



action  
tutoring

Impact report  
2018-19

March 2020

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Registered charity number - 1147175 Company number - 08105978



## Introduction from the Chair and CEO



**We are delighted to welcome you to Action Tutoring's third impact report. In a climate of continued pressure on school budgets and concerns about the rate at which the attainment gap is closing, we are pleased to have supported more pupils than ever before and to have strategically deepened our reach in our cities; we worked with 2,526 pupils in 84 schools in 2018-19, who received a total of nearly 30,000 hours of tuition.**

In order to achieve this, we are so grateful to the 1,150 volunteers who participated in our programmes over the course of the year and we remain proud of the diverse pool of tutors we attract. Results Days for both SATs and GCSEs are key dates in the Action Tutoring calendar. This report shares further detail on the impact we've achieved but we are thrilled to see both our SATs and GCSE cohorts outperforming the national average for disadvantaged pupils.

Other highlights of the last year have included an event we held in the House of Commons kindly hosted by Helen Hayes MP, where the Minister of State for School Standards gave a keynote address. The event attracted policy makers, headteachers, volunteers and funders and was a wonderful chance to showcase

our achievements to date. In autumn 2019 we launched in our eighth city, Nottingham, and are pleased that our work there is now underway with three schools in the city. We also launched our primary programme for the first time in Newcastle.

Looking ahead, we know there is a lot more to do. Over 75,000 Pupil Premium GCSE pupils leave school each year without basic qualifications in English and maths. The Board and senior team are beginning to explore further possibilities for how we could help considerably more pupils to secure the grades they need. We will be continuing to deepen our reach in our existing cities, particularly with significant growth in Birmingham and Liverpool. Underpinning this, we are investing in quality assurance and evaluation to understand what's really making the difference in our model and to be confident about the impact we're having. Thank you for your support for Action Tutoring and we hope you feel proud and inspired reading this report.

**Peter Baines, Chair of Trustees, March 2020**

**Susannah Hardyman, CEO, March 2020**

# Our story



**“ I never used to put my hand up in class, after I started having tutoring with Action Tutoring I’m less scared to put my hand up. ”**

Hannah, Year 6 pupil, London

Delivered 15 programmes benefitting 250 pupils

Action Tutoring was founded by Susannah Hardyman

2011

With the support of the Shaftesbury Partnership, we ran two programmes with schools in Hackney and Peckham

Started to explore working outside of London

2012

Began working with Impetus who supported our development

2013

Received funding from Nesta and the Cabinet Office to expand beyond London to Birmingham, Bristol, Liverpool, Sheffield and Sussex

2014

Launched our first primary school programmes

2015

Developed our first Action Tutoring workbooks structured to the curriculum

2016



Launched in Nottingham

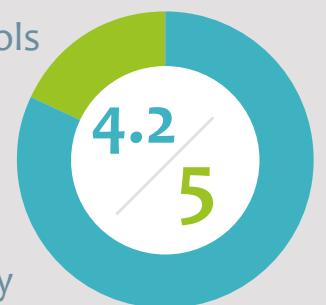
2017

Launched in Newcastle

2019

Supported 2,526 pupils across seven cities

In 2018-19 schools rated Action Tutoring’s programme **4.2 out of 5** for value for money



## Our reach in 2018-19



Pupils received over  
**29,900**  
hours of tutoring

Delivered by over  
**1,150**   
volunteers

We worked in  
partnership  
with



**84 schools**



**1,446**

secondary school pupils received  
tutoring to help them with their  
English or maths GCSE



**1,080**

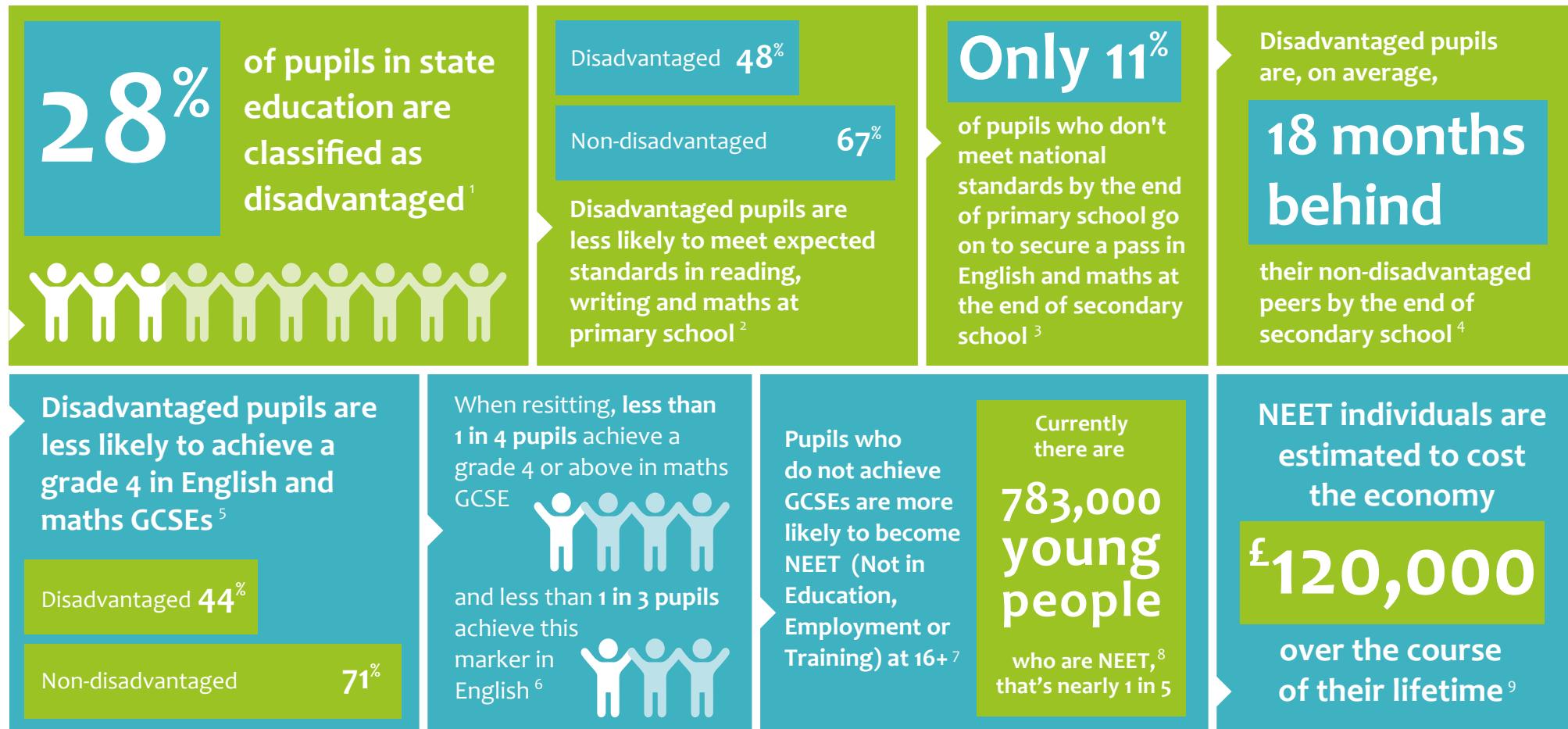
primary school pupils  
received tutoring to  
help them with their  
reading or maths SATs

**87%**

of pupils supported  
were eligible for  
Pupil Premium funding\*

\*a grant given by the government to schools  
in England to decrease the attainment gap  
for the most disadvantaged children

Education in this country isn't fair. Pupils from disadvantaged backgrounds aren't less able, but they have less access to the tools that support them to progress in school. This means they are not able to reach their full academic potential.



## The impact of tutoring

**Tutoring works to improve grades. Fact. This impact is not limited to young people from high-income backgrounds.**

The Education Endowment Foundation has calculated that an intense programme of one-to-one tuition could add as much as **five months' progress** to a young person's schooling.<sup>10</sup>

In 2014, an independent evaluator analysed the impact of Action Tutoring on the young people supported. It found a positive association between the number of Action Tutoring sessions attended and the estimated impact; suggesting that pupils who attended **at least seven sessions could make half a grade extra progress compared to their peers.**<sup>12</sup>



Small-group tuition provides a **safe space for pupils with low confidence** to speak up and learn from their mistakes<sup>11</sup>



Small-group tuition works because it is **tailored to individual needs** and can address misconceptions at the source

**“** In English I feel more confident answering questions in the class. I'm now more engaged and I have more understanding. Last year, in Year 10, my grades were 2s and 3s and now it's gone up to a 5 in English. I want to study something like medicine or science-related and tutoring has helped me get along well. When I try I feel I can actually achieve what I want to. **”**

Mariam, Year 11 pupil, Sheffield



## The growth of private tutoring

The private tutoring sector is worth an approximated £2 billion per year in the UK.<sup>13</sup>

The average cost of a private tutor is

£26 per hour<sup>14</sup>



27%  
Nationally

41%  
in London

Secondary school pupils who have received private tutoring<sup>15</sup>

In 2018-19, primary school pupils received on average 16 sessions from Action Tutoring and secondary school pupils received 9 sessions\*

\*in either English or maths



Action Tutoring uses the power of volunteer tutors to bridge the gap and ensure **tuition can be accessed by every pupil who needs it**, not just those who can afford it. We put in place structures and resources to ensure pupils engage and excel on the programme.

As more and more young people access private tutors, **the gap in attainment between disadvantaged young people and their peers will grow**.

Last year **87% of pupils Action Tutoring supported** were eligible for Pupil Premium funding.

**“The best thing about tutoring is getting helped with things I never would have had help with in class. And laughing! I’m not nervous anymore. I feel like I’m going to get my expected mark – at least! ”**

Sonny, Year 6 pupil, London

## How our programme works

We specifically help pupils facing socio-economic disadvantage who are at risk of leaving primary or secondary school without reaching national standards in their exams, limiting their future opportunities.

**15-20**

pupils are supported on a programme by

**8-10**

volunteer  
tutors



Sessions run before, during or after the school day with an Action Tutoring staff member to oversee the delivery and enable the development of our tutors.

We have produced a portfolio of ten carefully structured workbooks, designed by curriculum specialists, that include activities intended to be effective in a tutoring environment. Tutor workbooks which mirror the pupil workbooks contain guidance on how to explain topics and common misconceptions.

Programmes run for eight to ten weeks, and we aim to deliver three programmes with each school over the academic year.

**Each tutoring session lasts for 1 to 1.5 hours, where pupils receive support for either maths or English, or both**



All of our pupils will sit an initial baseline assessment before they begin their tutoring with us. We then produce a 'gap report' to identify the subject areas where they need the most support.

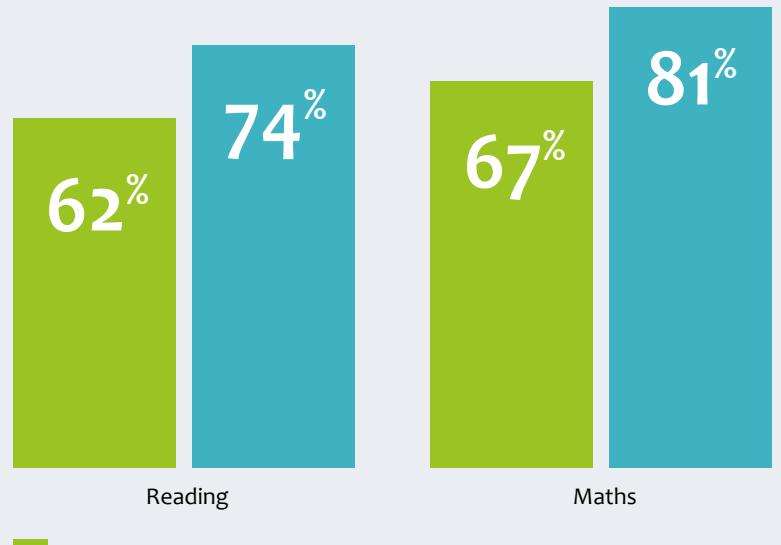
Halfway through their time with us, pupils will sit an interim progress check, designed to identify the progress they have made and the knowledge gaps where tutoring should be focused ahead of their exams.

Every year we gather the SATs and GCSE results of pupils we've supported, to measure our impact and review our programme. We are also beginning to monitor the pupils we support for development of softer skills, especially their subject confidence, which can have a benefit beyond just helping them in their tutored subject.

## Our impact in 2018-19: primary schools

### 2018-19 English and maths SATs

Percentage of pupils achieving expected national standard



All Action Tutoring primary school pupils.

Reading n=412 Maths n=488 i.e. based on 900 SATs results

All pupils supported by Action Tutoring are considered at risk of not achieving expected standards in their SATs, when they begin their tutoring programme.



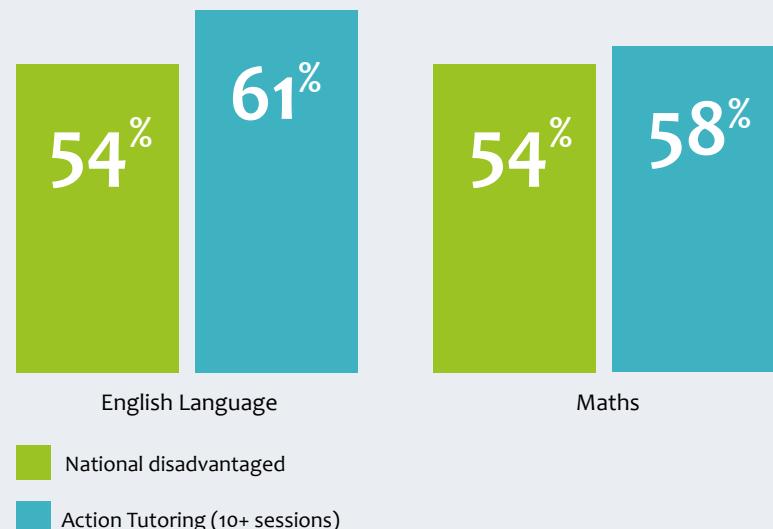
**“** My tutor has really helped me and made it clear how to get good marks in reading and SPAG tests through reading and answering properly by going back to the text. The best thing is we get to learn new things and at the end we get to do fun things. It isn't just learning all the time, it's learning through games and fun too! **”**

Brett, Year 6 pupil, Sussex

## Our impact in 2018-19: secondary schools

### 2018-19 English and maths GCSEs

Percentage of pupils achieving grade 4 or above



Action Tutoring secondary school pupils who attended 10+ sessions.

English n=133 Maths n=262 i.e. based on 395 GCSE results

All pupils supported by Action Tutoring are considered at risk of not achieving a grade 4 or above in their GCSEs, when they begin their tutoring programme.

**“ I have never been confident in maths. I feel tutoring made me more confident going out into exams, getting my head down and attempting everything. I am more likely to get onto the right course as I needed higher level in maths and tutoring has helped that. ”**

Emily, Year 11 pupil, Sussex

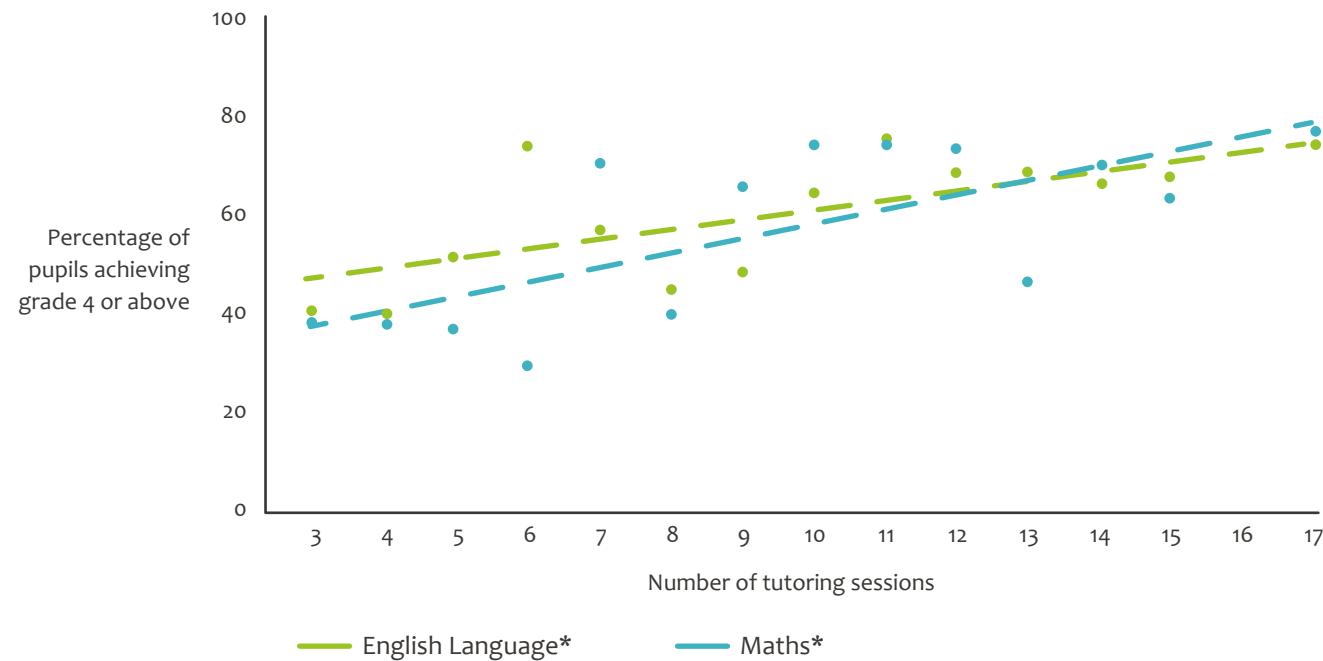
We're continuing to investigate the starting point at which we can most reliably and effectively help pupils, taking into account the number of sessions we can offer before their exams and the average progress we can expect to see.

Action Tutoring pupils in secondary schools in 2018-19 had lower starting grades on average at the beginning of the tutoring programme, compared to the previous year, but actually made greater progress when comparing their starting grade to their final grade.

Last year we commissioned the Centre for Education and Youth to carry out research on how our English tutoring can become more impactful. We are already implementing the recommended changes.

# An update on our impact in 2017-18

## 2017-18 English and maths GCSEs



\* Trendlines (dashed) are through average percentage points.

Dots represent pass-rate for specific session count/subject. Based on 621 GCSE results.

English n=264 (sample size range across sessions – min: 4 max: 24)

maths n=357 (sample size range across sessions – min: 12 max: 31)

\*\*Based on a logistic regression for pupils attending at least three sessions (for maths: p-value 0.00 n=357; for English: p-value 0.07 n=264); excluding a small number of pupils with an initial teacher-assessed starting grade below 2, as the Action Tutoring programme is not targeted at this level.



“ I've become more confident in my teaching ability. I suppose it's reinforced my knowledge of teaching and the maths itself because I haven't done it for a few years. My communication skills have definitely improved, especially with children – I've never worked with children before. To anyone looking to get involved, I would say go for it, definitely go for it. It's going to be helpful for you right now. I would also say don't stress out too much – just try and get to know your pupil. At the end of the day, it's not a classroom environment, it's more relaxed. Just take it slow to begin with and increase the pace as the weeks go on. ”

Chike, secondary tutor, London

## Our pupils



Farzana, a Year 11 pupil at the Academy of St Francis of Assisi, Liverpool, began her Action Tutoring journey in September 2018, enrolling in maths tuition.

***"I absolutely hated maths at the beginning, I despised it. I used to dread maths lessons. Now, I feel more confident and that is all down to my tutor, Tamara. I love my sessions with Tamara because I know she's there to help and we have loads of fun whilst learning. I think the fun element of it is what has made me learn."***

***"I used to worry when I would see a question and if I didn't understand it straight away I would just turn the page and not attempt it, but now I realise that if I look at it, read it again and break it down, it's much simpler than it looks. I feel I can approach questions that I never used to want to try. If I don't understand a question, Tamara will explain it 100 times in loads of different ways until I understand it."***

***"I want to be a doctor in the future. I'm choosing chemistry, biology and sociology as A Levels, but my maths will play a key role in my future learning and I'm so thankful for the help."***

Across the year Farzana attended 18 maths sessions and took her GCSEs in summer 2019. She achieved a grade 4, climbing three grades in her time with Action Tutoring.



Codie was a Year 6 pupil at Hareclive E-ACT Primary Academy in Bristol last academic year. He attended 14 tutoring sessions, over the course of two terms, to help prepare him for his SATs and moving onto secondary school.

***"Before I started tutoring I didn't enjoy English very much but I do now, I like writing very much. I also enjoy maths because I now know how to do lots more things and I can ask people for help when I get stuck."***

***"I feel much more confident in tests too because I've seen my marks improve a lot. I like my tutor because she helps us and she's funny too. She makes the subject fun."***

***"When I'm older I'd like to become a professional footballer and my secondary school is working with Bristol City Academy. I think tutoring will help me to pass my GCSEs and do well, which will mean I'll get a good job."***

***“ I feel much more confident in tests too because I've seen my marks improve a lot. ”***

Codie, Primary school pupil,  
Hareclive E-ACT Primary Academy, Bristol

## Our partner schools

In 2018-19 we worked in partnership with 84 schools across seven cities: 41 primary and 43 secondary. These relationships ensure our tutoring support is reaching and benefitting the pupils who need it the most.



Ross Scherer is the Year 11 Assistant Principal for Achievement at Kenton School, Newcastle, and supports the Action Tutoring Programme Coordinator to ensure sessions run smoothly. The school established links with Action Tutoring before Ross took on his role, after hearing about the organisation through another school in the city. At 52%, the school has a high proportion of pupils eligible for Pupil Premium funding.

"As the vast majority of our parents could not afford to pay for a tutoring provision the school uses the services offered by Action Tutoring as an intervention strategy to narrow the gap between pupils eligible for the Pupil Premium and those that aren't, in English and maths attainment, which is key headline figure when judging the quality of education in schools across the country. Kenton School's motto of 'all equal and all different' aligns itself

to the fundamental vision and philosophy of Action Tutoring. All Action Tutoring staff and volunteers have embraced the ethos of our vision and have worked tirelessly to positively support pupils in achieving their aspirations in the core subjects.

"Jo [the Action Tutoring staff member] recruits and trains the tutors to an exceptionally high standard and goes above and beyond in supporting the school to support pupils. The resources provided to pupils have plugged gaps in learning and have been an effective revision aid.

"Pupils have openly informed the school that they felt more confident going into the examinations and the strategies that tutors covered with them significantly reduced stress levels before going into their exams. Pupils' self esteem throughout the year has increased significantly and the relationship that they form with their tutors is a huge part of this. Pupil mindsets changing from 'I can't do this' to 'let's do my very best' is something that the programme scaffolds pupils with fantastically."



Action Tutoring is proud to be one of Teach First's Third Sector Partner Organisations, helping us to reach even more disadvantaged young people across the country.



Adam Hickman is the Headteacher at Ashmole Primary School, London,

"In 2014, our school had been judged to be a 'requires improvement' school by Ofsted in part because of below national average results at the end of Key Stage 2, with Pupil Premium pupils in particular underperforming. Staff had put in place a range of interventions and extra support for pupils and we saw the Action Tutoring programme as a way to complement what was already on offer. We were aware of the growing number of families who could afford extra tuition for their children and we wanted to ensure that as many of our

pupils as possible – whatever their background – had the same opportunities to succeed academically.

"In addition to the more obvious outcomes in reading, writing and maths which improved, we have found that the opportunity to work closely with another adult is of huge benefit to our pupils. For some, having another adult who is interested in them and the progress that they are making can really support their personal growth and their confidence as a learner. It provides a real boost to their self-esteem before they head off to secondary school. In 2016 and in 2018 the progress scores for Ashmole's Year 6 pupils were in the top 3% nationally and in 2016 the school was judged to be 'Outstanding' in all areas by Ofsted."

## Our volunteers

In 2018-19 our volunteers ranged in age from 18 to 82 years



## 1,151 volunteers



These incredible volunteers delivered

## 12,257

tutoring sessions to our pupils\*



\*Volunteers support an average of two pupils per session

**“ Learning to teach is an invaluable skill, no matter what profession you’re in. I’ve found it has developed my patience and communication skills in general. Witnessing your pupils grow and gradually warm towards you is a rewarding process – one that will also help you grow as an individual. ”**

James, volunteer tutor, London

We recruit high-quality volunteer tutors, who must meet our criteria for academic achievements, skills and experience. We assess each application individually.

We are committed to developing our tutors through close support and training. In 2018-19 we delivered **256 initial induction trainings** and facilitated **471 ‘Bright Ideas’ sessions**, which take place in the schools with the volunteers, either before or after a tutoring session, to share best practice of tutoring techniques, provide feedback and encourage wider discussions about education inequality.



95%

of tutors would volunteer with us again and would recommend us to a friend or colleague

## Who are our volunteers?

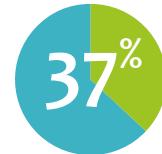


are retired individuals



**Liz** “I’m a career banker who has worked in financial services, served as a director of large investment change and programmes, and has experience in recruitment and training. My motivation for choosing to volunteer is because I believe it is important to have a purpose in life, after retiring I missed having a busy diary everyday but didn’t want to make any huge commitments.

“Seeing the pupils’ levels of confidence increase was very rewarding, when you develop a relationship with them – they become more motivated to learn and look forward to coming to the sessions. One of the best parts about volunteering with Action Tutoring is the lovely community of tutors and the great bonds that have been created. I’ve made friends with a diverse range of people from students to retirees.”



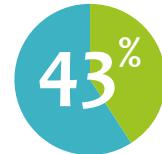
are in full-time or part-time employment



**Kate** “I have worked in banking and consulting full-time for 15 years. I fit in tutoring around my work and family commitments.

“The bank I worked for used to have a link with Action Tutoring, and they are very pro volunteering for their employees. Coming from Australia, I found the social inequality to be more pronounced in the UK and it was noticeable in everyday life.

“I had a really great Programme Coordinator who was always well organised, always kept you informed, always contactable. And with loads of useful tips to give on both teaching and behaviour.”



are university students



**Chike** “I saw the advert on Indeed.com. Before I started I was a bit apprehensive but once I got here, my Programme Coordinator put me at ease. It is very important that I can give my time and my skills because everybody deserves the right to an education and, at the end of the day, you need basic GCSEs in order to go forward in life.

“Overall my pupils have become more confident in their ability to do maths. When they started, I’m not sure if they knew each other too well but it seems now that they’re really good friends.

“I think the best thing about volunteering is the fulfilment, just seeing that they’ve clocked the particular concept that they wouldn’t have got in class, but I’ve been able to break through the barriers and teach it to them – that’s quite satisfying.”

14% of our volunteers are not currently in employment or selected ‘other’ under occupation.



The average score from pupils rating how well their tutor understood the subject and how well they could explain it was 4 out of 5.

## Our team

We have a small, committed and passionate staff team. It is comprised of our frontline programme staff, crucial for our delivery, a Marketing and Communications team, to raise our profile and ensure we can recruit a sufficient number of high quality volunteer tutors, and our Team Administrator, Curriculum and Training Manager and Data and Evaluation Manager who ensure our team are fully equipped and supported and that we are rigorous about our quality and impact across the country. They are all overseen by a management team of six members.



**“**Having previously worked with other voluntary organisations, I have always been a strong believer in the power of volunteering and the impact it can have on both the individual and the community they support. Action Tutoring gives our volunteers the opportunity to join us in helping to create a world in which no child's socio-economic background limits their ability to fulfil their academic potential. The support our volunteers provide is invaluable at crucial times in our pupils' development and not only helps our pupils improve their subject knowledge, but also their confidence, resilience and belief in their own abilities.

“As Programme Executive for London, I spend most of my time building and managing partnerships, both directly and indirectly, with the pupils, volunteers and schools we work with across South and East London. It is a privilege to witness first-hand the positive impact we can have on young people's lives when these groups work together. I am proud to work for an organisation that places this impact above all else and I'm confident that, with the help of our volunteers, we will continue to support as many pupils as we're able to.”

Leo joined Action Tutoring in August 2018 as Programme Coordinator and progressed to Programme Executive in the summer of 2019.



**“**Effective communications help us keep our wonderful tutors informed on how they can make a difference, meet others and learn. I look after our regular communications to our growing supporter network. I aim to continually test and develop how these look and sound and provide support across the staff team to make sure we communicate accurately and to a high standard. I also monitor education policy developments and provide updates to volunteers and staff. I first came in touch with Action Tutoring as a volunteer and have continued tutoring regularly since; it keeps my communication and numeracy sharp. Plus, nothing beats that feeling when a nine-year-old exclaims 'you make maths fun!'”

Charlie first joined Action Tutoring as a volunteer tutor in June 2017, then became a full-time member of the team in July 2018 as Communications and Engagement Coordinator.

The average score given by schools when assessing Action Tutoring's quality of communications and organisation as a whole, was 4.8 out of 5



**“**I have delighted in watching the region grow from strength to strength. Everyday is different at Action Tutoring and I'm continually humbled to work with such resilient young people and inspirational tutors. From watching 'lightbulb moments' in sessions to training new volunteers, I've known every single day that we're making a difference, no matter how big or small. Plus, pupils and tutors make a huge difference to my life and have taught me more about determination, resilience and focus than I ever thought possible.”

Hannah joined Action Tutoring in March 2017 as Programme Coordinator for Liverpool.

We really value our team and have been putting in place more this year to support their wellbeing. This includes having an employee assistance programme and making sure staff are clear about how to access support. We have trained two mental health first aiders and introduced 'Headspace for work'. We also offer regular training and information sessions at team away days focused on wellbeing and have published a staff wellbeing guide summarising our internal offers of support as well as some great external services available.



# Our values

**Our six values underpin all of our work. They are integral to our approach and delivery and core to our culture.**

## High standards

We maintain professional standards through all of our interactions with partner schools and volunteer tutors and strive to achieve excellence in all we do.

## Evidence based

We track the progress of our pupils through data collection from schools and our own baseline tests and interim assessments, to ensure our support is having an impact. Where appropriate we work with external evaluators to regularly assess our evidence.

## Integrity

We share all pupil progress data with partner schools, even if the outcomes aren't as hoped, and make our evaluation reports widely available.



## Reflective

In addition to our impact analysis, we regularly survey pupils, teachers and tutors to help inform improvements to the programme. We are hugely proud of our impact and the programme we offer but are always looking to make it even better.

## Aspirational

We develop our training and resources to support our pupils, tutors and staff to be the best they can be.

## Collaborative

Partnerships with schools are at the heart of our model. We also regularly engage with our peer charities and organisations such, as Teach First, Impetus and the Fair Education Alliance, to maintain a united force on tackling education inequality.

## Our funders

We are incredibly grateful to the following funders for the generous support they gave in 2018-19



Hibbert Family Foundation



The Orp Foundation

**“ Wellington Management UK Foundation is very proud to support Action Tutoring. The charity is directly aligned with our Foundation’s mission statement and the impact they have on disadvantaged young people inspires us to develop a broader relationship with them in the coming years. ”**

**“ The Centerbridge Foundation is pleased to support Action Tutoring through a co-investment with Impetus and Bain. Since our first investment in 2018, it has been exciting to see how Action Tutoring has grown in its reach. We are also pleased to support Action Tutoring’s work on impact, evaluation and quality assurance. We look forward to continuing our partnership and supporting Action Tutoring’s continued growth and development. ”**

**“ The Hibbert Family Foundation has a special interest in education, particularly for disadvantaged groups, as well as a desire to ensure that the impact of our involvement in charitable enterprises can be demonstrated in some way. The passionate and smart team at Action Tutoring totally understands the importance of what they are doing and has a focus on disciplined decision making and challenging itself. They are able to clearly demonstrate the impact that they have in schools and for the pupils they support. Research has shown that even small changes in educational attainment can result in large improvements in lifetime earnings. All of these factors in combination made it a very easy decision to get involved in the work of Action Tutoring and have made our ongoing work with them satisfying and worthwhile. ”**

We would also like to recognise the **Betty Messenger Foundation** and the **Johnson Foundation** who will be generously supporting our work in future years, and additional donations from **Futures for Kids**, **KPMG** and **Allen & Overy**.

## Our supporters

**In March 2019 we launched our 2017-18 Impact Report at Portcullis House, Westminster. Hosted by Helen Hayes, MP for Dulwich and West Norwood.**

The 120 guests in attendance included Rt Hon Nick Gibb MP, Minister of State for School Standards and a range of supporters from volunteers to schools and funders to policy advisers.

**“** [This report] shows that it is possible to close the attainment gap and Action Tutoring has had huge success raising attainment. The pupils are proof that regardless of your circumstances it is possible to get crucial English and maths qualifications. Action Tutoring offers a practical, structured solution. Action Tutoring’s vision is one that I fully endorse. **”**

Rt Hon Nick Gibb MP, Minister of State for School Standards, March 2019

Helen Hayes, MP for Dulwich and West Norwood, who hosted the event and visited an Action Tutoring programme the previous year, remarked, “the motivation of pupils, particularly from disadvantaged backgrounds to engage in education has never been more important... the work [of Action Tutoring] plays a significant role in helping pupils to remain engaged in education for longer”, ultimately improving the life outcomes of the young people involved and bringing benefits to the wider economy and society.



Action Tutoring is a proud member of the **Fair Education Alliance**; working towards a world where our education system is fair – where children’s educational success is not limited by their socio-economic background. This is a world where disadvantage no

longer determines literacy and numeracy rates at primary school, GCSE attainment at secondary school, the emotional wellbeing and resilience of young people, participation in further education or employment based training and university graduation.



**“** The Centre for Education and Youth are supporting Action Tutoring to find out more about the most effective approaches for partnering with schools, and to understand some of the motivating factors behind tutor and pupil retention on their secondary school programme. **”**

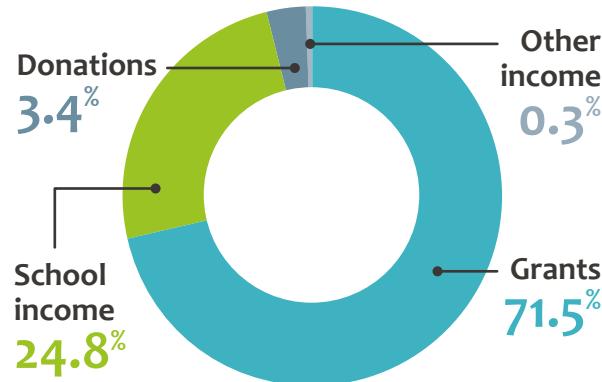
Kate Bowen-Viner, Senior Associate, CfEY

**The Centre for Education and Youth support us with qualitative evaluation on aspects of our model we are reflecting on, to ensure we can have as big an impact as possible.**

## Our finances

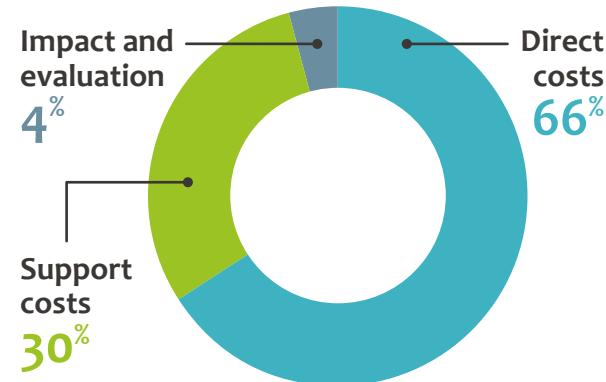
During 2018-19 the Trustees approved a change in financial year-end to 31st August which resulted in a 14 month financial year. This means the 2018-19 finances are higher and affects comparisons to previous years.

**Breakdown of income 2018-19 (14 months)**



Total income in 2018-19	£1,575,684
Grants	£1,127,231
School income	£390,109
Donations	£53,734
Other income	£4,610

**Breakdown of expenditure 2018-19 (14 months)**



Total expenditure in 2018-19	£1,200,822
Direct costs	£792,161
Support costs	£366,434
Impact and evaluation	£42,227

We have allocated the core costs of delivering our tutoring through the running of our programmes to 'direct costs', which include: programme staff; marketing and recruitment of volunteers; tutor resources; curriculum and training development. 'Support costs' include: staff training and recruitment; premises costs; insurance; audit and accountancy fees; IT costs; non-programme staff and depreciation. A full list is available in our Statement of Accounts.

It is the policy of the charity to maintain three months of full costs or nine months of net costs (minus school income), whichever is the larger. The policy was met in 2018-19.

## Our value

To train a tutor it costs us just



£7.20

It costs us just

£3.10

to print one of our tutoring workbooks to ensure the highest quality and relevant tutoring for our pupils

It costs

£430

to work with a pupil in either maths or English

“ Action Tutoring was a powerful programme for us. Our children got quality time with skilled adults. The children loved the attention and the opportunity to practise skills learnt in the classroom. ”

Teacher at Hareclive E-ACT Primary Academy, Bristol

The attainment gap grows wider at each progressive stage of education. The Education Endowment Foundation's research has shown it more than doubles to 19.3 months between the end of primary and the end of secondary school. This shows the importance of intervening early and then of continuing to attend to the needs of disadvantaged pupils.<sup>16</sup>

Research shows only one in four of those resitting their GCSE maths or English manage to pass, which shows the importance and value of passing the first time.<sup>17</sup>

Research by Impetus has shown that if a pupil is not in education, employment or training on leaving school, they could have reduced earnings of £225,000 over a lifetime and cost the economy £56,000 per year. Therefore an investment of just over £500 to support a young person to achieve crucial grades at GCSE can have a significant long-term saving for wider society.<sup>18</sup>

◀ The attainment gap grows wider at each progressive stage of education ▶

## Our future

Excitingly, in autumn 2019 we launched our programme in our eighth city, Nottingham, where we're initially working with three secondary schools. During 2019-20 we're aiming to grow by approximately 20% across our cities but with Birmingham and Liverpool on track to both grow by 33%.

This academic year we are hoping to support 3,000 pupils through partnerships with nearly 100 schools. By 2021, we aim to see that figure rise to 3,500 pupils. Revision days, tutoring support provided by volunteers over a full school day each spring, remain a growing part of our offer to schools and are proving a fantastic way to enable corporate volunteering.

Following a board strategy day in November, we're excited to be exploring possibilities to further our reach through different delivery models, enabling us to support pupils in new areas.

Continuing to invest in our quality and evaluation work will be critical to the development of both of these pieces of work. We look forward to sharing more in our next impact report.

Pupil attendance at Action Tutoring weekly sessions is improving year on year and has increased by 20 per cent since 2014-15



Matheo just started his Action Tutoring journey in autumn 2019

**“**I like tutoring because my tutors teach me words that I've never really used. They let me read textbooks and sometimes they have extra information that I can use if I have to do English lessons. I think my tutor is very nice. He makes it simple for me to understand and he's great. **”**

## Thank you

We are so grateful to all of our volunteers and partner schools for the support they gave in 2018-19. Every volunteer helped us to achieve our overall impact, but a special thank you must go to our tutors who supported on the greatest number of sessions:

	Total number of sessions in 2018-19	Region
Frank Plater	100	Bristol
Liz Hand	59	London
Eileen Peach	56	London
Alex Carey	54	Liverpool
Rose Sandler	49	Sussex
Sandra Fisher	49	London
Arthur Taylor	46	London
Atai Bassey	45	London
Sue Farwell	43	Bristol
Ian Hancock	43	London
Sonali Nakum	42	London
Liz Edwards	42	London

“ My tutor is honestly amazing. She is so patient, kind and caring. She always makes sure to ask me how my day is rather than just starting work. You can tell she cares about us as people and wants us to do well. ”

Farzana, Year 11 pupil, Liverpool

“ My tutor is really nice and always pushes me to do my best. ”

Reece, Year 6 pupil, London



“ My tutor always brings a level of fun and kindness in the room. When I’m tired she really brings me up with her energy. She always has a smile and I feel happy after tutoring. It’s good to have someone who cares and wants you to do well. ”

Sean, Year 11 pupil, London

## Endnotes

1. <https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019>
2. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/830285/KS2\\_Provisional\\_publication\\_text\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830285/KS2_Provisional_publication_text_2019.pdf)
3. [https://educationendowmentfoundation.org.uk/public/files/Annual\\_Reports/EEF\\_Attainment\\_Gap\\_Report\\_2018\\_-\\_print.pdf](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018_-_print.pdf)
4. <https://epi.org.uk/publications-and-research/annual-report-2019/>
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6. <https://www.tes.com/news/gcse-results-english-and-maths-resits-pass-rates-drop>
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10. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/>
11. <https://journals.sagepub.com/doi/abs/10.3102/00028312019002237>
12. [https://actiontutoring.org.uk/wp-content/uploads/2017/08/action\\_tutoring\\_impact\\_evaluation.pdf](https://actiontutoring.org.uk/wp-content/uploads/2017/08/action_tutoring_impact_evaluation.pdf)
13. <https://schoolsweek.co.uk/booming-private-tuition-stretches-attainment-gap/>
14. <https://www.suttontrust.com/news-opinion/all-news-opinion/private-tuition-still-common-for-secondary-school-pupils/>
15. <https://www.suttontrust.com/our-research/private-tuition-polling-2019/>
16. [https://educationendowmentfoundation.org.uk/public/files/Annual\\_Reports/EEF\\_Attainment\\_Gap\\_Report\\_2018.pdf](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf)
17. <https://www.tes.com/news/gcse-results-english-and-maths-resits-pass-rates-drop>
18. <https://impetus.org.uk/assets/publications/Report/Youth-Jobs-Index-II-report-final.pdf>



We'd like to thank Chris Percy for his support and advice on the analysis in this report.

Photo credits: Action Tutoring by Ian Tuttle

**“** The pupils have engaged well with the sessions and the tutors, and this has produced an excellent working environment. Some of the pupils who struggled before starting the programme have grown in confidence and are more motivated in school, particularly in maths and English, but it has also had a positive impact on their other subjects. Overall the programme has been an excellent experience for the students, and the tutors have built good working relationships with them. Our Programme Coordinator, Rebecca, was fantastic throughout and her organisational skills during the whole process allowed it to run smoothly and efficiently. **”**

Jenny Sale, teacher at King Edward VII, Sheffield

**“** The best things about tutoring are learning new things and walking into the classroom every day and finding a subject easier. **”**

Primary school pupil, Sussex



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**tutoring**

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