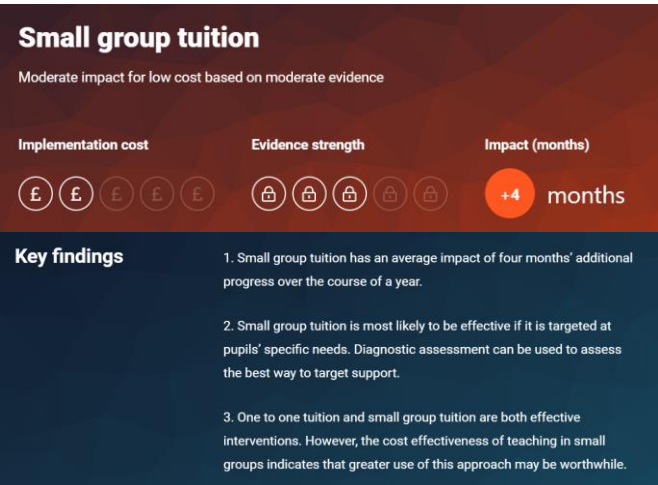


Parkwood Primary School: Catch Up Funding

The National Tutoring Programme (NTP) has been set up by the Government in response to the COVID 19 pandemic to close the gaps in learning as a result of school closures. The funds can be used at the school's discretion to target academic support. 60% of the cost of this support is paid by the NTP. Pupil premium children should be prioritised as the school are funded based on the number of pupil premium children. However, the school can also spend the funds on other vulnerable groups of children.

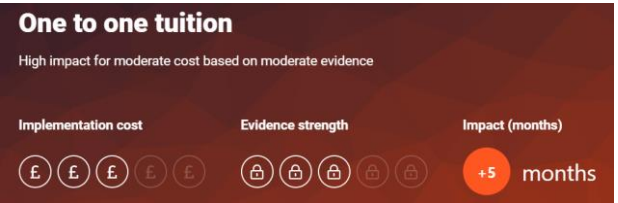
The NTP recommended that children should be tutored in small groups or on a 1:1 basis and that each child involved should receive a package of 15 hours of tuition.

	Tutoring Provided	Children	Impact
2021-2022	School led tutoring (returning teacher) Group 1:3 6 children 24 ½ hour sessions delivered over two terms 12 sessions on writing 12 sessions on maths 	All assessed at WTS on entry into the programme. 5 pupil premium children 1 child from another vulnerable group *2 children continued support for a further block in the same year	C1: Maintained C2: Accelerated progress in both C3: Accelerated progress in both C4: Accelerated progress in Maths/EXS in writing C5: Accelerated progress in both C6: Accelerated progress in writing/maintained in Maths
	School led tutoring (retired teacher) Group: 1:2 6 children 24 ½ hour sessions delivered over a 12-week block Maths only	All assessed at WTS on entry and showing they were unlikely to make the progress expected from KS1 to KS2 1 pupil premium child 5 children with below 90% attendance	C1: Accelerated progress C2: Accelerated progress C3: Accelerated progress C4: Accelerated progress C5: Maintained C6: Accelerated progress

<p>School led tutoring (retired teacher) Group 1:3 3 children 12 ½ hour sessions Maths only</p>	<p>All assessed at WTS on entry and showing they were unlikely to make the progress expected from KS1 to KS2 3 pupil premium children</p>	<p>C1: Maintained C2: Accelerated progress C3: Accelerated progress</p>
<p>Tuition Partner (Connexus) Groups: 1:3 or 1:2 5 children 15 hours delivered in two ½ hour sessions a week Writing and maths</p>	<p>All assessed at WTS on entry All 5 children were pupil premium</p>	<p>C1: Maintained (absence) C2: Accelerated impact in writing C3: Progress maintained C4: Progress in writing C5: Progress in writing</p>
<p>Tuition Partner 1:1 online tuition 10 children</p>	<p>All assessed as WTS on entry and showing they were unlikely to make the progress expected from KS1 to KS2 6 pupil premium children</p>	<p>C1: Maintained C2: Maintained C3: Maintained C4: Accelerated progress C5: Accelerated progress C6: Accelerated progress C7: Maintained C8: Maintained C9: Maintained C10: Maintained</p>
<p>School led tuition (member of staff) 1:3 13 children Maths only</p>	<p>All assessed as WTS on entry and showing they were unlikely to make the progress expected from KS1 to KS2 2 pupil premium children Poor attendance</p>	<p>C1: Maintained C2: Maintained C3: Maintained C4: Accelerated progress C5: Maintained C6: Accelerated progress C7: Maintained C8: Accelerated progress C9: Accelerated progress (less than 80% attendance) C10: Maintained C11: Maintained</p>

	<p>School led tutoring (returning teacher) 1:3 12 x ½ hour sessions</p>	<p>All assessed as WTS on entry 2 pupil premium children</p>	<p>C12: Accelerated progress C1: Maintained C2: Maintained C3: Maintained C4: Accelerated progress C5: Maintained C6: Maintained C7: Maintained</p>
	<p>School led tutoring (retired teacher) 1:3 or 1:4 12 ½ hour sessions Maths And School-led tutoring (school staff/after school) Maths 10 x ½ hour</p>	<p>All assessed as WTS on entry and showing they were unlikely to make the progress expected from KS1 to KS2 4 pupil premium children</p>	<p>C1: Accelerated progress (less than 80% attendance) C2: Accelerated progress C3: Maintained (SEN) C4: Maintained C5: Maintained C6: Maintained C7: Maintained C8: Accelerated progress C9: Maintained C10: Maintained C11: Maintained</p>
	<p>School-led tutoring (school staff/after school) 1:10 Maths 10 x ½ hour</p>	<p>All assessed as WTS on entry and showing they were unlikely to make the progress expected from KS1 to KS2 1 pupil premium child</p>	<p>C1: Maintained (low attendance) C2: Accelerated progress C3: Accelerated progress (absence linked to long-term illness) C4: Accelerated progress C5: Accelerated progress C6: Maintained C7: Accelerated progress C8: Maintained C9: Accelerated progress (SEN) C10: Accelerated progress</p>

	<p>School-led tutoring (school staff/after school) 1:8 Maths 10 x ½ hour</p>	<p>All assessed as EXS on entry and showing they were unlikely to make GDS as they did in KS1</p>	<p>C1: Maintained C2: Maintained C3: Maintained C4: Maintained C5: Maintained C6: Accelerated progress C7: Accelerated progress C8: Accelerated progress</p>
	<p>School led tutoring (retired teacher) 1:3 or 1:4 12 ½ hour sessions Maths</p>	<p>All assessed as WTS on entry and showing they were unlikely to make the progress expected from KS1 to KS2</p> <p>1 pupil premium child</p>	<p>C1: Accelerated progress C2: Accelerated progress C3: Accelerated progress C4: Accelerated progress C5: Maintained C6: Maintained (low attendance) C7: Maintained C8: Accelerated progress C9: Accelerated progress</p>
	<p>School led tutoring (retired teacher) 1:3 or 1:4 12 ½ hour sessions Maths</p>	<p>All assessed as WTS on entry and showing they were unlikely to make the progress expected from KS1 to KS2</p> <p>4 pupil premium children</p>	<p>C1: Accelerated progress (less than 80% attendance) C2: Accelerated progress C3: Maintained (SEN) C4: Maintained C5: Maintained C6: Maintained C7: Maintained C8: Accelerated progress C9: Maintained C10: Maintained C11: Maintained</p>
	<p>School led tutoring (retired teacher) 1:3 12 ½ hour sessions Maths</p>	<p>All assessed as WTS on entry</p> <p>3 pupil premium children</p>	<p>C1: Maintained C2: Maintained C3: Accelerated progress C4: Accelerated progress C5: Maintained C6: Negative progress</p>

			<p>C1: Maintained progress (expected) C2: Maintained C3: Accelerated progress C4: Maintained C5: Maintained C6: Accelerated progress</p>
<p>2022-23</p>	<p>School led tutoring (returning teacher) 1:1 tuition Reading only</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>  <p>One to one tuition High impact for moderate cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +5 months</p> <p>What is it? One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of <u>extending school time</u> or a <u>summer school</u> – or as a replacement for other lessons.</p> <p>Key findings 1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	<p>Lowest 20% and pupil premium children 8 children</p>	<p>Start date: January 2023</p>

Other Expenditure

Overtime payment for teaching assistants for precision teaching so that an intervention timetable could be implemented
 This will be delivered on a 1:1 basis.

One to one tuition

High impact for moderate cost based on moderate evidence

Implementation cost



Evidence strength



Impact (months)



What is it?

One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of **extending school time** or a **summer school** – or as a replacement for other lessons.

Key findings

1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.

Parkwood Primary Interventions

Adult	Days	Time	Duration	Children	Subject	Year Group
JF	M, T, W, Th	1.50pm – 3.15pm	1 hr 25 min	5 small groups	Echo reading	Year 6
JT	M, T, W, Th	1.50pm – 3.15pm	1 hr 25 min	5 children	Maths	Year 6
ER	T, W, Th	1.50pm – 3.00pm	1 hr 10 min	5 children	Maths	Year 5
MP	M, T, W, Th	1.50pm – 3.15pm	1 hr 25 min	5 small groups	Echo reading	Year 5
SB	M, T, W, Th	1.40pm – 2.30pm	50 minutes	3 children	Maths	Year 2
JY	M, T, W	1.40pm – 3.00pm	1 hr 20 min	5 children	RWI	Year 2
DO	M, T, W, Th	1.40pm – 3.00pm	1 hr 20 min	5 children	RWI	Year 3
NW	3 days	1.10pm – 2.30pm	1hr 20min	5 children	Maths	Year 3
NW	3 days	2.30pm – 3.00pm	30 minutes	1 group of children	Onset and Rhyme	Year 4
HC	4 days	1.30pm – 1.45pm	25 min	1 child per afternoon	RWI	Year 3

TA training for the Better Reading Support Programme (BRSP) to accelerate progress in reading x 3 TAs
<https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/>

Better Reading Support Partners

This programme is delivered on 1:1 basis:

<p>One to one tuition</p> <p>High impact for moderate cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £</p> <p>Evidence strength: [lock icon] [lock icon] [lock icon] [lock icon] [lock icon]</p> <p>Impact (months): +5 months</p>	<p>What is it?</p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of <u>extending school time</u> or a <u>summer school</u> – or as a replacement for other lessons.</p> <p>Key findings</p> <p>1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>
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Supply staff to cover Number Sense training for lead teachers so a 10-minute daily intervention can be delivered whole-class. Actual training funded by NCETM.

<https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/>

[What Maths Hubs are doing](#) > [Mastering Number](#)

MASTERING NUMBER

Supporting pupils in Reception, Year 1 and Year 2 to develop good number sense

