# School Led Tutoring at Swalwell November 2021

**Overview:**

Under School-Led Tutoring, all eligible state-funded schools and academy trusts are given a ring-fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools and academy trusts the flexibility to use tutors with whom they are familiar.

**Eligibility:**

All state-funded schools and academy trusts with pupils eligible for pupil premium will receive a ring-fenced grant. Funding: Funding is allocated for around 60% of pupils eligible for pupil premium per school. 75% of the cost is subsidised in academic year 2021/22. Schools and academy trusts will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium. The subsidy rate for 2022/23 will be 60% and for 2023/24 will be 25%.

**How to Access:**

The school-level allocations will be published on GOV.UK. Academy trusts will be funded directly and maintained schools will be funded via the local authority. Although there is no requirement to apply for this ring-fenced funding, there are conditions attached including the completion of an end of year financial return.

**School-Led Tutoring**

Based on feedback from schools that they would like more flexibility to use tutors who they are familiar with, we are introducing this new route to offer a more localised approach to tutoring by giving schools and academy trusts direct funding to source their own tutors. This will enable schools to use internal or external capacity to meet the diverse needs of their pupils. Some schools and academy trusts might choose to use teachers or teaching assistants who are more familiar with their pupils to deliver tutoring, whilst others might choose to buy in local tutoring provision. The grant is designed to help close the education gap between disadvantaged and vulnerable pupils and their peers. Schools and academy trusts are expected to prioritise these pupils for the tutoring. However, schools have the flexibility to decide which pupils need the most support to help them catch-up on missed education. Schools and academy trusts can deliver tutoring from the beginning of the Autumn term.

We strongly recommend that they begin to deliver tutoring as soon as possible so that pupils can start benefitting from tutoring support. However, some internal staff will be required to undertake the free training programme before delivering tutoring.

The training will be available from November. For more information see the Training section of this guidance.

**Eligibility:**

All state-funded primary, middle and secondary schools and academy trusts in England with pupils in Year 1 to 11 eligible for pupil premium will receive a School-Led Tutoring grant.

This includes:

• primary, secondary and all through local authority-maintained schools, academies and free schools • local authority-maintained special schools
• special academies and free schools
 • special schools not maintained by a local authority, including independent special schools, where the placement is funded by the local authority
 • pupil referral units
• alternative provision academies and free schools
• local authority-maintained hospital schools and academies

**Supporting pupils:**

School-Led Tutoring should focus on providing tuition to disadvantaged pupils. This should include pupils eligible for pupil premium but could also include pupils with other types of disadvantage or additional needs, including Special Educational Needs and Disabilities (SEND), children who have a social worker, previously looked-after children, young carers and other vulnerable pupils. Schools and academy trusts should involve their SEN co-ordinator, designated safeguarding lead, and designated teacher for looked-after and previously looked after children, as well as their area's Virtual School Head to understand what approaches to tutoring will be best suited to vulnerable pupils with different needs.

However, if a school or academy trust feels that a pupil who doesn't fall into these categories would benefit from catch-up tutoring, the funding can be used to provide this. Schools and academy trusts should facilitate regular interaction between staff and tutors to ensure that sessions address education gaps and provide support in areas that pupils are struggling with.

Tutoring which focuses on a specific subtopic or skill within an academic subject may be particularly beneficial to pupils. When implementing tutoring, schools and academy trusts should consider the following characteristics associated with positive teaching outcomes:

 • tuition is most beneficial when it is explicitly linked to classroom teaching and pupil's specific needs
• high quality and individualised feedback is essential to a pupil's progress
• regular assessment and monitoring will ensure pupils remain on track and identify areas of focus
• Short, regular and sustained tutoring sessions tend to have the greatest impact
• smaller group sizes lead to better outcomes for pupils
• tutoring is most effective when planned well, supported by teaching resources and has clear objectives for the course of delivery
• engagement can be increased by building good relationships between tutors, pupils and families
• tuition is most effective when staff are trained and supported. The Education Endowment Foundation has published a toolkit which some schools and academy trusts may find useful. The toolkit provides extra information on one-to-one and small group tuition, including links to related resources.

Schools and academy trusts must continue to comply with the Public Sector Equality Duty (PSED) when organising tutoring to ensure they continue to meet their obligations to pupils with protected characteristics including race, disability, sex, and religion. For example, schools should consider equality implications when analysing performance gaps between groups of pupils to ensure that the impact on these pupils is considered in decision making around tuition. Schools should also monitor whether the tutoring being provided is meeting the needs of protected characteristic groups of pupils, and if not, the tutoring should be tailored appropriately.

**Selecting tutors:**

The School-Led Tutoring route offers flexibility for schools and academy trusts to identify their own tutors. Schools and academy trusts leaders are best placed to decide who will be an appropriate tutor with the skills and experience to deliver high-quality tuition to meet the needs of their pupils. In doing so, they may wish to consider the following sources of tutors:

 Internal staff:

• Teachers
• Teaching assistants or staff with similar roles supporting teaching, including learning mentors
• Initial Teacher Trainees
External staff:
• Supply teachers
• Retired or returning teachers
Private tutors:
• Individual tutors
• Tutoring organisations

**Teachers**

Schools and academy trusts may consider using staff teachers to deliver tuition to pupils. However, this should not affect their Planning, Preparation and Assessment (PPA) time. Schools and academy trusts should continue to meet their obligations to teachers as detailed in the School teachers' pay and conditions document. Teachers without QTS and who have less than two years' experience in the subject and phase they wish to tutor in will not be able to deliver tuition until they have successfully completed the training course.

**Teaching assistants**

Schools and academy trusts may wish to ask their teaching assistants, or staff with similar roles in supporting teaching, to deliver tuition. When deploying these staff as tutors, schools and academy trusts should continue to have appropriate support in place for the pupils they usually work with, including those with SEND, and consider this when planning staffing requirements. Schools and academy trusts should ensure that support staff have strong experience of supporting teaching in the subject and phase they wish to tutor in. Teaching assistants will not be able to deliver tuition until they have successfully completed the training course. Initial teacher trainees ITT trainees will not be able to deliver tuition until they have successfully completed the tutoring training course. Supply teachers Schools and academy trusts could consider sourcing supply staff to tutor.

**Group sizes:**

Research demonstrates that small group tuition is effective and, in general, the smaller the group size the better. We recommend that a group size of three pupils will allow schools and academy trusts to ensure cost effectiveness whilst maximising outcomes for pupils. Schools and academy trusts should also consider which pupils would benefit the most from one-to-one and one-to-two provision, including those with SEND and additional needs.

**Subjects:**

There has been a significant loss of education in English and maths at primary level. Given the importance of these subjects in improving wider pupil outcomes, we strongly encourage primary schools and academy trusts to prioritise support to pupils who have fallen behind in language, English and maths. Schools and academy trusts may also support pupils in science or other subjects.

This grant should not be used for existing provision that the school or local authority would pay for in a normal year but should be used for additional support for a pupil's personalised curriculum where they have fallen behind due to COVID-19. Evidence indicates that tuition has better outcomes when focusing on one subject for a package (15 hours) of tutoring. Schools and academy trusts should think about the subject in which a pupil would most benefit from support. In some cases, they may choose to split the package between two subjects.

At Swalwell, we will prioritise groups in UKS2 first as we recognise we need to ensure these learners are secondary ready by the time they leave us in 3-6 terms time. Throughout school high staffing ratios are deployed in a bid to help learners keep up and reach there are potential.

**Time of day tutoring can take place:**

We expect schools and academy trusts to organise tuition at an appropriate time for pupils to encourage high attendance. This will involve careful consideration of timetabling to ensure that pupils do not miss out on core curriculum due to tutoring and that pupils with SEND or other additional needs do not miss out on specialist support. Leaders can be flexible in their approach to timetabling to avoid this, for example by rotating tutoring session times or holding sessions during form time or breakfast clubs. When asking internal staff to deliver tutoring, schools and academy trusts must ensure they adhere to the working limits set out in the Working Time Regulations 1998 and the School teachers' pay and conditions document 2020.

**Quality assurance**:

High-quality tutoring to support the diverse needs of pupils remains the priority and schools and academy trusts should ensure that all tutors selected for School-Led Tutoring have experience of working with pupils to support teaching in the subject and phase they wish to tutor in. Schools and academy trusts should carry out the appropriate safeguarding checks on all private tutors, including pre-employment, DBS and reference checks.

**Training**

A free online training course focusing on best practice tutoring will be offered to all school staff who are nominated as tutors by their school leaders. Ed Dev Trust has designed the training, which is an evidence based, self-directed and accessible course focusing on best practice tutoring. This training will be offered to all school staff who are nominated as tutors by their school leaders.

There will be three pathways to this training:

- QTS Pathway;
- Non-QTS Primary Pathway
- Non-QTS Secondary Pathway

Participants will have up to four weeks, from when they begin, to complete the virtual, self-directed training and assessment regardless of which pathway they are enrolled on. However, they may complete training sooner if they wish.

Upon successful completion of the online course, tutors will receive certification which will be recognised by the Chartered College of Teaching to certify individuals as a School-Led Tutor.

For teachers with QTS, and teachers without QTS who have at least two years of experience teaching the subject and phase they wish to tutor in, training is optional. However, the Department recommends that these teachers complete the optional 2 hour QTS pathway. For all other staff, including teaching assistants, trainee teachers and teachers without QTS who have less than two years' experience in the relevant subject and phase, the training is mandatory. These staff will not be able to begin delivering tuition until they have successfully completed the School-Led Tutor Training Course. This is expected to take approximately 11 hours to complete.

The Non-QTS curriculum will cover the following core topics:
- How children learn
- How to plan tutoring sessions
- How to work effectively with class teachers
- Child safeguarding and protection
- Adapting learning experiences for SEND pupils
- Behaviour; Motivation
- Literacy across the curriculum
- Mastery learning
- Delivering tutoring online
There will be optional additional sections on:
- Providing support in alternative provisions
- Speech and language therapy


The QTS curriculum will cover the following core topics:

- How children learn
- How to plan tutoring sessions
- Closing the literacy gap for secondary pupils
- Improving fine motor skills for primary pupils
- Delivering tutoring online
There will be optional additional sections on:
- Providing support in alternative provisions
- Speech and language therapy.


At the end of each of the three pathways there will be an assessment consisting of 20 multiple choice questions. Successful completion of the training and assessment at the end of this School-Led Tutor Training Course is recognised by the Chartered College of Teaching, and a certificate of completion will be provided. School-Led Tutors who are eligible to

register to work towards Chartered Teacher status with the Chartered College can receive partial credit towards Chartered Status as a result of successfully completing the assessment during the academic year 21/22.

**Funding Grant allocations and school contributions:**

Grant funding for School-Led Tutoring will be based on the proportion of pupils in Year 1 to Year 11 eligible for pupil premium. Funding will be allocated for around 60% of eligible pupils per school. Schools and academy trusts will be notified of their allocations during 17 September, alongside the number of hours of tuition that we anticipate can be delivered with the funding. Swalwell Primary School has 74 pupils eligible for pupil premium. It receives funding towards 38 15-hour packages of tuition which is expected to cost £10,260. DfE provides £7695 in advance payments across the academic year and the school contributes £2565. This is expected to fund 570 hours of tuition.

The grant for 2021/22 is expected to cover 75% of the costs of tuition up to an £18 average per pupil per hour unit cost. Schools and academy trusts have the flexibility to manage their own allocation and pay above or below this figure, where necessary, but in all cases will need to contribute 25% of the cost. We expect schools to deliver at least one 15-hour package of tutoring support per pupil.

**Mainstream schools:**

We expect a 15-hour package of tuition to cost £270 per pupil which is an average of £18 per hour. In academic year 2021/22, the grant has been calculated to cover 75% of the cost of tuition, based on the average cost of £18 per hour, which is £202.50 per 15-hour package of tutoring. Schools and academy trusts are expected to cover the remaining £67.50 from other budgets such as the recovery premium or pupil premium. Based on the average cost of £18, we will provide a maximum of £13.50 per hour for tutoring and schools and academy trusts will be required to contribute up to the remaining £4.50 from other budgets such as the recovery premium or pupil premium. Schools and academy trusts can, if needed, offer provision at a higher unit rate than £18 but they will need to cover the costs beyond £13.50 per hour from other budgets.

**Conditions of funding:**

This grant will give schools and academy trusts the flexibility in determining how best to provide tutoring intervention to support catch-up for lost education due to the coronavirus (COVID-19) pandemic.

### Eligible use of funding

This grant funding is ring-fenced for expenditure on school-led tutoring only and cannot be pooled with other premia. It should entail staff costs of delivering tuition only and cannot be used to cover costs such as: diagnostic tools, room hire, equipment, laptops, transport, stationery or record keeping

This funding cannot be used for the non-subsidised element of the National Tutoring Programme (NTP) including costs related to support provided by NTP tuition partners and academic mentors.

### School eligibility for funding

All state-funded primary, middle and secondary schools and academy trusts in England with pupils in years 1 to 11 who are eligible for pupil premium will receive a school-led tutoring grant. This includes:

- primary, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- special schools not maintained by a local authority, including independent special schools, where the placement is funded by the local authority
- pupil referral units
- alternative provision academies and free schools
- local authority-maintained hospital schools and academies

### Pupils eligible for support

The school-led tutoring grant is to support disadvantaged pupils in catch-up learning and schools will select the pupils in need of support. This will focus on providing tuition to pupils eligible for pupil premium but also includes pupils with other types of disadvantage or additional needs. This includes special educational needs and disability (SEND) children who have a social worker, previously looked-after children, young carers and other vulnerable pupils.

However, if a school or academy trust feels that a pupil who does not fall into these categories would benefit from catch-up tutoring, the funding can be used to provide this.

### Funding allocation

The school-led tutoring grant in academic year 2021 to 2022 will be calculated based on the number of pupils eligible for pupil premium.

State-funded schools and academy trusts in England (as detailed above) will receive £202.50 per pupil for 60% of their pupils that are eligible for pupil premium, from year 1 to year 11. The number of pupils will be rounded to the nearest whole number.

In recognition of higher costs, non-mainstream schools, including special schools and units, will receive £529 per pupil for 60 of pupil premium pupils. The number of pupils will be rounded to the nearest whole number. This applies to:

- local authority-maintained special schools
- special academies and free schools
- special schools not maintained by a local authority, including independent special schools, where the placement is funded by the local authority
- pupil referral units
- alternative provision academies and free schools
- local authority-maintained hospital schools and academies

### School contribution to tutoring costs: Mainstream schools

For 2021 to 2022, the grant provided has been calculated to cover 75% of the cost of tuition, based on an average cost of £18 per hour and a pupil receiving a package of 15 hours of tuition, totalling £202.50 per pupil.

From the £18 average hourly cost, DfE will provide a maximum of £13.50 per hour for tutoring. Schools and academy trusts are expected to contribute the remaining £4.50 from other budgets such as the recovery premium or pupil premium. Schools can, if needed, offer provision at a higher unit rate than £18 but it will not be funded by DfE and the school or academy trust will be responsible for all costs beyond £13.50.

### Subsidies in future years

In 2021 to 2022, the grant provided is expected to cover 75% of the average cost of tutoring, based on a 15-hour package at a unit rate of £18 per hour.

In 2022 to 2023 schools and academy trusts will be provided with a grant to cover 60% of the £18 unit cost, and in 2023 to 2024 the grant provided will cover 25% of the £18 unit cost. Schools and academy trusts will need to factor in increasing contributions to school-led tutoring from other budget sources such as pupil premium funding over the three years.

### Payment schedule

The school-led tutoring grant will be paid through ESFA as part of our scheduled payments to schools.

There is no requirement for schools to apply for this funding.

We recommended that schools use the grant to enable as many disadvantaged pupils as possible to benefit from tutoring support. However, if the grant is not used, DfE will recover it as an overpayment.

The school-led tutoring grant will be paid in three payments to schools during academic year 2021 to 2022 on the following schedule.

For maintained schools, payments will be sent to local authorities on the last working day of each month in:

- September 2021
- December 2021
- April 2022

For academies payments will be made in:

- October 2021
- January 2022
- May 2022

### Return of data

All schools must complete the following data returns to maintain eligibility for funding:

- school-led tutoring data in the school census (once a term)
- an online form which will become available to schools via ESFA towards the end of the academic year that will capture spend and final pupil numbers (once at the end of the academic year)
- Further details about what is required from these data returns is in the school-led tutoring guidance.

### Record keeping

Schools and academy trusts are required to keep records of all payments related to the school-led tutoring grant. These must be kept available for inspection, either as part of a spot check on the grant expenditure or as part of an audit.

### Accountability and recovering overpayments Data requirements

The Department for Education (DfE) understands that requesting data from schools and academy trusts can create an additional administrative burden and we have worked hard to ensure that the data we collect is proportionate and reasonable. The data we collect for School-Led Tutoring will enable us to monitor delivery by understanding which pupils are receiving support, how schools and academy trusts spend the funding and whether there are any issues that we can support or resolve. This information will be key to informing future policy development. Data collection will also enable us to accurately recover any unspent funding or any funding that has not been used as intended. We require that all schools and academy trusts provide us with data through:

• the School Census. Once a term.
• an online form developed by the Education and Skills Funding Agency (ESFA). Once at the end of the academic year.
This data will also be used to evaluate the programme via a DfE-commissioned independent evaluation. Data collection via the school census All schools and academy trusts will be required to identify pupils in receipt of School-Led Tutoring in their School Census return. The School Census is a statutory data collection and collects data termly over the course of the academic year.

The census dates are as follows:

• autumn census - 07 October 2021 20
• spring census - 20 January 2022
• summer census - 19 May 2022

Schools and academy trusts must ensure they record the following information:

• each pupil receiving tutoring - from autumn 2021, using FAM Type 'NLM' (national learner monitoring) and FAM code '01' (in receipt of School-Led Tutoring)

• the cumulative number of hours of tuition delivered to each pupil - from spring 2022, using the FAM Hours field, which will collect the total number of tutoring hours the pupil has received 'as at each census day' to the nearest 0.5 More information on how to complete the School Census is available.

## Data collection via the ESFA online form

At the end of the academic year, all schools and academy trusts will be required to fill in an online form which will ask the following questions:

• What is the total amount your school has spent on School-Led Tutoring this academic year 2021/22? (This figure should represent the full cost of tuition, including the Department for Education's subsidy element and your school's contribution)
• Please state the total number of pupils in your school who have received tuition through the School-Led Tutoring grant in academic year 2021/22
• Please state the total number of hours of tuition delivered in your school through School-Led Tutoring grant funding in academic year 2021/22
• Please confirm that the information outlined above is correct and you have met the conditions of the grant (tick-box)
This form is expected to go live in June 2022 and we will alert schools and academy trusts when it does; all schools will be required to complete this form by the end of July 2022.

## Calculating overpayments

The School-Led Tutoring grant will be paid in advance and must be spent on School-Led Tutoring only. DfE will recover any overpayments at the end of academic year 2021/22. We will use the data from the ESFA online form to calculate the total amount of overpayment and, if necessary, recover this, where a school or academy trust has:

• funded less than a school's anticipated hours of tuition
• delivered the expected hours of tuition below the £18 average 21
We will not recover any money if a school has:
• delivered the expected hours of tuition at the average £18 rate
• delivered above the expected hours of tuition below the average £18 rate, providing that the total funding allocation has been spent on tuition. DfE will calculate this overpayment by finding an average hourly cost using the total amount spent divided by the number of hours delivered. If this average is £18 or above £18, we will fund £13.50 for each hour delivered. If the average is below £18, we will only fund 75% of the average total cost up to a school's allocation. We will calculate this by multiplying the average cost by the total number of hours delivered.

The following examples show how overpayment would be calculated in different scenarios:

Example A:

School A has 50 pupils eligible for pupil premium. It receives funding towards 30 15-hour packages of tuition which is expected to cost £8,100. DfE provides £6,075 in advance payments across the academic year and the school contributes £2,025. This is expected to fund 450 hours of tuition. In its end of year return in July 2022, School A indicates it has delivered 400 hours of tuition at the average rate of £18 which is below the expected hours of tuition. DfE has overpaid the school by £675 equating to 50 hours of tuition at £13.50 per hour. It will recover £675.

Example B:

School B has 100 pupils eligible for pupil premium. It receives funding towards 60 packages of tuition which is expected to cost £16,200. DfE provides £12,150 in advance payments across the academic year and the school contributes £4,050. This is expected to fund 900 hours of tuition. In its end of year return in July 2022, School B indicates it has delivered all 900 hours of tuition at a cost of £16 per hour. This is below the expected hourly cost of tuition. DfE funds 75% of this and recovers £1,350. School B did not spend its full allocation from DfE as it delivered tuition at a lower cost per hour. It could have chosen to spend the saving on additional tutoring hours, until it had spent its full allocation. In this case, DfE would have funded a maximum of 75% of any additional tuition, up to £13.50 per hour, and the school would have been expected to fund a minimum of 25%.

**Recovering overpayments**

It is the responsibility of each school and academy trust to manage the average cost of tuition. In some instances, schools and academy trusts may be able to deliver tuition at a cheaper rate. In this case, we will still fund 75% of the total cost and schools and academy trusts will fund 25%. Conversely, schools and academy trusts may decide to deliver tuition at a more expensive hourly rate. In this case, we will only fund a maximum of £13.50 per hour of tuition per pupil for mainstream schools and academy trusts and £35.25 per hour of tuition per pupil for non-mainstream schools and academy trusts. We will offset any overpayment against future payments related to the Dedicated School grant, General Annual grant or School-Led Tutoring grant. This includes where a school and academy trust has chosen not to use the School-Led Tutoring funding. If a school and academy trust does not submit this information, we will recover the full allocation and restrict the school and academy trust's future involvement in the School-Led Tutoring grant.

School Led Tutor at Swalwell: R. Plunkett HLTA (with QTS)

Research:

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

Tracker:

https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant