

National Tutoring Programme

- 3 x tutors worked for 3 week period with pupils identified as having fallen below ARE in reading and/or writing
- 171 pupils received tutoring from NTP tutors employed by Connex
- Tutors received CPD to ensure consistency in teaching and learning approach – including observing teacher-led groups in class – and adherence to marking and feedback policy.
- Groups were scheduled throughout the school day with the final sessions ending at 4:30pm - after school
- Sessions were quality assured by the assistant principals during learning walks and data analysis
- Objectives were set by class teachers following gap analysis, tutors followed the teachers planning, using resources and expectations set in class

Evaluation

Quality of teaching was stronger in two of the three tutors, so in those groups children were more engaged (even KS1 pupils whose lesson was after school), work in pupils' books was of a higher quality and progress was stronger

Overall, attainment data (intervention sheets) indicates that children who had fallen further behind made slower progress in the sessions. Children who were targeted to attain secure (ARE) by year end, made faster progress – 3/4/5 steps. For those children who fallen significantly behind, there was better impact from some of the in-class interventions (led by TAs) because it was based on more accurate (all day) knowledge of pupil need.

When we re-engage with the NTP in Autumn 2 (2021), Assistant Principals need to work more closely with teachers when setting individual attainment targets, as well as key objective target (based on ARE grids) so that children make at least the progress that they would be expected to make in class. The requirement for withdrawal from class teaching for the tutoring session in some instances, means this is not a supplementary session.

Technology

- The school invested heavily in iPads – providing each Y5 and Y6 pupils with their own device to use at home and at school
- 180 devices were distributed to upper KS2 pupils
- The devices were delivered and ready for use after the closure date (January 2021), so good communication was essential with families to ensure successful handover, and safe, efficient use of the technology (supported by our It technical support team, and the practical, responsive support which staff provided to families who were experiencing initial difficulties

Evaluation

Immediate impact was evident in the increased engagement with remote learning, and the rapid response to teacher feedback. Children's engagement with reading for example, increased through

their access to and use of 'Epic Reading' (recommended by the National Literacy Trust), which was in turn rewarded by 'real books' prizes to pupils in classes who had read the most. All pupils have a Impact of additional Covid funding 2020-21

device, so work set by teachers, based on sound assessment, ensured pupils accessed and made progress with work which was correctly pitched – or which was additionally supported by small group or one to one (via Teams) according to pupil needs.

The devices continue to support our pupils' personal development and help prepare them for the next stage of their education: as they engage with learning at home; challenge themselves through e.g. Times Tables Rockstars; organise and take responsibility for a valuable resource; make effective use of the device within lessons e.g. accessing their tasks through 'Showbie' or raising questions/ summarising learnt skills through apps such as 'Slido'; and carry out their own research or demonstration of learning in different areas of the curriculum. The iPads are also equipping our pupils with many of the necessary skills required to flourish within their world of education, training and work. As the school engages with the Edtech Demonstrator programme this academic year, we aim use the support to shape our ambition and vision for pupils' use of technology into an achievable medium term plan with clear stages of investment and development to ensure equal access to all pupils in this aspect of our curriculum.