

National Tutoring Statement 2022 -23: The Florence Nightingale Academy

Rationale

At The Florence Nightingale Academy, all members of staff including Governors accept the responsibility of ensuring that the National Tutoring Grant funding is used effectively to support progress and narrow the achievement gap for those students who qualify for it.

Information about the Programme

The National Tutoring Programme (NTP) provides primary and secondary schools with funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors.

They will receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19. There are three routes to this support; 1. Tuition Partners; 2. Academic Mentors; 3. School Led Tutoring.

At the Florence, we have chosen to use a combination of tutors recruited by external tutoring organisations quality-assured by the DfE and to utilise the specialist staff we already have in school to lead after-school tutoring.

Summary Information for this academic year 2022 - 23

Total Grant £19,278	Top-up Funding (SUA Budget) £14,040
Number of targeted children (year groups) Year 1: 13 Year 2: 30 Year 3: 16 Year 4: 1 Year 5: 16 Year 6: 40 Total number: 116	Criteria: Identified in Bottom 20% data from termly Star Tests, low reading age, pupil premium children, teacher assessment and progress towards SATS, Phonics and MTC.
Number of hours tutoring per year group: Y1: 58	Targeted areas: Reading, maths and phonics.

<p>Y2: 498 hours Y3: 111 hours Y4: 6 hours Y5: 86 hours Y6: 497 hours Total Hours: 1246</p>	
<p>Reviews with SMT and SLT: End of Spring and Summer Terms.</p>	<p>Evidence and Rationale for approach: Use of very experienced tutors to work with small groups of children during the afternoon and afterschool, in addition to their reading, writing and maths lessons in the morning. Use of experienced school staff to lead extra sessions after school.</p>
<p>Outcomes</p> <p>Year 1 phonics: Out of the 13 children who had additional phonics mentoring, 8 of them went to pass the phonics screening test and others made significant progress.</p> <p>Year 2 children have made excellent progress, since the start of the program.</p> <p>Year 2 SATS Results: Reading: 76% Writing: 63% Maths: 76% GPS: 80% Out of the 14 children who re-took at phonics screening test, 9 passed (64%).</p> <p>Year 6: Year 6 children made significant progress, with many children who were working below, gaining reading and maths. GPS results were excellent.</p> <p>Reading: 65% Writing: Maths: 80% GPS: 80%</p> <p>Year 3:</p>	

The focus here was reading and maths, in order to develop missing skills and develop fluency. This has seen 34% (reading) and 32% (maths) of children in the cohort have made above expected levels of progress and 47% (reading and maths) who have continued to make the same level of progress.

Year 5 – children were given an opportunity to develop their reading skills, to make them more confident going into Y6 – many of them managing to move up a book band.