

# Forge Valley School



Covid Recovery  
National Tutoring Program & Academic Mentor  
Spending Statement(s)  
2021-22

## Covid-19 Recovery Strategy - Introduction

The disruption children and young people have faced to their education during the pandemic has been extensive and will likely have profound consequences. Attainment and educational progress will have been affected, but so too will their social and emotional development. As children begin to return to the classroom, schools will have a crucial role to play in both understanding, and responding to, the various impacts of the pandemic.

To support the school's strategy, the government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

## Funding Allocation – Forge Valley School

\*Based on headcount from the October 2020 census\*

Establishment Name – Forge Valley School	Pupil Numbers <sup>3</sup>	Rate per pupil	Provisional Allocation academic year 2020 to 2021	Carry forward and new allocation for academic year 2021-22
Covid Catch Up Funding	1155.5	£80.00	£92,440 Total spent -£32,617.03	£63,422.97
National Tutoring Program	n/a		n/a	£32,465
Academic Mentor	n/a		n/a	£29,208 95% funding (excluding salary on-costs)

**Please note the following plan outlined is exactly that – a plan. The strategy for effectively using the Covid-19 recovery fund is constantly under review and therefore the plan is potentially subject to change.**

## Covid-19 Recovery Strategy – Planned Impact & Spending Statement

Catch-Up Spending – Targeted Intervention					
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?
<p>To employ TLR 3b in Ebacc subjects: English (x2), Maths, Science, MFL and Humanities to identify individuals who need intervention to help close any learning gaps and create resources to close the gaps.</p> <p>X4 posts at approx. TLR3 (open value) £1,235 each = £4,942</p>	<p>Identifying correct pupils for specific interventions based on pre and over learning will ensure that learning gaps will close.</p> <ul style="list-style-type: none"> <li>- Colleagues analyse their cohorts and decide what gaps there are in learning.</li> <li>- Creation of a bespoke 'curriculum'.</li> </ul>	<p>- Evidence strongly suggests that small group interventions run by a subject specialist can have huge impact on academic development: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> <p>Some interventions are more impactful than others. They should use diagnostic assessment to identify issues and track progress. Key points highlighted within the EEF document on improving outcomes for PP pupils include:</p> <ul style="list-style-type: none"> <li>- Learning in one to one and small groups is carefully linked with classroom teaching.</li> <li>- For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.</li> <li>- Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Training for colleagues in delivering effective interventions.</li> <li>- Use of pupil voice with cohorts to identify times to complete interventions.</li> <li>- To identify gaps in knowledge, there needs to be thorough diagnostic assessment.</li> <li>- Parental buy in will be crucial.</li> </ul>	DBA, DL	Each HT

<p>To employ a Reading mentor who can support with reading, comprehension and writing interventions on a short-term basis.</p> <p><b>Staffing: £13,772</b></p> <p><b>Resourcing and training: £3,000</b></p>	<p>The gaps in learning should close with targeted academic support to improve reading, writing and comprehension.</p>	<p>- Evidence strongly suggests that small group interventions run by a subject specialist can have huge impact on academic development: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> <p>Some interventions are more impactful than others. They should use diagnostic assessment to identify issues and track progress. Key points highlighted within the EEF document on improving outcomes for PP pupils include:</p> <ul style="list-style-type: none"> <li>- Learning in one to one and small groups is carefully linked with classroom teaching.</li> <li>- For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.</li> <li>- Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Training for colleagues in delivering effective interventions.</li> <li>- Use of pupil voice with cohorts to identify times to complete interventions.</li> <li>- To identify gaps in knowledge, there needs to be thorough diagnostic assessment.</li> <li>- Parental buy in will be crucial.</li> </ul>	<p>DL, DBA</p>	<p>Each HT</p>
<p><b>To employ TLR 3 (open value) Assistant Year Managers x4 - £1,235 Total - £4,942</b></p>	<p>To work with pupils in support of the role of Heads of Year.</p>	<p><b>The aim of the TLR is to provide further capacity to our pastoral staffing and to further strengthen our links between home and school so that all pupils can access learning and sustain good progress</b></p>	<ul style="list-style-type: none"> <li>- Weekly meetings with HoYs</li> <li>- Impact assessment will be completed every 5 weeks as part of</li> </ul>	<p>DBA, MB</p>	<p>Each HT</p>

			<p>routing critical analysis/impact analysis</p> <ul style="list-style-type: none"><li>- Staff training for AHOYs</li><li>- The use of pupil voice to identify how groups of pupils need to be supported</li></ul>		
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## Catch-Up Spending – Wider Strategies

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?
<p>Employ a colleague to run and manage the step-in programme on a short-term basis.</p> <p>£19,000</p> <p><i>*Shortfall (on-costs) to be funded by Covid Recovery* - £1,870.29 See NTP section for further details.</i></p>	<p>Pupils will be gradually integrated into mainstream school through academic and emotional support.</p> <p>Pupils will have a clear timeline of support available and gradual reintroduction to school.</p>	<p>Experience tells us that some pupils will not take a brave step of engaging with a full-time timetable due to personal barriers they experience and require a more nurturing approach. As a result of their absence:</p> <ul style="list-style-type: none"> <li>- They are missing out on learning</li> <li>- Their absence cannot be authorised</li> <li>- External agencies have not successfully improved the consistency of their attendance.</li> </ul> <p>The STEP-IN programme offers a bespoke solution for each child where their wishes and feelings are considered and a pastoral and academic programme is put into place which serves to tackle their barriers. Pupils gradually increase the number of lessons they attend and are brought back into normal school life. It is an intervention that will typically only be offered once.</p>	<ul style="list-style-type: none"> <li>- Review regularly to evaluate impact and make changes where required.</li> <li>- Identify individual pupil needs and produce bespoke timetable.</li> </ul>	<p>MB</p>	<p>Each HT</p>
<b>Total budgeted cost:</b>				<b>£47,526</b>	

National Tutoring Program					
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?
3:1 NTP MyTutor Programme for 60 pupils throughout English and Maths in KS4  £4,320 + VAT (VAT will be charged for full value of the programme, but is fully reclaimable)	To include predominantly PP pupils in this programme to close the gaps in learning between advantaged and disadvantaged pupils. - Identify pupils to take part in programme based on data. - Implement programme in PE time. -Staff accordingly.	<ul style="list-style-type: none"> <li>- Evidence strongly suggests that small group interventions run by a subject specialist can have huge impact on academic development: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></li> <li>Some interventions are more impactful than others. They should use diagnostic assessment to identify issues and track progress. Key points highlighted within the EEF document on improving outcomes for PP pupils include:               <ul style="list-style-type: none"> <li>- Learning in one to one and small groups is carefully linked with classroom teaching.</li> <li>- For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.</li> <li>- Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- This will run in school time to ensure good attendance.</li> <li>- Regular checks with pupils about the impact tutors are having and change accordingly.</li> <li>- Regular data checks and feedback from tutors - change tutees if required to improve outcomes.</li> </ul>	DL/JW	Each HT

<p>To employ colleagues to deliver interventions identified and implemented using the resources created by the TLR holders. This may be existing teachers or TAs.</p> <p>NTP will pay up to £18,50 per hour. Any additional costs will have to come from school budget</p> <p>£30,000 – potential of 1200 additional teaching hours.</p> <p>Hourly Rate - £25.00 per hour (in-line with TSAT pay policy).</p> <p>-£7,800 to be picked up by</p>	<p>This should close learning gaps between pupils.</p> <p>-Colleagues are trained by the TLR holder in delivering the sessions well.</p> <p>-Impact is evaluated in an ongoing way.</p>	<p>- Evidence strongly suggests that small group interventions run by a subject specialist can have huge impact on academic development:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> <p>Approximate mentors required:</p> <ul style="list-style-type: none"> <li>- Paired reading tutors KS3 and KS4.</li> <li>- Comprehension and writing mentors KS3 and KS4.</li> <li>- KS3 math’s tutors (may make the most of Hegarty math’s as well)</li> <li>- KS3/KS4 Science mentors.</li> <li>- KS3/KS4 MFL mentor.</li> <li>- KS3/KS4 Humanities mentor.</li> </ul>	<ul style="list-style-type: none"> <li>- Training for colleagues in delivering effective interventions.</li> <li>- Use of pupil voice with cohorts to identify times to complete interventions.</li> <li>- To identify gaps in knowledge, there needs to be thorough diagnostic assessment.</li> </ul> <p>Parental buy in will be crucial.</p>	<p>DBA, DL</p>	<p>July 2022</p>
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PP or Recovery Premium funding.					
<b>Total budgeted cost:</b>					<b>£34,320</b>

**Academic Mentoring Programme**

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?
<p>To implement and use the government's academic mentoring programme and or 2 x learning mentors to effectively embed an intervention timetable in Maths and English.</p> <p><b>£35,535 pro-rata 95% DFE funding. (covering 5% of wage of 2 x mentors) Cost of tax, NI and Pension contributions</b></p>	<p>To ensure that the disadvantaged and vulnerable pupils who require it are given academic support to close the gap between advantaged and disadvantaged outcomes.</p> <p>GS to be fully trained in Thinking Reading and embedding the programme effectively over time.</p>	<p>- Evidence strongly suggests that small group interventions run by a subject specialist can have huge impact on academic development:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> <p>Some interventions are more impactful than others. They should use diagnostic assessment to identify issues and track progress. Key points highlighted within the EEF document on improving outcomes for PP pupils include:</p> <ul style="list-style-type: none"> <li>- Learning in one to one and small groups is carefully linked with classroom teaching.</li> <li>- For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.</li> <li>- Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</li> </ul>	<p>DL to line manage GS and RB and regularly check in on their sessions.</p> <p>DL and RB to send weekly updates to DL regarding progress.</p> <p>DoLs and DL to monitor progress pupils are making in the lessons which the interventions are happening for.</p> <p>Effectively identify, monitor and evaluate the pupils' outcomes and any changes required to support these outcomes further.</p>	<p>DL/ SO</p>	<p>Each HT</p>
<b>Total budgeted cost – DFE Funded</b>					<b>£35,535</b>

Summary of Funding	Current Position - allocation for academic year 2021-22	Total Expenditure 2021-22
Covid Catch Up Funding	£63,422	-£47,526
National Tutoring Program	£32,465	-£34,320
Academic Mentor	£29,208 95% funding (excluding salary on-costs)	-£37,405
	£125,095	-£119,251