



Vyners School

COVID-19 16 -19 Tuition Fund spending: proposal September 2021

| Summary information | | | |
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| Total number of pupils: Years 12 and 13 | 262 | Amount of catch-up premium received per pupil: | £11.19 |
| Total catch-up premium budget: | £2932 | | |

Strategy statement

The 16-19 Tuition Fund is awarded to specifically support students in the Sixth Form in order to address gaps in knowledge and support emotional wellbeing and confidence in their studies.

The EEF has identified three key categories of strategy that can have the greatest impact on student progress at the present time:

1. Teaching and Whole School strategies - great teaching, pupil assessment and feedback and transition support
2. Targeted Support - one to one and small group tuition, Intervention programmes and extended school time
3. Wider strategies - supporting parents and carers, access to technology and Summer support.

Aims of our strategy;

To reduce the attainment gap between your disadvantaged pupils and their peers
 To raise the attainment of all pupils to close the gap created by COVID-19 school closures

We will use the funding to supplement our interventions for students who have been identified as having gaps in their knowledge as well as offering coaching to students who might have lost confidence in making their next steps. Our alumni virtual tuition is a 2:1 online programme that offers tailored support to these students and supports student progress and confidence.

Barriers to future attainment

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| A | Student progress across the board has dipped, in some cases significantly, according to internal assessment data. |
| B | Subject knowledge gaps at KS5. Students who have missed the acquisition of key domain knowledge and skills are unable to build upon prior knowledge for progress from Y11 into 12 and 12 into 13. |
| C | Mental Health and Wellbeing. Effects of prolonged absence from school during lockdown, its effect on relationships, sense of self and the neglect of healthy living and learning. |

Planned expenditure for current academic year**Targeted support**

There are four key priorities being supplemented by the 16-19 Tuition fund at Vyners School:

| Action | Intended outcome and success criteria | Staff lead | Monitoring & Review: |
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| <p>1. Vyners School will use the 16-19 Tuition Fund to supplement and extend our Alumni online tuition programme for 16 to 19 students to close gaps in foundation knowledge and support progress towards achieving their target grade. These students will be identified by their teachers and DSV students will be prioritised. The aim of this programme is also to improve confidence and promote re-engagement with subject matter - the rationale being that the tutor is close in age to the student and has recently completed the A Level course that the student is studying.</p> | <p>Students improve their attainment by 1 grade or more and achieve their target grade.</p> <p>Student feedback indicates re-engagement or improved engagement with the subject and a more confident approach is reflected in their work and assessments.</p> | <p>NDH</p> | <ul style="list-style-type: none"> ● NDH / DH ● Student questionnaires ● Tutor feedback ● Internal assessment data |
| <p>2. 'My Tutor' online tuition will be used to support students who have yet to achieve a Grade 4 in GCSE Maths, as an extension to the programme that is currently running at KS4.</p> | <p>Students improve their attainment by 1 grade or more and achieve a grade 4 or above in future assessments.</p> <p>Student feedback indicates re-engagement or improved engagement with the subject and a more confident approach is reflected in their work and assessments.</p> | <p>NDH</p> | <ul style="list-style-type: none"> ● Internal assessment data ● Student questionnaires |
| <p>3. Future Frontiers Coaching, a 'next steps' mentoring and coaching scheme for Year 12 students which pairs students with industry specialists and develops relevant knowledge and skills to support them in their applications to university or Apprenticeships. This is also a coaching model, designed to develop confidence and address reservations and anxieties linked to moving on from Sixth Form - especially in</p> | <p>Student feedback indicates an increased confidence when considering next steps, based on a more secure understanding of their chosen pathway.</p> <p>Coaches report student confidence.</p> | <p>NDH / DSD</p> | <ul style="list-style-type: none"> ● Student feedback ● Coach Feedback (FF) ● UCAS and Apprenticeship applications / Student Personal Statements |

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| <p>these times of uncertainty. This scheme prioritises DSV students and those who will be the first in their family to attend university.</p> | <p>High quality student applications to UCAS / Apprenticeships reflect this.</p> | | |
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October 2021