

## School Led Tutoring

SUMMARY INFORMATION			
Total number of pupils eligible:	1 pupil at Darley / 8 pupils at Summerbridge	Amount of catch-up premium received per pupil:	£150
Total catch-up premium budget:	£1,354		

STRATEGY STATEMENT
<p>The federation strategy is based upon supporting those children whose learning, due to lockdown, has significantly suffered and as such they have fallen behind where the school would ordinarily expect them to be had they remained in school throughout. This strategy will demonstrate how the federation has identified those children in need of additional support, how that support will be delivered and what the impact of the support will be. It must be noted that children who have been identified as requiring additional support are not specifically children with SEND but children who attract Pupil Premium funding have been prioritised.</p>

### Barriers to learning

Barriers to learning in our federation include (but not exclusively):

Poor parental input / support during lockdown

Lack of working memory capacity

Losing the support of a regular routine

Anxiety surrounding COVID and the impact it may have on their and their family member's health

Lack of availability of technology at home – eg. parents need their own devices for their own work

Reduction in challenge of work sent home – work had to be set that could be done independently by the children to allow parents to work

Lack of skill in parents to deliver quality lessons

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Some children managed to maintain expected standards whereas others did not, so lesson content has to be adapted to ensure all children access learning. This has widened the attainment gap in not just the core subjects but in all subjects.
B	An adapted curriculum based on online content has reduced our ability as a school to provide a bespoke and personalised curriculum as was the case before lockdown.
C	Seating arrangements in classrooms mean that children cannot collaborate or share ideas as they once did and teachers cannot access groups and offer support to the depth and detail as they did prior to lockdown.

## ADDITIONAL BARRIERS

### External barriers:

D	Continued anxiety around COVID and it's impact on people's physical and mental health
E	Continued anxiety around COVID and it's impact on people's economic wealth
F	Symptoms from class mates or other family members resulting in children remaining at home due to self-isolation,
G	Continued lack of IT at home due to parents working from home and needing the devices
H	Continued lack of support at home due to parents working and not being able to teach their children during periods of self-isolation

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Assessment of children's progress and attainment levels. Are they significantly behind where we would have expected them to have been had it not been for lockdown?	Those children identified as benefitting from additional support will make rapid progress and narrow the attainment gap with their peers.	Teacher assessment and formal internal assessment has identified gaps in learning	Staff met prior to pupil progress meetings and were able to nominate those children they believed were in need of additional support.	NC	October half term 2021
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Offer of additional hours for teaching staff to deliver the School Led Tutoring	Those children identified as requiring additional catch-up support will catch up with where we expect them to be	It was felt that the additional funding would be used to offer existing teachers additional hours to work with the children after school.	Class teachers know immediately what their children need because of knowing them so well – what the children did not understand/miss from lockdown can therefore be addressed.	NC	December 2021  Roll out in January 2022
Audit resources that we have and what will be required	Pupils have appropriate resources matched to their needs to facilitate their learning	Resources will be chosen that best support the pupils	By ensuring that the resources are appropriate to the needs of the pupils	NC	December 2021

## Costings

Amount allocated to Darley	£134
Amount allocated to Summerbridge	£1,157
Resources	£63
<b>Total</b>	<b>£1,354</b>

## ADDITIONAL INFORMATION

Schools have been allocated additional funding to support those pupils who have fallen behind during the pandemic. The amount of additional funding to be allocated is based on the number of pupils in receipt of pupil premium funding. Our federation received £1,354 based on the 9 pupil premium pupils (1 from Darley and 8 from Summerbridge). Therefore, due to different hourly rates of the teachers delivering the tutoring and to ensure that there is an equitable sharing of the funding, Summerbridge are entitled to 26 hours (2 teachers delivering 13 hours each) of additional tutoring and Darley are eligible for 4 hours (2 teachers delivering 2 hours each) making a total of 30 hours.