Burnley College
Tuition Funding Statement

BUILDING FUTURES C HANGING LIVES

We are committed to Equality and Diversity and to selection on merit. We welcome applications from all sections of society.

POSITIVE ABOUT DISABLED PEOPLE

BURNLEY COLLEGE TUITION FUNDING STATEMENT

Statement on The Use of the 16-19 Tuition Fund - as required by the Education and Skills Funding Agency (ESFA) as detailed in their document "16 to 19 funding: 16 to 19 Tuition Fund."

This statement outlines how Burnley College intends to use the funding allocated to the College from the 16-19 Tuition Fund.

Learners who are eligible to access this funding support are those identified by the Government as disadvantaged: meaning those who had not achieved grade 5 or above at GCSE in either English or Maths by age 16 and those with special educational needs and disabilities (SEND) aged 19 to 24 who have an Education, Health and Care Plan (EHCP).

The funding will be utilised to provide personalised support through small group tuition for those eligible 16 to 19 learners in English and Maths where their learning has been disrupted as a result of the Covid19 lockdown. Learners who achieved a GCSE Grade 3 in English and/or Maths at the end of the 19/20 academic year will be prioritised. The funding will be allocated to support small groups of students, 3 to 5 in number, who typically have significant gaps in their Maths and/or English knowledge and skills.

The intent is to support specific skills, knowledge and understanding with the impact being that learners make good progress in their study programme enabling effective transition to the next stage of their learning or employment. In some instances the fund may be used to provide additional tutorial sessions to further enhance positive behaviours for learning through the development of resilience skills as well supporting the wellbeing of the identified students with the impact being they are able to fully engage with the available academic support.

All support will be recorded centrally so that the impact of the sessions can be tracked via each individual learners and support adjusted as required to maximise impact.

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