



16-19 Funding: 16-19 Tuition Fund 2022-23 Academic Year



Overview

The Education and Skills Funding Agency (ESFA) supported students via the 16 to 19 tuition fund allocation in 2021-2022 and also the academic year 2022-2023. The funding is to mitigate the disruption to learning due to COVID-19. The funding is available to all 16-19 institutions. This fund is targeted at students in most need, offering small group tuition to recover lost learning.

Accountability and Monitoring

As with all government funding, leaders must be able to account for how this money is being used to achieve our central goal of colleges getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring colleges spend funding appropriately and in holding schools to account for educational performance, directors and trustees should scrutinise colleges' approaches to The Tuition Fund from September, including their plans for and use of the funding. This should include consideration of whether colleges are spending this funding in line with priorities, and ensuring appropriate transparency for all stakeholders.

Changes to reporting requirements have been simplified by removing the needs for a narrative, published statement of intent and replaced with mid and end of year financial reports.

Valley College Focus Areas:

The fund support students in

- Small groups and one to one tuition.
- Tuition in English, Maths or other academic subjects.
- Tuition in non-academic subjects, such as exam preparation.

- Tuition in vocational courses.

Research from the Education Endowment Foundation (EEF) underpins all areas where funding is used:

Small groups and one to one tuition:

"Small group tuition is most likely to be effective if it is targeted at pupil's specific needs". EEF – Small Group Tuition 2022

Valley College is ambitious and is tailored, where necessary to meet individual needs.

"Providing training to the staff that deliver small group support is likely to increase impact". EEF – Small Group Tuition 2022

Leaders provide staff with effective training to support them to be successful in their roles. Leaders provide a comprehensive training plan for staff.

The DfE explain that 'The funding should be used to support tuition costs only; that is actual staff costs of delivering catch-up tuition, or the costs of contracting/commissioning a third party. Small group sizes are up to 5 students. Groups must be clearly defined and have their own tutor'.

Tuition in English, Maths or other academic subjects:

"The evidence suggests that (Learners) benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as (learners) progress". EEF – Literacy 2022

Leaders take full account of students' needs to plan individualised programmes that support students to achieve their long-term goals.

"Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning". EEF – Mathematics 2022

This approach is used with all our learners to ensure the best possible outcomes. High Quality teaching techniques alongside CPD in metacognition and self-regulation enable high quality intervention for Maths.

Tuition in non-academic subjects, such as exam preparation:

Within Valley College this element of the funding relates to accreditation and functional skills.

Tuition in vocational courses:

Within Valley College this element of the funding relates to additional hours purchased for the Work Experience Co-Ordinators time.

Leadership Level:

1. Explore: The EEF suggests *'What problems are we seeking to solve in the academic year 2022-23. Are there adequate solutions, in the form of evidence informed practices or programmes?'*
2. Prepare: The EEF explains *'Do we have a clear, logical and well specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?'*
3. Deliver: The EEF suggest *'How best can staff deliver upon new approaches? Are the mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?'*
4. Sustain: The EEF state *'How do we best maintain new practices, for both staff and pupils across the full academic year? How we will nurture motivation and ensure that we acknowledge and support good practice?'*