

NCG
Tuition Fund Statement
2021-22



Introduction

The purpose of this document is to set out how NCG and its constituent colleges will use the 16-19 Tuition fund during the 2021-22 academic year. NCG receives a single allocation of Tuition Funding from the Education and Skills Funding Agency (ESFA) to support 16-19 year old students with specific 'catch-up' tuition identified during enrolment and subsequent induction. The primary aim of the fund is to support small group catch-up in maths and English for those without a 'good pass', but it is also intended to support catch-up more widely across other subjects.

Colleges are expected to prioritise students that will benefit most from small group tuition and have regard to the needs of students with special educational needs and disabilities (SEND), particularly where they have experienced additional disruption to learning as a result of their specific needs and disabilities.

Following acceptance of the funding allocation, colleges must issue a statement of how the funding entitlement will be used, and publish this on their websites.

The full guidance document can be found at <https://www.gov.uk/guidance/16-to-19-funding-16-to-19-tuition-fund>

The NCG model

NCG is a national group of colleges comprising

- Carlisle College
- Kidderminster College
- Lewisham College
- Newcastle College
- Newcastle Sixth Form College
- Southwark College and
- West Lancashire College

Each of our colleges operates with a degree of autonomy to ensure that it is able to respond fully to its local environment and the specific range of local students, employers and stakeholders it serves. As a result, our colleges have subtle differences in their approaches to the use of the 16-18 Tuition Fund. This statement is therefore split into a generic statement that covers the common NCG approach with a set of annexes for each college's individual plans. That way we can ensure a degree of consistency whilst responding to specific local needs.

NCG Use of the Tuition Fund

There are a number of principles behind how we will use the funding across NCG, which are set out below.

- Each young person will be fairly assessed on entry – both in terms of their GCSE grade achieved and through use of extended diagnostics and initial assessment tools.
- This will be considered alongside any assessment of other additional support that the student requires as part of their study with us
- A range of support methods will be used to ensure all students have the best chance of improving their grades, with as many achieving good English and maths passes as possible
- A key support method will be, but not limited to, the provision of small group support over and above the normal taught class arrangements
- The nature of this support will be dependent on the student involved, their support needs and the local context of the college.

	Yes	No
Do you intend to use the funding for small group tuition?	✓	
Do you intend to use the funding for one-to-one tuition?	✓	
Do you intend to deliver tuition in English?	✓	
Do you intend to deliver tuition in maths?	✓	
Do you intend to deliver tuition in vocational courses?	✓	
Do you intend to deliver tuition in pastoral courses?	✓	
Do you intend to deliver tuition in other academic subjects?		✓
Do you intend to deliver tuition in other non-academic subjects?	✓	
Will you use existing teaching staff to deliver the tuition?	✓	
Will you use learning support staff to deliver the tuition?	✓	
Will you use a third-party provider to deliver the tuition?	✓	

The full detail for each NCG college is contained in the following annexes.

Carlisle College Approach 2021-22

Category	Description	Delivery Plan
English and Maths	Currently looking to recruit additional staff to deliver maths and English as well as use of existing staff for additional hours.	Small groups additional tuition classes being provided by curriculum area. 2 hrs per week targeted sessions for level 1 and 2 groups where learners have not achieved a grade 4. To be taught in rotation. Level 3 learners who have not achieved grade 5 and need to upskill in maths and/or English to progress in their vocational area to be given additional 2 hr per week sessions.
Vocational catch-up	7 curriculum teams to be given an allocation based on need within their 21-22 cohort. To be determined by number of internal progresses on vocational and skills-based programmes and incoming levels of maths and English grades. Allocations will be used for additional practical sessions in workshops and/or real-work environments or additional theory as identified.	Weekly sessions to be scheduled per group and invites targeted at those most in need. Expected that large majority of continuing learners will take part in sessions on a rotation basis.
Pastoral	Well-being officer appointed to support with ongoing issues around anxiety attendance and retention associated with periods of lockdown and isolation. Pro-actively address mental fitness and well-being with learners who have been impacted either physically or in terms of mental well-being through Covid.	Dependent on specific need, 1-2-1 or small group additional tuition will be identified to address support needs and delivered in the Wellbeing Hub. To include: <ul style="list-style-type: none"> • Meditation • Coping with anxieties caused by COVID 19 • Resilience • Mindfulness Also available for drop in sessions and on-call for in class support/intervention.
Other non-academic Engagement and motivation	Following extensive periods of remote learning of varying quality and effectiveness, many young people are lacking the motivation to learn or have lost the skills to learn. Many now also feel attendance is unnecessary and wider employability skills have not been developed as	1-2-1 and small group interventions to be delivered through the appointment of two engagement officers. They will deliver 1-2-1 and small group engagement sessions and will be available for incident intervention and individual support to increase attendance and engagement.

	they would normally be in the final two years of secondary education.	Scheduled and impromptu sessions of intervention, coaching and support.
Exam preparation	Many students have not sat exams as they would have under normal circumstances and they have not developed the necessary revision and exam skills they need to exceed.	Small group (up to 5) revision skills and exam preparation sessions to be delivered. Students grouped in curriculum areas and delivered as required across the year.

Kidderminster College Approach 2021-22

Category	Description	Delivery Plan
English and Maths	4.3 specialist English and maths coaches that will work with learners with specific needs through initial assessments and the PCs will work with them to help achieve their target grades.	<p>Small group Intervention sessions which will be both topic-based and also specific to individual assessment outcomes of students.</p> <p>Exam intensive intervention sessions will be scheduled around key exam weeks e.g. November resits</p> <p>Learner self-referral process where additional support is requested.</p> <p>Delivery will all be face to face unless public health guidance changes, at which point online intervention will be provided.</p>
Pastoral SEN/High Needs	Dedicated post to work 1-2-1 with Learners who have identified gaps in their knowledge and skills through Covid disruption. In particular those Learners with Learning difficulties & disabilities.	<ul style="list-style-type: none"> • Devising strategies to support individual Learners in the classroom environment. • Liaise with Tutors to implement Learning strategies. • 1:2:1 assignment support. • Support Learners in coping with anxieties caused by COVID • Literacy and numeracy support.
Welfare Officer	Disrupted and remote learning has resulted in an increase in the number of students displaying anxiety, poor mental health, difficulty with social interaction and building peer relationships. There has been an increase in referral to welfare services and additional support is required.	<p>A Welfare Officer would provide support in the following areas:</p> <ul style="list-style-type: none"> • 1-2-1 support sessions with signposting to internal and external support • Support learners with attendance and engagement with learning • Liaison with Next of Kin, Support Workers, Social Services • Working with young people to improve their own mental fitness • Working with academic departments to best support learners • Assist with strategies and techniques to take control of their day to day life • Increase awareness and understanding amongst students of safeguarding
Vocational catch-up	The allocations will be used by curriculum teams identified as requiring improvement. Additional practical sessions in workshops and/or real-work environments will be provided along with additional theory sessions for Learners requiring further support. as identified.	<p>Varied intervention depending on the curriculum area, facilities and sequencing within schemes of learning. Examples include:</p> <ul style="list-style-type: none"> • Small group sessions to from week one that will provide targeted intervention opportunities. Learners then referred to these sessions based on identified individual need. • Scheduled intervention timetabled directly following formative assessment weeks to target identified gaps and skill need. • 1:2:1 assignment support.

Lewisham College Approach 2021-22

Category	Description	Delivery Plan
November GCSE re-sits	Students who received Calculated Assessment Grades for their English and Maths GCSEs in summer 2020, and were unhappy with their grades, have the opportunity to re-sit their exams in the Autumn exam series	<p>Students who have been identified and requested a November re-sit will be offered tailored small group tuition sessions from September to November.</p> <p>A mixture of face to face or synchronous small group intervention sessions will take place focused on specific revision topics delivered by Get Further. Sessions will be 1.5 hours x 2 per week over 10 weeks.</p>
All English and Maths students	Monday to Thursday extra tuition programme for all Functional Skills and GCSE English and Maths students.	<p>A mixture of face to face or synchronous small group intervention sessions will take place focused on specific revision topics delivered by Get Further. Sessions will be 1.5 hours x 2 per week over 10 weeks. The organisation of this programme will be supported by two full-time learning coach located at Lewisham Way.</p> <p>Students will book into slots which will be a maximum of 5 students per mentor.</p>
High Needs Funded Students & care experienced	Bespoke programme of small group support for SEND and High Needs Funded students and Care Experienced students.	<p>Dependent on specific need, 1-2-1 or small group additional tuition will be identified to address support needs due to COVID 19 and lost learning.</p> <p>To include, but not exclusive to:</p> <ul style="list-style-type: none"> • Creating routines in a changeable educational environment • Coping with anxieties caused by COVID 19 • Isolation prevention • Online safety • Understanding public conventions introduced by COVID
Vocational/ Practical learning	Additional small group tuition – Practical activities/workshops	<p>Many students within practical vocational areas were disadvantaged during lockdown by the inability to access workshops, equipment to practice skills.</p> <p>Many students received CAGs that allowed them to progress but may still have gaps in their practical abilities which will impact on their achievement in 20-21. Small group tuition will be provided that will focus on students having the opportunity to practice and consolidate their skills. In addition, pastoral support will be provided.</p>

Newcastle College Approach 2021-22

Category	Description	Delivery Plan
English and Maths	<p>The Central English and Maths team are in the process of recruiting a team of 6 fixed-term teachers (3 already recruited and in place) to deliver 1-2-1 and small group interventions daily across all 18 curriculum areas.</p> <p>Intervention sessions will be both topic-based and also specific to individual assessment outcomes of students.</p> <p>Exam intensive intervention sessions will be scheduled around key exam weeks e.g. November resits</p>	<p>Curriculum teams and students will have access to daily intervention timetables which they will book on via Eventbrite to ensure compliance with the small group guidance of the Tuition Fund.</p> <p>Students can self-refer but will also be signposted by both English and Maths core teachers and curriculum teachers based on gaps in learning.</p> <p>Students who have been identified and requested a November re-sit will be offered tailored small group sessions to take place during October half term week.</p> <p>Delivery will all be face to face unless public health guidance changes, at which point online intervention will be provided.</p>
Vocational catch-up	<p>18 curriculum teams to be given an allocation based on need within their 21-22 cohort – this will be ascertained via the % of E&M learners enrolled in each area.</p> <p>Allocations will be used for additional practical sessions in workshops and/or real-work environments or additional theory as identified.</p>	<p>Robust vocational initial assessment and detailed TAG information will be used to identify need and intervention requirement in curriculum areas.</p> <p>This will be specific to and varied depending on the curriculum area, facilities and sequencing within schemes of learning.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • some curriculum areas have added small group sessions to student timetables from week one that will provide targeted intervention opportunities e.g. General hand skills and use of tools in Automotive for progressing students who spent a % of 20-21 remote learning. • Scheduled intervention timetabled directly following formative assessment weeks to target identified gaps and skill need.

<p>Pastoral SEN/High Needs</p>	<p>Bespoke programme of small group support for SEND and High Needs Funded students.</p>	<p>Dependent on specific need, 1-2-1 or small group additional tuition will be identified to address support needs and delivered in the Life Skills Hub. To include:</p> <ul style="list-style-type: none"> • Creating routines • Coping with anxieties caused by COVID 19 • Independent travel • Online safety • Independent living • Literacy and numeracy
<p>Other non-academic</p> <p>Learning to Learn</p> <p>Holistic KSB and choices</p>	<p>Learning to learn sessions</p> <p>Following extensive periods of remote learning of various quality and effectiveness, many young people are lacking the motivation to learn or have lost the skills to learn.</p> <p>There has also been a reduction in the amount and quality of Careers IAG, Work experience opportunities, knowledge, skills and behaviour development to ensure students are equipped to make the right choice regarding their next steps.</p>	<p>Learning to learn sessions will be 1-2-1 or very small groups focused on individual need including:</p> <ul style="list-style-type: none"> • Time management • Motivation • Reflection • Collaborative learning • Higher level thinking skills <p>Bespoke Future/Right choice sessions will be 1-2-1 or very small groups which will include:</p> <ul style="list-style-type: none"> • Careers IAG • Next steps preparation • Taster Masterclasses

Newcastle Sixth Form College Approach 2021-22

Category	Description	Delivery Plan
Maths Tutor	Small group tuition of Mathematics students who do not have a grade 4. This covers Autumn and Summer 22 entries and is a continuation of what we did in 2020/21	Students identified as those who would benefit from support have access to tailored small group sessions. These are all face-to-face. The tutor works in close collaboration with the teacher to ensure that the specific needs of learners is being met.
English Tutor	Small group tuition of Mathematics students who do not have a grade 4. This covers Autumn and Summer 22 entries and is a continuation of what we did in 2020/21	Students identified as those who would benefit from support have access to tailored small group sessions. These are all face-to-face. The tutor works in close collaboration with the teacher to ensure that the specific needs of learners is being met.
Literacy & Numeracy Support	1-1/group work with students who are referred from curriculum course teams as having specific support needs for literacy and/or numeracy.	Short/fixed term intervention sessions with individuals and small groups to address specific literacy and numeracy development needs arising from initial assessment/Quickscan assessment.
STEM Support Tutor	Small Group/1-1 session for those on STEM A Levels with knowledge/skills gaps arising from their Y11 school experience.	Working across all STEM A Level Provision with students who met the entry criteria (Grade 6+), but whose knowledge and skills are not in line with what would be expected from those with grade 6+ in an ordinary year. Referrals from teachers with specific action plans for students to target across an agreed number of sessions.
High Starter Support Tutor	Small Group/1-1 session for those with average GCSE point score of 7.5 or better who have knowledge/skills gaps arising from their Y11 school experience.	Many students received the highest CAGs available but may not have been subject to the levels of stretch and challenge they would in an ordinary year. Small group tuition will be provided that will focus on stretching students beyond their normal curriculum experience to ensure our high-starters are competitively placed when applying to university. This will include referrals from teachers to work on particular topics and extension activities.

Southwark College Approach 2021-22

Category	Description	Delivery Plan
November re-sits	<p>Students who received Teacher Assessed Grades for their English and Maths GCSEs in summer 2021, and were unhappy with their grades, have the opportunity to re-sit their exams in the Autumn exam series in November 2021</p>	<p>The College is working with Get Further to target and support additional small group tuition for these students. The cohort will run from Sept until the GCSE resit exams in November. Get Further have delivered a mixture of Online and Fact to Face Tutoring with students receiving two hours per subject per week with a tutor. There will be additional workshop and remote sessions delivered by specialist English and maths staff during the October half term break to support students towards achieving a grade 4.</p> <p>Vocational curriculum staff are providing further support with these students by meeting with small groups on a regular basis to ensure they are completing the work and revision outside of college necessary to prepare them for the exams. They are supported in this task by using BKSB software to identify English and maths skills gaps</p>
Summer re-taker	<p>Students that achieved either a Grade 3 or a Grade 2 for 2021 TAG.</p> <p>They are less likely to be ready to retake in November and may be reluctant to undertake additional 'maths' or 'English' sessions.</p> <p>These students will receive small group tuition from both Get Further and Southwark College staff.</p> <p>Vocational / technical specialists will also work with these groups, aiming to embed maths and English within their subject area and preferably through project work or task-based sessions.</p>	<p>Again, the College is working with Get Further to support these students. This will involve an additional cohort of students having a combination on Online and Face to Face small group tuition from October to June 2021. Students will receive 2 hours of tuition per week for each GCSE subject</p> <p>There will also be additional workshop and remote sessions delivered by specialist English and maths staff during the February, Easter and May breaks to support students towards achieving a grade 4.</p> <p>Students will be offered 1 to 1 coaching appointment with the Progress Coach in English and maths. In addition, vocational curriculum staff are providing further support with these students by meeting with small groups on a regular basis to ensure they are completing the work and revision outside of college necessary to prepare them for the exams.</p> <p>Following common assessments over the first half of the academic year there will be additional weekly catch up English and maths sessions staffed by specialist English and maths teachers that will run remotely to support students' preparation for the exams. The college has invested in BKSB for initial and diagnostic assessment and to create plans of work that are bespoke to students based on their assessment outcomes.</p> <p>There is additional support for students with specific needs through the use of Learning Support Workers that the college will be utilising.</p>

Vocational/ Practical learning	Additional small group tuition – Practical activities/workshops	<p>Many students within practical vocational areas were disadvantaged during lockdown by the inability to access workshops, equipment to practice skills.</p> <p>Many students received TAGs that allowed them to progress but may still have gaps in their practical abilities which will impact on their achievement in 20-21. Small group tuition will be provided that will focus on students having the opportunity to practice and consolidate their skills.</p>
Essential skills developer	<p>This student achieved either a Grade 2 or below for 2021 TAG. They are likely to be reluctant to undertake additional ‘maths’ or ‘English’ sessions. At this stage they will lack the numeracy and language skills required to make good progress in their technical subject beyond L1.</p>	<p>The college is recruiting to some mentor roles to support students to attend and manage the interventions required to retain our at-risk students, thereby supporting their achievement and learning in English and maths.</p> <p>There is additional support for students with specific needs through the use of Learning Support Workers that the college will be utilising.</p> <p>Students who are planned to be at grade 4 standard by June 2023. Will be offered additional English and maths classes at the end of June 2022 and set online exercises to complete over the summer holidays.</p>

West Lancashire College Approach 2021-22

Category	Description	Delivery Plan
High Needs Funded students	Bespoke Additional Tuition for Learners with High Needs in CEL and HES	<p>Small group drop in sessions with specialist tutors delivering:</p> <ul style="list-style-type: none"> • Regular weekly entitlement to additional learning hours beyond study programme hours. On Average 3 additional hours per student group per week. • Used to establish routines and strategies to cope with changeable learning environment. • Strategies for performance (long term memory techniques) and anxiety prevention.
Vocational/ Practical Learning	Additional small group sessions.	<p>Some learners have been disadvantaged in practical areas in terms of hand skills and practical ability. This is due to adaptive assessments being used and CAGs.</p> <p>Additional workshop and practical learning time will be dedicated to allow students to practice and consolidate their skills. This will be done via lunch time drop in and or end of the day sessions.</p> <p>In the more academic vocational areas – staff will be timetabled to support learners in small groups to re-visit learning and support progression through workshop style sessions or 1:1 learning.</p>
Vocational Learning	Online packages	Electude package and Motor Vehicle training package. To support L3 learners who are showing gaps in knowledge.
EAM	Additional small group sessions.	Graduate tutors to provide. 0.5fte in English and 0.5fte in Maths to be recruited
EAM	Examination preparation for GCSE students	Using Get Further to an identified group of students who need some additional and bespoke interventions