

The Oaktree School



National Tutoring Funding Impact Report

| Term: Summer 2023 | | Year Group: 1 |
|--|--------------------------------|---|
| 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 | 48 hours | <p>Introduction:</p> <p>Six children took part in small group activities twice a week, throughout the summer term. All the children started in April and continued until July. Overall, their attendance was good, and the children took part in English and/or maths sessions. Throughout the term, all 6 children focused on reading and comprehension, handwriting, spelling and improving independence and confidence. There was a smaller sub-group of 3, who covered place value and number, addition and subtraction. Again, this was to increase attainment and confidence within the classroom.</p> <p>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>In the maths sessions, the children used concrete resources such as counting cubes, Numicon and Base Ten to scaffold their learning. As their understanding progressed, they used pictorial representations to help them count and solve simple addition and subtraction problems. Finally, abstract representations were used to present written numbers or calculations.</p> <p>English focus groups:</p> <p>Group 1 – More able</p> <p>Child A Child B</p> <p>Group 2</p> <p>Child C Child D Child E Child F</p> |
| <p><i>What was the focus of the National Tutoring?</i></p> <p>Reading</p> <p>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, 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. <p>Writing</p> <p>The pupil can:</p> <p>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 words correctly and making phonically plausible attempts at others | | |

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- 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.

Maths:

The pupil can:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- given a number, identify 1 more and 1 less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words

Addition and Subtraction:

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including 0
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

| What funding allocation was provided for The National | Income | Expenditure |
|---|-------------------|-------------|
| | £*** NTP | £3483 |
| | £*** school funds | |
| | Total £ | |

Maths focus group:

Child B
Child E
Child F

Outcomes of the sessions:

- All children moved up at least one reading level. Child D moved up 2 levels.
- Significant improvement in handwriting for 5 children
- Five children could complete comprehension tasks pitched at their phonic reading book level independently. Child F still needed support to complete comprehension tasks.
- By the end of the programme, 5 children were writing with joined cursive handwriting and all children were using appropriate spacing between words.
- 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 Year 1 Common Exception Words (CEW) | | | Spelling Year 1 Common Exception Words (CEW) | | |
|---------|------------------------|----------|---|------------|------------------------|---|------------|---------------------|
| | No. of sessi ons | % | Start /45 | End /45 | New words learnt | Start | End /45 | New words learnt |
| Child A | 24/26 | 92% | 40 | 45 | +5 | 27 | 45 | +18 |
| Child B | 24/26 | 92% | 45 | 45 | 0 | 25 | 45 | +20 |
| Child C | 24/26 | 92% | 19 | 43 | +24 | 20 | 35 | +15 |
| Child D | 25/26 | 96% | 23 | 42 | +19 | 5 | 35 | +30 |
| Child E | 26/26 | 100 % | 17 | 45 | +28 | 17 | 39 | +22 |
| Child F | 26/26 | 100 % | 38 | 45 | +7 | 28 | 36 | +8 |

Child A and Child B were able to read the Year 1 CEW quite quickly and made good progress with learning to spell them too, as a result I started them on the Year 2 CEW. Their results are detailed below:

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Tutoring Programme

| | Reading Year 2 Common Exception Words (CEW) | | | Spelling Year 2 Common Exception Words (CEW) | | |
|---------|---|------------|------------------|--|------------|------------------|
| | Start /64 | End /64 | New words learnt | Start /64 | End /64 | New words learnt |
| Child A | 32 | 60 | +28 | 0 | 21 | +21 |
| Child B | 59 | 64 | +5 | 26 | 42 | +16 |

Finally, the children learnt tricky Red Words, and this was recorded out of 95. Child A and Child B learnt to spell these words as well. The results are detailed below:

| | Reading Red Words | | | Spelling Red Words | | |
|---------|-------------------|------------|------------------|--------------------|------------|------------------|
| | Start /95 | End /95 | New words learnt | Start /95 | End /95 | New words learnt |
| Child A | 64 | 89 | +25 | 23 | 45 | +22 |
| Child B | 93 | 95 | +2 | 56 | 85 | +29 |
| Child C | 13 | 32 | +19 | - | - | - |
| Child D | 45 | 69 | +24 | - | - | - |
| Child E | 29 | 50 | +21 | - | - | - |
| Child F | 40 | 68 | +28 | - | - | - |

In the maths focus group, the children (B, E and F) were taken from both groups. This made it slightly challenging for the reading sessions as it meant a very able child (A) was then in a group of two of the less confident boys. During the maths sessions, we focused on place value and number, developing accurate counting of objects, as well as understanding the value of maths resources or visual representations. Most of the activities were practical and therefore I cannot provide visual evidence for their learning.

Overall, Child B and E gained confidence in all the objectives for maths and were able to use resources reliably to support this. We also practised number bonds to 10 and 20. One of my findings for Child E was that she struggled to understand questions when they were written using mathematical terminology. When this barrier was overcome, she was much more able to complete mathematical problems independently and with speed! The girls also learnt to count in twos and in their last activity, Child E counted to 60 in 2s! Child F made some progress but her recall and application skills were less

developed than the other girls within the group. This forms part of the SEN concerns raised with the class teacher.

Feedback from the children:

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

What have you been learning with Miss H?

- Child A – reading words and spelling them, reading stories, and writing sentences. I've been trying very hard.
- Child B – maths, spellings, reading and handwriting.
- Child C – reading, writing, spelling words and handwriting.
- Child D – sounds, reading, learning to spell and handwriting.
- Child E – reading, spelling and maths.
- Child F - maths, spelling and handwriting.

Have you enjoyed your learning? Tell me why.

- Child A – Yes, because I have been trying really hard and now, I can read and write more words.
- Child B – Yes because I can write more (independently) on my own.
- Child C – Yes because I like coming out with Miss Healey and I like doing my handwriting.
- Child D – Yes because I learn new things and I play games.
- Child E – Yes because we play games, and I am getting better at my writing and maths.
- Child F – Yes because it is fun, and we do learning.

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

Child A – Writing because I have been practising.

Child B – When it's a higher number, I get to add them and find what they equal.

Child C – In my classroom, my writing has got better because my handwriting in my new book looks better, and I can see it.

Child D – Reading because I am on a higher book band (moved up 2 levels) and I am better at my letters (spelling and handwriting).

Child E – Adding in maths and counting in twos because I have been learning them with Miss Healey.

| | | | |
|--|--|--|---|
| | | | <p>Child F – Counting and writing words.</p> <p>Teachers' Observations: Teacher of Child A and Child D: Child A:</p> <ul style="list-style-type: none"> • Meeting in Reading and Writing, whereas she wasn't before the sessions. • Working independently in class and completing work to a good standard. • Applying her knowledge of spellings independently. <p>Child D:</p> <ul style="list-style-type: none"> • Is now secure in his reading and wasn't before. • Has now passed his phonics screening (with class interventions too). • Is applying his spellings independently in class and with some gentle prompting from an adult to stay on task, can write comprehensive sentence using neat, joined handwriting. <p>Teacher of Child B and Child F: Child B:</p> <ul style="list-style-type: none"> • Has made huge progress in reading. • Is now writing independently in class, producing neat, joined handwriting with comprehensive sentences. She is 'always producing quality work now.' • She has also improved in the spelling quizzes too. <p>Child F:</p> <ul style="list-style-type: none"> • Neater handwriting with consistent finger spacing between words. • Still struggles to recall sounds, letter formations (left-handed) and ideas for writing. • Still struggles to count accurately or work independently in maths – as observed in these sessions too. • Teacher and parent are progressing down a referral and SEN path. <p>Teacher of Child C and Child E: Child C:</p> <ul style="list-style-type: none"> • Much more independent in his learning and writing. |
|--|--|--|---|

| | | | |
|--|--|--|--|
| | | | <ul style="list-style-type: none"> • His writing is now easy to read, it's neat and easier to understand. • He's proud of his learning. • Always tries so hard in class, yet he still muddles the formation of letters, has difficulty processing and following instructions and has difficulty recalling letter sounds. Concerns about Dyslexia – also noticed in our group sessions. <p>Child E:</p> <ul style="list-style-type: none"> • Increased confidence in the classroom. • Loves coming to the sessions. • Uses the spellings she has learnt in our sessions but still relies on limited phonic sounds when spelling unknown words (Eg. Will always use 'igh' instead of 'ie', 'y', etc). • Still finds maths tricky – In our sessions, I noticed she has difficulty reading and understanding the questions. When they are read out for her, she is much more able to complete the mathematical problem. <p>Summary: Overall, the children's good attendance, positive learning attitudes and determination to do well, enabled them all to make good progress in their learning outcomes. All of the children are now demonstrating increased confidence and independence in their learning within the classroom, and many are now meeting the end of term expectations for reading, writing and/or maths. Where children have not made the expected progress (Child F), the class teacher has been made aware and further action will take place, in preparation for Year 2.</p> |
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