

The Oaktree School



National Tutoring Funding Impact Report

Term: Spring 2023		Year Group: 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?
6	52 hours	<p>Introduction: Six children took part in small group activities twice a week, throughout the spring term. Two children (B & F) joined late as two other children moved schools. As a result, they received 11 sessions and still made good progress in several areas.</p> <p>The term, we focused on writing (especially transcription for Group 2), reading and comprehension, handwriting, spelling and improving confidence. A multisensory spelling approach was used to encourage the children to read words, make them (using magnetic letters/ threading letter beads) and then write them (as part of a Look, Cover, Write, Check exercise or using rainbow writing). They also practised the spellings as part of their handwriting practice.</p> <p>The second group of children were good readers from the start but struggled to get their ideas down on paper. Children C, D and F could read all 95 red words from their first assessment, so they focused on spelling and writing.</p> <p>Group 1 (girls) Child A Child B Child C</p> <p>Group 2 (boys) Child D Child E Child F</p> <p>Outcomes of the sessions:</p> <ul style="list-style-type: none"> Both groups moved up a reading level. Improved confidence noted by class teacher, parents and other members of staff working directly with the children. Teachers commented on a child showing the potential to now meet end of year expectations. Significant improvement in handwriting for some children (see images below)
What was the focus of the National Tutoring?		
<p>Reading The pupil can:</p> <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, <p>the pupil can:</p> <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: answer questions in discussion with the teacher and make simple inferences. <p>Writing The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> 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 		

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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.

Build confidence in writing (boys focus group)

- The boys were able to write independently, using their own ideas and structure their sentences appropriately.
- All children could complete comprehension tasks pitched at their phonic reading book level independently.
- Child D and E – were both printing their letters and their written work was often difficult to read and without finger spaces between words. By the end of the programme, they were both writing with joined cursive handwriting with spacing (see below).
- Mnemonics enabled greater recall and spelling accuracy of red words in independent writing tasks – does and because.

Data

Most significant improvements are highlighted in green.

	Attendance		Reading Red Words			Spelling Red Words		
	No. of sessions	%	Start	End	New words learnt	Start	End	New words learnt
Child A	19/20	95%	32	84	+52	26	42	+16
Child B	10/11	91%	95	95	-	20	36	+16
Child C	18/20	90%	28	68	+40	7	20	+13
Child D	17/20	85%	95	95	-	38	67	+29
Child E	18/20	90%	88	95	+7	18	45	+27
Child F	11/11	100%	95	95	-	21	60	+39

What funding allocation was provided for The National Tutoring Programme

Income	Expenditure
£*** NTP	£3286
£*** school funds	
Total £	

Confidence & Independence

The boys were noticeably more confident at writing independently than at the start of the spring term. This was evident in the independent writing in class and in the group sessions (see story books). They were also more confident at spelling high frequency words and common exception words and applying these in their independent writing.

Two girls focused on learning to read new red words and all were learning to spell them. Child A learnt more than half of the red words during our sessions together.

Parent comment (Child E)

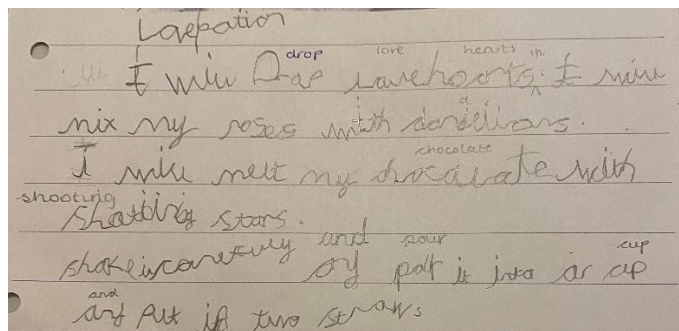
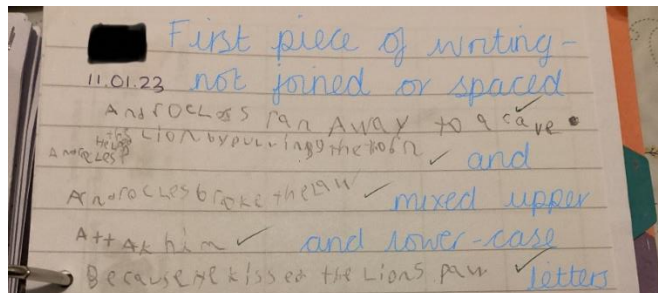
“Child E is coming on leaps and bounds and I am sure it is because of your group. He loves coming and he is so much more confident now. He loves doing the games and activities you do so we have been doing them at home too. Thank you!”

Observation from our session (01.03.23)

After creating a story book, Child E corrected some of his spelling mistakes. He corrected once, lived, little and suddenly. We played a couple of spelling practice games and he was able to recognise and spell all four words by the end of the session. Great progress. :)

Examples of children's progress:

Child D found handwriting frustrating and challenging initially, however by the end of the term he wrote some beautiful pieces of work in his 'best joined up handwriting.' He was immensely proud of his work and was happy for everyone to admire the transformation.



29.03.23 Child D's last piece of written work

Child A 9/10
 I to Whiss and bus
 from tree to tree.
 IA Whiss bus zing
 humming bell.
 then drop asleep
 cats catch each.
 a rat and a mouse.
 * large handwriting

29.03.23.
 To the Three Bears
 * I am ~~so~~ sorry for eating
 your porridge and I am sorry
 for breaking your chair.
 I am sorry for sleeping in your
 bed. I will ~~at~~ never come to people
 house without asking for
 permission. Love from
 Goldilocks. If you let me
 * in your house I will get some
 food.
 * A thoughtful letter

Above: Child A's handwriting from start to finish.

Below: Child E's handwriting and independent writing

Child E (Printed handwriting)
 11.01.23. And the stone rolled away
 and the stone rolled the stone
 out of the stone power
 He broke the law

more potion
 I will not
 hearts in drink
 stars and drop
 roses in
 mix strawberries
 in the pot
 pour it in
 grassie.
 Child E
 joined cursive
 handwriting.

Feedback from the children:

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

What have you been learning with Miss H?

- Reading, spelling and handwriting (Child A, B, C)
- Writing and Spelling (Child D and E)
- Spelling, reading and answering (comprehension) questions (Child F)

Have you enjoyed your learning? Tell me why.

- Yes, because I love Miss H, reading lots of red words and spelling them. (Child A)
- Yes, because it is fun learning. (Child B and C)
- Yes, because I got Star of the Week and a lot of people like my writing. (Child D)



		<ul style="list-style-type: none">• Yes, a bit because it was hard. Writing was hard and it was fun when we played the fishing game. (Child E)• Yes, because it is fun learning and doing the scavenger hunt. (Child F) <p>What have you got better at? How do you know?</p> <ul style="list-style-type: none">• I can read and spell lots of new words. (Child A)• Spelling and my teacher told me. (Child B)• Writing because it got smaller than my normal writing. (Child C)• Handwriting – see comment above. (Child D)• Spelling because I can spell more new words. (Child E)• Spelling ‘they’ and 39 other new spellings! (Child F) <p>Summary: All children made progress in their ability to spell red words in their independent writing. Half of the cohort improved their handwriting and presentation skills and all children moved up a reading level. From feedback, all children have noticeably increased in confidence in their classroom and their ability to complete written work more independently.</p>
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