

The Oaktree School

National Tutoring Funding Impact Report

Term: Summer 2022		Year Group: Year 1 and 2				
How many children received National Tutoring Support?	How many hours were allocated?	What impact did the National Tutoring have/what difference did it make?				
Year 2 – 3 children Year 1 – 6 children	54 X 9 = 486	Year 1 Reading				
What was the focus of the National Tutoring?		Attainment				
Year 1 Reading <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading 		Below (Step 15 or less) (2) 33%	Working Towards (Step 16) (2) 33%	On Track (Step 17) (2) 33%	Exceeding (Step 18) (0) 0%	Beyond (Step 19 or more) (0) 0%
		Child G (PP/FSM) Child H	Child I Child K (FSM)	Child J (FSM) Child L (FSM)		
		Progress				
		- 1 steps or less (0) 0%	0 steps (2) 33%	1 steps (4) 67%	2 steps (0) 0%	3 steps or more (0) 0%
			Child K (FSM) Child H	Child J (FSM) Child G (PP/FSM) Child I Child L (FSM)		
		Year 1 - Red Words Reading (out of 95)				
Writing Write sentences by: <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it 		Child	Attendance	April	July	Difference (+)
		G	29%	2	4	2
		I	67%	4	29	18
		K	86%	2	88	68
		L	96%	90	95	5
		J	100%	33	83	55
H	96%	8	21	13		

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- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 2
Reading

The pupil can:

- 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:
 - 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:
 - answer questions in discussion with the teacher and make simple inferences.

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*

Year 1 – Common Exception Words (out of 45)

Child	Attendance	April	July	Difference (+)
G	29%	-	-	-
I	67%	15	25	10
K	86%	38	43	5
L	96%	-	43	-
J	100%	42	45	3
H	96%	11	26	15

Year 1 Writing

Attainment

Below (Step 15 or less) (2) 33%	Working Towards (Step 16) (3) 50%	On Track (Step 17) (1) 17%	Exceeding (Step 18) (0) 0%	Beyond (Step 19 or more) (0) 0%
Child G (PP/FSM) Child I	Child K (FSM) Child H Child L (FSM)	Child J (FSM)		

Progress

-1 steps or less (0) 0%	0 steps (2) 33%	1 steps (2) 33%	2 steps (2) 33%	3 steps or more (0) 0%
	Child G (PP/FSM) Child I	Child K (FSM) Child L (FSM)	Child J (FSM) Child H	

Year 1 - Red Words Spelling (out of 95)

Child	Attendance	April	July	Difference (+)
G	29%	1	2	1
I	67%	7	12	5
K	86%	15	21	6
L	96%	10	71	61
J	100%	27	66	39
H	96%	4	7	3

- 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.

What funding allocation was provided for The National Tutoring Programme

Income	Expenditure
£2228 NTP £743 school funds Total £2971	£2916

Year 2 Reading

Attainment

Below (Step 18 or less) (0) 0%	Working Towards (Step 19) (2) 67%	On Track (Step 20) (1) 33%	Exceeding (Step 21) (0) 0%	Beyond (Step 22 or more) (0) 0%
	Child O Child N	Child M (EAL)		

Progress

-1 steps or less (0) 0%	0 steps (0) 0%	1 steps (1) 33%	2 steps (2) 67%	3 steps or more (0) 0%
		Child N	Child M (EAL) Child O	

Year 2 - Red Words Reading (out of 95)

Child	Attendance	April	July	Difference (+)
M	90%	86	95	9
O	100%	25	90	6
N	95%	46	95	49

Year 2 – Common Exception Words Reading

Child	Attendance	April	July	Difference (+)
M	90%	60	64	4
O	100%	21	57	36
N	95%	49	64	15

Year 2 Writing

Attainment

Below (Step 18 or less) (2) 67%	Working Towards (Step 19) (1) 33%	On Track (Step 20) (0) 0%	Exceeding (Step 21) (0) 0%	Beyond (Step 22 or more) (0) 0%

Child O Child N	Child M (EAL)			
Progress				
-1 steps or less (0) 0%	0 steps (2) 67%	1 steps (1) 33%	2 steps (0) 0%	3 steps or more (0) 0%
	Child O Child N	Child M (EAL)		

Year 2 - Red Words Spelling (out of 95)				
Child	Attendance	April	July	Difference (+)
M	90%	37	84	47
O	100%	18	26	8
N	95%	15	19	4