

# DFE School-Led Tutoring Grant 2022-2023 – Final Statement

This statement details our school's use of the DFE's allocation of £7614 for academic year 2022-2023.

It outlines our strategy - intent, implementation and impact - following our use of the funding in this academic year.

## School overview

Detail	Data
School name	Yavneh College
Number of pupils in school	1058
Date of this statement was published	September 2023

## Funding overview

Detail	Amount
Tuition DFE funding allocation this academic year	£7614
Final school spend	£13,000.50
Target for tuition hours we aimed to provide?	705
Tuition hours delivered by Aug 31 <sup>st</sup> 2023	705
Pupil number benefitting from targeted tuition?	TBC

## Mid Year Review – April 2023

Details	
Total Number of tutoring hours delivered to date	528
Number of subjects	5
Number of tutors	10
Number of students targeted	58
Year groups targeted	Y10 and 11
Total Cost to date:	£9504
DFE Subsidy	£5702
Cost to school so far:	£3802

# End of Year Review

Details	
Total Number of tutoring hours delivered to date	703
Number of subjects	8
Number of tutors	14
Number of students targeted	71
Year groups targeted	Y10 and 11
Total Cost to date:	£13,000.50
DFE Subsidy	£7,614
Cost to school so far:	£5386.50

## Tuition Allocation Plan - KS4 Prioritised

KS4

### Intent –

Provision of targeted, high quality, small group tutoring in subjects identified as being a cause for concern' for our PP and SEN pupils. Subject teachers will analyse data to identify core areas of concern and identify those pupils who meet the criteria and who would benefit from small group tutoring sessions. Attendance lists and analysis of pupil progress in specific subjects then informs individualised programmes. The deliberate practice offered as a means of addressing gaps in knowledge in each subject, will directly impact pupil confidence and attainment levels. These sessions will be provided for Year 10 and Year 11 pupils.

### Implementation –

1-hour weekly session, after school. Led by experienced practitioners and subject specialist teachers who know both the students and their needs.

### Impact –

Parent of Year 11 student: 'My son did so well in his English. He achieved a grade 7 in Literature. This is a boy who struggles to empathise because of his SEN needs. I can't thank you enough for putting on the extra sessions and giving him a place. It made all the difference'.

Initial Fischer Family Trust data following the results from the GCSE Examinations shows that:

Overall, pupils in receipt of FSM had a value-added result of +0.6 (meaning they scored on average half a grade above target grade in all subjects.) Non-FSM pupils achieved an overall of +0.9. This is an improvement on our internal tracking data for our FSM/PP pupils and narrows the attainment gap.

Overall, our SEN pupils with an EHCP achieved a value-added score of +1.7.

SEN pupils in receipt of support achieved +1.4.

Non-SEN pupils achieved an overall value-added of +0.8.

Hence, our SEN pupils outperformed our non-SEN pupils and made **significantly** above average progress.

