



The Tutor Trust
Impact Report 2022/2023

Contents

- 3 Welcome from our Co-Founder, Abigail
- 5 In 2022/2023...

6 The need

- 6 Challenges facing schools and young people

8 The how

- 9 Why tutoring?
- 10 Why Tutor Trust?
- 12 Our tutors
- 17 Working in partnership
- 18 Meeting diverse needs

20 The impact

- 21 Our impact in primary schools
- 22 SATs results
- 24 Our impact in secondary schools
- 25 GCSE results
- 31 A rewarding role

34 The future

- 35 Securing the future of tutoring in schools
- 36 Exploring new ways of transforming lives through tutoring
- 37 Embracing our digital future
- 38 Afterword from our CEO, Ed
- 39 Our partners



Welcome from our Co-Founder

It's been a year of change at Tutor Trust, with the appointment of Ed Marsh as our CEO in February 2023 marking an exciting new chapter in our story.

Ed joined us with a wealth of experience in the higher education sector and with an evident passion for our mission of transforming lives through tutoring. He has brought with him a strategic mindset, a strong commitment to equity, and a people-focused approach. It's been a joy to welcome Ed, and, in the Afterword, you'll find Ed's own impressions after his first (almost) year with us!

Of course, it was a bittersweet moment too, as it followed shortly after the departure of our co-founder and former CEO, Nick Bent. Nick and I came up with the idea for Tutor Trust together and led it in partnership for a decade, and his leadership was crucial in establishing Tutor Trust as a unique, best-in-class charity delivering high quality tutoring to those young people who would otherwise miss out. I thank Nick for his continued friendship, am delighted to see the fantastic work he is now doing as CEO of the social mobility charity upReach, and know he is glad that Tutor Trust is continuing to thrive.

2022/23 has certainly been a challenging year for schools: the cost-of-living crisis has put intense pressure on budgets at

just the time when pupils and their families are needing schools to do the most. With many schools, particularly those serving lower-income communities, supporting families with uniform, supplies and food, the squeeze on budgets is ever tighter. In such a context, it's not surprising that schools' ability to invest in tutoring has fallen, with initial data indicating that, in England, course starts under the NTP may have dropped by as much as half in 2022/23 compared with the previous year.

We're proud that our strong reputation and our focus on quality and impact has enabled us to significantly outperform the wider tutoring sector. In 2022/2023, we supported almost as many young people – 6,480 – as in 2021/22 and delivered more tutoring programmes – 7,627 – than in any previous year. With NTP funding having dropped to 60%, this represented a greater investment from schools in us than in the previous year, and we are proud that, at such a challenging time, schools have chosen to prioritise our partnership. In order to keep our tutoring as affordable as possible for our partners in 2023/24, we've cut our headline price-per-hour by 20%. This will absorb the decrease in the NTP subsidy from 60% to 50%, meaning that the contribution required from school budgets is identical to that in 2022/23.

As a leader in the tutoring space, we're working with our partners in the sector to



call for government to make a long-term commitment to sustainable funding for high-quality tutoring in schools.

At Tutor Trust, we see first-hand the real impact that a high-quality tutoring programme can have on young people's attainment, confidence and enjoyment of learning.

We are proud of the strong progress our tutees make during their tutoring programmes, particularly as most of our tutees start the programme with low attainment compared with others their age. This is, sadly, much more the case than in previous years, reflecting the ongoing impact of the pandemic on children and young people in our communities and the need for continued support at a very challenging time. 48% of our Year 11 Maths cohort started their programme with us working at GCSE Grade 2 or below, compared with 25% last year.

Tutoring makes a real difference to these young people. In SATs, our tutees averaged 7.4 scaled score points of progress, with low prior attainers showing the greatest gains. At GCSE, progress made by tutees in both English and Maths was considerably higher than last year, with pupils averaging almost three-quarters of a grade progress in both subjects, up from around two-thirds of a grade last year. There was a positive relationship between the amount of tutoring

sessions attended and the likelihood of a pupil achieving a Grade 4 or higher.

We are looking to the future, too, and are exploring ways in which tutoring can help more young people. We've been running an exciting pilot in Key Stage 1 and are about to embark on a new pilot, in partnership with the Greater Manchester Combined Authority, to support students at Key Stage 5.

We're passionate about the work that we do and the very real difference that a supportive tutor makes. The feedback we consistently receive from partner schools and the young people we tutor is heartwarming: 97% of our partners would recommend us to another school, while our pupils respond that tutoring is enjoyable, has increased their confidence, and has led to them making increased progress back in the classroom.

We thank all of our partners and supporters for making what we do possible: your support is needed more than ever. We thank our schools for your continued commitment to partnering with us and for the tireless work you do day-in, day-out to support your pupils and their families. And, of course, we thank our wonderful tutors and staff team, who each day go above and beyond in commitment to our joint mission of 'transforming lives through tutoring.'

Abigail Shapiro
Co-Founder and Executive Director



In 2022/2023...



We supported
6,480
pupils

We delivered
7,627
tutoring programmes -
more than in any previous year



61%
of our tutees
received Pupil Premium



97%
of our partners
would recommend us
to another school

89%
of our tutees either received
Pupil Premium or attended a school
serving a low-income area



We worked with
156
partner schools and
education providers



Our tutees received,
on average, nine hours
of tutoring per programme



Young people averaged
0.74
grades of progress
in GCSE Maths



Young people averaged
0.71
grades of progress
in GCSE English

In Year 6 SATs,
pupils averaged
7.4
scaled score points
of progress.

94%
of our tutors described
their experience with us
as good or excellent



Challenges facing schools and young people

The gap in outcomes between children and young people from lower-income backgrounds and their peers has long been a stubborn and unfair feature of the UK's education system.¹

Young people who have been eligible for Free School Meals at any point in the past six years on average achieve lower results at every stage of their education than their peers. As they move through school, the gap widens rather than narrows. By the time they leave school, these young people are around 1.34 grades behind their peers in English and Maths. The gap is bigger for those young people who have been consistently eligible for Free School Meals throughout their education, with these pupils around 1.7 grades behind.²

The pandemic made the gap grow wider still; it grew to its widest level in a decade in 2022 and does not seem to have narrowed much this year, with the gap at attainment in SATs almost identical in 2023 to 2022.

In 2023:

- 44% of 'disadvantaged'* pupils reached the expected standard in reading, writing and maths in Year 6³
- 66% of other, 'non-disadvantaged' pupils did so
- The Key Stage 4 disadvantage gap has

widened further since 2022, and now stands at 3.95 – the highest level since 2011⁴

- 25% of disadvantaged pupils achieved Grade 5 or above in both English and Maths, compared with 52.2% of non-disadvantaged pupils.⁵

There's a regional element to this too; with higher concentrations of poverty than other areas, young people in Northern towns and cities are less likely to achieve results that unlock higher education and future opportunities. The average Attainment 8 score for young people in Knowsley is 33.2 – the lowest in the whole country.⁶ In Sutton, South London, it's 59.8, meaning that young people here average around three GCSE grades higher per subject.

The cost-of-living crisis has piled pressure on families and, sadly, has hit hardest on those families who were already experiencing poverty. School leaders report that cost-of-living pressures have increased both the number of pupils requiring additional support, and their level of need, and they have also noted increases in safeguarding concerns, behaviour incidents and absenteeism, particularly in secondary schools and in schools serving low-income communities.⁷ Children and young people are struggling: one in six children aged 5-16 are likely to

1 Fair Education Alliance, 2023 Manifesto at <https://static1.squarespace.com/static/543e665de4b0fbb2b140b291/t/651a8af662c10a6513ddca6e/1696238329538/Fair+Education+Manifesto+2023.pdf> p12

2 Education Policy Institute, Covid-19 and Disadvantage Gaps in England, December 2022 at https://epi.org.uk/wp-content/uploads/2022/12/Covid19_2021_Disadvantage_Gaps_in_England.pdf p8

3 DfE, Key Stage 2 Attainment 2022/23 at <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment>

4 Both from DfE, 'Key Stage 4 performance' at <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised>

5 ibid

6 ibid

* We're using this word as it's the word used by the DfE, but it's not a word we like. Find out why on page [xxx]

The need



have a mental health problem, a figure that has risen by 50% in the past three years, and nearly half of children from low-income backgrounds worry about money.⁸

A particular concern is pupil attendance at school, which remains significantly lower than in 2019:

- Pupil absence from school in the first two terms of 2022/23 was 7.3%, compared to under 5% before the pandemic⁹
- In 2022/23 21.2% of pupils were recorded as 'persistently absent,' meaning they missed more than 10% of school sessions. 35.7% of pupils eligible for free school meals were persistent absentees¹⁰
- Around 139,000 pupils were severely absent, missing more than 50% of school sessions¹¹
- In 2021/22 only 35.6% of persistently absent pupils received grades 9-4 in English and Maths, compared with 67.6% of all pupils¹²

Schools are going above and beyond to offer support to young people and their families: 90% are subsidising extracurricular activities, 87% are providing uniform and clothing, and 70% are providing food.¹³ However, this has placed further pressure on school budgets, which were already stretched by higher energy costs and the need to fund much-deserved increases in staff pay from the existing budget. Almost half of primary schools and two-fifths of secondary schools were operating deficit budgets in 2022/23 and were having to make cuts.¹⁴

7 'Cost-of-living-crisis: Impact on schools,' NFER, September 2023 at https://www.nfer.ac.uk/media/5488/cost_of_living_crisis_impact_on_schools_pupils_and_families.pdf

8 'Is youth mental health getting better or worse?', Action for Children, Thursday 16 February 2023 at https://www.actionforchildren.org.uk/blog/is-youth-mental-health-getting-better-or-worse/?gad=1&gclid=CjwKCAjw6p-oBhAYEiwAgg2PglmETZ6wb4dUfDY5ygZNX8dl2-NrRLczBRNQoO3HJwoijbeg8C4OJRoCeLkQAvD_BwE

9 <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england>

10 *ibid*

11 *ibid*

12 'School attendance in England,' House of Commons Library, 11th September 2023 at <https://commonslibrary.parliament.uk/research-briefings/cbp-9710/>

13 'Cost-of-living-crisis: Impact on schools,' NFER, September 2023 at https://www.nfer.ac.uk/media/5488/cost_of_living_crisis_impact_on_schools_pupils_and_families.pdf

14 NFER, 'Cost-of-living crisis: Impact on schools,' September 2023 at https://www.nfer.ac.uk/media/5493/cost_of_living_impact_on_schools_school_provision.pdf

The How



Why tutoring?

We know tutoring works. Having support from a knowledgeable, encouraging tutor can help to consolidate classroom learning and provide personalised support.

Parents know it works, which is why 30% of all 11-16 year-olds have accessed private tuition during their schooling.¹⁵ But it shouldn't be the preserve of a privileged few; every young person that needs some extra academic support should be able to access it. We know that private tutoring is unaffordable for many families: children whose parents work in professional and managerial occupations are twice as likely to receive private tutoring as those whose parents work in manual or routine jobs.¹⁶ That's why, for twelve years, we have been partnering with schools to provide high-quality, impactful tutoring to those young people who would otherwise miss out.

Our own 2016/17 large-scale Randomised Control Trial, conducted in partnership with the Education Endowment Foundation, was a key piece of evidence used in the design of the National Tutoring Programme (NTP).¹⁷

Evidence from 105 schools, in which a group of Year 6 pupils in the 'intervention' schools had received 12 hours of maths tuition from us, found that:

- Pupils who received the tutoring made, on average, three months additional progress compared with peers in the control group
- The effect was greatest for low prior attainers and pupils eligible for Free School Meals
- There was a spillover effect in reading attainment.

While the NTP has certainly had its challenges over the past three years, we believe that, where provision has been high quality, the tutoring funded by the programme has made a real difference to children and young people in the aftermath of the pandemic. The Future of Tutoring report, released in June 2023, found that tutoring is hugely popular among parents, with 77% of parents polled in Summer 2023 supporting an increase in tutoring provision, while 73% of parents believed that government should pay for tutoring for pupils from low-income backgrounds. The report also noted the enthusiasm young people had for receiving tutoring. Ofsted's independent review of tutoring in schools, released in 2023, highlighted just how positively pupils feel about tutoring, with sessions providing 'a safe, judgment-free learning environment for pupils to ask questions and make mistakes.'¹⁸

However, the financial pressures facing schools have meant that some schools are simply no longer able to offer pupils

this support. 37% of primary schools and 20% of secondary schools have had to cut targeted learning support, such as tutoring, in response to budgetary pressures.¹⁹ We're committed to securing long-term funding for tutoring in schools and ensuring that tutoring is embedded into schools' normal practice: find out more about the work we've been doing alongside partners in the sector on page [xxx].



¹⁵ The Sutton Trust; Tutoring – The New Landscape p3 <https://www.suttontrust.com/our-research/tutoring-2023-the-new-landscape/>

¹⁶ Ibid.

¹⁷ The Education Endowment Foundation, 'Affordable one-to-one and small group tuition in maths and English' at <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/tutor-trust-effectiveness-trial>

¹⁸ <https://www.gov.uk/government/publications/independent-review-of-tutoring-in-schools-and-16-to-19-providers/independent-review-of-tutoring-in-schools-phase-2-findings>

¹⁹ NFER, 'Cost-of-living crisis: Impact on schools,' September 2023 at https://www.nfer.ac.uk/media/5493/cost_of_living_impact_on_schools_school_provision.pdf

Why Tutor Trust?

We're about young people, not profit

As a charity, our priority is making a difference to the lives of young people. The support of our generous funders helps us to keep the prices that schools pay low, and every penny we charge goes into ensuring we deliver the best quality programmes that make a real difference to young people's attainment, confidence and love of learning.

We recognise the financial challenges that schools are facing can make it harder to afford our tutoring. As such, for 2023/24 we've cut our headline price per hour by 20%. This absorbs the decrease in the NTP subsidy, meaning that each hour of high-quality tutoring only requires the school to contribute £21. For a 1:3 programme, that's £7 per pupil per hour.

We know that even that's too much for some schools, and so are exploring partnerships with our supporters to ensure that we can offer our tutoring to as many young people as possible.

We're rooted in our communities

A proudly Northern charity, we work across Greater Manchester, West Yorkshire and Merseyside. With the North / South divide failing to narrow, many of our towns and communities are underserved and experience higher rates of poverty than elsewhere in England. Most of our staff team, and many of our tutors, grew up in the regions we serve, so we absolutely understand the challenges that schools and communities may face, but we also know how resilient and creative our schools, teachers and communities are! We're absolutely committed to delivering the best for our local young people.



Wherever possible, our tutors go into schools and deliver sessions face-to-face.

We've found that online sessions can work well in particular contexts, but that for most young people the greatest benefit comes from building a face-to-face relationship with an inspiring tutor and role model. 93% of our tutoring last year was delivered face-to-face, at school. We're continuing to explore how we can use online and hybrid models

of tutoring to reach more young people, without compromising on quality or impact.

We're best-in-class for quality and impact

As the only tutoring provider in the UK with positive evidence from two RCTs from the Education Endowment Foundation, we know our tutoring can make a real difference. However, we're not complacent, and we're constantly using data to reflect on and improve what we do. From our rigorous tutor recruitment, training and quality monitoring processes to our new system of pupil progress assessments, we seek to ensure that every hour of Tutor Trust tutoring will make a real impact on pupil progress, confidence and enjoyment of learning.

See pages 11-13 to find out what makes our tutors special!

We work in partnership with schools

We believe in partnership, and work closely with every school to deliver effective tutoring programmes that meet the needs of both the pupils and the school. We offer full support throughout the programme, whether it's with setup, funding, pupil attendance, or reporting to the DfE. That's why 97% of our partners would recommend us to another school.

“ Very much felt like a partnership; working together to enable as much support for students as possible. ”

Miles Davies, Assistant Headteacher,
Co-op Academy Grange, Bradford

See pages 15-16 to find out more about how we work with schools.

We're committed to safeguarding children

At Tutor Trust, the safety and welfare of young people always come first. We follow safer recruitment practices in line with Keeping Children Safe in Education to ensure our recruitment is as robust as it can be. Before tutoring, all tutors undertake pre-employment checks that include providing references and undergoing an enhanced DBS check, along with many other safeguards that support keeping children safe. Tutors and staff attend Introductory Meetings with schools before tuition takes place; this ensures that tutors understand, and are able to follow, the school's safeguarding and reporting procedures. Our highly trained in-house DSL, trustee responsible for safeguarding, Deputy DSLs and safeguarding team are always on hand to support both our tutors and partner schools in addressing any concerns about a young person that emerge during tutoring.



Our tutors

Our tutor cohort is more diverse than ever before.

While around 85% of our tutors are undergraduate and graduate students at local universities, we have a growing number of Qualified Teachers and experienced professionals in other fields who want to use their skills to give back to local young people. Whilst their backgrounds and career experiences may be different, there are a few qualities that all of them share:

1. Our tutors are committed to educational equity

Our tutors believe that access to high-quality support shouldn't be governed by postcode or family income. They know that every young person they work with has talents, abilities and the potential to succeed. All of our tutors are committed to our mission of 'transforming lives through tutoring'.



We asked our tutors: What does our mission mean to you?

“ I believe that every pupil has incredible amounts of potential, whether this is strictly academic or in other areas of life as well. To transform lives through tutoring means to enable pupils to achieve this potential and provide them with the support and resources they need to do so. ” Joe Clarke, Primary and Tutoring Plus Tutor, graduate in Philosophy and Politics from the University of Manchester

“ Giving children the knowledge that they are valued and have people that want to invest in them as people and their futures. ” Ellen Litchfield, Primary Tutor with Qualified Teacher Status

“ It means that I can be the support I wanted when I was younger. ” Agnieszka Palasz, Primary Tutor, current undergraduate in Mathematics at the University of Manchester

In 2022/2023 we:



307

tutors delivered sessions for Tutor Trust



108

On average, each tutor delivered 108 hours



21

And supported 21 pupils



98%

rated their tutor training as 'good' or 'excellent'



69%

were observed by a Qualified Teacher



94%

were found to be delivering outstanding or good tutoring (and we worked closely with the small number who needed a bit more support)

2. Our tutors are great at building supportive relationships

Our recruitment process is rigorous. While we of course have academic requirements to ensure our tutors have the knowledge to accelerate learning, equally important is the ability to build supportive relationships with children and young people. Our application form and interview give potential tutors opportunities to demonstrate empathy, active listening, and responsiveness to different people's needs.

Our partner schools say:

Tutors built good relationships with pupils:

4.7 / 5

“Tutors were effective at forming relationships with our pupils which is crucial to the success of the tutoring.” Michael Johnston, SLE in Mathematics, St John Bosco High School, Liverpool

“During one of my sessions after working through a task 1:1 with a student who was struggling, they turned to me and said ‘Miss, you’re always so kind, thank you’. Even though this was not about the work it made a huge impact on me and touched me, to know what I am doing is really making a difference and helping the pupils I am with.” Francesca Culley, Primary Tutor, undergraduate in Philosophy, Ethics and Religion at the University of Leeds

3. Our tutors have access to high-quality training and support

Before starting work, all our tutors complete our training programme, developed with partners at the University of Manchester. For those who aren't qualified teachers, this takes at least 15 (unpaid) hours, consisting of a mix of online self-paced learning and live sessions on Zoom. There are assessment points throughout, so completion of our training itself demonstrates tutors' commitment to giving young people their best.

And, of course, all of our tutors have an enhanced DBS and barred list check, and receive comprehensive safeguarding

training so they know what to do if they have concerns about a young person.

Once they're tutoring, we ask them to complete yearly compulsory safeguarding refresher training, but this is just the start. We run a comprehensive programme of learning and development for our tutors, ranging from online self-paced learning on our Thingi platform to live sessions with members of our Quality Team and outside experts. We also offer our tutors continuous support: 90% received feedback on a lesson plan from a member of our Quality Team, while 69% were observed by one of our 13 in-house qualified teachers.

Our partner schools say:

Tutors were well trained:

4.6 / 5

Tutors had good subject knowledge:

4.7 / 5



4. Our tutors are reliable and professional

When it comes to tutoring, reliability and professionalism are, quite simply, essential. Throughout our recruitment and training process, we look for evidence of these qualities and, if we have doubts, the individual will not qualify as a tutor and will not be able to deliver sessions for Tutor Trust. Once onboarded, we log every session of tutoring that takes place, so we can quickly spot any of the rare instances of unplanned absence or lateness where a tutor does not live up to our standards. Our regular check-ins with our school partners also mean we are able to address concerns quickly.

Our partner schools say:

Tutors were reliable and punctual:

4.6 / 5

Tutors were professional with school staff:

4.7 / 5

“ Beth has excellent relationships with pupils and staff. She is well resourced, organised and professional at all times. She was keen to develop new skills to enable her to provide tutoring for KS1 pupils. ” Wendy Budsworth, Principal, St Paul's CofE Primary School, Salford

“ Justine felt like an extra member of staff and we are delighted she will be back with us next year to build on the progress her Y5 group have already made. ” James Clay, Headteacher, Manston Primary School, Leeds



Widening Participation programme

We're delighted that more and more of our tutors come from the communities we work in, with some having themselves attended the schools we're now tutoring in.

We've been working with our partner universities to recruit more local students, particularly those who participated in Widening Participation programmes and who are the first in their families to go on to higher education.

Excitingly, data from our internal pupil assessments is suggesting that pupils whose tutor engaged with Widening Participation programmes may make greater progress on average than other tutees. It's early days, and we need to dig into the findings a little more, but it suggests that tutors who share similar experiences with their tutees may be particularly well-placed to act as role models.

Case study: Lucy Wharmby

Lucy is a Qualified Teacher, having completed the Teach First Leadership Development programme between 2020 and 2022. She's currently studying for a Masters in English Literature at the University of Leeds, during which she's been tutoring with Tutor Trust. Having come from a working-class background in Mansfield, and having participated in both the Sutton Trust's Summer School scheme and Access to Leeds before she started her undergraduate degree, Lucy is passionate about ensuring that all young people have opportunities to access higher education.

She believes it's important that all young people are aware of the many options available to them once they leave school and believes that tutors, particularly those who've themselves participated in Widening Participation initiatives, are especially well-placed to inspire their tutees to think about higher education:



“ For me, my goal is always that if I can just help my pupils know that they can aspire to do what they want rather than what they think the path is that's laid out for them. That I've done it, I've been successful, whether that is university or a specific career. I just want to make sure they know what the doors are and then they can choose the door that they want to go through. ”





Working in partnership

In 2022/23, we partnered with 156 schools and other education settings across Greater Manchester, West Yorkshire and Merseyside. Most of these schools primarily serve lower-income communities, with a higher-than-average percentage of their pupil cohort attracting Pupil Premium funding.

We're very proud of our tutors, but our school partners are also very positive about their experience working with our team. With over half the staff at Tutor Trust having been either teachers or having previously tutored with us, the team understand schools and the pressures facing school leaders. With schools dealing with a uniquely challenging set of circumstances, we seek to make running an effective tutoring programme with us as easy as possible.

A professional service

We know tutoring. We've been partnering with schools to deliver tutoring for 12 years, and, during that time, we've learned a lot about how to set up an effective programme. We work flexibly with schools to set up tutoring programmes that fit around particular timetable constraints, that maximise pupil attendance while minimising the impact on other subjects, and that are likely to lead to real gains in learning.

We also know the NTP and can offer guidance to schools around funding and completion of termly census data and the year-end statement. We keep records of pupil attendance and tutor feedback for every session that is shared with the school via our online Insight platform, making data submissions much simpler.

Our school partners say:

Setting up tuition was easy:

4.0 / 5

Tutor Trust provided clear guidance about funding:

4.3 / 5

Tutor Trust helped support the school to secure high pupil attendance:

4.0 / 5

“ Tutor Trust take the lead and guide school with their experience and knowledge of the tutoring process. The complicated and information-overloaded NTP is made simpler and more personal by working with Tutor Trust. ” Anna McDiarmid, Pupil Premium and Catch Up Premium Lead, Pinehurst Primary School, Liverpool

A personal touch

Unsurprisingly, when we asked school partners their favourite thing about working with Tutor Trust, the top category of response was around the high quality of our tutoring. Second, however, was the ease of communicating with our staff team.

Our school partners say:

It was easy to communicate with Tutor Trust:

4.6 / 5

“ They were quick to respond, friendly and professional and prepared well with online meetings before the children started. ” Nick Hemingway, Deputy Headteacher, Meadowfield Primary School, Leeds

“ Jason made my work much easier by having all the relevant details I would need and supporting on the rare occasion when things didn't quite go to plan. ” Jo-Maria Jones, Head of English, Our Lady's RC High School, Manchester

Meeting diverse needs

As well as our mainstream tutoring, our Tutoring Plus team offer a range of 1:1 programmes designed for those young people who need more intensive support. Some of these programmes combine academic tutoring with a second intervention that focuses on supporting the young person's wider needs.

Before 2022/23, our Tutoring Plus offer was directed at care-experienced young people and those attending Alternative Provision. We remain strongly committed to supporting these young people, but, in recognition of the growing number of others who would benefit from a focused package of individual support, we have made our Tutoring Plus service available to more individuals who need it. This may include children experiencing poor mental health, those with low attendance at school, or simply those who would benefit from bespoke support. All Tutoring Plus programmes, with the exception of The Right Angle, are now available in all our regions.

Our Tutoring Plus tutors receive additional training to equip them with the skills, resilience and patience to build relationships with young people who may be going through significant challenges in their lives. They are supported by our knowledgeable and experienced in-house team, who

work to create the right tutor/tutee pairings and who support the tutor to build a strong, supportive relationship with the young person.

Spotlight: The Prince's Trust 'Achieve'

A programme for secondary-aged pupils combining tutoring with the Prince's Trust Achieve programme, which focuses on developing life skills and preparing young people for the world of work. Our tutors delivering this programme have all received additional training to deliver the Achieve modules.



Spotlight: Time for Me

New for 2023/24, The 'Time for Me' programme combines tutoring and mentoring to support both pupils' attainment and their confidence at school. To prepare, we've partnered with Haili Hughes, Principal Lecturer in mentoring at the University of Sunderland, who has delivered training in mentoring to all Tutor Trust staff. A small group of colleagues are receiving additional training to equip them to train tutors who will be delivering the programme.

'Time for Me' is designed to support young people at both primary and secondary school who would benefit from both academic support and access to a positive role model who can build confidence and raise aspirations.

Spotlight: The Right Angle

Available only in Greater Manchester, The Right Angle is a fully-funded programme for young people in secondary school that is made possible by generous funding from the MariaMarina Foundation. Young people on this programme receive 1:1 tutoring alongside counselling provided by our partners at TLC: Talk, Listen, Change.



Spotlight: Our Local Matters Partnership

Most of our partner schools primarily serve children and young people who live in communities with high concentrations of poverty. Each of these communities is different, and it's crucial that we avoid simplistic narratives about people and communities that experience poverty.

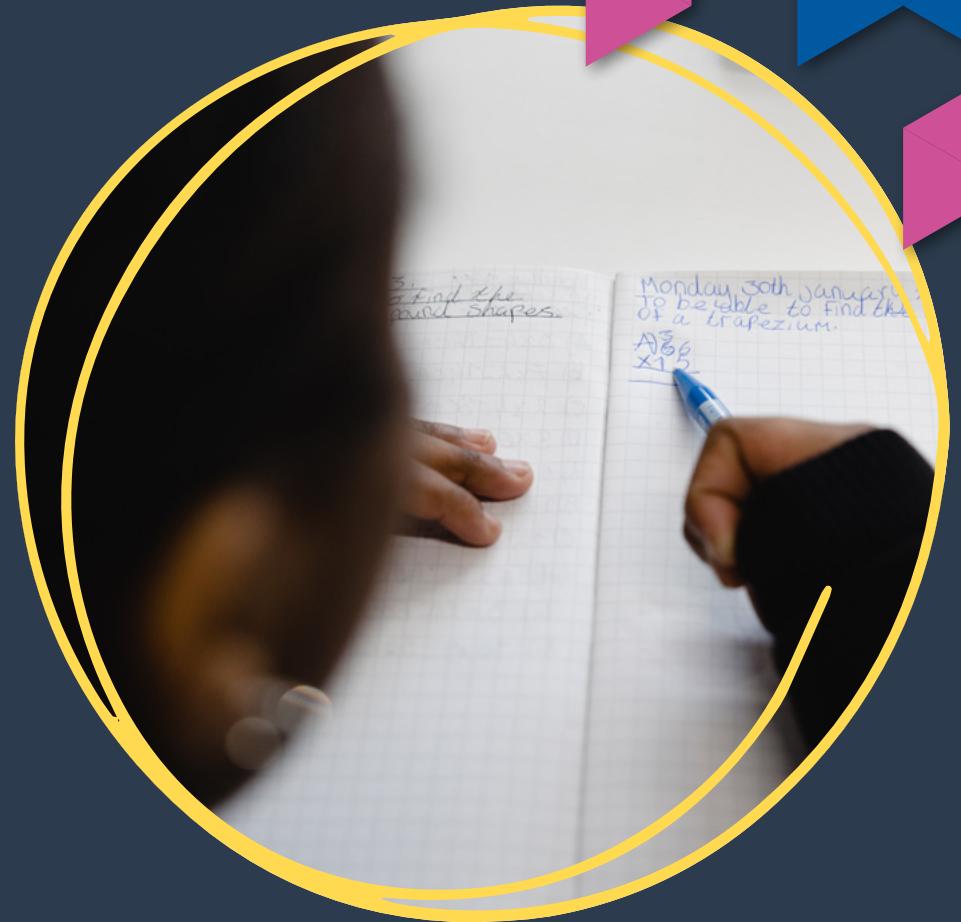
This year, we've been delighted to partner with the University of Manchester (UoM) on the 'Local Matters' programme. Run by Dr Carl Emery and Louisa Dawes at the Institute of Education, the programme partners with schools and other organisations to deliver action research that deepens our understanding of the links between power, poverty and place. Our whole team, and some of our tutors, took part in research workshops with the team at UoM to unpack our own attitudes to poverty, with Carl, Louisa and the team debunking myths and stereotypes. Following the workshop, we've made changes to our tutor training, ensuring all tutors are given an opportunity to discuss experiences of poverty, as well as stereotypes and myths that exist about poverty, and that they have an accurate understanding of Free School Meals and Pupil Premium.

Since the workshops, our staff team embarked on three action research projects: firstly, we're looking at how we currently use language in all our

communications to describe our tutees and the communities we work in. It's not always easy to get this right, particularly when words such as 'disadvantaged' are routinely used by the Department for Education when monitoring the attainment gap between pupils who have been eligible for Free School Meals in the past six years and their peers who haven't. The gap is real, and we don't want to obscure it, but we're committed to using respectful and inclusive language that doesn't see young people and families experiencing poverty as somehow lacking. We'd love to work with sector partners on how best we can talk about the real difficulties many of our beneficiaries and their families face without further marginalising them, and how, wherever possible, we can genuinely centre their voices.

A second group are looking at how we collect feedback from tutees, using a social justice framework to gather evidence as to what tutoring feels like for the young people we support and how it fits into their wider lives. Following this work, we'll look to redesign the way we collect feedback from our young people. A third group are examining the impact of our new fortnightly reading group in which staff from across the charity read and discuss material related to poverty, class, place and marginalisation.

The partnership with Local Matters has sparked many interesting, and at times challenging, conversations within Tutor Trust. We are much the better for it.



The Impact



Our impact in primary schools

Our Year 6 tutees continue to make very strong progress.

Progress in Maths, our largest subject in Year 6, increased considerably from last year, from 6 scaled score points to 8.2 scaled score points. A gain of 8.2 scaled score points equates to, on average, at least 25 additional raw marks out of 110 across the Maths papers.

Progress in Reading was slightly down from 8.5 scaled score points last year to 5.8 scaled score points this year. Reading results were down nationally, and feedback from partner schools was that the SATs Reading paper – a single paper – was particularly challenging, which may have impacted results. Nevertheless, a gain of 5.8 scaled score points equates to approximately an 11 mark gain on a single 70 mark paper.

Tutor Trust are unique in that we don't just work with pupils on the borderline of a grade boundary; we work with pupils at all starting levels of attainment. We are very proud that progress is strongest for those tutees who start the programme the furthest behind. This echoes the findings of our 2016/17 RCT, in which progress was found to be strongest for low prior attainers. Each year, our tutees with SEND, who are overrepresented in the low prior attaining group, significantly outperform their peers nationally: in Maths, 49% of tutees achieved the expected

standard, compared with 36% nationally, while in Reading 49% achieved the expected standard compared with 39% nationally. We're working to understand why tutoring seems to work so well with this cohort of pupils.

Our pupils say:

I enjoy tutoring sessions:

8.6 / 10

My tutor encourages me in my sessions:

8.9 / 10

My tutor makes sessions fun and engaging:

8.9 / 10

I feel I've made progress in my tutoring subject:

8.6 / 10

I feel more confident in lessons now:

8.3 / 10

In 2022/2023 we:



2,171
Tutored 2,171 primary pupils



2,513
Delivered 2,513 primary tutoring programmes



74
Partnered with 74 primary schools



11.7hrs
Our primary tutees received, on average, 11.7 hours of tutoring per programme



65%
of our primary tutees were eligible for Pupil Premium, and 85% were either eligible for Pupil Premium or attended a school primarily serving a low-income community

SATs results

We delivered 1,164 tutoring programmes to pupils in Year 6 in 2022/23. Of these, we have received SATs data from schools for 822 programmes, which the analysis below is based on.



Maths



- We delivered **708** tutoring programmes, and have received SATs results for **492** pupils
- **61%** of tutees were eligible for Pupil Premium
- **16%** of tutees had SEND
- Most tutees started the programme significantly below the expected standard
- **67%** of tutees achieved the expected standard
- **63%** of tutees entitled to Pupil Premium achieved the expected standard
- **49%** of pupils with SEND achieved the expected standard
- Tutees averaged **8.24** scaled score points of progress, equating to a significant gain in marks across the Maths papers. Progress was highest for the lowest prior attainers.

Starting scaled score	Number of tutees	% achieving the expected standard of 100 in SATs	Mean progress made (scaled score points)
Below 90	113	41%	12.6
90-94	188	69%	9.3
95-99	118	74%	5.6
100 plus	65	94%	3.0
Unknown	8	88%	NA

Reading



- We delivered **429** tutoring programmes, and have received SATs results for **303** pupils
- **63%** of tutees were eligible for Pupil Premium
- **18%** of tutees had SEND
- Most tutees started the programme significantly below the expected standard
- **60%** of tutees achieved the expected standard
- **59%** of tutees entitled to Pupil Premium achieved the expected standard
- **49%** of pupils with SEND achieved the expected standard
- Tutees averaged **5.81** scaled score points of progress. As in Maths, progress was greatest for the lowest prior attainers.

Starting scaled score	Number of tutees	% achieving the expected standard of 100 in SATs	Mean progress made (scaled score points)
Below 90	57	26%	11.5
90-94	69	54%	9.1
95-99	81	63%	3.3
100 plus	79	85%	1.4
Unknown	17	71%	NA

We also had **27** pupils following tutoring programmes in Grammar, Punctuation and Spelling (GPS). Of these, **20** pupils (**74%**) reached the expected standard.

Spotlight: Allerton Bywater Primary School, Leeds



We've partnered with Allerton Bywater Primary School for each of the past two academic years. A two-form entry school in East Leeds that is part of the Brigshaw Learning Partnership, Allerton Bywater has partnership embedded into its DNA, and believes:

“ Through creativity, challenge and connection, we unleash our true potential. ”

This year, we provided Maths tutoring to 27 children in Year 5 and Year 6 at Allerton Bywater, some of whom we had also supported in the previous year. Pupil attendance at sessions was 93%, with each pupil receiving on average 10 hours of support.

We were delighted to hear that our Year 6 tutees at Allerton Bywater excelled in their SATs. By the time of the exams, 12 of the 18 pupils reached the expected standard of 100 or higher, with a further five pupils receiving a scaled score just short at 98 or 99.

What was truly outstanding was the progress these children made, with an average of 13 scaled score points of progress between the start and end of the programme. This equates to around 40 additional raw marks across the Maths papers! The high-quality teaching offered

at Allerton Bywater, along with bespoke support in tutoring sessions, enabled these tutees to enter secondary school working at the expected level for their age.

Their tutor, Justine Hardisty, was delighted at the children's success. Justine, who joined Tutor Trust last summer and has recently been chosen as our West Yorkshire Tutor of the Year, has 20 years' experience as a classroom teacher, and has found it very rewarding to use her skills in a new way. On receiving the results, she remembers that the pupils:

“ Were so thrilled and quite deservedly proud of themselves. There was a true sense of celebration and shared sense of pride across the whole school that day which was so lovely to see. ”

Josh Asquith, Deputy Head at Allerton Bywater, is a keen advocate for tuition, which is not surprising as he is a former Tutor Trust tutor, having tutored with us while studying at the University of Manchester and the Royal Northern College of Music. He noted how Justine had become a valuable member of the school community, saying that:

“ Justine was incredible – she has a sound knowledge of the curriculum,

a fantastic rapport with our children and worked brilliantly as part of our wider team. ”

The pupils themselves loved the tutoring:

I enjoy tutoring sessions:

8.3 / 10

My tutor encourages me in my sessions:

8.7 / 10

My tutor makes sessions fun and engaging:

9.0 / 10

I feel I've made progress in Maths:

9.3 / 10

I feel more confident in lessons now:

9.0 / 10

Our impact in secondary schools

We provided tutoring in Maths, English and Science to thousands of pupils across Key Stage 3 and Key Stage 4.

At GCSE, while progress was very similar to in previous years, the make-up of the tutoring cohort was quite different to that of 2022, with a significantly greater number of low prior attainers. In Maths, almost half of tutees (48%) started the programme working at Grade 2 or below, compared with 25% the previous year. This lower starting attainment profile of many of our tutees points to the ongoing effects of the pandemic. Our tutors played an important role in their catch up but our evidence shows there is still so much needed for them to reach pre-pandemic levels. This is particularly the case in Maths: preliminary research has indicated that Maths attainment, particularly among lower-income pupils, was particularly badly affected by school closures and disruption.²⁰

Pleasingly, in all three subjects, there was a correlation between the number of sessions attended and the likelihood of attaining a 4 or above at GCSE. We continue to work with schools to support pupil attendance at tutoring sessions, as each additional hour of tutoring enhances progress and maximises a young person's chance of achieving this benchmark outcome.

²⁰ Education Policy Institute, 'Recovering from the Covid-19 pandemic: analysis of Star Assessments,' May 2023 at <https://epi.org.uk/wp-content/uploads/2023/05/RecoveringFromTheCovid19PandemicMay2023.pdf> p9

Our pupils say:

I enjoy tutoring sessions:

7.8 / 10

My tutor encourages me in my sessions:

8.6 / 10

My tutor makes sessions fun and engaging:

8.4 / 10

I feel I've made progress in my tutoring subject:

7.8 / 10

I feel more confident in lessons now:

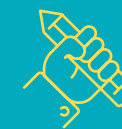
7.6 / 10

In 2022/2023 we:



4,147

Tutored 4,147 secondary pupils



5,114

Delivered 5,114 secondary tutoring programmes



82

Partnered with 82 secondary schools



7.6hrs

Our secondary tutees received, on average, 7.6 hours of tutoring per programme



60%

of our secondary tutees were eligible for Pupil Premium, and 90% either were eligible for Pupil Premium or attended a school primarily serving a low-income community

GCSE results

We delivered 1,796 mainstream tutoring programmes to pupils in Year 11 in 2022/23. Of these, we have received GCSEs data from schools for 1,268 programmes, which the analysis below is based on.

Maths



- We delivered **784** tutoring programmes, and have received GCSE results for **559** pupils
- **92%** were either eligible for Pupil Premium or attended a school primarily serving a low-income community, and **53%** were eligible for Pupil Premium
- **16%** of tutees had SEND
- **48%** of tutees started the programme working at a Grade 2 or below
- Pupils averaged **0.74** grades of progress during the programme
- **50%** of tutees achieved a Grade 4 or higher at GCSE
- **42%** of tutees eligible for Pupil Premium achieved a Grade 4 or higher at GCSE.

English



- We delivered **628** tutoring programmes, and have received GCSE results for **373** pupils
- **89%** were either eligible for Pupil Premium or attended a school primarily serving a low-income community, and **50%** were eligible for Pupil Premium
- **21%** of tutees had SEND
- **35%** of tutees started the programme achieving at Grade 2 or below
- Pupils averaged **0.71** grades of progress during the programme
- **52%** of tutees achieved a Grade 4 or higher at GCSE
- **51%** of tutees eligible for Pupil Premium achieved a Grade 4 or higher at GCSE.

Science



- We delivered **384** tutoring programmes, and have received GCSE results for **336** pupils
- **92%** were either eligible for Pupil Premium or attended a school primarily serving a low-income community, and **50%** were eligible for Pupil Premium
- **16%** of tutees had SEND
- **22%** of tutees started the programme achieving at Grade 2 or below
- Pupils averaged **0.35** grades of progress during the programme
- **61%** of tutees achieved a Grade 4 or higher at GCSE
- **56%** of tutees eligible for Pupil Premium achieved a Grade 4 or higher at GCSE.

In all three subjects, there was a positive relationship between the amount of tutoring sessions the pupils attended and the likelihood of attaining a Grade 4 or higher:

% of tutees attaining a Grade 4 or higher:

	0-6 hours	6-12 hours	12 plus hours
Maths	48%	53%	56%
English	50%	58%	65%
Science	56%	70%	71%

Our pupils say:

“ I would like to tell you that it has been a really nice experience and I would LOVE to do it again. ”

Year 5 pupil, Godley Community Academy, Leeds

“ I got a million times better in English because of my tutor. ”

Year 5 pupil, Pinehurst Primary School, Liverpool

“ I love tutoring. ” Year 6 pupil, Wykebeck Primary School, Leeds

“ I really think I feel more confident in Maths. ” Year 6 pupil, Roundhay St John's Church of England Primary School, Leeds

“ I would really like to do it again next year. ” Year 10 pupil, Oasis Academy Oldham

“ Tutoring is very fun and my tutor is very kind. ” Year 7 pupil, St Damian's RC Science College

“ I've enjoyed every bit of it; Miss has pushed me and Miss and Tutor Trust should be very proud. ” Year 10 pupil, Reddish Vale High School



Spotlight: Our Lady's RC High School, Manchester



Our Lady's RC High School in Blackley, North Manchester, has been a partner of Tutor Trust since 2021. A Catholic school, and part of the Diocese of Salford, the school believes that "each student has their own individual strengths, gifts and talents: our aim is to ensure that these are all developed to their full potential."

Tutoring is part of the school's offer in pursuit of this, and OLHS uses Tutor Trust tutors to support Year 11 tutees as they prepare for GCSE exams. This year, 82 Year 11 pupils participated in the mainstream tutoring programme, with the school also running Tutoring Plus and MESME programmes.

Mainstream sessions ran on a Saturday morning, with pupils choosing to come into school to benefit from the tutoring provision. This was enabled by the exceptional commitment of OLHS staff, with a senior member of the team always present on site to oversee sessions. Such a model wouldn't work everywhere, but the strong culture and relationships at OLHS meant there was always a good turnout, with Year 11 pupils averaging 10.6 hours of support per programme.

Tutors spoke incredibly highly about OLHS pupils and it's clear that a real rapport developed between the tutors and their tutees:

“ One of the best moments I had in delivering tutoring this year was when I completed a Saturday assignment at Our Lady's RC High School. During that time, I had the opportunity to work with a group of students who had a passion for English Literature. We would engage in thought-provoking discussions about poems from the Power and Conflict poetry cluster. Seeing their enthusiasm and interest in the subject expand throughout our sessions was truly inspiring. It was a pleasure to be a part of their journey and contribute to their love for English Literature. ”

Emmelie Dryburgh, Graduate in Drama from the University of Manchester

“ I really enjoyed myself and if I had the opportunity to do it again, I definitely would. I really liked my tutor, Miss Dryburgh. I learned things I didn't know before which I am now able to apply in lessons and in my essays with confidence. ” Year 11 tutee in English, Our Lady's RC High School

The commitment of pupils in attending school on Saturdays paid off: between the start of the programme and their final GCSEs, pupils progressed by an average of 0.81 grades in Maths, 1.39 grades in English, and 0.88 grades in Science.

61% of the tutoring cohort achieved a Grade 4 or higher in Maths, 65% did so in English, and 92% did so in Science.

The pupils themselves loved the tutoring:

I enjoy tutoring sessions:

8.6 / 10

My tutor encourages me in my sessions:

9.4 / 10

My tutor makes sessions fun and engaging:

9.1 / 10

I feel I've made progress in my subject:

9.0 / 10

I feel more confident in lessons now:

8.9 / 10

We are excited to continue our partnership with OLHS this year.

Spotlight: MESME Maths Circles

We are delighted to be a partner in the unique Mathematics Education for Social Mobility and Excellence (MESME) Maths Circles programme, which seeks to support high potential mathematicians on their journey 'from Key Stage 3 to PhD.' The Maths Circles give a small group of students the opportunity to come together with a knowledgeable mentor, in the shape of a Tutor Trust tutor, to grapple with intriguing questions, discover and explore exciting ideas, and delve deeper into the wonders of mathematics.

All MESME programmes are fully funded and are offered only to existing Tutor Trust partner schools.

In 2022/23, we:

- Delivered MESME Maths Circles in 18 schools
- Supported 266 high-potential mathematicians
- 63% of the MESME tutees were eligible for Pupil Premium funding.

“ Thank you ever so much for presenting new ways of mathematics to our pupils. It has been a pleasure to work with your ever so polite and communicative team. ” Zorni Tyson, Maths Teacher, Burnage Academy for Boys, Manchester

“ I want to continue doing this next year. PLEASE. ” Year 10 MESME tutee, Pudsey Grammar School, Leeds (we're delighted that the programme will indeed be continuing!)



Spotlight: Transition Project in East Salford

In 2022/23, we continued our second iteration of our unique Transition Project in East Salford, supporting pupils as they transition between primary and secondary school. With tutees having started Year 7 in September 2022, we worked across six secondary schools in Manchester and Salford, supporting 110 Year 7 pupils in Maths. We are proud that we retained 82% of the Year 6 tutees into Year 7, considerably higher than in the initial pilot. Pupils received, on average, 12 hours of tutoring in Year 7.

As well as supporting pupils in Maths, the programme also aimed to provide continuity at a time of considerable change for pupils. The majority of pupils had the same tutor across Year 6 and Year 7, and focus groups with pupils identified this as a key strength of the programme. Pupils also particularly enjoyed the 'letter swap' activity at the end of Year 6, which enabled them to communicate with a pupil from another primary school who was going to the same secondary.

We have received further funding from the Headley Trust to run the project again in East Salford between 2023 and 2025, and are excited to continue refining this innovative approach to place-based change.

Pupils and schools were both very positive about their experience of tutoring:

I enjoy tutoring sessions:

7.7 / 10

My tutor encourages me in my sessions:

8.3 / 10

My tutor makes sessions fun and engaging:

8.5 / 10

I feel I've made progress in my tutoring subject:

7.0 / 10

I feel more confident in lessons now:

7.0 / 10

“ I had my favourite tutor and he was the best and helped me understand things in a way I understood properly. ” T, Year 7, Abraham Moss Community School

“ I enjoyed it a lot ” J, Year 7, Buile Hill Academy

“ The Tutor Trust programme has been a really valuable experience for our Year 7 students, particularly in the transition from primary to secondary school. Having the opportunity for our students to meet every week with a familiar face has increased their confidence, not only in maths, but also in themselves as students at secondary school. The quality of the provision provided is excellent and has really supported students to gain skills in maths that they can take forward in their maths lessons. ” Ashlea Hodgkinson, Head of Year 7 at The Albion Academy

Tutoring Plus

Over the course of the 2022 / 23 academic year we partnered with ImpactEd to evaluate the impact of our Tutoring Plus work, including the impact of our innovative The Right Angle programme that combines 1:1 tutoring with counselling from our partners at TLC: Talk, Listen, Change. ImpactEd are a fellow member of the Fair Education Alliance and support schools and education organisations to better understand the impact of their programmes. This is the first independent evaluation of The Right Angle since the launch of this programme as part of the DfE's Innovation Award.

The research has demonstrated the very positive impacts that the programmes have on young people's attainment, wellbeing and engagement in education. We look forward to the publication of the full evaluation report in January 2024.

A few key findings are given below:

- On average, pupils increased the grade of the subject they were tutored in by half a grade point
- The lower a pupil's GCSE grade at the start of the programme, the more progress they made
- Pupils' wellbeing levels rose by an average of four percentage points across Tutoring Plus and The Right Angle and their psychological distress decreased

- Pupils responded very positively to tutoring, were engaged during sessions, and their engagement in learning improved in the classroom too
- Over the course of the programme, pupils appeared to become happier and more settled in school.

“ I've seen my grades from before I had the tutor and after having the tutor and I've made comparisons and I'm like, yes, it definitely helped. ”

Pupil receiving Tutoring Plus tutoring

“ It gave him confidence to sit his GCSEs. This time, you know, it was huge. This was a young man that didn't think he was going to finish school [and now] sat all his GCSEs, it's huge. ”

LAC Officer, Tutoring Plus

 ImpactEd



A rewarding role

Our tutees aren't the only ones who benefit from their involvement with Tutor Trust; our tutors are overwhelmingly positive about their experiences supporting young people across Greater Manchester, West Yorkshire and Merseyside.

- 94% of respondents to our tutor survey rate their experience working with Tutor Trust as either 'excellent' or 'good'
- 57% described their experience as 'excellent'

We pay our tutors well, offering a minimum of £23 per hour to plan and deliver each hour of tutoring, but for our tutors, it's about more than pay. Tutoring is rewarding, impactful work that also enables tutors to develop personal and professional skills that are relevant for a range of careers.

In our annual Tutor Survey, we asked our tutors to what extent they agreed with the statements below. Read on for some of their comments!

'I feel like I've made an impact'



So many of our tutors' best moments of the year centred on seeing a real change in a young person: whether it's that magical moment when a concept just clicks, or

a previously reluctant tutee starting to become enthusiastic about learning, our tutors rightly feel very proud of the impact they've had on young people.

“ My highlight of the year was having one of my pupils run up to me saying ‘We did fractions in maths today and I could do everything!’ Not only had he understood, but seeing how excited he was to tell me felt amazing. ” Caitlin Ashton, Primary Tutor, graduate in English from the University of Liverpool

“ I feel like I'm making a positive impact not only educationally but also mentally too. The safe space I've created in my tutoring space has helped children to learn better and express themselves in a fun way. ” Fahmida Khatun, Primary Tutor, graduate in Educational Psychology from Manchester Metropolitan University

As well as the 'feel good factor' of working with young people, our tutors see benefits for their own confidence. For some of our

tutors, particularly our undergraduate tutors, working in a school environment gives them valuable experience of acting as a professional. And, of course, seeing their tutees progress and enjoy the sessions provides tutors with a real and well-deserved sense of pride:

'I feel more confident'



“ I feel I am more confident in myself and my skills, I am more professional and comfortable within both professional and unfamiliar environments. ”

Matthew Hainsworth, Primary and Tutoring Plus Tutor, Undergraduate in Education Studies at Manchester Metropolitan University

“ Being a tutor has had a very positive impact on my self-esteem and self-confidence. I really feel I am making a difference in being a positive role model for young students. ” Jasmin Helm, Primary and Secondary Science Tutor, MSc student in Clinical and Health Psychology at the University of Liverpool



'I feel more connected to my local community'



Many of our tutors are local, but for some, particularly students who have not grown up in their university city, tutoring is an opportunity to become more involved with local communities.

“ I have felt more connected to communities in Manchester, especially as the school was not close to where I currently live and the children were from a range of different backgrounds. ” Eleri Griffiths, Primary Tutor, graduate student in MSc Sport and Exercise (Psychology) at Manchester Metropolitan University

“ Being a tutor helps me to become a better role model and inspires me to set a good example and instil a genuine curiosity for learning in the pupils I teach. On the flip side, each day I tutor I am given the chance to learn something new from the pupils themselves! ” Joe Clarke, Primary and Tutoring Plus Tutor, graduate in Philosophy and Politics from the University of Manchester

For others, who already have a deep connection to the community where they're tutoring, tutoring is a way to be an inspiring role model and 'pay it forward' to the next generation.

“ I absolutely love working with the children. Given that I am in my mid fifties, I feel that I am able to not only help with English skills but with other skills too – including social skills, letter writing, job applications and cultural capital. ” Lucy Moreau, Primary and Secondary English Tutor, PhD student in Irish Literature at the University of Liverpool

'I feel better prepared for my future career'



“ Being a tutor has made me so much more confident and professional. It has given me an insight of what it's going to be like when I continue my career in becoming a Maths teacher. ” Nicole Eccleston, Secondary Maths Tutor, current undergraduate in Psychology at Liverpool John Moores University

Some of our tutors find that their experience as a tutor generates an interest in pursuing a career in teaching: around 18% of our tutors

signed up because they already wanted to teach, but another 39% say that tutoring has made them more likely to pursue a career in the field. With Tutor Trust alumni already working at schools across and beyond the North (and, in some cases, working with us to run tutoring programmes in their school), we are proud to be giving more potential teachers invaluable experience working with young people.

“ It has given me my wish list: teach / tutor maths. ” Faisal Fazal, Secondary Maths Tutor, began tutoring to complement an existing career in data science

“ Being a tutor has encouraged me to consider a career in teaching! I love working in a school environment and spending time with the students on my current assignments is such a pleasure I can honestly say I look forward to going into work! ” Bethany Whiteside, Primary and Secondary English Tutor, graduate in Psychology from Manchester Metropolitan University



The future



Securing the future of tutoring in schools

Since the pandemic, we have advocated for tutoring as part of a catch up for all pupils.



During the initial months of the pandemic, we were one of four organisations to participate in the National Online Tutoring Pilot, and we strongly welcomed the announcement of the NTP in June 2020. We have been an accredited Tuition Partner in all subsequent years and continue to excel against the Tuition Partner Quality Assurance Framework.

As a sector leader, we work closely with sister charities and other sector partners, particularly through Impetus and the Fair Education Alliance, to call for continued investment in tutoring in schools. Our CEO, Ed, and Executive Director, Abigail, have both met numerous times with decision-makers in Downing Street, Department for Education and HM Treasury.' Our work, and those of our sector partners, has led to real change: given the pressure on school budgets, we were pleased when the DfE announced in May 2023 that NTP subsidies given to schools in 2023/24 would pay for 50% of tutoring programmes, rather than 25% as initially envisaged. This has enabled far more schools across England to continue to provide tutoring to their pupils.

In June 2023, Public First released The Future of Tutoring report, which Tutor Trust, alongside a number of other sector

leaders, co-sponsored. The report, based on extensive polling of parents and teachers and focus groups with pupils engaged in tutoring, pointed to the positive impact of tutoring.²¹

Pupils too, enjoy the experience of tutoring: the authors of the report noted that 'a striking finding throughout the research was the pupils' positivity towards tutoring... if they had the chance to have more tutoring (both in the same subject and in other subjects), they would take it.'

The DfE's evaluation of the third year of the NTP, published in October 2023, confirmed the positive perceptions of tutoring in the sector: school leaders agree that NTP is having a positive impact on pupils' attainment (78%), confidence (78%), and ability to catch up with their peers (76%). Ofsted's independent review of tutoring, also published in October 2023, highlighted that, when well-planned and executed, tutoring makes a real difference. It also emphasised how much pupils enjoy tutoring, seeing sessions as a safe space in which to ask questions. However, both reports noted that future provision of in-school tutoring is highly dependent on continued funding.^{22,23}

We are continuing to work with partners in the sector, including Impetus and the Fair Education Alliance, to call for all political parties to make a commitment to long-term, ringfenced funding for tutoring in schools.

Key Findings from the Future of Tutoring Report:



77%

of parents supported an increase in tutoring provision



73%

thought that government should pay for tutoring for pupils from low-income backgrounds

²¹ Public First, The Future of Tutoring: <https://impetus-org.files.svdcn.com/production/assets/publications/The-Future-of-Tutoring.pdf>

²² DfE: <https://www.gov.uk/government/publications/national-tutoring-programme-year-3-implementation-and-process-evaluation>

²³ Ofsted: <https://www.gov.uk/government/publications/independent-review-of-tutoring-in-schools-and-16-to-19-providers>

Exploring new ways of transforming lives through tutoring

We're deeply committed to our mission of transforming lives through tutoring, and we're exploring more ways in which tutoring could potentially make a difference both within and outside of the school system.

We'll never compromise on quality and impact, meaning that we're adopting an evidence-led approach to any pilots that fall outside of our core tutoring which, of course, is supported by gold-standard evidence from two RCTs!

In the short to medium term, we're looking at new programmes for young people within and outside schools. In 2023/24, we're piloting tutoring in Key Stage 1, and exploring how tutors could support children with phonics. We're also piloting ESOL tutoring to support children and young people who are new to English, and are refining our programme of holiday interventions in partnership with schools and community groups.



Embracing our digital future

Over the past three years, we've invested heavily in developing systems to support our work.

Our highly customised Salesforce platform handles all of the logistics around tutoring, whether it's matching tutors to assignments, tracking attendance, sharing tutor feedback with schools or handling pay and invoices. And, for training, our tutors can access our Thingi platform, which contains learning journeys and a wealth of resources that support high-quality delivery. We've even launched our own podcast, Tutorcast, featuring conversations with a range of education experts.

We're now excited to announce that we've secured funding for the next phase of our digital development and, working in partnership with our digital agency, Fat Beehive, have a number of exciting projects in the pipeline over the next two years.

The first will be the launch of our new website, where we'll be welcoming you to a much more interactive, user-centric site that showcases both our warmth and our professionalism. The website is just the first step of a much more ambitious digital transformation that will see us integrate our various backend systems, and provide our tutors, school partners – and perhaps even our tutees and their parents – with online resources that match the quality of our tutoring.

Spotlight: Artificial Intelligence

The launch of generative Artificial Intelligence tools such as ChatGPT has created considerable debate within education. While these tools can, and have, been used by students for less-than-honest purposes, they also offer great scope to enhance teaching and learning. They won't be going away, and we're keen to explore how generative AI could enhance our tutoring offer.

In Autumn 2023, we were part of an exciting project launched by Bain & Company and the Hg Foundation to explore how generative AI could support teachers and tutors with effective lesson planning and personalisation. Tutors at Manchester Academy, a longstanding partner school, explored different uses of ChatGPT for designing lesson plans, generating bespoke resources, and modifying plans for pupils with SEND, and fed back on their experiences. The 'Teaching with Chat GPT' guide was published in November 2023.

We're excited also to explore possibilities of how AI may support us to streamline internal processes, and our upcoming investment in system integrations will leave us well placed to explore how machine learning and predictive models could generate both efficiencies and new learning about our impact.

BAIN & COMPANY 

The Hg
Foundation ^{Hg}

Afterword from Ed

Thank you for taking the time to read about all the incredible work Tutor Trust has undertaken over the last year. I want to express my heartfelt gratitude for your interest and support as we reflect on our annual impact over the past 12 months.



Since joining Tutor Trust, I have been privileged to witness first-hand the profound impact of our work, as well as the unwavering commitment of our stakeholders. Our success is a collective effort, made possible by the remarkable collaboration with our partner schools, the generous support of our funders, and the tireless dedication of our talented staff. But it is our tutors who are the true heartbeat of our organisation. Every time I witness a tutoring session, I am awe-struck by the passion, dedication, and skill of our tutors. They embody the essence of our mission, and make a real difference to their tutees' lives.

Above all, the most fulfilling aspect of my role as CEO is witnessing the tangible difference we make in the lives of the young people we support. This annual impact report serves as a testament to the stories behind the numbers, painting a vivid picture of our achievements.

I take immense pride not only in the quantity of work The Tutor Trust delivers

but also in the unwavering commitment to delivering the highest quality of tutoring. We are committed not only to thorough and rigorous internal evaluation of our work, and continuous programme improvement, but to working with external partners to contribute to the wider research base about what high-quality tutoring in schools looks like.

With over a decade of experience delivering tutoring in schools, we know the very real difference that high-quality tutoring can make to young people's lives. We are thus unsurprised by the recent research findings, from both Public First and Ofsted, that showed just how popular tutoring is with both pupils and their families. Young people value, want and deserve access to personalised support in a safe space, and families see the difference that tutoring sessions are making to their children's attainment, wellbeing and confidence. As a sector leader in this space with a deep belief in the value of tutoring, we will continue work alongside our partners to call for a sustainable future for tutoring in schools. We firmly believe that high-quality tutoring should be accessible to all, irrespective of a family's financial capabilities, and our commitment to maintaining this standard is unwavering.

Our work is needed more than ever. Over the past year, we have witnessed the educational attainment gap between disadvantaged young people and their

peers widen to the greatest level since 2011, as well as the disparities between young people and schools in the North and South of England growing. Tutoring makes a real difference, and, with progress greatest for those young people who start their programmes the furthest behind, we know that there are thousands of children and young people in Northern towns and cities who would benefit from access to an inspiring tutor and role model.

As we set our sights on the future, I am confident that The Tutor Trust will continue to impact lives and drive positive change. Our commitment to transforming young lives through tutoring remains resolute, and I am honoured to be able to lead our organisation into the next phase of our journey.

Thank you once again for your unwavering support, and for being a part of Tutor Trust's mission. Together, we will continue to make a difference in the lives of the young people we serve.

Ed Marsh
CEO, The Tutor Trust

Our partners

Our funders



Our partner institutions



Our sector partners



Our corporate partners



The logo for The Tutor Trust, featuring the words 'THE', 'TUTOR', and 'TRUST' stacked vertically in white, bold, sans-serif capital letters. 'THE' is on a dark blue background, 'TUTOR' is on a white background, and 'TRUST' is on a dark blue background.

THE TUTOR TRUST

Chief Executive Officer: Ed Marsh
Co-Founder and Executive Director: Abigail Shapiro

Trustees: Pete McIntyre (Chair), Louise Banahene MBE, Lucy Crompton (Chair of Finance and Risk Committee), Dr Martin Hanbury (Chair of Education Committee), Phil Lloyd, Jonathan Nuttall, Neetu Ogle, Anna Persin, Helen Pratten.

Registered Charity Number: 1144043

The Tutor Trust
3rd Floor, Virginia House
5-7 Great Ancoats St
Manchester, M4 5AD

T: 0161 833 3055

www.thetutortrust.org

    @thetutortrust