

## Guidance Notes for Completion of TUF4 Form

### Report Form - Impact of Top Up Funding

1. **Child's Full Legal Name**
2. **Educational Setting:** The setting where the child/young person is registered. Also include details of any dual registration, or if the child/young person is educated at other sites during the week.
3. **Date of Birth**
4. **Current Year Group:** The year group that the child/young person is in at the time of application.
5. **Child's Address**
6. **Is the child/young person Looked After (LAC)?** Are they formally classed as a Looked After Child by the Local Authority?
7. **Band currently assigned to child/young person:** What Band was assigned to the child/young person from the last application?
8. **Amount of Top Up awarded:** The outcome letter from the last funding term will specify the amount of Top Up previously awarded.
9. **Description of Support provided using Top Up and impact to date link to outcomes in EHCP (where applicable):** Provide clear information as to what support you have put into place using the Top Up Funding, and the impact that it has had upon the child/young person's needs and their educational outcomes.
10. **Since top up funding has been awarded has there been any improvement in the child/young person's:**
  - a. **Attendance (please evidence):** Submit attendance sheets to evidence.
  - b. **Engagement (please describe):** Make reference to the decrease in recorded incidents through incident logs or equivalent.
11. **Has there been a reduction in the risk of exclusion (please describe):** How has the provision assisted in reducing the risk of exclusions?
12. **How has Top Up funding been used to support inclusion? e.g. classroom teaching, group work, unstructured times, extra curriculum activities (please describe):** Outline how Top UP funding has supported inclusion.
13. **How has top up funding been used to support the child/young person to access the curriculum particularly where funding is supporting children/young people with medical needs?** Please evidence how the provision is specifically supporting the child/young person's access to the curriculum.

- 14. How has Top Up funding been used to help improve or stabilise a child/young person's health outcomes?** Has the Top Up funding been crucial in ensuring a child/young person's health within their setting? If so, what effect has this had on their overall health?
- 15. How has Top Up funding improved a child/young person's social access?** Are they more able to take part in social activities/opportunities due to Top Up funding? If so, specify the difference that Top Up funding has made and what they have been able to access/take part in.
- 16. Analysis of academic progress over the key stage and particularly the last 12 months, or for the period when in receipt of Top Up funding where the pupil has an EHCP any review paperwork can be attached:** Provide a clear breakdown of their progress over time, not just current attainments.
- 17. Is the child/young person moving setting? If so, what is their destination?**
- 18. What is the reason for funding ending?** For example, moving setting, needs met within resources available within the setting, move out of authority.
- 19. Assessment of Impact upon Outcomes: For a child/young person with an EHCP the annual review paperwork can be used to demonstrate progress.** In the left hand column please set out the outcomes listed in the Provision Map in your previous Top Up Funding Application. For each outcome please provide a score in relation to Progress, Attainment and Independence and provide an overall RAG rating for each outcome. Scores to be provided are as listed on the scales below:

**Progress:**

- 1 Excellent progress (since the last annual review) has been made.
- 2 Good progress (since the last annual review) has been made.
- 3 Adequate progress (since the last annual review) has been made.
- 4 Insufficient progress (since the last annual review) has been made.
- 5 Poor progress (since the last annual review) has been made.

**Attainment:**

- 1 The pupil is fully able to demonstrate the outcome and now requires a new outcome to be set.
- 2 The pupil is near to being able to demonstrate the outcome but still requires some further consolidation.
- 3 The pupil is still working towards the outcome.

**Independence:**

- 1 No support is required.

2 Some support is required.

3 Lots of support is required. This would indicate that highly skilled support continues to be required.

4 Exceptional levels of support are required. The level of support indicates that the need is more consistent/long term and requires specialist input.

**RAG Rating:**

**Green** – A progress score of 1 or 2 coupled with an attainment score of 1 and an independence score of 1.

**Amber** – A progress score of 3 coupled with an attainment score of 2 and an independence score of 3.

**Red** - A progress score of 4 or 5 combined with an attainment score of 3 and an independence score of 4.

**20. Setting representative's name, role and contact email address** - for outcome email to be sent to.

**21. Setting representative's signature:** Please fully read and be aware of the confirmations you are signing up to. The SEN Governor or head teacher must also sign off the form.