



School Led Tutoring Impact Report



2021-22

School-Led Tutoring is part of the National Tutoring Programme (NTP) in 2021/22. Eligible state-funded schools 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. 75% of the cost is subsidised in academic year 2021/22.

Eureka funded the remaining 25% through Pupil Premium budget.

The children to take part in the tutoring are identified from a number of factors through discussions with members of staff (at Pupil Progress Meetings) and also data collected from end of term assessment:

- If they have Pupil Premium funding;
- Those who have made less progress, than expected, over the course of a set timeframe;
- Tracking back to KS1 and EYFS data to measure progress to where they are now in their learning;
- Working towards children who should be expected.

	Context and impact
Autumn 2021	<p>12 children (8 PP – 67%):</p> <ul style="list-style-type: none"> - Six Year 6 (3 for reading tutoring and 3 for maths tutoring); - Three Year 5 (All maths tutoring); - Three Year4 (All reading tutoring). <ul style="list-style-type: none"> • From autumn data carried out part way through the tutoring, and spring and summer data carried out after tutoring, seven of the children (4 PP – 57%) had made good progress. This meant that their scaled scores had increased from the year before. • Two children’s scaled scores stayed the same from summer 2021 to summer 2022. • Two children’s scaled scores dropped from summer 2021 to summer 2022 (1 PP) and these have been identified and monitored to check on progress in 2022-23 (autumn term). • 1 child left the school after the tutoring took place (PP)
Spring 2022	<p>12 children (5 PP – 42%):</p> <ul style="list-style-type: none"> - Six Year 5 (3 maths tutoring; 3 reading tutoring); - Six Year4 (3 maths tutoring; 3 writing tutoring). <ul style="list-style-type: none"> • From spring data carried out part way through the tutoring, and summer data carried out after tutoring, nine of the children (3 PP – 33%) had made good progress. This meant that their scaled scores had increased from the year before. • Two children’s scaled scores stayed the same from summer 2021 to summer 2022. • One child’s scaled score dropped from summer 2021 to summer 2022 (1 PP) and these have been identified and monitored to check on progress in 2022-23 (autumn term).
Summer 2022	<p>13 children (5 PP – 38%):</p> <ul style="list-style-type: none"> - Three Year 5 (All writing tutoring); - Ten Year 4 (All writing tutoring – though split into small groups for tutoring). <ul style="list-style-type: none"> • From summer data carried out after tutoring, 11 of the children (3 PP – 27%) had made good progress. This meant that their scaled scores had increased from the year before. • Two children’s scaled scores stayed the same from summer 2021 to summer 2022.