



# Pupil School-Led Tutoring Action Plan 2022-2023

**Focus:** At Stanley Crook Primary School, we are committed to supporting the academic achievement for all pupils in a safe and happy learning environment.

**Outcome:** A small group approach for pupils to increase in confidence and implement knowledge gained to achieve outcomes in all areas of the curriculum and close gaps caused as a result of COVID-19 and lost learning.

Actions	Measures	Evaluation/Progress	Next steps																																								
<p>To promote a greater understanding of specific subject learning objectives, with a primary focus on reading, so that tuition positively impacts pupil outcomes.</p> <p>To provide intensive, targeted support to those identified with lower attainment outcomes, compared to estimates so that gaps in achievement closes against that of their peers.</p> <p>Improve pupil's confidence to achieve optimum academic achievement and close gaps.</p> <p>To recap previous learning objectives and evaluate areas of support so that</p>	<ul style="list-style-type: none"> <li>Understanding the learning gaps of the selected children and using that knowledge to select current curriculum content appropriately.</li> <li>Discussions through transition meetings to determine selected cohort and provide accurate and targeted plans of support through tuition.</li> <li>Deliver well planned feedback for the pupils.</li> <li>Discuss L.O with children to know expectations (Pupils have a clear understanding of progress tasks)</li> <li>Discuss in groups/small groups to gain a better understanding- relate to classroom content</li> <li>Increase pupil confidence within specific target area</li> <li>Use reasoning methods to promote more in depth understanding</li> <li>Cohort 1- (6 x Year 4 pupils) primarily <b>READING/HANDWRITING</b> focus.</li> <li>Cohort 2- (8 x Year 5 pupils) primarily <b>READING/ WRITING</b> focus</li> <li>Liaise with Mr C regarding a governor appointment for school led tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence provides reassurance on the impact of tuition in supporting improved academic outcomes for pupils in both cohorts (5/8 pupils in Cohort 2 made positive progress)</li> </ul> <table border="1"> <thead> <tr> <th colspan="4">School Led Tutoring Cohort 2 – Writing focus 2022 to 2023</th></tr> <tr> <th>Name of pupil</th><th>Baseline 2022</th><th>End of Year 2023</th><th>Progress SS (+/-)</th></tr> </thead> <tbody> <tr> <td>*&amp;</td><td>99</td><td>99</td><td>0</td></tr> <tr> <td>&amp;</td><td>97</td><td>97</td><td>0</td></tr> <tr> <td></td><td>99</td><td>103</td><td>+4</td></tr> <tr> <td>*</td><td>97</td><td>99</td><td>+2</td></tr> <tr> <td></td><td>97</td><td>99</td><td>+2</td></tr> <tr> <td></td><td>99</td><td>99</td><td>0</td></tr> <tr> <td>*</td><td>97</td><td>99</td><td>+2</td></tr> <tr> <td>*</td><td>99</td><td>103</td><td>+4</td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>Transition meetings continue to be valuable in supporting the</li> </ul>	School Led Tutoring Cohort 2 – Writing focus 2022 to 2023				Name of pupil	Baseline 2022	End of Year 2023	Progress SS (+/-)	*&	99	99	0	&	97	97	0		99	103	+4	*	97	99	+2		97	99	+2		99	99	0	*	97	99	+2	*	99	103	+4	<p>Continue to evaluate FFT and identify areas where extra support is required so that pupils are accurately identified to participate in tuition and that impact on progress can be maximised.</p> <p>Prepare case study to evidence and highlight best practice and impact on pupil outcomes.</p> <p>Pupil questionnaires- compare pre baseline and end point responses so that these can be used to inform future planning.</p>
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<p><b>understanding, knowledge and skills can be deepened so that this can be applied across curriculum areas in a more secure way.</b></p> <p><b>To appoint a link governor for tuition so that governors have a precise and deep understanding of the process and impact of school led tutoring, and can challenge leaders on this.</b></p>		<p>selection, planning and setting of targets for tuition groups.</p> <ul style="list-style-type: none"> <li>• Feedback to pupils worked well in ensuring that they were able to reflect on their progress and ongoing targets within tuition</li> <li>• Developed parent feedback opportunities which included the option for parents' free text responses on the impact of tuition.</li> <li>• Developed a strategy by which parents of children participating in tuition were provided with specific and direct information on objectives being covered within sessions</li> <li>• Small group approach working well – this increases the confidence of children to engage within tuition and raise their achievement and engagement when back in their whole class learning setting.</li> <li>• EEF: Small group tuition has an average impact of accelerating progress by up to 4 months</li> <li>• FFT assessment and tracking information is utilised effectively to measure progress against previous outcomes.</li> <li>• Tuition utilises this information to deliver (where appropriate) pre-learning, so that children have increased confidence within a particular objective, before it is delivered to the whole class.</li> <li>• Ongoing communication with class teacher after each session</li> </ul>	
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		<p>provided useful information on current pupil performance and this was used to adjust/ adapt teaching plans in tuition.</p> <ul style="list-style-type: none"> <li>• Homework tasks were used to check understanding through independent learning.</li> <li>• Attendance levels throughout the sessions were evaluated – however, these were consistently strong in both cohorts.</li> <li>• Reduction in ratio of pupils to staff compared to a normal class setting enables closer interaction.</li> <li>• Mrs Glasper appointed as link governor. Mrs Glasper completed two monitoring visits this year and reported her findings back to full governors.</li> <li>• Mrs Kyle presented to full governors on impact of tuition and plans for continued delivery of the programme.</li> </ul>	
<p><b>To provide a total of 15-hours tuition – per pupil – to support as a priority reading and writing skills, but to also address gaps in maths.</b></p>	<ul style="list-style-type: none"> <li>• Accurately identify those pupils working below ARE/ LPAG for inclusion within tuition.</li> <li>• Use a wide variety of teaching methods and resources to promote inclusion and a high level of engagement to achieve optimum achievement levels.</li> <li>• Ensure to employ a high level of pupil participation- group discussions- individual reasoning to promote a greater depth of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing communication with class teacher on progress/areas of concern- next steps provided opportunities to adapt/ adjust tuition plans to more accurately and effectively meet the needs of participating pupils.</li> <li>• Communication with parents to discuss progress supported home task and learning set for completion at home.</li> <li>• Pupil and parent feedback all positive.</li> </ul>	<p>Determine any extra support/intervention needed</p> <p>Evaluate teaching methods</p>

		<ul style="list-style-type: none"> <li>• FFT regularly updated so the outcomes can be assessed to measure progress and next steps/planning implementation</li> <li>• Each session includes a detailed lesson plan, highlighting the learning objectives for that session specific to the children selected and overall learning to close attainment gap.</li> </ul>	
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School Led Tutoring Cohort 1 Reading and Writing focus 2022/ 2023						
	Reading			Writing		
Name of pupil	Baseline 2022	End of Year 2023	Progress SS (+/-)	Baseline 2022	End of Year 2023	Progress SS (+/-)
[REDACTED] *&	96	101	+5	99	103	+4
[REDACTED] &	84	96	+12	85	97	+12
[REDACTED] %	96	101	+5	99	103	+4
[REDACTED] &	96	101	+5	97	103	+4
[REDACTED] &	84	84	0	85	85	0
[REDACTED] *	108	105	-3	107	107	0

- \* PPG
- & SEND
- % LPAG