

What is the National Tutoring Programme?

The National Tutoring Programme (NTP) is providing high-quality tutoring for schools in England. This includes a highly tailored combination of tuition support, to support those pupils whose education has been most impacted by the pandemic. Schools will select those pupils who they think will benefit most from this additional support.

What are the three different tutoring routes?

Schools can choose between three tuition options, which includes recruiting qualified Academic Mentors to join schools, engage with expert external Tuition organisations and/or School-Led Tutoring whereby all eligible schools will receive a direct, ring-fenced grant from the Department for Education to spend on local tutoring provision. As a school, we have chosen School- Led Tutoring using our trained teachers and teaching assistants. The tutoring is a specific intervention which has a baseline and an outcome to show progress.

How does tuition help children learn?

Research by the Education Endowment Foundation shows tutoring can be an effective way to help children improve academically. Children who receive high-quality tutoring may make several months more progress in their learning over the course of the year than children who do not receive this. Tuition will be closely linked to your child's day-to-day teaching, with ongoing feedback between the tutor and your child's classroom teacher. Tutoring is in the subjects in which your child could most benefit from additional support, with clear, personalised targets set.

How and when will my child receive tuition?

Your child's school will confirm whether tuition will be one-on-one (your child and their tutor only) or if there will be another one or two children joining the same session. This will be decided by the school based on what is most appropriate for the children involved. Your child's school will also confirm the length of sessions and how often the sessions will take place. Your child will receive 15 hours of tuition in total, which may be once a week or more frequently, but will be planned consistently from the start. Schools will make every effort to arrange tuition during times that will have the least impact on pupils' other lessons. Your child will be tutored in school, with teacher supervision. The tutor will come into school in person or tutor your child online.

What can I do to support my child with their tuition?

Encourage your child to see this as a positive opportunity to receive more personalised support and improve their knowledge and skills. If your child is learning at home there are a number of ways that you can support them. Here are some top tips: Remind them of their tuition session date and time. Encourage them to attend their tutoring sessions - it is important for pupils to attend all planned sessions for the tutoring to have as much impact as possible. Let your child's school or tutor know in advance if there is an unavoidable delay or cancellation.

At Bearwood Primary and Nursery School, we received We have also been allocated £3,193 with a further £1465 expected. As we have to show that we have funded 25% of the tutoring, the total spent equals £6210.00.

Please see below for the impact of the National Tutoring Programme:

Success@Arithmetic

3x weekly for 30 minutes. Year 5. 4 months (15 sessions).

Name	Entry data 29.9.21	Exit data 26.1.22	Number age
Pupil 1	88 (SS)	104 (SS)	11:2 (+22 months)
Pupil 2	82 (SS)	94 (SS)	
Pupil 3	84 (SS)	96 (SS)	11.2 (+17 months)

All children in this group standardised scores have improved to close to 100, which is judged as achieving Age Related Expectations (ARE).

1stClass@Number1

3x weekly for 30 minutes. Year 2. 30 sessions in total.

Name	Entry data	Exit data	Comments
Pupil 4	0	2	Taken out of morning session due to attendance
Pupil 5	1	4	On track for ARE
Pupil 6	1	1	Taken out of morning session due to attendance
Pupil 7	5	9	On track for ARE

However, please find below a qualitative case study of one child in the group:

'I would like to celebrate the achievements of Pupil X, one of the children in my group.

When she started 1stclass@number, she could not accurately distinguish between teen and ty numbers - often saying ty for teen numbers and vice versa. Counting on from 10 through the teen numbers was difficult for her and she often mistook 13 for 15. She had a poor understanding of place value and did not know any of the number bonds to 10.

By the end of Topic 1, Pupil X had become confident counting forwards and backwards through the teen numbers and between 0 and 20 and was subsequently able to fill in the missing numbers on a 100 square without support (photo attached).

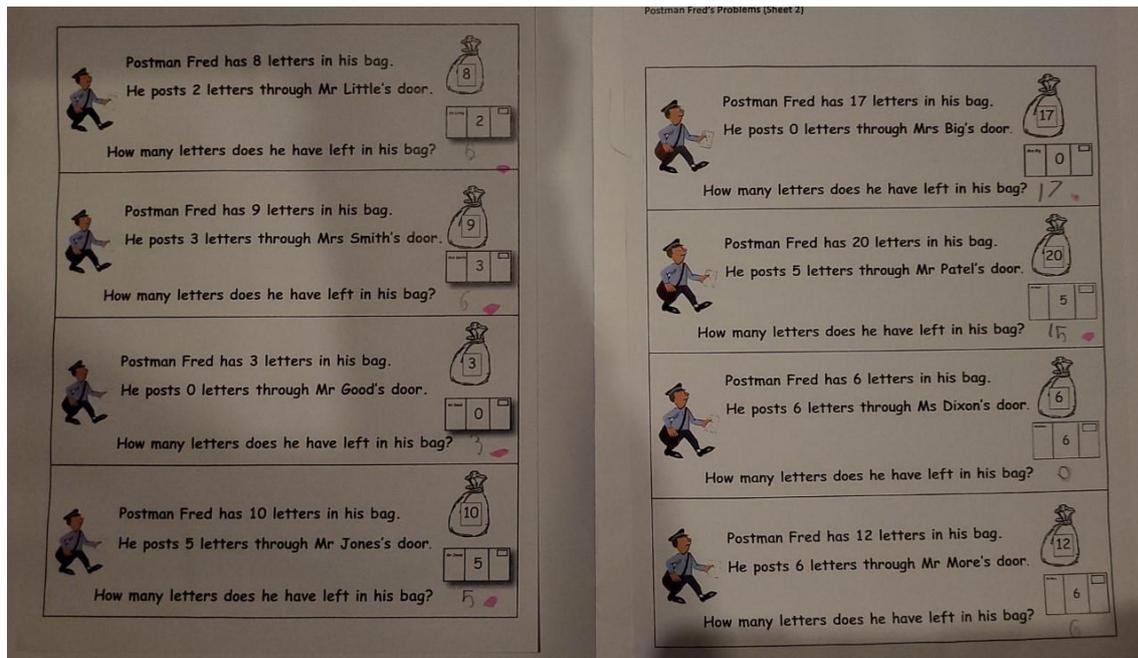
Upon completion of Topic 2, Pupil X demonstrated her understanding of place value using place value cards to show 2-digit numbers. Her confidence had soared and she often said how much she liked maths now.

By the end of Topic 3, Pupil X's understanding of number had increased dramatically. "I know that $4+1=5$ and $1+4=5$ because when we add numbers, we can add them in any order." Pupil X could also count backwards from 20-0, something that she had previously found difficult.

Now, nearing the end of Topic 4, Pupil X has made good progress with her knowledge of number bonds to 10. " $6+4=10$. It's a number bond to 10." " 8 goes with 2 to make 10 - we can check we have

used all the number bonds to 10 by putting them in order: 1+9, 2+8, 3+7, 4+6 and 5+5." She has become much more confident and is recognising patterns. During Lesson 1 of Topic 4, when using tens frames with the 20 stamps made during Setting the Scene, Pupil X said, "The stamps look like two tens frames, so I must have 20 stamps."

I was particularly impressed with her confidence in subtraction in Lesson 3, playing the Postman Fred's Problems game. Pupil X was able to independently use her working knowledge of subtraction to fill in the sheet whilst counting backwards. "I know that 6-6 is zero. There are no letters left." (see photo below)'



1stClass@Number 2

3x weekly for 30 minutes. Year 3. 30 sessions in total.

Name	Entry data	Exit data
Pupil 8	85 (SS)	89 (SS)
Pupil 9	85 (SS)	93 (SS)
Pupil 10	91 (SS)	99 (SS)

Year 6 booster group

1x weekly 30 minutes. Year 6. 4 weeks with Maths Leader.

Name	Entry data Arithmetic score Dec 2021	Exit data Arithmetic score Feb 2022
Pupil 11	20	26 (+6)
Pupil 12	22	28 (+6)
Pupil 13	17	32 (+15)

Pupil 14	18	26 (+8)
Pupil 15	17	22 (+5)

All children improved on their score from December. Joanna showed most improvement.

In booster group, we focused on decimal and fraction questions.

Test analysis - questions in the arithmetic test linked to subject matter focused on in booster group.

Name	Correct Dec 2021	Correct Feb 2022
Pupil 16	25%	70%
Pupil 17	33%	90%
Pupil 18	42%	90%
Pupil 19	25%	70%
Pupil 20	33%	60%

Name of intervention: Shine Reading	Assessment method: Deepening understanding comprehension
Start date and frequency: 17.01.22 x2 weekly	Focus and expected outcome: Retrieval, inference and vocabulary focus.
Delivered by: AV	Improved score when answering questions in all 3 areas.

NAME	ENTRY DATA	EXPECTED OUTCOME	EXIT DATA	COMMENTS	NEXT STEPS
Pupil 20	R: 2/10 I: 2/12 V: 2/8	To improve on baseline score in each area.	R: 3/10	Improved retrieval score by 1.	Revisit retrieval before moving to inference and vocab. Try the year 3 shine materials as the text is simpler.
Pupil 21	R: 1/10 I: 4/12 V: 2/8	To improve on baseline score in each area.	R: 8/10	Vast improvement in retrieval score – AV scribed due to broken wrist which could have also had an impact.	Revisit retrieval before moving to inference and vocab. Try the year 3 shine materials as the text is simpler.
Pupil 22	R: 2/10 I: 4/12 V: 3/8	To improve on baseline score in each area.	R: 9/10		

Pupil 23	R: 1/10 I: 3/12 V: 0/8	To improve on baseline score in each area.	R: 3/10	Improved retrieval score by 2.	Revisit retrieval before moving to inference and vocab. Try the year 3 shine materials as the text is simpler.
Pupil 24	R: 1/10 I: 3/12 V: 2/8	To improve on baseline score in each area.	R: 3/10	Improved retrieval score by 2.	Revisit retrieval before moving to inference and vocab. Try the year 3 shine materials as the text is simpler.