

The Oaktree School

National Tutoring Funding Impact Report

Term: Spring 2022		Year Group: Year 2				
<i>How many children received National Tutoring Support?</i>	<i>How many hours were allocated?</i>	<i>What impact did the National Tutoring have/what difference did it make?</i>				
6	54 X 6 = 324	Reading Attainment End of Spring Term 2022				
<i>What was the focus of the National Tutoring?</i>		Below (Step 17 or less) (4) 67%	Working Towards (Step 18) (2) 33%	On Track (Step 19) (0) 0%	Exceeding (Step 20) (0) 0%	Beyond (Step 21 or more) (0) 0%
Reading The pupil can: <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes • read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs)* • read many common exception words. • In a book closely matched to the GPCs as above, the pupil can: <ul style="list-style-type: none"> ○ read aloud many words quickly and accurately without overt sounding and blending ○ sound out many unfamiliar words accurately. • In a familiar book that is read to them, the pupil can: <ul style="list-style-type: none"> ○ answer questions in discussion with the teacher and make simple inferences. 		Child A (SEN/FSM/EAL) Child B (SEN) Child C (SEN/FSM) Child D (SEN/FSM)	Child E (SEN/FSM) Child F			
		Reading Progress January 2022 – March 2022				
		-1 steps or less (0) 0%	0 steps (2) 33%	1 step (2) 33%	2 steps (2) 33%	3 steps or more (0) 0%
			Child A (SEN/FSM/EAL) Child B (SEN)	Child C (SEN/FSM) Child D (SEN/FSM)	Child E (SEN/FSM) Child F	
		<p>The tables above reflect the impact on Reading of the NTP for the Spring Term within the data. The attainment still shows that the children are working towards or working at, however the progress for two children particularly is evident as they made two steps progress instead of the one step expected per term. This data does not show the impact that the NTP has on the children’s reading within the class as teachers have anecdotally commented that the children grew in confidence and fluency with their reading and reading of HFW has increased significantly. All children have moved up one book band, except child B.</p> <p>The data below also shows the impact on children recognising and reading HFW. For many a significant impact was made on this objective.</p>				

HFW reading scores

Child	17/01/22 Score	07/03/22 Score	Difference
D	47/95	95/95	+ 48
B	32/95	85/95	+ 53
E	34/95	69/95	+ 35
F	29/95	31/95	+ 3
A	87/95	95/95	+ 8
F	23/95	74/94	+ 51

Writing

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Writing Attainment End of Spring Term 2022

Below (Step 17 or less) (5) 83%	Working Towards (Step 18) (1) 17%	On Track (Step 19) (0) 0%	Exceeding (Step 20) (0) 0%	Beyond (Step 21 or more) (0) 0%
Child A (SEN/FSM/EAL) Child B (SEN) Child E (SEN/FSM) Child C (SEN/FSM) Child D (SEN/FSM)	Child F			

Writing Progress January 2022 – March 2022

-1 steps or less (0) 0%	0 steps (4) 67%	1 step (1) 17%	2 steps (1) 17%	3 steps or more (0) 0%
	Child A (SEN/FSM/EAL) Child B (SEN) Child E (SEN/FSM) Child C (SEN/FSM)	Child F	Child D (SEN/FSM)	

Personalised Spelling Practise (Red Words)

Child	09/02 Score	End of Term Score	Difference	Notes
D	12/27	25/27	+ 13	Lots of absences
B	12/33	31/33	+ 19	Huge improvement in independence and confidence
E	18/39	28/39	+ 10	Increase in confidence
C	6/38	29/38	+ 23	Almost matches her reading score of the same words- learnt them simultaneously
A	8/33	17/33	+ 9	Much lower than his reading score
F	13/35	32/35	+ 19	Huge improvement – noticed in classroom reading, spelling and independent writing

<i>What funding allocation was provided for The National Tutoring Programme</i>	<i>Income</i>	<i>Expenditure</i>
	<i>£2228 NTP £743 school funds Total £2971</i>	<i>£2916</i>