

Making the Most of Funding for Tutoring

November 2020





The Tutoring Pillar Facts

- Terms 2-6; 2020/21 academic year only
- Primary – literacy, numeracy and science
- Secondary – English, maths, science, humanities, MFL
- 1:1 or small groups (1:3)
- Face-to-face or online
- Before, during or after school
- Select from approved list of providers
- All schools eligible for tutoring-funding – anticipating natural cap on numbers due to schools' budgets and capacity – NTP cap would be brought in, if demand outweighs supply



The Financial Facts

- £350 million nationally
- 75% subsidy (face-to-face and online) – ‘4 for the price of 1’
- A standard charge for all providers has not be imposed
- Cost variation according to provider/pupil need e.g. 1:1 pupil with SEND *may* cost more than tutoring group of 3 without additional needs
- Purchase in 15-hour blocks
- Schools pay remaining 25% **directly** to approved tuition provider



The Evidence

- EEF +5 months
- Widening gap as disadvantaged less likely to access tutoring (34% high affluence compared with 20% low affluence – Sutton Trust 2019)
- Quality of teaching may be more important than precise group-size
- After-school sessions may have less impact – Kidron & Lindsay (2014)
- NEI programme
<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention/>



Tutoring is successful when...

- **TUTORING IS A TOOL FOR TEACHERS** (Becky Francis 2020)
- Sessions align with curriculum ('critical' Tutor Trust study)
- Sessions focused on areas identified as most important by teachers
- Effective communications between teacher and tutor, particularly regarding specific vocabulary and methods of teaching key mathematical concepts
- Content tailored to needs
- Choice of tutoring model matches pupils' needs
- Professional judgments of pupils most likely to benefit (not just PP-eligible)
- Strong 3-way relationship – tutor/teacher/pupil
- Ongoing assessment and evaluation – built-in review points
- Learning from MITA is applied
- Positive framing and parental engagement are prioritised and consistent



Providers' Guidance

- Qualifications and experience considered in recruitment, esp. SEND
- Work with school to agree frequency of sessions and pupil-groupings
- Independent team, appointed by EEF will evaluate every approved provider
- Flexibility to deliver 100% online, if national lockdown happens
- Currently 66% spare capacity in tutoring sector (TTA July 2020)
- Safeguarding high priority
- Proven track record of communication and impact working with schools; reach, safeguarding and data protection management; QA processes
- Responsible for directing tutors to meet schools' needs



What might sessions look like?

- Shift timings to create an additional session to remove stigma
- Selected pupils in one room with headphones, monitored by a member of staff (helps with parental buy-in)
- Member of staff check-in as pupils leave session
- Different times and days to avoid withdrawal from same lessons
- Focus on gaps identified through school data
- If at home, must take place in a public space
- If at home, use only first names



Catch-up Premium (£650 million)

- Primary, secondary, special, AP, hospital – LA-maintained, academies and free-schools
- R-Y11 (£80 per pupil/£240 for special, AP and hospital)
- First payment already made (based on latest NOR)
- Second payment early 2021 – bringing total to £46.67/£140 per pupil, taking account of autumn payment (adjusted to October census mainstream/LA place-numbers 2019/20 for special, AP and hospital)
- Third payment – summer 2021 £33.33/£100 per pupil
- Used for ‘specific activities to support catch up of lost teaching’
- Flexibility to use in ‘best way’
- Ofsted will be asking, “*How has this been implemented, and how have children been supported in their catch-up plans?*” (Gavin Williamson 2020)



Funding for Post-16 (£96 million)

- £150 per pupil
- Targeted at pupils below grade 4 in English and/or maths at 16
- Small-group tuition
- More hours for existing staff, new staff or third-party provider
- Statement of provision must be on school website
- Evidence of tuition and related-data must be kept
- Funds can be reclaimed
- Subject to spot-checks



Early Years (£9 million)

- NELI – Nuffield Early Language Intervention
- Aimed at improving language skills
- EEF +3 months
- Limited places – priority for higher % FSM-eligibility
- 20-week intervention
- Individual and small-group
- Delivered by trained TAs
- Online training from spring 2021
- Resources will be sent to selected schools
- <https://www.elklan.co.uk/neli/about-neli>



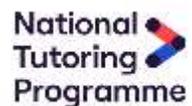
Mentoring (Pillar of NTP)

- £30 million for approx. 1 000 mentors – 150 in Nov, 400 in Jan & 450 in Feb (Guardian report 16.10.20) – **188 deployed on 2.11.20**
- **If your school doesn't meet criteria (see next slide) but has above-average PP, you can still apply**
- Schools can apply for up to 2 mentors – to work with 50 pupils each, across the academic year
- **Recruited and trained by Teach First**
- In-school delivery; integral not bolt-on
- **Rigorous selection incl. knowledge, skills and values**
- Ongoing monthly training provided by Teach First
- **Triad of: school line-manager, curriculum & training lead from Teach First and mentor**
- Part of your staff – induct to own school's ways
- **Fixed-term contract until July 2021 – start date Oct 20, Jan or Feb 21**
- Might be subject-specific
- **Trained graduates in most disadvantaged areas**
- Funded by Government – school pays on-costs (can come from catch-up premium) – 3 reimbursement points
- **Work 1:1 or small groups NOT whole-class**
- Relationships need building **'Tutoring does not work due to individualisation alone. It works due to individualisation plus nurturing and attention.'** Robert Slavin (2018)
- **Headteacher can nominate a mentor – subject to all mentoring training and salary capped at £19 000**
- <https://www.teachfirst.org.uk/knowledge-base/academic-mentoring-programme>



Eligibility for Mentoring

- Eligibility: To target the pupils who need the most support, schools must have:
 - an IDACI of 40 or greater (40% of pupils live in the three most deprived deciles)
 - an IDACI of 40 or greater an IDACI of 35 to 40 and an AEA score of 4 to 6
 - an IDACI of 30 to 35 and an AEA score of 5 or 6
 - an IDACI of 25 to 30 and an AEA score of 6



Taken from NTP Webinar slides 21.10.20: <https://bit.ly/2l7q1NO> (17:55 in)

SCHOOLS ARE ENCOURAGED TO CONTACT NTP DIRECTLY, IF YOUR SCHOOL HAS A HIGH PROPRTION OF PP-ELIGIBLE OR FSM-ELIGIBLE PUPILS AND YOU CAN STATE A CLAIM TO EMPLOYING MENTORS IN YOUR SCHOOL EVEN IF IT DOES NOT MEET THE ABOVE CRITERIA.



The Practical Stuff

- Approach selected tuition partner through NTP website from 2 Nov 20
- Plan ahead – avoid clashes in diary
- Decide elements of identification process – not just disadvantaged
- Be clear on ambition for group and how you will know it's been successful
- Check available technology is accessible (identify priority list, in case of lockdown)
- Consider creating a video to explain the programme for parents
- Consider a system of 'Rewards' – refreshments or discount off prom ticket
- If learning at home, schedule reminder phone calls the day before



NTP Approved Partners

- Go to website: <https://nationaltutoring.org.uk/ntp-tuition-partners>
- Type in your school name
- Select subject area
- List of local partners
- Select partner to view details of offer – selection of tutors, training, communication
- ‘Make an enquiry’

<p>Connex Education Partnership</p> <p>Connex Education Partnership tutoring sessions are aligned to normal classroom teaching, delivered by tutors with QTS.</p> <p>Tutors available: Qualified teachers</p> <p>In Person AVAILABLE Online AVAILABLE</p>	<p>FFT</p> <p>FFT's Tutoring with the Lightning Squad is a reading tutoring programme where pupils work with a tutor in two pairs, taking turns as 'Reader' and 'Coach'.</p> <p>Tutors available: Qualified teachers; Higher level teaching assistants</p> <p>In Person AVAILABLE</p>	<p>Fleet Tutors</p> <p>Fleet Tutors work with hundreds of schools across the country providing tailored, one-to-one and small group tuition to approximately 4,000 students annually.</p> <p>Tutors available: Subject specialists; Experienced tutors</p> <p>In Person AVAILABLE Online AVAILABLE</p>	<p>Fresh Start in Education</p> <p>Fresh Start in Education has over 10 years' experience of delivering high quality education, ensuring pupils have opportunities to succeed and progress.</p> <p>Tutors available: Qualified teachers; SEN specialist; Higher level teaching assistants; Subject specialists</p> <p>In Person AVAILABLE Online AVAILABLE</p>
<p>Professional Tutoring Partnership</p> <p>The Professional Tutoring Partnership tutoring model targets all young people and will improve engagement and the application of metacognitive strategies.</p> <p>Tutors available: Qualified teachers; SEN specialist</p> <p>In Person AVAILABLE</p>	<p>Protocol Education</p> <p>Protocol Education's UK-wide branch network works with over 3,500 schools annually, and are recognised for providing a knowledgeable and reliable local service.</p> <p>Tutors available: Qualified teachers; SEN specialist; Graduates; Subject specialists</p> <p>In Person AVAILABLE Online AVAILABLE</p>	<p>Teaching Personnel</p> <p>Teaching Personnel provide 1:1 and small group tuition - helping many thousands of disadvantaged children reach their full academic potential.</p> <p>Tutors available: Qualified teachers; Higher level teaching assistants; Graduates</p> <p>In Person AVAILABLE Online AVAILABLE</p>	<p>Tes Supply - Vision for Education, ABC Teachers & Smart</p> <p>Tes Supply - Vision for Education, ABC Teachers & Smart deliver a quality and reliable service for schools, which has a positive impact on learners.</p> <p>Tutors available: Qualified teachers; SEN specialist; Subject specialists</p> <p>In Person AVAILABLE Online AVAILABLE</p>

FAQ



- <https://nationaltutoring.org.uk/faqs>
- Direct email with further questions to: info@nationaltutoring.org.uk
- Mentoring Pillar: <https://www.teachfirst.org.uk/knowledge-base/academic-mentoring-programme>

Additional Links



- Access to approved providers: <https://nationaltutoring.org.uk/ntp-tuition-partners>
- NTP Webinar Part 2 - 5th Nov @4pm; registration required: https://us02web.zoom.us/webinar/register/WN_kIU8tWPXTaqnTjIDPhCLDQ
- NTP Webinar Part 1 recording (47:55) – 21st Oct: <https://bit.ly/3oC7dH9>; slides: <https://bit.ly/3jG0wjm>
- Summary of Recover Lincolnshire Mobilise *Making the Most of Funding for Tutoring Part 1*: <https://mobilise.kyrateachingschool.com/assets/uploads/files/Summary-of-Tutoring-Part-1-15-9-20.pdf> (includes links to relevant documents, including for governors)
- My Tutor published its impact report – may be useful for consideration when choosing a tutoring provider: <https://drive.google.com/file/d/17ilxmMtd5jR68XvoAJmnN7lj1XlQ-cUk/view>
- Blog by Emily Yeomans: <https://nationaltutoring.org.uk/news/how-to-access-tutoring-for-your-pupils-through-ntp-tuition-partners>
- *A question of time? Priorities and considerations for the 'catch-up' funding* Written by: Jon Gibson & Guy Slater in SecEd: 21 October 2020 <https://bit.ly/34Ew9FP>
- Request a mentor in your school: <https://www.teachfirst.org.uk/hire-academic-mentors>
- <https://www.teachfirst.org.uk/knowledge-base/academic-mentoring-programme>