

One to One Tuition – Pupil Progress Data

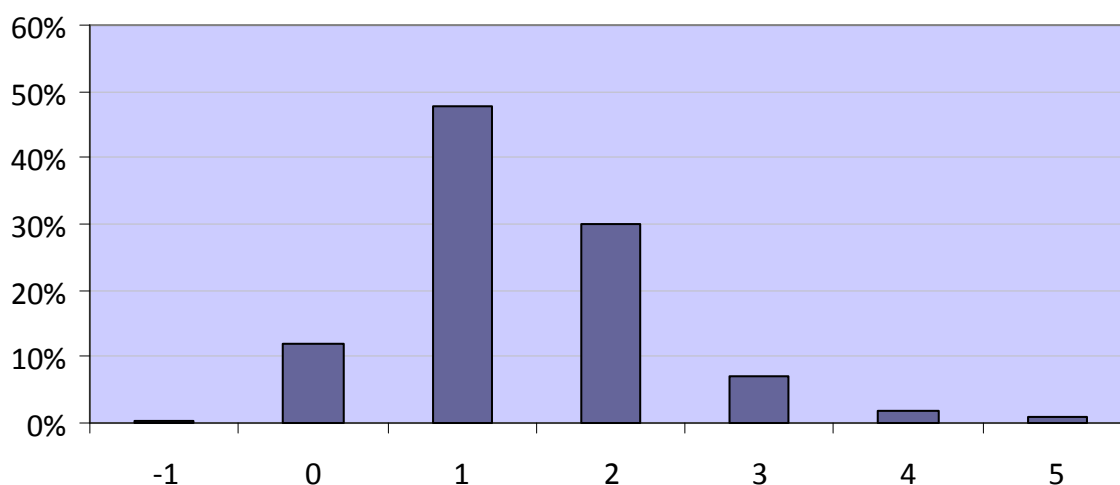
Primary schools that participated in the first wave of one to one tuition were asked to submit data relating to the progress that pupils had made during the course of the tuition. This is based upon teacher assessment rather than SATs scores, as these had not been released at the time of submission.

On analysis, the progress data is extremely positive, with most pupils showing at least one sublevel of improvement and many showing 2 or more. As would be expected, the number of sublevels improvement made is normally distributed, centred on one sublevel of improvement.

The average number of sublevels progress made is 1.41.

Most pupils (88%) made progress during the tuition, with only 12% making no progress. One pupil made negative progress, although there were other factors influencing this pupil's performance at the time.

Number of sublevels progress made

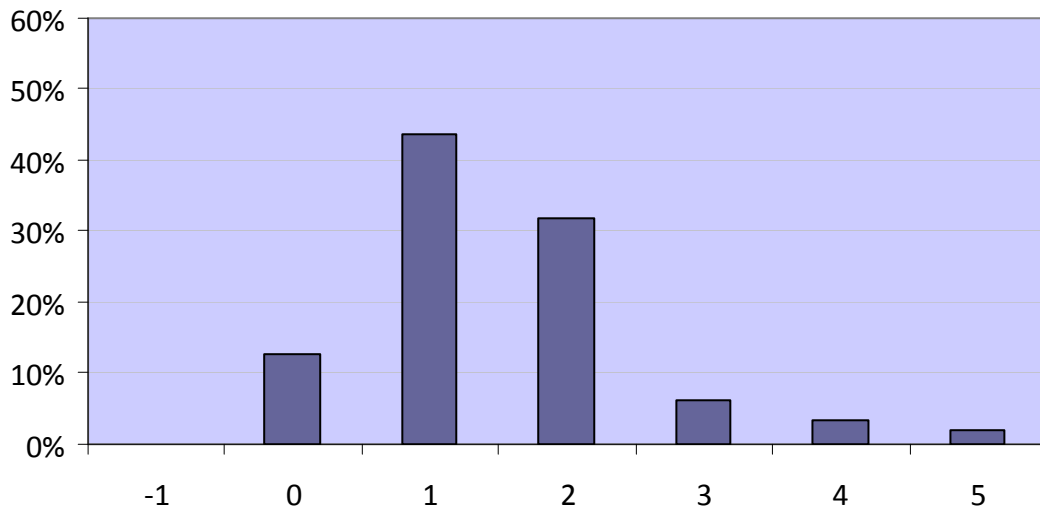


A number of schools in their feedback questionnaires had commented that they felt that the tuition had been more successful in maths than in had been in English. However, based on an analysis of the results obtained, this has not been the case.

The average number of sublevels progress in English is 1.51 compared to 1.33 for Maths.

In English, 87% of pupils made progress with only 13% making no progress at all. No pupil made negative progress. 12% of pupils made 3 or more levels of progress. Again, as can be seen from the graph below, pupil progress is normally distributed, centred on 1 sublevel of progress.

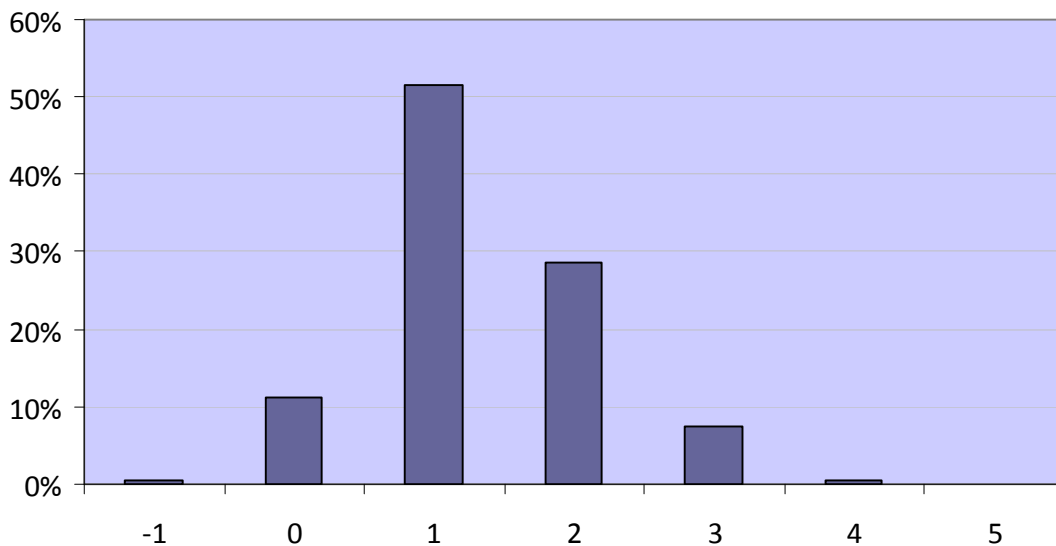
Sublevel progress in English



In Maths, 88% of pupils made progress with only 11% making no progress. One pupil made negative progress. It is this pupil that slightly skews the results for maths. Overall, more pupils made progress in maths than in English, although the average number of sublevels is lower. There are also fewer pupils in maths making the exceptional level of progress that was seen in English.

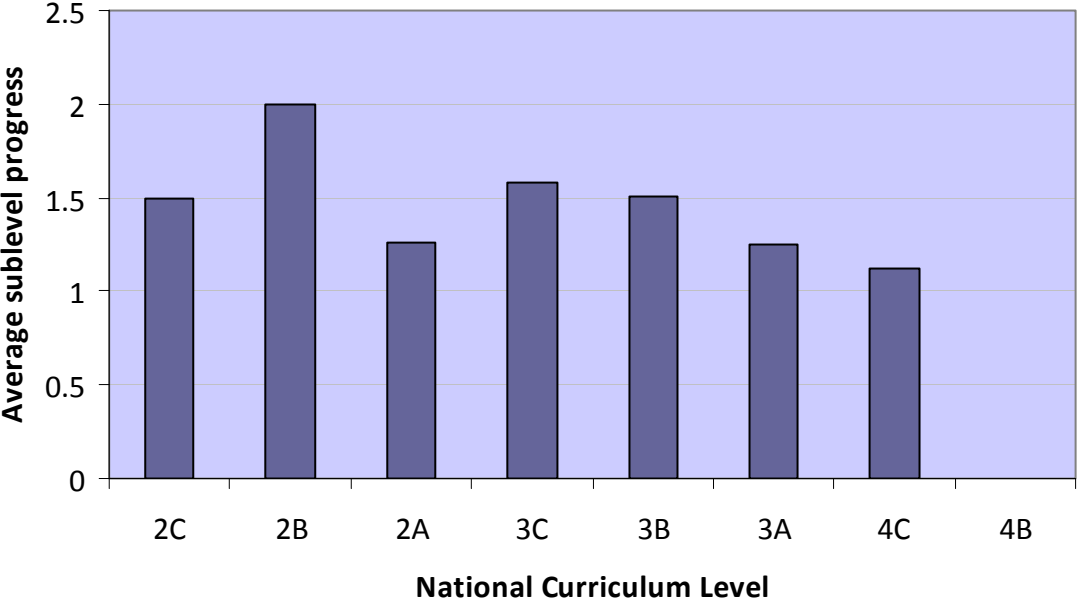
However, the differences in performance between English and Maths are so marginal that they would not be statistically significant.

Sublevel Progress in Maths



It is also useful to investigate whether the national curriculum level at the start of the tuition has any influence on the degree of progress made by the pupil. It can be seen that there is no clear trend in the data. However, all pupils who began tuition with a 4B made no progress during the tuition. It may be that this type of intervention did not suit these individuals or that it did not stretch them enough. As these are able pupils, it may also be that they were already achieving their potential

Average sublevel progress based on start National Curriculum level



In conclusion, it can clearly be seen that one to one tuition has had a positive impact on pupil progress, and that most children make good progress as a result.