



**The Tutor Trust:**  
Our first 10 years of transforming  
lives through tutoring



# Welcome from Co-Founders

We are delighted to be writing the introduction to this, our 10th anniversary Impact Report.

Little did we know that the spark of an idea for a tutoring charity in 2010 would lead us to setting up Tutor Trust in 2011. And, since then, how much of an impact it would have had on young people across the North of England, and just how much we would have grown and expanded our reach.

Back then, we had realised that many young people, through no fault of their own, were being left behind academically and needed some additional support. With the backing of a grant from the **Education Endowment Foundation (EEF)**, we were registered with **The Charity Commission** on 29 September 2011. The following February, our first tutor stepped in front of a group of pupils at **Whalley Range High School for Girls** and we knew we had something special.

## Working as a team

We have gone on to tutor more than **20,000 pupils**, trained more than **3,000 students, graduates, teachers and other professionals** as **Tutor Trust tutors**, and partnered with more than **500 schools**. Many of our tutors have now gone on to teach as a career and a number sit on school leadership teams; others have moved into a range of careers including finance, journalism, the arts and countless third sector organisations, including those dealing with homelessness and disenfranchised young people.

We've expanded our reach beyond **Greater Manchester** to **Leeds, Merseyside and Bradford**. And, in the last year, despite the challenges of lockdown and online delivery, we doubled the number of pupils we served and expanded our staff team to 46.

## What we do, works

In 2018 the findings of a large-scale randomised control trial (RCT) that had been conducted by the **EEF** the previous year gave us gold standard evidence of the impact of our tuition. This proved that our instincts, that we could make a real difference to young people, were correct (we are still the only tutoring organisation to have been through a large-scale RCT and had proven, positive results). The research showed that pupils who received **12 hours of our tutoring** made an **additional three months' progress in Maths**, when compared to the control group. The effects were most pronounced for pupils in receipt of free school meals and who were low prior attainers.

As a result of the positive findings of the RCT, we were able to partner with **Impetus**, a charity that funds and supports the most promising charities to help more young people succeed. With their backing, we developed our first three-year plan, which had a clear focus on putting quality and impact first, increasing the number of pupils we served and strengthening our organisational structure, enabling us to map out a clear direction of travel for Tutor Trust. We have since worked with other Impetus charity partners through their forums.





Knowing that one size does not fit all, especially in education, we have adapted our services to offer more holistic support to young people who are Looked After and those who are in Alternative Provision (AP) or non-mainstream settings. This includes the award-winning project **The Right Angle**, a collaboration between us and the relationships charity **TLC: Talk, Listen, Change**, which offers tuition alongside therapeutic support. And this year, we have teamed up with **The Prince's Trust** to offer life skills and emotional well-being support, in conjunction with tuition, to vulnerable young people who need a more rounded approach to education.

We have also invested in robust and scalable systems that provide a platform for future growth. Our bespoke 'Connect' platform is now embedded across the charity, and provides live data about all aspects of tuition delivery and impact. We are excited to launch our 'Insight' portal in December 2021, which will enable us to share live data with our school partners about our programmes in their school.

## Leading the way

It has been an amazing decade of growth and delivery, and what Tutor Trust has achieved has exceeded our wildest expectations.

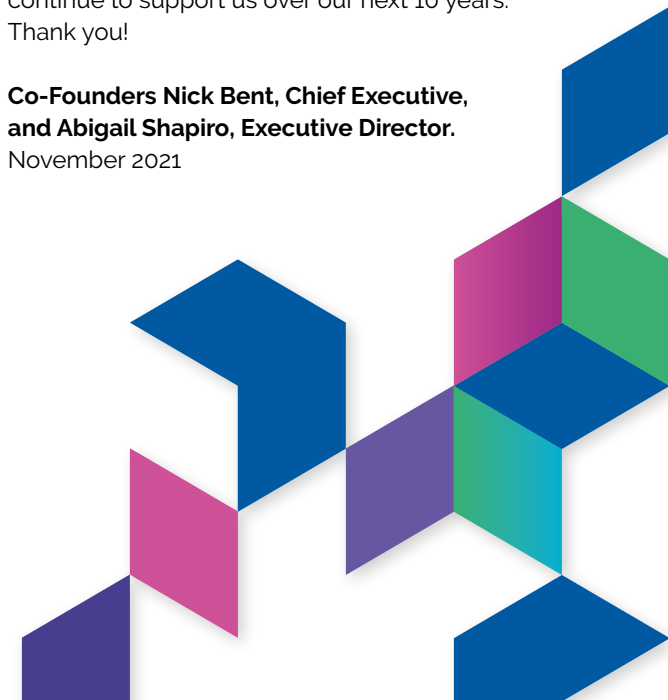
However, we know that after the past 20 months, the need for our work is greater than ever. As we take stock and look forward to our next decade, we hope to provide more children and young

people with fantastic tutors who can accelerate their progress. Quality and impact are at the heart of what we do, and we will continue to refine our model to ensure that every hour and programme of tutoring has the maximum impact on learning.

As we look forward, we will continue to innovate, and to seek out new partners who share our values, so that we can offer a broader range of support to those children who most need our help.

We hope you enjoy this very special issue of our Impact Report as we celebrate 10 years of achievement. Developing Tutor Trust has been a team effort throughout and continues to be so. A huge thank you to all those who have backed Tutor Trust every step of the way – our funders, partners, schools, universities, our staff team and our tutors. We hope you will continue to support us over our next 10 years. Thank you!

**Co-Founders Nick Bent, Chief Executive, and Abigail Shapiro, Executive Director.**  
November 2021



# What drives us

## Our mission

To transform lives through tutoring.

## Our vision

We want to be a part of an education system that provides excellence, equity and opportunity to every child and young person in the UK; we want all pupils to receive the support they need to overcome any barriers they face in achieving their full potential; we believe the Tutor Trust model could play a positive part in the school system in every area of the country and we are committed to growing our work across and beyond the North of England.

## Our values

Our people are at the heart of everything we do. Our team, tutors, schools and partners and, of course, the pupils, drive our desire to improve equality of education in our city regions. This year, through conversations and workshops with our team, we articulated who we are and how we work.

### We are Tutor Trust and . . .

**We believe in fairness;** we want every child and young person to have the opportunity to achieve their full potential and we want all pupils to get all the support they need to overcome any barriers they face. We are a generous collaborator with all those who share our vision and values.

**We are passionate about making a difference;** we care deeply about boosting outcomes and improving life chances for children and young people in our communities. We do everything we can to make it easy and affordable for schools to work with us effectively.

**We are inclusive and supportive;** we nurture all our people to thrive and succeed by caring, by listening and by investing in their talents and well-being. We believe that every team member, tutor and trustee has an important voice and a vital role.

**We are quality-focused;** we strive for high professional standards in every aspect of our work to maximise the beneficial impact of tutoring. The pupils we serve deserve the very best.

**We are ambitious;** we aspire to be more than a match for the massive challenges of inequality, through both the scale and the quality of our work. We constantly innovate and we want to expand our reach in tandem with refining our programmes.

**We learn;** we constantly seek feedback, perform analysis and explore new ways both to draw on and contribute to the research evidence. An open and reflective culture underpins our approach to continuous improvement.

You will see, throughout this report, how our six values are at the heart of all that we do.

# A decade of making a difference

2010

Summer 2010

Nick Bent and Abigail Shapiro began working together to pilot the idea of Tutor Trust in the City of Manchester, beginning conversations and garnering initial support from **Manchester City Council** and **The University of Manchester**.

Autumn 2010

Pete McIntyre, Eve Martin and Mike Emmerich agree to serve as Trustees of any future organisation.

September 2010

Nick and Abigail meet James Turner from the **Sutton Trust** for the first time.

2011

Early 2011

**PwC** in Manchester give pro bono support to develop a robust business plan and budget, focused on Secondary schools, with the involvement of Jonathan Nuttall (now a Trustee); **Pannone Corporate** give pro bono legal advice about registering as a charity.

2014

2014

Tutor Trust joins the **Fair Education Alliance**.



September 2012

A second pilot begins, this time with Primary schools in the City of Manchester, funded by Michael Oglesby of **The Oglesby Charitable Trust**, **Manchester City Council** and **SHINE**.

2012

February 2012

Our tutors deliver their first ever sessions, at **Whalley Range High School for Girls**; schools from around Greater Manchester start to request tutors.

October 2011

Nick and Abigail, as Co-Founders, start work and hire their first staff member; they move into office space at 111 Piccadilly donated by **Bruntwood**; the first round of tutor recruitment and training begins.

29th September 2011

Tutor Trust is officially registered with **The Charity Commission**.

2nd September 2011

The newly-formed **Education Endowment Foundation (EEF)** makes its first four 'launch grants'; one of these is to fully fund the Tutor Trust pilot.



2015

2015

Tutor Trust launches in Leeds with the support of the city council and the **University of Leeds**; Tutor Trust becomes an Ambassador for **Child Friendly Leeds**.

2016

2016

The **Education Endowment Foundation** commissions a large-scale randomised control trial of Tutor Trust's work, to test its quality and impact; this independent evaluation involves 1,300 pupils in Year 6 at 105 primary schools across Greater Manchester and Leeds.



September 2016

**The Charity Times Awards**, Tutor Trust wins '**Best New Charity**'.

November 2016

**Spirit of Manchester Awards**, Tutor Trust wins '**Best Partnership Initiative / Collaboration Award**'.

2017

June 2017

**Yorkshire and Clydesdale Bank Foundation**, Tutor Trust wins '**Spirit of Community Award**' and the '**Special Recognition Award**', the top award, beating 300 other entries.



2019

July 2019

An ambitious Three-Year Plan, prepared in partnership with **Impetus** and the **EEF**, is agreed by the Trustees.

February 2019

Awarded official **'Promising Project'** status by the **EEF** (HMG's 'What Works Centre' for Education and Social Mobility), becoming one of only 18 'Promising Projects' and the only one based in the North of England.

November 2018

The highly positive results of the independent evaluation are published by the **EEF**, giving Tutor Trust gold standard evidence for the value of its work; Tutor Trust begins a formal partnership with Impetus.

July 2018

Project **The Right Angle** wins an award from the **Department for Education's Alternative Provision Innovation Fund** (there were 296 applications to this fund and Tutor Trust was one of just nine winners across the country).

November 2017

Tutor Trust launches in the **City of Liverpool**, and quickly begins to serve the other five boroughs of the Merseyside city-region as well.

November 2019

Tutor Trust wins **'The Learning Award'** at the **National Children and Young People Now Awards**.



March 2020

As the coronavirus (COVID-19) pandemic hits, Tutor Trust launches its first ever pilot of online tutoring and is also invited to join the prestigious **National Pilot of Online Tutoring**, led by the **EEF**.



April-June 2020

Intense collaboration with other leading education charities, academics and politicians of all stripes to lobby Government for some sort of national tutoring service.

June 2020

The Prime Minister announces the **National Tutoring Programme**.

July 2020

Tutor Trust wins a prestigious **'Scaling Award'** from the **Fair Education Alliance** (one of just seven winners of these awards across the whole country). As a result, we've presented at FEA Summits with sister charities and other **Scaling Award** winners.



2021

August 2021

The launch of Tutor Trust Bradford is announced, with funding from the **Morrisons Foundation** and a partnership with **University of Bradford**.

November 2020

Tutor Trust appointed an official Tuition Partner of the Government's flagship **National Tutoring Programme**.

# Our decade at a glance

Since 2012 we have:



Partnered with more than **500 schools**



Reached more than **20,000 pupils**



Trained more than **3,000 tutors**



Delivered more than **120,000 hours** of tutoring

# We believe in fairness

We want every child and young person to have the opportunity to achieve their full potential and we want all pupils to get all the support they need to overcome any barriers they face. We are a generous collaborator with all those who share our vision and values.





# The need

Education in the UK isn't fair. Children from poorer families start school on average five months behind their wealthier peers, and the gap widens further as they progress through school. By the time they are 11, disadvantaged pupils are, on average nine months behind, and by 16, they are, on average, 18 months behind.<sup>1</sup>

This attainment gap isn't just a statistic: It equates to thousands of children and young people unjustly missing out on learning, qualifications, and the future opportunities that these bring.

Certain groups are particularly badly affected. By age 16:

- Persistently disadvantaged children (those on free school meals for more than 80% of their school life) were on average 22 months behind their peers,
- Looked After Children (LAC) were on average 29 months behind.

Even before the pandemic, there were many indications that the slow progress made in closing the gap since 2011 had not only stagnated but gone into reverse. Worryingly, data from the **Education Policy Institute (EPI)** indicates that since 2011 there has barely been any progress in closing the attainment gap between persistently disadvantaged pupils and their peers.

Research is ongoing into the effect of the pandemic, but all early indicators are that disadvantaged pupils have been worst hit by lockdowns and the ongoing disruption to education. Data from the **EPI** and Renaissance Learning, published by the **Department for Education (DfE)** in June 2021, indicated that disadvantaged primary pupils had lost an average of 4.3 months learning in Maths and 2 months learning in Reading, compared with an average loss of 3.7 months in Maths and 1.8 months in Reading for all pupils.<sup>2</sup> The report also suggested regional disparities in learning loss, with Yorkshire and Humber among the worst hit regions.

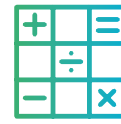
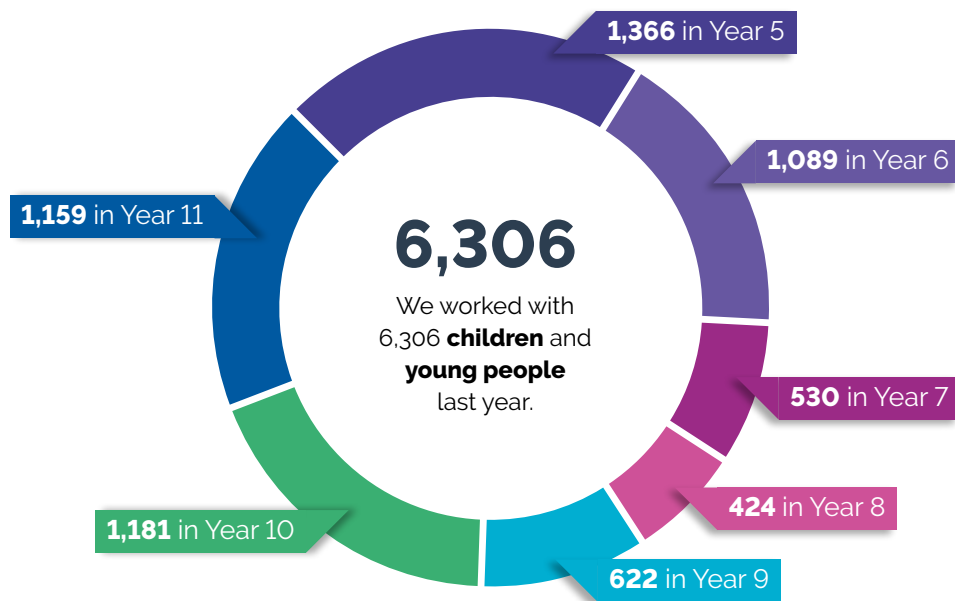
Poverty is not distributed equally across the country. In the Northern cities where we operate, many schools have a high proportion of persistently disadvantaged pupils who are vulnerable to not achieving their potential, and who have fallen further behind their peers over the pandemic. We partner with such schools to help make sure that their pupils have access to great tutors who can accelerate their learning and act as positive role models, bringing us closer to our vision: **We want to be a part of an education system that provides excellence, equity and opportunity to every child and young person in the UK; we want all pupils to receive the support they need to overcome any barriers they face in achieving their full potential; we believe the Tutor Trust model could play a positive part in the school system in every area of the country and we are committed to growing our work across and beyond the North of England.**



<sup>1</sup> Education Policy Institute and Fair Education Alliance (2020); Education in England: Annual Report 2020

<sup>2</sup> Department for Education (June 2021); 'Understanding progress in the 2020/2021 academic year: complete findings from the autumn term'

## The pupils we worked with in 2020/2021:



**2,708**

pupils received tutoring in **Maths**



**2,385**

pupils received tutoring in **English**



**392**

pupils received tutoring in **Science**



**818**

pupils received tutoring in **more than one subject**



**61%**

of our pupils were **disadvantaged**, compared with 28% of pupils nationally



**18%**

of pupils had **Special Educational Needs or Disabilities (SEND)**



**73%**

On average, participating pupils attended 73% of their **scheduled tutoring sessions** (COVID-19 meant that attendance was lower than we would like, and we seek to increase this in 2020/2021)



**251/81**

We supported **251 Looked After Children**, and **81 in AP**



**1,926**

pupils received **some or all** of their tutoring **online**



# We are passionate about making a difference

We care deeply about boosting outcomes and improving life chances for children and young people in our communities. We do everything we can to make it easy and affordable for schools to work with us effectively.

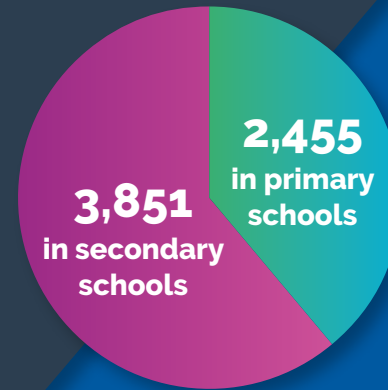


# A year of growth

In 2020/2021...

# 6,306

We supported pupils from Years 5 to 11.



We worked across three city-regions:

Greater Manchester  
Leeds  
Merseyside

We also piloted online tutoring in our fourth UK city, Bradford, and have launched face-to-face tutoring here in 2021/2022.

# X2

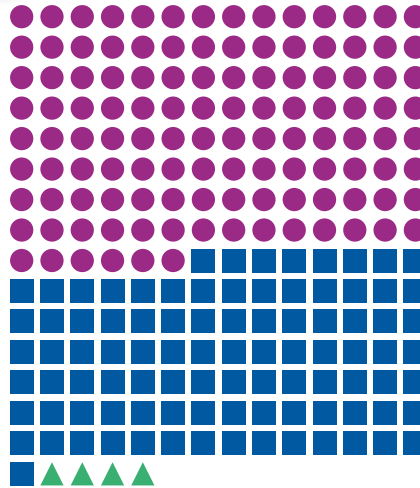
We more than doubled the number of pupils we have worked with in any previous academic year.

We partnered with

# 215

schools

- 118 primary schools
- 93 secondary schools
- ▲ 4 Alternative Provision centres.



# 94%

of our school partners would recommend Tutor Trust to another school.

# 98%

of our tutors described their experience of working with Tutor Trust as 'good' or 'excellent.'



We were a successful partner of the National Tutoring Programme, partnering with 160 schools under this scheme.



We delivered both face-to-face and online tutoring, and piloted a new 'hybrid' programme with the support of The Hg Foundation.

# 661

We recruited 661 fantastic new tutors, most of them students at top universities.



Our team of qualified teachers monitored 92% of tutors who delivered sessions, and 95% of them were delivering good or outstanding tutoring.

# Meeting the need

## How we work with our school partners

### Case study: St Damian's R.C. Science College, Ashton-under-Lyne, Greater Manchester

#### The school

St Damian's R.C. Science College is a secondary school that began working with Tutor Trust as part of the National Tutoring Programme.

The subsidies enabled the school to run a large-scale programme, with 150 Year 7-9 pupils receiving tuition in Maths and English.

#### The assignment

This assignment was delivered in-person, with tutors and school staff working together to effectively integrate tutors within the school community. Despite the pandemic, pupils achieved more than 80% attendance across the assignment.

Deputy Headteacher Mary Henshaw was positive about the way the partnership had worked:

**“There has been excellent regular communication. The school has developed strong relationships with the tutors and Tutor Trust itself. Tutor Trust has high expectations of the tutors. It shows an eagerness to meet the specific needs of the school and has been extremely supportive**

**throughout the tuition period. Tutor Trust has its own independent QA process and has given immediate feedback.”**

#### The tutors

One of the many tutors on this assignment was Aaron Hughes. Whilst studying for his MA at Manchester Metropolitan University, he taught English to a variety of year groups. He said:

**“Working at St Damian's was an excellent experience from start to finish. The school's Deputy Headteacher, Mary Henshaw, was pivotal in not only ensuring tuition ran effectively, but also in creating an environment in which both the students and I could establish a healthy and professional relationship, which ultimately resulted in a successful programme.”**

Aaron's commitment to this assignment was noted by Mary:

**“[Aaron] has been exceptional. He has shown very high levels of commitment, developed positive, strong working relationships with pupils and has a strong understanding of pupil progress.”**



Mohammed Rehman, a student of Medicine at University of Manchester and a tutor on the programme, described his best tuition moment as:

**“Building a rapport with students and seeing their attitudes change with the subject. Seeing the students engage and enjoy learning during tuition was very rewarding.”**

We are continuing to work with St Damian's in the 2021/2022 academic year.

## Case study: St Ethelbert's Primary School, Bolton, Greater Manchester

### The school

Partnering with Tutor Trust for the first time this past academic year, St Ethelbert's R.C. Primary School is a Greater Manchester school dedicated to serving the Bolton community.

Headteacher Mandy Messham oversaw the assignment of 24 Year 5 and 6 pupils, who received tutoring in both Maths and Reading. An NTP-funded programme, tutoring was delivered by Manchester Metropolitan University graduate Eden Atherton-Kelly.

Mandy Messham noted:

“Eden immediately [fitted] into our school community. She was highly professional and developed very positive relationships with both staff and children.”

Having completed her degree in Photography in the academic year 2020/2021, Eden is currently undertaking a PGCE, and described her experience with both the pupils and staff of the school:

“The staff at St Ethelbert's really made me feel welcome and couldn't help me enough with letting me use any resources or just the general support I needed from teachers. I built up a really good relationship with all of the children that I tutored and think this helped massively when it came to what they took away from tutoring.”



## Case Study: Yeadon Westfield Junior School, Yeadon, Leeds

### The school

We have partnered with Yeadon Westfield since 2017 to deliver high quality tuition. Lisa Plotrowicz is Headteacher for the Leeds primary school, and Deputy Head Helen Swallow is the Programme Lead for tuition.

### The assignment

The assignment, which saw tutors Tom Vegeris and Jennifer Hurst deliver both Reading and Maths tuition to 12 Year 6 pupils, was very well received by the pupils of the school. As an organisation, we value feedback of tuition from our partners, and especially from the young people we work with. Through our own pupil survey, we found that after delivering tuition at Yeadon Westfield:

Our work is always directly focused on how we can have the **greatest possible impact** on the young people we work with. We always want to know that pupils feel tuition is both **beneficial to them academically**, and **enjoyable**.

- **91%** of pupils agreed or strongly agreed that they enjoyed tutoring sessions.
- **91%** of pupils agreed or strongly agreed that their tutor encouraged them in their sessions.
- **91%** of pupils agreed or strongly agreed that their tutor made tutoring sessions fun.
- **91%** of pupils agreed or strongly agreed that they have made more progress in Maths/Reading after receiving tuition.
- **91%** of pupils agreed or strongly agreed that they now feel more confident in Maths/Reading lessons after receiving tuition.

Pupils also wrote the following comments about tuition:

“I really enjoyed these classes.”

“I want to do tutoring again.”

Our work is always directly focused on how we can have the greatest possible impact on the young people we work with. We always want to know that pupils feel that tuition is both beneficial to them academically, and enjoyable.

Helen Swallow echoed the pupils' feedback on tuition:

“It worked very smoothly and having the consistency of the tutors every week really helped, especially with the relationships with the pupils.”

### The tutors

Both Tom and Jennifer enjoyed their time at the school.

Tom, a Psychology graduate from University of Leeds, felt at home at the school:

“All members of staff, especially Helen Swallow, were friendly and welcoming.”

Jennifer, a Liberal Arts student at University of Leeds, noted the work put in by the young pupils:

“The children were a pleasure to tutor, and all engaged productively and enthusiastically with the material covered in the sessions. They are a credit to the school. All are working at or above age-related expectations, despite the pandemic.”

“Staff at the school were very helpful and timely in communicating necessary information – I particularly appreciated receiving the children's past papers, which made planning much easier and more effectively targeted. The space and resources made available for tutoring were excellent.”

We are continuing our partnership with Yeadon Westfield, building on the success of the 2020/2021 tuition programme, into the 2021/2022 academic year.



## Case study: Saints Peter and Paul Catholic High School, Halton, Liverpool

### The school

We have partnered with the Liverpool Roman Catholic Archdiocesan Trust since before the pandemic. Through this partnership, we have worked with Saints Peter and Paul Catholic High School. Our tutors worked with 30 pupils to deliver tutoring in both Maths and English under a hybrid model, with sessions being held both online and in-person.

Phil Boulton, Vice Principal, said that the tutors were:

“Very well prepared for working in school. [They] fully understood the characteristics of the students they were working with and built positive relationships. The feedback from our students when asked to give three words to describe their tutors included words such as helpful, kind, understanding, respectful, polite and patient.”

Tutors act as informal role-models for young people, as many of our tutors are themselves university students.

We want all the young people we work with to feel as though they have the capacity to achieve anything they want, including, and especially, higher education. Having tutors who are close in age, guiding them through lessons built around their needs, inspires confidence and self-assurance.

Our tutors have had similarly positive experiences with the pupils at Saints Peter and Paul.

Amy Radcliffe, a History student at Liverpool John Moores University who graduates next year, said:

“It has been an amazing experience that has opened my eyes to the world of teaching and all the work that goes on beyond the lesson itself. I feel I’ve become more confident in my own ability as a tutor and feel much more comfortable speaking in front of people now. My best moment was seeing the students return each week with more confidence in their own ability but also in speaking to me and engaging with the lesson.”

Katya Chambers, an English and Spanish graduate from University of Liverpool who is currently studying for a masters in Renaissance and Eighteenth-Century Literature there, said:

“I’m really happy that I’ve finally had some experience planning my own lessons and leading my own classroom. I’m an incoming Teach First English trainee, and this has been fantastic experience for September.”



Tutors act as informal **role-models** for young people, as many of our tutors are themselves **university students**



# We are inclusive and supportive

We nurture all our people to thrive and succeed by caring, by listening and by investing in their talents and well-being. We believe that every team member, tutor and trustee has an important voice and a vital role.



# We're all about people

When we started out, it was just our two Co-Founders, Nick and Abigail, at the helm. Since then, as we've recruited and trained more and more tutors each year, and as we've moved into new city regions and the number of our school partners has grown, so too has our core staff team. Our Impact and Quality and Assurance Teams have expanded to ensure that we can continue to monitor and quality check our tutoring sessions, and our team of coordinators has grown as the number of schools wanting to partner with us has increased.

In March 2020 we had 25 people working full-time for Tutor Trust, but the pandemic and lockdowns brought a move to online delivery and an increase in the number of pupils we reached. We had to expand our team to keep pace, and, like many other organisations around the country, it was all done online. This meant that many of our new starters didn't have a chance to meet colleagues in real life until they'd been in post almost a year.

We now have a staff team of 46, including 11 Qualified Teachers, three of whom are former Headteachers, all recruited because they share our core values and are passionate about making a difference in their communities.

We have recruited exceptional individuals to help shape Tutor Trust from the very beginning. Pete McIntyre, who still chairs the Board, and Trustee Mike Emmerich, joined us at the start of our journey.

Along with our other long-serving Trustees Lucy Crompton, Jim Lister, Brendan Murden and Jonathan Nuttall (who, when he was at PwC worked on setting up Tutor Trust, before joining us as a Trustee) and Eve Martin, who left the Trust in 2016, they have helped us shape and drive Tutor Trust forward.

We were delighted when, in September this year, we recruited five new Trustees, each with extensive experience in education, to strengthen and diversify the Board. They are Dame Kathy August, Louise Banahene MBE, Dr Martin Hanbury, Phil Lloyd and Helen Pratten. In October, Neetu Ogle became our sixth new Trustee. She was formerly the Group General Counsel and Company Secretary of LGC, a private equity owned global life sciences company. Neetu has taken up the role vacated by Jim Lister.

Our Trustees continue to give us strong leadership and sound advice.

As we reflect on our 10 years, we asked colleagues for their most memorable moments of their time with Tutor Trust, and there's a common theme of the importance of making a difference.





For **Matt Wallis** it was all about the team and being able to make an impact. When Matt joined as **Quality Manager** in 2016, he was the first Qualified Teacher on our team. At that time Matt, who is now our **Director of Training and Quality Assurance**, had been teaching for 14 years, and was looking for a change of direction. He felt the opportunity Tutor Trust presented was too good to miss.

“What has been amazing to see is how the **Quality and Impact Team** has been shaped by all the different members of staff joining after me and seeing it go from strength-to-strength. I remember going back to my last school in **Moss Side** to observe our tutors tutoring as

a member of Tutor Trust staff rather than school staff! That was quite a special moment.”

**Phil Mellen**, our **Greater Manchester Schools Partnership Manager**, said:

“I first worked with Tutor Trust when I was a Headteacher at **Stanley Grove** in 2013. I worked with Tutor Trust across several schools so was really pleased when I was able to come and work as part of the organisation in 2021. I love the positive ethos, the way the work is motivated by a moral purpose and how well we look after our staff and those that work with us.”

**Cara Simm**, our **Manchester Secondary Schools Manager**, remembers a collaboration with the Teenage Cancer Trust, where tutors supported young people either before, during or after their treatment for cancer. Cara recalls:

“One stand-out moment was when **Steph**, a tutee who left school with no GCSEs, achieved her **GCSE English Language**, passing with a **Grade 6**. She had been out of school for over 10 years, had never sat an exam and the only academic support she had for the exam was from her weekly tutoring sessions over nine months.

“It is also amazing to see that two of the fabulous tutors on the project, **Ellie Cross** and **Sarah Thrussell**, are now working for Tutor Trust full-time, and **Dame Kathy August**, with whom we worked very closely on the project, is now a Tutor Trust Trustee.”

# We are quality-focused

We strive for high professional standards in every aspect of our work to maximise the beneficial impact of tutoring. The pupils we serve deserve the very best.



# Recruiting fantastic tutors

Our tutors are professional, committed and passionate about transforming the lives of children and young people through academic support.

We recruit exceptional students from our partner universities in Merseyside, Greater Manchester, Leeds and now Bradford, and train them to deliver tuition to primary and secondary pupils. They are the key to our success, and we are incredibly proud of them.

We are highly selective about who we recruit, searching out academic and interpersonal skills and finding great role models. Our expectations of our tutors are high but, in return we offer great rates of pay, comprehensive training, ongoing support and professional development.

Our tutors feel the role is rewarding and that they are giving something back to their community.

Eliane Roll, a third-year English Literature and French student at University of Manchester, has been tutoring with us since 2019.

In an interview in April with the University of Manchester Magazine, Eliane spoke about the importance of the role of tutor. She said:

**“Tutoring programmes are essential for the pupils because, as a tutor, you’re another adult that’s there consistently for them. They know you care about their learning, and you’re someone they can rely on.”**

Other tutors speak warmly of the experience.

Ada Dajani, an undergraduate in Classical Civilisation and Philosophy at the University of Leeds, commented:

**“Being a tutor has really motivated me and shown me how I can make a difference. I was massively impressed by the support and kindness from those who work in the charity.”**

Nick Pearce, a graduate in Acting from Liverpool John Moores University, said tutoring had been eye-opening for him:

**“I didn’t anticipate enjoying the job so much! It’s been wonderful. It has made me so much more confident and interested in working with and supporting young people in other capacities.”**



**661**

We recruited 661 new tutors in the academic year 2020/2021



**574**

of the recruits completed our rigorous training programme and onboarding requirements



**95%**

of tutors feel like they have made a positive impact



**91%**

of tutors said that they feel more confident after having tutored



**98%**

of tutors described their overall experience working with Tutor Trust as 'excellent' or 'good'



**71%**

of tutors said tutoring helped them feel more connected to their local community



**78%**

of tutors said that tutoring made them feel better prepared for their future career

## Ensuring success

### Training

All our tutors complete a minimum of 10 hours of training. The training has been developed by experienced teachers and includes live tutoring sessions, feedback and self-reflection.

### Development (CPD)

Our tutors can continue to develop their skills further. This year we had 2,838 attendances by tutors at a variety of sessions including Behaviour Management, Lesson Planning and Creating Inclusive Tuition Sessions.

### Quality emphasis

Our Quality Team of 11 experienced teachers monitor the delivery of tutoring. We use a variety of methods to monitor quality including lesson plan spot checks, online lesson observations and in-person lesson observations. In the last year, 92% of our 572 tutors who delivered sessions were monitored and received feedback and support.

## Hear from our tutors on the impact of tuition

**“Being a tutor with Tutor Trust has had a huge impact on my life. I really have enjoyed seeing the same groups of pupils weekly and as all my tuition has been online it really feels like we are overcoming the difficulties of the pandemic week-by-week. The pupils I teach have been an emotional support to me as much as I have for them; approaching new learning challenges in spite of the world around us, has kept me motivated in my own studies more generally.”**

– Lydia Thornhill, student of Chinese at University of Manchester.

**“It is wonderful to see pupils from more disadvantaged backgrounds learn and grow over the course of the tuition. It makes me really happy that I can make a difference to their education. It is sometimes saddening to see pupils lacking confidence in themselves and so I am trying to do my best to encourage them to make mistakes and speak up.”**

– Heather Shillito, graduate in Law from University of Leeds.

## Best moments . . .

**“The most important skill which I have developed is my communication with children. I am now much more confident in speaking to children and breaking down difficult concepts, which can translate to me talking and explaining complex dental treatments better to children and young people.”**

– Choudhury Rahman, Dental Surgery, University of Manchester.

**“My tutees have become increasingly confident throughout my sessions and sometimes do not want to go home at the end of the day!”**

– Eden Jackson, Psychology, University of Manchester.

**“Seeing one of my students improve by two grades for her mock exams. She just needed someone to have confidence in her and her abilities.”**

– Hannah Hughes, a graduate of Theatre and Performance (Industrial) from University of Leeds.

**“When a number of students, who I have tutored, informed me that, due to the work we did in the sessions, they were performing better in class.”**

– Elliott Cooper, Aerospace Engineering, University of Liverpool.

## Ben Pliener's inspirational tutoring experience



For Ben Pliener, a Maths teacher at Carlton Bolling College in Bradford, his time with Tutor Trust had a huge impact on his life.

A former grammar school pupil, Ben had envisaged himself teaching in a similar environment, but tutoring opened his eyes to the challenges some pupils faced.

When one Year 8 pupil arrived late to one of his first sessions because they had had to walk a sibling to school, Ben was struck by the responsibilities the young person had to deal with before they could focus on their own studies.

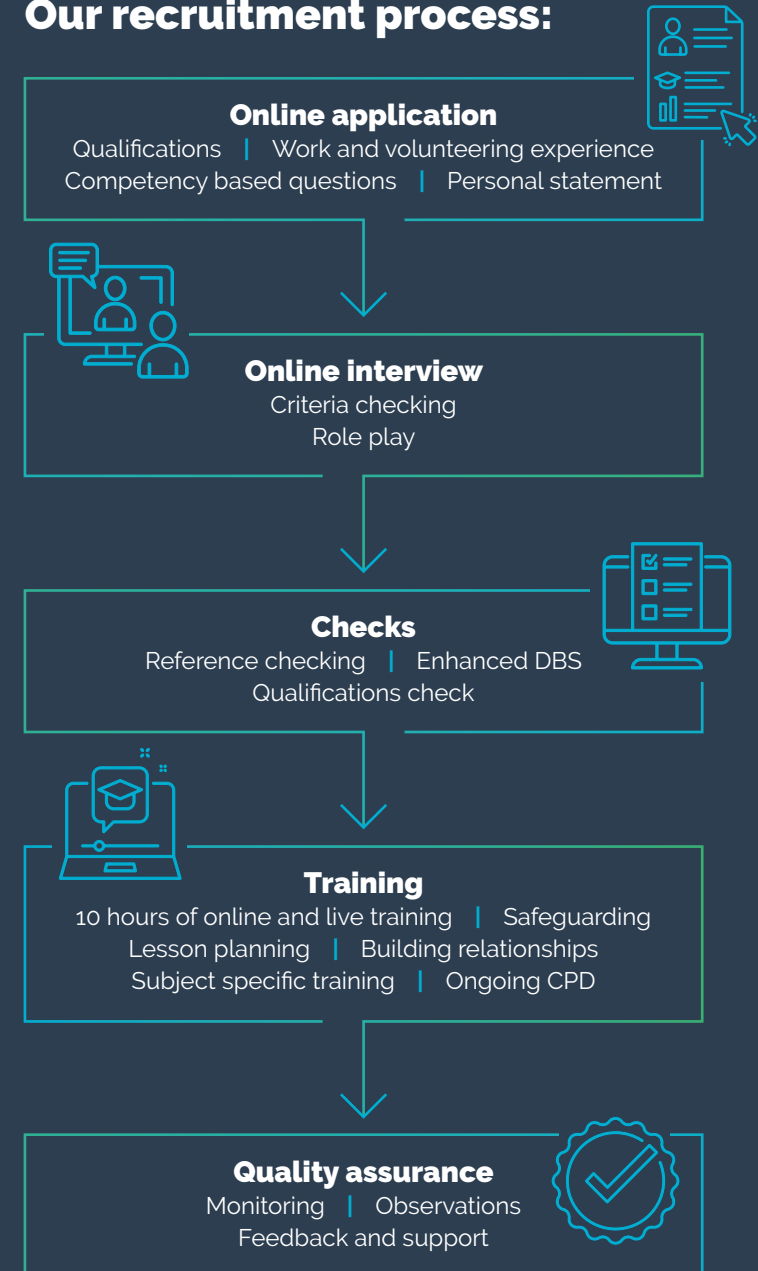
**“Many of the pupils I tutored were struggling, not due to their academic capabilities or their attitude to learning, but due to their personal circumstances.**

**“The conversations where these students showed their gratitude are still some of the best memories I have. They were so sincere.**

**“Working at the Tutor Trust truly showed me the disparity in the education system. I knew I needed to work in an area where I could support those that needed me. It is because of this that I applied for the Teach First training course and became a teacher through them.**

**“The school I currently work at is in one of the most deprived areas of the country and I love the fact that I can support those here. I see it as a privilege and hope to continue working under such circumstances for a long time to come. This entire mindset is solely due to my time at the Tutor Trust. I still feel part of the Tutor Trust family.”**

## Our recruitment process:





# Our impact

As the only tutoring organisation to have participated in a Randomised Control Trial (RCT) and to have had positive results, we know that our model works.

The findings have a high security rating, and the study was a key piece of evidence influencing the government's decision to launch the **National Tutoring Programme** in 2020. Individual and small group support can really make a difference.

We know, however, that for all programmes to have this impact, we need to not only find and support great tutors but ensure that pupils attend enough sessions and that there is frequent and high-quality communication between tutors and teachers.

Since the RCT, and particularly over the last academic year, we have been developing our model further and working ever more closely with schools to ensure that every single programme has the maximum chance of success. For example, we have:

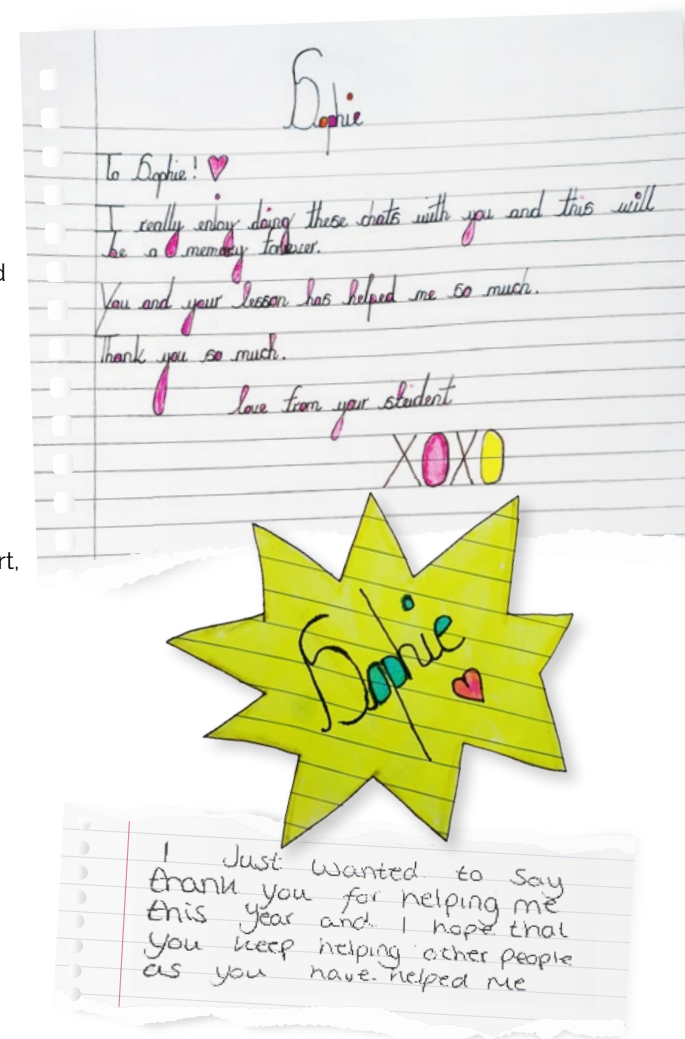
- Adapted our programme so that we only offer sessions in 15-hour blocks, ensuring all pupils have access to enough tutoring to improve their attainment.
- Worked closely with schools to facilitate high pupil attendance by recommending session timings and models that work, and ensuring that a senior leader in each school works with us to support programme delivery.
- Redesigned our procedures for the Introductory Meeting to ensure that it focuses more on pupils

and their learning needs.

- Rolled out an entirely new Salesforce-based Customer Relationship Management (CRM) solution that gives us live data on all aspects of delivery and enables us to work quickly with schools to drive success.
- Piloted new strategies to engage pupils, particularly in secondary. This year, we worked with the **Behavioural Insights Team (BIT)** as part of a pilot to see whether a relationship-building intervention in the first session can increase secondary pupils' attendance. Results to come soon!
- Introduced Learning by Questions (LbQ) to support schools in identifying the baseline attainment of pupils after the pandemic, selecting topics where pupils needed support, and tracking progress.

With the pandemic having resulted in the cancellation of SATs in both 2020 and 2021, and the use of different systems for awarding GCSE grades (Centre-Assessed Grades in 2020 and Teacher Assessed Grades in 2021), we have chosen this year not to present extensive quantitative data on pupil outcomes. Where schools have provided us with data on 2021 Year 11 outcomes, 70% of our tutees achieved Grade 4 or above in their tutoring subject.

We welcome the projected return of external examinations in 2022 and anticipate that our continued focus on delivering high-quality programmes will lead to strong progress for our pupils next year.



# We are ambitious

We aspire to be more than a match for the massive challenges of inequality, through both the scale and the quality of our work. We constantly innovate and we want to expand our reach in tandem with refining our programmes.



# National Tutoring Programme and scaling up

We know, from our experience of a decade of delivery, and from our successful RCT, that tutoring can be a powerful intervention that accelerates learning. After the school closures during the pandemic, which hit disadvantaged children hardest, we, along with our partners in the **Fair Education Alliance (FEA) Advocacy Group**, were heavily involved in lobbying government for tutoring to be a key part of the catch-up strategy.

The lobbying worked, and the National Tutoring Programme (NTP) was announced in June 2020. We became a Tuition Partner of the NTP in November 2020 and remain so in year two of the programme.

Despite the ongoing disruption of the pandemic, including further lockdowns in Spring term 2021, we supported more children and young people than ever before, with most tutoring taking place as part of NTP-funded programmes.

The government has also committed an additional £579 million of funding to tutoring through the launch of the school-led tutoring programme. These two funding schemes make our programmes very affordable for all schools.

We anticipate that through 2021/2022, we will continue to scale up our work and partner with more schools than ever before, while maintaining a strong focus on quality and impact.

## Through the NTP, we:



Worked with  
**4,845**  
pupils



Partnered with  
**160**  
schools



Supported  
**2,879**  
disadvantaged pupils



Supported  
**819**  
pupils with SEND

## As part of a feedback session in June this year, the NTP said Tutor Trust had:

- Strong tutor eligibility and recruitment process
- Good experience of working with disadvantaged pupils and evidence of successful engagement
- Evidence of impact
- Strong data collection system and targets for attendance

## They also noted we had:

Very good Pupil Premium / Special Educational Needs rates in line with the core mission of Tutor Trust.

# Alternative Provision and Looked After Children

## Sustained, year-round support

Alongside the high-quality English, Maths, Science and Reading tutoring services we provide in mainstream settings, we also offer more specialised support for Looked After Children (LAC), young people at risk of exclusion, persistent absentees and young people in Alternative Provision (AP) settings.

Over the last academic year, our AP / LAC team has supported young people of all ages, from Year 4 to some care leavers aged over 18. Pupils in Years 10 or 11 together made up nearly 60% of all the pupils the team supported this year.

Many of our pupils – both LAC pupils and those in AP – receive longer programmes of tutoring than in our mainstream offer. For those in AP, or those attending mainstream schools on a reduced timetable, tuition can make up a significant portion of the time they spend in education each week.

This is why **more than a fifth of all pupils** we supported last year had **more than 24 tuition sessions** – that's more than one-and-a-half times the length of our standard tuition programmes.

In the academic year 2020/2021, we:



**126**

Supported **126 pupils** – **54%** attended mainstream schools, and **46%** attended an Alternative Provision (AP) setting



**28**

Worked in **28 settings** – **15** mainstream secondary, **nine** mainstream primary, **four** AP

## Looked After Child case study – fostering a positive relationship with learning

Often, the most impactful aspects of AP / LAC tuition are not about reaching particular academic targets, but about boosting a young person's confidence and fostering a positive relationship with learning.

One of our LAC tutees, K, in year 11, worked with Sarah Thrussell, one of our full-time tutors, throughout the 2020/2021 academic year. K received in-person support at home, covering GCSE English, Maths and Science and, at the start of the tuition programme, he refused to attend sessions for any longer than 15 minutes – if at all.

Tuition had to be put on hold during lockdown, and it was uncertain whether it would even resume if K was unwilling to attend.

However, as lockdown eased, K spoke to his carer and expressed an interest in restarting his sessions.

Since then, K has fully engaged in his tuition, attending two to four hours of tuition per week. He often discusses with Sarah the ways tuition will help him achieve his goal of attending college and support him in reaching the grades he needs to do so.

K's carer, an A-Level teacher, provided feedback on the impact tuition was having on K.

**“I could not be more impressed with Sarah, she is conducting some of the best work I have seen and the way she has engaged K is just incredible. I did not think he would ever engage, open up, and look forward to tuition like this.”**

## The Right Angle

**The Right Angle** is a collaborative project between Tutor Trust and **TLC: Talk, Listen Change**, which has been supporting young people in Alternative Provision or who are looked-after over the past three years. The project was originally funded by the **Department for Education** as part of its **Alternative Provision Innovation Fund (APIF)**.

We are proud to continue supporting vulnerable young people to make meaningful and lasting changes in their lives this year, through our programme of 12 sessions of Maths or English delivered by our tutors, alongside up to 10 sessions of counselling delivered by TLC's fully-qualified specialist young people's counsellors.

In the final APIF project report, published in December 2020, when the initial funding ended, the key findings were that pupils thrived mentally and academically:

- Pupils accessing both counselling and tuition were **twice** as likely to improve their GCSE grade.
- On average, those who had counselling and tuition attended **five more tuition sessions** than those who had tutoring alone.
- **Looked after Children** showed the greatest difference in GCSE results when they engaged in tutoring and counselling.
- **57%** of pupils demonstrated a clinically significant decrease in psychological distress.
- **71%** of KS3 pupils improved their National Group Reading Test scores.

This year, to recognise the range of vulnerable young people who would benefit from **The Right Angle's** combined offer of tuition and emotional support, we have expanded the project to include



children who are at risk of exclusion and those who have a social care plan.

A, a pupil at Mossley Hollins High School in Ashton-under-Lyne, Greater Manchester, shared her experience of **The Right Angle's** support:

**“My sessions have helped me in so many ways, such as making me feel calm and making me feel that nobody is going to tell what I have said in my sessions and teaching me things I have had difficulty learning in the past. I have not only learnt many things, but I have also made a special bond with my tutor.”**

## New directions for AP/LAC

This year we are excited to launch a new project delivering Achieve units and qualifications from **The Prince's Trust**. Just like **The Right Angle**, this project supports more than just academic development, giving vulnerable young people the chance to develop personally and build life skills.

Six Achieve sessions will be delivered by our trained tutors alongside 12 English or Maths sessions. Which Achieve units are delivered is shaped by each young person's interests, with topics ranging from experiencing the world of work and managing money, to presentation skills, sustainability and ethics, and many more.

We are grateful to our funding partners for enabling us to pilot this innovative approach.

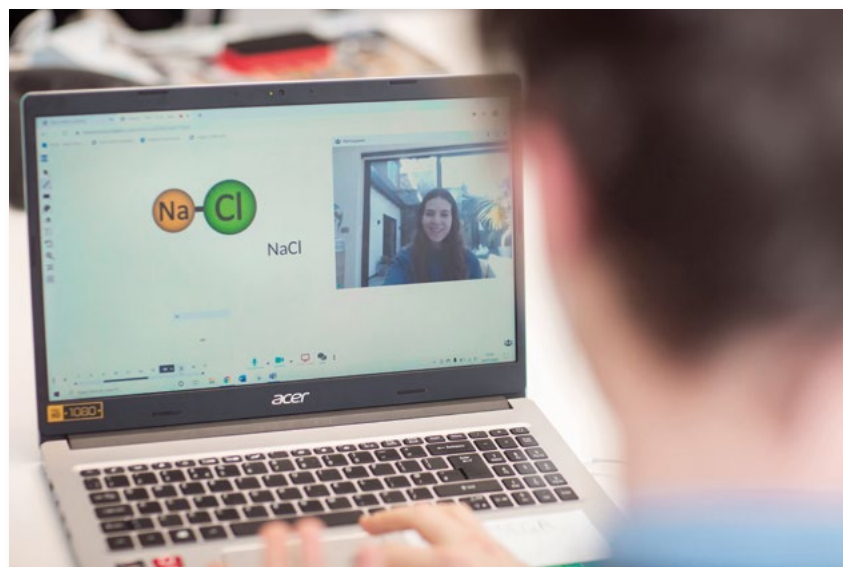




# Innovative tutoring programmes

As part of our innovative approach, over the last year we have embraced online and hybrid tutoring, and launched a pilot programme, **Puppies and Pirates**, designed for Years 5 and 6. These continue our tradition of being innovative, such as our transition programme in 2018 and our partnerships with other like-minded organisations.

## The Hg Foundation's pilot of hybrid tutoring



Following on from our successful involvement in the **National Pilot of Online Tutoring** in the summer of 2020, we received a £100,000 grant from **The Hg Foundation** to trial 'hybrid' tutoring. The ambition was for pupils to receive 70% of their tutoring sessions online and 30% of their sessions in person. We have supported schools in a flexible approach to this hybrid model as they continued to face disruption due to COVID-19.

One of the schools taking part in the hybrid model was **Marlborough Road Academy in Salford**. **Principal Judith Richens** said of the project and working with us:

**“I have been hugely impressed with the quality of instruction provided by the tutors, who have clearly been well trained and ‘know their stuff’. They have provided detailed and timely feedback and sent through comprehensive lesson plans, so that class teachers have been able to pick up on anything that needed additional work following a session. The children have been excited by the online element and have engaged well, continuing to join the sessions from home, if they have had to self-isolate.”**



**77%**

of pupils who received tutoring through **The Hg Foundation** pilot qualify for **Pupil Premium** funding



**238**

**The Hg Foundation** funding has enabled **238 pupils** in **16 schools** to access small group tutoring in **English** and **Maths**



**123**

**The Hg Foundation** has provided **123 laptops** to aid the delivery of our tutoring programmes.

## Puppies and Pirates

We created a fun and engaging tutoring programme for Years 5 and 6 called Puppies and Pirates. Developed by teachers in our Quality and Impact Team, the programme was aimed at addressing gaps in learning resulting from school closures and re-engaging young people with learning. We delivered it both online and face-to-face in schools.

Nearly 30 Primary schools ran Puppies and Pirates in 2020/2021 providing 15 hours of both English and Maths tutoring. The schools welcomed this new approach and recognised the expertise in creating a bespoke programme for their pupils.

One of the schools that took part was **Ashurst Primary School in Saint Helens, Merseyside**, to support 24 of its Year 5 and 6 pupils in English and Maths.

Through the collaboration of the work of our Quality Team, tutors, and **Headteacher Lisa Houghton**, tuition has been a success at the school, with pupils responding positively to the tutors and the sessions.

**Lisa Houghton** noted the academic and personal impact that tuition has had on the pupils of Ashurst Primary:

“**The tuition had a noticeable impact with regards to the confidence our children developed through the Maths and English sessions. Highly effective small group tuition provided children with the intense support and guidance they needed to develop their knowledge and understanding. The tutors worked effectively with class teachers to address key learning and misunderstandings which had a noticeable impact on their progress.**”





## 'Ready for Secondary' – our summer school project

Having had a successful summer school at **Buile Hill High School in Salford, Greater Manchester**, in 2018 as part of a transition project, we developed the 'Ready for Secondary' summer tuition package for the end of the 2020/2021 academic year. The package was aimed at primary school pupils who were transitioning to secondary school in September 2021.

We recognised that providing additional support to Year 6s in summer would be especially important this year, as many had missed out both academically and socially because of lockdowns. We knew that collaborating with schools to provide a bespoke package of tuition, to dovetail with their other summer activities, would enable pupils to kickstart their learning and boost their confidence ahead of their arrival at secondary school in the autumn.

The programme supported incoming Year 7 learners to improve their English and Maths skills using a series of fun activities featuring inspiring young leaders including Marcus Rashford, Greta Thunberg and Malala Yousafzai.

Over July and August this year, we delivered tuition in summer schools in Greater Manchester at: **Oasis Academy Leesbrook**, Oldham, **Manchester Academy**, Moss Side, **Fairfield High School for Girls**, Droylsden, **Oasis MediaCityUK Academy**, Salford and **Irlam and Cadishead Academy**, Irlam. In Merseyside, our tutors supported pupils at: **St Edmund Arrowsmith Catholic Academy**, Knowsley, **The Grange Academy**, Runcorn, **Archbishop Beck Catholic College**, Liverpool and **Dixons Fazakerley Academy**, Liverpool. More than 450 young people benefitted from the engaging sessions which were designed to sit alongside the respective secondary schools' own summer activity programmes.

A summer school pupil at **Archbishop Beck Catholic College** said of his tutor:

“She has helped me face my challenges in Maths – she has really helped me a lot!”



# Looking ahead

We have always been an ambitious organisation, connecting with others who, like us, want to make a positive impact on young people.

Throughout the last 10 years, we have been proactive in taking the lead to change the circumstances young people face. That has meant expanding the reach of Tutor Trust so that we can support more young people who need a great tutor. So, during the last academic year, despite the challenges posed by the pandemic, we launched an ambitious pilot programme of online tutoring in **Bradford**.



Bradford is the sixth largest city in England and Britain's youngest in terms of its large school-age population. It is also a priority city for extra educational support and remains one of the Government's 'Opportunity Areas'.

We supported 375 pupils at 10 primary and secondary schools for the pilot, which proved so successful that we were delighted to partner with **University of Bradford** and **Morrisons Foundation** to formally launch in the city, making it our fourth in the North of England.

We're now offering face-to-face tuition to schools across Bradford and we're looking forward to continuing to work with those schools who took part in the pilot, and new schools, in real life.

Across our city regions, we have been working closely with **Co-operative Academies Trust**, supported by their CEO Chris Tomlinson, and we're excited to be working with more Co-op Academies in our city regions over the coming year.

Chris Tomlinson said of our partnership:

“We are very pleased to have a Trust wide partnership with Tutor Trust. To provide good quality and positive tutoring is more essential than ever and with Tutor Trust we are receiving this which is making a real difference to pupils' engagement, academic progress and recovery.”

Our vision is that: **We want to be a part of an education system that provides excellence, equity and opportunity to every child and young person in the UK; we want all pupils to receive the support they need to overcome any barriers they face in achieving their full potential; we believe the Tutor Trust model could play a positive part in the school system in every area of the country and we are committed to growing our work across and beyond the North of England.**

Which means that we're here for every child, regardless of their ability. Which is why we were delighted to pilot the **'MESME: Mathematics Education for Social Mobility and Excellence'** project. The project, created by **Ark**, a charity that aims to transform young people's lives through education, and delivered in partnership with the **University of Liverpool Maths School**, is designed to stretch and challenge the top mathematicians in Years 7 and 8. MESME focuses on the establishment of Maths Circles, groups of students who come together to grapple with intriguing questions and discover and explore exciting ideas, in turn developing and expanding their mathematical thinking and curiosity.

The pilot, at **St Edmund Arrowsmith Catholic High School**, in Whiston, and **Dixons Fazakerley Academy, Fazakerley**, both Merseyside, was a huge success, and we rolled out the project across all our regions at the start of the 2021/2022 academic year.

## Looking further ahead, we continue to be ambitious:

We are looking to develop more successful collaborations with like-minded organisations so that, together, we can have an even more meaningful impact on outcomes for disadvantaged young people.

We're looking at ensuring tutoring continues to be accessible to schools who need it, as a key part of their recovery programme, post-the **National Tutoring Programme**.

We're also looking at our next three-year strategy, and how we continue to build on the strength of the Quality and Impact function that we have embedded so successfully over the last three years.

We're also looking at potential new geographic areas. Having launched Tutor Trust in our fourth city, **Bradford**, this summer, we're looking at which other areas may benefit from Tutor Trust's influence and where we might partner with schools to make a significant impact on the outcomes of their pupils.

We launched our new schools microsite, Insight, in November 2021, an impact-driven initiative which enables schools to see real-time data on their tutoring programmes.

And, finally, following the success of **The Right Angle**, and our new partnership with **The Prince's Trust**, we're looking at the 'whole child' and how we might work with others to address additional needs, so that tutoring can have an even greater benefit to vulnerable learners.



We are **ambitious**

# We learn

We constantly seek feedback, perform analysis and explore new ways both to draw on and contribute to the research evidence. An open and reflective culture underpins our approach to continuous improvement.



# Afterword

The growth and development of Tutor Trust over the last decade has exceeded our wildest expectations.

To have had such a positive impact on so many young people, to have supported them academically and, just as importantly, boosted their confidence and given them skills to use in other areas of their lives, has been amazing.

Our colleagues and our tutors make Tutor Trust what it is and make us proud every day to work with them. It has been a real pleasure to reflect on the last 10 years and the many milestone moments along the way for this report.

From our very first tuition session in **Whalley Range High School** in 2012, to our partnerships with universities to ensure we have a pipeline of inspiring individuals to train as tutors, to recognition from numerous organisations and the support and belief from our partners and funders, we have written a story of growth and achievement.

The outcomes of the randomised control trial that **EEF** conducted in 2017 reinforced all that we believed tutoring could achieve and made us even more focused on fulfilling our mission to transform lives through tutoring. The findings went on to influence the direction of Tutor Trust over the past three years. We were delighted to become an EEF 'Promising Project' and have used this time to focus on the quality and impact of every hour of tutoring we deliver.

Like our tutees, we continue to learn, and over the last 10 years, we continue to refine and develop what we do to improve our impact.

Last year was the most challenging we have faced, as it was for many other organisations, with lockdowns, school closures and bubbles bursting. Yet, despite everything, we remained focused on our mission and, thanks to the exceptional strength of our school partners, our tutors, pupils, and our Tutor Trust team, we exceeded our ambitions, with our tutoring impacting more young lives than in any previous year.

Looking ahead, we will continue to do what we have done so successfully over the last decade – partner with schools across the North of England to make sure young people who need the support of a great tutor have access to one.

We're very excited about what the next 10 years hold and how, as a team, we will continue to work towards our vision: **We want to be a part of an education system that provides excellence, equity and opportunity to every child and young person in the UK; we want all pupils to receive the support they need to overcome any barriers they face in achieving their full potential; we believe the Tutor Trust model could play a positive part in the school system in every area of the country and we are committed to growing our work across and beyond the North of England.**

**We hope you will continue with us on our journey.**



# Our supporters

## Our funders



## Our corporate partners



## Our sector partners



## Our partner institutions







**Co-Founders:** Nick Bent and Abigail Shapiro

**Trustees:** Pete McIntyre (Chair), Lucy Crompton (Chair of Finance and Risk Committee), Dame Kathy August, Louise Banahene MBE, Mike Emmerich, Dr Martin Hanbury (Chair of Education Committee), Phil Lloyd, Jonathan Nuttall, Neetu Ogle, Helen Pratten.

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