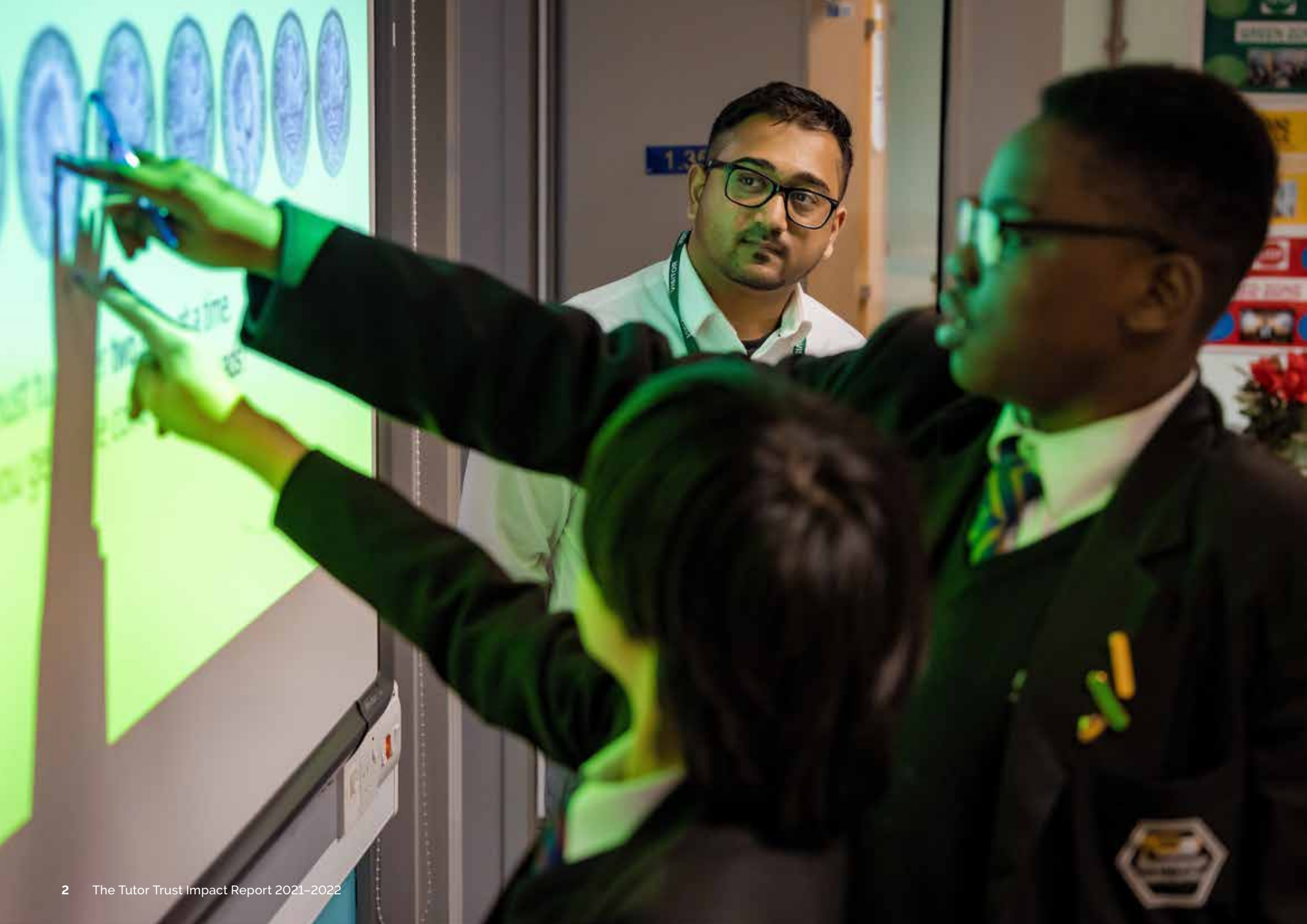




The Tutor Trust
Impact Report 2021–22



Welcome from Co-Founders

In little over a decade, Tutor Trust has gone from just a good idea to a charity supporting thousands of children and young people each year. Sadly, our work is more needed than ever.

After doubling the number of pupils reached during the pandemic, 2021/22 was a year of consolidation and continued growth, in which we sharpened our focus on quality and impact, and received the results of a second successful randomised control trial (RCT). We are delighted to have worked with 6,730 children and young people this year – more than ever before – and to have delivered almost 35,000 hours of tutoring. 66% of those we supported were entitled to Pupil Premium funding, which is also a higher proportion than in any previous year.

While the disruption caused by Covid-19 has receded somewhat, the need for Tutor Trust is greater than ever. National data from Year 6 SATs has bolstered other evidence that the gap between disadvantaged pupils and their peers widened over the pandemic, with only 42% of disadvantaged pupils meeting the expected standard in reading, writing and maths, compared with 65% of other pupils. GCSE data confirmed that the attainment gap at age 16 between disadvantaged pupils and their peers had risen to the highest level since 2012. With a greater proportion of pupils in the North affected by poverty, the regional gap between North and South has widened too. The pandemic hit poorer children hardest, and now the cost-of-living crisis is compounding the challenges facing children, families and schools. Too many children and

young people in our Northern cities are still failing to achieve their potential.

In Summer 2022, we received our first set of examination data in three years, and were delighted that Tutor Trust's disadvantaged Year 11 pupils performed significantly better than disadvantaged pupils both regionally and nationally. 60% of our disadvantaged tutees achieved a Grade 4 or higher in GCSE Maths, compared with 53% of disadvantaged pupils in England. In English, the figures were 66% and 62% respectively, while in Science, a huge 81% of disadvantaged tutees achieved the benchmark, compared with 51% of disadvantaged pupils in England.¹ Figures for disadvantaged pupils in the North were lower than national averages, making our tutees' performance was even stronger. In SATs, our tutees made strong progress from much lower starting points than in previous years, averaging seven scaled score points of progress between the start and end of tutoring. With the attainment gap between disadvantaged tutees and their peers at its widest in a decade, we know that tutoring is needed more than ever to accelerate disadvantaged pupils' learning.

We continue to learn and to improve what we do. This year, we received the results of a second RCT in which Tutor Trust participated. This RCT, commissioned by the Education Endowment Foundation, conducted by the Behavioural Insights Team in the first year of the National Tutoring Programme, demonstrated that a relationship-building intervention, Snap Survey,

¹ Key Stage 4 Data 2022 at <https://explore-education-statistics.service.gov.uk/data-tables/fast-track/b77c360e-f8d8-448a-8632-9bfe750926a3#subjectTabs-createTable>





increased secondary school pupils' attendance at tutoring sessions. Snap Survey, of course, is now part of our tutor training!

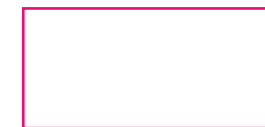
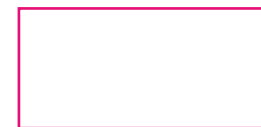
We are also partnering with ImpactEd to evaluate our innovative 'Tutoring Plus' model, in which the most vulnerable young people receive 1:1 tutoring alongside a second intervention designed to address social, emotional or practical needs. We are hoping to commission a full-scale evaluation of our secondary school tutoring over the course of the next three years.

We know that the individualised support a fantastic tutor provides can accelerate pupils' learning. Our 2016/17 Randomised Control Trial (RCT), in which Year 6 pupils receiving 12 hours of Maths tutoring made three months additional progress compared with their peers, not only demonstrated the success of our model, but was also a key piece of evidence supporting the National Tutoring Programme. We are delighted to continue to be an NTP Tuition Partner, allowing schools to access high-quality tutoring at subsidised rates. Alongside Impetus and our partners in the Fair Education Alliance, we have campaigned to ensure that the programme maintains its focus on supporting the most disadvantaged children and young people, particularly those in low-income communities.

With strong confidence in our model, we are ambitious to grow and support more of the children and young people who need us most. In July 2022, our trustees signed off our next Three Year Plan, under which we aspire

to double the number of tutees we reach by 2025. If we are successful, between 2022 and 2025, 30,000 children and young people across the North will receive high-quality tutoring from us. While we are confident we can grow in our existing cities, and will focus on developing multi-year partnerships with schools primarily serving low-income communities, we are also open to expansion into new geographical areas.

On a personal note, this year's Impact Report is a bittersweet one, as, after eleven years with Tutor Trust, Nick will be leaving Tutor Trust in December 2022 to become CEO of the social mobility charity upReach. After having founded Tutor Trust, together with Abigail, in 2011, and having served for over six years as the full-time CEO, Nick is confident that Tutor Trust is thriving, and he is ready to take on a new challenge. Abigail will remain in role as Executive Director, and we are currently recruiting for a new CEO to lead on delivering our ambitious Three Year Plan. We are both incredibly proud of our amazing team of staff and tutors, and thrilled that the idea we first discussed over a decade ago is now helping thousands of children and young people to reach their full potential. We thank all of our schools, partners and funders for your belief in us and your continued support.



Nick Bent and Abigail Shapiro



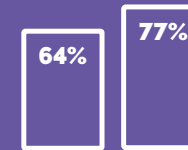
Mission, Vision and Values

Our mission

To transform lives through tutoring.

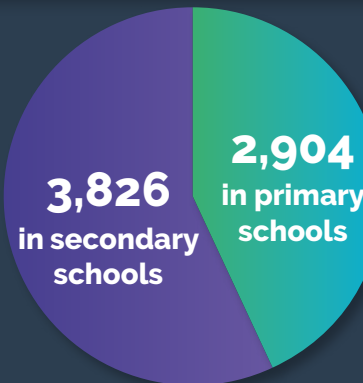


We delivered
34,800
hours of tutoring



77% of pupils received over 6 hours of tutoring – up from 64% last year

We supported
6,730
pupils



Our vision

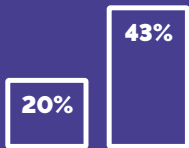
We want to be a part of an education system that provides excellence, equity and opportunity to every child and young person in the UK; we want all pupils to receive the support they need to overcome any barriers they face in achieving their full potential; we believe the Tutor Trust model could play 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 worked with

198
schools



98%
of schools would recommend Tutor Trust to another school



43% of pupils received over 12 hours of tutoring – up from 20% last year

Our values

We believe in **fairness**

We are passionate about **making a difference**

We are **inclusive** and **supportive**

We are **quality-focused**

We are **ambitious**

We **learn**



7

Year 6 tutees averaged seven scaled score points of progress in SATs.

60%

of disadvantaged tutees in Year 11 achieved 4+ in GCSE Maths (compared with 53% nationally)

78%

average pupil attendance at sessions – up 5 percentage points from last year

66%

of pupils were entitled to Pupil Premium funding, compared with 61% last year



66%

of disadvantaged tutees in Year 11 achieved 4+ in GCSE English (compared with 62% nationally)



21%

of pupils had SEND

96%

of our tutors rated their experience of working with Tutor Trust as 'Good' or 'Excellent.'

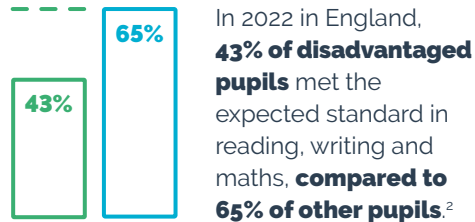


81%

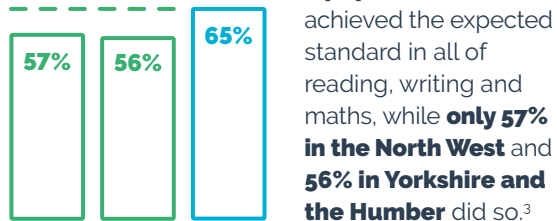
of disadvantaged tutees in Year 11 achieved 4+ in GCSE Science (compared with 51% nationally)

Support in challenging times

Education should give every child the opportunity to thrive, succeed and reach their potential. However, despite the commitment of fantastic schools and teachers, not all children are equally likely to succeed.



In 2022 in England, **43% of disadvantaged pupils** met the expected standard in reading, writing and maths, **compared to 65% of other pupils**.²



In 2022, **65% of Year 6 pupils in London** achieved the expected standard in all of reading, writing and maths, while **only 57% in the North West** and **56% in Yorkshire and the Humber** did so.³



At GCSE, **33% of GCSE entries from pupils in London** received a Grade 7 or higher, whereas **only 22% of those from pupils in Yorkshire and the Humber** did so.⁴

Persistent gaps exist between the attainment of children and young people from low-income families and their more advantaged peers, and those gaps have grown during the pandemic. In 2022, the gap between disadvantaged pupils in Year 6 and their peers increased from 2019, reaching the highest level since 2012. At GCSE too, the attainment gap is at its highest in a decade, rising to 3.84.⁵

“The attainment of disadvantaged pupils has fallen further than for other pupils, increasing the disadvantage gap.”⁶

Regional gaps exist too: children and young people in the North have lower attainment than those in the South.

Such stark regional disparities are partly an impact of poverty, which 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.

Across the 18 local authorities in which we work, there are more than 423 primary schools and 116 secondary schools where more than 40% of pupils receive Pupil Premium funding. These schools are primarily serving low-income communities that have been most badly impacted by the pandemic, and are now being hit hardest by the spiralling cost-of-living crisis.



2 <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2021-22>

3 <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2021-22>

4 <https://lordslibrary.parliament.uk/educational-attainment-gap-regional-disparities/#:~:text=GCSE%20results%20were%20published%20on,compared%20with%2067.0%25%20in%202019.>

5 <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2021-22>

6 <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2021-22>



The role of tutoring and the National Tutoring Programme

We know that tutoring works. Our 2016/17 large-scale Randomised Control Trial (RCT), funded by the Education Endowment Foundation, showed that pupils receiving 12 hours of small group support in Maths from a Tutor Trust tutor made three additional months progress compared with a matched control group of peers. The effect size was largest for low prior attainers and children receiving Free School Meals, so the intervention effectively narrowed the attainment gap.

Our RCT was a key piece of evidence contributing to the government's National Tutoring Programme (NTP), and we are delighted that the government recognised the importance of tutoring in helping children and young people, particularly those from low-income families, to make up the lost learning from the pandemic. In 2021/22, it is estimated that over 80% of schools nationwide participated in the National Tutoring Programme, with over 2 million courses of tutoring started by pupils across the country.

Tutor Trust has been an NTP Tuition Partner for the past two academic years, and will continue to be so in 2022/23. This means that schools can access tutoring at subsidised rates, with 60% of the cost of our programmes funded by government grants given to schools specifically to fund catch-up tutoring programmes.

We continue to work hard, alongside Impetus and our partners in the Fair Education Alliance, to ensure that the programme meets its aims of supporting the most disadvantaged pupils, and that schools across the country are able to access provision. We know that schools in the North have so far been less likely to access support through the National Tutoring Programme, and part of our ambition to grow is to ensure that we can offer as many schools as possible high-quality tutoring support.



Spotlight: Tutor Trust's Second Randomised Control Trial

During the first year of the NTP, in 2020/21, Tutor Trust was delighted to participate in a 'nimble' RCT designed to test how we can best support pupils, particularly secondary school pupils, to engage with tutoring and attend sessions. The RCT was funded by the Education Endowment Foundation (EEF), and conducted by the Behavioural Insights Team (BIT), who designed three different interventions, and gave delivery partners the chance to volunteer to test a single intervention.

Knowing the importance of relationships, Tutor Trust opted to participate in the 'Snap Survey' intervention. Under this, all tutors delivering secondary school tutoring under the NTP were randomised into an intervention group and a control group. The intervention group received a link, along with regular email reminders, inviting them to use 'Snap Survey,' a relationship building survey that tutors and pupils completed online. The survey would then tell them the things they had in common, helping to build rapport. The hope was that, through building a stronger relationship, pupil attendance would increase.

We received the results of the RCT in June of 2022. BIT found that 'Snap Survey' was the only one of the three interventions to meaningfully increase pupil attendance. Attendance for pupils whose tutors received Snap Survey was four percentage points higher, at 66%, than for the control group pupils, at 62%. Attendance for both groups was badly affected by the timing of the intervention, which was during the Covid-19 pandemic. Tutor Trust's control tutees had higher overall attendance than average, at 64%, and the Snap Survey tool led to a further positive effect, with 69% attendance among tutees in the intervention group.

Following the publication of the findings, we have introduced Snap Survey into our tutor training, and ensured that it is used by all tutors during the initial session. As an official partner and 'Promising Project' of the EEF, we are delighted to continue participating in building the evidence base of how tutoring can work most effectively.



Our primary impact

2022 saw the first set of SATs results since 2019. After two years of disrupted learning, many of the Year 6 tutees we worked with this year started the programme working at a level significantly below the expected standard, and we are thus not surprised that the proportion of our tutees ultimately reaching the expected standard in their tutoring subject was lower than in 2019.

This echoes national figures, and, in particular, the lower performance of disadvantaged pupils in Maths compared with 2019. It also reflects the additional challenges facing pupils in the North, where school attendance was much lower throughout the pandemic due to high Covid rates – in the North West, 22.6% of pupils' half-days at school were missed during 2020/21 due to Covid-19, the highest of any region in the country. Pupils fell further behind than elsewhere in the country.

What is heartening, however, is the amount of progress that our pupils made, and, especially, that those pupils who started significantly below the expected standard made the most progress over the course of the programme. Our intervention seems to be particularly effective for pupils who have fallen behind their peers, echoing the findings of our 2016/17 RCT.

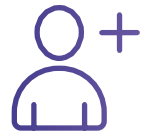
We are also pleased that the gap between the 65% of our Year 6 tutees who were disadvantaged and their peers was minimal, both in terms of the percentages of pupils reaching the expected standard and the amount of progress pupils made.

We worked with:



1,633

pupils
in Year 6



65%

received Pupil
Premium



3%

were Cared for
Children



1,185

received Maths
tutoring



676

received
Reading tutoring



228

pupils received
tutoring in both
subjects.



Maths

- **1,185** pupils in Year 6 received **Maths tutoring**.
- **62%** of these pupils were **disadvantaged**.
- Pupils received a mean of **12.6 hours** of tutoring, with **904 (76%)** receiving **more than 9 hours**.
- **57% of tutees** achieved the **expected standard**.
- **56% of disadvantaged tutees** achieved the **expected standard**.
- Pupils made, on average, **6 scaled score points of progress** between the start and end of tutoring (equating to around 20 raw marks on the paper, which is out of 80).
- Pupils receiving **Pupil Premium** made, on average, **6.5 scaled score points** of progress.
- At the start of tutoring, **78% of the cohort** for whom we had baseline scaled score data were working **below the expected standard**, with **20% significantly below** (scaled score less than 90). Judging by their eventual outcome, it is likely that most of those pupils for whom schools did not provide a baseline scaled score were also working below or significantly below the expected standard when the programme started.

Starting scaled score	Number of tutees	% Achieving the expected standard of 100 in SATs	Mean progress made (scaled score points)
Below 90	163	19%	9.6
90 – 99	541	62%	6.8
100	160	81%	2.4
Unknown	250	44%	N/A



Reading

- Pupils received a mean of **11.6 hours** of tutoring, with **459 (69%)** receiving more than **9 hours**.
- **64%** of tutees achieved the **expected standard**.
- **62%** of disadvantaged tutees achieved the **expected standard**.
- Pupils made, on average, **8.5 scaled score points of progress** between the start and end of tutoring (equating to around 12 raw marks on the paper, which is out of 50).
- Pupils receiving **Pupil Premium** made, on average, **6.5 scaled score points of progress**.
- At the start of tutoring, **71% of the cohort** for whom we had baseline scaled score data were working **below the expected**, with **17% significantly below** (scaled score less than 90). Those pupils for whom we did not have comparable baseline data seem to have been working at a slightly higher level compared with their equivalents in our Maths cohort, with a much higher proportion achieving ARE.
- There was a slight positive correlation (0.04) between the number of sessions attended and the amount of progress made, but with most pupils attending over 9 hours, the difference was slight.

Starting scaled score	Number of tutees	% Achieving the expected standard of 100 in SATs	Mean progress made (scaled score points)
Below 90	97	30%	11
90 – 99	275	59%	7.6
100	138	88%	2.4
Unknown	158	69%	N/A



Our School Partners Say...

“The quality of the organisation and set-up enabled us as a school to access tutoring quickly and effectively. Communication between school and Tutor Trust has always been excellent – any queries have been actioned straight away, with no delay.”

Anna McDiarmid, Pupil Premium and Catch Up Premium Lead, Pinehurst Primary School, Liverpool

“Tehsneen and Sara both worked incredibly hard with our pupils. They were both professional, enthusiastic and reliable. The pupils enjoyed attending the sessions and they built great relationships with the tutors.”

Victoria Hinchcliffe, Vice Principal, Barkerend Primary Leadership Academy, Bradford

“I have been delighted with the quality of service throughout the time of working with the Tutor Trust. The initial communication, planning meeting and ongoing check-ins have been excellent. The professionalism of the tutor was excellent. Ollie had a lovely manner with the children, was exceptionally well planned, kind and punctual.”

Jane Lisic, Headteacher, St Hugh's CofE Primary School, Oldham

Our Pupils Say...

We received 831 pupil feedback surveys from primary school pupils. As well as being asked to give their feedback, pupils rated the extent to which they agreed with five statements, with 0 being 'not at all' and 10 being 'very much.' Below are their average scores!

“I enjoy tutoring sessions”



“My tutor encourages me in my session”



“My tutor makes sessions fun and engaging”



“I feel I've made progress in [tutoring subject]”



“I feel more confidence in lessons now”



“My favourite moment from tuition was seeing her because she put a smile on my face. She was the best tutor EVER!.”

Year 6 pupil, Button Lane Primary School, Wythenshawe, Manchester

“I really enjoyed tutoring! I had lots of fun and I would want to do it again.”

Year 5 Pupil, St Hilda's Primary School, Stretford, Manchester

“It's been an exquisite experience for me and I really enjoy it. All of it builds up my confidence and my knowledge.”

Year 5 pupil, Shakespeare Primary School, Leeds



Case Study: Claremont Primary School

Claremont Primary School, located in Moss Side, Manchester, is one of Tutor Trust's most established partnerships, with the school having worked with us for many years. Claremont serves a vibrant and diverse community in South Manchester, with 87% of pupils speaking a language other than English at home. Ofsted praised the school as a 'happy and welcoming place to be' where pupils 'enjoy school, are extremely happy and proud to be part of the school community.' The school receives Pupil Premium funding for 54% of the pupils on roll.

In 2021/22, we partnered with Claremont to provide tutoring to pupils in Year 5 and Year 6. 44 pupils received tutoring: 20 in Maths, 20 in Reading, and four in both subjects. 77% of the tutees received Pupil Premium funding, and 29% had a special education need or disability.

Participating pupils received a mean of 10.1 hours of tutoring per subject, and very much enjoyed their tutoring. 32 of the pupils completed our end-of-tutoring survey, and gave us some of the best feedback we've seen from any of our schools!

[[[Ask RY for pupil voice quote – none on Salesforce but maybe on Google Drive] Solorporum restiscia nonsequibus magni dolore nonsed quid magnimus quis de dolenestrum]]

Name

The school focused the support on pupils who had fallen the furthest behind during the pandemic: at the start of the programme, 71% of the 24 tutees in Year 6 were working substantially below the expected standard, with scaled scores of 89 or below, while all of the others had starting scaled scores between 90 and 97. With the high-quality teaching at Claremont and the support of their tutors, the Year 6 pupils made very strong progress. By the time they took their SATs, the cohort achieved a mean scaled score of 97.5, with eight tutees ultimately reaching the expected standard of 100 in their tutoring subject.

[[[Martin Quote – Rawan / Jude / Matt] consequere disit aut fugiae quatiature peliquis repudi sit restiscia nonsequibus magni dolore omniminci conem consecto quis ut earibus molo quate volenih illuptionatqui alitat et a volore, ut utemole nietus renis res rescisi]]

Name

Claremont are partnering with Tutor Trust again in 2022/23, and, with our expansion to younger year groups, are using our tutors not only to support pupils in Year 5 and Year 6, but in Year 3 and Year 4 as well! We are delighted to continue to work with such a fantastic primary school that shares all of Tutor Trust's values.

.....
"I enjoy tutoring sessions"



"My tutor encourages me in my session"



"My tutor makes sessions fun and engaging"



"I feel I've made progress in [tutoring subject]"



"I feel more confidence in lessons now"



.....
Average scaled score



Our secondary impact


68% of those pupils who began tutoring on a Grade 3 in their tutoring subject achieved the Grade 4 benchmark.

Our tutees progressed by, on average 0.63 grades between the start and end of the programme¹⁰ Pupil Premium tutees made slightly more progress than their peers.


	4+ in English ⁸	4+ in Maths	4+ in Science ⁹
Tutor Trust (all)	68%	62%	82%
National (all 16 year olds)	79%	73%	69%
Tutor Trust (disadvantaged)	66%	60%	81%
National (disadvantaged)	62%	53%	51%

We worked with:



1,365
pupils
in Year 11

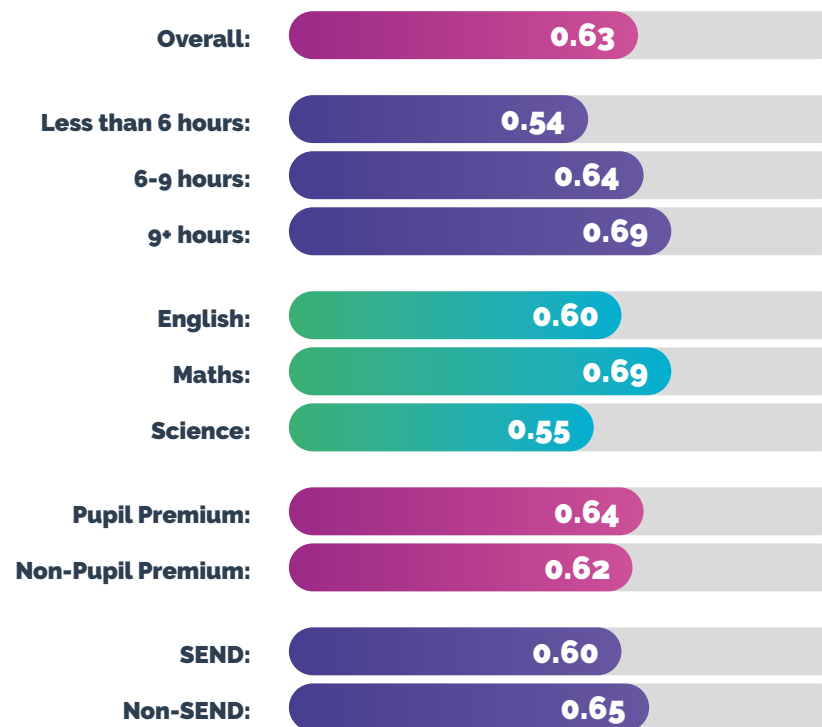

64%
were
disadvantaged


15%
had Special
Educational Needs
and Disabilities (SEND)


622
pupils
received tutoring
in Maths⁷


459
pupils
received tutoring
in English


296
pupils
received tutoring
in Science



**More tutoring =
more progress**

7 Figures are higher than 1,365 as some pupils received tutoring in more than one subject

8 All data here refers to a pupil receiving a grade of 4+ in at least one of English Language or English Literature, thus satisfying the Ebacc English element.

9 All data here refers to a pupil receiving a grade of 4+ in at least one of Double Award Science, Biology, Chemistry or Physics, and thus satisfying the Ebacc Science element.

10 Where more than one GCSE in the subject was sat, in English and Science, the grade increase represents the average increase across the different GCSEs, not a sum of the overall increase.

Our school partners say:

“The tutors delivered high quality sessions, worked well with and developed good relationships with our students. The communication was always really good and they were reliable.” Ian Hepke, Assistant Headteacher, The Academy of St Francis of Assisi, Liverpool

“Reliable, supportive and kind tutors who support by taking into consideration specific students' needs.” Verity Howorth, Assistant Vice Principal, Dixons Trinity Chapeltown, Leeds

“Tutor Trust has excellent communication and a desire to do their best for our school. You can't improve it: it is excellent.” Jonathan Whalley, Deputy Head, Fred Longworth High School, Wigan

“An invaluable opportunity for pupils to work in small groups on precise gaps in knowledge.” Carolyn Forsyth, Deputy Headteacher, Reddish Vale High School, Stockport

Our pupils say...

We received 702 pupil feedback surveys from secondary pupils. As well as being asked to give their feedback, pupils rated the extent to which they agreed with five statements, with 0 being 'not at all' and 10 being 'very much.' Below are their average scores!

“I enjoy tutoring sessions”

7.5

“My tutor encourages me in my session”

8.2

“My tutor makes sessions fun and engaging”

7.9

“I feel I've made progress in [tutoring subject]”

7.6

“I feel more confidence in lessons now”

7.4

“It's awesome and fun. My favourite moment was when Miss Foxcroft told me I was capable enough to get a grade 5 in Maths.” Year 11 pupil, Co-op Academy Leeds (he did get a Grade 5 in Maths!)

“Tuition is really fun and helps you to be confident.” Year 7 pupil, Manchester Academy

“Juanita is an amazing tutor and I would like to have her next year!” Year 8 pupil, Oasis Academy MediaCityUK

Secondary case study

TO FOLLOW 30th SEPT

Tutoring Plus

Our provision for pupils who need the most support is some of the work we're most proud of at Tutor Trust. Tutoring Plus provides tutoring and other forms of support to Cared for Children, young people at risk of exclusion, persistent absentees and young people in alternative provision (AP) settings. These young people might have more complex needs than their classmates, and learning gaps due to missing school. Our more flexible and personal approach offered by 1:1 or small group tuition offers a safe and supportive environment for individual learning.

In light of this, we've developed two programmes for young people in need of additional support. With the Manchester-based charity TLC: Talk, Listen, Change, we offer counselling support under The Right Angle project. And, through The Prince's Trust's 'Achieve' programme, our highly-skilled team offer tutoring alongside skills development in key enrichment areas, such as mental health and active citizenship.

The Right Angle

The Right Angle is an award-winning collaboration between Tutor Trust and TLC: Talk, Listen, Change, the award-winning relationships charity which helps support safe, healthy, happy relationships.

The Right Angle supports children in alternative provision, vulnerable children and Cared for Children, offering a combination of tutoring and emotional wellbeing support. This unique approach addresses both the causes and symptoms of under-achievement, dealing holistically with the needs of the pupils referred through schools or virtual schools. We continue to develop tailor-made packages for the young people we support to enable them to develop their confidence and academic ability in tandem.

In the 2020/21 academic year we worked with ImpactEd to independently evaluate The Right Angle. The report found that:

- English and mathematics GCSE working-at grades and scores on internal progress assessments were higher following the programme.
- Those who completed counselling made significantly greater progress in English than those who did not.

We are continuing to work with ImpactEd over the next academic year to conduct further evaluations of the combined impact of tutoring and other interventions on young people's academic attainment and wellbeing.

Spotlight: Right Angle success at Newhouse Academy, Heywood, Rochdale

The young people we work with through The Right Angle gain in confidence as well as attainment. E, a pupil from Newhouse Academy, studied Maths with Hasina Begum, one of the Tutor Trust's longest serving tutors. The success of the programme is reflected in E's academic progress and personal development. Now able to "understand concepts very quickly and problem solve quickly and correctly" according to Hasina, E has also made non-academic progress and has been empowered to look forward to a life beyond school. Hasina adds: "now we talk about how school is going and his life ambitions," and points out that E regularly shows interest in her scientific background and career aspirations.

Hasina's 1:1 work this year, which took place across in-home settings while she studied for a PhD in Sheffield, was recognised with a nomination for the Tutor Trust's end-of-year annual 'Tutor Awards'. Following this year's work on The Right Angle, Newhouse Academy will continue to work with the Tutor Trust in 2022/23, with pupils receiving tuition through some of their other packages.

The Prince's Trust 'Achieve' programme

In 2021/22, we launched a second partnership, with The Prince's Trust 'Achieve' programme. This is enabling us to offer our high-quality tutoring alongside the 'Achieve' units, which help young people develop personal and life skills in key enrichment areas.

Just like The Right Angle, The Prince's Trust project supports more than just academic development. The 'Achieve' units cover six topics, ranging from skills for school, personal and social development, to life skills, support for mental health, active citizenship, enterprise projects and preparation for work.

Our highly-skilled Tutoring Plus tutors deliver the modules from the 'Achieve' programme alongside 12 one-hour Maths or English tuition sessions. This blended approach enables our tutors to tailor sessions specifically to the individual learner, empowering them to decide which 'Achieve' units they'd like to cover, which increases their motivation to succeed.

Our Tutoring Plus partners say...

"I just wanted to send you an email regarding J's tutor, Francesca Picucci, in my own words.

As you know, Francesca has been a wonderful tutor for J and I can honestly say she has not only made a huge difference to J's approach to learning, she's had a huge impact on his life in general, as with Francesca's guidance and friendly, knowledgeable but extremely thorough tuition, J's confidence in his own ability has grown massively.

As you know, due to his ASD and anxiety, J's time in secondary school has been a difficult one, where his confidence has suffered and his grades have dropped dramatically due to low attendance... and then you and Francesca came along and everything began to change for the better!

For the first time in years, J is actually enjoying his education again and genuinely looks forward to his lessons with Francesca. Maths and Science were always Joel's most difficult and least enjoyable subjects and he had lost his confidence in both, whereas under Francesca's expert guidance, he is realising his full potential, not only understanding the subjects now but actually enjoying them too.

For the past couple of years, whilst the GCSEs were looming and J's grades and attendance deteriorating rapidly, this became a huge cause for concern for us as ultimately, as you know, J

wants to progress on to college.

We are now half way through the GCSEs and he is approaching each one with full confidence and knowing that he is doing his absolute best, armed with the knowledge that Francesca has given him.

She goes above and beyond in every single lesson and even sends us messages on the day before he has an exam with further little tips to revise last minute – she believes in J and knows that he's capable of passing and she genuinely cares!

"I enjoy tutoring sessions"

8.5

"My tutor encourages me in my session"

9.2

"My tutor makes sessions fun and engaging"

8.8

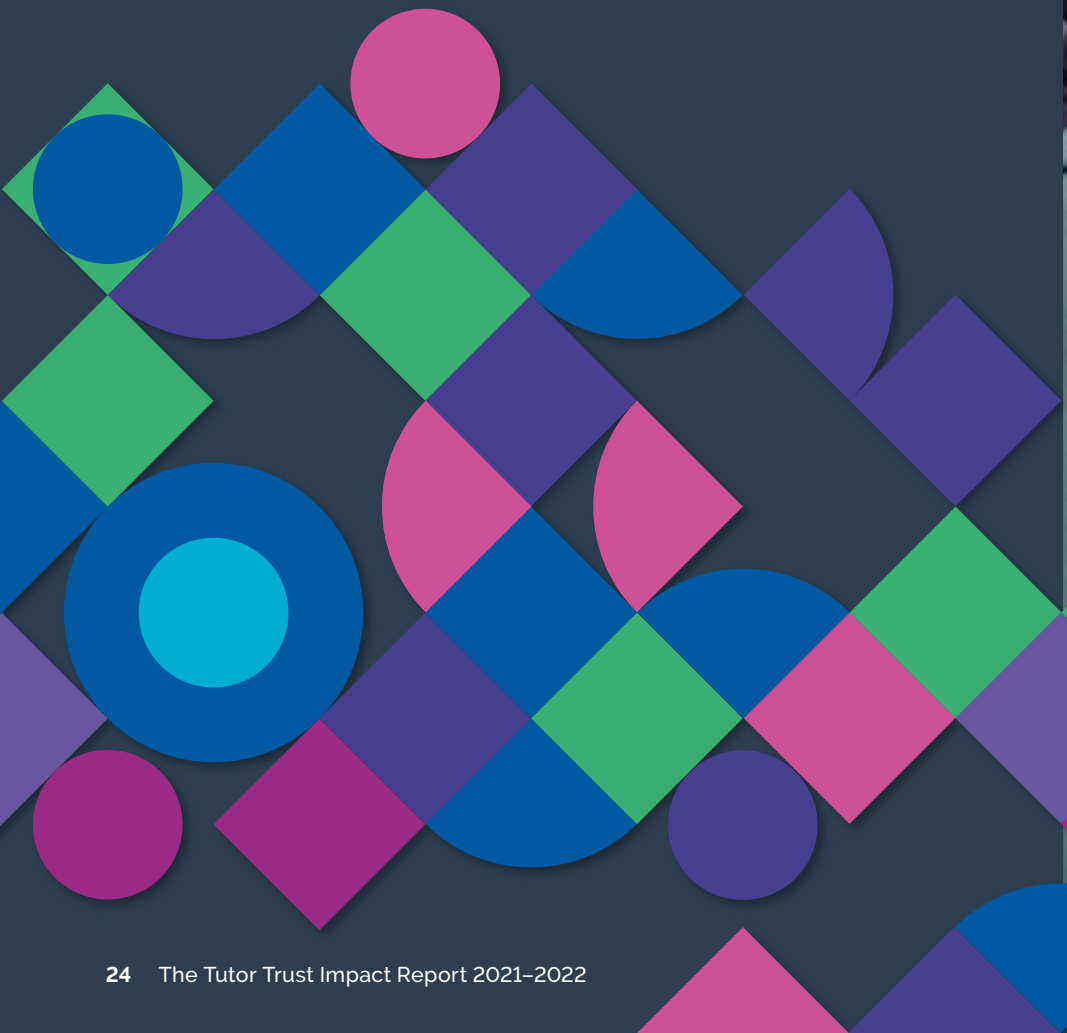
"I feel I've made progress in [tutoring subject]"

8.7

"I feel more confidence in lessons now"

8.5

Recruitment, Training and Quality



Recruiting the best tutors

We believe that the pupils we work with deserve the very best. That's why we're so proud of the quality of tutors we recruit to help us deliver tuition all across our cities, and the thoughtful process we've put together to help recruit and train them to work with us.

From undergraduate students to qualified teachers, we recruit people who are driven, hard-working, and passionate about helping us to deliver our mission. Working with our key partner universities in Greater Manchester, Leeds-Bradford and Merseyside, our rigorous application process helps us to identify candidates who have the unique combination of academic and interpersonal skills that we know makes a great tutor.

As well as the talented undergraduate and postgraduate students we work with, we're proud to offer flexible and rewarding work to anyone who is interested in making a difference in young people's lives. People with QTS (Qualified Teacher Status), professionals looking for a change in career, retired people, and people looking to supplement their income are all a welcome part of our tutor community.

With our focus on assessing key competencies like respect, empathy, organisation and problem solving, recruitment at Tutor Trust is a sophisticated and detailed process that helps us find the best tutors for our pupils.

399



We recruited **399 new tutors** in the 2021-22 academic year.

Fewer than half the applicants who applied were successful.



309 tutors completed our rigorous training and were **successfully onboarded**.



The tutors we recruited, along with our existing tutors, supported more young people and **delivered more hours each than in any previous academic year**.

412

412 tutors delivered sessions for us in 2021/22; of these:

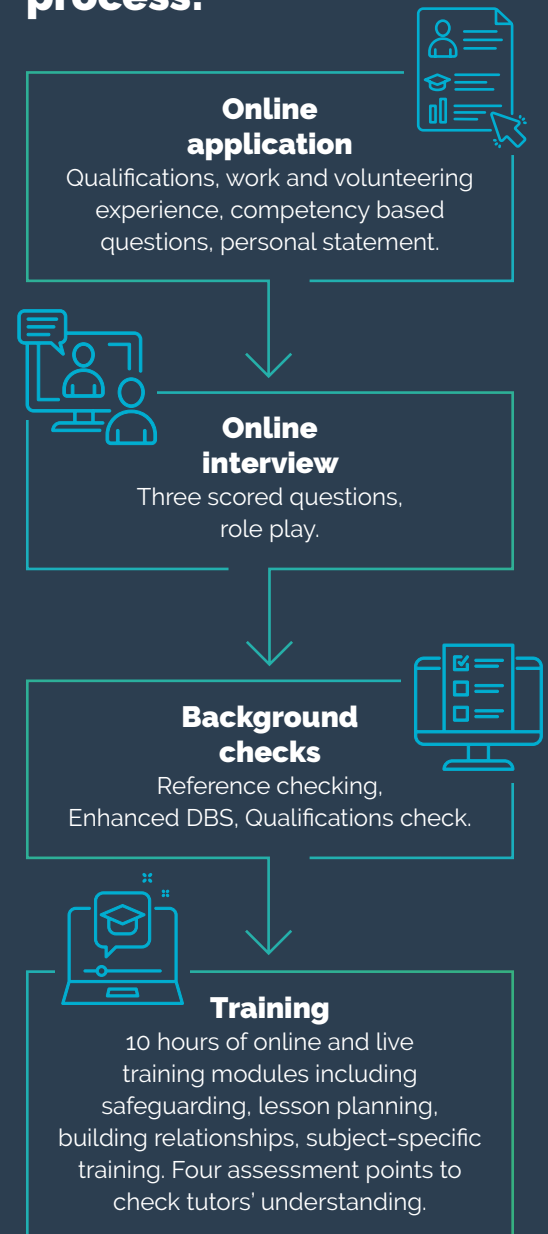


Each tutor delivered, on average, **84 hours of tutoring**, compared with 46 hours in 2020/21.



Each tutor supported, on average, **16 pupils**, compared with 11 pupils per tutor in 2020/21.

Our recruitment process:



Supporting our tutors

Our support for our tutors doesn't stop once initial training has finished. We want every hour of tutoring that a Tutor Trust tutor delivers to have a positive impact on pupils' learning and confidence, and our team of 14 Qualified Teachers worked tirelessly to support the 412 tutors who delivered sessions for us this year.

What we offer...

Monitoring – Once tutors are on assignment, our Quality Team ensure that they are delivering fantastic work. Monitoring is carried out in two main ways: Observing actual sessions in schools or recorded lessons online; and providing tutors with feedback on their lesson plans. Tutors either receive feedback via email or through an online conversation where their strengths are celebrated and their areas for development are shared, so that they can improve the quality of each hour of work they deliver.

Tutor Support Pathway (TSP)

Our Tutor Support Pathway is a structured form of support offered to those tutors who need a little more help to ensure that their tutoring is as good as it can be. Regular meetings with one of our qualified teachers provides tutors with individual tailored 1:1 support. Tutors are then re-monitored to ensure that support has been followed through.

Peer Mentoring

This past year we've developed a scheme for new tutors to be paired with one of our more experienced tutors, in order to set goals and work towards building confidence and professional skills within tuition. Our Peer Mentoring programme builds connections between tutors, and helps develop key skills in reflection and communication in newer and more experienced tutors alike.

Ongoing professional development

We release weekly tutorials and resources, and, each month, have a live, Continuing Professional Development (CPD) session on an aspect of teaching practice, or a topic to reflect on, such as mental health. All are designed to support our tutors' professional growth and tuition skills, and to maximise the impact of each hour of tuition.



91%

of our tutors were provided with **feedback** by our **QTS team**



64%

of tutors received an observation from a **Qualified Teacher**



94%

of tutors were found to be delivering **good** or **outstanding** tutoring

What our tutors say

The feedback we receive from our tutors is overwhelmingly positive; they enjoy having an impact on pupils' learning and confidence, knowing they're making a difference, and building a variety of skills that are useful whether they go into teaching or pursue a different career.

No matter if they work with us through university, a PGCE programme, or a desire for a change of pace, all our tutors have something unique to offer their pupils. And, as rewarding as delivering tuition is for them, we know that our tutors benefit hugely from the experience in lots of ways.

With a PGCE in Specialised Needs and Disabilities, tutor Kerry Power says that tutoring has, "increased my own confidence, helped my mental health and made me feel that I'm part

of something important and making a significant difference to children's lives." Kerry is currently studying for her MA in Creative Writing at Manchester Metropolitan University.

Charlotte Dean, a veteran teacher with over 15 years worth of experience, and five as a Head of Social Sciences, talks about how rewarding the classroom environment can be as a tutor.

A recent History and Economics graduate of the University of York, tutor Daniel Jones says of tutoring:

“It has given me a better understanding of the school system in Leeds, and ... the effect Covid has had on schoolchildren. It has been a humbling and enlightening experience, and I am sure my friends are now sick of my discussions revolving around educational reform!”

“It's been great to be back in the classroom again – I really enjoy supporting people to learn and be their best and I really love the variety of children and activities that we do.”



of our tutors rated their experience of working with Tutor Trust as 'Good' or 'Excellent'



of our tutors said tutoring made them feel **more confident**



of our tutors said that they feel **more connected** to their **local community**



of our tutors said that they feel they've **made an impact** through tutoring



of our tutors said they feel **better prepared** for their **future career**



Around half of our tutors are either **already teachers**, or are potentially **interested in pursuing a career in teaching**.



of our tutors who are **not teachers** say that tutoring with us has made them **more likely** to consider teaching as a career (and only 1% say it's made them less likely!).

Projects and Partnerships



Supporting pupils as they transition to secondary school in Salford

The Transition Project is a unique, collaborative programme between the Headley Trust, Salford Local Authority and the Tutor Trust, and seeks to support children as they transition from primary into secondary school. We know that transition to secondary can be a challenging time for children, and believe that focused tutoring support can build a child's academic attainment and confidence as they make the leap.

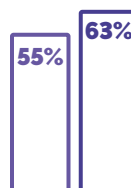
Under the Transition Project, we have provided Maths tutoring to 134 Year 6 pupils across seven primary schools in Salford. 56% of pupils on the programme received Pupil Premium funding, and 34% had a special educational need or disability. Participating pupils received a minimum of twelve hours tutoring before their SATs, and some primary schools chose to run an additional 'Easter Club,' where pupils received Maths support alongside a range of sport and craft activities. After SATs, pupils received additional tutoring, with a focus on building confidence ready for secondary school.

SATs results for the pupils in the transition project were very positive:



59%

of the pupils **achieved the expected standard** in Maths.



63%

Those receiving Pupil Premium **outperformed** their peers – **63% achieved the expected standard** compared with 55% of other pupils.



44%

of **pupils with SEND** achieved the expected standard in Maths.

The majority of pupils in the project are attending one of four local secondary schools, and, as part of the Transition Project, Tutor Trust have built partnerships with these four schools to be able to offer our tutees additional Maths tutoring in Year 7. In addition, in Summer 2022 we held a 'transition day' in each secondary school, enabling our tutees to meet pupils from other primaries and build their excitement about their first day! We will continue to support our pupils in Maths as they move through Year 7.

“**A positive experience as always, and tuition worked well. Marlborough Road have worked with Tutor Trust for many years in a very successful partnership. The Transition Project has provided an excellent opportunity to support young people across the move from Y6 to Y7. This gives the chance to consolidate progress made in Y6 and make sure that this does not stall on transition to secondary school.**”

Judith Richens, Headteacher, Marlborough Road Academy

Starting scaled score	Number of tutees	% Achieving the expected standard of 100 in SATs	Mean progress made (scaled score points)
Below 90	23	22%	8.6
90 – 99	64	64%	5.4
100	35	75%	1.1
Unknown	12	41%	N/A



Case Study – Lark Hill Primary School

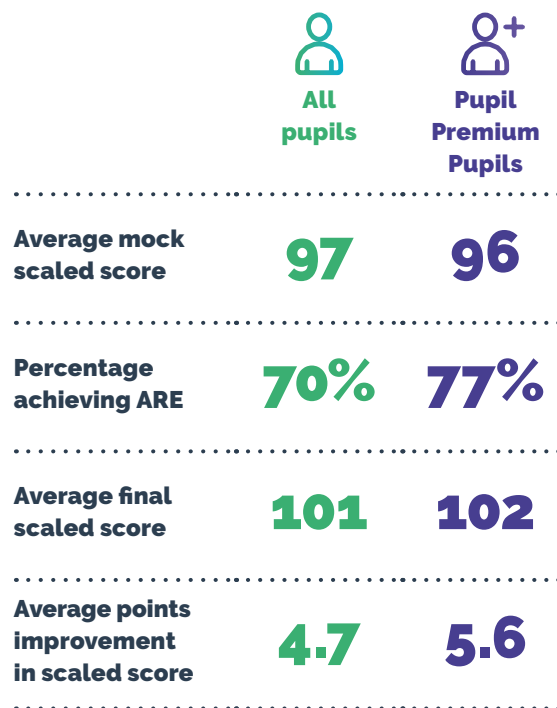
One of the participants in the first phase of the Transition Project has been Lark Hill Primary School. With 51% of pupils entitled to Pupil Premium, Lark Hill serves the type of community we want to reach most. Tutor Trust aligns perfectly with their mission of ensuring that “every child reaches their potential within a safe, secure and inspiring environment.”

We worked with 56 pupils at Lark Hill, and the 27 who were in Year 6 received free tutoring as part of the Transition Project. Pupils received not only a full 15 weeks of in-school tutoring, but were also invited to attend an ‘Easter Club,’ where additional Maths tutoring was provided, as well as a range of enjoyable craft and sports activities. The tutors at Lark Hill aimed not only to boost pupils’ attainment, but to increase their academic and social confidence ahead of the transition to secondary.

The Year 6 pupils at Lark Hill performed well in their Maths SATs tests, with 70% of the pupils achieving the Expected Standard in Maths. The tutees receiving Pupil Premium outperformed their peers, with 77% of them achieving the Expected Standard. Pupils improved their scaled score by, on average, 4.7 points between the start and end of the programme. As these are scaled scores, this gain translates to around an additional 20 raw marks scored on the paper.

Strong relationships and fun were key to the successful outcomes, with staff noting the high quality of the tutors and the healthy relationships that formed between tutors and their tutees, while pupils remarked on having enjoyed their sessions.

Tutor Trust looks forward both to continuing the partnership with Lark Hill Community Primary in the 2022/23 academic year, and to supporting the Year 6 cohort in their new secondary schools.



“Tuition was incredibly positive and the pupils talked about how much they enjoyed their Maths sessions. They formed really lovely connections with the tutors – the tutors selected were all fantastic.”

Lark Hill Primary Staff

“The teachers were very good and so were the activities.”

Lark Hill Year 6 pupil

[When asked about what we could do to improve tutoring] “Nothing, it’s already amazing and I love it here. Everything is perfect!”

Lark Hill Year 6 pupil (lightly edited for spelling and punctuation)

Last time we explored adventurously ...

... _____. In our reasoning we used the facts that

- The **sum** of an ____ amount of **odd** numbers is always _____
- The **sum** of an ____ amount of **even** numbers is always _____
- The **product** of ____ amount of **odd** numbers is always _____
- But if one or more of the numbers is **even**, their product is always _____



MESME

The Tutor Trust is a proud delivery partner of the national Mathematics Education for Social Mobility and Excellence (MESME) scheme. Developed by Ark, MESME exists to support high-potential mathematicians from all backgrounds to achieve mathematical excellence. It is hoped that participating students will enjoy maths, identify as a mathematician, and go on to attain certificates in UKMT challenges, achieve top grades at GCSE and in A Level Further Mathematics, and progress to leading universities to study degrees in the mathematical sciences.

In 2021/22, we delivered MESME Maths Circles in thirteen secondary schools, with nearly 150 pupils, across our three city-regions. Our most academically qualified maths tutors delivered a centralised curriculum, designed by MESME, to groups of up to six high-ability maths students in years 7 to 9. Tutors received specialised training via video tutorials, which focused on higher-order thinking skills and maths topics.

MESME programmes have been very successful, with many pupils enjoying the high-level of challenge!

“My favourite moment was probably when I worked a question out and got the correct answer, but used a really long method. Sir helped me with a faster and easier method of working out the answer.”

Year 9 pupil, Burnage Academy for Boys

With continued funding from MESME, our hope is that any pupils who joined a Maths Circle in 2021/22 will continue to engage in the programme until they leave Year 11. We look forward to seeing a stellar set of GCSE results from our maths superstars in years to come!

“The tutors were fantastic and built excellent relationships with the MESME boys.”

Ruth Taylor, Head of Maths, Burnage Academy for Boys, Manchester

Our Next Three Years

Tutor Trust is ambitious. It's one of our values, because it's only by thinking big that we can help address the disproportionate challenges facing disadvantaged pupils in the North.



Our new Three-Year Plan, approved by our Board in July 2022, puts this belief into action with a bold statement: we want to double our pupil reach by 2025. In 2021/22, we exceeded our target and served just over 6,700 pupils; in 2024/25, we want to serve at least 13,000. This means achieving year-on-year growth of just over 25% in each of the next three years.

We are confident that we have everything in place to ensure that we can grow steadily while also further improving the quality and impact of our programmes: a strong team, unparalleled evidence of impact, robust systems and processes and the support of committed funders and partners.

If we achieve our aim then, over the course of the next three years, more than 30,000 children and young people will benefit from the support of a fantastic tutor.



Building strong partnerships

We currently work across 18 local authorities in Merseyside, Greater Manchester and Leeds-Bradford. In 2022/23, the first year of our Three Year Plan, we are not seeking to expand to any new city regions, but wish to deepen our presence in the areas that we already serve.

There are many schools we're not yet reaching – in our city regions, there are:



423

primary schools where **more than 40%** of pupils receive **Pupil Premium funding**

We will focus our expansion on these schools that primarily serve lower income communities, recognising that many children and young people attending these schools, whether or not they themselves receive Pupil Premium funding, may be affected by area-based disadvantage.

Where we work outside these contexts, we maintain our existing request to schools that 75% of the cohort nominated for tutoring either receive Pupil Premium funding, are Cared for Children, or are in Alternative Provision or at risk of exclusion.



116

secondary schools where **more than 40%** of pupils receive **Pupil Premium funding.**

Exploring new cities

While we are confident we can achieve our growth plans within our existing city regions, Tutor Trust remains open to exploring the possibility of launching in new cities in 2023/24 or 2024/25. We have identified a number of cities in the North where Tutor Trust's model may work well, and are excited to develop new partnerships and support more children and young people.

Diversifying our tutor pool and increasing tutor capacity

We are incredibly proud of our tutors, and of the rigorous recruitment, training and support in place to ensure we attract the best people, and upskill them to deliver high-impact work. We have very strong partnerships with many of the universities in our city-regions and have grown and developed our relationships over the past academic year, with a particular focus on attracting more tutors from our local communities and with similar backgrounds to our tutees. However, to reach 13,000 pupils in 2024/25, we need to increase the number of people who tutor with us.

While we will continue to partner with universities across our city-regions to promote tutoring to undergraduate and postgraduate students, we also want to increase the number of tutors from other backgrounds. This will include Qualified Teachers, and we have increased the pay for

Qualified Teachers to ensure we are competitive with other tuition providers.

Another key to ensuring we are able to reach more pupils is to ensure that every tutor that finishes training is encouraged to start an assignment quickly. We know tutors can be nervous about their first assignments, and so are developing focused support for new tutors in their initial sessions. This includes our peer mentoring programme, opportunities to engage with other tutors online and through in-person socials, and the appointment of a Tutor Engagement Manager to build our tutor community.

Expanding Tutoring Plus

We are incredibly proud of Tutoring Plus, and of our existing partnerships with TLC: Talk, Listen, Change, and The Prince's Trust. By partnering with other organisations, we are able to address the wider needs of the most vulnerable children and young people while providing 1:1 tutoring that accelerates their academic progress. Currently, a participant can receive either counselling from TLC: Talk, Listen, Change, or life skills sessions provided by The Prince's Trust.

We have a bold vision to expand both the range of additional support we can offer, and the number of young people able to access the service. By developing new partnerships, we can ensure that the second intervention addresses the needs and interests of the participant, whether this is individual therapeutic support, family therapy, developing

Our Next Three Years

practical skills, or creative expression. We aim that, by 2025, participants will be able to choose between a suite of six different interventions.

Currently, Tutoring Plus is only available to young people in Greater Manchester. We want to expand the offer to all of our city regions by 2025. We will also widen the scope of pupils eligible for the programme. At the moment, it is only available to Cared for Children and those in Alternative Provision. We aim to expand this to other particularly vulnerable groups, including children leaving care, those struggling with physical or mental health issues, and persistent poor attenders.

Supporting younger children

We are delighted to now be able to offer tutoring in Maths and Reading to Year 3 and Year 4 children. Having run a small pilot in 2021/22, including the development of specific training for tutors working with younger pupils, we are confident that we are able to support pupils in lower Key Stage 2 just as well as those in Year 5 and Year 6.

Intervening early is powerful. By working with younger children, we will help ensure that they have solid foundations in English and Maths that will support future success.

“We’re delighted to have started working with Year 3 and Year 4 pupils, and are excited to support

more younger pupils over the next three years. We have developed additional training to support tutors working with 7-9 year olds, and were pleased that our observations found that tutors working with pupils in Year 3 and Year 4 were delivering high-quality support.” Matt Wallis,

Director of Training and Quality Assurance

Seeking continuous improvement

We are never content to rest on our laurels. Every year, we identify what’s going well, and which areas of our offer we need to continue to work on. One focus for the past few years has been on increasing the intensity of support for our secondary school pupils. Part of this is working with our school partners to ensure that the capacity is in place at the school to organise the logistics of the assignment, and part of this is securing engagement and buy-in from secondary school pupils themselves.

We’ve made progress, and attendance of secondary pupils at sessions has increased by five percentage points this academic year (from 63% to 68%), but there is still more to do. We’re exploring new approaches to developing our partnerships with both schools and pupils. We’ll be launching a training offer for those school staff leading on tutoring in their school, and encouraging our partners to talk



to one another about how to support effective programme delivery. To engage pupils, we’re rolling out Snap Survey across the organisation, as well as increasing the presence of Tutor Trust staff in schools, through delivering assemblies, talking to pupils, and learning more about how we can encourage pupils to consistently attend.

Tutor Trust goes digital!

Over the next three years, Tutor Trust will be developing our digital presence to reflect our professionalism and the scale of our ambition. We are fortunate to have received external funding to develop our digital offer for schools, tutors and pupils, including funding for a Digital Product Manager to oversee our digital growth. First up is a complete redesign of our website, so watch this space!



Afterword

Tutor Trust is needed more than ever before. The first set of national exam results in three years has confirmed what, sadly, we all expected: the existing gaps in attainment – between disadvantaged pupils and their peers, and between the North and the South – have got wider. The pandemic has badly affected all children and young people, but those from poorer families in the North have fallen furthest behind. We are proud that, in 2021/22, we offered a record 6,730 young people, 66% of whom were disadvantaged, the chance to access support from a great tutor who could help to accelerate their learning.

We are also proud of our continued focus on quality and impact. In 2021/22, we monitored 91% of the 412 tutors who delivered sessions for us, and found that 94% were delivering good or outstanding tutoring. We also worked hard to ensure that all children and young people received enough support for it to make a real difference, and have made strong progress, with 77% of tutees receiving six or more hours of support (up from 64% last year), and 43% twelve or more hours (up from 20% last year). Our second successful randomised control trial highlighted the importance of relationships, and we are excited to roll out Snap Survey to all programmes. We continue to work with schools to ensure that our programmes meet their needs and to support high pupil attendance and engagement.

As the only tutoring organisation with a positive RCT, we know our model works. The first set of GCSE examinations in three years illustrated the additional progress that tutoring enables, with disadvantaged pupils who received tutoring from us outperforming disadvantaged pupils across the country in English, Maths and Science at GCSE. The scale of need is huge and, sadly, has grown, with the attainment gap at both SATs and GCSE at its highest level in a decade. We are needed more than ever, and our ambitious plan to double our number of pupils reached to 13,000 in 2024/25 will help us to support more pupils across the North of England.

With nearly 60 full-time staff and hundreds of tutors, we are no longer a start-up, but a growing, thriving organisation, and are recognised as a leader in the field of providing high-quality tutoring to disadvantaged learners. None of this would have been possible without the generous support of our partner schools, funders, and friends. We thank you for believing in us, and believing in the potential of children and young people, whatever their postcode or background. We hope you will continue to support us as we embark upon the exciting next phase in our journey through our Three Year Plan, and seek to live our mission of transforming lives through tutoring.

Our Supporters

Our funders



Our corporate partners



Last years supporter page, check for changes for this year

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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