



# Newark Academy 16 -19 Tuition funding Statement 2021-2022

The Government has responded to the impact that the global pandemic has had on students at KS5 by providing an additional stream of funding for the 2021 to 2022 academic year. It is ring fenced funding for schools, colleges and all other 16 to 19 providers to support small group tuition for 16 to 19 students in English, maths, and other courses where learning has been disrupted due to the pandemic.

1. Summary information				
School	Newark Academy			
Academic Year	2021-2022	Total tuition budget	£1,698	November 2021
Number of pupils eligible		10	Date for next internal review of this strategy	January 2022
2. Planned expenditure				
Academic year	2021 - 2022			
<p>How will this funding be used in line with guidance to prioritise and support students who are classed as:</p> <ul style="list-style-type: none"> <li>• Those enrolled on a Post 16 – 19 course and have not achieved a Level 4 in GCSE Maths and English</li> <li>• Disadvantaged students at Post 16-19</li> <li>• Students who have had their learning disrupted at Post 16 – 19 due to the impact of the pandemic</li> </ul>				
Action Intended outcome	What is the evidence and rationale for this choice?	Cost	Staff lead	When will you review implementation?
A programme of 1:1 tuition from accredited external providers to accelerate the progress of students whose achievement has been impacted by the pandemic.	<p><b>Education Endowment Fund</b> Research conducted by the EEF suggests on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><b>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</b></p>	£1398	JHS/Heads of Faculty/ Heads of Department/ KS5 Course Leaders and teachers	March 2022

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<p><b>Restructure the TT to provide specialist teachers for intervention sessions and accelerate progress for students at Post 16- 19 who have not achieved a pass at Level 4 in English and Maths.</b></p>	<p><b>Education Endowment Fund –</b>            Research conducted by the EEF suggests that effective teaching and learning is key to diminishing the gap for disadvantaged students.</p> <ul style="list-style-type: none"> <li>• Learning Styles +2 months</li> <li>• AFL +3 months</li> <li>• Effective feedback +9 months</li> </ul> <p><b>DFE 2018</b>            'Outstanding teaching ... and a relentless focus on improvement will make a real difference'            Funds have been spent here to secure quality first teaching for all students, particularly those from disadvantaged backgrounds at Post 16-19 and who have not achieved a pass at Level 4 in English and Maths</p>	<p>£0</p>	<p>JHS</p>	<p>March 2022</p>
<p><b>All departments to bid for funding to focus on a T&amp;L curriculum aspect or focus/intervention classes/resources in core subjects to support all students, particularly disadvantaged students in Post 16 -19 who have not yet achieved a Level 4 in English and Maths.</b></p>	<p><b>Marc Rowland (2015) author of <i>An Updated Practical Guide to the Pupil Premium</i></b>            'Don't pigeon hole disadvantaged children as low attainers who are culturally illiterate and disinterested ... enable all children to experience those things perhaps associated with middle class families'.             Funds that are spent here are used to ensure that all teachers are involved in and accountable for the progress of <b>all students, particularly disadvantaged students</b>, in their subject areas.</p>	<p>£300</p>	<p>JHS</p>	<p>March 2022</p>

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<p><b>Careers programme and external Careers Adviser support pupils at Post 16, particularly those from disadvantaged backgrounds and those at Post 16 – 19 who have not yet achieved a Level 4 in English and Maths</b></p>	<p>In 2016, <b>The Sutton Trust</b> examined quality careers provision and concluded that 60% of research studies focused on careers education indicated largely positive impact on educational outcomes.</p> <p>To ensure all students who have not achieved a pass at Level 4 in English and Maths receive high quality careers advice and guidance to ensure equal opportunity of access and improve social mobility.</p> <p>To ensure all students, particularly those from a disadvantaged background and those who have not achieved a pass at Level in English and Maths or are underachieving due to the impact of the pandemic, are fully informed of opportunities in higher education beyond Nottingham and Lincoln and receive support with their UCAS application or Apprenticeship search and application.</p>	<p>£0</p>	<p>JHS/ABR</p>	<p>January 2022</p>
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