

Welcome to the eleventh North West Regional Delivery Partner (RDP) update from the Great Heights Academy Trust team as part of our contracted work to match and monitor system leaders for the Trust and School Improvement Offer (TSIO) for 2022/23 and 2023/24.

This and future newsletters plus other TSIO information/guidance can be found on [our webpages](#).

This TSI offer is a core aspect of a sector-led School Improvement strategy and the Department of Education's work with schools and trusts through the RSC regional teams. As the contracted body supporting the matching of System Leaders in the NW, we will be your first point of contact during matching and when matched - a.bennett@greatheightstrust.org.uk

Kindest regards

Amanda Bennett OBE

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National Tutoring Programme Webinars, Guide & Survey

Register for a National Tutoring Programme (NTP) webinar on academic mentors and tuition partners:

Following the well-attended NTP webinars earlier this month, the NTP are hosting further sessions to focus in more detail on delivering tutoring using an academic mentor or tuition partner. Please register using one of the links:

Academic Mentor route: [Tuesday 3 October - 3:30pm to 4:00pm](#)

Tuition Partner route (the content of the webinars is the same on both days):

- [Wednesday 11 October - 3:30pm to 4:00pm](#)
- [Friday 13 October - 12:30pm to 1:00pm](#)

The webinars will cover the benefits of each tutoring route and have schools to share their experiences.

There will also be the chance to ask questions. If you would like to submit a question in advance, please [email the NTP](#).

For further information on this year's arrangements, read the [NTP guidance for schools](#).

Please click [here](#) or on the image to the right below for the updated NDP Guide for Regional Delivery Partners.



Please click [here](#) or on the QR code to the left to access a short survey asking about schools' tutoring plans for this academic year.

Additionally, if anyone would be willing to have a conversation about the NTP, please contact sarah.innes@education.gov.uk. Sarah is looking at the current engagement of the programme, alongside some of the potential barriers and possible solutions to these. She is keen to hear the views of practitioners in schools.

**National
Tutoring
Programme**

Guide for Regional Delivery Partners

2023 to 2024 academic year

Updated in Sep 2023



Getting All Pupils Reading

Ofsted have recently published [a blog titled 'Getting All Pupils Reading'](#) which includes a section on fidelity to a phonics programme. This may be of particular relevance for system leaders supporting the development of reading.

This blog explores the challenges of getting primary pupils back on track with reading. It looks at:

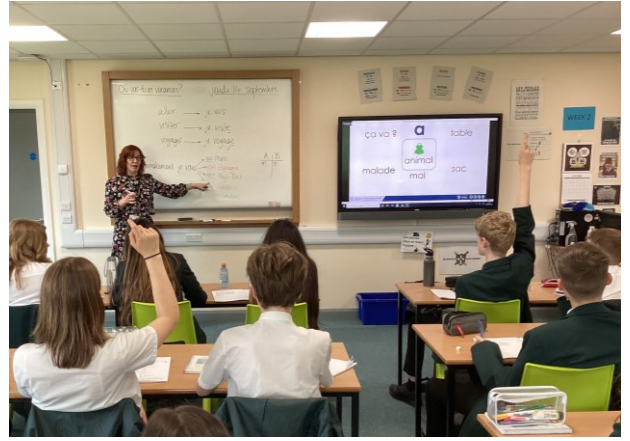
- useful principles for making sure that all pupils catch up quickly
- the term fidelity and how it can be most helpfully applied
- how we evaluate reading on inspection
- examples of how school leaders have helped pupils to catch up with reading in differing circumstances



Language Hub Schools: Keswick School

System Leaders may be aware of the development of the Language Hubs, Sophia West from [the Keswick School](#) writes about its recent designation to be one of these:

We are proud to announce that Keswick School has been selected as one of only 15 schools across the country to become a lead Language Hub School for the National Consortium for Languages Education (NCLE). Working in conjunction with Ulverston Victoria High School, we will be working closely with a small number of partner schools across Cumbria to share best practice, discuss ideas and support quality language learning activities. Our partner schools will be selected after consultation with the Department for Education.



This is an outstanding achievement for our Modern Foreign Languages department and it is an exciting opportunity for us to showcase the high quality of our language teaching, which has now been recognised at a national level. We will provide support via two NCLE-funded Specialist Teachers in the first instance: Sophia West, Head of French at Keswick School; and Nikki Beardsley, Subject Leader of Modern Foreign Languages at Ulverston Victoria High School.

At this early stage of the Language Hubs process, which is due to expand over the next three years, we will be expected to work with seven partner secondary schools in order to provide support and CPD opportunities for their Modern Foreign Languages departments. In subsequent years, we anticipate being able to roll out that directed support to our local primary schools, as well as to additional secondary schools in the surrounding area. However, where we are able to provide CPD on a more centralised basis, we will try to make this as widely available as possible. We anticipate that the initial research focus will be largely led by the perceived needs of each Hub School's local area, and, as such, we welcome any thoughts as to which areas surrounding outstanding teaching of MFL should be targeted. Please contact us at languagehub@keswick.cumbria.sch.uk in the first instance.

The NCLE is funded by the Department for Education (DfE) and delivered by IOE, UCL's Faculty of Education and Society (UCL IOE), in partnership with the British Council and the Goethe-Institut.

- The key aims for the NCLE are to:
- encourage high quality language teaching in schools
- increase languages uptake at GCSE
- support levelling up opportunities for disadvantaged pupils
- address the performance of boys
- better recognise and support the rich diversity of languages in addition to English



This is a fantastic opportunity for our region, and we look forward to sharing this success with you.

Correlation of Phonics Attainment and later Reading Ability

Funded by

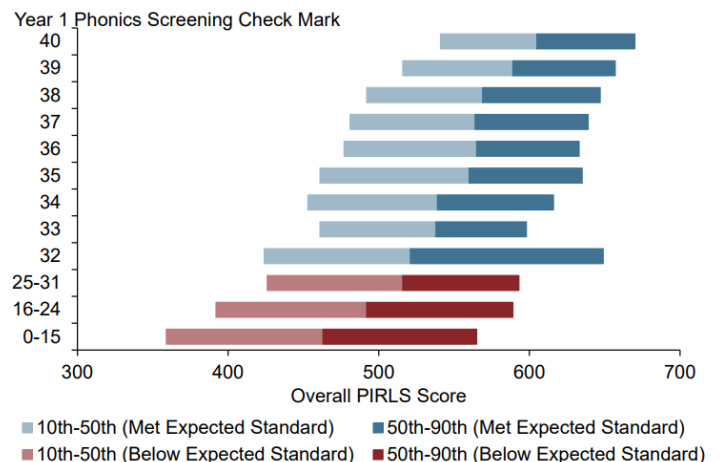
 Department
 for Education

English Hubs

A [data study](#) by the University of Oxford has identified a correlation between early phonics attainment and reading performance in Year 5. This highlights the importance of supporting schools to deliver high quality systematic synthetic phonics.

If you identify phonics as an area of development in a school, please get in touch with [your local English Hub](#) to discuss what support they can offer.

Figure 14: PIRLS performance between the 10th and 90th percentiles for pupils in England by their prior performance in the year 1 phonics screening check



Pupil Premium: Research School Training

System Leaders may wish to be aware when supporting TSIO schools that the EEF have published updated resources to support Pupil Premium spending with training provided by the Research School Network.

Just over 2.2 million pupils were eligible for Pupil Premium funding in January 2023, an increase of around 2% on the previous year. To further support schools, the EEF has published an updated suite of resources to help maximise the impact of Pupil Premium spending. The resources include accessible guidance on using evidence to inform planning; quick links to high-quality research findings; and advice for governors on how to champion purposeful Pupil Premium spending in their context. They also bust common myths about the Pupil Premium. The resources can be accessed [here](#).



System leaders may wish to use the Great Heights Research School training offer or talk to us about connecting to their local Research School. Great Heights Research School is supporting schools to use this guidance alongside the wider evidence base through a 'Making the Difference for Disadvantaged Pupils' training programme. All participants will be provided with individualised feedback to take Pupil Premium strategy from the page to classrooms. More information can be found [here](#).

Priority Education Investment Areas

There are 24 priority education investment areas (PEIAs). These are a subset of the education investment areas (EIAs) and have been selected either because they were previously an opportunity area or due to combined levels performance and deprivation.

The Priority Education Investment Areas

The priority education investment areas are:

Blackpool, Bradford, Derby, Doncaster, Fenlands and East Cambridgeshire, Halton, Hartlepool, Hastings, Ipswich, Knowsley, Liverpool, Middlesbrough, Norwich, Nottingham, Oldham, Portsmouth, Rochdale, Salford, Sandwell, Scarborough, Stoke-on-Trent, Tameside, Walsall and West Somerset.

Support Packages

As well as the support offered to all [EIAs](#), PEIAs benefit from:

- [local needs fund](#)
- attendance mentoring pilot – currently in Middlesbrough only
- [family hubs](#), where available

There are also wider programmes available including:

- [behaviour hubs](#)
- [subject hubs](#)
- [early years recovery programme](#)
- [national professional qualification](#)
- [National Tutoring Programme](#)

New Programmes, Guidance and Offers

Early years stronger practice hubs

Information for early years practitioners about stronger practice hubs.

[This guidance](#) is for practitioners who are seeking information about the early years stronger practice hubs programme and the hubs that have been established in every government office region across England. Hubs support early years settings to improve outcomes for children in their local community, specifically focusing on those areas that were most affected by COVID-19:

- personal, social and emotional development
- communication and language
- early literacy and maths

Language Hubs: 19 schools named in first round of £15m reboot

“Government data shows entries to German A-level plummeted by 17 per cent this year, while Spanish entries are down 12.7 per cent and French 12.5 per cent.

The government has named the first 19 schools that will run its new network of language hubs across England. It aims to spread best practice in language teaching to other schools and boost exam entries.”

Read more at **SCHOOLS
WEEK**



Anxiety in the maths classroom

[Listen to this NCETM podcast](#) for a fascinating conversation with the University of Warwick's Sue Johnston-Wilder about maths anxiety.

Listen

Regular Updates on the TSIO

We hope you, your colleagues and those you work in partnership with find this newsletter supportive of your work. You can find copies of previous and future editions on our [RDP pages on the Great Heights website](#).

Thanking you for your continuing support, *Great Heights Academy Trust Regional Delivery Partner (RDP) Team*

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