

Turton School Tuition Funding Use 2022/23

In the school year 2022/23, Turton School has received £64450.50 tuition funding for years 7 to 11 and £8085 for sixth form students.

Fundamental to the educational offer at Turton is our curriculum, which is academic in nature and hosts a broad range of subjects. Our curriculum provides a balance of subjects within the broader domains of science, humanities and arts. It is carefully designed to capture the essence of all disciplines, with a coherence that embodies the three ways of the Trivium. Students begin their seven year journey by learning knowledge (the best that has been thought and said in each discipline). As knowledge builds and becomes embedded, through dialectical teaching, students begin to understand more deeply and learn to discuss and debate key concepts and ideas, thus learning to formulate connections and opinions, leading to a greater understanding of the world. The curriculum has relevance in our locality and in current times: this relevance is made explicit through the dialectical aspects of learning. It is also through dialectical teaching in subject areas that students engage in current affairs and personal development (CAPD). These aspects of curriculum rely on the knowledge of the past to help students make sense of the world today, including an understanding of the human condition. This enables them to develop good character through a deeper awareness of themselves and others and leads to personal empowerment and the capacity to go on to lead a good life.

As students develop over time, the rhetorical aspects of learning guide students towards coherent expressions of their learning. This includes the mediums of essay writing, performances, extended writing, finished products, completed artwork, complex problem solving and exams. The measure of all learning is made evident through rhetoric.

In essence, we aim to broaden the minds and horizons of our students. We do this through a broad and deep curriculum; high-quality teaching, and through the routines of our Hive Switch, which develop a sense of personal accountability, a strong work ethic and excellent learning habits. Students must leave Turton with good qualifications and good character as their passport to their future.

We recognise that our effect, as teachers, is far greater for those students who are disenfranchised, than it is for those who are privileged. Our work in classrooms to include and engage students who are disenfranchised, is less about identified groups and intervention and more about ensuring that our planning, pedagogy, delivery and routines are continually adjusted and reformed to include those students who are on the periphery of learning in our classrooms. Teachers are aware of their own agency in creating a group relationship within the classroom. This group relationship has a more powerful effect on well-being and inclusion than one-to-one relationships. Teachers use their agency to identify which children are on the outside of this group relationship, then work to include them.

At the start of the academic year 2021/22, assessments conducted in school showed that the reading ages of students had stagnated or in some cases had reduced following home learning during lockdown periods. We tested again at the start of 2022/23 and found our work from the previous year had improved reading. This gave us confidence to follow the same programme in 2022/23. Reading ability impinges on access to our curriculum for all our students. Those with less reading fluency, develop gaps in outcomes, which can widen over time. This became greater during the lockdown periods, when there was less exposure to reading due to engagement in remote learning, than there would have been in lessons held in school.

Students' reading ability affects all areas of the curriculum, and so we decided to use our tuition funding to create small groups of students who receive bespoke reading support. This complemented the school's target of increasing engagement for our disenfranchised students.

Those that are significantly behind in their reading take one of three paths, depending on their aptitude in Modern Foreign Languages (MFL). A reading need must not preclude a student from studying foreign languages. If MFL is a strength, they join a reading group during registration 2 or 3 times a week. This is led by one of the teaching reading team. If students are unlikely to pursue MFL at KS4, they join a support class, whereby they study MFL for 2/3 lessons and for the third lesson they are taught by one of the teaching reading team. If students have SEND status and are unable to access MFL at all, they are withdrawn to work with the SEND team for 2/3 lessons and for the third lesson they join a group taught by one of the teaching reading team.

These students are tested termly to motivate their hard work, but we commit to a year-long intervention as a minimum. The reading team follow research from 'Thinking Reading' – Diane & James Murphy. Along with thinking from David Didau, Alex Quigley and other educationalists. Our main findings so far, pairing this research with experience in the classroom are that these strategies work best:

- *70-80% of lesson spent reading, rather than discussion or other tasks. This seems obvious, but in our observations, teachers' honest perceptions are that they are spending almost double the amount of time reading than they actually are. There is a suggested outline of timings here:*
 - *Vocab - 10/15 mins*
 - *Reading non-fiction - 30/35 mins (Students main experience of reading at primary school is fiction, whereas the significant majority of reading done at secondary is non-fiction)*
 - *Writing - 5/10 mins*
 - *Reading fiction - 10/15 mins*
- *All students reading out loud every lesson (Again this seems obvious, but until trust has been built up in a secondary setting, this can be hard to achieve. Sensitivity, compassion and subtlety are all at play.)*
- *Reading age of the texts to be at least chronological age*
- *A theme connecting a series of lessons works well*
- *Deep dives into vocabulary – using our PowerPoint if helpful*
- *Choral chanting of unfamiliar words/phrases*

- *Sharing world knowledge/context*
- *Sharing positive perspective on reading (rather something that just has to be endured)*
- *A group table layout of classroom - if appropriate - to bring a team feel to the work*

We have also used the funding to develop programmes in Oracy and non-fiction reading for all students in their form time. We now have 6 'Oracy Weeks' every year in years 7, 8 and 9. We give our Oracy Lead teacher **one period of time a week at a cost of: £72.12 x39=£2812.68** for planning materials, staff training, and monitoring plus an **additional salary of £3687**. Teaching oracy is *instrumental* to better reading and, in particular, writing. In developmental terms, humans acquire oral language first -- a prerequisite for literacy. And the cycle of talk before writing is well established as sound pedagogical practice. It would be hard to imagine teaching writing without any form of discussion, even if that involves teacher-to-pupil talk.

The 'Wonder Project' entails form tutors modelling the reading of non-fiction articles (from every subject area) to students, and engaging in debate with students. **The printing costs were: £300** Approximately 810 students read for 15 minutes a week during form time.

Reading groups have run as follows:

Year group	Provision	Number of hours per week	Number of students per group	Student hours per year
7/8/9 support groups	<p>Students who have a reading age under 10 are placed in an additional, bespoke languages' group.</p> <p>They have two lessons a week of Spanish, and one lesson a week of functional reading with an English specialist. In addition another group also have three lessons a week of functional reading and numeracy.</p> <p>Total costs of staffing this is: Two groups is 2(78 x TA4 £22 + 39 x teacher £61.38)= £5825.82 One group 2(117 x£61.38) =£14362.92 Three year groups is £60566.22</p>	1	<p>Spanish / English 12 students in 2 groups in each year group 7-9</p> <p>72 students total</p> <p>Additional reading/numeracy group 8 students in 2 groups in each year group</p> <p>40 students total</p>	<p>8424 hours approx.</p> <p>4680 hours approx</p>
7/8/9 Testing	<p>All KS3 students' reading ages are tested every year. These tests are invigilated, and then marked at a cost to the school.</p> <p>Total costs for invigilation: £13.28 hour for 9 invigilators for 9hours each = £1075.68 Total costs for marking: £300</p>			

Year 9 form group	We found we had a significant number of students with a reading age of under 8 in one year group, and so created a bespoke form group so that they could read every day with their form tutor. The cost of staffing this is: £ 61.38 per hour x 65 hours= £3989.70	20 mins x 5 = 100 mins	7	455 hours approx
12/ 13	A group of 7 students follow a foundation learning option. We used the tuition funding to provide additional lessons in English and Maths, as they worked towards their GCSEs in these subjects. In addition these students have taught lessons for 25 hours per week, instead of the 15 hours sixth form students would normally have. These hours are with a TA4. The cost of staffing this is: Maths / English £61.38 per hour x 4 hrs per week x 39 weeks= £9575.28 TA4 led lessons £22 per hour x6 hrs per week x 39 weeks= £5148			
Totals	Year 7-11 £72731.28 Year 12 £17723.28			

IMPACT OF OUR WORK ON READING AT TURTON

Mean reading Age increase – September 2022 to June 2023

	September	June	Progress
7S	8.10	10.05	19 months
7S	6.10	8.12	26 months
7T	7.10	10.11	37 months
7T	7.10	9.11	25 months
Year 7 reading group average			27 months
Year 7 whole year group average	11.10	13.10	24 months
8S	9.10	11.10	24 months
8S	8.10	7.10	12 months
8T	10.10	11.10	12 months
8T	8.10	9.10	12 months
Year 8 reading group average			15 months
Year 8 whole year group average	13.10	14.10	12 months
9S	12.10	12.10	0 months
9S	9.10	10.10	12 months

qT	10.10	12.10	24 months
qT	10.10	10.10	0 months
<i>Year 9 reading group average</i>			9 months
<i>Year 9 whole year group average</i>	14.10	14.11	1 month

Current year 11 cohort have been affected by the pandemic closures in year 8 and year 9. This is a key transition point between key stages and a time when students develop skills in independent learning and revision skills. Following analysis of mock exam results we identified a need to increase these skills in students ahead of the summer exam period. We created a revision programme for students beginning in mid May and running to the end of June. This involved specialised subject teachers who knew the needs of their students in leading tutoring sessions with students, and while some of the time needed for this came from teachers gain time as Year 13 began exams, we needed to get cover teachers in to facilitate this tutoring. The supply cost was 22 days of agency supply £6463.73 plus 18 days of specialist teacher supply (9x£224.03 = £2016.27 and 9x£143.03=£1292.31)= £9772.31

We run a daily breakfast club from 8.15 to 8.45am each day, which provides a teacher led space for students to eat, be supported with homework, revision and reading. The four teachers who run the club also mentor students from across the year groups. The mentors meet one on one with students, working on reading, organisation, subject specific tutoring and revision. This is funded from a TLR 3b £2300 plus oncosts for one member of staff who leads the team and with noncontact time for teachers. The mentoring time is 4 staff x 1 hr 40mins per week x 39 weeks= 259 hours per year (1staff at £61.38 and 3 staff at 42.32 per hour)=£12993.10. Non-contact time for 4 staff to deliver tuition in breakfast club is one hour per week x 4 staff x 39 =£7345.26. Costs of revision guides, stationary £500

Overall costs

Year group	Income	Expenditure	Difference due from PPG funding
7-11	£64450.50	£107658.22	£43207.72
12	£8085	£17723.28	£9638.28
Total			£52846