

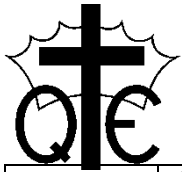
School-led tutoring grant allocation – Summer 2022

Funding is being used for one day a week tutoring for children in receipt of Pupil Premium Funding. The school has chosen to focus on children who do not have any other barriers to learning e.g. SEND. The tutoring is led by a qualified teacher, who is an employee of the school.

Year group	Children	Start Data (End Spring 2)	End Data (End of Summer 2)	Analysis	Intervention
Year 3	Child A Child B Child C Child D Child E Child F	Working towards expected standard 1exceeding Working towards expected standard 1expected 2expected	3W 2B 3B+ 3W 2expected	100% of children have made progress from start of tutoring support. 2 children have met the expected standard for the end of year.	Reading Comprehension using the Reading for Meaning materials.
Year 3	Child H Child A Child G Child B Child D Child E Child F	Working towards expected standard Working towards expected standard 2 working towards Working towards expected standard 1 Beginning 2exceeding	Child left before end of the year 3W 3B 2B+ 3W 1Expected 3Expected	100% of children have made progress from start of tutoring support. 1 child has met the expected standard for the end of year.	Writing support focusing on sentence structure, punctuation and grammar.
Year 4	Child I Child J Child K	Working towards expected standard Working towards expected standard Working towards expected standard	3B+ 4B+ 4B	100% of children have made progress from start of tutoring support.	Writing support focusing on: <ul style="list-style-type: none"> • Sentence Structure. • Expanding sentences – conjunctions • Punctuation – question marks, exclamation marks, commas for lists, apostrophes for



					contraction and singular possession.
Year 4	Child J Child I	Working at expected standard Working towards expected standard	4WA 3B+	100% of children have made progress from start of tutoring support.	Reading Comprehension using the Reading for Meaning.
Year 5	Child L Child M Child N Child O	Working towards expected standard Working towards expected standard 4expected Working towards expected standard	5WTS 5WTS Child left before end of the year 5WTS	100% of children have made progress from start of tutoring support.	Maths support - Focusing on the four operations in maths (addition, subtraction, multiplication and division)
Year 5	Child L Child M Child P Child Q	3exceeding 4exceeding 3expected	4WTS 5WTS 3Expected	75% of children have made progress from start of tutoring support.	Writing support focusing on sentence structure, punctuation and grammar.
Year 6	Child R Child S Child T Child U	4expected 4working towards 4working towards 4working towards	98 SATs scaled score 93 SATs scaled score 93 SATs scaled score 5working towards	100% of children have made progress from start of tutoring support.	Writing support – focusing on proof reading skills



Year 6	Child R Child S Child T Child U Child V	Working towards expected standard Working towards expected standard Working towards expected standard Working towards expected standard	98 SATs scaled score 96 SATs scaled score 103 SATs scaled score 100 SATs scaled score	100% of children have made progress from start of tutoring support. 2 children achieved the standard on the Year 6 SATs Reading Test.	Reading Comprehension using the using Head Start materials.
Year 6	Child W Child R Child S Child X	Working towards expected standard Working towards expected standard Working towards expected standard Working towards expected standard	99 SATs scaled score 103 SATs scaled score 96 SATs scaled score 98 SATs scaled score	100% of children have made progress from start of tutoring support. 1 child achieved the standard on the Year 6 SATs Maths Test.	Maths support – Going through weekly arithmetic test and teaching/practising skills that pupils have struggled with.