

16-19 Tuition Fund Statement – February 2021

16-19 Tuition Funding Update

The ESFA has made funding available to post-16 educational providers to support students who have had their learning affected by the Coronavirus pandemic. The Tuition Fund is ring-fenced for schools, colleges and all other 16 to 19 providers to mitigate the disruption to learning arising from coronavirus.

The funding can be used to provide small group tuition for 16-19-year olds on a study programme where their learning has been disrupted and they have a GCSE Maths and/or English grade of 4 or below at age 16. Although the support is targeted based on prior attainment in Maths/English, the funding is not limited to support in these subjects and will be provided according to need across a variety of subjects.

The Aylesbury Vale Academy Approach:

We believe that all our students have been disadvantaged to some degree by school closures as a result of the pandemic. As such, this funding will be allocated in a way that will benefit all to some degree, some to a greater extent and a few significantly. Our approach has been divided in to 'Tiers' in order that it can coincide with the systems and processes already embedded within the Aylesbury Vale Academy. We know that what happens in the classroom will have the greatest impact on our students' progress and will continue to invest heavily in the development of this.

Tier 1 – An enhanced offer to our pre-Covid 'Ordinarily Available Provision', accessible to all students in the classroom.

Tier 2 – Targeted, individualized approaches, available to some.

Tier 3 – Whole school developments that will support Covid-Catch up and be sustainable beyond the current academic year.

Identification of student need:

We have, and will continue to prioritise the emotional wellbeing of our students in these unprecedented times however, we also need a clear and strategic approach to ensuring that this funding is used in an effective way and can be accounted for.

In the first instance, we will be using our records of online engagement to assess where the biggest gaps are likely to be. The re-engagement of these students will be closely monitored by the appropriate Achievement Directors.

A full audit of 'technology poverty' will be carried out and resources provided that will enable all of our learners to access our remote provision. This is to ensure that all students are able to access our developing remote provision in the event of further disruption to learning through localized lockdown or self-isolation.

Those with an Education and Health Care Plan or those under Child Protection remain a priority in all areas: attendance, punctuality and engagement. Form tutors, key workers and case workers will continue to support and communicate with appropriate colleagues in order to remove barriers to learning and progress.

Some students have recently been bereaved or find themselves in circumstantial difficulty. Families are encouraged to reach out to us and all requests for support are acknowledged and remedied if possible, for example, supporting those whose circumstances have altered to access funding for bus passes.

Staff training will support staff in acknowledging the difference between a normal response to an abnormal situation and the development of a more pervasive condition and the procedure to follow should they suspect this to be the case. By triangulating the

data generated during lock-down, observations from class teachers and referrals we are embarking on the generation of a 'Covid Monitoring' list.

Covid gaps, either created or widened by the pandemic, once identified, will be addressed through the Academy's wave intervention process in a graduated response. All teachers are expected to create and update class provision maps for their classes which make explicit their personalized approach.

The Aylesbury Vale Academy commitment

The Sixth Form is committed to ensuring that the tuition fund is used in accordance with the Government's guidance on the 16 to 19 Tuition Fund by:

- producing this statement setting out how the fund will be used to support the most disadvantaged students.
- publishing this statement on the school website.
- recording the use of the fund, including references to individual students who receive support, the needs of those students, the number of hours of tuition delivered and retaining the evidence of the tuition provided.
- delivering the extra tuition and support and spending the allocated funds in the academic year 2020/21
- notifying the Education Skills Funding Agency (ESFA) of any underspend from the Fund for it to be reclaimed.

Summary information			
School	Aylesbury Vale Academy		
Academic Year	2020 -21	Total number of pupils 16-19	46
Total Covid-Catch Up Funding	£6,038	Number of these pupils already eligible for PP	6
Date of most recent PP Review	September 2020	Date for next internal review of this strategy	April 2021

Characteristics and Desired Outcomes

Characteristics of Post-Covid students at Aylesbury Vale Academy	
<p>In school barriers to progress:</p> <ul style="list-style-type: none"> • Students enter the academy with limited vocabulary, basic maths and literacy skills. • Anxiety/self-regulation <p>Out of school barriers to progress:</p> <ul style="list-style-type: none"> • Changes in family circumstances • Periods of absence • Bereavement • Parental engagement and support <p>Including:</p> <ul style="list-style-type: none"> • Unknown Impact of Covid-19 partial closure 	

Desired Outcomes 2020-21	
Desired outcomes and how they will be measured	Success criteria
A – Progress of students	% of targeted students 'on track' or better at and of year >90%
B – Successful destinations	% of targeted Year 13 students with positive next step > 95%
C - Student retention	% of targeted Year 12 able to progress on to Year 13 >95%

Planned provision for 2020-21						
16-19 Tuition Grant contribution Approximate costings	Desired outcome	Chosen action / approach	Rationale	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
£1,200	Broadening cv and positive next step	Vocational catch-up sessions for knowledge	Missed opportunities re	Review and records kept	ECC	May 2021

Planned provision for 2020-21						
16-19 Tuition Grant contribution Approximate costings	Desired outcome	Chosen action / approach	Rationale	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
		and practical skills development	developing wider cultural capital			
£838	Students achieve expected progress	Enhanced support for SEND and High Needs Students	<p>We have 8 students on roll with SEND: 3 in Year 12 and 5 in Year 13.</p> <p>We have 14 students on roll who had not attained grade 4 in English and/or Maths GCSE by the start of September 2020</p>	Tracking progress of students in relation to Post 16 choices and English/Maths GCSE.	EJE	July 2021
£2,500	Progress of identified students is at least 'expected'	Small group tuition for the most disadvantaged in addition to timetabled provision.	Following closure ensuring most vulnerable are given additional support	Identifying target students and tracking progress. Appropriate and timely intervention.	ECC	July 2021
£700	Outcomes in Year 12 and Year 13 at least at 'expected'	Providing progress mentors to work with students in small groups to support teaching and learning	Following closure, ensuring all students remain on track academically.	Regular tracking of student progress, flagging issues as arise, appropriate and timely intervention.	ECC	As per 'Assessment Points'
£800	Positive next step, re Uni,	Wider curriculum activities such as an Inspirations Programme	deliver enrichment and broaden learning.	Records of attendance on programme	ECC	July 2021

Planned provision for 2020-21						
16-19 Tuition Grant contribution Approximate costings	Desired outcome	Chosen action / approach	Rationale	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
	apprenticeship or job					
NIL – Existing resource	Outcomes in Year 12 and Year 13 at least at 'expected'	Providing additional face to face support in school during lockdown	Ensuring teachers in Post 16 continue to provide contact during closure	Regular tracking of student progress, flagging issues as arise	ECC	As per 'Assessment Points'