

Shelley College 16 to 19 Tuition Fund Statement

Summary Information			
Academy	Shelley College Sixth Form		
Academic Year	20 - 21	Catch Up Budget	£3200 approx
Number of Pupils		Next Review	Jan-21

Barriers Identified (Covid)	
A	Disengagement of boys with remote learning process
B	Disengagement of hard to reach students with remote learning process
C	Lack of resilience in students to work without structure provided by teachers

Intended Outcomes	Success Criteria
Engagement of boys	Boys engage more with the work, completeing more to a higher level. The pupils study skills and resilience to hard work will be increased. Synopic testing will show an improvement over time for the boys
Engagement of hard to reach pupils.	Hard to reach students engage more with the work, completeing more to a higher level. The pupils study skills and resilience to hard work will be increased. Synopic testing will show an improvement over time for the boys

Planned Expenditure			
Action	Intended Outcome	Rationale for this choice	How will it be implimented
Study skills tutor (£3200 approx)	Engagement will increase in all cohorts who attend. Students will develop a range of skills to overcome the issues that they have been presented with. Students will be more confident in their own ability and have the skills to work better independantly.	An independent specialist skills tutor will be able to work with small cohorts and individuals to help develop the skills needed. A new person to the students will raise the importance of the work being done. Feedback from CL and teaching staff is that this is the area that the students most need help in and would help thier subjects.	Small cohorts will be identified by the student manager and grouped relative to need. (as detemined by subject based synoptic testing, attendance and behaviour and curriculum leader review meetings) These will then have sessions booked in with the study skills tutor. Groups will be around 4 students normally.

Statement on how we will use the funding in line with the DfE guidance on prioritising support for disadvantaged students. As recognised the in line with the need to support the improvement of the performance of disadvantaged pupils, not only measured in absolute attainment, as this has also risen across the student body, but in closing the progress gap. The understanding that disadvantage has a big influence on pupil's life chances should not be further exacerbated by the Covid-19 pandemic.

