

School-Led Tutoring Grant 2023/24

Total Spend:	£5,238 Where, 291 hours were spent overall, across 7 year groups. The DfE contribution covers 50% of the £18 hourly rate (£9.00) per pupil per hour, which equates to £2,619 (a short-fall of £3.38). The additional 50% of the hourly rate was £2,619 was the school's contribution.
DfE Contribution:	£2,615.62 - total allocation claimed and spent
School Contribution:	£2,622.38 - 50% payment and shortfall.

How the money was spent:

Intervention	Time	Impact
Catch-up interventions for Maths	6x Year 6 1.5 hours of intervention 6 weeks 54 hours	Children chosen based on identification in Pupil Progress Meetings, with 2 target groups: <ul style="list-style-type: none"> • 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 assessments immediately following intervention. Maths Impact: 3/6 (50%) achieved or exceeded their target in the statutory attainments tests.
	6x Year 5 1.5 hours of intervention 6 weeks 54 hours	Children chosen based on identification in Pupil Progress Meetings, with 2 target groups: <ul style="list-style-type: none"> • Lower attaining children with the inclusion of SEN 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 assessments immediately following intervention. Maths Impact: 4/6 (66.7%) achieved or exceeded their target in the statutory attainments tests.

	6x Year 4 1.5 hours of intervention 6 weeks 54 hours	Children chosen based on identification in Pupil Progress Meetings, with 2 target groups: <ul style="list-style-type: none"> • 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 assessments immediately following intervention. Maths Impact: 3/6 (50%) achieved or exceeded their target in the statutory attainments tests.
Catch-up interventions for English Reading	3x Year 4 1 hour 7 weeks 21 hours	Children chosen based on identification in Pupil Progress Meetings, with 2 target groups: <ul style="list-style-type: none"> • Lower attaining children with the inclusion of SEN, GRT and PP recipients. Our intention was to identify and support those children who are continuing to require access to the Better Reading Practice Scheme (a school-funded intervention, run by support staff 3x a week - also benefiting the identified children). Impact will be measured based on progress within the BRP scheme. Reading Impact: 3/3 (100%) as all children have moved sub-levels within the scheme.
Catch-up interventions for Writing	6x Year 6 1.5 hours of intervention 6 weeks 54 hours	Children chosen based on identification in Pupil Progress Meetings, with 2 target groups: <ul style="list-style-type: none"> • 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 teacher assessment against the KS2 outcomes - which as they are teacher assessed will be taken to moderation. Reading Impact: 4/6 (67%) achieved or exceeded their target in the statutory attainments tests.
	6x Year 5 1.5 hours of intervention	Children chosen based on identification in Pupil Progress Meetings, with 2 target groups: <ul style="list-style-type: none"> • 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

	6 weeks 54 hours	children who were just missing their potential based on targets. Impact has been measured using the baseline of KS1 teacher assessment against the KS2 outcomes - which as they are teacher assessed will be taken to moderation. Reading Impact: 4/6 (67%) achieved or exceeded their target in the statutory attainments tests.
--	--------------------------------	---

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 support 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.

The tutoring came to an end at Easter 2024, where one person's contract ended, and the other was moved to a different role.