

Meeting of the University Academy of Engineering Finance & General Purposes Committee

5.00 - 6.00 pm on Thursday, 14 June 2018
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		TR
2.	Declarations of interest		TR
3.	Minutes of previous meeting	3 - 4	TR
4.	Matters arising	5 - 6	TR
Items to discuss			
5.	Financial Management Report <ul style="list-style-type: none"> • Audit and Financial control update 	7 - 12	NF
6.	Pupil Premium Expenditure	13 - 16	JT
7.	Premises and Health & Safety report	17 - 20	JT
8.	The Access project	21 - 46	JT
9.	External Reviews	Verbal Report	JT

Date of next meeting
5.00 pm on Wednesday, 17 October 2018

Members: Tony Roberts (Chair), Natalie Ferer and John Taylor

In attendance: Alexander Enibe

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Minutes of the meeting of the University Academy of Engineering Finance & General Purposes Committee
held at 4.00 pm on Monday, 5 March 2018
University Academy of Engineering - Trafalgar Street, London SE17 2TP

Present

Natalie Ferer (Chair)
Rao Bhamidimarri
John Taylor

In attendance

Alexander Enibe

1. Welcome and apologies

The chair welcomed governors to the rescheduled meeting.

2. Declarations of interest

No governor declared a conflict of interest in any item on the agenda.

3. Minutes of previous meeting

The committee approved the minutes of the meeting held on Monday, 6 November 2017.

4. Matters arising

All matters arising from previous meeting on agenda.

5. Pupil Premium Expenditure

The committee discussed the pupil premium plan 2017/2018 and 2018/2019.

The Principal confirmed that the pupil premium income for 2017/2018 is £245,905 and for 2018/2019 is estimated to be £317,432.50. However, all figures in the 2018/2019 pupil premium spending plan may change.

6. Financial Management Report/Finance Update

There was no finance management report as the accounts are still being prepared due to recent challenges with partly of financial transactions. The chair confirmed that the updated accounts would be ready in three weeks.

7. Any Other Business

Premises report – the Principal highlighted that the school's heating system is linked to the council estate and that there is a planned demolition of the

council estate. The committee discussed the need to approach the DfE for a standalone heating system if the planned demolition of the council estate is confirmed.

The committee noted that there would be a likely increase in the number of students in the near future, so there is a need to increase the size of the dining room, and there should be some classrooms fit out.

Date of next meeting
4.00 pm, on Wednesday, 18 April 2018

Confirmed as a true record

..... (Chair)

**UNIVERSITY ACADEMY OF ENGINEERING FINANCE & GENERAL PURPOSES COMMITTEE - MONDAY, 5
MARCH 2018
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
6.	Financial Management Report/Finance Update	The chair confirmed that the updated accounts would be ready in three weeks and would be presented.		Natalie Ferer	To do

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Agenda Item 5

Paper title:	April 2018 Management Account
Board/Committee	University Academy of Engineering
Date of meeting:	14 June 2018
Author:	Michael Okelola, Interim Accountant
Purpose:	To Note
Recommendation:	The committee is requested to note the attached management accounts and commentary

Summary:

Summary of results

The year to date (YTD) financial position for University Academy of Engineering - UAE shows a surplus of £198k against a budget surplus of £285k. The full year forecast is a surplus of £208k against a budget surplus of £163k. The full year forecast is net of estimated depreciation charge of £200k. .

	YTD £'000			Full Year £'000		
	Actual	Budget	Variance	Forecast	Budget	Variance
Income	3,286	3,310	24	4,884	4,908	-24
Staffing cost	2,017	1,920	-97	2956	2,860	-96
Operating Expenditure	1,071	1,105	34	1,720	1,886	166
Total expenditure	3,088	3,025	-63	4,676	4,746	70
Surplus/(Deficit)	198	285	-87	208	163	46

Background

The report attached shows the financial position for the periods from September 2017 to April 2018.

To ensure all income and expenditure are accurately recorded in the accounting system and timely management accounts produced, a number of measures have been introduced to improve financial controls and procedures. Reconciliation of key accounts have taken place and it is thought that these accounts give a true reflection of the financial position to the end of April.

Forecast

The forecast for the full year to August 2018, is based on adjusting the full year budget with the year to date variance. Full year income forecast is in line with budget and total expenditure is within budget. However, the academy has pending projects, subject to approval. This includes plans to improve the playing ground area, upgrading the school dining hall, 2 classrooms conversions and summer school setup. The total estimated combine cost of the projects is £200k

Other contingency, the Academy has not been fully billed for gas consumption since inception in September 2014. Based on reasonableness of the estimated potential gas bill and likelihood of a bill coming through from the supplier a decision would be made on whether a provision is needed in the accounts.

Income and Funding

ESFA funding are reviewed and booked each month and agree to the annual schedule of payments expected from ESFA. The funding remittances are also agreed to the bank statement.

The ESFA one-off capital grant fund for the UTC establishment is not included in the income and expenditure data presented above, as the fund is booked straight to reserves and is used to offset depreciation of assets purchased using the fund.

Staffing cost

Staffing cost spend to date is £2,017k compared to budget of £1,920k, representing an overspend of £97. The overspend is as a result of teaching staff restructure, the academy has sourced both agency teaching staff and support staff to cover vacancies created by the restructure.

Operating Expenses

Operating expenses YTD shows underspend of £34K compared to budget; the full year forecast, which includes a provisional depreciation charge of £200k is also within budget. However, central management cost of approximately £152k between the UAE and the Trust has not been charged year to date. It is expected that this cost will be charged to the school before the end of the academic year.

Cashflow

The cashflow status of the academy is reviewed centrally by the Trust to ensure there is adequate funds to cover its operational activities.

Recommendation

The committee is requested to note the attached management accounts and commentary.

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Management Accounts Report for 8 months to April 2018



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	Consolidated										
	CURRENT PERIOD				YTD TOTALS				FULL YEAR		
	PY Actual	Actual	ACA BUDGET 17-18	Variance	PY Actual	Actual	ACA BUDGET 17-18	Variance	PY Actual	ACA BUDGET 17-18	Forecast
Income											
A0 - GAG funding	352,423	453,687	377,419	76,268	3,041,842	3,203,719	3,132,506	71,213	3,353,758	4,642,180	4,713,393
A2 - Other Govt Grants	0	39,650	7,000	32,650	30,098	39,650	56,000	-16,350	66,094	84,000	67,650
A4 - Other Income	5,270	2,986	15,191	-12,205	56,509	42,609	121,528	-78,919	80,792	182,295	103,376
Total Income	357,693	496,322	399,610	96,712	3,128,449	3,285,978	3,310,034	-24,056	3,500,644	4,908,475	4,884,419
Expenditure											
Staffing Expenditure											
B0 - Teaching Staff	104,002	150,714	159,679	8,965	787,988	1,223,360	1,317,431	94,071	1,043,134	1,956,143	1,862,072
B1 - Educational Support Staff	13,407	33,266	21,074	-12,192	105,512	234,632	168,592	-66,040	156,951	252,888	318,928
B2 - Premises Staffing	6,803	4,967	5,223	256	54,443	39,578	41,778	2,200	78,876	62,670	60,470
B3 - Admin Staffing	11,480	37,348	28,776	-8,572	121,889	210,812	230,208	19,396	262,048	345,312	325,916
B5 - Agency Staff	18,352	16,016	20,209	4,193	343,418	308,156	161,672	-146,484	552,691	242,508	388,992
Total Staffing Expenditure	154,043	242,311	234,961	-7,350	1,413,250	2,016,538	1,919,681	-96,857	2,093,700	2,859,521	2,956,378
Other Expenditure											
C0 - Maintenance of Premises	13,548	114,994	6,896	-108,098	128,917	260,033	55,168	-207,962	85,184	82,752	290,714
C1 - Other Occupational Costs	12,097	16,075	21,531	5,456	161,276	188,419	178,254	-11,145	193,267	264,375	275,520
D0 - Educational Supplies and Services	13,165	13,188	40,158	26,111	114,502	200,461	321,264	116,027	175,515	481,887	365,860
E0 - Other Supplies and Services	13,516	25,002	37,854	12,852	385,042	319,726	523,792	203,621	319,313	675,212	471,591
F0 - ICT Costs (Non Capital)	1,323	3,554	0	-3,554	18,172	37,363	0	-37,363	33,621	0	37,363
G0 - Staff Development	116	3,371	3,333	-38	62,700	65,299	26,664	-38,635	76,258	40,000	78,635
H0 - Other GAG Expenses	0	0	0	0	0	0	0	0	-45,708	0	0
I0 - Depreciation	0	0	0	0	0	0	0	0	212,779	0	200,000
Total Other Expenditure	53,765	176,184	109,772	-67,271	870,609	1,071,301	1,105,142	24,543	1,050,229	1,544,226	1,719,683
Total Expenditure	207,809	418,495	344,733	-74,621	2,283,860	3,087,839	3,024,823	-63,016	3,143,929	4,403,747	4,676,061
Surplus / (Deficit) excl. Capital	149,885	77,827	54,877	22,950	844,590	198,139	285,211	-87,072	356,716	504,728	208,359

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Pupil premium spending plan 2017/2018 and 2018/2019

2017/2018	Pupil premium income	245,905.00	Pupil premium student numbers	Number	%
			Year 7	60	46.5%
			Year 8	77	53.8%
			Year 9	78	60.9%
			Year 10	48	48.0%
			Total	263	47.3%

2018/2019	Pupil premium income	£297,797.50	Pupil premium student numbers	Number	%	* All figures for 2018/19 may change
			Year 7	59	45%	
			Year 8	60	46.5%	
			Year 9	74	53.8%	
			Year 10	78	60.9%	
			Year 11	48	48.0%	
Total	319	45.7%				

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Activity or action	How this will support the progress of pupil premium students?	Total cost 2017/2018	Cost breakdown for pupil premium students 2017/2018	Total cost 2018/2019	Cost breakdown for pupil premium students 2018/2019	Cost centre for the activities and actions
Year 7 outward bound trip to Aberdovey for a weeks residential course	Increases their confidence and range of challenging experience, increases their sense of self worth and their social responsibility, all impacting on motivation and commitment to their education. Also builds camaraderie and trust between peers enabling them to take risks with their learning in class.	£1,950	10 pupil premium students attending at a cost of £180 each, plus £150 for minibus petrol costs.	£17,228	Total cost for all Y7 PP students. Total cost of the trip for all year 7 is £37,962	Trips travel costs and trips accomodation/entrance

Duke of Edinburgh Bronze award scheme. Enrichment class and expeditions and equipment	Increases their confidence and range of challenging experience, increases their sense of self worth and their social responsibility, all impacting on motivation and commitment to their education.	N/A		£10,000	Unknown until we know who has signed up to the scheme. Pupil premium students are a target market for this scheme, though it is open to all students. The costs decrease dramatically in the second year as a lot of this is start up cost for equipment.	Equipment (not IT), teaching assistant overtime, professional services educational.
Subsidy for the year 10 Spanish residential	Broaden the horizons and increase the ambition of students, most of whom will never have been abroad before. Increase their confidence and engagement with learning Spanish.	£2,100	£100 per pupil, reducing the cost to parents from £200 to £100. This is on top of the overall trip subsidy of £23,000	N/A	N/A	Trips travel costs and trips accomodation/entrance
Subsidy for educational visits	Increase the exposure to further education, business and industry and art and culture of pupoil premium students, thus increasing their social and cultural capital and affecting their ambition.	£3,000	This will depend on numbers of PP students on the trips.	£10,000	£29.60 for each student for trips for the year	Trips travel costs and trips accomodation/entrance
% of salary for Day 10 manager	The Day 10 programme provides the opportunities and experiences for students to increase their social and cultural capital and supports their carrers education and ambition.	£4,153	47% of Day 10 managers salary for Summer term 2018	£12,460	Based on 47.5% of the Day 10 managers salary for 2018/19	Educational support staff salaries
The Access Project	The Access Project provides a series of tutoring, mentoring and other supportive activities which are targetted at brighter pupil premium students with the aim of them achieveing a place at a Russel Group or Oxbridge University when they leave in year 13	N/A	N/A	£7,500	50% of the total £15,000 will come from the PP budget. The project will target 10 P.P students in each of years 10 and 11: cost £375 each. It will also work with 10 students in Y12 and 10 in Y13, but these students are not PP funded.	Professional services - educational
Tutoring for year 11 students	Targetted 1 to 1 support for students through a bespoke tutoring package. Subjects and topics for each student identified by their teachers based on question level analysis from past examinations.	N/A	N/A	£47,500	£1250 per student, tutoring throughout their year 11	Professional services - educational

Tutoring for year 10 students	Targetted 1 to 1 support for students through a bespoke tutoring package. Subjects and topics for each student identified by their teachers based on question level analysis from past examinations.	£30,000	£624 per student, tutoring through the summer term 2018	£85,000	£1250 per student, tutoring throughout year 10	Professional services - educational
Tutoring for year 9 students	Targetted 1 to 1 support for students through a bespoke tutoring package. Subjects and topics for each student identified by their teachers based on question level analysis from past examinations.	£11,550	£150 per student, tutoring through the summer term 2018	£33,300	£450 per student, tutoring throughout year 9	Professional services - educational
Revision resources for year 11 students	Provide free resources to each student enabling them to revise in every subject they are studying for GCSE.	N/A	N/A	£4,593	Total cost of revision resources for Y11 PP students at £96 each	Equipment (Not IT)
Revision resources for year 10 students	Provide free resources to each student enabling them to revise in every subject they are studying for GCSE.	£4,593	Total cost of revision resources for Y10 PP students at £96 each	£7,463	Total cost of revision resources for Y10 PP students at £96 each	Equipment (Not IT)
Provision of free uniform	Ensure all students are able to follow the school dress code, removing stress and thereby increasing focus in lessons	£1,200	As needed - decisions made by the student services team	£1,200	As needed - decisions made by the student services team	Uniforms expenditure
Accelerated reader programme	Engages all students in a targetted reading fro pleasure programme	£3,698	Annual cost of the scheme	£3,698	Annual cost of the scheme	Professional services - Educational
Spanish language assistant (% of salary)	Provides 1 to 1 support extracting students from Spanish lessons to increase GCSE grade.	N/A	N/A	£11,686	52% of language assistants salary for 2018/2019	Educational support staff salaries
Performing Arts Technician (%of salary)	Develops performances with groups of students in Drama, Music and Dance with students at all ages. Also supports GCSE course recording and production of examined work.	£3,521	47% of performing arts technicians salary for the summer term 2018	£11,686	52% of performing arts technician's salary for 2018/2019	Educational support staff salaries
Learning assistant supervision of enrichment activities after school (% of salary overtime cost)	Provides an increased variety of opportunities for enrichment for students, this is of particular benefit to families with low income	£15,000	Total estimated cost of overtime for LA's engaged in Enrichment activities after school. This is of most value to pupil premium students	£15,000	Total estimated cost of overtime for LA's engaged in Enrichment activities after school. This is of most value to pupil premium students	Educational support staff salaries
Drama GCSE theatre trips subsidy	Provides opportunities for all students studying Drama to GCSE (and some in key stage 3) to experience live professionally produced theatre productions.	£1,800	Estimated cost of studnets attending professional theatre productions for 2017/18. Based on 2 x 30 students x 3 trips of £10 each	£1,800	Estimated cost of students attending professional theatre productions for this 2018/19.	Educational visits

Subsidy for stationary on sale in the library	Stationary on sale in the library at subsidised rates for all students	£1,000	Unknowable as the subsidised stationary is available for all students.	£1,000	The subsidised stationary is available for all students.	Stationery
Music tuition	1 to 1 and small ensemble tuition in music from peripatetic teachers for 1/2 an hour a week for up to 20 students	£7,600	£20 per student per 1/2 hour lesson for 19 weeks = £380 per student for modules 3 to 6	£15,200	£20 per student per 1/2 hour lesson for 38 weeks = £760 per student for the year	Professional services - Educational
Bookbuzz - run by The Book Trust	Students in year 7 & 8 are given a book of their choosing that they get to keep. They also get free book marks/activities etc and we have access to all of the resources	£930	Total cost of the scheme for all students	£930	Total cost of the scheme for all students	Books
Learning assistant and higher level learning assistants to provide targetted bespoke in class and extracted 1 to 1 and small group support	Individual support programmes for students that need extra support to access the curriculum in lessons.	£153,811		£554		Teaching assistants salaries, NI and supn.

	2017/18	2018/19
Total planned spend	£245,905.00	£297,798

UAE Premises and H&S Report:

Premises:

Judicium Education has been audited our school site termly for health and safety compliance. From the audit we had no high risk issues but we have the below high actions which we are in the process of receiving quotations:

1. 5 year fixed electrical wiring inspection
2. Service contract for the lightning conductors

Premises maintenance update:

No high risk issues on the below:

Fire Extinguishers, Sprinkler system, Dry Risers, pumps and flow switch: we are in process to change the current company to ensure best practice and perform the service this month as we were not very satisfied by their quality of service and we would also like to revise the expenditure.

Pat test: because we had our facilities manager trained years ago and own the equipment we aim to train all facilities staff so they will perform the pat test on site and not have an external company

Gas, Omnicare (refugee points and call system) and Kitchen alarm, Cleaners, Kitchen/Catering, Water, Lift, pest control, recycling and waste, metallic doors, fire doors

We are in process to change companies for the waste and recycling and pest control for better service.

We have put in place a service for the **automatic doors, BMS** and **Swegon units** (Ventilation units) and we are in process to put in place more maintenance contracts as the building from September will be over 5 years to ensure best practice.

Our purpose is also to train our facilities team to be able to perform more maintenance expertise on our systems and facilities and not rely on contractors for long term saving expenditures.

We are looking into the below suppliers:

Gas, Electricity, Water to ensure best practice

The below facilities have some issues but no high risk and we look into either changing supplier or/and upgrading the systems or/and look for better solutions.

CCTV, Alarm ADT (intruder), Access Control Doors, Heating, Cashless system.

Our Buildings haven't been detected with Asbestos but we are in process to retest it.

Health and safety management: The academy has made significant progress with the essential recommendation to provide appropriate health and safety training for all staff. It was reported that some new employees need to complete the training but in general appropriate training has been provided.

The key area of completing and reviewing risk assessments for school activities is reported to be in place.

The management are continuing to work through the remaining actions in order to demonstrate compliance with requirements.

The Academy has several policies in place and continue to add.

The Academy continues to ensure that the departments keep up with health and safety regulations.

There are no serious breaches of health and safety requirements.

Management risk assessment recommended actions: As planned, the academy should continue to work to complete any outstanding recommendations.

Fire risk assessment recommended actions: The academy continues to improve actions have been completed.

Other

Fire and Bomb Evacuation Plan and SEN evacuation plan:
Although we have no issues we are constantly looking for safer procedures: We are looking for more secure solutions at the reception area.

First Aid: We did not have any serious incidents. The Academy is in process to train new staff for first aid, hoist training, evac chair training.

Reception: We have new staff members with new tasks and duties to ensure better operation and service and a temp cover.

Facilities: Our staff need more training and we are in the process to hire one more member.

Social Media and Website: We are in process to update our social media channels to promote our school.

Lettings: We currently let our premises to BBC 3 (Fudge Park Productions) to use our sports hall one day for some episodes (total cost £800) and we have also agreed to let our sports hall to a local sports team for one day per week from September for an hour after our enrichment classes (cost is negotiable: not signed yet)

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The Access Project

Introduction for schools

Why we exist



We started in Highbury Grove School in 2008, with the aim of doing whatever it took to help their students reach selective universities.

With the school, we identified two issues that we needed to address. In the 8 years since then, we have helped 17 other schools to target and address these same three challenges:

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How can we help your high potential students achieve the very highest grades at GCSE and A-level?

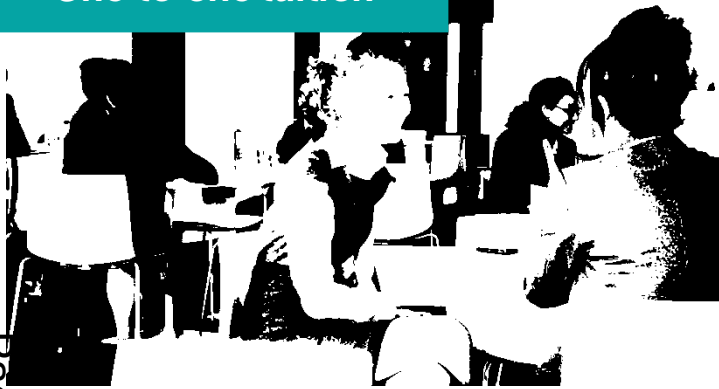
How can we ensure that these students get all of the support they need to make an informed decision what to study and at which university to study at?

How can we ensure these students make a great application to university?



How we address these challenges

One-to-one tuition



40 students tutored every week across years 10-13

- Delivered by trained volunteers at the volunteer's place of work
- Explicitly **academically focused**
- **Monitored on a weekly basis** by our Programme Coordinator

University applications



- **We place a member of staff in school for 2 days/week.** They work with you to build capacity and expertise in supporting applications to selective universities
- Preparation starts in Y10 with raising awareness of routes to university
- We deliver **intensive one to one support** from year 12

We place a Programme Coordinator in school for 2 days/week to make this happen...



We have found that each of our partner schools needs support in different ways. We also know that your staff are busy and have pressure to deliver a number of objectives.

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We place one of our Programme Coordinators in school for 2 days/week to provide the capacity and accountability to help your students progress

Who are our Programme Coordinators?

- Full-time members of our staff, each based in two of our partner schools
- All graduates of highly-selective universities, trained in providing university application support

What do they do?

- Identify target students to enrol on the programme and work with your staff to sign them up
- Match students with tutors and monitor the effectiveness of these relationships
- Work with your KS4 and VI Form team to provide a structure of one-to-one advice and guidance on university applications.

...and build a community of high achieving role models for your students

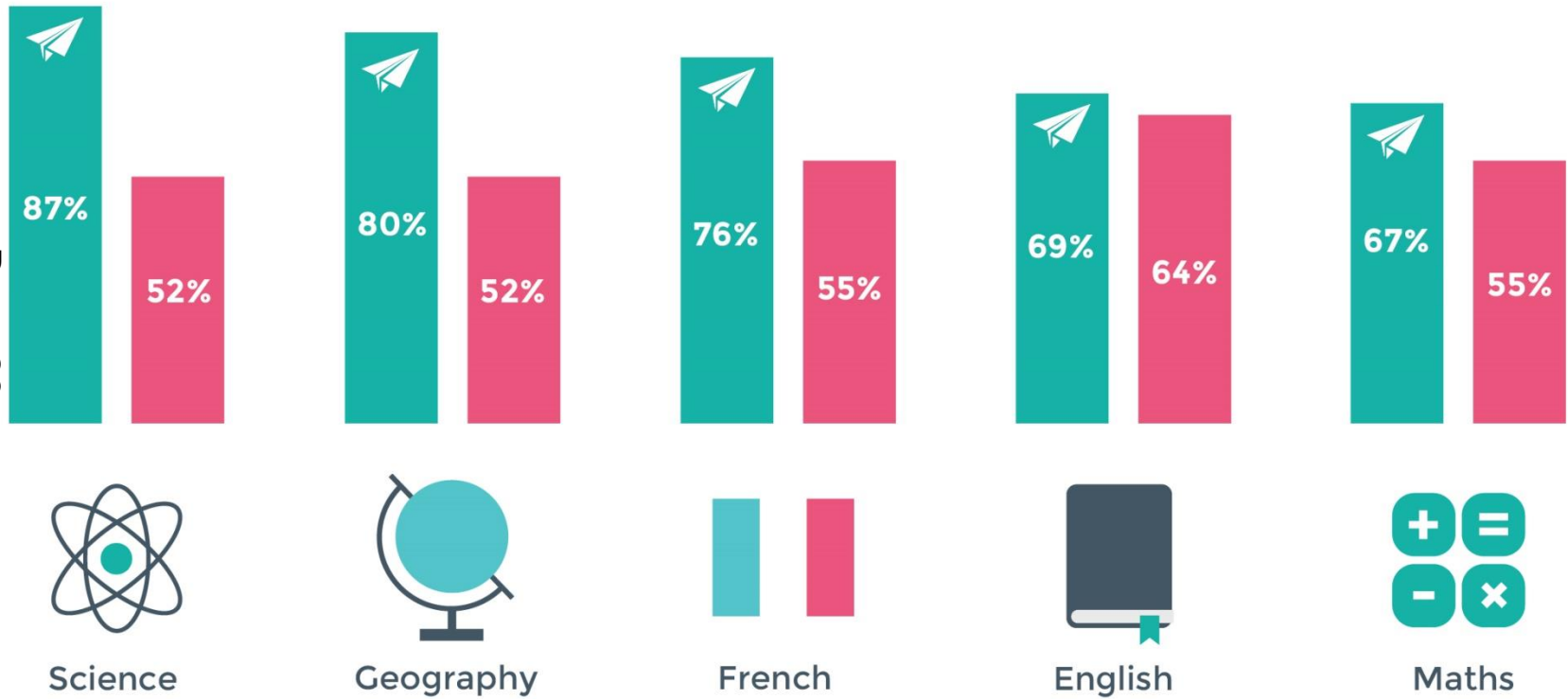


- Each student on the programme will be matched with a one-to-one volunteer tutor
- Our volunteers are all graduates who are trained and supported to tutor by The Access Project
- Our volunteers come from businesses across London. We currently work with c.900 volunteers providing tuition for our students on a weekly basis

Our students get better grades...



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Achieved or exceeded GCSE target grade (The Access Project: students who have had three or more tutorials)

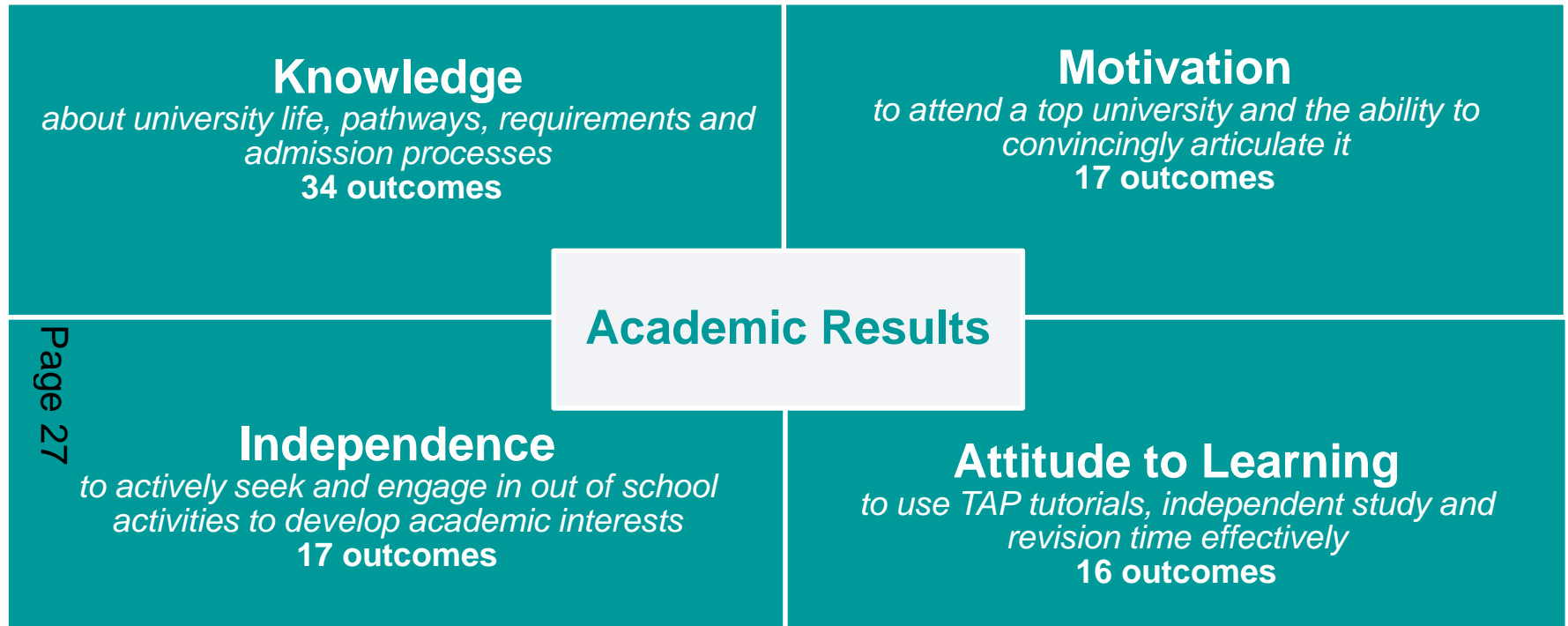
 The Access Project Students  Non-Access Project Students

* Improvements normalised against peers within schools

And university mentoring...



- ✓ Our 4 Year Programme is structured to support students meet five sets of outcomes.



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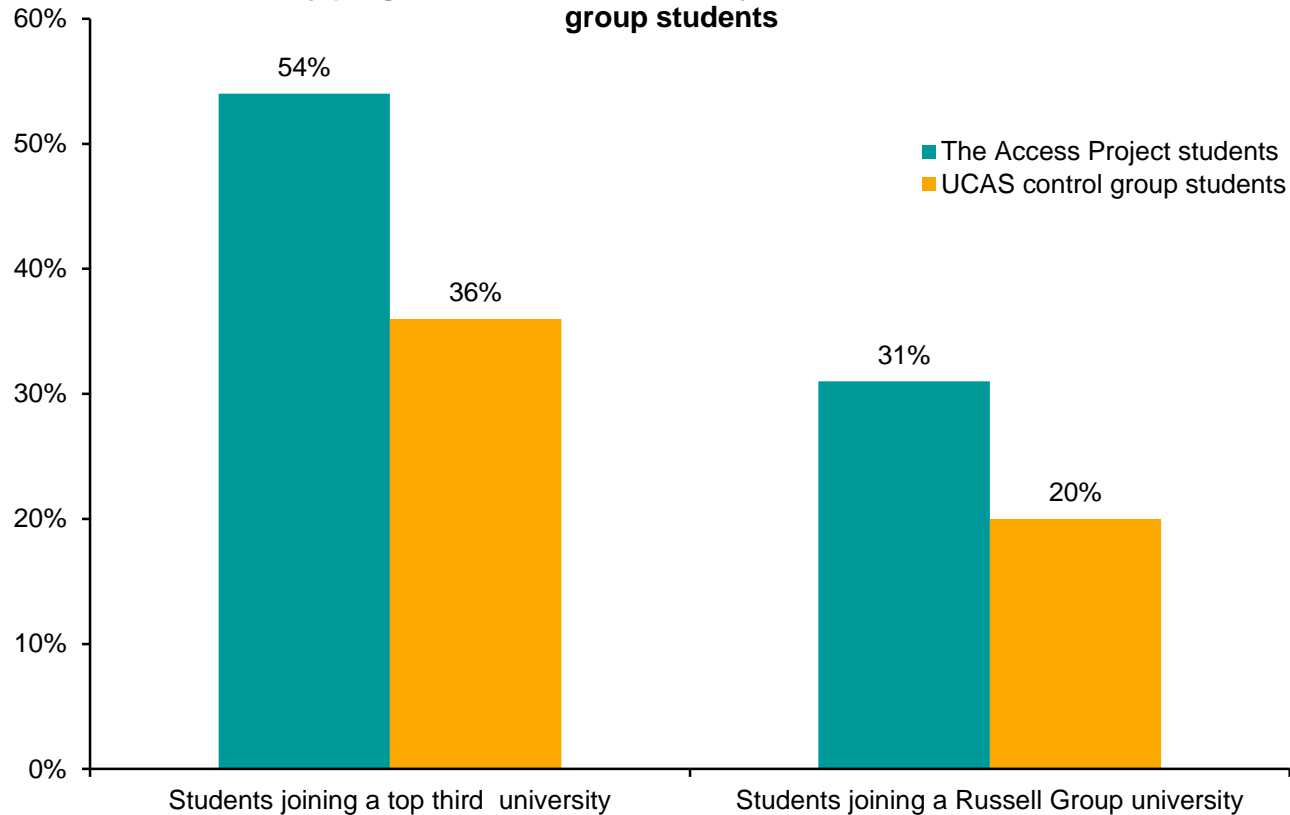
- ✓ Each set of outcomes will be assessed regularly throughout the year and marked on a 3 point scale (**Red** – 1 mark; **Amber** – 2 marks; **Green** – 3 marks).
- ✓ By the end of each academic year, students will be expected to meet a university readiness profile in line with their long term university target.

And go on to top universities as result

Our students are much more likely to attend a top university



University progression: The Access Project students vs UCAS control group students



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TAP is one of two organisations to be validated at Level 3 on Nesta's Standards of Evidence :

“Level 3 evaluations can demonstrate that an organisation's intervention is causing the impact, by showing less impact amongst those who don't receive the product or service.”

The control group was created by UCAS by sampling students from the National Pupil Database such that the proportion of pupils with socio-economic characteristics and attainment levels in the control groups reflect those observed amongst students on The Access Project.

Student impact case study: Cyan from Highbury Grove School



Before The Access Project

- No one in Cyan's family had been to university
- Cyan was achieving C grades in year 12
- Cyan said: "I wanted to go to university. I didn't think I was good enough. I didn't think I was special enough"

After The Access Project

- Academic tutoring supported her in achieving 3 A grade A levels
- University application support help her secure a place University of Oxford
- Cyan was inspired to become an access officer for her college
- She is now on Teach First graduate programme



How The Access Project helped in Cyan's own words

Securing three A grade A levels

"Adam [her tutor] really helped by explaining the concepts, helping things make sense on the foundation level. He applied ideas to everyday life, giving lots of examples of when a concept was relevant to my life."

Improving her self belief and ambition to apply to a top university

"I just thought: right I'm going to give it a go – I'm going to apply to Oxford. I spoke to my tutors and they really encouraged me. Having tutors who really believe in you – that's invaluable."

We make this work by facilitating long-term relationships between schools and businesses

The model

Business Partner

- Less than 30 minutes' travel from the Partner School
- Provides significant number of volunteers
- £20k p.a. for 3-year programme



Partner School

- More than 30% of students on Free School Meals , or 50% Pupil Premium (=poorest 10% of schools nationally)
- £15k p.a. for 3-year programme

In practice

SLAUGHTER AND MAY



- Around 50 Slaughter and May employees volunteer as tutors, working with Central Foundation students on a weekly basis
- The firm also offers work experience opportunities and supports students with personal statements
- The project won Best Outreach Programme at the Cabinet Office's Opening Doors Business Awards in November 2013

Our schools and supporters



Our schools



Supporters

Linklaters



FOUNDERS COMPANY

OLSWANG

TeachFirst



Buzzacott

SLAUGHTER AND MAY





The Access Project

The details of our Programme

Aims of the programme



- We work with high-potential students from disadvantaged backgrounds, providing a programme of personalised tuition and in-school support, to help them gain access to selective universities
- To make this work, we focus relentlessly on
 - ✓ **enrolling** the right students for the programme
 - ✓ **identifying** tuition needs and monitoring progress
 - ✓ **assessing** university readiness and addressing gaps
- For you, this means:
 - ✓ We focus on working with your high potential students, and will favour those from Pupil Premium backgrounds
 - ✓ Your staff inform what is taught in tutorials – and assess impact
 - ✓ We take responsibility for making sure each student knows exactly what they need to know to apply to university successfully

School enrolment criteria

General

School must be state-funded and non-selective

AND

School must have a 6th Form or open one within 2 years

OR

the programme must be run in partnership between a school and a 6th form

Socio-economic

% FSM higher than 30%

OR

% PP higher than 50%

OR

%FSM higher than 20%
OR %PP higher than 35%

AND

% of student share from POLAR3 Quintile 1 area higher than 60%

AND

At least 30 students in each year group expected to meet TAP's student minimum enrolment criteria

Management & Leadership

The school and the leadership have not been judged inadequate in the latest Ofsted

AND

The school understands and supports TAP's mission

AND

The school has a strategic focus on improving progression to selective universities

AND

Leadership agrees to TAP's requirements*
(*see slide 5)

Our student enrolment principles



Academic requirements

We ensure we work with students who have the potential to reach a highly selective university.

To do so, we will implement minimum academic requirements for joining the programme.

We ensure we support the students who need us the most in each of our partner schools by working to supplement school provision in terms of the academic profile of the students we target.

Socio-demographic profile

We ensure we work with the students who are least likely to progress to a highly selective university.

We will prioritise Priority Plus & Priority students. We expect 80% of our students to meet Priority status

11. Eligible for Free School Meals	Priority Plus
12. Eligible for Pupil Premium	Priority
13. In care/Care leaver	Priority Plus
14. Geo-demographic flag <i>Quintile 1 POLAR3 or Cat. 4 or 5 ACORN</i>	Priority
12.+ 14.	Priority Plus

Commitment & Behaviour

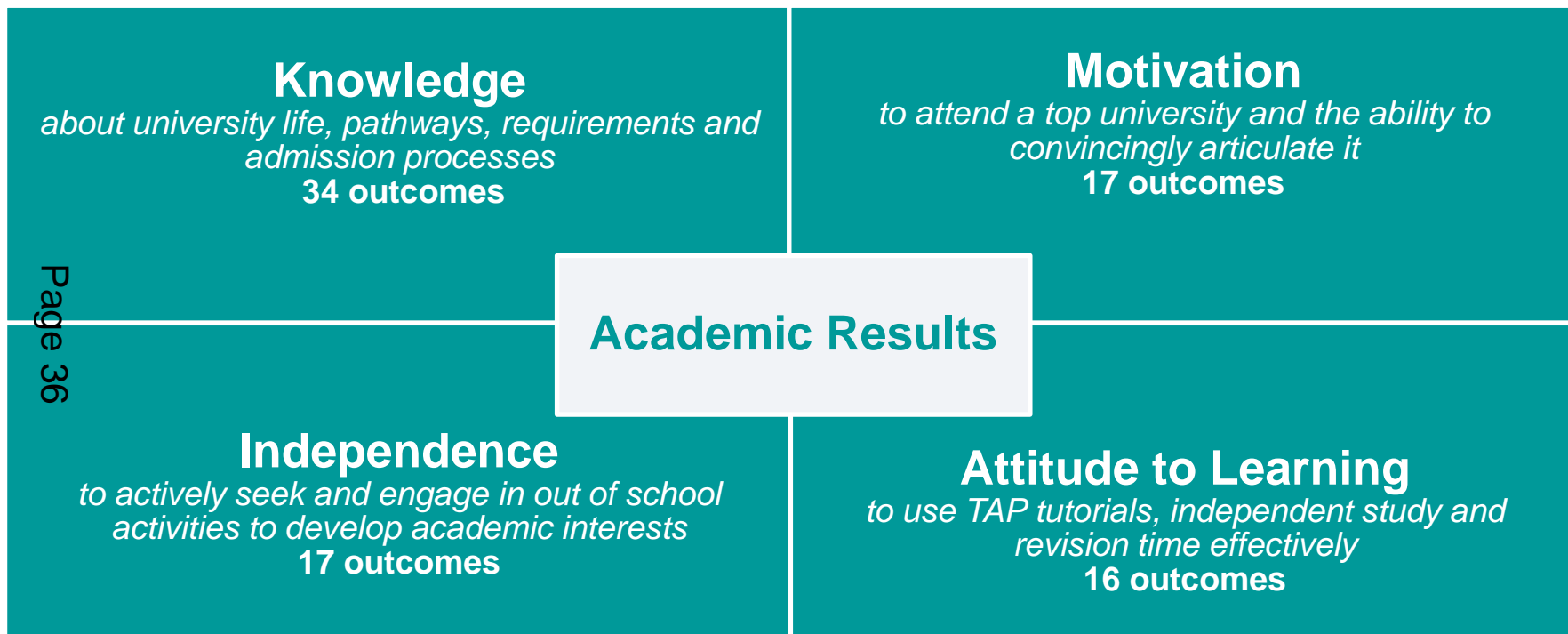
We ensure we select students who show the necessary commitment to the programme.

We will not select applicants with serious behaviour or attitude issues (as flagged by the school and in the application process).

The University Readiness Framework



- ✓ Our 4 Year Programme is structured to support students meet five sets of outcomes



- ✓ Each set of outcomes will be assessed regularly throughout the year and marked on a 3 point scale (Red – 1 mark; Amber – 2 marks; Green – 3 marks).
- ✓ **By the end of each academic year, students will be expected to meet a university readiness profile in line with their long term university target.**

The provision at a glance...



Year 10

- **Academic Tuition: at least 20 hours per subject**
- Trip to Oxbridge
- **One-to-One university mentoring session with Programme Coordinator**
- University Readiness Newsletter

Year 11

- **Academic Tuition: at least 20 hours per subject**
- **Group session on A-level choices**
- Trip to a selective university
- **2 one-to-one university mentoring sessions with Programme Coordinator**
- University Readiness Newsletter

Year 12

- **Academic Tuition: at least 20 hours per subject**
- **2 group sessions: information session on selective universities and workshop on UCAS applications**
- **5 one-to-one university mentoring sessions with Programme Coordinator**
- University Readiness Newsletter
- TAP Law, Medicine and Oxbridge Societies

Year 13

- **Academic Tuition: at least 20 hours per subject**
- **3 one-to-one university mentoring sessions with Programme Coordinator**
- TAP Law, Medicine and Oxbridge Societies
- **Ongoing and remote support with UCAS application and other admission requirements (interviews, tests etc.) as required**

Delivered by the Programme Coordinator based in school

Delivered centrally by The Access Project

Delivered by a volunteer tutor at their workplace and managed by the Programme Coordinator

The Tuition Programme



SCHOOL

- The teacher utilises the progression framework to direct what is covered in tutorials and baseline student level 3 times per academic year

The Access Project

- Ensures teacher input is obtained and communicated to tutor
- Provides top-level materials to guide suggested tutorial content

TUTOR

- Delivers tuition
- Reports content covered
- Termly assessment of progress in tutorials (utilising progression framework)

The Access Project

Monitors tutorial assessment data

- Feeds back to schools
- Utilises data to support tutors if needed

The Tuition Progress Frameworks



Maths GCSE Progress Framework – Topic Areas

Example Outcomes from Number and Fractions topic area

Area Overview	
1	Number and fractions
2	Ratio and proportion
3	Surds and Indices
4	Expressions
5	Equations
6	Graphs
7	Angles and Shapes
8	Perimeter, Area and Volume
9	Pythagoras and Trigonometry
10	Statistics
11	Probability

Number - Fractions			
What should students be able to do?			
Outcome	Student can consistently:	Grade	
NF1	Add, subtract, multiply and divide any two fractions (including mixed numbers).	Students aiming for a grade 4 & 5 (Old C and B grades)	
NF2	Find a fraction of an amount.		
NF3	Round numbers to any given number of decimal places and significant figures.		
NF4	Use estimation to estimate the answer to calculations.		
NF5	Write a number as a product of its prime factors.		
NF6	Find the Highest Common Factor (HCF) and Lowest Common Multiple (LCM).		
NF7	Write a recurring decimal as a fraction in its simplest form.		Students aiming for grades 6 & 7 (Old B and A grades)
NF8	Solve problems involving upper and lower bounds on numbers.		Students aiming for grades 8 & 9 (Old A* and beyond)

The following outcomes are designed to stretch the most able and cover topics beyond the GCSE specification.

Extension



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- We have broken down each course into a set of topics and sub-topics. For instance, in the case of Maths GCSE, there are 11 topic areas and around 70 sub-topics subsumed to them.
- On a termly basis, teachers will choose a maximum of 6 outcomes for the tutor to focus on in tutorials. At this time, the teacher will also baseline the student's level in that topic (*insecure, developing, secure*). At the end of the term, tutors and teachers will assess student progress on the same scale.

The University Programme



We will be delivering a set calendar of provision to each enrolled student rooted in our University Readiness Outcomes Framework.

Students' progress to their long-term university target will be regularly monitored and assessed against expected end-of-year outcomes.



There are three types of activities delivered in school by the Programme Coordinator:

- ✓ One-to-One University Mentoring sessions
- ✓ Group Sessions: assemblies and workshops
- ✓ Remote Information and Support (incl. personal statement support)



There are two types of activities delivered centrally by TAP to all students across our schools:

- ✓ TAP University Trips in Year 10 and Year 11
- ✓ TAP Societies – Law, Medicine & Dentistry, Oxbridge. ***All interested students in your school (and not just TAP students) can apply to join the Societies.***



University Readiness Framework

LONG TERM outcome: Student is enrolled at appropriate* top third most selective university

*The list of the top third most selective universities is tiered into Super Selective, Highly Selective and Selective Institutions

SHORT TERM OUTCOMES

Students are expected to meet four broad non-academic outcomes, pertaining to Knowledge, Motivation, Independence and Attitude to Learning. Their academic Results are also regularly monitored.

Each Outcome is assessed on a **Red** (1 mark) - **Amber** (2 marks) - **Green** (3 marks) scale.

Based on their university tier target, students are expected to achieve a set number of marks by the end of the year to be deemed on track to their target university

Year 10

Outcome		Category	Achieved by...	Provision delivered
1	Understands that different grades can lead them to different types of university	Knowledge	Spring Term 2	University Readiness Newsletter Trip to Oxbridge
2	Understands the entry requirements and academic experiences needed for a super selective university	Knowledge		
3	Understands how their A Level choices will impact their university choices	Knowledge		
4	Understands a variety of aspects of student life i.e. lectures, seminars, independent study, accommodation	Knowledge		
5	Understands that top universities consider candidates from diverse backgrounds	Knowledge		
6	Understands that finance should not be a barrier to attending university	Knowledge		
7	Is open to attending a university away from their home city	Independence		
8	Is attending tutorials and reflects positively on them as an aide to learning	Attitude to Learning		
9	Latest school assessment point grades are broadly on track to achieve their selective university target	Academic Results	Summer Term 2	University Readiness Newsletter One-to-One session
10	Understands the differences between different types of university, particularly super selective	Knowledge		
11	Understands how their A Level choices will impact their university choices	Knowledge		
12	Can articulate the ambition to go to a top third university	Motivation		

A student is **on track at the end of Year 10:**

Super Selective Long Term Target

Category	No. of outcomes	Minimum no. of marks achieved (Green: 3 marks; Amber: 2 marks; Red: 1 mark)
Knowledge	8	All Amber or Green: 16 marks
Motivation	1	All Amber or Green: 2 marks
Independence	1	All Amber or Green: 2 marks
Attitude to Learning	1	All Amber or Green: 2 marks
Academic results		End of year exams at least 3 A*-As incl. 1 facilitating subject with no more than two Cs or below.

We have mapped out the knowledge, skills and attitudes each student must develop to make a successful application to a top university over the course of four years

The University Readiness Framework stands at the core of our university support activities.



Appendix

Tutoring in more detail

Tutoring – the details (1 of 2)

Tutorials



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- 1 hour per week
- At the tutor's workplace
- A commitment for a minimum of 6 months

Students



- Aged 14 – 18 and studying for GCSE or A-levels
- Motivated
- Nominate themselves for the programme

Tutoring – the details (2 of 2)

Support



- Training in tutoring techniques and child safeguarding
- Online Resource Library
- Programme Coordinators in school
- Tutor meet-ups

Subjects



- Biology
- Chemistry
- Physics
- English
- Maths
- French
- Economics
- Geography
- History
- Spanish

Volunteers must be graduates. They can tutor up to A-level in their degree subject, and up to GCSE in their A-level subjects

How do we know it works?



Training and support

- Training based around a defined model of 1-to-1 learning
- We help tutors to target efforts through contact with teachers and Programme Coordinators
- We help tutors develop pedagogy through additional training, observation, resources and peer networks

Ongoing assessment

- We monitor students' academic performance in their tutored subject on a half-termly basis
- We survey students once a term on the perceived effectiveness of their tutorials
- We drop in to c.10% of our tutorial pairings p.a. to assess the quality of tutoring and learning



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