

## 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 Hill Top Academy 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 who have both QTS and more than two years' experience, qualified supply teachers or private tutors and retired 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
Hill Top Academy	Academy	68	960	£ 12,960.00	0	0	£ -	£ 12,960.00	£ 4,320.00		£

Total allowance for School Led Tutoring- £12, 960

### 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 Hill Top Academy Tutoring Provision Mapping

64 children are eligible for the School Tutoring Program based on the Dfe calculations- they will be highlighted and tracked on the school census- however there are further children identified that we will additionally fund from our own budget to support Catch Up and Closing the Gap for all pupils.

#### Phonics

<b>Intervention</b>	Phonics Tutoring: Phase 2 - 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>	Y1 – 10 pupils Y2- 10 pupils Y3- 12 pupils Y4 – 7 pupils  39 pupils			
<b>Purpose of Focus</b>	<ul style="list-style-type: none"> <li>Teachers within their diagnostic assessments have outlined specifically which phase the pupils in their class need to begin working on.</li> <li>This has then been timetabled by the SENCO to allow sufficient time and ratios for each phases interventions.</li> </ul>			
<b>Hours x Cost per hour</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>	<b>Phase 5</b>
<b>KS1: 1.4 hours per day</b> <b>KS2: 1.25 hours per day</b>	1:4 for x 4 pupils 1:1 for x 1 pupil	Year 1 - 1:3 Year 2 – 1:3 Year 3 – 1:4 Year 4 - 1:1	Year 2 – 1:4	Year 1 - 1:4 Year 3 – 1:2 Year 4 - 1:3 x 2 groups



	KS1: 15 minutes additional daily x 4 x 2 = 120mins	KS1: 15 minutes x 5 x 2 = 150 minutes KS2: 15 minutes x 5 x 2 = 150 minutes	KS1: 15 minutes x 5 x 1 = 75 minutes	KS1: 15 minutes x 5 x 1 = 75 minutes KS2: 15 minutes x 5 x 3 = 225 minutes
KS1 = 7 hours per week @ £13.50 = £94.50 KS2 = 6.25 hours per week @ £13.50 = £84.38  Total = £178.88 per week  12 weeks initially (moving up the phases after each 4-weekly review) £2,146.56				

## Reading

<b>Intervention</b>	KS1 – 5 Minute Literacy Box KS2 - Reading fluency Program/Read to Succeed/CGP		
<b>Rationale for intervention</b>	<ul style="list-style-type: none"> <li>This academic year we have introduced Dyslexia assessments to support teachers to understand the additional barriers to reading for children to be able to apply different approaches to meeting these pupils needs. The effect of Dyslexia on pupil's 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.</li> <li>Additional reading sessions where gaps have been identified based on teacher's 'Reader on a Page' diagnostic assessments (KS1).</li> <li>Additional reading sessions where gaps have been identified based on teacher's diagnostic assessments (KS2).</li> <li>Groups will vary in size from 1:1 up to 1:6 dependant on the assessment information shared and starting point of each child.</li> </ul>		
<b>Number of Pupils</b>	Y1 – 10 pupils Y2 – 10 Pupils Y3 – 12 Pupils Y4 – 10 Pupils Y5 – 9 pupils Y6 - 13 pupils  64 children		
<b>Purpose of Focus</b>	<ul style="list-style-type: none"> <li>Five Minute Box as an early intervention/multi-sensory programme which enables the early identification of potential specific learning difficulties. The Box provides secure basic skills for spelling and writing thus maintaining self-esteem and a more positive attitude. Children will consolidate basic skills.</li> <li>Rapid Writing is a focused strategy that directly enhances the skill of writing by promoting students to simply write without fear in a highly structured way to get students thinking and writing about a topic. This strategy helps students clarify their thoughts by alternating between thinking and writing.</li> <li>Stareway to spelling is a program designed to ensure that any student can read and spell the 300 most used words in the English language quickly, confidently and accurately. There are 300 words in English that are used more than any of the other thousands of words found in the language.</li> </ul>		
<b>Hours x Cost per hour</b>	<b>5-Minute Box</b>	<b>Read to Succeed</b>	<b>CGP Comprehension Booster</b>
	Y1 x 6 pupils 1:1 Y2 x 6 pupils 1:1 Y3 x 2 pupils 1:1 Y4 x 1 pupil 1:1	Y1 x 4 pupils 1:4 Y2 x 4 pupils 1:4 Y3 x 8 pupils 1:4 (2 groups) Y4 x 5 pupils 1:5 Y5 x 6 pupils 1:6 Y6 x 4 pupils 1:4	Y3 x 2 pupils 1:2 Y4 x 4 pupils 1:4 Y5 x 4 pupils 1:4 Y6 x 10 Pupils 1:5 (2 groups)



	KS1: 5 minutes x 5 x 15 pupils = 375 mins per week	KS1: 10 minutes x 3 x 2 groups = 60 minutes KS2: 20 minutes x 3 x 5 groups = 300 minutes	KS2: 15 minutes x 3 x 5 groups = 225 minutes	
	KS1 = 7.25 hours per week @ £13.50 = £97.86 KS2 = 8.75 hours per week @ £13.50 = £118.13			
	Total = £215.99			
	Children will be assessed after 6 weeks and will be given additional sessions where identified. = £1295.94			

## Writing/Spelling

<b>Intervention</b>	KS1 – 5 Minute Literacy Box KS2 - Dyslexia- Spelling Program/Stareway to Spelling/Rapid Writing		
<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 pupil’s 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>	Y1 - 8 pupils Y2 – 8 Pupils Y3 – 12 Pupils Y4 – 10 Pupils Y5 – 8 pupils Y6 - 16 pupils  62 children		
<b>Purpose of Focus</b>	<ul style="list-style-type: none"> <li>• Five Minute Box as an early intervention/multi-sensory programme which enables the early identification of potential specific learning difficulties. The Box provides secure basic skills for spelling and writing thus maintaining self-esteem and a more positive attitude. Children will consolidate basic skills.</li> <li>• Rapid Writing is a focused strategy that directly enhances the skill of writing by promoting students to simply write without fear in a highly structured way to get students thinking and writing about a topic. This strategy helps students clarify their thoughts by alternating between thinking and writing.</li> <li>• Stareway to spelling is a program designed to ensure that any student can read and spell the 300 most used words in the English language quickly, confidently and accurately. There are 300 words in English that are used more than any of the other thousands of words found in the language.</li> </ul>		
<b>Hours x Cost per hour</b>	<b>5-Minute Box</b>	<b>Rapid Writing</b>	<b>Stareway to Spelling</b>
	Y1 x 8 pupils 1:1 Y2 x 8 pupils 1:1	Y3 x 12 pupils 1:6 (2 groups) Y4 x 10 pupils 1:5 (2 groups) Y5 x 8 pupils 1:4 (2 groups) Y6 x 6 pupils 1:6 (1 group)	Y5 – 5 pupils 1:1 Y6 – 10 Pupils 1:1
	KS1: 5 minutes x 5 x 16 pupil = 400 mins per week	KS2: 20 minutes x 3 x 7 groups = 420 minutes	KS2: 10 minutes x 5 x 15pupils = 750 minutes
	KS1 = 6 hours per week @ £13.50 = £81 KS2 = 19.5 hours per week @ £13.50 = £263.25  Total = £344.25 per week		



	Children will be assessed after 6 weeks and will be given additional sessions where identified. = £2065.50	
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## Maths

<b>Intervention</b>	Maths – Power of 2 (KS2) and 5 Minute Box (KS1/Y3)		
<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 - 10 pupils Y2 - 10 pupils Y3- 12 pupils Y4- 10 pupils Y5 - 9 pupils Y6 - 13 pupils  64 children		
<b>Purpose of Focus</b>	Power of 2 focuses on the key foundation skills and Mathematical rules children learn in Key stage one. It teaches all the mental maths required by the new Mathematics Curriculum, and through its use enables pupils to access the full maths curriculum. Power of 2 is essentially about putting in place the building blocks of number and developing skills with mental calculations. 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.  Key stage one access 5-minute box for daily maths intervention which focuses on the same skills above but in a more practical way. This is a consistent approach for embedding skills.		
<b>Hours x Cost per hour</b>	<b>5-Minute Box</b>	<b>Power of Two</b>	<b>Maths basic skills (Incl CGP Catch Up)</b>
	Y1 x 6 pupils 1:1 Y2 x 5 pupils 1:1 Y3 x 5 pupils 1:1 Y4 x 1 pupil 1:1	Y4 x 6 pupils 1:1 Y5 x 6 pupils 1:1 Y6 x 7 pupils 1:1	Y1 – 1:4 Y2 – 1: 5 Y3 – 1:4 (for 7 pupils = 2 groups) Y4 – 1:6 Y5 - 1:4 Y6 – 1:4 (for 8 pupils = 2 groups)
	KS1: 5 minutes x 5 x 11 pupils = 275mins per week KS2: 5 minutes x 5 x 6 pupils = 150 mins per week	KS2: 20 minutes x 5 x 19 pupils = 1900 minutes	KS1: 15 minutes x 5 x 2 groups = 150 minutes KS2: 10 minutes x 3 x 6 groups = 180 minutes
	KS1 = 7 hours per week @ £13.50 = £94.50 KS2 = 37 hours per week @ £13.50 = £499.50  Total = £594 per week		
	Children will be assessed after 6 weeks and will be given additional sessions where identified. = £3564		