



Richard Hale School

School-Led Tutoring Overview 2021-22

The school received £13,366 for tutoring in school as part of the Government initiative to support catch up of lost learning from the Pandemic. The aim of the school-led tutoring grant is below:

“The school-led tutoring grant is **to support disadvantaged pupils in catch-up learning** and schools will select the pupils in need of support. This will focus on providing tuition to pupils eligible for pupil premium but also includes pupils with other types of disadvantage or additional needs.”

At Richard Hale School, we used the grant to support our students with numeracy and literacy catch-up. We supported 50 students in total providing 3625 hours of tutoring.

Literacy tuition – Reading

We targeted small groups of students with two sessions each week over an 8-week period. During this time, students worked to develop their fluency in reading (rather than their decoding skills) using strategies including:

- Modelled expressive reading
- Echo reading
- Repeated re-reading
- Skilled questioning
- Challenging text selection
- Modelled comprehension skills

Alongside these strategies, students were encouraged to continue reading at home to help embed their progress. Students’ reading ages were measured through YARC tests at the start and end of the programme.

The students selected were the ones with the lowest reading ages in the school who had been impacted particularly by the Pandemic.

Impact

The impact of the reading intervention was significant with students in KS3 achieving an average reading improvement of 39.3 months. The YARC tests showed that all students showed an improvement in their reading skills (accuracy, reading rate and comprehension).

A similar impact was seen in KS4, with students achieving an average reading improvement of 31.6 months. The same process was used for KS4 students as had been used with KS3.

Numeracy Intervention: Academic year 2021-22

Intervention focussed on a group of year 7 students. Students were selected using a range of data from interviews with primary teachers at transition, results from SATS test, CATS tests sat at the start of year 7 and initial feedback from main class Maths teachers. A qualified teacher taught the class for an hour a week, in addition to timetabled Mathematics lessons. For an initial 3 weeks, some software was trialled from IDL, which - in theory - would have allowed the students to work independently on improving their skills. This software offered questions of increasing challenge and measured each student individually to match their ability to the right starting point in their suite of questions.

Richard Hale School



However, in consultation with the pupils, we ended the trial after 3 weeks, as the software simply was not offering a suitable level of challenge, and the company did not deliver what had been promised.

For the rest of the year, students followed a taught programme based on the year 5-6 Ready to Progress Criteria as laid out in 'Mathematics Guidance: Key Stages 1 and 2 Non-statutory guidance for the national curriculum in England' – a document produced jointly by the DfE and the National Centre for Excellence in the Teaching of Mathematics.

This focussed on targets identified by the DfE and the NCETM to ensure the students were Ready to Progress beyond the content in that area from KS2. In broad terms, this was broken down into Number and Place Value, Number Facts, Addition and Subtraction, Multiplication and Division, and Fractions. Each student showed significant progress in each of these areas over the year.

After the initial period we also went on to begin a Times Tables Club for a subset of 8 of these pupils, concentrating on the classic times tables up to 12x12. The class used online software called Hit the Button to measure and keep track of their high scores in various categories.

A similar programme was established for Year 8 students in the summer term who underwent a similar process to support their numeracy needs.

Impact

The students made progress in key areas of numeracy from the baseline assessment taken at the start of the intervention to re-testing in the same areas at the end of the intervention programme. In these areas, all students made progress, except for one student whose score did not change and one student who performed less well at the end of the programme. However, the student who made neither positive progress nor regressed, was reported by his main class Maths teacher as making expected progress towards his end of key stage target grade in Mathematics in his end of year report.

Costing

We used tuition with 50 students, this was in small groups or one to one for the students identified in need of support. The impact has been significant and we believe will support the students in the longer term.

The total cost of the tutoring was £65,250. This is based on 3625 hours at £18 per hour. This is the recommended cost per hour for tutoring from the DfE, of which £10.80 could be claimed for tutoring. The total cost for the school was £51,884 which includes the grant of £13,366, which was used to support this.

Whilst we spent considerably more than was identified by the DfE for the tutoring, it has had a significant impact in school and we will be continuing with tutoring in this manner in school over 2022-2023.