**Case study: ‘Action Tutoring’ for GCSE English and Mathematics May report 2022**

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|  | **Year Group: Year 11****(Autumn Term 2021 through to Easter 2022)** | **16 students****(8 English, 8 Maths)** | **SEN K/ PP/ LAC** |

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| **Background:** ‘Action Tutoring’ works 1:1 or in small groups to improve student skills in English and Mathematics. ‘Action Tutoring’ provides volunteer tutors to work with PP students for one hour/week. |

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| **Challenge** | **Provision/intervention** | **Outcome/impact** |
| Nationally disadvantaged students are less likely to achieve passes in English and Maths(1 in 4 in Maths, 1 in 3 in English)Our challenge is to raise the attainment for a cohort of PP/LAC students to achieve at least their target grade or higher(4’s at least) in both these subjects so that they can access specific post-16 routes and avoid becoming potential NEET’s. | The school identified a group of PP/LAC students to work with external tutors through “Action Tutoring” for two terms. These students were identified by Curriculum Leaders of English and Mathematics as students whose grades at the start of Year 11 ranged from 1-3 (a couple of students were on 4’s and felt they could progress to 5).The tutoring involved one hour per week working intensively 1:1 or 1:2 work through skills, highlighted through testing, that need developing in English or Maths. Eight students completed the Maths programme and eight in English.Students worked through differentiated and bespoke workbooks with tutors to practice and develop skills linked to exam-type questions. | Year 11 data collections throughout the year informed the progress that students made. 16 students (8 Eng, 8 Maths)***December 2021******English*** Grades 3’s (1) 4’s(3) 5’s (2) 6’s (2)***Summary*** 5 at or above target3 below target***Maths***Grades 1’s(1) 2’s(1) 3’s (4) 4’s (2)***Summary***1 above target7 below target \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\****February 2022******English***Grades 3’s (2) 4’s (2) 5’s (2) 6’s (2)***Summary***5 at or above target3 below target***Maths***Grades 2’s (1) 3’s (4) 4’s (3)***Summary***4 at or above target4 below target \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\****March 2022******English***Grades 3’s (1) 4’s (3) 5’s(1) 6’s(2) 7’s (1)***Summary***5 at or above target3 below target***Maths***Grades 1’s (1) 3’s (5) 4’s (2)***Summary***3 at or above target5 below target \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*In terms of impact and outcomes prior to final exams the tutoring raised attainment and improved progress from the starting point in December and generally sustained this over the two terms, particularly in terms of students being at or above target. In terms of grades 4, 5 and 6 more students achieved these grades in English throughout the Autumn and Spring terms.Attendance varied from student to student with some students showing 100 % to others who needed constant reminding and follow- up about missed sessions. Overall though student engagement was good and evidence of student voice being generally positive. “I am beginning to enjoy maths a lot more and am doing home revision”“It is helping me improve (in maths)”“I want to improve and get the best grade that I can...I would recommend AT sessions to a friend because it's good”Our Chair of Governors on a PP review visit observed ‘Action Tutoring’ and her observations are included in the document (“Pupil Premium Monitoring Visit Report 28 March 2022”)Summer - final exam outcomesTo be confirmed |