

Oak Trees Covid-19 School Led Tutoring Grant: Poulton Lancelyn Primary School (2021/2022)

Rationale

The strategies applied are informed by the findings of the Education Endowment Fund (EEF) in their 'Teaching and Learning Toolkit'. The findings measure the impact of a number of interventions in terms of the number of additional months learning a pupil would gain on average, as well as taking into account the cost of the intervention.

To ensure maximum impact and best use of the Catch-up funding, the following interventions (*RWI Phonics, RWI Fresh Start, TT Rock Stars, Reciprocal Reading, RWI Comprehension, White Rose Maths, No Nonsense Number, Nessy Spelling*) have been implemented:

Intervention	Best practice	Impact (according to EEF research)
1:1 tuition	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks). Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Where tuition is delivered by volunteers or teaching assistants, training is key.	+5 additional months learning
Small group tuition	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	+4 additional months learning
Reading comprehension strategies	Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read such as: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies and monitoring their own comprehension and identifying difficulties themselves (metacognition). The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.	+6 additional months learning

Oral language interventions	<p>Targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension and the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult.</p>	+5 additional months learning
Phonics	<p>High quality implementation is essential to the effectiveness of phonics teaching. Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading. Effective phonics techniques should be embedded in a rich literacy environment for early readers.</p>	+4 additional months learning
Feedback	<p>To be most effective, feedback needs to be specific, accurate and clear, providing specific guidance on what the pupil needs to do to improve.</p> <p>It should be given sparingly, so that it is meaningful and should tell pupils what they need to do to improve.</p> <p>Feedback provided on complex or challenging tasks is likely to emphasise the importance of effort and perseverance; research suggests that this type of feedback is more valued by pupils.</p>	+8 additional months learning
Peer tutoring	<p>Learners work in pairs or small groups to provide each other with explicit teaching support, such as:</p> <ul style="list-style-type: none"> • cross-age tutoring, in which an older learner takes the tutoring role and is paired with a younger tutee or tutees; • peer assisted learning, which is a structured approach for mathematics and reading with sessions of 25 –35 minutes two or three times a week; • reciprocal peer tutoring, in which learners alternate between the role of tutor and tutee. <p>The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p>	+5 additional months learning
Metacognition and self regulation	<p>Pupils are given strategies for planning, monitoring and evaluating their learning to enable them to think about their own learning more explicitly. Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> • cognition - the mental process involved in knowing, understanding, and learning; • metacognition - often defined as 'learning to learn'; • motivation - willingness to engage in metacognitive and cognitive skills. 	+7 additional months learning

Identification of pupils

At the end of summer term, all pupils from years 1 to 6 were formally assessed using the NTS assessment tests in reading, maths and Grammar, Punctuation and Spelling. From this, detailed analyses were produced, providing teachers with a clear picture of each pupil's attainment in relation to the expected standard and, more importantly, the specific areas requiring additional support. In writing, each pupil was given an independent writing task, to which teachers applied the school's agreed writing criteria, making clear which areas of writing additional support is required.

Implementation of grant spend

Guidance, provided by the DfE, on how schools should plan, access and deliver School-Led Tutoring for academic year 2021/22 can be found [here](#).

Planned expenditure					
Academic year	2020/21	Total DfE budget	£2632	Date of strategy review	July 2022
Use the following headings to demonstrate how the school has used the catch-up funding to provide targeted intervention for its identified pupils and the impact of its actions.					
Targeted Support					
Desired outcome	Chosen intervention	Rationale	Staff lead	Cost	Budget cost
At least 90% of pupils in KS1 will reach the standard in the Phonic Screening test	Small group phonics tuition in Year 2	Use of high quality resources underpinning Quality First Teaching to Smaller teaching groups provides high levels of support to pupils. RWI resources incorporate reciprocal peer-peer tutoring leading to explicit teaching support.	L. How S.Haworth J. Long A.Dixon K.Edwards	Payment per teacher as agreed for OTMAT	£1000
At least 80% of pupils within the tuition group reach ARE in maths at Year 6 SATs	Small group mathematics tuition in Year 6	Small group tuition utilising individual pupil assessment information effectively targeting learning gaps specifically in numbers, operational understanding and fractions.	F.Farlam P.Smith J.Clifford	Payment per teacher as agreed for OTMAT	£1200
At least 90% of pupils in KS1 will reach the standard in the Phonic Screening test	Small group phonics tuition in Year 1. To be implemented from Spring 2.	Use of high quality resources underpinning Quality First Teaching to Smaller teaching groups provides high levels of support to pupils. RWI resources incorporate reciprocal peer-peer tutoring leading to explicit teaching support.	S.Haworth K.Edwards L.Reese	Payment per teacher as agreed for OTMAT	£450
Total budgeted cost					£2650