



# School Led Tutoring Impact Report



## 2022-23

School-Led Tutoring is part of the National Tutoring Programme (NTP) in 2022/23. 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. 60% of the cost is subsidised in academic year 2022/23.

Eureka funded the remaining 40% 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 2022	<p>16 children (8 PP – 50%):</p> <ul style="list-style-type: none"> <li>- Eight Year 4 (4 for reading tutoring and 4 for writing tutoring);</li> <li>- Eight Year 5 (4 for reading tutoring and 4 for writing tutoring);</li> </ul> <ul style="list-style-type: none"> <li>• From autumn data carried out part way through the tutoring, and spring and summer data carried out after tutoring, eight of the children (2 PP – 38%) had made good progress. This meant that their scaled scores had increased from the year before.</li> <li>• Four children’s scaled scores (3 PP) stayed the same from summer 2022 to summer 2023.</li> <li>• Three children’s scaled scores (2 PP) dropped from summer 2022 to summer 2023 and these have been identified and monitored to check on progress in 2023-24 (autumn term).</li> <li>• 1 child left the school before spring and summer 2023 data was gathered (PP).</li> </ul>
Spring 2023	<p>17 children (7 PP – 41%):</p> <ul style="list-style-type: none"> <li>- Eight Year 6 (4 reading tutoring; 4 maths tutoring);</li> <li>- Nine Year 4 (5 reading tutoring; 4 writing tutoring).</li> </ul> <ul style="list-style-type: none"> <li>• From spring data carried out part way through the tutoring, and summer data carried out after tutoring, eight of the children (3 PP – 38%) had made good progress. This meant that their scaled scores had increased from the year before.</li> <li>• Three children’s scaled scores (1 PP) stayed the same from summer 2022 to summer 2023.</li> <li>• Three child’s scaled score dropped from summer 2022 to summer 2023 (1 PP) and these have been identified and monitored to check on progress in 2023-24 (autumn term).</li> <li>• Three children joined at the beginning of the academic year and so no internal scaled scores from previous school (2 PP): 1 child’s SS scores (PP) improved from autumn 2022 to summer 2023.</li> </ul>
Summer 2023	<p>16 children (9 PP – 56%):</p> <ul style="list-style-type: none"> <li>- Four Year 3 (All writing tutoring);</li> <li>- Eight Year 4 (4 writing tutoring; 4 maths tutoring);</li> <li>- Four Year 5 (All reading tutoring).</li> </ul> <ul style="list-style-type: none"> <li>• From summer data carried out after tutoring, 13 of the children (8 PP – 61%) had made good progress. This meant that their scaled scores had increased from the year before or from autumn data.</li> <li>• Three children’s scaled scores (1 PP) decreased from summer 2022 to summer 2023 and these have been identified and monitored to check on progress in 2023-24 (autumn term).</li> </ul>