16 to 19 Tuition Fund Statement

The purpose of this statement is to set out how UTC Warrington is planning to utilise its 16 to 19 tuition fund allocation to support students who may have had their learning disrupted by the Covid-19 pandemic.

What is the 16 to 19 tuition fund?

The funding is being provided to support small group tuition for 16 to 19 students in English, maths, and other courses where learning has been disrupted. For example, vocational courses where assessment has been deferred because of lockdown.

How UTC Warrington will use the 16 to 19 tuition fund

The 16 to 19 tuition fund will be used to provide small group tuition for students aged 16 to 19 who have not yet achieved a pass in English and/or maths or to help students on vocational courses where assessment may have been deferred because of lockdown. Students with Special Educational Needs and Disabilities (SEND) will also be supported by this provision. Tuition will be delivered in small groups of students and in some cases on a one-to one basis with sessions scheduled in addition to the planned programme of study hours already timetabled for the academic year 2020/2021. Tuition support maybe delivered using a blended approach of online and onsite delivery, particularly if taught delivery is affected by lockdowns or periods of self-isolation for students.

Examples of some of the support on offer will include:

- Preparation, revision and support for GCSE resits
- Support in vocational subject areas where assessments have been deferred
- Academic support across all subjects
- Specialist support for learners with SEND
- To purchase bespoke resources for students targeted in the tuition catch up and use these to support their learning

UTC Warrington commitment

The UTC is committed to ensuring the tuition fund is used in accordance with the Government's guidance on the 16 to 19 tuition fund by:

- Producing this statement setting out how the fund will be used to support the most disadvantaged students
- Publishing this guidance on the UTC website
- Record the use of the funding, including reference to the individual students that receive the support, the needs of those students, the number of hours of tuition delivered, and retain the necessary evidence of the tuition provided

- Deliver the extra tuition and spend the associated funding in the 2020 to 2021 academic year
- Notify ESFA of any unspent funding from this fund for it to be reclaimed

5.0 Spending summary

SUMMARY INFORMATION			
Total number of pupils:	66	Amount of catch-up premium received per pupil:	£150
Total catch-up premium budget:	£9,900		

6.0 Expenditure Summary - Planned expenditure for current academic year

Quality of teaching for all					
Action	**Intended outcome and success criteria**	**What's the evidence and rationale for this choice?**	**How will you make sure it's implemented well?**	**Staff lead**	**When will you review this?**
Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback. Whether in school or online remotely.	The curriculum remains ambitious and broad; it is informed by an assessment of pupils' starting points and addresses the gaps in their knowledge and skills.	The Education Endowment Foundation on effective interventions to support schools. UTC promise/ commitment for our students to access a specialist curriculum as a UTC. EEF T and L Toolkit Strategies for raising boy's achievement.	- Dedicated CPD for middle leaders and staff. - Use of visualizers – all staff access to them at home as well as in school. - Quality assurance of remote learning provision through regular peer support and the sharing of good practice. - Dedicated time for leaders to review curriculum plans and pathways.	JVA/JRI	Monthly

Adaptation and development of the curriculum experience for students.	Students continue to experience a curriculum that is specialized, destinations focused and routed in employer engagement.	UTC promise/ commitment for our students to access a specialist curriculum as a UTC. Increased contact and CIAG to overcome isolation and access to cultural/social experiences.	- Development of access to online work experience for all students – eg. Network Rail. - Development of further Virtual Employer Masterclasses and project days. - Profile raising of national events such as National Apprenticeship Week – whole staff curriculum involvement. - Develop pathways with employers to respond to the needs of the COVID pandemic locally, for example with Health Care pathway.	ADO/CHA	Monthly
				Total budgeted cost:	STAFF TIME VISUALISERS £

Targeted support					
Action	**Intended outcome and success criteria**	**What's the evidence and rationale for this choice?**	**How will you make sure it's implemented well?**	**Staff lead**	**When will you review this?**

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Use increased staffing capacity and ITT students to provide targeted catch up sessions in Science and Maths.	Increased attainment of target borderline 3-4 cohort in core subjects to address key gaps in knowledge.	The Education Endowment Foundation on effective interventions to support schools. EEF T and L Toolkit. Strategies for raising boy's achievement.	- Subject assessment and feedback - Coaching and LMM feedback - Redborne Data	ADO/JVA	Termly
Use Reading Plus to provide whole school interventions for literacy.	Profile raising of literacy across the curriculum and emphasis on reading for students and parents remotely	Whole school data – GL Assessments. The Education Endowment Foundation on effective interventions to support schools. EEF T and L Toolkit.	- Regular reports from Reading plus - Student and stakeholder feedback - Reading age data	JRI/MOD	Termly
				Total budgeted cost:	READING PLUS/ REDBORNE? GL ASSESSMENT STAFF TIME
Other approaches					
Action	**Intended outcome and success criteria**	**What's the evidence and rationale for this choice?**	**How will you make sure it's implemented well?**	**Staff lead**	**When will you review this?**

Continued Investment in Futures In Mind and staffing capacity for pastoral care and Safeguarding.	Provide external support for students and their families to mental health support. To provide support and supervision to college staff who are dealing with increased work load and complex cases.	Whole school data – CPOMS. The Education Endowment Foundation on effective interventions to support schools.	- QA and feedback - Numbers of referrals made and services accessed - Stakeholder feedback	PRI/ADO	Half -Termly

Individualized support and risk assessments for all students with EHCP. Enhanced support for SEND students at school action. Focus on CIAG support for SEND students.	Increased access to external careers adviser – ease anxiety and isolation during transition. Extra funding for EP assessments and reports - ensure students have statutory support they need to progress. Increased time dedicated to one to one IAG and social/emotional support for SEND students and their families so their transition is smooth and they have positive destinations.	Whole school data – CPOMS. The Education Endowment Foundation on effective interventions to support schools. SEND offer.	- SENDCO support and LMM - Stakeholder feedback - Destinations for SEND students - Risk and referral information for SEND students	PRI/SLE	
				Total budgeted cost:	CPOMS FIM