School-Led Tutoring Grant
2022/23

Total Spend:	**£6,264** Where, 350 hours were spent overall, across 3 year groups. The DFE contribution covers 60% of the £18 hourly rate (£10.80) per pupil per hour, which equates to £3,780 (a short-fall of £54). The additional 40% of the hourly rate was £2,484 was the school's contribution.
DfE Contribution:	**£3,726** - total allocation claimed and spent
School Contribution:	**£2,538** - 40% payment and shortfall.

How the money was spent:

Intervention	Time	Impact
Catch-up interventions for Maths	6x Year 6 8 hours of intervention **48 hours**	Children chosen based on identification in Pupil Progress Meetings, with 2 target groups: ● Lower attaining children with the inclusion of SEN, GRT and PP recipients. ● Children working just below the level of EXS for the end of key stage. Our intention was to identify and support those children who were just missing their potential based on targets. Impact has been measured using the baseline of KS1 SATs results against the KS2 outcomes. It is worth noting that a significant number of children were not with us for KS1 (nearly 50%). **Maths Impact:** 4/6 (67%) achieved or exceeded their target in the statutory attainments tests.
	6x Year 5 6 hours of intervention **36 hours**	Children chosen based on identification in Pupil Progress Meetings, with 2 target groups: ● Lower attaining children with the inclusion of SEN, GRT and PP recipients. ● Children working just below the level of EXS for the end of key stage. Our intention was to identify and support those children who were just missing their potential based on targets. **Maths Impact:** Progression made against targets - no end of key stage data available yet.

	5x Year 4 8 hours of intervention **40 hours**	Children chosen based on identification in Pupil Progress Meetings, with 2 target groups: ● Lower attaining children with the inclusion of SEN, GRT and PP recipients. ● Children working just below the level of EXS for the end of key stage. Our intention was to identify and support those children who were just missing their potential based on targets. **Maths Impact:** Progression made against targets - no end of key stage data available yet.
Catch-up interventions for English writing	6x Year 6 12 hours of intervention **72 hours**	Children chosen based on identification in Pupil Progress Meetings, with 2 target groups: ● Lower attaining children with the inclusion of SEN, GRT and PP recipients. ● Children working just below the level of EXS for the end of key stage. Our intention was to identify and support those children who were just missing their potential based on targets. Impact will be measured for Key Stage 2 SATs results - which as they are teacher assessed will be taken to moderation. **Writing Impact:** 3/6 (50%) achieved or exceeded their target in the statutory attainments tests.
Catch-up interventions for Reading	6x Year 6 12 hours of intervention **72 hours**	Children chosen based on identification in Pupil Progress Meetings, with 2 target groups: ● Lower attaining children with the inclusion of SEN, GRT and PP recipients. ● Children working just below the level of EXS for the end of key stage. Our intention was to identify and support those children who were just missing their potential based on targets. Impact has been measured using the baseline of KS1 SATs results against the KS2 outcomes. It is worth noting that a significant number of children were not with us for KS1 (nearly 50%). **Reading Impact:** 6/6 (100%) achieved or exceeded their target in the statutory attainments tests.
	6x Year 5 7 hours of intervention **42 hours**	Children chosen based on identification in Pupil Progress Meetings, with 2 target groups: ● Lower attaining children with the inclusion of SEN, GRT and PP recipients. ● Children working just below the level of EXS for the end of key stage. Our intention was to identify and support those children who were just missing their potential based on targets.

		Reading Impact: Progression made against targets - no end of key stage data available yet.
	5x Year 4 8 hours of intervention **40 hours**	Children chosen based on identification in Pupil Progress Meetings, with 2 target groups: ● Lower attaining children with the inclusion of SEN, GRT and PP recipients. ● Children working just below the level of EXS for the end of key stage. Our intention was to identify and support those children who were just missing their potential based on targets. **Reading Impact:** Progression made against targets - no end of key stage data available yet.

In addition to paying existing members of staff to provide additional days of support, the School also employed a member of staff who was known to the school, and had training to provide school led tutoring, on a 0-hour contract to lead group work for the children identified above.

The groups consisted for the following children:

Maths - 3 groups of 6 children, where 12 children had been previously identified as being from a demographic vulnerable to not achieve their potential.

Writing - 3 groups of 6 children, where 9 children had been previously identified as being from a demographic vulnerable to not achieve their potential.

Reading - 3 groups of 6 children where 15 children had been previously identified as being from a demographic vulnerable to not achieve their potential.

Our grant has enabled us to use familiar staff to meet the diverse needs of our pupils. Clear communication between the appointed member of staff and our teachers and teaching assistants meant that approaches to tutoring were familiar and were best suited to our vulnerable pupils with different needs. By using our own staff, we have been able to:

● explicitly link tuition to classroom teaching and pupil's specific needs
● provide regular and sustained tutoring sessions as they are needed
● plan tutoring well and ensure that it is supported by teaching resources with clear objectives
● use well trained, and known, staff