**Great Academy Ashton**

**Post Covid Learning Recovery Overview**

1. Recovery Premium Funding; £76,778.00
2. School Led Tutor Funding; £64,396.00
3. Covid Recovery Funding (carry over from 2020-21); £14,002.40
4. Total funding available: £155,176.40

Note: “School Led Tutor Funding” can only be spent on “additional staff” or “additional contracted hours”. It cannot be spent on any of the DfE “Tuition Partner” or DfE “Academic Mentor” programmes. In addition, only 75% of the cost of the “additional staff/hours” can be funded from the “School Led Tutor Funding”, the remaining 25% must be funded from alternative school funds.

Recovery Premium

* Tuition Partner Programme
  + My Tutor
    - On-line Yr10 tuition programme
      * Term 1: 20 x Yr10 students English; 1 hour per week over 15 weeks
      * Term 1: 20 x Yr10 students Mathematics; 1 hour per week over 15 weeks
      * Term 1: 20 x Yr10 students Science; 1 hour per week over 15 weeks
      * Repeated for further students in terms 2 and 3
      * Total = 180 year 10 students with 15 hours of 1-2-3 on line tuition in either English, maths or science
      * Total cost = £12,960.00
  + Connex
    - On-site 1-2-1 tuition in English and mathematics
    - Term 1: 2 x English mentors with Year 8 students
    - Term 1: 2 x mathematics mentors with Year 8 students
    - Repeated in terms 2 and 3 with 1 x English mentor and 1 x mathematics mentor
    - 235 year 8 students will receive 1-2-1 tuition in English and mathematics
    - Total cost = £16,577.00
* Academic Mentor Programme
  + Randstad
    - 1 x full time English mentor
    - 1 x full time mathematics mentor
    - To be deployed in English and mathematics Year 11 underperforming students
    - To be further deployed to support Year 9 underperforming students
    - Total cost = £9,118.80

Total expenditure (Recovery Premium) = £38,655.80

Remaining balance (Recovery Premium) = £38,122.20

School Led Tuition Programme

* Employed directly by school
* May only use “School Led Tuition Fund” for 75% of costs; 25% must come from other sources
* May only be used for “additional staff” or “additional contracted hours”. Cannot offset existing staffing costs.
* Approximate full-time full year gross salary £21,272 - £23,026 (Grade 6, scale points 18 – 22)
* Assuming 40% on-costs; assume top of scale; therefore, full time full year costs = £32,236.40 per tutor
* Required for a 25-week contract; therefore assume 30/52ths to incorporate holiday and sick pay
* Therefore, £18,597.92 per tutor for 2021-22 costs.

Proposed deployment of “School Led Tutor Funding” tutors:

* 1 x English
* 1 x mathematics
* 1 x science
* 1 x humanities
* 1 x creative arts and performance
* 1 x SEND & EAL
* Total = 6 tutors at £18,597.92 per tutor
* Total = £111,587.52

Summary of Provision

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| English, mathematics, science, humanities, creative arts, performance, SEND and EAL face to face tuition through school directly employed staff. | English and mathematics face to face tuition through Connex.  English, mathematics, science, humanities, creative arts, performance, SEND and EAL face to face tuition through school directly employed staff. | English and mathematics face to face tuition through Randstad.  English, mathematics, science, humanities, creative arts, performance, SEND and EAL face to face tuition through school directly employed staff. | On-line tuition in English, mathematics and science, through My Tutor.  English, mathematics, science, humanities, creative arts, performance, SEND and EAL face to face tuition through school directly employed staff. | English and mathematics face to face tuition through Randstad.  English, mathematics, science, humanities, creative arts, performance, SEND and EAL face to face tuition through school directly employed staff. |

Summary of Tutors

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **English** | **Mathematics** | **Science** | **Humanities** | **Creative Arts & Performance** | **SEND & EAL** |
| Connex | 2 | 2 | - | - | - | - |
| Randstad | 1 | 1 | - | - | - | - |
| GAA Direct Employ | 1 | 1 | 1 | 1 | 1 | 1 |
| **Total** | 4 | 4 | 1 | 1 | 1 | 1 |

Summary of totals of tuition

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Face to Face** | **On Line** | **Total** |
| English | 2500 hours | 900 | 3400 |
| Mathematics | 2500 hours | 900 | 3400 |
| Science | 625 hours | 900 | 1525 |
| Humanities | 625 hours | - | 625 |
| Creative Arts & Performance | 625 hours | - | 625 |
| SEND & EAL | 625 hours | - | 625 |
| **Totals** | 7500 hours | 2700 hours | 10,200 hours |

Note: face to face tutor; 5 hours per day, 5 days per week, over 25 weeks.

Summary of Finance

|  |  |  |  |
| --- | --- | --- | --- |
|  | Recovery Premium | School Led Tuition Fund | Covid-Catch Up 2020-21 Carry Forward |
|  | £76,778.00 | £64,395.00 | £14,002.40 |
| My Tutor | -£12,960.00 |  |  |
| Connex | -£16,577.00 |  |  |
| Randstad | -£9,118.80 |  |  |
| Balance | £38,122.20 | £64,395.00 | £14,002.40 |
| Total Balance | £116,519.00 | | |
| School Led Mentors | -£111,587.52 | | |
| Balance | +£4931.48 | | |

Note: Appropriate use of funding check

* School led tuition funding can only be used for 75% of the cost of school led tutors.
* Total cost of school led tutors = £111,587.52
* Use of School Led Tuition Fund = £64,395.00 which represents 57.7%
* Therefore, we are subsidising the cost of the school led tutors by 42.3%. Hence, a greater school-based subsidy than 25%, hence verified.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Commentary**  At GAA we strive to ensure:  “…all students will make exceptional academic progress in all subjects and regardless of age or stage will be work and college ready. Our academy will be where students are valued as individuals, where they will have opportunities to achieve highly, lead strongly and develop into confident, responsible and successful young adults.  Research shows that tuition in small groups (up to 3) can add up to 4 months progress whilst 1:1 can add as much as 5 months progress. [www.gov.uk/government/publications/school-led-tutoring-grant](http://www.gov.uk/government/publications/school-led-tutoring-grant).  Latest research from the EEF states an average of 3+ month’s progress is achievable through face to face and on-line tuition.  Throughout the pandemic engagement and motivation proved quite difficult for some students, our students have evaluated that they did engage well in on-line learning, however they prefer a blended approach with a higher weighted experience to face-to-face learning. To this effect, we have decided to support as many students as possible through the government recovery programme with a heavy weighting to face to face, with a lower weighting to on-line.  Whilst focus naturally is given to year 11, we have adapted a more holistic approach reaching as far and wide as possible across all year groups with the resources available prioritising our most disadvantaged students | | | | | **Success Criteria**  **Attainment and progress of students involved will be accelerated and any gaps will close.**  **Students will feel supported and confident in accessing the GAA Ambitious Curriculum.**  **Resources Required**   * **Academic Mentors (Randstad); £9118.80** * **Tuition Partners**   + **My Tutor; £12,960.00**   + **Connex; £16,577** * **School Led Tuition Tutors**   + **English**   + **Mathematics**   + **Science**   + **Humanities**   + **Creative Arts & Performance**   + **SEND & EAL**   + **£111, 587.52** | | |
| **Objective** | **Action** | **Start Date** | **Review Date** | **Action Lead** | **Intended Impact** | **Evaluation Lead** | **Status** |
| To deploy 2 full time DFE funded Academic Mentors.  1 AM in Maths  1 AC in English  Targeted support in ensuring access to the GAA Ambitious curriculum in the areas, accelerate progress and increase rates of progress.  Provide quality Online Additional Tuition at times convenient for Year 10 student in English, Maths and Science.  65% of cohort to be PP.  To deliver face to face provision and bespoke tutoring for all year 8 students in English and Maths-primarily disadvantaged students  To provide School Led Tutors across all curriculum areas to be deployed on a needs basis to support Students working from home or small scale in house Tuition.  (1:3) Priority to be disadvantaged students but not exclusively as per government guidelines. | Recruit 2 x Academic Mentors. 1 for Maths and 1 for English through DfE partner - Randstad. | Nov 2021 | Each Term  1st review. Jan 2022 | JHA | Raised aspirations, confidence with students aiming to achieve 8 good GCSEs including English and Maths | JSO/CWR |  |
| Deploy AM’s in each department with students identified in groups no larger than 3:1 for specific guided tuition in targeted areas. HOF to identify students, guide with curriculum and resources, track monitor and evaluate impact. | Nov/Dec 2021 | Each Term  1st review. Jan 2022. | JHA | Tuition bespoke to the needs of the individuals on a smaller scale all students selected engaging with the ‘Ambitious Curriculum’. Increased attainment and accelerated progress for all. | JSO/CWR |  |
| Evaluate impact of Wave 1 Tuition provided by Academic Mentors. Update Department SEF.  Select Next students for next wave of intervention. | Jan 2022 | Each Term  1st review. Jan 2022 | JHA | Address and rapidly close any identified gaps in progress and attainment.  Ensure curriculum recovery and access to ambitious curriculum. | JSO/CWR |  |
| Secure recommended Tuition Partner for academic year 2021-22- My Tutor | Sept 2021 | Once per year. | JHA | Establish quality First Online Tuition primarily for our disadvantaged students. | JSO/CWR  /AHO |  |
| Set up Intervention tracker for year groups identified, to ensure students do not access Tuition in multiple areas. | Sept 2021 | Once per year. | JHA | Equality of opportunity for all students identified primarily disadvantaged. | JHA |  |
| In Priority order: English, Maths, Science identify Term 1 Cohort of 20 students each, recorded on SIMs Tracker.  (60 students per term)  Each student will receive 15 hours of tuition, 1 hour per week, after school hours. | Oct 2021 | 60 students identified for Tuition each Half Term | JHA | 180 students primarily disadvantaged will be supported in accelerating progress and attainment across the subjects of English, Maths and Science consolidating the ambitious curriculum content and desired end points met. | JSO/CWR  /AHO |  |
| Evaluate online provision and select next wave of students  Secure recommended Tuition Partner to provide 4 Tutors.  2X English  2 X Maths  Connex of Manchester. | Jan 2022  Oct 2021 | Termly  1st Review Jan 2022.  Once per year | JHA  JHA | Increased participation of home study.  Increase and develop resilience and positive attitude to learning ultimately leading to the betterment of aspirations and qualifications.  Establish quality First Face to Face 3:1 Tuition primarily for our disadvantaged students. JHA | JSO/CWR/  AHO  JHA |  |
| HOF to identify and select students in wave 1. 76 Students per term English and Maths. 38 for Maths 38 for English. Record on SIMs mark sheet Tracker.  2 X of each tutor for Maths & English for Wave 1 to ensure all 76/77 students complete the 15 hours of Tutoring 2 x 30 min sessions per week each student.  HOF to identify suitable work space for tutoring. | Oct/Nov 2021 | Jan 2022. | JHA | All students in wave 1 to have made accelerated progress and increased attainment in identified subject area. | CWR/JSO |  |
| Waves 2 and 3 identified and put in place to ensure full coverage of year group for 1:3 English or Math’s Tuition. | Jan & Apr 2022 | Termly | JHA | All students in waves 2 & 3 to have made accelerated progress and increased attainment in identified subject area. | JSO/CWR |  |
| Full review of face to face Tutoring at the end of the programme. | July 2022/Sept2022 | Annually | JHA | All students in across year 8 to have made accelerated progress and increased attainment in identified subject area. | JSO/CWR |  |
| Recruit and Secure 4 x School Led Tutors.  1X SEND/EAL  1 X Science  1 X Humanities  1 X Creative Arts/Sport& Health. | OCT/Nov 2021 | Once | JHA/DWA | Students identified to make accelerated progress and attainment.  Bespoke Tuition guided by subject specialists delivered in structured tutoring style. | JHA  KCA  AHO  DCA  NSI |  |
| Tutors deployed across subject areas at the discretion of faculty leads. | Nov 2021 | Once this year | JHA | Students that are not necessarily disadvantaged but may be underperforming to make accelerated progress and increased attainment with the study skills emded to ensure future independent success. | KCA  AHO  DCA  NSI |  |
| Accurate recording of intervention ensuring start and end points of each individual. | Nove/Dec 2021 | Each Term | JHA | Evidence of impact will be clear and will inform next stages of any recovery plan. | KCA  MWR  DCA  NSI |  |
|  | | | | | | |

**Great Academy Ashton**

**Job Description**

**Post Title Subject Tutor Mentor**

**Salary scale Grade 6 points 15 - 19 Full time equivalent salary £23,541 - £25,481**

**Hours of work 37 hours per week, term time only - Fixed Term until 22nd July 2022**

**Reports to SLT Line Manager**

### **Purpose of the Post**

* To raise standards of attainment and achievement for selected students by providing high quality delivery of intervention and support and guidance to all students in their care, through fully utilising their skills, talents, knowledge, and expertise.
* To positively contribute to carrying out the duties of an ‘Subject Tutor’ by setting a positive example in their own professional behaviour.

**Main Duties and Responsibilities**

* To be involved in the planning, preparation, and delivery of intervention programmes to individuals and small student groups, ensuring that identified learning deficits are addressed during the intervention.
* Establish rapport and respectful, trusting relationships with students, acting as a role model, and setting high expectations
* Working to the direction of a curriculum leader, prepare relevant and appropriate learning experiences for the targeted students.
* Discuss reasons for underperformance with students and explain strategies to tackle weaknesses.
* Deliver agreed intervention material reporting student progress as required.
* Maintain a log of students who undertake intervention and comply with agreed recording and reporting procedures.
* Ensure students remain focused upon the expected outcome of the intervention activity and make effective use of the time allocated.
* Ensure the intervention activity is precisely focused upon the needs of students and therefore students make progress towards targets set and momentum and challenge are maintained.
* To attend department meetings in the subject area as required
* To work with other professionals such as Learning Support Assistants to support students.
* To report on the progress of individual students, achievement and attendance following academy process and procedure.
* To take part in the academy’s staff development programme by participating in arrangements for further training and professional development as required.

**Managing Student Learning**

* Develop and deliver learning activities for literacy or numeracy to take account of individual student learning styles and needs to adjust activities so students can engage with the subjects being delivered. This will involve individual, groups and being in lessons.
* Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
* Provide objective and accurate feedback and reports as required on student achievement and progress both in lessons and other activities. Systematically record students progress and achievements, ensuring availability of appropriate evidence.
* Setting high expectations for student’s behaviour, establishing, and maintaining a good standard of discipline through well-focused session and through positive and productive relationships acting to pre-empt and deal with inappropriate behaviour in the context of the ‘Behaviour Policy’ of the Academy.
* Follow Academy behaviour policies and seek assistance where necessary, ensure appropriate colleagues are kept informed of any difficulties.
* Ensure intervention activity supports classroom teaching and that close liaison with classroom teachers is maintained.

**Monitoring and Assessing Student Progress**

* Marking and monitoring students’ work, providing constructive oral and written feedback
* Assessing how well learning objectives have been achieved and use this assessment for future teaching.
* Maintaining full records of attendance, homework, and progress.
* Overseeing the pastoral needs of all students taught, passing on any concerns to the appropriate member of staff.