

IMPACT OF SCHOOL-LED TUTORING PROGRAMME

13 children accessed school-led tuition throughout the Spring Term 2022.

- 5 PP children
- 1 PP+ child
- 7 SEND children

Intended outcomes	Key indicators
Children to make accelerated progress and reach ARE by the end of the academic year.	Using assessments from the autumn and spring terms. Reading: 33% expected progress, 33% more than expected progress Writing: 42% expected progress, 58% more than expected progress Maths: 25% expected progress, 75% more than expected progress. GPS: 17% expected progress, 83% more than expected progress. In autumn 2021 only 8% of the group were at or above ARE for RWM. In spring 2022 this had increased to 25% at or above ARE for RWM.
Opportunities for greater levels of interaction and feedback to encourage improved engagement in their learning.	<ul style="list-style-type: none"> ✓ Increased engagement in class activities. ✓ Improved confidence, especially to offer answers and participate in whole class discussions.
Support for pupils to overcome barriers to learning and increase their access to the curriculum.	<ul style="list-style-type: none"> ✓ Opportunity to work in small groups or pairs allowing for focused instruction.
Sessions accurately targeted at individual children's specific needs.	<ul style="list-style-type: none"> ✓ Clearer understanding of individual needs.