



Summary Impact Report

Focus: National tutor program

Date: July 2022

Context:

- Post Covid, schools have received additional funding through the national tutoring program this has given schools additional support to close gaps that were opened during Covid due to the disruption in students' learning. We used the funding in three specific ways;
 - **Phonics intervention for year 7 & 8 students:** We recognize that due to disruption to learning, a number of our students simply did not finish primary school. In turn, many of our students did not reach age related expectations on entry. Students assessed using NGRT testing for reading age vs. actual age. Those well below qualified for intervention specifically focused on reading needs. Coombeshead appointed a specialist primary tutor to work with students on a 1:3 ratio for a 15 week blocks to close gaps rapidly (see measurable impact below).
 - **Math intervention:** Focus on all year groups. Assessments in lessons identified specific gaps in students learning. Extraction targeted during core PE lessons and tutor time for targeted students to close specific areas of need. Some math extraction in place for small group work targeting small groups on a 1:3 Ratio. This was targeted at years 7-11. Dual work from appointed Maths intervention teacher (qualified / former Head of Maths) and qualified specialist HLTA.
 - **Specific focus on year 11 students closing gaps rapidly:** A bespoke after school 'nightclub' was set up for students with two tutors appointed. One to specialize in science and one to specialize in English and math. A total of 26 students were invited with a focus on students that were in receipt of pupil premium. Tutors are both qualified teachers.
 - **Other tutors were appointed for students that were in alternative provision:** Targeted students who had long gaps in their education or for students with high anxiety that were unable to return to school post covid. These sessions took place in the home setting or at alternative provision.

Description	Value
Internal Maths Tutoring	9,800
Riviera	6,305
Other Tutors	8,959
Internal Phonics Tutoring	5,762
	30,825

Key Performance Indicator – Data Summary/Impact:

- **Phonics:** 91% of students showed improvement in their reading. Students on average made 20 months improvement in their reading age in a 15-week block.
- **Math's intervention:** This closed gaps in focus areas demonstrated on internal assessments. 13 specific students targeted for math's in year 11. 8 out of 13 showed above expected progress. 4 expected progress and 1 below expected
- **Afterschool:** 19 year 11 students took part in 288 sessions for nightclub. Showing qualitative improvement in confidence in subject areas.
- **Specific tutoring:** Where tutors were used to impact school refusers, anxiety or alternative provision 2/3 achieved a 'pass' in their core subjects.

Findings from self-evaluation / Quality Assurance:

- Phonics intervention was well thought through and appropriate member of staff in place with correct skill set. Very strong impact during the first phase of intervention. Second phase had lower success. Especially when extraction from subjects such as core PE
- Math's intervention well targeted and made impact. Lessons are to a strong standard that students enjoy. 1:3 ratio works very well for these students.

- Tutoring for alternative provision and school refusal is less impactful; reliance on students turning up for online provision.

Impact of leadership to address issues / planned improvements:

- Continue with phonics work. New cohort launched for sep 2022 focusing on year 8 students with low reading scores. Focus on attendance in early sessions and communication with home. Students taken out of lessons on a rotation basis.
- Deepen work with Year 7 on phonics to develop reading accuracy and fluency in order to impact in later years. Widen and deepen level of intervention through trained Phonics team in school and updated resources from Read, Write, Ink.
- Math's extraction strategy to focus on students and parents with full 'buy-in'. Meetings to explain impact going forward.
- Nightclub tutoring to continue- launch date Jan 2023

Next steps for further improvement:

- Ensure clarity between literacy strategy and phonics intervention
- Greater celebration of success of students in each program.