



## John Masefield High School



### School Led Tutoring 2021-2022 including evidence of impact

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do this.

We have set out a clear intent for how Catch Up funding will be used, to ensure that students – particularly disadvantaged, SEND and vulnerable students are given and students who found learning during the pandemic extremely challenging, the support needed to raise their self-confidence, address gaps in learning at an individual and small group level and to make substantial progress by the end of the academic year.

Targeted Academic Support has been shown to be an effective strategy that addresses gaps at an individual and small group level. We have used the funding to develop a tutoring programme, focused predominantly on English, Mathematics and Science, but also incorporating some support in other subjects, currently GCSE PE, Art and MFL (Modern Foreign Languages) as needed. This programme allows us to support students with one-to-one and small group tutoring

The total Government income for catch up in the year 2021-2022 can be broken down as follows;

<b>School-Led tutoring Premium income</b>	<b>£ 21,060</b>
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## School-Led Tutoring 2021-2022 - IMPACT

Intent	Intervention	Monitoring and evaluation	Cost	Success criteria	Evidence of Impact
To provide academic support for students, though the use of Academic Tutors, to support students who have lost learning in English, Maths & Science	Tutors employed to deliver 1:1 and small group tutoring sessions in English and Maths	Tutors in English and Maths to work on gaps identified by class teachers following assessments.	Planned spend £16,609	Subject assessments from each faculty to show progress of students by percentage and comparison to class/cohort.	<p><b>Number of students benefitting from 1-1 or small group school-led tutoring in Maths – 31</b></p> <p>Evidence shows that students grew in confidence as the year went on and benefited from the repetition of skills. Work in class became more accurate and verbal contributions in class and independence improved.</p> <p><b>Number of students benefitting from 1-1 or small group school-led tutoring in English = 21 (from March 2022)</b></p> <p>It continues to be difficult to assess the impact of tutoring through the use of data. During the next academic year there will be more long-term data in place generated by the new school assessment process from which to show progress in addition to comparing student ranking within the class and how this may have improved.</p> <p>Tutoring in both English and Maths especially benefited a number of disengaged students finding it hard to attend school, supporting them in keeping up with their studies in these subjects.</p> <p>CLA students and other PP, SEND and vulnerable students received tutoring and benefited enormously from this support, which raised their confidence and contributed to their success in completing Y11 and sitting their exams. School were also able provide significant packages of tutoring for CLA students as part of PEPS targets and support.</p>
To provide academic support for students, though the use of Academic	Tutors employed to deliver 1:1 and small group tutoring sessions in Art,	Subject assessments in class.		Subject assessments from each faculty to show progress of students by percentage and	<p>Number of students benefitting from small group tuition:</p> <p>Science (Autumn Term 2022) – 42</p> <p>Art – 16 (Oct-Dec 2021)</p> <p>French (from Nov 2021) – 15</p> <p>GCSE PE (Autumn Term 2022) – 23</p>

Tutors, to support students who have lost learning in other subjects such as Art, GCSE PE and MFL	GCSE PE and MFL.			comparison to class/cohort.	German (from April 2022) – 8 All year 11 all students who received tuition except one met or exceeded their FFT target, which was a significant achievement. In Y10 two students who were considering giving up German in Y9 are now being entered for the higher tier exam.
		<b>TOTAL PLANNED EXPENDITURE FOR YEAR</b>	<b>£21,060</b>		
		<b>ACTUAL SPEND</b>	Total spend on tutors - £10,961.71	Number of tutoring hours allocated – 1095.5	Number of students benefiting from 1-1 or small group tutoring 2021-2022 = 119 students.

### Summary of numbers of students

	English	Maths	Science	GCSE PE	French	German	Art
<b>Total students*</b>	<b>21</b>	<b>31</b>	<b>42</b>	<b>23</b>	<b>15</b>	<b>8</b>	<b>16</b>
<b>Pupil Premium (PP)</b>	<b>13</b>	<b>15</b>	<b>9</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>5</b>
<b>SEND</b>	<b>10</b>	<b>8</b>	<b>29</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>7</b>
<b>SEND - EHCP</b>	<b>2</b>	<b>8</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>LAC/PLAC</b>	<b>2</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Other vulnerable or no category</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>14</b>	<b>5</b>	<b>6</b>	<b>5</b>

### What worked well 2021 - 2022

- Tutoring taking place in different venues.
- A small team of committed Tutors, many of whom were qualified Teachers.
- Experienced teachers / tutors able to tailor tutoring sessions to the needs of students.

- Students have benefited from tutoring 1-1 / in pairs or in small groups.
- Some SEND /EHCP students continue to benefit from 1-1 / paired, so this is flexible.
- Disadvantaged students such as SEND/ PP / LAC/ Vulnerable have received a huge amount of support.
- Students have grown in confidence and this has shown both in tutoring sessions and in classrooms.
- High standards / expectations of good behaviour seen in all tutoring sessions.

### **Communication with Parents**

- As Tutoring begins in a subject a letter is sent by the Inclusion Coordinator to parents informing them that their child is beginning tutoring in that subject and inviting them to ask for more information should they require this.

### **What did not work so well?**

- 2021-2022 School found it very difficult to recruit enough tutors to match the amount of funding it received, in contrast to the previous year, resulting in an underspend.
- In some subjects it is difficult for students to have Catch Up Tutoring at the same time as that subject lesson – as they then miss further content.
- Some tutors have felt that some students who have been nominated are not very enthusiastic or motivated and do not engage as well as they could with the support.

### **Measuring Progress**

- Plans for measuring progress will continue to develop as the new assessment progress rolls out.
- For some students, it has been difficult to assess their progress with a percentage as the extra support has focused primarily on boosting their confidence and attitude to work.
- Has allowed very effective targeted support for some of the weakest students and has often been student led. Students feel involved as they can ask for personal help in specific areas.

### **National Tutoring programme**

The school made several attempts to secure face to face tutoring from the National Tutoring programme. However, these were unsuccessful as school had made the decision to deliver face to face tutoring and there was no availability of tutors in the local area. Possibly try to secure some on-line tutoring through the NTP in 2022-2023.