



Colton Hills Community School

Catch-up Tutoring Statement

At Colton Hills, we have embraced the use of small-group and one-to-one tutoring in order to provide our students with an opportunity to close learning gaps which may have emerged during the closures of schools during the 2019-20 and 2020-21 academic years. Despite providing a robust and high-quality remote curriculum offer, we recognise that all students did not have equal access to this at all times, and that as a result that disadvantaged and SEND students have been affected disproportionately by these closures, in line with the national picture.

Purpose

Tutoring at Colton Hills is designed to offer a time-limited, impactful boost to students' studies in areas of the curriculum in which they are currently underperforming. In line with the [latest government guidance](#) on school-led catch-up tutoring, we are focused on students' progress in core subjects primarily, and have identified Maths and Science as areas where students can work productively in short sessions to consolidate key topics and address gaps in learning.

The intention of our catch-up tutoring is that these sessions build students' confidence and allow them to perform more successfully in their regular lessons in school. This will ensure that students perform better in our regular assessment calendar and are able to maximise their attainment despite the challenges provided by the previous two academic years.

Tutoring arrangements

We reserve the right to adapt our tutoring provision as needs change, or to suit the learning needs of particular students or cohorts at Colton Hills.

In usual circumstances, we arrange tutoring sessions outside of the school day, extending the time that students spend in school to maximise their attainment, in line with government evidence. Students are supervised in a suitable area of the school building, and provided with the technology necessary to access online tutoring sessions – a laptop/computer, and headphones to be able to interact with tutors.

We use external tutoring partners to offer our tutoring programme, as part of the National Tutoring Programme (NTP). Participation in this subsidised programme enables us to maximise the outlay of our expenditure and have an impact on as many students as possible.

In 2020-21, we partnered with MyTutor, a nationally-recognised tutoring provider, to offer these sessions to our students. We will continue to investigate all options for providing high-quality tutoring, drawing on the latest evidence where possible to ensure that we are as effective and adaptable as possible in our delivery of tutoring.

Selection of students

In 2020-21, 80 students benefitted from catch-up tutoring opportunities, and we are seeking to expand this significantly in 2021-22.

Our criteria for selecting students are:

- They are disadvantaged or persistently disadvantaged, as identified by national Free School Meals and Pupil Premium data, or by contextual knowledge of the students
- They have an identified SEND need



- They are significantly underperforming in one or more subjects due to the challenges of access during the pandemic, even if they do not meet either of the two criterion above

These decisions are made using the range of data available to use through school assessment and monitoring systems, and are taken with our school purpose in mind: **To serve our community by challenging educational and social disadvantage so that everyone thrives.**

Students involved in tutoring can change as need and evidence arises. Parents/guardians will always be contacted to explain the rationale for their involvement, as well as to seek their permission and support.

Accountability and monitoring

The overall catch-up premium budget sits with the Senior Leadership Team of the school, ultimately overseen by the Headteacher. Operational management of the tutoring programmes is led by the Senior Leadership Team, directing these resources based on arising need. Responsibility for organising, tracking, monitoring and reporting on the effectiveness of catch-up tutoring is delegated to the Assistant Headteachers of the respective Key Stages, and the Year Leaders of the year groups involved.

The main methods of monitoring the effectiveness of these programmes are by tracking the participation rates of students identified, and through our assessment calendar, which will show whether students have managed to improve their attainment, and allow us to pursue appropriate next steps.