



## What this report tells you

This report outlines overall progress of pupils during their time on the Action Tutoring programme. It draws on the results of two assessments sat by pupils and shows the cohort's progress in key topic areas or skills assessed in the national curriculum.

**Strong attendance matters for how much progress pupils make:** in previous years, there has been a clear link between the number of Action Tutoring sessions pupils attended in their tutored subject and their final results.

## How our assessments work

Upon joining the programme, our pupils sit a Baseline Assessment in their tutored subject. They will then sit a Progress Check, usually around the February half-term.

The results of both assessments are analysed and shared with tutors to inform sessions. The group's performance across topic areas is collated and compared, to identify strengths and gaps. The assessments are also a chance to survey pupils' attitudes towards the subject and tutoring sessions.

**"I love the tutoring sessions because they help with my study and they taught me topics I have been struggling on."**

– Response submitted anonymously

English tutoring received



Maths tutoring received

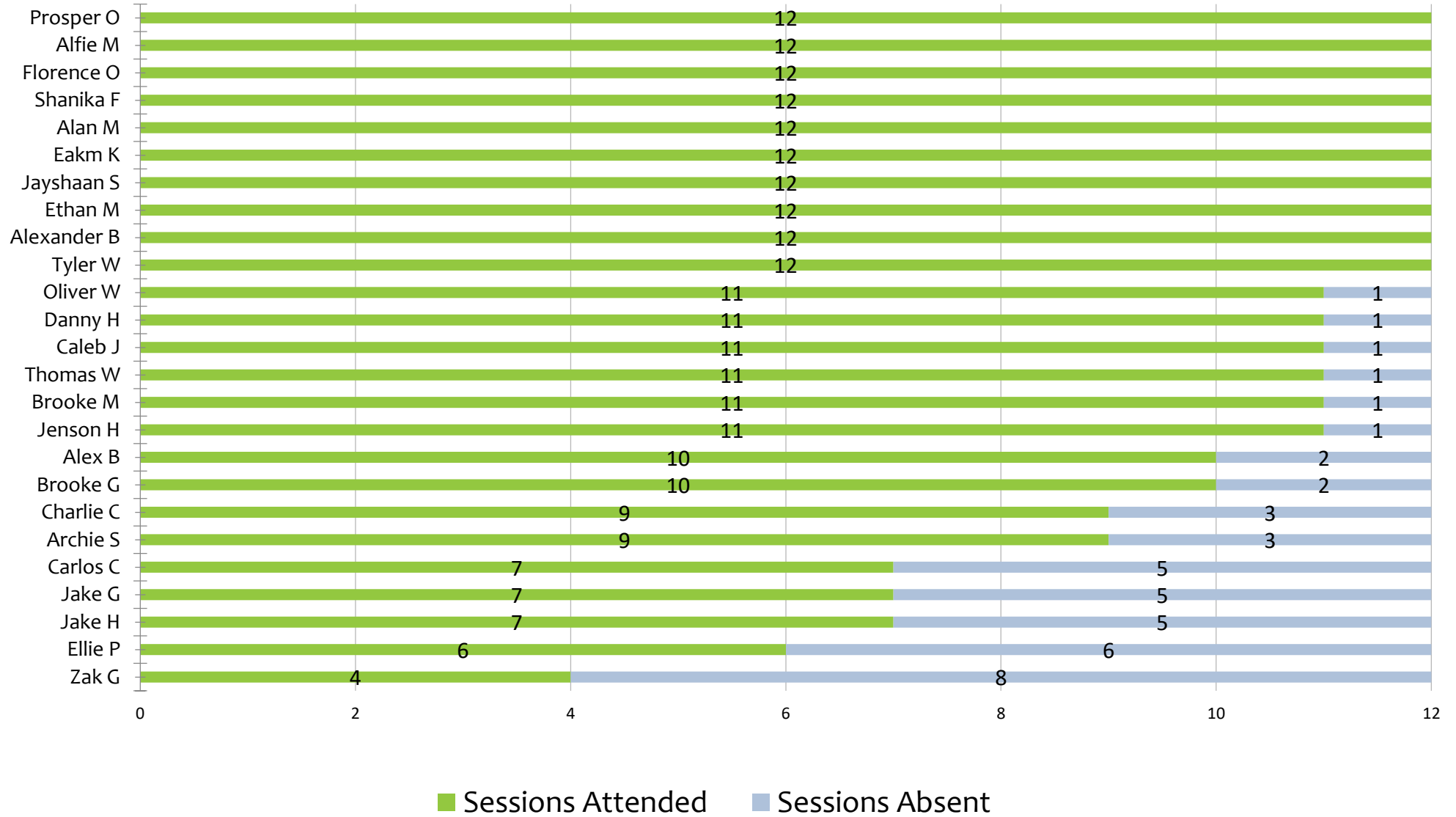


## Looking ahead on the Action Tutoring programme

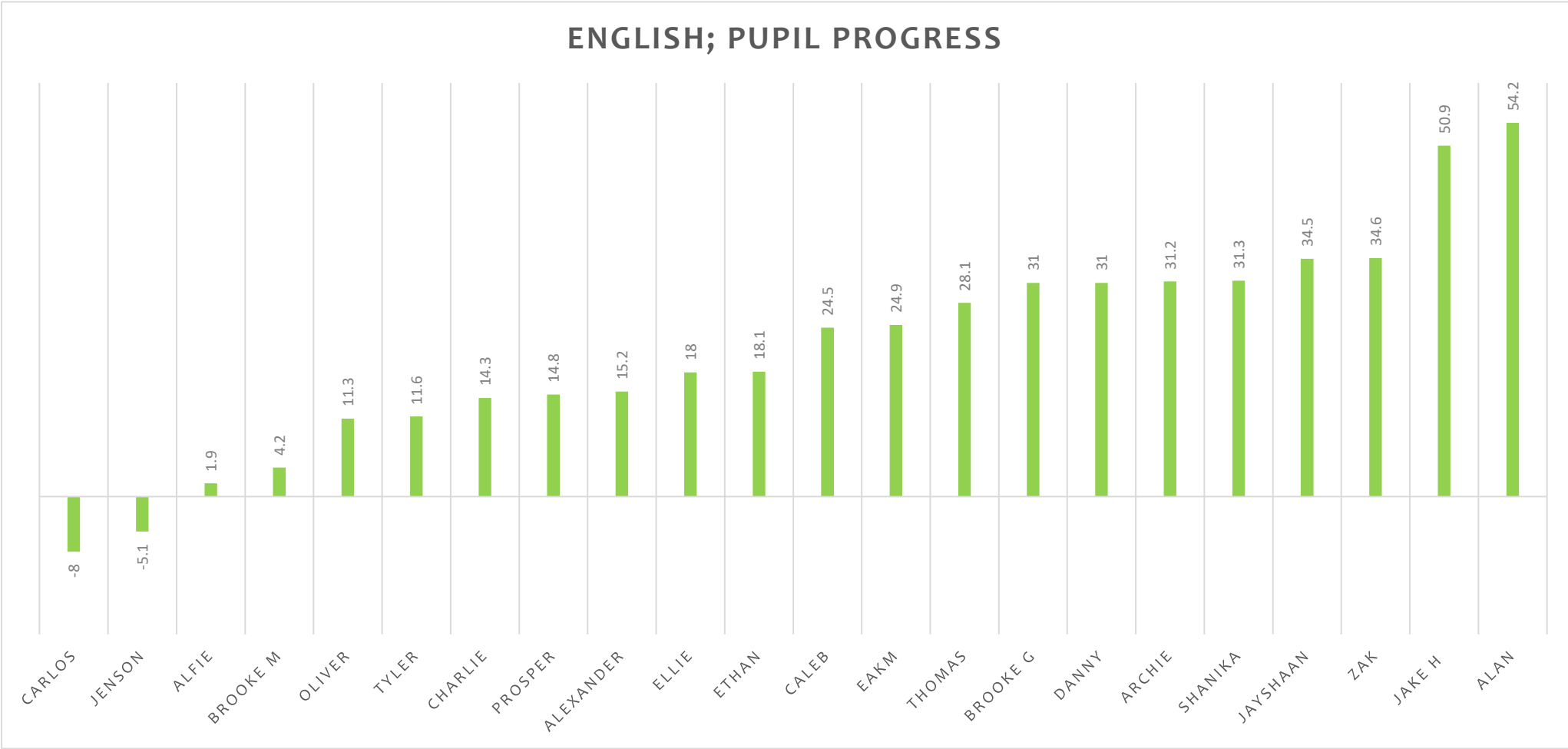
In total the Year 6 pupils received 15 hours of tutoring between the end of November and the end of April. We will begin working with the Year 5 maths cohort on Wednesday 5<sup>th</sup> May and the Year 5 English cohort on Monday 10<sup>th</sup> May. In total both Year 5 cohorts are set to receive 15 hours of tutoring. Key topic areas for the Year 5 English pupils will be; skim-reading, memory improvement, understanding questions and dealing with pressure. Key topic areas for the Year 5 maths pupils will be; estimating, checking your work, times tables and using maths throughout their learning.

English sessions attended by each pupil

ENGLISH; Pupil Sessions



# English Progress Graph



## English Progress Check Gap Report

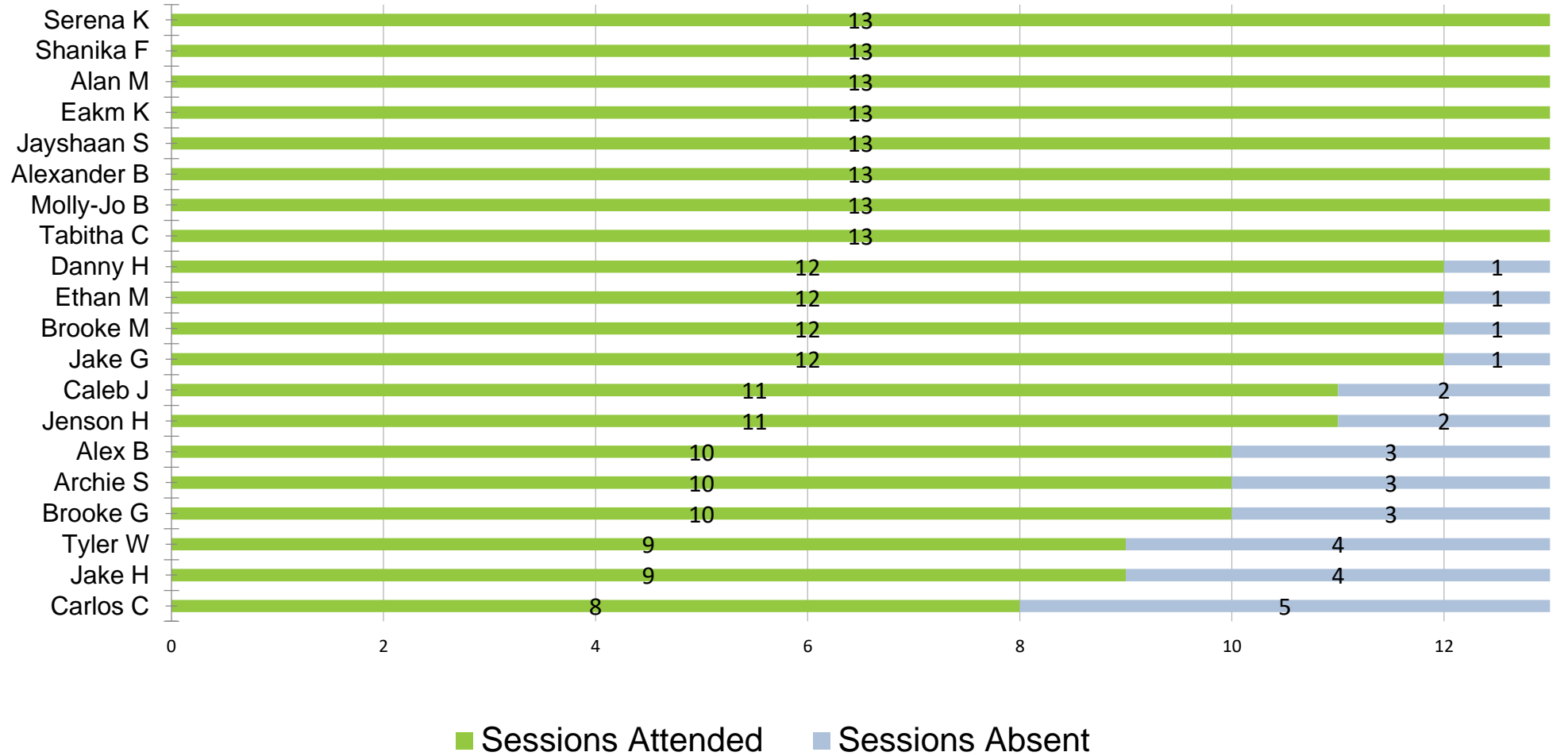
Question Number	Max Marks	Question Topic/Skill	Jake H	Jenson	Tyler	Brooke M	Charlie	Thomas	Carlos	Brooke G	Alfie	Prosper	Alan	Jayshaan	Eakm	Ellie	Caleb	Oliver	Archie	Shanika	Eathan	Danny	Zack	Alexander	Florence
1 - 5	5	Define	3	3	2	0	3	3	1	2	3	2	3	3	4	3	3	1	4	2	2	1	3	3	2
6 - 11	7	Retrieve	5	7	6	2	4	6	5	7	5	6	4	6	6	4	6	6	6	5	6	5	6	6	6
12 - 14	6	Summarise	4	0	5	1	1	4	2	1	3	3	5	2	4	2	2	2	5	6	5	5	5	5	6
15 - 17	5	Infer	5	1	3	4	3	4	5	5	5	2	5	5	4	4	5	3	4	5	4	5	5	3	5
18 - 20	4	Predict	4	2	0	0	0	4	3	0	1	2	4	3	1	2	0	1	0	3	0	0	1	1	0
21 - 22	3	Explore	2	0	2	2	2	1	0	3	0	3	3	2	3	2	2	2	1	0	1	3	2	3	3
	<b>30</b>		<b>23</b>	<b>13</b>	<b>18</b>	<b>9</b>	<b>13</b>	<b>22</b>	<b>16</b>	<b>18</b>	<b>17</b>	<b>18</b>	<b>24</b>	<b>21</b>	<b>22</b>	<b>17</b>	<b>18</b>	<b>15</b>	<b>20</b>	<b>21</b>	<b>18</b>	<b>19</b>	<b>22</b>	<b>21</b>	<b>22</b>

Looking at overall scoring, Jenson, Brooke M and Charlie had low progress in comparison with their baseline assessments. However, there were technical and attendance issues over the national lockdown, which may have led to lower engagement due to reduced tutoring hours. Pupils such as Alan, Thomas and Florence have made a considerable amount of progress during the last term. Their attendance at our sessions was consistent throughout, as well as their engagement.

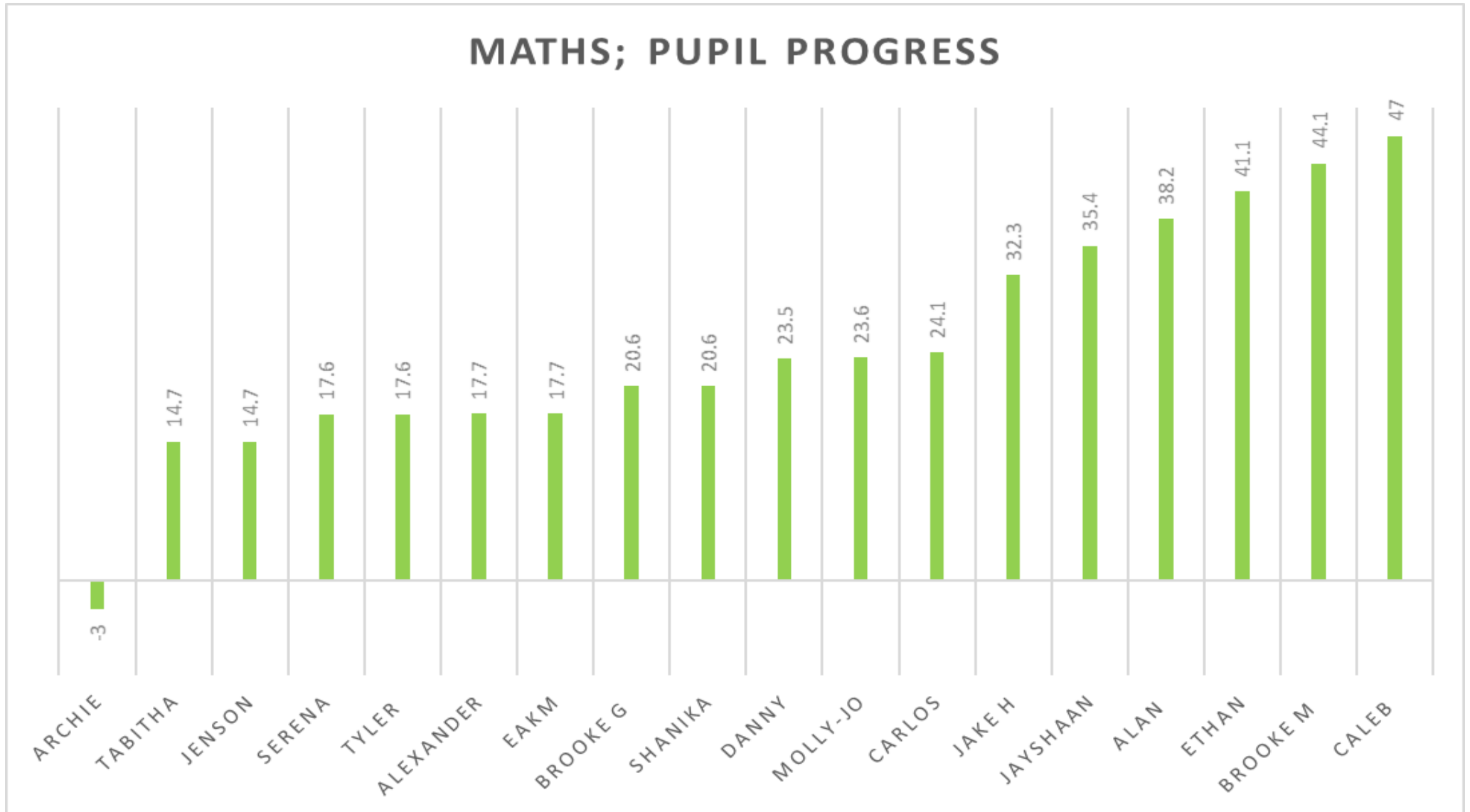
Alan has made tremendous progress, particularly in areas of ‘infer, predict & explore/summarise’. This is also proven to be the case with Jake H, who has made high progress in the majority of topics he has worked through. Danny has also made positive progress throughout the term, working hard and focusing on topics such as ‘exploring & summarising’ that he may have found challenging; more time may be spent on ‘predicting’ to ensure that this term and topic is fully understood.

## Sessions attended by each pupil

### Maths - Pupil Sessions



Maths Progress Graph



## Maths Progress Check Gap Report

Question Number	Max Marks	Question Topic/Skill	Eathan	Alexander	Danny	Shanika	Eakm	Tabitha	Serena	Brooke G	Tyler	Archie	Caleb	Brooke M	Molly-Jo	Jenson	Jayshaan	Carlos	Jake H	Alan
1	1	Addition	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	1	Subtraction	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1
3	1	Multiplication	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1
4	1	Division	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
5	1	Inverse operations	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1
6	1	Inverse operations	1	1	0	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1
7	1	Inverse operations	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
8	1	Dividing and place value	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	1	Multiplying and place value	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1
10	1	Ordering decimals	1	0	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1
11	1	Word problems	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1
12	1	Word problems	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1
13	1	Fractions, percentages and decimals	1	0	0	0	1	0	0	1	0	0	0	0	1	1	0	1	1	1
14	2	Equivalent fractions	2	1	2	2	0	2	2	0	2	0	1	2	2	1	2	1	2	2
15	1	Types of number	1	0	0	1	0	1	0	1	0	0	0	0	1	0	1	1	1	1
16	1	Decimal addition	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1
17	2	Negative numbers	2	2	2	2	2	2	2	1	2	2	2	1	2	2	2	2	2	2
18	1	Adding/subtracting fractions	0	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1
19	1	Area of triangle and rectangle	1	0	0	0	0	0	1	1	1	0	0	0	0	0	0	1	1	0
20	2	Coordinates	2	2	2	2	2	1	2	1	1	2	1	2	0	2	1	1	2	2
21	2	Word problem percentages	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
22	2	Word problem proportion	2	0	0	2	0	1	0	0	0	1	2	2	2	0	0	0	2	2
23	2	Word problem fraction and percentage of an amount	2	2	0	2	0	2	2	0	1	0	2	2	0	0	2	2	2	2
24	1	Angles in triangles and isosceles triangles	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1
25	1	Conversions and division	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0
26	1	Net of a cube	0	0	0	0	0	0	1	0	0	1	1	1	1	0	0	0	0	0
27	2	Pie charts	2	0	0	2	0	0	2	2	0	2	2	0	2	0	0	0	0	2
	<b>34</b>		<b>29</b>	<b>19</b>	<b>18</b>	<b>27</b>	<b>14</b>	<b>20</b>	<b>25</b>	<b>15</b>	<b>22</b>	<b>23</b>	<b>25</b>	<b>23</b>	<b>26</b>	<b>19</b>	<b>22</b>	<b>24</b>	<b>30</b>	<b>29</b>

Looking at overall scoring, every pupil has made improvement since we commenced our baseline last autumn. Those with lower improvement, such as Brooke G and Jenson, were unfortunately unable to consistently attend tutoring sessions between January and March. This can be seen as the driving factor of lower improvement, during our conversion to home-based tutoring during the national lockdown.