

At St Michael's, our focus is to help children to catch up on lost learning, close the gaps and raise their attainment. The school has a three-tiered approach to supporting children, particularly pupil premium children, to close gaps: quality first teaching; bespoke and personalised class interventions, including high-quality training for staff to provide high-quality interventions; and school-led tutoring.

Quality First Teaching

In the English and Math curriculum there is **high quality, inclusive teaching for all pupils in a class**, which includes modelling, scaffolding, flexible groupings and personalised learning and strategies to support SEN pupils' learning in class and on-going formative assessment, which are essential so that the children can access the wider curriculum.

Classroom Interventions

Within each year group, there are several Learning Support Assistants, who help to support the children who are at most risk of falling behind and not achieving their full potential. Class intervention timetables identify the provision for each child who needs additional support, including SEN pupils. Teachers and the SENCo will plan targeted interventions for the children and work with the LSAs to provide small group or 1:1 targeted interventions, during or outside of English and Maths lessons.

School-led Tutoring

Qualified experienced teachers, who know the children well, will deliver small group targeted/personalised interventions. There will be up to 5 sessions a week, for those children who are at risk of falling behind. The teachers delivering the tuition will work with class teachers to ensure that specific gaps are targeted and there is maximum impact on the child's attainment and learning behaviour in the classroom. The aim of the School-led tutoring is to accelerate learning, and consolidate understanding while increasing confidence and motivation, which in turn will build resilience in Maths and/or English so that children can achieve their full potential and form a pathway to learning success at St Michael's, into secondary school and beyond.

What is the National Tutoring Programme?

On 31 March 2022, the Department for Education provided core-tutoring funding directly to schools for the 2022-23 academic year. The government guidance for schools 2022-23 states that 'strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months.' Our school has chosen to deliver tuition through a school-led tutoring programme led by highly trained members of staff, targeting support in small groups.

Who will benefit from the funding?

During autumn 2022, all children across the school have undertaken high-quality assessments in reading, writing, phonics, spelling and maths. Through careful analysis and discussion, teachers and tutors have identified children who as well as quality first teaching would benefit from interventions or school-led tutoring in order to close gaps in understanding and attainment.

Targeted support to close gaps and raise attainment

<u>Year</u>	<u>Identified Pupil Group</u>	<u>Identified support needed</u>	<u>How were pupils identified ?</u>	<u>Chosen action/approach (intervention or school-led tutoring)</u>	<u>Impact and how will this be measured</u>
Year 3	Year 3 who are reading below the expected level for their age.	Targeted daily phonics teaching by trained teachers and learning support assistants; children organised across the year group into groups of similar need for targeted support.	Children are assessed using Little Wandle Rapid Catch Up baseline assessments.	Quality first teaching of Little Wandle Revised Catch Up programme for KS2, including teacher focus on target groups of children.	<ul style="list-style-type: none"> • Year 3 Children make accelerated progress to have secure phonic knowledge and be reading at the expected level for their age by the end of Year 3; and those who are not on track will be identified and receive additional support through the programme. • The gap between identified pupil groups and other children will have closed. • Cycle of Little Wandle phase assessments will identify children who are ready to move onto the next phase or exit the programme for rapid catch up for early readers.
Year 4	Year 4 who are reading below the expected level for their age.	Targeted phonics interventions by trained learning support assistants.	Baseline assessments/ Phonics screening	Additional regular teaching through small group or one to one interventions using the OUP Project Code X intervention.	<ul style="list-style-type: none"> • Year 4 Children make accelerated progress to have secure phonic knowledge, embed early reading skills and be reading at the expected level for their age by the end of Year 4; and those who are not on track will be identified and receive additional support through the programme. • 6 weekly assessment is completed in line with the programme's expectation, including reassessment using phonics screenings.
Year 5	Year 5 who are reading below the expected level for their age.	Targeted phonics interventions by trained learning support assistants.	Baseline assessments/ Phonics screening	Additional regular teaching through small group or one to one interventions using the OUP Project Code X intervention.	<ul style="list-style-type: none"> • Year 5 Children make accelerated progress to have secure phonic knowledge, embed early reading skills and be reading at the expected level for their age by the end of Year 5; and those who are not on track will be identified and receive additional support through the intervention. • 6 weekly assessment is completed in line with the programme's expectation, including reassessment using phonics screenings.

Year 6	Year 6 who are not on track to be age related expectations in reading and maths by the end of the year.	School-led targeted tuition led by trained teaching staff	End of year 5 baseline assessments/ Sept Year 6 baseline assessments Gap analysis of Year 6 assessments	School-led tutoring through small groups or one to one targeted teaching (5 half days per week for 12 -15 hours) led by trained staff in co-ordination with class teachers.	<ul style="list-style-type: none"> • Year 6 will close the reading and maths attainment gaps, and will achieve the expected standard in reading and maths by the end of the year. • Regular, timely monitoring of books will identify accurate application of learning • 6 weekly assessments in autumn and spring, with gap analysis, will identify children who have raised attainment • End of year data will identify children are achieving the expected standard in reading and maths.
Year 6	Year 6 who are reading below the expected level for their age.	Targeted phonics interventions by trained learning support assistants.	Baseline assessments/ Phonics screening	Additional regular teaching through small group or one to one interventions using the OUP Project Code X intervention.	<ul style="list-style-type: none"> • Year 6 Children make accelerated progress to have secure phonic knowledge, embed early reading skills and be reading at the expected level for their age by the end of Year 6; and those who are not on track will be identified and receive additional support through the intervention. • 6 weekly assessment is completed in line with the programme's expectation, including reassessment using phonics screenings.