



THE FUTURE OF TUTORING

JULY 2023

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FOREWORD

As Children's Commissioner I want all children to have the support they need to be in school every day, ready to learn. In The Big Ask, the largest ever survey of children, over half a million of them told me how important school was to them. Those who needed support, and received that in school, were more likely to be happy than the overall cohort. That is why tutoring is so important.

It is my mission to make England the best place to grow up in the world. Wherever a child grows up, whichever school they attend, every child deserves a world class education which is as ambitious for them, as they are for themselves. As a former headteacher, I have seen the transformational effects of education. Children who secure crucial qualifications like GCSE English and maths are more likely to be employed, they earn more, and they live longer.

I have visited thousands of children and met the young people behind the data. They have told me that they are ambitious and that they deeply prize education. They see education as valuable in and of itself and also as a pathway to future opportunity.

When people fall behind in their education, we have a duty help them catch up with their peers. At its best, tutoring is a tool for teachers to support their pupils to succeed. The EEF toolkit suggests it is one of the most powerful tools a school can have, boosting progress by up to five months. There is a reason that high streets up and down the country have tuition centres for those who can afford it.

From a standing start, the National Tutoring Programme has helped deliver over three million courses of tutoring over the last three years. This is nothing less than a tutoring revolution, giving more schools access to quality tutoring that is proven to help their pupils succeed!

Young people from disadvantaged backgrounds have the most to gain. They are only half as likely as their better off peers to pass their GCSEs, leaving school on average about 18 months behind. This is a longstanding problem, worsened by the pandemic.

This report also shows, for the first time, the effects that tutoring can have on improving children's wellbeing. It is essential that we all work together to improve children's mental health and attendance at school. Tutoring can play an indispensable role in reengaging children in education.

This report asks how do we build a Fair Tutoring Future? How do we create a future where tutoring is available for all young people, regardless of their background? Ahead of the last year of National Tutoring Programme, and approaching a General Election, these are vital questions.

This report offers timely insight into the value teachers, parents and pupils place on tutoring. I very much hope policymakers attend to its recommendations.

The time is now to shift the dial, and if all of us working with children commit to doing just that, we can deliver for all of England's children Tutoring can play a central role in unlocking the ambition of England's children, if we deliver a Fair Tutoring Future.

**DAME RACHEL DE SOUZA,
CHILDREN'S COMMISSIONER FOR ENGLAND,
JULY 2023**

EXEC SUMMARY

Small group and individual tutoring has an extensive and robust research base, both in England and internationally, demonstrating its potential as a high impact intervention.¹ This has been recognised for decades by well off parents who have long paid for private tutoring for their children in order support their attainment.² The Covid-19 pandemic marked a watershed moment for tutoring provision, moving it from the preserve of an elite few to an intervention accessed by millions of pupils across the state sector, and focusing upon those who needed it most. The creation of the National Tutoring Programme (NTP) for pupils 5–16, and the 16–19 Tuition Fund for those in Post 16, education has enabled schools and colleges to offer tutoring to pupils at an unprecedented scale across England.

Our research shows that tutoring is hugely popular with both pupils and parents. Parents are overwhelmingly positive about tutoring and its many benefits. 77% of parents polled supported an increase in tutoring provision. 81% of parents said tutoring should be available to every child in state school or college, and this rose to 89% of parents who supported tutoring for all children who fall behind in their learning. Moreover, parents supported the mission that tutoring should be used in order to create equality of opportunity. 73% think that the government should pay for tutoring for pupils from low income backgrounds and this was consistent across all socio-economic groups, including parents in the highest socio-economic group.

Tutoring is also positively received by pupils across the education spectrum; pupils spoke positively about their experiences of tutoring, and if they had the chance to have more tutoring they would take it. They wanted more tutoring and to experience the benefits of tutoring in an increased number of subjects. Their voice is powerful in understanding not only the impact on attainment, but the individuals who benefit, often from life changing opportunities as a result of tutoring intervention.

The case for tutoring was compelling when the NTP and 16–19 Tuition Fund were launched as a way to support pupils during the pandemic. That case is even more compelling now. Whilst the global pandemic may be over, the long lasting impact on our young people and their education is not. The attainment gap between disadvantaged pupils and their peers has widened, attendance in schools is significantly below pre pandemic levels and the crisis in young people’s mental health is growing.³ These challenges sit within a wider education system experiencing significant challenges; we have a huge shortfall in teacher recruitment and vast numbers of the current workforce leaving the profession, industrial action over pay and increasing concerns that school budgets cannot stretch to cover the increasing demands on schools, particularly given inflation.⁴

As this research demonstrates, tutoring has the potential to help address many of the challenges outlined above. However, in order to realise this transformative potential, implementation is key. Teachers have a more nuanced view of tutoring, and one which perhaps recognises that the power of tutoring is in part in how we deliver it. The first three years of the NTP has faced significant operational challenges, which in the context of a global pandemic, cycles of lockdowns and the massive wider pressures on schools and young people, is unsurprising. Looking forward, a period of greater stability will give schools, colleges, tutoring providers and government the opportunity to learn from the last three years of tutoring provision, and deliver tutoring at scale and with the quality to ensure it delivers the impact for young people that is needed.

1 A. Nickow, P. Oreopoulos, and V. Quan (2020), ‘Tutoring: A time-tested solution to an unprecedented pandemic’ Brookings. Accessed: <https://www.brookings.edu/blog/brown-center-chalkboard/2020/10/06/tutoring-a-time-tested-solution-to-an-unprecedented-pandemic/>
2 Sutton Trust, (2019), Private Tutoring Polling 2019, Accessed: <https://www.suttontrust.com/our-research/private-tuition-polling-2019/>
3 S. Tuckett, E. Hunt, D. Robinson and R. Cruikshanks (2022), Covid 19 and Disadvantage Gaps in England 202, EPI. Accessed: <https://epi.org.uk/publications-and-research/covid-19-and-disadvantage-gaps-in-england-2021/>; A. Benhenda (2023), ‘Attendance Matters: Evidence-Based Solutions to the Post-Covid Absenteeism Crisis’, Centre for Education Policy and Equalising Opportunities. Accessed: <https://blogs.ucl.ac.uk/ce-peco/2023/05/18/attendance-matters-evidence-based-solutions-to-the-post-covid-absenteeism-crisis/>; R. De Souza, (2023), ‘Children’s mental health services 2021–2022’. Accessed: <https://www.childrenscommissioner.gov.uk/resource/29751/>
4 J. Worth (2023), ‘Teacher recruitment challenge is reaching crisis point’, NFER. Accessed: <https://www.nfer.ac.uk/news-events/nfer-blogs/teacher-recruitment-challenge-is-reaching-crisis-point/#> ; Education Support and Public First, (2023), ‘1970s working conditions in the 2020s: Modernising the professional lives of teachers for the 21st Century’. Accessed: <https://www.educationsupport.org.uk/media/bn2bk5a3/1970s-working-conditions-in-the-2020s.pdf> ; L. Sibiet, (2023), ‘What has happened to teacher pay in England?’ IFS. Accessed: <https://ifs.org.uk/articles/what-has-happened-teacher-pay-england>.

Since the inception of the NTP there has been important place for external provision of tuition, alongside school led tutoring. Whilst we have two years of impact evaluations for tutoring provider led provision for NTP, school led tutoring is currently untested at this scale and we await the evaluation into its impact in Autumn 2023.⁵ Regardless, we know that a mixed economy of tutoring provision will provide schools and colleges with choice and maximise pupil impact in every context.

In order to achieve this, this research has highlighted how we can deliver tutoring for maximum impact. We know that tutoring works best when:

1. It targets the pupils who would benefit the most.
2. It can be accessed by every school and college, across the length and breadth of England.
3. It is embedded from 5–19, to ensure learners are supported across their education.
4. Provision is consistently high quality.
5. The model is flexible in order to meet the needs of the school or college, and the pupils.
6. Communication between teachers and tutors is effective.
7. ...but the burden on teachers is reduced wherever possible.
8. All providers are committed to measuring impact, evaluating implementation and consistently improving based on this evidence.
9. It is able to continue to scale in order to support schools, colleges and reach the pupils who would benefit most.

Three years on from the inception of the NTP and 16–19 Tuition Fund, there is a burning platform as the funding for both programmes will end at the end of the 2023–2024 academic year. Despite the significant progress made in terms of both the scale and quality of provision over the past four years, removing government funding for tutoring at this critical juncture risks wasting the benefits of the expansion; both the infrastructure created to date and the lessons learned learned from schools, colleges, providers and government. While the Department for Education’s decision to continue the subsidy for the NTP at 50% in the 2023–2024 academic year is welcome, a more sustained solution is necessary in the medium term.⁶

It is why we are calling on all political parties to make a manifesto commitment to four years of ringfenced funding for tutoring to implement the learning of the past four years of the NTP and 16–19 Tuition Fund, in order to deliver a high impact intervention across English schools and colleges, targeted at the disadvantaged pupils who need it the most, in order to narrow the attainment gap.

We are asking for a clear commitment that 1:1 and small group tutoring will form a central part of the education landscape over the next Parliament. **In order to close the attainment gap and support our young people, we are calling for a joint mission from government, tuition partners, schools and colleges to deliver a ‘Tutoring Guarantee’ for every disadvantaged pupil aged 5–19 who needs additional support for academic catch up – at a cost of around £290m per year for NTP, as well as a continuation of around £95m a year for 16–19 tuition funding.**

If political parties can step up to the mark, so will we. We have shown in the past that when the opportunity is there, then tutoring organisations meet the challenge. We, as representatives of the tutoring partners, are ready to step up to the mark. We are ready to grow and to invest in our own workforces, our own programmes, and our models of working closely alongside schools and colleges as well as with young people. We will play our part.

We have an opportunity here to commit for the long term to a proven model to close the attainment gap. We want ourselves as tutoring partners, working with schools and colleges to rise to this challenge. With a clear medium term commitment to tutoring as a central part of this intervention, we can help deliver tutoring to every pupil who needs it. We urge all political parties to help us deliver this mission.

5 NFER, (2023), Accessed: <https://www.nfer.ac.uk/for-schools/participate-in-research/evaluation-of-the-national-tutoring-programme-year-2/>
6 N. Gibb, Tutoring Update, written statement made on 23rd May 2023. Available: <https://questions-statements.parliament.uk/written-statements/detail/2023-05-23/hcws798>

DATA AND METHODOLOGY

Public First were commissioned by a consortium of eight tuition providers to undertake analysis of the impact of tuition, delivered by external tuition providers through both the NTP and 16-19 Tuition Fund. The research was focused on understanding how pupils, parents and teachers perceive tutoring, and how the momentum of the last three years of government funding for tutoring could be maintained. The research for this report was conducted in March and April 2023.

PARENT POLLING

Public First ran a poll of 1,000 parents of school and college aged (5-18) children in England between the 6th and 12th of April 2023. The polling sample and questions were related to tutoring, and parents were asked to think of their youngest child's experiences where they had multiple children. Research was carried out online, and the results weighted by gender, region and social grade to reflect the national proportions. Public First is a member of the British Polling Council, and company partners of the Market Research Society.

Full polling tables can be found on Public First's website.⁷ As with all opinion polls, there is a margin of error in the answers, and the margin of error is greater when sample sizes are smaller (when there are crossbreaks of specific groups of people). The margin of error on the sample for this work is +/- 3%. All polling numbers in this report should be read on this basis.

Throughout this research, we refer to different socioeconomic groups, as defined by the National Readership Survey's Social Grade system⁸. Social Grade is a classification system based on occupation and is based on the main income earner in the household. The classifications are:

Social Grade	Description	% of Population ⁹
A	Higher managerial, administrative and professional	4
B	Intermediate managerial, administrative and professional	23
C1	Supervisory, clerical and junior managerial, administrative and professional	28
C2	Skilled manual workers	20
D	Semi-skilled and unskilled manual workers	15
E	State pensioners, casual and lowest grade workers, unemployed with state benefits only	10

TEACHER POLLING

Public First worked with Teacher Tapp to run a poll of teachers on the 6th of April 2023. Teacher Tapp is a daily survey app that asks over 8,000 teachers questions each day and weights the results to make them representative. The results are split by twelve demographic categories: school funding, phase, free school meal quartile, Ofsted rating, governance type and region, and teacher age, gender, experience, seniority, subject and key stage.

We asked teachers four questions, as well as using Teacher Tapp data generated by another four questions which had been asked over the course of the previous year. All the questions asked were on tutoring, the NTP and the 16-19 Tuition Fund.

FOCUS GROUPS

To explore these issues further, Public First undertook five focus groups with pupils, parents and teachers between the 27th of March and 27th of April 2023. Each group had between three and eight participants.

All the participants we spoke to had been selected because they were in some way engaged in tutoring, delivered by tuition partners through the NTP. These were:

- 1. **Online secondary pupil group** – secondary school aged pupils from two different schools, one in London and one in Manchester.
- 2. **In person secondary pupil group** – secondary school aged pupils, all of whom were in Year 7 at one school in London.
- 3. **Online 16-19 pupil group** – pupils retaking GCSE English or maths in colleges.
- 4. **Parent group** – parents of children who had received tutoring through a tuition partner in the last academic year.
- 5. **Teacher group** – teachers across England who were responsible for either coordinating or delivering tutoring in their school or college this academic year.

In addition to the data we gathered, this report also drew upon existing data provided by the eight tuition partners who funded and participated in this research. This included data on the reach and targeting of tuition, as well as case studies of their work.

⁷ www.publicfirst.co.uk
⁸ National Readership Survey. Accessed: <https://nrs.co.uk/nrs-print/lifestyle-and-classification-data/social-grade/>
⁹ As defined in the National Readership Survey January - December 2016.

TUTORING FROM THERE TO NOW



PRE-PANDEMIC

THE DOMINANCE OF PRIVATE TUTORING PRE 2020

Private tutoring – characterised as one-to-one or small group tutoring, delivered outside of school and paid for by parents – has long been associated with the most privileged. The Sutton Trust has documented the rise in private tutoring since 2005, demonstrating that pupils in independent and grammar schools, those from the highest income backgrounds, and those whose parents had higher levels of education were all significantly more likely to receive private tutoring.¹⁰ Although a small number of organisations provided tutoring to state school pupils (including providers involved in this research), or offered discounted rates to disadvantaged pupils, provision was small scale and ad hoc, dependant on private organisations and philanthropic endeavours.

COVID-19 PANDEMIC AND THE INCEPTION OF THE NTP AND THE 16-19 TUITION FUND 2020-2021

The NTP and 16-19 Tuition Fund were initially created in response to the pandemic and the unequal impact of 'lost learning', which disproportionately impacted disadvantaged pupils.¹¹ NTP and 16-19 Tuition Fund was founded with a specific focus on these pupils, recognising both that the Covid-19 pandemic was exacerbating the longstanding attainment gap between disadvantaged pupils and their peers, and the solid evidence base underpinning one-to-one and small group tutoring as a way of addressing this.

NTP had two initial strands:

1. Tuition Partners – participating schools were able to access subsidised high-quality tutoring from an approved list of external Tuition Partners.
2. Academic Mentors – trained graduates were employed by schools in the most disadvantaged areas to provide intensive catch-up support to their pupils.

The programme delivered tutoring to 232,892 pupils, demonstrating impressive scaling capacity in a single year.¹² However, delivering the programme during the Covid-19 pandemic gave rise to multiple challenges. Although the aims of the programme focused on disadvantaged pupils, there was no explicit target, and pupil selection was left to individual school discretion.¹³ The result was that only approximately 46% of pupils who took part in the programme in 2020-2021 were eligible for Pupil Premium.¹⁴ There were difficulties in expanding the scheme to be nationwide, with tutoring providers unable to provide tutors to schools in all regions from a standing start and at a new volume of provision. Disruption to the programme because of ongoing lockdowns, high absence rates due to Covid infections, and the cancellation of A Level and GCSE exams meant it was difficult to evaluate and therefore consider the potential impact of the programme.¹⁵ Despite these limitations, where schools enrolled a high proportion of Pupil Premium pupils for tutoring (70% or higher), there was a positive and significant impact of tutoring for both maths and English, equivalent to two months of additional progress. Moreover, the majority (74%) of school leads and school staff were satisfied with the programme, and by the end of the programme, the majority of school leads surveyed felt that the programme had 'helped pupils catch up with their peers' (81%) and 'improved pupils' confidence' (80%).¹⁶

¹⁰ C. Cullinane and R. Montague (2022) *Tutoring – The New Landscape*, Sutton Trust, pp. 20-24. Available: <https://www.suttontrust.com/our-research/tutoring-2023-the-new-landscape/>

¹¹ C. Cullinane, J. Anders, A. De Gennaro, E. Early, E. Holt-White, R. Montacute, X. Shao and J. Yarde. (2022). *Wave 1 Initial Findings – Lockdown Learning. COVID Social Mobility & Opportunities (COSMO) study Briefing No. 1*. UCL Centre for Education Policy and Equalising Opportunities & Sutton Trust. Available: <https://cosmostudy.uk/publications/lockdown-learning>.

¹² P. Lord, H. Poet and B. Styles (2022), *Tuition Partners Evaluation Report*, NFER, p. 10. Available: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-tuition-partners>

¹³ Department for Education (2021). *Support for children's education during the early stages of the COVID-19 pandemic*. p. 12. Accessed: <https://www.nao.org.uk/reports/support-for-childrens-education-during-the-covid-19-pandemic/>

¹⁴ *Ibid*, p.10.

¹⁵ P. Lord, H Poet and P. Roy (2022), 'Year 1 of The National Tutoring Programme (2020/21): Evaluation Context, Challenges and Considerations', NFER. Available: [Year-1-of-the-National-Tutoring-Programme-2021-22-Evaluation-context-challenges-and-considerations.pdf](https://www.nfer.ac.uk/publications/2022/2022-22-Evaluation-context-challenges-and-considerations.pdf) (d2tic4wvo1iusb.cloudfront.net)

¹⁶ : P. Lord, H. Poet and B. Styles (2022), *Evaluation of Year 1 of the Tuition Partners Programme*, NFER. Available: <https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Evaluation-Report-Summary-of-evaluation-findings.pdf?v=1666084377>

NTP YEAR 2 - 2021-2022

CHANGES OF SCALE

Year 2 of the programme saw responsibility for delivery change from a consortium of organisations who has been involved in the initial setup and first year of delivery, including the Education Endowment Foundation (EEF), Impetus, NESTA, Sutton Trust and Teach First, to private Dutch firm Randstad. In addition, the government announced a ‘huge expansion’ of the scheme to two million tutoring courses per year and the creation of a third strand to the programme, allowing ‘school led tuition’, where schools recruited their own local tutors, or made use of existing school staff (including teachers or non-teaching staff such as teaching assistants).¹⁷ This third strand was seen as addressing the challenges in scaling the programme both in terms of geographic coverage and the number of pupils reached, sitting alongside the ‘tuition partner’ led approach from Year 1. In doing so, Year 2 marked a significant shift from the original delivery model for NTP.

Year 2 saw a significant increase in the scale of NTP, with 2,215,386 courses delivered and 87.4% of all schools in England participating.¹⁸ However, the programme also saw significant problems; 81% of the provision was school led, with little oversight or understanding of the impact of this delivery. Tutoring ratios were increased from a maximum of 1:3 to 1:6. Moreover, a target for 65% of participating pupils to be eligible for Pupil Premium was dropped, despite significant criticism that poorly targeted tutoring would further widen, rather than close, the attainment gap.¹⁹

An evaluation of Year 2 of the programme found many school leaders were positive about NTP, although there remained significant challenges. It found that all strands were seen to have impact, although school leaders were particularly positive about both the flexibility and autonomy of school led provision, the need for external tuition providers in order to create extra capacity, and that they had growing confidence in the quality of provision.²⁰ Challenges noted included the additional workload created for school staff, particularly senior leaders, in administering tutoring programmes. In addition, the evaluation highlighted the need to monitor and review the effect of reduced NTP subsidies in Year 3 of the programme (2022-23) on take-up and impact of tutoring.

17 G. Williamson (2021), ‘Huge expansion of tutoring in next step of education recovery’, Department for Education Available: <https://www.gov.uk/government/news/huge-expansion-of-tutoring-in-next-step-of-education-recovery>
18 HM Government (2022), National Tutoring Programme (Academic Year 2021/22). Available: <https://explore-education-statistics.service.gov.uk/find-statistics/national-tutoring-programme/2021-22>
19 S. Booth (2022). ‘Randstad ‘failure’ blamed for ditched tutoring target’. Schools Week. Available: <https://schoolsweek.co.uk/randstad-failure-blamed-for-ditched-national-tutoring-programme-target/>
20 S. Lynch, M. Lucas, E. Davies, A. Sahasranaman and G. Schwendel (2022), Independent Evaluation of the National Tutoring Programme Year 2: Implementation and Process Evaluation, NFER, p. 74-76. Available: <https://www.nfer.ac.uk/the-national-tutoring-programme-year-2-implementation-and-process-evaluation/>

NTP YEAR 3 - 2022-2023

CURRENT AFFAIRS

Changes to provision for Year 3 of the programme included the replacement of Randstad after significant concerns were voiced across the sector regarding the quality of provision. Instead, three providers became responsible for different elements of the programme: Education Development Trust delivered the tutor training, Tribal delivered Quality Assurance of tutoring partners, and Cognition Education recruited the academic mentors.

The subsidy for tuition was decreased as planned from 75% to 60%, which required schools to fund a greater proportion of tuition of the costs. The 60% subsidy for tutoring funding was given directly to schools, who then decided which of the three strands they wished to spend it on.²¹ Funding that was not used by schools had to be returned to Treasury. In April 2023 it was reported that £114 million of ringfenced funding had been returned to the Treasury. School unions suggested that this was not indicative of the desire from schools for tutoring, but rather that school budget constraints meant they could not make up the remaining 40% of the cost.²² The impact of wider funding cuts had also been raised in research for the NAHT, which found that 31% of school leaders would need to reduce NTP funding due to budget constraints.²³ However, this scaling back should be seen in the context of significant support for tutoring in schools. A recent NFER report found that 76% of senior leaders currently using the NTP believe it is improving the attainment of disadvantaged and 91% of them believed that NTP funding has allowed them to support more of their disadvantaged pupils.²⁴

Year 3 remains ongoing at the time of publication, and we await the evaluation of its impact.

In the meantime, the most advantaged pupils are accessing more private tuition than ever before. Given the positive impact of tuition on academic attainment, we can expect an expansion of tutoring for these pupils to drive up their attainment, widening the attainment gap between the most advantaged pupils and the least.

16-19 TUITION FUND

The 16-19 Tuition Fund is ringfenced funding for pupils aged 16-19 in schools and colleges. It was created at the same time as NTP funding with the same purpose to reduce the lost learning as a result of Covid-19 in the 16-19 age group. The 16-19 Tuition Fund is more targeted than NTP: it focuses on pupils who have low prior attainment (initially defined as not having achieved a grade 4 in maths and / or English GCSE), as well as those who are economically disadvantaged (defined as those in the 27% most economically deprived areas of the country based on the index of multiple deprivation).²⁵ Specific targeting criteria for the 16-19 Tuition Fund has changed over the course of the three years, including its expansion to include students who have achieved up to a grade six in GCSE English and maths, rather than solely those who have not yet achieved a pass at GCSE.

Like NTP, 16-19 tuition can be delivered directly by schools or colleges, or by an external organisation. Unlike NTP, the ringfenced funding for this age group has always been delivered directly to the school and college via the 16-19 funding allocation since its inception in 2020.

Although tutoring for 16-19 pupils is funded through the 16-19 Tuition Fund, the aims and implementation are similar to NTP. In this report, we consider the impact of tutoring, and the need for a medium scale funding solution, for both these groups together – and when making reference to tutoring volumes or outcomes, unless otherwise specified, these concern tutoring for both groups together.

21 S. Booth and J. Dickens (2022), ‘Tutor cash will go straight to schools as Randstad axed’. Schools Week. Available: <https://schoolsweek.co.uk/tutor-cash-will-go-straight-to-schools-as-randstad-axed/>
22 S. Booth (2023), ‘£114m tutoring cash clawed back from half of schools’. Schools Week. Available: <https://schoolsweek.co.uk/114m-tutoring-cash-clawed-back-from-half-of-schools/>
23 NAHT (2022), ‘Majority of schools looking at redundancies due to funding crisis, largest survey of school leaders shows’. Available: <https://www.naht.org.uk/News/Latest-comments/Press-room/ArtMID/558/ArticleID/1893/Majority-of-schools-looking-at-redundancies-due-to-funding-crisis-largest-survey-of-school-leaders-shows>
24 E. Moore and P. Lord, (2023). ‘Tutoring sustainability: Understanding the views of school leaders’. NFER, p. 2. Accessed: <https://www.nfer.ac.uk/tutoring-sustainability-understanding-the-views-of-school-leaders/>
25 Department for Education (2023), Coronavirus (COVID-19) 16 to 19 tuition fund guidance 2022 to 2023. Available: <https://www.gov.uk/government/publications/coronavirus-covid-19-16-to-19-tuition-fund/coronavirus-covid-19-16-to-19-tuition-fund-guidance-2022-to-2023>

PUPILS



KEY FINDINGS

- ★ Unlike many other academic interventions, pupils like tutoring.
- ★ Pupils felt that tutoring was accelerating their learning and enabling them to 'catch up' on lost learning during Covid-19.
- ★ Pupils liked the rhythm and routine of their tutoring.
- ★ External tutors were viewed positively as experts who sat outside of the school system.
- ★ Pupils valued their tutor and teacher communicating.

PUPILS LIKE TUTORING!

A striking finding throughout the research was the pupils' positivity towards tutoring; pupils spoke positively about their experiences of tutoring. If they had the chance to have more tutoring (both in the same subject and in other subjects), they would take it.

All pupils were aware that they had been selected for tutoring because they found a subject difficult, or were behind in their learning however, this was not seen as a deficit, but rather pupils felt that they were making progress and achieving their goals. They reported that enough pupils were having tutoring in each school or college setting that the intervention did not feel too targeted or stigmatising, whilst providing small group or individual learning environments for pupils.

Pupils spoke about the spill-over benefits of tutoring, reporting that they felt more confident in the subject that they were being tutored, as well as in other subjects.

'I just think I'm getting better [academically] in general'

(Year 7, London)

COVID CATCH UP?

Pupils felt the implications of the Covid-19 pandemic and their lost learning acutely however, they reported the tutoring felt like they were 'making up for lost time' and 'catching up'. This seemed particularly heightened for those pupils whose exam years had been interrupted by the pandemic.

'Being able to have that one-to-one tuition definitely did make up for lost time [because of the pandemic] ...you're able to go through things at a faster pace, you're able to stop and start when you need to.'

Year 12 Pupil (Maths GCSE resit)

"I not only passed my maths GCSE, but it gave me a more positive outlook for maths as a whole. Before [tutoring], I used to dread going to maths...I'd go into maths and I wouldn't be in the best of mindset. But after [tutoring], and after being shown that I have potential and the ability to achieve, it's definitely given me a better outlook on the subject as a whole.'

Year 13 (passed maths resit in Year 12)

Younger pupils also felt that tutoring was supporting them to 'catch up' post Covid, although this was less defined in terms of academic attainment and more focused on broader motivation and self-efficacy.

'During Covid I knew I should work but... I didn't... it was really hard at home to focus but now I have loads of stuff I don't know. This tutoring is helping me learn double quick time'

(Year 7, London).

RHYTHM AND ROUTINE

The rhythm and routine of tutoring was valued by pupils. This included stability around the delivery of the tuition: knowing the time, day, location and duration was important to pupils. Some tutoring providers gave 'tutoring timetables' which pupils highlighted as helping them to feel organised and in control of their tutoring.

'I like it that you know what you need to do – so I have a special timetable with my sessions on so I know where to go and when they are'

(Year 7, Manchester)

Knowing that the tutoring was timebound was seen as a mixed blessing by pupils. Some reported that knowing the tutoring was being delivered over a set period made it feel more purposeful, whilst others seemed unsure as to why tutoring was delivered to them for this period.

'We've got 15 weeks and then it stops so you know you have to focus.'

(Year 7 pupil, London)

'I dunno what happens after it ends, maybe I'll be smarter but if I'm not, I dunno if we do it again or what.'

(Year 7 pupil, London)

Retaining the same tutor for the course was important to pupils and enabled them to build a relationship. Pupils were very positive about 'their' tutor, making the intervention feel personal. This was replicated across the pupil focus groups, suggesting that tutors are able to successfully build rapport through tutoring.

'My tutor, she is really funny as well as smart.'

(Year 7 pupil, London)

EXTERNAL VS INTERNAL

Pupils viewed their tutors as experts who could help them learn. They did not see them as different to their teachers in terms of expertise and were not aware of any differences in how tutors were qualified in comparison to their teachers. There were mostly positive about what a fresh perspective to their learning brought.

"I like having different styles and how they teach and solve things. Like if I haven't got it in class and then there is a new way... wow!"

(Year 7 Pupil, London).

However, some pupils flagged that:

'sometimes they tell us how to do stuff differently but then in class you have to use the old way because the teacher is like "do it my way" and sometimes we have to tell them [the tutor] the way we do stuff in this school.'

(Year 7 Pupil, London).

Pupils liked the fact that their tutors were not members of school or college staff, as they felt it allowed them to build a new relationship. Some pupils, particularly those who described having more difficult relationships with school staff, spoke about the importance of tutors not having preconceptions about them before they began the course.

'If you have teachers who already know you, they sometimes act different if you have a reputation.'

(Year 7 Pupil, London).

SCHOOL-TUTOR COMMUNICATION

Although pupils liked their tutor being separate to their classroom teacher, they reported feeling frustrated when the tutoring was not aligned with the curriculum delivered in their school.

Where this worked well, they felt that tutoring was linked to their school curriculum, but in some cases pupils felt that either their tutoring duplicated classwork, or was too far removed from what they were learning. For example, one pupil highlighted that they **'keep doing stuff we've done in class that I know and I get'** (Year 7, London), whereas another pupil talked about, **'sometimes it's too easy, even though in class I'm not top, not even close'**, suggesting that the tutoring was perhaps not being best targeted at the areas of individual pupil weakness.

PARENTS



KEY FINDINGS

- ★ Over three quarters of parents would support increasing tuition provision in England.
- ★ Parents felt there were many benefits to tutoring in addition to supporting their child academically.
- ★ Despite these benefits, half of parents said cost would be a barrier to their child having tutoring in the future.
- ★ Parents were worried about their children's mental health however, they did not see tutoring as compounding these issues, but rather helping to solve them.
- ★ Some parents reported finding the systems surrounding tutoring difficult to navigate.
- ★ Parents valued the flexibility of tutoring provision.

PARENTS VALUE TUTORING

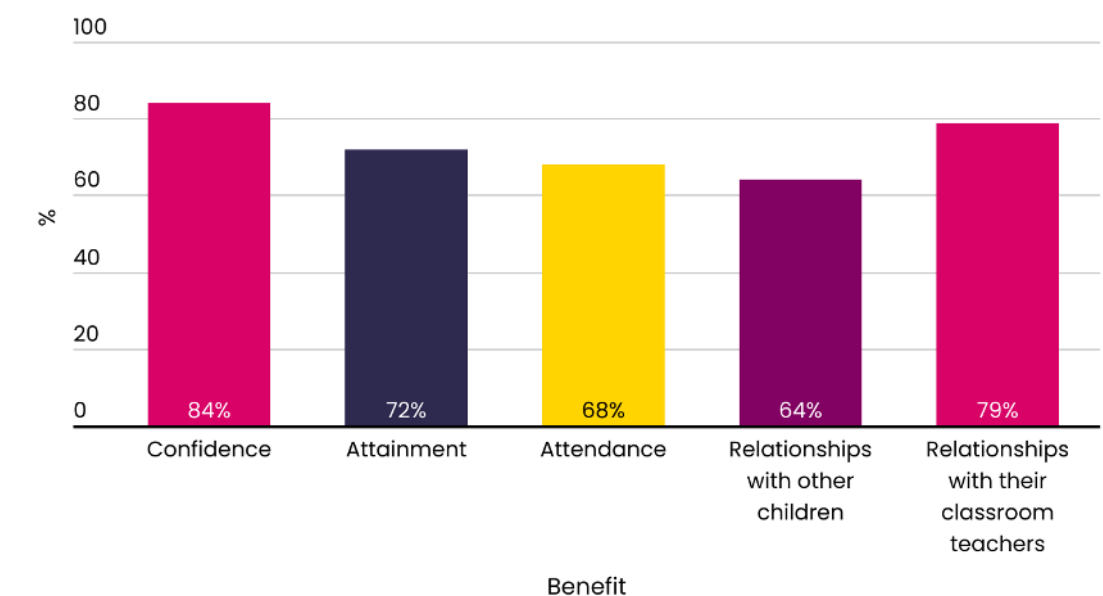
There was significant demand from parents for tutoring, with 77% of parents supporting an increase in tuition provision after evaluating the costs and benefits. 81% of parents said tutoring should be available to every child in state school or college, rising to 89% of children who fall behind in their learning. Parents were also aware and supportive of the use of tutoring in order to create equality of opportunity; 73% think that the government should pay for tutoring for pupils from low income backgrounds and this was consistent across all socio-economic groups, including parents in the highest socio-economic group.

SPILLOVER BENEFITS

Parents did report that tutoring achieved its primary goal, with 74% citing that it helped children who are falling behind to catch up among the benefits of increasing provision, and 53% stating that it helped recover learning lost during the Covid-19 pandemic. However, parents also reported a wide range of benefits to tutoring, not just the academic benefits that NTP and the 16-19 Tuition Fund primarily seeks to address, and on which success is measured.

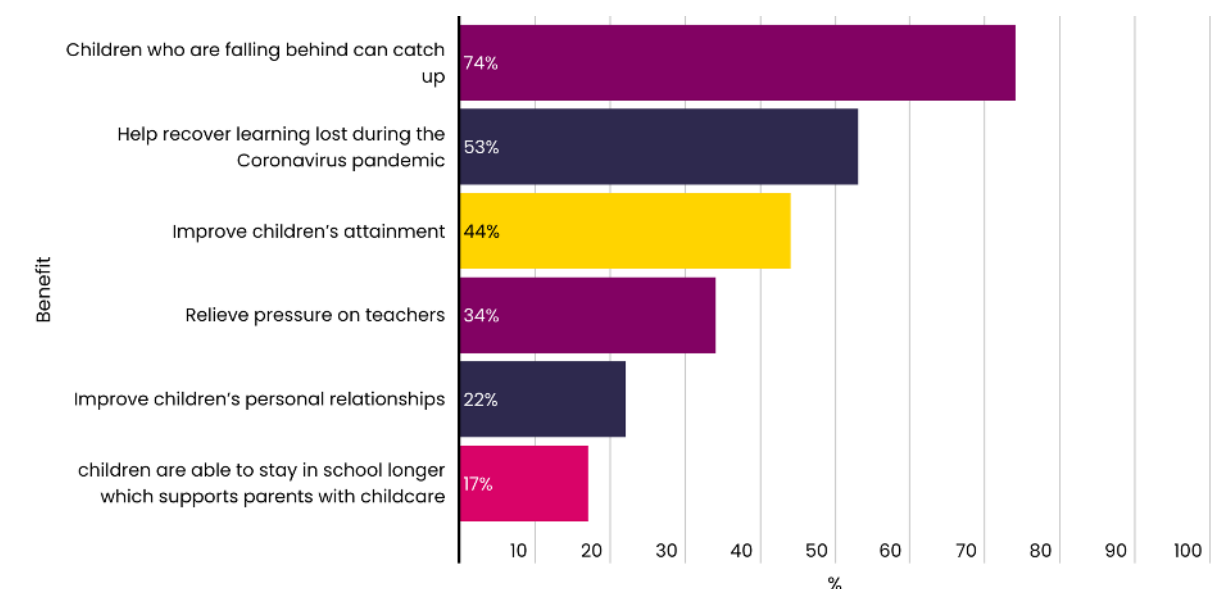
Parents of children who had experienced tutoring highlighted a range of benefits, including addressing many of the most significant challenges across the education system currently. These included 85% of parents saying tutoring had positively impact their child's confidence, 68% saying it had improved attendance, 78% saying it had improved their child's relationships with their classroom teachers, and 64% saying it had improved their child's relationships with other children.

The tutoring my child had made a positive impact on...



Some parents also cited logistical benefits of increased tutoring provision such as relieving pressure on teachers (34%) and supporting parents by extending the school day (17%). Tutoring was therefore seen as an intervention with significant, multifaceted, spillover benefits.

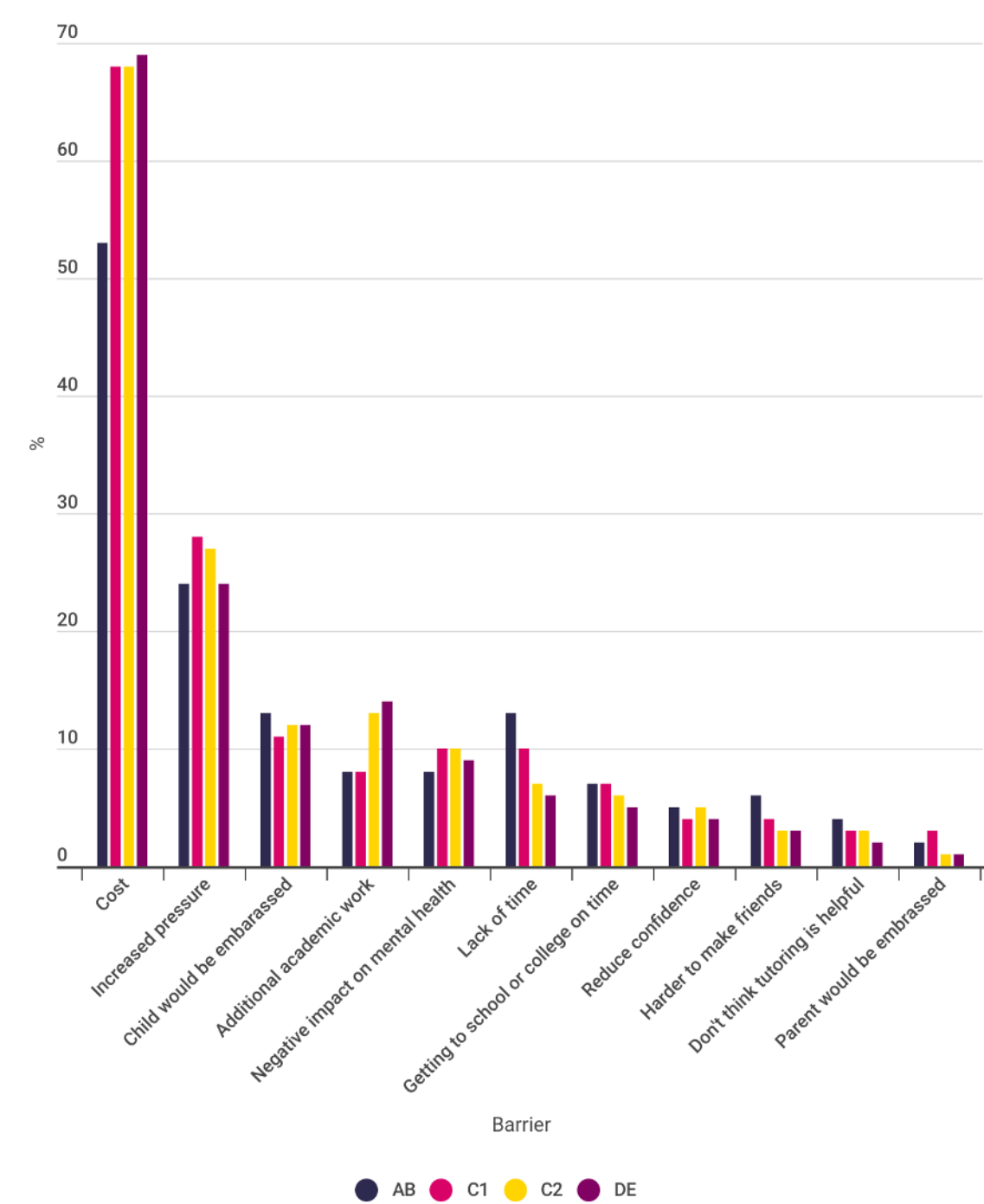
What do you think would be a benefit of increasing the provision of tutoring?



AFFORDABILITY

Only 50% of parents whose children received tutoring said they would definitely or likely have paid for tutoring if it had not been provided by the school, and among all parents a majority (64%) cited cost as a barrier for accessing more tutoring for their child. Indeed, cost was the greatest barrier identified by parents. Crucially for the goals of the NTP and 16-19 Tuition Fund, this was nuanced by socioeconomic status, with the parents in higher socio-economic grades (ABC1) nearly twice as likely to say they would pay for tutoring (62%) than those in the lower social grades (C2DE) (35%). Given the remit of the NTP and the 16-19 Tuition Fund and the landscape of tutoring pre-Covid, which was dominated by private tutoring, there is a clear need for state funded tutoring if we are to reach the pupils who are least able to afford it and who, research suggests, would benefit the most. If we do not do so, we risk widening the disadvantage gap, with only those who are able to pay for tutoring benefiting from it.

What are the barriers for you accessing more tutoring for your child?



A WAY OF SUPPORTING THE MENTAL HEALTH CRISIS?

We know that we are in the midst of a mental health crisis amongst our children and young people.²⁶ Increasing wait times across Children and Adolescent Mental Health Services (CAMHS) means that young people are more vulnerable than ever.²⁷ Schools, colleges and parents are under increasing strain to try to meet their needs.²⁸

Parents saw tutoring not as compounding these problems but rather, the reverse. When asked about the pressure pupils were under and the mental health implications of tutoring, only 14% of parents thought tutoring would have a negative impact on their child's mental health, with 54% actively disagreeing and around a third neutral. Parents in focus groups saw tutoring as actively supporting their child's mental health and reducing anxiety.

'I think he's become so much more confident in his maths since [tutoring], I worry what he'd be like without it, not with it.'
(Parent of college student)

BRINGING PARENTS ALONG FOR THE RIDE

Although highly supportive of tutoring, parents did not feel significantly involved in decision making around the tutoring of their children. Parents reported that they didn't always know what was available to their child, or why their child had been identified for tutoring. 23% said they were not given a choice over whether their child received tutoring and 44% of parents were not given a choice about the subject. Ensuring parents feel bought into tutoring and are able to support their child to access and flourish in tutoring is an important, underestimated aspect of tutoring provision.

Parents wanted more information about the tutoring their child was being given, in order to be able to support them. Parents also reported finding out that their child could access tutoring later in the academic year and feeling they had missed out on provision, rather than it being embedded from the beginning of the year. In addition, parents would like to better understand what happens in tutoring sessions.

'I look at his booklets and things and try and glean from that, but it would be useful to know what he's supposed to be doing so we can help him and prompt.'
(Parent of Year 12 college pupil with SEN)

Parents felt that flexibility of provision was important and did not necessarily think there was one 'right model', but rather that having different options enabled more children to access tutoring. This was particularly highlighted by parents of children with SEND, who spoke of the flexibility of both the tutoring system, and their specific tutors. Flexible options included online vs in school, tutoring provided at different times of the day, and in different sized groups or individually.

26 Young Minds (2023), 'Mental Health Statistics'. Accessed: <https://www.youngminds.org.uk/about-us/media-centre/mental-health-statistics/>
27 J. Smith, (2023), 'Revealed: the postcode lottery in child and adolescent mental health care', Politics Home. Accessed: <https://www.politicshome.com/thehouse/article/child-adolescent-mental-health-care-crisis>
28 E. Dorrell, (2023). 'Young people's mental health services are in crisis - here's how we fix them', Independent. Accessed: <https://www.independent.co.uk/voices/camhs-nhs-mental-health-parents-youth-b2322773.html>

TEACHERS



KEY FINDINGS

- ★ 43% of teachers who had pupils who had experienced NTP thought it had a positive impact.
- ★ Teachers in schools with higher levels of deprivation were more likely to report a positive impact on pupils.
- ★ Like parents, teachers reported an impact on both academic attainment, but also wider benefits including pupil confidence in their academic ability, increased engagement in the classroom and reduced anxiety.
- ★ There are several key barriers to schools using tutoring funding and these must be addressed if tutoring is to be successfully embedded in schools.
- ★ Where teachers and school leaders had relationships with external tutoring providers they were positive about the benefits. However, they highlighted the significant commitment from school staff to ensure that tutoring had maximum impact.
- ★ Teachers agreed that disadvantaged pupils should be prioritised for tutoring however, there was concern that the most difficult to engage pupils did not access tutoring.
- ★ Without ringfenced funding, tutoring provision will significantly diminish in schools and colleges.

A DIFFICULT ENVIRONMENT

Tutoring was popular with both pupils and parents however, teacher perceptions of tutoring were more nuanced. 43% of teachers who had pupils who had experienced NTP thought it had a positive impact, and 41% of those who had experienced tutoring through the 16-19 Tuition Fund. Primary school teachers were more positive about tutoring with over half (55%) of saying it had a positive impact on pupils, compared to 30% of secondary teachers. Teachers in deprived schools were more likely to report a positive impact on pupils, with 47% of teachers in the most deprived schools reporting a positive impact compared to 38% of teachers in the least deprived schools

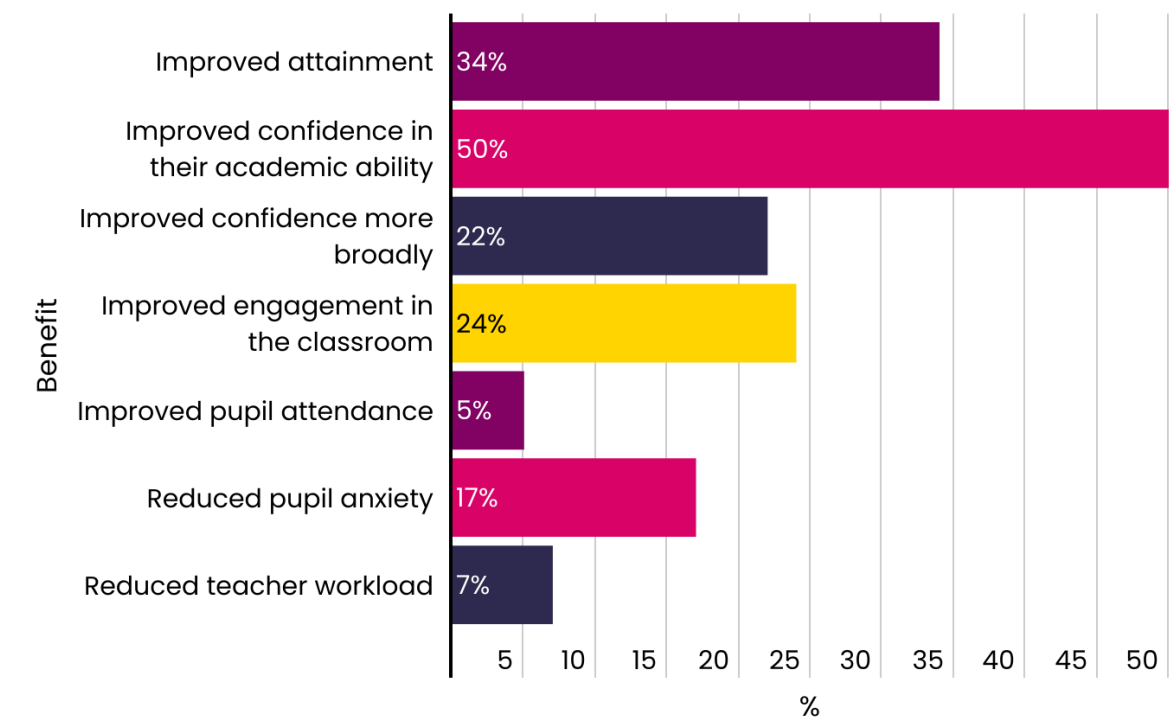
Perhaps this is unsurprising given a) the wider challenges schools are experiencing currently including funding cuts, pandemic fatigue, recruitment and retention issues, industrial action, a decline in teacher mental health and Ofsted pushback, and b) the chaotic way in which the NTP was originally implemented, the ongoing challenges of operationalising the funding. For the 16-19 tuition fund, operationalisation has been smoother but still challenging

Very few – and diminishing numbers of – teachers would fund tutoring if they had extra money to spend in education (5% in 2021 and 2% in 2022). This speaks to the wider context in which tutoring is being delivered – with teachers advocating for a pay rise, mental health provision in schools and curriculum development over tutoring.

SPILLOVER BENEFITS

Like parents, teachers recognised both improvements in academic attainment and spillover benefits. The greatest benefit from tutoring that teachers reported was an increase in the student’s confidence in their academic ability (50%). 34% said they had seen an increase in their academic attainment as a result of the tutoring, 22% had seen improved broader confidence, 24% reported improved engagement in the classroom and 17% said tutoring reduced pupil anxiety. Like parents, teachers stressed how tutoring was supporting the mental health of pupils.

What were the benefits of tutoring on your pupils?



‘If you get it right, for the right kids, it’s a massive benefit mental health wise, because they’re able to engage better in the lessons. Three years ago, it was all about catch up and a big part of that catch up, is getting them back to a level where they can reengage with the curriculum at the right level. It is massive.’

(Deputy Headteacher, Liverpool)

UNSPENT FUNDS – BARRIERS TO TUTORING

Schools have not always used their tutoring funding, as demonstrated by the over £100 million in unspent funding that was returned to the Treasury this year.²⁹ However, this does not necessarily demonstrate in and of itself a lack of buy-in from schools, but rather speaks to the challenges in operationalising tutoring at a national scale, the wider context in which schools are currently operating, and the difficult inception of the programme during the pandemic. Teachers reported several key barriers to schools using tutoring funding as it currently exists. These include the complexity of administrating provision, concerns over the quality of tutors, the availability of tutors and a desire for familiarity with the specific school context and curriculum.

Just looking at the national picture does not demonstrate the nuances of the tutoring picture. Barriers are different in different regions, for example, the availability of tutors was a far more significant barrier in the East of England, (35%) South West (33%), the North West (27%) Yorkshire and the North East (26%) than it was in the Midlands (13%), South East (14%) or London (11%). This means we need to look at the specific challenges schools are reporting on a regional or sub regional level and seek to address these if we are to build a truly nationally successful programme.

A MIXED ECONOMY FOR TUTORING PROVISION

In 2021-2022, 80.4% of schools who delivered NTP used school-based tutoring, with 1,433,793 of the 1,781,946 courses being delivered in this way.³⁰ Schools who delivered in house tutoring did so for a multitude of reasons; they wanted to use tutors who were familiar with the school context and curriculum (69%), they wanted face to face provision (68%), the logistics were easier (70%), they perceived it to be cheaper (28%), or there were no suitable external providers in the area (12%). We know that providing a school led element has been crucial for schools buying into the NTP at scale, with 87% of schools using NTP in some form in 2021-2022.³¹

Where teachers had relationships with external tutoring providers they were positive about the benefits and external tutoring provision is and remains an important part of the tutoring landscape. However teachers, and in particular senior leaders who are responsible for overseeing tutoring provision in their schools highlighted several challenges with delivering tutoring, including:

1. Dialogue between classroom teachers and tutors was crucial for the success of tutoring – but this created significant workload for teachers.
2. Tutoring worked best where it was embedded within the wider school routines – these included rewards (e.g. merits), attendance sanctions (e.g. detentions for non-attendance or lateness to tutoring sessions), behaviour sanctions within the sessions, and progress reports. This was difficult and time intensive to achieve.
3. Aligning pedagogy in the classroom and tutoring was challenging and could lead to confusion if there were differences in delivery.

‘Logistically, the scale of overseeing all of those different [types of tutoring] that we’re doing, identifying the kids, working out which ones are right because I’m tracking it... it’s huge.’ (Deputy Headteacher, Nottingham)

²⁹ F. Whittaker (2023), ‘Treasury to claw back ‘staggering’ £100m+ of unspent tutoring cash’, *Schools Week*. Accessed: <https://schoolsweek.co.uk/treasury-to-claw-back-staggering-100m-of-unspent-tutoring-cash/>

³⁰ HM Government (2022), *National Tutoring Programme (Academic Year 2021/22)*. Available: <https://explore-education-statistics.service.gov.uk/find-statistics/national-tutoring-programme/2021-22>

³¹ Ibid.,

TARGETING DISADVANTAGED PUPILS

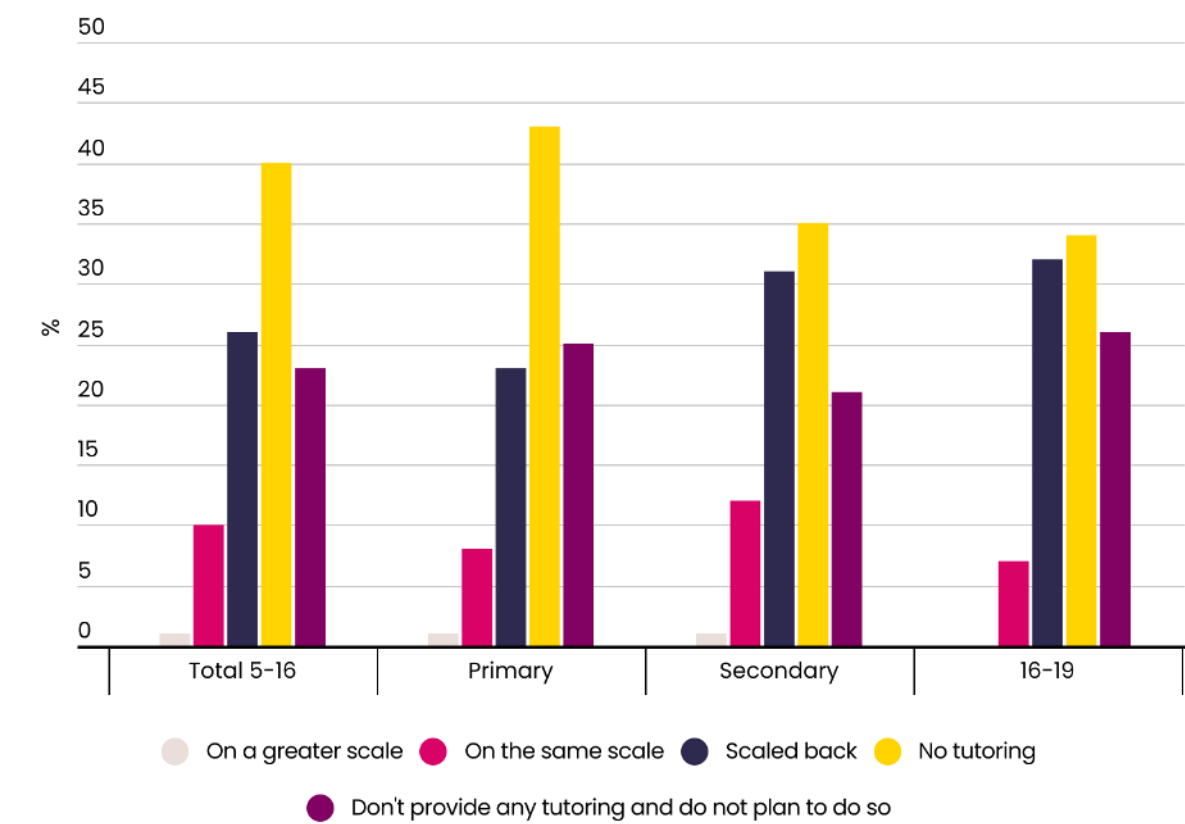
NTP and 16-19 Tuition Fund have been initially conceived as ways of addressing Covid lost learning and are targeted at disadvantaged pupils. Teachers agreed that disadvantaged pupils should be prioritised for tutoring however, there was concern that the most difficult to engage pupils did not access tutoring. Tutoring was seen as a useful intervention for some pupils, but not a cover all solution, and should be seen in the context of the wider challenges around attainment and attendance.

'They're the students where you don't necessarily get the buy in. So what we've had to do is be really sharp about following that up immediately if they miss a session, and then we say three strikes, and then that tuition is taken away from you'
(Deputy Headteacher, Nottingham).

FUNDING FEARS

Although teachers were broadly positive about tutoring, there was a strong sense that tutoring was not yet embedded within the delivery of schools and colleges. Given the wider funding constraints of schools, teachers are clear that tutoring will not continue without ringfenced funding, regardless of the evidence of impact. 40% of headteachers who currently offer NTP tutoring said they would not continue to provide tutoring after funding ends next year, 26% will provide some but scaled back, and only 11% will offer the same level or greater than they currently do. For those accessing tutoring through the 16-19 Tuition Fund, 7% will provide at the same scale, 32% plan scaled back provision and 34% will no offer no tutoring.

Are you planning to continue tutoring after funding ends next year?



'We've got a lot budget pressures next year - it's no guarantee that we can continue on. But we really want to serve the children as well as we can. We've just got to try to make it work financially'
(Primary Head, Manchester).

'So when it comes to tuition I've always sort of thought, well, there is this pot of funding, it's ringfenced, we're going to make it absolutely as effective as we can'
(Deputy Head, Nottingham).

DELIVERING THE VERY BEST TUTORING



In the current ecosystem, tutoring can be delivered by schools, colleges or by tutoring providers. These two pillars of provision sit alongside mentoring, which provides explicitly holistic support to pupils. We know that not all schools and colleges can deliver tutoring in house and that a mixed economy of school led and tutoring providers offers the flexibility schools and colleges say they want, in order to reach the maximum number of pupils.

Tutoring providers have evolved their provision at pace over the last three years in order to scale, deliver, and take on board feedback from schools and colleges. Formal evaluations of NTP, as well as ongoing feedback from schools and colleges, has allowed us to identify key features of successful tutoring. These features can be distilled down into nine key elements of successful tutoring outlined below, with examples of how each have been operationalised by tutoring providers.

TUTORING WORKS BEST WHEN

1. IT TARGETS THE PUPILS WHO WOULD BENEFIT THE MOST.

ENGAGING LEARNERS WITH SEND

Equal Education delivers 1:1 tutoring programmes, delivered by qualified teachers, to provide targeted academic and pastoral support for vulnerable and disadvantaged students, including Children Looked After (CLA), those who are Adopted and those with Special Educational Needs (SEN). Equal Education works alongside the young people, tutors, Local Authorities, Virtual Schools and schools. They provide tutoring across key stages and subjects.³²

Equal Education will have delivered 83,781 hours of tutoring to 1,790 pupils since 2019. These pupils include some of our most vulnerable learners, many of whom have been out of education for long periods of time, have low prior attainment and significant additional needs.

TARGETING DISADVANTAGED PUPILS

Action Tutoring works with both primary and secondary state schools to deliver tutoring programmes for pupils in Years 5, 6, 7, 10 and 11 in English and maths.³³ At least 65% of the cohort must be eligible for Pupil Premium and a Programme Coordinator works with schools in order to ensure the right pupils are targeted and engaged in the programme. Schools report that 96% of the pupils targeted would be unlikely to be able to access private tuition.

Action Tutoring has delivered over 221,988 hours of tutoring to 19,995 pupils since 2019. Of these pupils, 68% are eligible for Pupil Premium and 85% come from the poorest third of households (as measured by IDACI).

RETAKEING ENGLISH AND MATHS GCSE

Get Further targets the one in three students who finish Year 11 each year without a pass in GCSE English and maths, a statistic that rises to over one in two young people from disadvantaged backgrounds. Without these gateway qualifications, young people are nine times more likely to become NEET (Not in Education, Employment or Training) and opportunities for young people without GCSE English and maths are hugely limited; Level 3 qualifications, vocational training, university progression and employment options are all significantly constrained. Get Further provides a bespoke curriculum, delivered by specialist tutors in order to support these pupils, addressing the complex needs of these students including language barriers, learning disabilities, and low confidence and self-esteem. The economic implications of this are enormous – on average, each student who attends 12 or more sessions of Get Further tutoring increases their lifetime earnings by £47,410.³⁴

2. IT CAN BE ACCESSED BY EVERY SCHOOL AND COLLEGE, ACROSS THE LENGTH AND BREADTH OF ENGLAND.

WORKING IN COLD SPOTS

The Tutor Trust has a mission for all pupils to receive the support they need to overcome any barriers they face in achieving their full potential in the Greater Manchester, Merseyside and Leeds Bradford, where schools report specific barriers in accessing tutors.³⁵

The Tutor Trust has delivered over 112,673 hours of tutoring to 22,831 pupils since 2019. Of these pupils, 66% are eligible for Pupil Premium.

3. IT IS EMBEDDED FROM 5-19, TO ENSURE LEARNERS ARE SUPPORTED ACROSS THEIR EDUCATION.

SUPPORTING 16-19 LEARNERS

Get Further transforms the experience of students from disadvantaged backgrounds in further education by providing high-quality maths and English tutoring for students to support them to gain gateway GCSE qualifications, which will help them progress onto further study and employment.

Get Further has delivered over 15,507 hours of tutoring to 4,034 pupils since 2019. Of these pupils 70% come from the poorest third of households (as measured by IDACI) and/or were eligible for free school meals while they were at school. After a term of tutoring (12 sessions), pupils were 39% more likely to pass their English GCSE and 147% more likely to pass their maths GCSE, than the national average. Disadvantaged pupils were 107% higher than the national average for English and 271% higher than the national average for maths.³⁶

4. COMMITMENT TO ENSURING THAT PROVISION IS CONSISTENTLY HIGH QUALITY.

CONTINUOUS TRAINING

White Rose Maths provides training to tutors throughout the academic year. Initial training includes mastery methodologies, effective use of resources and small group teaching strategies. This is followed by face-to-face inset days for professional development, the use of subject specialists within the wider team, receiving targeted training to deepen their subject knowledge. Access to webinars and on-demand training further enriches their skill set, allowing tutors to stay up-to-date with the latest educational practices. Moreover, regular team meetings, email updates, and the “Take 5” initiative foster a supportive community, promoting collaboration and sharing of ideas among the tutoring team.

White Rose Maths tutoring provides a high-quality curriculum which takes a ‘teaching for mastery’ approach and aligns with the National Curriculum. This curriculum is produced by maths specialists and refined based on feedback from schools and tutors, ensuring that it remains responsive to the evolving educational landscape.

Quality assurance processes include two formal windows for observations and feedback, allowing specialists to provide comprehensive evaluations for tutors. Additionally, continuous informal drop-in observations focus on key standards and offer timely interventions when necessary.

White Rose Maths has delivered over 97, 233 hours of tutoring to over 8000 pupils since 2020.³⁷

A HOLISTIC APPROACH

Talent-Ed takes a holistic approach to ensuring quality is consistently high:³⁸

1. Collecting baseline (and GCSE grades where applicable) from students on Talent-Ed programmes, and a suitable cohort of comparison students, which allows the organisation to compare Talent-Ed students’ progress with others who have not received tutoring.
2. Students are surveyed at the start and end of every programme, to collect their own assessment of their confidence, subject understanding, resilience, and growth mindset.
3. Tuition sessions are regularly observed by Lead Tutors or the Quality Teaching and Learning Lead and feedback is provided. This helps tutors to improve their teaching effectiveness, and ensures sessions are of a consistently high quality.

TalentEd has delivered over 16,000 hours of tutoring to 3046 pupils since 2019. Of these pupils, 69% are eligible for Pupil Premium.

32 Equal Education. Accessed: <https://www.equal.education/impact>

33 Action Tutoring. Accessed: <https://actiontutoring.org.uk/>

34 Get Further Impact Report (2023), p. 17. Accessed: <https://getfurther.org.uk/get-further-release-their-first-impact-report-for-2021-22/>

35 Tutor Trust. Accessed: <https://www.thetutortrust.org/>

36 Get Further Impact Report (2023), p. 14. Accessed: <https://getfurther.org.uk/get-further-release-their-first-impact-report-for-2021-22/>

37 White Rose Maths. Accessed: <https://whiterosemaths.com/ntp>

38 Talent-Ed. Accessed: <https://www.talent-ed.uk/>

5. THE MODEL IS FLEXIBLE IN ORDER TO MEET THE NEEDS OF THE SCHOOL AND THE PUPILS.

ONLINE DELIVERY

Pupils undertake online tutoring through Third Space Learning which allows schools to increase the number of pupils who receive tutoring in critical subjects such as maths.³⁹ This setup offers the chance for all schools to access this type of provision, regardless of geographic location. Schools can schedule tutoring provision before, during and after school depending on their needs and the needs of their pupils – and this can be changed if the school requirements change during the course of the tutoring programme.

Third Space Learning has delivered over 1,260,465 hours of tutoring to 116,652 pupils since 2019. Of these pupils, 49% are eligible for Pupil Premium.

6. COMMUNICATION BETWEEN SCHOOLS AND COLLEGES AND TUTORS IS EFFECTIVE.

A SCHOOL PORTAL

Tutor Trust has created a schools’ portal called Insight, which enables schools to track the progress of tutoring programmes so that tutors and schools can continue to work together to make each tutoring session as impactful as possible. Insight shows near real-time data for each school and includes information such as attendance figures, data for each pupil, upcoming sessions, and the opportunity for teachers to give and receive feedback on each session, to build the opportunity for regular communication.

7. ...BUT THE BURDEN ON SCHOOLS AND COLLEGES IS REDUCED WHEREVER POSSIBLE.

DEPLOYING PROGRAMME COORDINATORS

Action Tutoring has built a delivery model which understands the demands and pressures that busy schools are under. Tutoring is the output of a true partnership with schools, whereby Action Tutoring curriculum experts design and supply the tutoring resources; measure pupil progress during the programme and have designated staff members coordinating the delivery of our tutoring programmes. This includes 33 Programme Coordinators based in the nine locations Action Tutoring operate in across the country.

School staff were immensely positive about this support, suggesting that ‘what works is the support we get to actually make tutoring happen.’

39 Third Space Learning. Accessed: <https://thirdspacelearning.com/>

8. IT IS COMMITTED TO MEASURING IMPACT, EVALUATING IMPLEMENTATION AND CONSISTENTLY IMPROVING BASED ON THIS EVIDENCE.

EXTERNAL EVALUATION

CoachBright has worked with ImpactEd to embed evaluation throughout its delivery since 2018. This commitment to robust impact evaluation allows CoachBright to understand its impact both on the academic progress, and on the social and emotional development of the young people it supports.⁴⁰

Impact is measured and evaluated using a combination of academically validated pre and post scales for metacognition, self-efficacy, and grit (academic resilience), attainment in the specific subjects the tutoring is offered in, and with additional qualitative and anecdotal evidence from pupils, teachers, and tutors.

CoachBright has delivered over 155,370 hours of tutoring to 10,358 pupils since 2020. Of these pupils, 51% are eligible for Pupil Premium.

RANDOMISED CONTROLLED TRIALS - RCT

The Tutor Trust has undertaken an RCT to examine the impact of its programme with 105 primary schools and 1,290 pupils across Greater Manchester and Leeds. The study examined the impact of Tutor Trust’s Year 6 maths tuition on KS2 SATS results in May 2017, with KS1 SATS results as the baseline. Pupils in the intervention group who received tuition made an additional three months of progress in maths compared with pupils in the control group. Tutoring made the biggest difference to pupils on Free Schools Meals and pupils with low prior attainment.⁴¹

9. IT IS ABLE TO CONTINUE TO SCALE IN ORDER TO SUPPORT SCHOOLS AND PUPILS WHO WOULD BENEFIT.

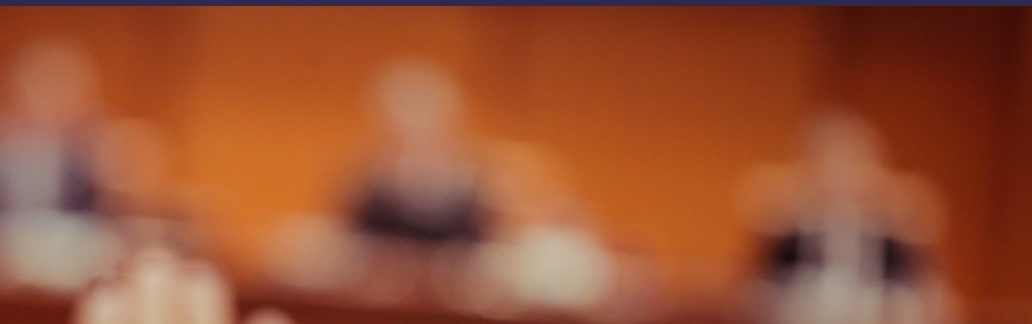
Tutoring under the NTP – and to a lesser extent the 16-19 Tuition Fund – has seen significant changes to its scope, targeting and funding. Whilst a degree of change was to be expected for a programme which was born out of the pandemic and was evolving to adapt to the changing landscape, feedback and evaluation, this has resulted in a challenging environment for schools and colleges, and tutoring providers. The past three years have demonstrated the pace at which tutoring providers can adapt regardless of the challenges.

A period of stability is now needed to ensure that schools, colleges and providers can plan to deliver high quality tutoring at scale.

40 CoachBright. Accessed: <https://www.coachbright.org/>
41 C. Torgerson, K. Bell, E. Coleman, L. Elliott, C. Fairhurst, L. Gascoine, C. Hewitt and D.Torgerson (2018), Tutor Trust: Affordable Primary Tuition. Evaluation report and executive summary, EEF. Accessed: <https://www.thetutortrust.org/our-rct-evidence>



A MANIFESTO FOR THE NEXT PARLIAMENT



A MANIFESTO FOR THE NEXT PARLIAMENT

The two tutoring programmes funded by government – the NTP for 5-16 year olds, and the 16-19 Tuition Fund – offer huge potential for closing the attainment gap, based on a proven model of efficacy which, as this report shows, is also valued by students, teachers and parents when it is delivered effectively.

Over the past four years the sector has developed a strong understanding of what good tutoring provision looks like, and this report captures the key hallmarks of this. However, an increasingly stretched wider funding environment in schools and specifically, the incentives surrounding the roll out of NTP in the early years of the programme, has resulted in a drive for high volumes of tutoring. This has lost the original focus on high quality tutoring to close the attainment gap between disadvantaged pupils and their peers.

At a time when the attainment gap between those eligible for Pupil Premium in the 5-16 phase and those not has widened further than ever, delivering tutoring badly risks both wasting public money and compounding inequalities, rather than closing them. 16-19 students are also seeing the effects of disadvantage compounding attainment gaps. What is clear from our research is that the right tutoring – high quality, correctly targeted – is preferable to simply high volumes, regardless of who gets it.

Constantly changing eligibility, funding rules, and levels of subsidy has also made it difficult for schools, colleges and tutoring providers to gain any sense of certainty or plan for the future. The requirements on schools to match fund NTP funding has also led to a series of underspends, with tens of millions of pounds of funding which could have transformed young people's lives being returned to HM Treasury.

For tutoring to be effective we need to deliver high quality provision, targeted to the right pupils, in the right way. For tutoring to be sustainable we need visibility for schools, colleges, and providers to plan for the future. And for tutoring to make a difference, we need a guarantee for those most in need of it.

Tutoring has huge potential to solve the challenges currently facing young people. Yet, next academic year (2023-2024) will be the last year in which tutoring is funded. The work we have done as tutoring providers, and the research in this report, suggests provision is not yet mature enough to simply say that future funding can be found from other grants, such Pupil Premium. Failing to fund tutoring on an ongoing basis risks undoing the infrastructure that we have spent four years building. Instead, we need a medium term commitment to ongoing support for tutoring, targeted at those who would benefit from it the most.

We therefore set out plans here for a Tutoring Guarantee in the next Parliament – an entitlement for all young people in receipt of Pupil Premium or equivalent, and who are behind in English or maths, to be offered a high quality tutoring provision to help close that gap. We call on all political parties to support the delivery of such a guarantee over the lifetime of the next Parliament – an offer to an estimated 1.75m disadvantaged young people each year.

Our plan provides for a recalibration of tutoring provision back to its original core purpose to provide high quality tutoring – at significant scale – to the pupils who need it most, from 5-19. It involves:

- An increase in state funding from the £150m currently offered through NTP to £290m a year (in 23/24 prices), as well as a continuation of around £95m a year for 16-19 tutoring (the same as at present);
- A removal of the current requirement on schools to match fund these sums to access any NTP funding, which is leading to so much money being returned;
- Prioritisation of students in receipt of Pupil Premium or equivalent who have fallen behind, to guarantee a course of 12 hours of tutoring in English and maths.
- Flexibility, following that prioritisation, for schools and colleges to target tutoring at other pupils who they think will benefit;
- A clear focus on accountability for provision, with schools and colleges reporting, as they do with Pupil Premium, on the volume of tutoring being delivered and the status of pupils;
- A continued 'mixed market' with schools and colleges having the choice of validated high quality external tuition partners, or a school led route using their existing staff.

Delivering provision in this way is likely to result in higher volumes of provision. We estimate that 1.28m students would be prioritised for NTP funding across the 5-16 range, and a further 440,000 in 16-19. But this guarantee is not simply intended to increase volumes. Indeed a rush for volume at the expense of quality may be actively unhelpful in delivering the outcome we all want and work towards – to close the attainment gap between disadvantaged pupils and their peers.

If the state is prepared to commit to the medium term, then we as tuition providers are also ready to step up to the mark. We have shown in the past that we have grown to meet demand from schools and colleges and provided tuition that closes the gap. We are confident that tuition partners can grow to deliver to a considerable proportion – hundreds of thousands – of students a year under this commitment. We will work alongside the school led route as we do now. Together, we can deliver tutoring to the right students, in the right way, at the right time.

Tutoring is an intervention whose time has come. With government, partners, schools and colleges working together, we can scale a proven intervention and guarantee tutoring to those who need it the most.

WE CALL ON ALL POLITICAL PARTIES TO JOIN WITH US AND MAKE THIS COMMITMENT IN THEIR MANIFESTOS FOR THE UPCOMING ELECTION.

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TUTORING COMMITMENT – TECHNICAL APPENDIX

The key design features of our proposed model are:

- A continued ringfenced allocation for tutoring every year.
- A removal of the subsidy based model of calculation for NTP – moving it to the 16-19 model. Schools and colleges would therefore be able to use this ringfenced sum for tutoring, with their discretion as to any top up.
- An allocation for schools and colleges based on a calculation of eligible students receiving 12 hours per tutoring intervention, at a cost of £18 per hour for mainstream students and £47 per hour for SEND pupils (more below).
- A prioritisation of Pupil Premium students who are academically behind for 5-16. For 16-19 students, prioritisation will be calculated based on those who are economically disadvantaged (given there is no Pupil Premium for 16-19 year olds) and for those who did not achieve a Grade 4 GCSE in both English and maths at 16. Beyond this, schools and colleges will have discretion as to the students that they can offer tuition to, which might be based on a wider assessment of disadvantage, those falling behind in English and maths who are not disadvantaged, or some other assessment that in their judgement makes them eligible to benefit from tutoring.
- Schools and colleges will continue to have to report annually on the number of hours of tutoring they have delivered, and to publish this. This accountability requirement will encourage institutions to deliver tutoring, and to spend additional sums if they choose to do so on top of their tutoring allocation – but how they mix and match this will be at their discretion.
- An assumption that after the next Parliament, any tutoring funding would become mainstreamed into the Pupil Premium Grant.

Our calculations are based on the three variables of tutoring:

- Number of eligible students.
- Number of hours tutoring received.
- Hourly rate paid to schools (via school led tutoring) or tuition partners.

Our central estimates are modelled on number of students eligible for Pupil Premium under NTP (as now), with a target cohort of all of those who are estimated to be academically behind, based on PP KS2 and GCSE achievement. We also model eligible SEN students in mainstream education, and a similar group of economically deprived and academically behind students at 16-19. We estimate a cohort size of 1.28m Pupil Premium pupils and academically behind students in 5-16 education, and a further 440,000 students in 16-19.

We model tutoring based on a programme of 12 hours per student (against NTP estimates of 7.5 hours in 23/24). This is based on a compromise model from the 15 hours estimated by tuition partners and previous NTP contractors to be necessary to close the attainment gap, and the 7.5 hours funded for NTP in 23/24.

We model an hourly cost for tuition of £18 per hour (the same as NTP calculations for 23/24) for mainstream pupils in 5-16 and 16-19, and £47ph for SEN pupils (as NTP calculations). All calculations are in 23/24 prices but we assume that a long term plan uprates the hourly rate with inflation in future years.

Based on this, we estimate a total cost of c.£292m for 5-16 tutoring on 23/24 prices, and a further £95m for 16-19.





