexts, EFSA's expectation is that tuition delivered to small groups of up to three students is likely to deliver the greatest impact and would not expect groups supported from the fund to exceed five students, other than in one off or exceptional circumstances (for example absence of a member of staff requiring the merger of two existing groups on a temporary basis).

Providers have flexibility to decide the most appropriate approach to resourcing the delivery of small group tuition supported through the fund and this may include a mix of both teaching and learning support staff as appropriate. Resourcing could be through: paying for more hours from existing staff; hiring new staff or buying in a service from a third-party provider. However, providers must ensure that anyone delivering small group tuition has the appropriate knowledge, skills, and experience, and has received appropriate training where necessary.

Accountability

Providers will need to ensure the funding allocation is used in accordance with the purposes detailed in the guidance published by EFSA and must accept or decline the extra funding once it has been confirmed. EFSA will only distribute the funding to those providers that confirm they will be able to spend this effectively and in-line with this guidance.

The Westgate School is committed to ensuring that the 16 to 19 Tuition Fund is used in accordance with the Government's statutory expectations by:

- *producing this statement explaining how we will use the 16 to 19 Tuition Fund in-line with our guidance to prioritise support for disadvantaged students.*
- *publishing this statement on The Westgate School's website.*
- *recording the use of the 16 to 19 Tuition Fund, including references to the individual students that receive the support, the needs of those students, the number of hours of tuition delivered, and retaining the necessary evidence of the tuition provided.*
- *delivering the extra tuition and spend the associated 16 to 19 tuition funding in the 2020 to 2021 academic year.*
- *notifying ESFA of any unspent 16 to tuition funding from for it to be reclaimed.*

Providers must be able to identify the students supported, and evidence the delivery of provision to the students. In line with usual practice, providers must retain original documents including, for example, attendance records, enrolment records and learning agreements.

16 to 19 Tuition Fund: Actions and Impact

Actions	Intended Impact
GCSE English and GCSE Maths resit classes will be timetabled to ensure that students identified as requiring additional support receive additional curriculum time to facilitate this.	Students will receive extra support within the affected subjects to ensure that the curriculum is covered and to prepare them as appropriate for any GCSE resit in English and Maths.
Tutor Time will be designated as intervention within the core subject areas and those identified as requiring additional support based on the specific needs of individual students.	Students will receive extra support within the core subjects to ensure that the curriculum is covered.
Before and after-school revision sessions for each subject area will be conducted to support student progress.	Students will receive extra support for subjects to ensure that the curriculum is covered.
Additional mock examinations will be conducted in 2021 to support preparation for GCSE English and GCSE Maths resits.	Colleagues will have additional quantitative data to inform future strategic intervention.
Small group of students will be supported with bespoke strategies devised by the Intervention Coordinator and/or Maths/English Departments if they are significantly below target in the core subjects as well as option subjects.	Enables students to have smaller group intervention during the school day and will have a positive impact on progress; particularly Maths and English.
Paid tutoring to be offered by colleagues at the weekend and during half-term/summer break to support students on a 3:1 basis as identified within subject areas.	Provides extra targeted support to small groups outside of lesson time in all subject areas by members of staff who are aware of the specific individual needs of each student and whole-school context. Measurable improvement in student outcomes when comparing mocks and actual grades will indicate the impact of this strategy.
Utilising providers affiliated with the National Tutoring Programme i.e., MyTutor for those students identified as requiring additional support. Tuition support offered will be based on each student's individual needs, with the identification of an individual starting point, clear learning goals, expectations, and outcomes.	Provides extra targeted support to small groups outside of lesson time in English, Maths and/or other subjects. Academic mentors will provide one to one support for those learners who are significantly behind and cannot be caught up using our existing recovery curriculum planning. Measurable improvement in student outcomes when comparing mocks and actual grades will indicate the impact of this strategy.
Ensure students have access to remote education by ensuring they have the necessary equipment, connectivity, and environment to learn online.	All students can engage with remote learning if required as well as be able to complete any home learning to consolidate knowledge and skills. All students who require access to IT who lack the means to purchase their own have it during any extended remote learning scenario, which will result in higher levels of engagement with online learning platforms.
Home learning resource packs will be disseminated as appropriate to students who require it based on their own contextual circumstances.	Students with no or limited internet access will continue to have access to the curriculum by ensuring that learning materials will be accessible as if they were learning remotely.