

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, (2022 – 2023) we received £6804 and spent a total of £12,000.

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

Maths Interventions Groups

Maths interventions focused on children mastering arithmetic and building their times tables fluency. After covering gaps identified from Year 5 assessments, fractions and decimals were a focus. Compared to their baselines, where all 9 children did not receive a scaled score over 100, all children showed progress including 6/9 achieving the standard. The other 3 children scored 99 as a scaled score.

Pupil	SS baseline	SS in SATs
A	93	101
B	90	99
C	91	99
D	93	100
E	93	100
F	92	102
G	95	99
H	97	104
I	97	103

Reading Intervention Groups

Reading intervention focused on building children's reading fluency as well as focusing on their inference, retrieval and vocabulary. Apart from one pupil, all children showed progress when compared to their baseline including 5/10 achieving the expected standard compared to 0/10 from the baseline.

Pupil	SS baseline	SS
A	93	100
B	98	104
C	89	98
D	91	95
E	98	101

SPAG Intervention Group

An adult worked with children to identify specific gaps in their knowledge of grammar, punctuation and spelling. This included going through their previous practice SATs papers and setting individual goals. All children showed progress compared to their baseline including 3/5 achieving a scaled score of 100 or more.

Pupil	SS baseline	SS
A	93	100
B	98	104
C	89	98
D	91	95
E	98	101

EAL Intervention

Pupil x's after school sessions have had a positive impact. Pupil x has had the opportunity to build his vocabulary which he has been able to use to build friendships with his peers and build his confidence in reading. Throughout the year, he has become increasingly confident with taking part in class discussions and putting his hand up to answer questions. Using the correct tenses both verbally and written has been a target for Pupil x which he has worked on during the sessions and has shown improvement. He has shown an improvement in his reading SS from 80 as a baseline to 95 in his SATs; he was also able to achieve 103 as a SS for maths in his SATs.

Funding was used to enable one child in Year 2 to have bespoke English tuition after school twice a week for 45 minutes each time. At the beginning of the year, the child was struggling with past / present tense not only in her writing but in her spoken language. She was also struggling with vowel selection, sentence structure and using the correct pronouns. The improvement has been astounding and has ensured that she is now at the expected level for writing.

Pupil y has benefited from English booster sessions which she attends after school. She thoroughly enjoys these and is always very engaged and eager to learn more. Since beginning, her use of the English language has improved in her written work, especially when using the past tense and identifying word classes. Her reading has improved also, including her ability to answer comprehension questions about a text she has read or that is read to her. This has all boosted her confidence in class generally, and she is more likely now to actively contribute to lessons and engage in class discussions. Improving her use of the English language has also aided Pupil y socially, as she is more confident working with children she wouldn't normally talk to and has more meaningful conversations with her closer friends.

Little Wandle – Rapid Catch-up

9 children are taking part in the rapid catch-up programme for phonics in key stage 2. They have all made good progress through this intervention, which has been seen through the assessments that take place every 4 weeks. The table below shows how secure each child was within the whole programme before beginning with intervention, as well as where each child started, initially with plugging small gaps, then the phase they began following as a whole. Following this, assessments carried out show how secure children are within each phase that they have been assessed:

	Initial assessment - % correct overall	Starting point – gap filling	Starting point – full programme	Phase 2	Phase 3	Phase 4	Phase 5 - part 1	Phase 5 - part 2	Phase 5 - part 3	Phase 5 - part 4 (all of phase 5)
Pupil A	65%	Phase 2/3	Phase 4	92%	94%	100%	100%	95%	93%	98%
Pupil B	84%	-	Phase 5	-	-	-	100%	100%	96%	100%
Pupil C	52%	Phase 3	Phase 4	-	97%	100%	98%	97%		
Pupil D	51%	Phase 2/3	Phase 4	100%	100%	100%	90%	92%		
Pupil E	66%	Phase 3	Phase 4	-	94%	90%	95%	93%	96%	
Pupil F	45%	Phase 3	Phase 4	-	100%	100%	90%	69%		
Pupil G	37%	-	Phase 3	-	100%	94%	98%	96%		
Pupil H	25%	Phase 2	Phase 3	100%	90%	100%	100%	97%		
Pupil I	75%	Phase 2/3	Phase 4	100%	97%	100%	98%	92%		

This shows that all children were off track when starting the intervention, with all children scoring between 25% and 84%. Children were grouped according to their starting points and assessments carried out at the end of each phase, or every 4 weeks during phase 5, show that every child was secure at that phase between 90% and 100% showing progress from the initial assessment.

Only 2 children have completed the programme, and both are now secure up to phase 5, with 98% and 100% accuracy. Fluency assessments have also been carried out for these 2 children, and one is able to read the final set of books with 98% accuracy and is ready to leave the programme completely (pupil B) and the other is reading phase 5, set 3 at 93% accuracy, which shows that although his phonics is secure, he is not yet reading with the expected level of fluency so he will continue to access reading support to improve his fluency.

There is one child (pupil F) who is not currently making expected progress within phase 5. This is due to current level of need and behaviour which means she is not fully engaging in the intervention sessions. It has been decided that she will continue the programme in September 1:1 with a different adult to support her level of need and ensure she continues to make the progress that she achieved at phase 3 and 4.

All other children are making good progress and now need time to complete the programme in September, which will be put in place.