

High quality teaching is the most important lever schools have for improving pupil outcomes. However, evidence also consistently shows the positive impact that targeted academic support can have for those that come from disadvantaged backgrounds.

[One-to-one tuition](#) and [small group tuition](#) are both effective interventions when implemented well. Ongoing evaluation and monitoring of how tutoring is being implemented in our schools is key.

Here are some questions you can use as prompts for discussion with your school tutoring teams, link governors and trustees.

Selecting pupils and scheduling sessions effectively

- *Have we focussed on those pupils who are eligible for Pupil Premium funding?*
- *How frequent should sessions be? When should they take place? How long should tuition last for?*
- *What size of group works best? How should I group pupils?*



Aligning tutoring with curriculum and assessment

- *Which staff are most appropriate for tutoring? What support and training do tutors need to ensure maximum impact?*
- *How do we align tutoring content with the rest of the curriculum? How do we communicate with tutors?*
- *How do we support transition out of tutoring sessions? How do we create a healthy feedback (and feed-forward) loop?*

Creating a sustainable tutoring model

- *What evidence can I gather to ensure we understand whether our approaches to tutoring are being successful?*
- *Is there a check-in process in place with tutors, so that we can identify any issues with attendance, tuition groupings and progress?*
- *How can positive relationships between tutors and pupils be established and maintained? How can we involve parents/carers in the process?*

