

## One to One Tuition Analysis of Pilot Funding – Primary

Schools who received funding for the first wave of one to one tuition were asked to complete a questionnaire once tuition had been delivered. 45 responses were received and the results from these questionnaires are analysed below.

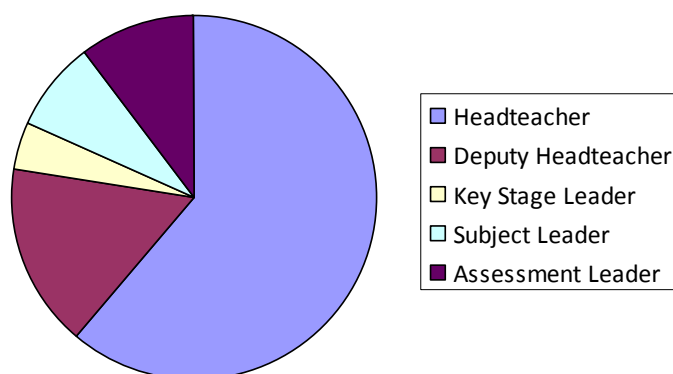
### (1) Organisational Questions

Schools were asked a number of questions regarding the way that one to one tuition was organised and structured within the school. Whilst each pupil on the programme is entitled to 10 hours of tuition, the way that this tuition was delivered varied greatly from school to school. Not all schools chose to deliver a one hour session per week for 10 weeks, with many instead adapting the length and timing of sessions to most benefit the individual child. Although we recommended that an hour session has, through research, generally been found to be the most effective, the individualised approach to the way tuition sessions are delivered demands that the organisation of the programme is sensitive to each child’s needs.

#### Who led the implementation of one to one tuition?

In the majority of schools (61%), it was the Headteacher who led the implementation of the one to one tuition programme. A number of schools also used their Deputy Headteacher (16%) or Assessment Leader (10%) to run the programme. In two schools the whole of the senior management team were involved in leading the programme and selecting the pupils to receive tuition.

**Who led the Implementation?**



#### How were pupils identified?

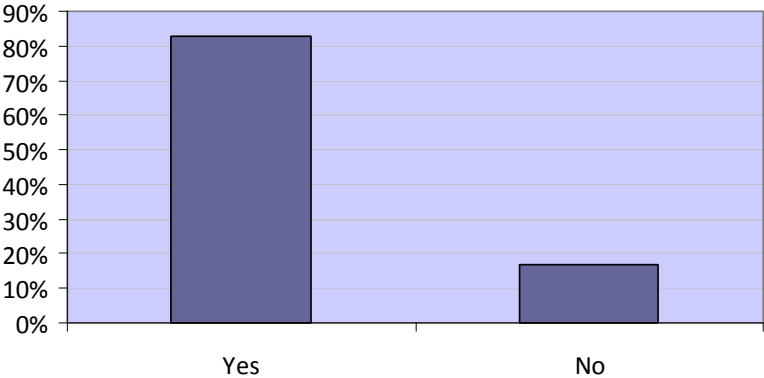
Most schools chose to identify pupils according to the guidance sent to schools – i.e. those who had achieved level 2 at the end of key stage 1, but were not on track to achieve level 4 at the end of key stage 2. Those pupils who were falling behind national expectations were identified according to school data. Discussions were then held with class teachers and subject coordinators to determine which pupils would most benefit from individual tuition. It was often the pupils who were not on track to reach level 4, but had potential to do so, that were selected for tuition.

Many schools also compared pupil’s achievement at the end of term 3, with their end of year targets. Those that were falling behind were selected for one to one tuition. A number of schools indicated that they had already identified pupils for whom this would be beneficial through pupil progress meetings.

**Were parents notified?**

The vast majority of schools did inform parents that pupils would be receiving one to one tuition. In the schools that did not inform parents, this was usually because tuition was taking place during the school day and parents had become used to their pupils being involved in separate interventions. Most schools who informed parents highlighted that this was beneficial as it helped to engage parents in the child’s learning.

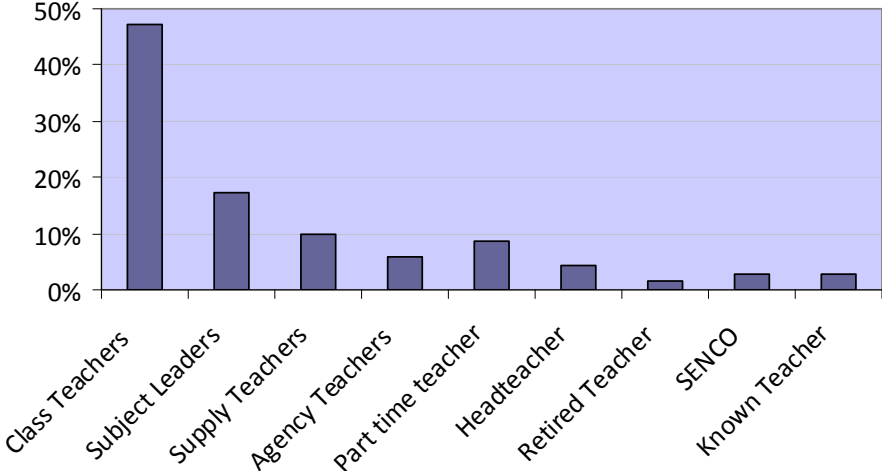
**Did you inform parents?**



**Who did you use as tutors?**

The most popular option for schools in the pilot was to use existing members of staff to offer tuition. Most schools did use some class teachers, even if this was supplemented by using external staff. Very few schools used agency teachers, in contrast to some of the experiences shared by pilot schools in East Sussex.

**Who did you use as tutors?**



As most schools used existing staff to deliver at least some of the one to one tuition, recruiting tutors was found to be relatively simple. Where schools did not use existing staff, a retired teacher who used to teach in the school or using a known supply teacher were

common methods for recruiting tutors. None of the schools needed to advertise externally to recruit tutors and all managed to find enough tutors to deliver the number of places on the one to one tuition programme that they had been allocated.

**How was liaison between the tutor and class teacher managed?**

As most schools used class teachers to offer tuition, liaison between teacher and tutor did not prove a problem. Where a teacher other than the class teacher offered the tuition, discussions were held in school prior and during the tuition period. This often took the form of weekly 15 minute meetings to discuss improvement and the next steps.

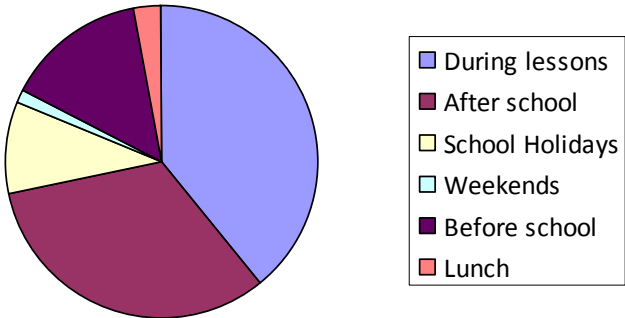
*“Some were already class teachers, so that was no problem. Others were all in the same school, so had a liaison meeting after school before sessions started, and during the 10 week period as and when necessary”*

The tuition passport was also a good means of liaising between teacher and tutor, as the teacher could see what had been written by the tutor, and the progress that the pupil had made. Where liaison worked best was when regular contact between tutor and teacher was maintained throughout the tuition delivery.

**How was one to one tuition structured?**

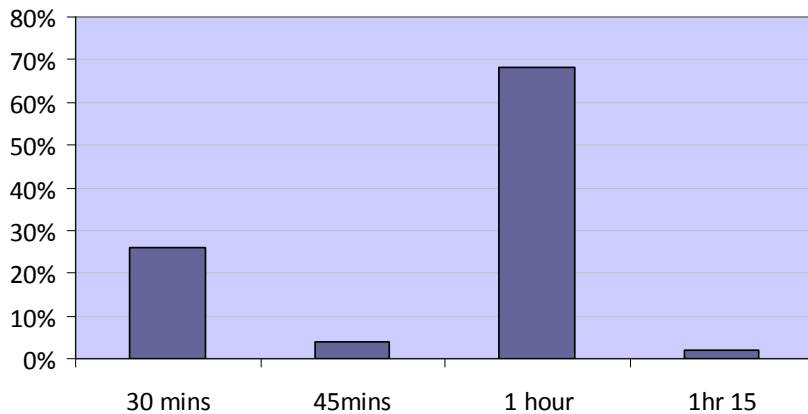
In the main, tuition was structured very similarly by all schools. Most tuition generally took place during the school day or after school. Very few schools offered tuition sessions at weekends or during school holidays. Surprisingly, a number of schools offered tuition sessions before school.

**When did tuition take place?**



The average tuition session during the pilot funding phase lasted 53 minutes. Most schools offered tuition sessions that were an hour in duration (68%) but a number also offered 30 minute sessions (26%). There were a few schools who offered 45minute and 1 hr 15 minute sessions.

### How long were tuition sessions?



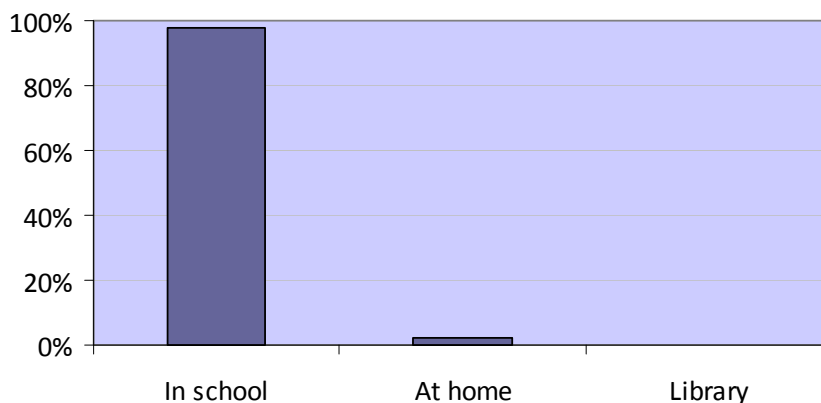
It is strongly recommended that tuition sessions last for a minimum of an hour, as the making good progress pilot has shown through research that this is most effective for pupils on the programme.

The majority of schools conducted one tuition session per week. Those schools who conducted more than 2 sessions per week tended to be those schools where tuition sessions lasted for only 30 minutes. Schools who held 5 sessions per week had decided to hold many sessions lasting 30 minutes in duration to provide a short, sharp burst of tuition.

| Tuition Sessions per week | 1      | 2      | 3     | 4     | 5     |
|---------------------------|--------|--------|-------|-------|-------|
| Percentage of total       | 63.64% | 25.00% | 4.55% | 2.27% | 4.55% |

All, except one school, held tuition within the school building. Most schools we visited to discuss one to one tuition with, expressed concern at tutors visiting pupil's homes. These concerns centred on worries that the home environment might not be conducive to learning, and that appropriate risk assessments would need to be conducted.

### Where was tuition held?



## (2) Evaluation of one to one tuition

What impact did one to one tuition have on pupil progress?

Most schools cited an increased confidence in the pupils that had taken part in the tuition. This included a stronger willingness to put their hand up in class, and an active engagement with the subject. For many schools it was too early to know what impact the tutoring will have on the pupil's SATs results, although a number indicated that sublevels of progress had been made during the tuition based on teacher assessment.

*"Most pupils made at least one sub-level progress in the allocated time"*

A number of schools indicated that the tuition was 'too little, too late' to have a great impact on pupil progress. As the tuition was offered to year 6 in the summer term, pupils were often distracted and it was too late in the school year to make any real difference to progress. A number of schools also indicated that the tuition made much more of a difference in Maths than in English. This was because it was easier to tackle misconceptions, and provide strategies for approaching difficulties.

However, most schools indicated that the tuition was worthwhile as it boosted self-esteem and confidence. Many recommended that the tuition begin earlier.

Some of the impacts highlighted were:

### *In English:*

- Punctuation improved
- Improved level of detailed description
- Increased quantity produced
- Greater confidence
- Building self esteem through experiencing success
- Real world application of skills
- Developing strategies for writing
- Confidence to use for adventurous vocabulary
- Class lessons much more focussed
- Improved basic skills (capital letters / full stops)
- Improved presentation of work

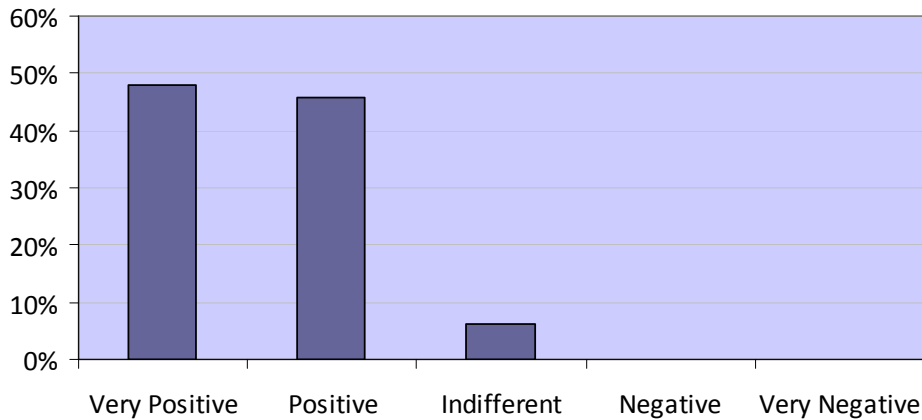
### *In Maths:*

- Clarified muddled concepts
- Greater confidence in tackling questions
- Taught different approaches to learning
- Real connection with teachers – wider benefits
- Learn for a reason
- Renewed enthusiasm
- Better understanding of mathematical language
- Improved mental maths
- Pupils became better at using mental strategies

### What were pupil attitudes to one to one tuition?

Overall, pupil reactions to the tuition were very positive, 94% were either positive or very positive towards the tuition. No pupils received the tuition negatively. Many of the schools explained that reactions by the children tended to vary, as some were enthusiastic from the outset, and others were more wary. However, by the end of the tuition most pupils recognised that it had benefitted them.

#### What were pupil attitudes to tuition?



Pupils were generally less positive about the tuition where it meant that they had to miss other lessons that they found more enjoyable. For example, in some schools children missed subjects such as P.E on an alternate week basis. This meant the child was de-motivated for the tuition sessions as they were missing a subject they enjoyed to do more of a subject they did not. Where pupils were asked to remain after school, there was also a mixed reception to tuition.

However, from the questionnaire responses it seems that most children enjoyed the 1:1 adult attention. It meant that pupils were able to address aspects they found hard, without having to admit this in front of their fellow pupils. It was also highlighted that children who could be challenging in a group setting were willing to work well on a one to one basis.

Most schools highlighted just how enthusiastic their pupils have been about the tuition. For example;

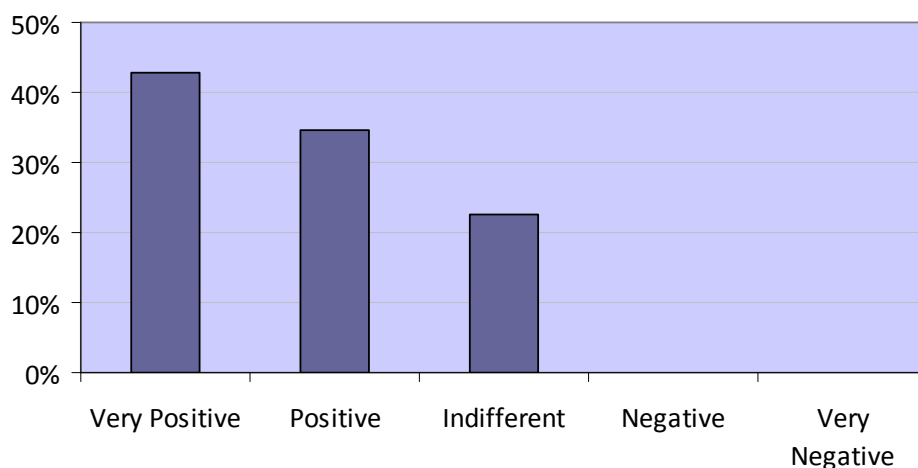
*“The children have returned to class and told their teachers of their achievements. Children nearing the end of their tuition session have expressed their desire to continue”*

The attendance rate to tuition sessions was also high, with many pupils willing to complete additional homework. Overall, pupils were motivated by the one to one tuition sessions, and were enthusiastic about attending. Pupils did not see it as a stigma that they had been selected for tuition and instead indicated that it made them feel ‘special’.

### What were parental attitudes to one to one tuition?

Parental attitudes to tuition were not always as positive as those of the pupils involved, but overall, the one to one tuition programme was very well received. Of the questionnaire responses received, 78% indicated that parents were either positive or very positive about the tuition. No school indicated that parents had responded negatively, and only 22% were indifferent.

## What were parental attitudes to tuition?



Generally, it was indicated that parents were positive about the tuition and were appreciative of the support that their child was receiving. A number of schools also commented that the tuition helped to engage parents with the child's learning, and in a number of cases parents were able to continue with some of the strategies taught in tuition sessions at home. Feedback was gained during discussions at parent's evenings and comments made when parents collected children from sessions.

*"Parents felt that their children gained a great deal from the sessions. Some also commented on the greater level of motivation demonstrated by the children"*

However, in some instances, parents declined the one to one support that was offered, and other pupils were offered the places instead. This was mainly due to organisational arrangements, with parents not being able to commit to bringing their children back after school. In one instance a child was removed from the tuition, as her parents felt the pressure was too great.

Not all schools managed to gain feedback from parents as to what they thought of the one to one tuition. Many parents were not actively engaged with their child's learning and many saw it as a normal part of school life. It had been anticipated that there might be some negative response from parents of pupils who had not been selected for one to one tuition, however, this was not the case. A number of schools indicated that they would look to formally seek feedback from parents in the future via a short questionnaire

### School Evaluation of the programme

When asked what worked well, most schools indicated that using existing members of staff really benefited the way that the tuition was offered. As staff already knew the pupils involved and their learning styles, tuition could immediately be delivered to target the pupil's needs. Having a positive relationship between pupil and tutor was also highlighted as a vital factor for the success of tuition. It was important to pair the pupil and tutor carefully to ensure a good working relationship

A number of schools indicated that it was better for the tuition to happen during school time, rather than out of school hours. It was also important to make sure that the tuition

sessions were fun and engaging to make sure that the pupil wanted to attend, and actively enjoyed the sessions. A number of schools involved the parents as much as they could in the tuition process, including inviting parents to the initial tuition session. They found that this was very effective in engaging parental support.

*“Focussed, intensive support worked well when the children were positively engaged and parents were supportive”*

Nearly all schools indicated that the individualised nature of the tuition worked extremely well. Pupils thrived under the individual attention and sessions were tailored to their individual needs. Tutors would often start out with a basic tuition plan and adapt this as the tuition sessions proceeded. Schools indicated that the one to one approach was often more effective than group work, as pupils could not hide behind the efforts of others. Removing the element of competition was also beneficial to pupils with low self esteem or behavioural problems.

*“It was a chance to show children that maths isn’t as bad as they think, and they can do some of it – giving them confidence for the future”*

One school indicated that they provided refreshments to pupils prior to the tuition sessions. This added to pupil motivation and generated a sense that the tuition was ‘special’.

Some of the key things that worked well were:

- Using teachers whom the children already knew
- Regularity of sessions
- Completing the tuition in school where there is access to resources
- Encouraging regular liaison between tutor and class teacher
- Building a positive relationship between pupil and tutor
- Engaging parental support from an early stage
- Ensuring that each tuition sessions is tailored to the pupil’s individual need
- Making sessions fun and engaging

### What would you do differently?

A number of schools indicated that they would have liked more time to roll out the tuition, and to have started the tuition sessions earlier in the year. They felt that the process was rushed and that the summer term was the wrong time of year to begin such a programme. They suggested that starting the tuition in the autumn term would be more appropriate.

Many schools also indicated that year 6 was too late for this type of intervention, and that it needed to start further down the school so that children had time to catch up. Most suggested years 4/5 would be more appropriate.

Some schools struggled to find tutors, particularly schools that had been allocated a relatively high number of places. A number of schools also indicated that pupils were often tired during after school sessions. They recommended that more sessions be conducted during the school day, rather than outside of school hours.

It was also recommended that schools choose the children who would most benefit from one to one tuition. Not all children will benefit from this type of intervention, so careful consideration needs to be given to the type of pupil that is chosen for the programme. One

to one tuition most benefits pupils for whom a short, intensive burst of tuition can boost confidence and enable them to achieve national expectations. It should not be for pupils who require regular and intensive support.

Some of the suggestions made included:

- More time to roll the tuition out
- Start the tuition earlier
- Focus on younger year groups, rather than Year 6 when it is too late
- Consider the pupils chosen for the programme carefully
- Provide a dedicated space for the tuition to take place
- Ask the children to evaluate what they felt worked well in the sessions

Top tips for other schools:

Schools were asked to give tips for other schools, these included:

- Don't book school events during the times when tuition is happening
- Identify children early, and start intervention as soon as possible
- Use experienced teachers
- Use existing members of staff where possible
- Track back to what children did in earlier years to address their misconceptions and gaps in knowledge
- Pair tutors and pupils carefully to ensure a good working relationship
- Use National Strategies material e.g. Springboard
- Ensure there is good communication between tutor and teacher
- Promote the sessions as positively as possible to increase parental support and understanding
- Offer snacks prior to after school sessions
- If a child really does not want to take part, tuition will not be effective
- Ensure sessions are interactive and fun
- Stay focussed on one key area, rather than attempting to address all areas

### **(3) RECOMMENDATIONS**

Based on the responses received from schools taking part in the pilot wave of funding, we would recommend that:

1. Tuition lessons should last for an hour, as recommended in the guidance. From the responses received from schools, this seems appropriate.
2. Tuition can take place during school hours, but needs to be carefully planned. We would recommend that where possible tuition should take place outside of school hours
3. Tuition should take place in school where possible, in a designated room/space
4. If possible, schools should make use of their existing staff. This is because they know the pupils, know the issues and can build trust with their pupils much more quickly.
5. The tuition is started early in the school year, preferably in the Autumn Term
6. Tuition should focus on years 4 and 5 rather than on year 6.
7. The person that leads the implementation of one to one tuition has the time to devote to running the programme effectively. This may not always be the Headteacher.
8. Sample pupil/parent feedback forms are produced by ASK for schools to use