



Department  
for Education

# **School-Led Tutoring guidance**

**The National Tutoring Programme**

**November 2021**

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## Summary

School-Led Tutoring is part of the National Tutoring Programme (NTP) in 2021/22. Eligible state-funded schools will receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.

## Expiry or review date

This guidance will be reviewed before September 2022.

## Who is this publication for?

This guidance is for school leaders, school staff and governing bodies in eligible state-funded schools, academies and free schools.

## Overview

Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted.

Tutoring is one of the most effective tools for helping pupils recover lost education and many pupils have already benefited this year from the NTP. The Government is offering schools a new expanded tutoring offer from the start of academic year 2021/22.

Schools can now access three tutoring routes as part of the National Tutoring Programme:

- Route 1: Tuition Partners
- Route 2: Academic Mentors
- Route 3: School-Led Tutoring

This guidance sets out the NTP tutoring offer, including how the three routes can meet different needs of pupils and how they complement each other.

The main part of this guidance provides schools with further information on School-Led Tutoring only.

## Purpose

This guidance provides information for schools on how they should plan, access and deliver School-Led Tutoring for academic year 2021/22. Although it is non-statutory, there are strong recommendations throughout to help schools make the most of this new tutoring route.

## Tuition

Tutoring is defined as a teacher, teaching assistant or other professional educator providing intensive and individualised academic support to pupils in either one-to-one or small group arrangements.

We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive [small group tuition](#) may make, on average, 4 months additional progress and pupils who receive [one-to-one tuition](#) may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.

Tutoring can also help pupils to build resilience. [Research by the Education Endowment Foundation \(EEF\) and National Foundation for Educational Research](#) shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.

Clear, positive and encouraging communication between tutors, staff and pupils is important. [Research into affordable primary tuition](#) found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.

# The National Tutoring Programme

The NTP is intended to help close the education gap which widened as a result of COVID-19. We know that disadvantaged and vulnerable pupils faced more barriers during school disruptions including problems in accessing digital devices and difficulties in studying autonomously at home.

Analysis from the [Government's research into pupil progress in the autumn term 2020/21](#) shows that:

- pupils from disadvantaged backgrounds (eligible for free school meals at any point in the last six years) were about half a month further behind than non-disadvantaged pupils in primary and secondary reading and around a month further behind in primary mathematics on their return to school in autumn 2020.
- pupils made progress to catch up during the autumn term, but disadvantaged pupils remained around half a month further behind their peers in reading and around a month further behind in maths in the second half of the autumn term.

The second year of the NTP builds on the first phase which was introduced in November 2020 to provide tuition to school pupils across England in response to the COVID-19 pandemic. The NTP has been expanded for the second year of the programme, offering schools three routes to tutoring: Tuition Partners, Academic Mentors and School-Led Tutoring.

Together, these three tutoring routes provide schools with the choice and flexibility to access a range of tutoring provision that meets the diverse needs of their pupils in Year 1 to 11. We encourage schools to use a combination of these routes to meet these needs and to access the maximum available funding.

From September 2021, Randstad are delivering routes 1 and 2 of the NTP. In addition, and in partnership with Education Development Trust (Ed Dev Trust), they are also delivering the training programme for route 3, School-Led Tutoring. For more information about the three tutoring routes, including how to apply for Tuition Partners and Academic Mentors, please visit the [NTP website](#).

In academic year 2021/22, the NTP consists of three subsidised tutoring routes:

## Route one: Tuition Partners

**Overview:** Schools can access high-quality tutoring from an approved list of tutoring providers known as Tuition Partners, who have passed a set of quality, safeguarding and evaluation standards. Tuition Partners offer a range of subjects and provide targeted support for pupils in small group or one-to-one sessions. This option offers additional tutoring capacity to schools, especially where this is scarce. It also provides a high level

of flexibility to schools without them having to use their own staff and a selection of providers who can tailor their expertise to support particular needs.

**Eligibility:** All state-funded schools are eligible to apply.

**Funding:** 70% of the cost is subsidised in academic year 2021/22. Schools need to fund the remaining 30% through other budgets, for example recovery premium or pupil premium. The subsidy rate for 2022/23 will be 50% and for 2023/24 will be 25%.

**How to Access:** Schools can register their interest in Tuition Partners on the [NTP website](#), as well as search for Tuition Partners in their area.

## Route two: Academic Mentors

**Overview:** Academic Mentors are salaried members of staff and will work alongside teachers to provide a range of interventions, focusing on small group and one-to-one sessions. They will provide support tailored to schools, including subject-specific work, revision lessons and additional support. Academic Mentors are graduates or teachers who undergo intensive training before being placed in a school.

**Eligibility:** Schools based in one of the qualifying [Local Authority Districts](#) can apply to be matched with an Academic Mentor. However, if your school is not based in a qualifying area but has a higher than average percentage of pupils eligible for free school meals and pupil premium, we may be able to support you. Please email [academicmentors@nationaltutoring.org.uk](mailto:academicmentors@nationaltutoring.org.uk) for more information.

**Funding:** 95% of the Academic Mentor's salary is subsidised in academic year 2021/22. Schools need to fund the remaining 5% through other budgets, for example recovery premium or pupil premium. The subsidy rate for 2022/23 will be 50% and for 2023/24 will be 25%.

**How to Access:** Schools can register their interest to apply for an Academic Mentor, or keep their existing one, on the [NTP website](#).

## Route three: School-Led Tutoring

**Overview:** Under School-Led Tutoring, all eligible state-funded schools are given a ring-fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools the flexibility to use tutors with whom they are familiar.

**Eligibility:** All state-funded schools with pupils eligible for pupil premium will receive a ring-fenced grant.

**Funding:** Funding is allocated for around 60% of pupils, in Year 1 to 11, eligible for pupil premium, per school. 75% of the cost is subsidised in academic year 2021/22. Schools will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium. The subsidy rate for 2022/23 will be 60% and for 2023/24 will be 25%.

**How to Access:** School-level funding allocations are available on [GOV.UK](https://www.gov.uk). Academies will be funded directly and maintained schools will be funded via the local authority. There is no 'opt-in' process, so schools will not be required to apply for this ring-fenced funding. The conditions of grant, including the requirement to complete the School-Led Tutoring: Year-End statement, can be found here: [School-led tutoring: conditions of grant - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-led-tutoring-conditions-of-grant).

The remainder of this guidance focuses on the new School-Led Tutoring route.

## School-Led Tutoring

Based on feedback from schools that they would like more flexibility to use tutors who they are familiar with, we are introducing this new route to offer a more localised approach to tutoring by giving schools direct funding to source their own tutors. This will enable schools to use internal or external capacity to meet the diverse needs of their pupils. Some schools might choose to use teachers or teaching assistants who are more familiar with their pupils to deliver tutoring, whilst others might choose to buy in local tutoring provision.

The grant is designed to help close the education gap between disadvantaged and vulnerable pupils and their peers. Schools are expected to prioritise these pupils for the tutoring. However, schools have the flexibility to decide which pupils need the most support to help them catch-up on missed education.

Schools can deliver tutoring from the beginning of the Autumn term. We strongly recommend that they begin to deliver tutoring as soon as possible so that pupils can start benefitting from tutoring support. However, some internal staff will be required to undertake free online training programme before delivering tutoring. Further information can be found in the [Training section](#) of this guidance.

## Eligibility

All state-funded primary, middle and secondary schools in England with pupils in Year 1 to 11 eligible for pupil premium (eligible for free school meals, or have been eligible in the past 6 years) will receive a School-Led Tutoring grant. This includes:

- primary, secondary and all-through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- non-maintained special schools, including independent special schools, where the placement is funded by the local authority
- pupil referral units
- alternative provision academies and free schools
- local authority-maintained hospital schools and academies

For information on other education recovery programmes and activities, including support for providers of early years and 16-19 education, see the [Education Recovery](#) resources.

## Supporting pupils

School-Led Tutoring should focus on providing tuition to disadvantaged pupils. This should include pupils eligible for pupil premium but could also include pupils with other types of disadvantage or additional needs, including Special Educational Needs and Disabilities (SEND), children who have a social worker, previously looked-after children, young carers and other vulnerable pupils. Schools should involve their SEN co-ordinator, designated safeguarding lead, and designated teacher for looked-after and previously looked after children, as well as their area's Virtual School Head to understand what approaches to tutoring will be best suited to vulnerable pupils with different needs. However, if a school feels that a pupil who doesn't fall into these categories would benefit from catch-up tutoring, the funding can be used to provide this.

Schools should facilitate regular interaction between staff and tutors to ensure that sessions address education gaps and provide support in areas that pupils are struggling with. Tutoring which focuses on a specific subtopic or skill within an academic subject may be particularly beneficial to pupils.

When implementing tutoring, schools should consider the following characteristics associated with positive teaching outcomes:

- tuition is most beneficial when it is explicitly linked to classroom teaching and pupil's specific needs
- high quality and individualised feedback is essential to a pupil's progress
- regular assessment and monitoring will ensure pupils remain on track and identify areas of focus
- short, regular and sustained tutoring sessions tend to have the greatest impact
- smaller group sizes lead to better outcomes for pupils
- tutoring is most effective when planned well, supported by teaching resources and has clear objectives for the course of delivery
- engagement can be increased by building good relationships between tutors, pupils and families
- tuition is most effective when staff are trained and supported (see the [Training section](#) of this guidance)

The Education Endowment Foundation has published a [toolkit](#) which some schools may find useful. The toolkit provides extra information on one-to-one and small group tuition, including links to related resources.

Schools must continue to comply with the [Public Sector Equality Duty](#) (PSED) when organising tutoring to ensure they continue to meet their obligations to pupils with

protected characteristics including race, disability, sex, and religion. For example, schools should consider equality implications when analysing performance gaps between groups of pupils to ensure that the impact on these pupils is considered in decision making around tuition. Schools should also monitor whether the tutoring being provided is meeting the needs of protected characteristic groups of pupils, and if not, the tutoring should be tailored appropriately.

## Selecting tutors

The School-Led Tutoring route offers flexibility for schools to identify their own tutors. Schools leaders are best placed to decide who will be an appropriate tutor with the skills and experience to deliver high-quality tuition to meet the needs of their pupils. In doing so, they may wish to consider the following sources of tutors:

Internal staff:

- Teachers
- Teaching assistants or staff with similar roles supporting teaching, including learning mentors
- Initial Teacher Trainees

External staff:

- Supply teachers
- Retired or returning teachers

Private tutors:

- Individual tutors
- Tutoring organisations

## Teachers

Schools may consider using staff teachers to deliver tuition to pupils. However, this should not affect their Planning, Preparation and Assessment (PPA) time. Schools should continue to meet their obligations to teachers as detailed in the [School teachers' pay and conditions document](#).

Teachers without QTS and who have less than two years' experience in the subject and phase they wish to tutor in will not be able to deliver tuition until they have successfully completed the training course. For more information on this, see the [Training section](#) of this guidance.

## Teaching assistants

Schools may wish to ask their teaching assistants, or staff with similar roles in supporting teaching, to deliver tuition. When deploying these staff as tutors, schools should continue to have appropriate support in place for the pupils they usually work with, including those with SEND, and consider this when planning staffing requirements.

Schools should ensure that support staff have strong experience of supporting teaching in the subject and phase they wish to tutor in. Teaching assistants will not be able to deliver tuition until they have successfully completed the training course. For more information on this, see the [Training section](#) of this guidance.

## Initial teacher trainees

ITT trainees will not be able to deliver tuition until they have successfully completed the tutoring training course. For more information on this, see the [Training section](#) of this guidance.

Schools may want to consider using Initial Teacher Training (ITT) trainees to deliver tutoring. Should this be considered, schools should discuss this with the ITT provider to determine suitability, timing, and capacity to undertake any additional work. They should also ensure that any additional work does not negatively impact their ITT programme in any way. Schools should make it clear to trainees that tutoring is a separate activity to teaching and therefore cannot be used as evidence towards teacher standards. Additional paid tutoring work might also have implications on student loans. For further information, ITT trainees should contact the Student Loan Company.

## Supply teachers

Schools could consider sourcing supply staff to tutor. We recommend that, where schools are using recruitment and employment agencies, they use the Crown Commercial Service agency supply deal when hiring agency workers. This offers a list of preferred suppliers that must be transparent about the rates they charge, have relevant accreditation and complete thorough background and safeguarding checks on all their workers. Schools can contact Crown Commercial Services by emailing [supplyteachers@crowncommercial.gov.uk](mailto:supplyteachers@crowncommercial.gov.uk).

## Retired or returning teachers

Retired or returning teachers can also be asked to deliver tutoring. This could be particularly useful where the teacher has recently worked at the school and is familiar with the needs of the pupils.

When selecting retired or returning teachers, schools should ensure that they have up-to-date knowledge of the curriculum, and the skills and experience to deliver high-quality intervention.

Schools should also carry out the appropriate checks on external teachers, including pre-employment, DBS and reference checks.

## Individual tutors and tutoring organisations

Schools may wish to look to external capacity and employ a local private tutor or approach a tutoring organisation to deliver tuition. When doing so, leaders should use their professional judgement to ensure that tutors are of a high quality and can meet the needs of their pupils. Schools should check that all tutors have the appropriate qualifications, competencies and experience to deliver effective tuition, as well as appropriate subject and pedagogical knowledge.

Schools can use their School-Led Tutoring funding to employ providers who have been approved as NTP Tuition Partners. However, should they choose to do this they will not be able to access the subsidised Tuition Partners rate with the School-Led Tutoring grant; they will need to pay the full rate. The grant cannot be used to fund the unsubsidised part of the Tuition Partners or Academic Mentors NTP routes.

All external tutors must be able to demonstrate compliance with GDPR. Although we expect tutoring to be delivered face-to-face in school, in the event of remote delivery taking place tutors must be based in the EU or [Adequate Nations](#).

## Group sizes

Research demonstrates that [small group tuition](#) is effective and, in general, the smaller the group size the better. We recommend that a group size of three pupils will allow schools to ensure cost effectiveness whilst maximising outcomes for pupils. However, if necessary and in the best interests of pupils, schools can use their discretion when determining group size.

We expect more one-to-one and one-to-two tutoring will be required in non-mainstream schools, including special schools and alternative provision, and these settings will receive a higher rate of funding to allow for this. For a full list of the schools that this applies to see the [Funding section](#) of this guidance.

## Subjects

There has been a significant loss of education in English and maths at primary level. Given the importance of these subjects in improving wider pupil outcomes, we strongly encourage primary schools to prioritise support to pupils who have fallen behind in language, English and maths. Schools may also support pupils in science or other subjects.

At secondary level, schools are encouraged to deliver tutoring in English, maths, sciences, humanities and modern foreign languages.

Evidence indicates that tuition is most effective when focusing on one subject for a block of session. Schools should decide which subject a pupil would most benefit from, however in some cases, schools may agree it is appropriate to split tutoring between two subjects.

For special schools and units, the grant can also be used for tutoring to support catch-up in the broader curriculum, for example practising and consolidating techniques in speech and language therapy. This provision must be additional to a pupil's existing learning programme set out by the school or an Education, Health and Care Plan. This grant should not be used for existing provision that the school or local authority would pay for in a normal year but should be used for additional support for a pupil's personalised curriculum where they have fallen behind due to COVID-19.

Evidence indicates that tuition has better outcomes when focusing on one subject for a package (15 hours) of tutoring. Schools should think about the subject in which a pupil would most benefit from support. In some cases, they may choose to split the package between two subjects.

## Time of day tutoring can take place

We expect schools to organise tuition at an appropriate time for pupils to encourage high attendance. This will involve careful consideration of timetabling to ensure that pupils do not miss out on core curriculum due to tutoring and that pupils with SEND or other additional needs do not miss out on specialist support. Leaders can be flexible in their approach to timetabling to avoid this, for example by rotating tutoring session times or holding sessions during form time or breakfast clubs.

When asking internal staff to deliver tutoring, schools must ensure they adhere to the working limits set out in the [Working Time Regulations 1998](#) and the [School teachers' pay and conditions document 2020](#).

## Quality assurance

High-quality tutoring to support the diverse needs of pupils remains the priority and schools should ensure that all tutors selected for School-Led Tutoring have experience of working with pupils to support teaching in the subject and phase they wish to tutor in.

Schools should carry out the appropriate safeguarding checks on all external staff and private tutors, including pre-employment, DBS and reference checks.

## Training

A free online training course focusing on best practice tutoring will be offered to all school staff who are nominated as tutors by their school leaders. Ed Dev Trust has designed the training, which is an evidence based, self-directed and accessible course focusing on best practice tutoring. This training will be offered to all school staff who are nominated as tutors by their school leaders.

There will be three pathways to this training:

- QTS Pathway;
- Non-QTS Primary Pathway
- Non-QTS Secondary Pathway

Participants will have up to four weeks, from when they begin, to complete the virtual, self-directed training and assessment regardless of which pathway they are enrolled on. However, they may complete training sooner if they wish. Upon successful completion of the online course, tutors will receive certification which will be recognised by the Chartered College of Teaching to certify individuals as a School-Led Tutor.

For teachers with QTS, and teachers without QTS who have at least two years of experience teaching the subject and phase they wish to tutor in, training is optional. However, the Department recommends that these teachers complete the optional 2 hour QTS pathway.

For all other staff, including teaching assistants, trainee teachers and teachers without QTS who have less than two years' experience in the relevant subject and phase, the training is mandatory. These staff will not be able to begin delivering tuition until they have successfully completed the School-Led Tutor Training Course. This is expected to take approximately 11 hours to complete.

The Non-QTS curriculum will cover the following core topics:

- How children learn
- How to plan tutoring sessions
- How to work effectively with class teachers

- Child safeguarding and protection
- Adapting learning experiences for SEND pupils
- Behaviour; Motivation
- Literacy across the curriculum
- Mastery learning
- Delivering tutoring online

There will be optional additional sections on:

- Providing support in alternative provisions
- Speech and language therapy

The QTS curriculum will cover the following core topics:

- How children learn
- How to plan tutoring sessions
- Closing the literacy gap for secondary pupils
- Improving fine motor skills for primary pupils
- Delivering tutoring online

There will be optional additional sections on:

- Providing support in alternative provisions
- Speech and language therapy

At the end of each of the three pathways there will be an assessment consisting of 20 multiple choice questions. Successful completion of the training and assessment at the end of this School-Led Tutor Training Course is recognised by the Chartered College of Teaching, and a certificate of completion will be provided. School-Led Tutors who are eligible to register to work towards Chartered Teacher status with the Chartered College can receive partial credit towards Chartered Status as a result of successfully completing the assessment during the academic year 21/22.

## Funding

### Grant allocations and school contributions

Grant funding for School-Led Tutoring will be based on the proportion of pupils in Year 1 to Year 11, eligible for pupil premium. Funding will be allocated for around 60% of eligible pupils per school. Schools can check their funding allocations, including the number of pupils funded and the number of hours of tuition that we expect to be delivered with this funding here: [School-led tutoring: guidance and tracker tool - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-led-tutoring-guidance-and-tracker-tool) .

The grant for 2021/22 is expected to cover 75% of the cost of tuition up to an £18 per pupil, per hour, unit cost. Schools have the flexibility to manage their own allocation and pay above or below this figure, where necessary, but in all cases will need to contribute 25% of the cost. We expect schools to deliver one 15-hour package of tutoring support per pupil.

### **Mainstream schools**

We expect a 15-hour package of tuition to cost £270 per pupil which is an average of £18 per hour. In academic year 2021/22, the grant has been calculated to cover 75% of the cost of tuition, based on the average cost of £18 per hour, which is £202.50 per 15-hour package of tutoring. Schools are expected to cover the remaining £67.50 from other budgets such as the recovery premium or pupil premium.

Based on the average cost of £18, we will provide a maximum of £13.50 per hour for tutoring and schools will be required to contribute up to the remaining £4.50 from other budgets such as the recovery premium or pupil premium. Schools can, if needed, offer provision at a higher unit rate than £18 but they will need to cover the costs beyond £13.50 per hour from other budgets.

### **Non-mainstream schools**

Additional weighting has been applied to the following institutions in recognition of the higher per pupil costs they face for tutoring. Eligible pupils who attend any of these institutions listed below will receive a higher rate of funding. Please note, that pupils with special educational needs and disabilities (SEND) who attend a mainstream school are only eligible for the standard rate of funding as set out above.

Institutions eligible for the higher rate of funding:

- local authority-maintained special schools
- special academies and free schools
- special schools not maintained by a local authority, including independent special schools, where the placement is funded by the local authority
- pupil referral units
- alternative provision academies and free schools
- local authority-maintained hospital schools and academies
- SEND units within mainstream schools

We expect a 15-hour package of tuition in these schools to cost £705 per pupil which averages £47 per hour. In academic year 2021/22 the grant has been calculated to cover 75% of these costs, based on an average cost of £47 per hour, which is £528.75 per 15-

hour package. Non-mainstream schools are expected to cover the remaining £176.25 from other budgets such as the recovery premium or pupil premium.

Based on the average cost of £47, we will provide a maximum of £35.25 per hour for tutoring and schools will be required to contribute up to the remaining £11.75 from other budgets. They can, if needed, offer provision at a higher unit rate than £47 but it will not be covered by the School-Led Tutoring grant and schools will need to cover the costs beyond £35.25 from other budgets.

## Conditions of funding

Please carefully note the following conditions for using School-Led Tutoring funding:

- Allocations distributed in academic year 2021/22 will only be available for that academic year and will not be added to schools baselines in calculating any future years' funding allocations
- The grant is ring-fenced for expenditure on School-Led Tutoring only
- If schools decide not to use the School-Led Tutoring grant allocated to them, they cannot use it for other interventions and the ESFA will recover the full amount back as an overpayment
- The funding can be used to cover the staff costs of delivering catch-up tuition. Where internal staff are delivering tuition, this must be in addition to their contracted hours and duties. Schools may also use the funding to cover the duties of internal staff released for tutoring, rather than the tutoring itself. However, it must not fund the same role twice or be used to fund any current salaried positions
- The funding cannot be used to cover costs such as diagnostic tools, room hire, equipment, laptops, transport, stationery, or record keeping
- This funding cannot be used to pay for the unsubsidised costs of NTP Academic Mentors or Tuition Partners
- All schools are required to return the data requested. See the [Data Requirements section](#) of this guidance for more information
- Schools are expected to keep records of all payments related to the School-Led Tutoring grant. These will be required in the event of an audit

Full details on the conditions of grant can be found here: [School-led tutoring: conditions of grant - GOV.UK \(www.gov.uk\)](#)

## Payment schedule

The School-Led Tutoring grant will be paid through the ESFA as part of their scheduled payments to schools . There is no 'opt-in' process, so schools do not need to apply to receive this funding.

The School-Led Tutoring grant will be paid in three payments to schools during academic year 2021/22 on the following schedule:

For maintained schools, payments will be sent to local authorities on the last working day of each month in:

- September 2021
- December 2021
- April 2022

For academies, payments will be made in:

- October 2021
- January 2022
- May 2022

All eligible schools will receive the ring-fenced grant and any underspend will be recovered at the end of the academic year.

## Accountability and recovering overpayments

### Data collections

The Department for Education (DfE) understands that requesting data from schools can create an additional administrative burden and we have worked hard to ensure that the data we collect is proportionate and reasonable. The data we collect for School-Led Tutoring will enable us to support delivery by understanding which pupils are receiving tuition, how schools spend the funding and whether there are any issues that we can resolve. This information will be key to informing future policy development and will be used in an independent evaluation of the programme. Data collection will also enable us to accurately recover any unspent funding or any funding that has not been used as intended. For more detail about data collection please also see the FAQs on the [NTP website](#).

There are two key, mandatory data collections that schools must complete during the academic year:

- the School Census (once a term)
- the School-Led Tutoring: Year-End Statement which is an online form which will become available from ESFA in summer 2022. This will be completed and returned once by the end of the July 2022.

### **Data collection via the School Census**

All eligible schools will be required to identify pupils in receipt of School-Led Tutoring in their School Census return. The School Census is a statutory data collection and collects data termly over the course of the academic year.

The census dates are as follows:

- autumn census - 07 October 2021
- spring census - 20 January 2022
- summer census - 19 May 2022

Schools must ensure they record the following information:

- each pupil receiving tutoring - from autumn 2021, using FAM Type 'NLM' (national learner monitoring) and FAM code '01' (in receipt of School-Led Tutoring)
- the cumulative number of hours of tuition delivered to each pupil - from spring 2022, using the FAM Hours field, which will collect the total number of tutoring hours the pupil has received 'as at each census day' to the nearest 0.5

More information on how to complete the School Census is available here. Guidance - GOV.UK ([www.gov.uk](http://www.gov.uk)) ([Complete the school census - Guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk))

### **Data collection via the School-Led Tutoring: Year-End Statement**

In summer 2022, the ESFA will release the School-Led Tutoring: Year-End Statement form, and all schools in receipt of the school-led tutoring grant will be required to complete and return it. This is a mandatory return.

Whilst the final form is not currently available, in order to help schools prepare, we will ask for data covering the areas set out below.

1) What is the total amount your school has spent on School-Led tutoring in the academic year 2021/2022?

- Mainstream pupils
- Pupils in special schools, alternative provision, or a SEND unit

2) Please state the total number of pupils in your school who have received tuition through the School-Led tutoring grant in academic year 2021/2022.

3) Please state the total number of hours of funded tuition in your school through the School-Led tutoring grant funding in academic year 2021/2022.

- Mainstream pupils
- Pupils in special schools, alternative provision, or a SEND unit

4) Confirmation that the information outlined above is correct and you have met the conditions of the grant (tick-box)

This form is expected to go live in June 2022 and we will alert schools when it does. All schools will be required to complete this form by the end of July 2022, even if a school has not used the School-Led Tutoring grant.

## The School-Led Tutoring Tracker and Calculator Tool

We have made available the [School-Led Tutoring tracker and calculator tool](#) to help schools manage their data..

The tool has two key purposes:

- to help schools track information during the academic year, so they have the relevant information to hand when they complete and return their mandatory School-Led Tutoring Year-End Statement to the ESFA by the end of July 2022.
- To help schools plan their spend, we have included a reconciliation calculation, this will provide an indication of any underspend that will be recovered by the ESFA at the end of this academic year. Refer to the Calculating Overpayments Guidance for more information.

Use of the tracker and calculator tool is entirely voluntary and schools are not obliged to use this or return it to the DfE. It is for school's own internal use if helpful to them. If schools already have their own methods of collating information about School-Led Tutoring, there is no need to use, or switch to, the tool.

For more information, please refer to the [Conditions of Grant guidance](#) on how to use the School-Led Tutoring tracker and calculator tool.

## Calculating overpayments

The School-Led Tutoring grant will be paid in advance and must be spent on School-Led Tutoring only. The ESFA will recover any overpayments at the end of academic year 2021/22.

We will use the data from the School-Led Tutoring: Year-End statement to calculate the total amount of overpayment and, if necessary, recover this, where a school has:

- funded less than a school's anticipated hours of tuition

- delivered the expected hours of tuition below the £18 average

We will not recover any money if a school has:

- delivered the expected hours of tuition at the average £18 rate
- delivered above the expected hours of tuition below the average £18 rate, providing that the total funding allocation has been spent on tuition.

The ESFA will calculate this overpayment by finding an average hourly cost using the total amount spent divided by the number of hours delivered. If this average is £18 or above £18, we will fund £13.50 for each hour delivered. If the average is below £18, we will only fund 75% of the average total cost up to a school's allocation. We will calculate this by multiplying the average cost by the total number of hours delivered.

### **Examples of using the School-Led Tutoring grant**

The following examples show how overpayment will be calculated in different scenarios:

#### **Example A:**

School A has 50 pupils eligible for pupil premium. It receives funding towards 30, 15-hour packages of tuition which is expected to cost £8,100. DfE provides £6,075 in advance payments across the academic year and the school contributes £2,025. This is expected to fund 450 hours of tuition.

In its School-Led Tutoring Year-End statement in July 2022, School A indicates it has delivered 400 hours of tuition at the average rate of £18 which is below the expected hours of tuition. DfE has overpaid the school by £675 equating to 50 hours of tuition at £13.50 per hour. It will recover £675.

#### **Example B:**

School B has 100 pupils eligible for pupil premium. It receives funding towards 60 packages of tuition which is expected to cost £16,200. DfE provides £12,150 in advance payments across the academic year and the school contributes £4,050. This is expected to fund 900 hours of tuition.

In their Year-End statement in July 2022, School B indicates it has delivered all 900 hours of tuition at a cost of £16 per hour. This is below the funded average hourly cost of tuition. The Department will fund £12 of the £16 average hourly cost. That is, 75% of the average hourly cost. The Department recovers £1,350 from School B.

School B did not spend its full allocation from DfE as it delivered tuition at a lower cost per hour. It could have chosen to spend the saving on additional tutoring hours, until it had spent its full allocation. In this case, DfE would have funded a maximum of 75% of

any additional tuition, up to £13.50 per hour, and the school would have been expected to fund a minimum of 25%.

### **Example C:**

School C has 100 pupils eligible for pupil premium. It receives funding towards 60, 15-hour packages of tuition which is expected to cost £16,200. DfE provides £12,150 in advance payments across the academic year and the school contributes £1,350. This is expected to fund 900 hours of tuition.

In its Year-End Statement in July 2022, School C indicates that it has delivered 800 hours of tuition at an average of £20 per hour. This is below the expected hours and at a higher-than-average rate of £18.

School C did not spend its full allocation from DfE and it delivered less hours than expected despite being at a higher unit cost. In this instance, the Department will fund a maximum of £13.50 per hour, as set out within the terms and conditions of grant. This means the Department would recover £1,350.

### **Example D:**

School D has 50 pupils eligible for pupil premium. It receives funding towards 30 packages of tuition which is expected to cost £8,100. DfE provides £6,075 in advance payments across the academic year and the school contributes £2,025. This is expected to fund 450 hours of tuition.

In its Year-End statement in July 2022, School D indicates that it has delivered 540 hours of tuition at a lower rate of £15 per pupil per hour.

In this case, the DfE would have funded £11.25 per pupil per hour, representing 75% of the average hourly cost. The school would have contributed £3.75 per hour which would work out as 25% of the hourly unit cost. School D has spent its full allocation from DfE. However, because School D paid a lower unit cost, they were able to deliver more tuition with the funding available.

## **Recovering overpayments**

It is the responsibility of each school to manage the average cost of tuition. In some instances, schools may be able to deliver tuition at a cheaper rate. In this case, we will still fund 75% of the total cost and schools will fund 25%. Conversely, schools may decide to deliver tuition at a more expensive hourly rate. In this case, we will only fund a maximum of £13.50 per hour of tuition per pupil for mainstream schools and £35.25 per hour of tuition per pupil for non-mainstream schools.

We will offset any overpayment against future payments related to the Dedicated School grant, General Annual grant or School-Led Tutoring grant. This includes where a school has chosen not to use the School-Led Tutoring funding. If a school does not submit this information, we will recover the full allocation and restrict the school future involvement in the School-Led Tutoring grant.



Department  
for Education

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