



# The Oaktree School

## National Tutoring Funding Impact Report

Term: Autumn 2022		Year Group: 6 x Y2																						
How many children received National Tutoring Support?	How many hours were allocated?	What impact did the National Tutoring have/what difference did it make?																						
6	55	<p><u>Introduction:</u> Six children took part in small group activities from September to December 2022. The activities focused on fine motor skills (cutting, sticking and finger strengthening activities using play dough), handwriting, reading and comprehension (both verbally and written). Four of the children in the group were unable to hold or use scissor correctly. Three of the children regularly used rotated or reversed letters in the independent writing and often their written work was illegible in isolation.</p> <p>The children were grouped: (A, C and F) and (B, D and E).</p> <p>From the outset, we focused on fine motor skills with a variety of activities and aimed to strengthen finger muscles and muscle memory with handwriting and spelling practice combined. By the end of the term, all of the children were able to hold scissors correctly and complete a short cutting out task with good or better accuracy. There was also an improvement in letter formation and pride in their handwriting. Two (SEN) children still occasionally reversed rotated letters but could often correct them when pointed out.</p> <p><b>Reading Red Words – out of 95</b></p> <table border="1"> <thead> <tr> <th></th> <th>Attendance (%)</th> <th>New words learnt</th> <th>Total words known at the end of term (out of 95)</th> <th>Notes about the children and additional observations</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>91%</td> <td>+7</td> <td>17</td> <td>Child A was able to complete written comprehension tasks independently by the end of the term.</td> </tr> <tr> <td>Child B</td> <td>86%</td> <td>+4</td> <td>95</td> <td>Focused on spelling red words (see spelling score). Could complete written comprehensions with accuracy using the text by the end of the term</td> </tr> <tr> <td>Child C</td> <td>95%</td> <td>+16</td> <td>27</td> <td>Most improved score for his group.</td> </tr> </tbody> </table>				Attendance (%)	New words learnt	Total words known at the end of term (out of 95)	Notes about the children and additional observations	Child A	91%	+7	17	Child A was able to complete written comprehension tasks independently by the end of the term.	Child B	86%	+4	95	Focused on spelling red words (see spelling score). Could complete written comprehensions with accuracy using the text by the end of the term	Child C	95%	+16	27	Most improved score for his group.
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What was the focus of the National Tutoring?																								
<p><b>Reading</b> The pupil can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes</li> <li><input type="checkbox"/> read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs)*</li> <li><input type="checkbox"/> read many common exception words.</li> <li><input type="checkbox"/> In a book closely matched to the GPCs as above, the pupil can:               <ul style="list-style-type: none"> <li>o read aloud many words quickly and accurately without overt sounding and blending</li> <li>o sound out many unfamiliar words accurately.</li> </ul> </li> <li><input type="checkbox"/> In a familiar book that is read to them, the pupil can:               <ul style="list-style-type: none"> <li>o answer questions in discussion with the teacher and make simple inferences.</li> </ul> </li> </ul>																								
<p><b>Writing</b> The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> write sentences that are sequenced to form a short narrative (real or fictional)</li> <li><input type="checkbox"/> demarcate some sentences with capital letters and full stops</li> <li><input type="checkbox"/> segment spoken words into phonemes and represent these by graphemes, spelling some</li> </ul>																								

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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.

Child D	55%	+4	95	Joined late this term – 2 <sup>nd</sup> time on the programme and had retained all of the red words taught in the first round. Focused on spelling red words (see spelling score). Could complete written comprehensions with accuracy using the text by the end of the term
Child E	95%	+61	95	Most significant improvement overall Could complete written comprehensions with accuracy using the text by the end of the term
Child F	95%	+12	15	Continued direction and support was needed to maintain focus and complete tasks, however there had been some improvement over time.

**Spelling Red Words – out of 95**

What funding allocation was provided for The National Tutoring Programme	Income	Expenditure
	£2970 Funds Total £2970	£2970

	Attendance (%)	New words learnt	Total words known at the end of term	Notes (Most improved)
Child A	91%	+12	15	Used newly learnt spellings in independent writing.
Child B	86%	+19	33	Used newly learnt spellings in independent writing and tried to support others if they were stuck on a spelling.
Child C	95%	+9	10	Letter formation, memory and recall made spelling challenging but Child C persevered and improved to the best of his ability.
Child D	55%	+25	40	Most improved spelling score. Can sight read all 95 red words
Child E	95%	+15	28	Determined to read all of the red words and tried so hard to learn the spellings too. Great progress overall.
Child F	95%	+3	3	Attention and memory made learning and retaining spelling tricky, also had a low reading score.

Observations from written work, reading in group and class and in-group assessment:

- Children A, C and F moved up one reading band and Children B, D and E moved up 2 reading levels
- Improved spelling of red words in independent writing
- Improved formation of letters and joined handwriting and pride in their handwriting
- Mnemonics enabled greater recall and spelling accuracy of red words in independent writing tasks: does, because, caught.

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- Increased independence in forming sentences to answer comprehension questions
- Increased independence when using word banks or word cards to form sentences

*Feedback from the children:*

*Using a child-friendly questionnaire, the answered the following questions:*

*What have you been learning with Miss H?*

- Handwriting and reading (Child A)
- Reading, handwriting, comprehension and spellings (Child B)
- Reding and writing (Child C)
- Letters and handwriting (Child D)
- Handwriting (Child E)
- Handwriting and reading (Child F)

*Have you enjoyed your learning? Tell me why.*

- Yes, because it is super fun. (Child A)
- Yes, I love everything (Child B)
- Yes, because I love it. (Child C)
- Yes, because we do fun stuff and we do learning. (Child D)
- Yes, it's fun. (Child E)
- I like fun. (Child F)

*What have you got better at? How do you know?*

- I am better in my writing and spelling. (Child A)
- I have been getting better at handwriting. (Child B)
- I can read better. I like reading. (Child C)
- I know all the red words. Every time I see my writing it gets better and better. (Child D)
- Remembering stuff. I learnt red words. (Child E – all 95 of them!)
- Spelling and handwriting (Child F)