

DFE School-Led Tutoring Grant 2021-2022

This statement details our school's use of the DFE's allocation of £6682.50 for academic year 2021-2022.

It outlines our strategy, how we intended to spend the funding in this academic year, and offers a review of its impact.

School overview

Detail	Data
School name	Yavneh College
Number of pupils in school	1058
Date this statement was published	September 2022
Statement authorised by	Mr S Lewis
	Mrs H Fraser

Funding overview

Detail	Amount
Tuition DFE funding allocation this academic year	£6,682.50
Final school spend	£7740
Target for tuition hours we aimed to provide?	495
Tuition hours delivered by Aug 31 st 2022	430
Pupil number benefitting from targeted tuition?	38

Tuition Allocation plan

KS3

Intent

Covid absence led to lower than usual literacy levels, evidenced across an increased number of KS3 pupils, compared to previous cohorts. The evidence for this was found in our STAR reading data. Our aim was to use the tuition allocation grant, to fund an intensive 'KS3 Rapid Reader' intervention plan. This plan used the findings from a study undertaken by the University of Sussex, which found that, on average, the reading ages of poorer readers increased by at least 18 months, over a 12 week period, when reading was modelled and high quality texts were read back to back. The findings stated: **Simply reading challenging, complex novels aloud and at a fast pace...repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period.** We intended to dovetail the provision of this 'Rapid Reader', with the allocation and provision of targeted teacher and HLTA SEND intervention, using 'Lexia', in order to build fluency and confidence and improve levels of literacy and reading ages for some of our pupils within KS3 who may otherwise struggle to access the curriculum.

Implementation:

1. Identification of 20 pupils across Years 7 and 8, whose reading ages were below or significantly below, chronological age.
2. Prioritised places allocated according to DFE guidelines (PP/SEND).
3. Targeted small group intervention during tutor time set up. Delivered by HLTA. Using Lexia software programme.
4. Targeted small group intervention, in place of 1 hour of Enrichment. Delivered by English teachers. Using Lexia software programme.
5. Targeted 'Rapid reader' programme. Delivered during lunchtimes. Delivered by HOD English/SLT. Using Barrington Stoke texts.

Impact:

- 19 out of 20 students allocated placement upon the intervention programme saw an increase in recorded reading age, following the completion of a final STAR reading test.
- **Out of the 19 students who saw an increase in reading age, the improvement in ranged between +1 and +5 years, following the completion of the intervention. (See Appendix A for more Data)**
- 'Pupil voice' feedback demonstrated the majority of pupils felt the intervention was both helpful and enjoyable. (See Appendix B)
- There were high levels of parental support for the programme.

KS4

Intent

Covid absence led to KS4 students having fewer opportunities to engage in deliberate practice and retrieval of prior learning. Our cohort of Year 10 KS4 pupils (Academic year 2021-2022) also had less exposure to 'exam style' conditions/writing under timed conditions and as a result, some pupils were identified (through our internal data tracking) as working under target/working significantly under target. This was compounded by an increase in low levels of confidence and low self-esteem for some of our KS4 pupils. We therefore intended to offer small group tuition sessions, in core subjects, to pupils identified as working under target. Pupils were identified and offered this small group tuition in accordance with the priority of need scale, as outlined in the DFE guidance.

Implementation

1. English/maths/science tuition, covering retrieval of prior knowledge, offered to targeted groups.
2. Maximum of 6 pupils within each session.
3. Tutoring delivered via Teams, outside of school hours.
4. A total of between 10-15 hours of tuition to be offered per pupil, running during the final term and throughout the summer period.
5. Delivered by Yavneh College teaching staff.

Impact

- The overwhelming majority of parents who were initially contacted regarding the offer of a pupil place for their child, on one of the tuition programmes, were grateful for the offer of targeted intervention and support.
- Pupil feedback identified a link between increased levels of pupil confidence and increased attainment within end of year examinations, and attributed this, in part, to the tuition sessions delivered.
- Given that attendance was not sustained at the initial levels of 80% over the summer holiday period, future planning for the allocation of tuition grant funding will consider alternative methods of delivery in order to ensure the provision offer is utilised fully.

Appendix A

Year 7 Reading Results

Name	English Teacher	Form Group	Reading Age Test 1	Reading Age Test 2	Reading Age Test 3 – Post Tuition and Intervention	Difference made
Pupil 1	MV	7K	07:10	5.9	10:07	4 yrs. 8 months
Pupil 2	MV	7A	06:07	05:06	16:09	11 yrs. 3 months
Pupil 3	MV	7K	06:07	07:00	(No data)	
Pupil 4	MV	7S	08:10	09:07	14:09	5 yrs. 2 months
Pupil 5	LT	7O	08:06	7.1	12:09	5 yrs. 6 months
Pupil 6	KSH	7Y	08:06	08:10	10:03	1 yr. 5 months
Pupil 7	MV	7S	07:00	07:06	10:11	3 yrs. 5 months
Pupil 8	BL	7S	7.6	6.5	10:11	4 yrs. 5 months
Pupil 9	BL	7H	6.6	6.6	14	7 yrs. 5 months

Name	English Teacher	Form Group	Reading Age Test 1	Reading Age Test 2	Reading Age Test 3 – Post Tuition and Intervention	Difference made
Pupil 1	MV	8A	08:10	09:03	15:06	6 yrs. 3 months
Pupil 2	VCP	8H	09:03	07:06	12:03	4 yrs. 7 months
Pupil 3	LT	8S	07:00		15:06	8 yrs. 6 months
Pupil 4	LT	8S	07:10	5.6	10:11	5 yrs. 1 month
Pupil 5	MV	8A	09:07	08:02	12:09	4 yrs. 6 months
Pupil 6	MV	8Y	09:11	09:07	11:08	2 yrs. 1 month
Pupil 7	LT	8O	07:02	N/A	07:10	
Pupil 8	LT	8S	09:03	7	(absent)	
Pupil 9	LT	8O	07:02	07:10	10:03	2 yrs. 5 months
Pupil 10	KSH	8A	8.6	8.2	13:09	5 yrs. 6 months
Pupil 11	KSH	8A	5.6	5.6	13:09	8 yrs. 3 months

Appendix B

KS3 Pupil Voice

I am glad my reading age went up. I found it frustrating I had to miss some of my lunch time but I still had social time. I can't believe we read 3 books in 5 weeks.
I think it made my reading better as my reading age has gone up. I didn't really like doing it in my lunch times but it worked. I liked the novel 'Pale' best.
It did help me A LOT as I went up in my reading age a lot. I don't think it should be at lunch time.
I really enjoyed the book 'Pale' and also 'Non Contact' and the sessions were fun.
I enjoyed the book 'Contact' because it reminded me of Covid. Mrs Waxman and Mrs Gonella took their time to help me.
I aged up so the sessions really help and the people who did it and the children in there, were so fun.
I wish it wasn't at lunch but It was useful.
My reading age did go up.
I have enjoyed the reading sessions and they have benefited me in a lot of ways.
I liked the book collection of Barrington Stoke Books and I have enjoyed reading them.
I liked 'Pale' because I understood it. I enjoyed it but I just didn't want to come at lunch.
I really enjoyed it and I like how I have improved. Thanks to everyone who helped.
I liked the book 'Pale' because it had stuff in it that happened to me – e.g., the car accident
I liked the sessions as they boosted my reading age and we had good teachers
My favourite was the book 'Pale'. I went up in my reading age. I don't like that it is at lunch though.

