

## Impact of the SFA Tutoring Programme

Written by Susan Burton (February 2018)

### The Challenges faced by the School

Children at Langley are of predominantly Asian heritage, with 86% having English as an additional language, so the development of language skills is a challenge.

Langley Green implemented SFA in September 2013 with the aim of improving reading and writing levels. The programme has been very successful in increasing progress and attainment and the school was awarded an Ofsted rating of 'Good' in 2014, having previously been graded as RI.

A small, but significant, number of children still fail to make expected progress and the SFA Tutoring programme was introduced in September 2016 to support these children.

### The Impact of Sfa

The SFA Tutoring pack provides detailed assessment materials to establish reading and writing skills of target children, facilitating precise identification of skills gaps. Daily 20-minute interventions are then introduced and clear objectives, to be achieved within two weeks, are agreed with the children. Where children have the same skills gaps they can be taught in groups of up to 4, using existing SFA materials.

Two Teaching Assistants at Langley Green, who are experienced in teaching SFA, received one day of training. A total of 41 children from Years 1, 2 and 3 were each provided with 4 weeks of tutoring over the academic year.

Fig 1 provides details of impact, indicating that average progress was over 3 times the progress expected over the standard 8-week assessment periods. Tutoring closed key skills gaps, enabling accelerated progress,

<b>School Name:</b>	Langley Green
<b>Location:</b>	Crawley, West Sussex
<b>Ofsted Rating:</b>	Good
<b>Pupils on roll:</b>	450+
<b>Age Group:</b>	4 - 11
<b>FSM:</b>	22.3%
<b>Pupil Premium:</b>	12.7%
<b>EAL:</b>	86%

and providing evidence of impact, justifying resources expended.

*"I would highly recommend using SFA because it is more than just an English programme. It has impacted on all areas of the curriculum and has raised everyone's expectations."* Sue Ashby, Deputy Headteacher and SFA Facilitator.

Fig 1 Impact of Tutoring Programme

Term	Average progress Average Points Score	Number of weeks between assessments	Number of weeks actual progress	Percentage of Expected progress
Autumn 1	1.25	8	15	188%
Autumn 2	2.65	8	32	400%
Spring 1	2.3	8	27	338%
Spring 2	1.64	8	20	250%
Summer 1	2.33	8	28	350%
Average	2.03	8	24.4	305%

- 1 APS point equals 12 weeks progress
- Expected progress is equivalent to 3 APS points per academic year (36 Weeks)

Fig 2 Actual progress, in weeks, compared to expected progress over 8 weeks, for children receiving tutoring

