



Impact Report
2022–23
January 2024



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Introduction

Introduction from our CEO and Chair

2022–23 was a year of powerful partnerships, programme refinement and recognition for our work.

We were thrilled in the autumn that our work was recognised with a Queen Elizabeth II Platinum Jubilee Volunteering Award. We were one of only 20 charities honoured with this one-off award to recognise the service and impact of our inspiring volunteer tutors on disadvantaged young people across England. We were also shortlisted in the ‘Transforming with Digital’ category of the Charity Governance Awards for our brilliant Trustee Board’s stellar support during our journey to incorporating online delivery in 2020.

We have remained committed to data-driven decision-making, continuing to evaluate our impact and refine our programme to meet the evolving needs

of pupils. Over this year, we delivered 6,535 tutoring courses to 5,743 pupils in 146 schools. We were particularly pleased to expand our reach through our virtual programme delivery, with programmes now running in areas such as Southport, Hartlepool, Rotherham, Corby and Portsmouth.

With Government plans to end funding for the National Tutoring Programme in 2024, we joined forces with policy and research consultancy, Public First, to underscore tutoring’s impact on attainment, attendance and mental health. Together with Public First, Impetus, The Tutor Trust and Get Further, we launched a report [‘The Future of Tutoring’](#) to outline why we should be prioritising tutoring in education and took our message to Number 10.

We also excitingly forged a new partnership with the QBE Foundation,

who committed to invest more than £1.5 million to Action Tutoring for the next three years to significantly increase the number of disadvantaged pupils we support and to expand our reach to more rural areas. At this crucial time, when school budgets are very squeezed and the attainment gap is at its widest in 12 years, we remain incredibly grateful to all our funders for their ongoing support of our work.

Peter Baines, Chair of Trustees
Susannah Hardyman, CEO



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Our mission, vision and values

Our **vision** is of a world in which no child's life chances are limited by their socio-economic background.

Our **mission** is to unlock the potential of children and young people who are facing disadvantage. We are tackling the attainment gap head-on by forging partnerships with schools nationwide.

Our trained volunteer tutors are empowered to enable pupils to make meaningful academic progress, opening doors to future opportunities.

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.

Aspirational



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

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.

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.

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.

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Our strategic focus

Over the next **three to five years** we have a number of **key ambitions**:



Reach

Increasing the locations we work in, especially to reach more rural and coastal areas.



Growth

We are aiming to support at least 10,000 pupils a year in three years' time.



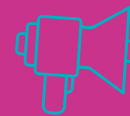
Impact

We want to drive efficiencies in our model to strengthen its impact.



Advocacy

We will continue to grow our influence and contribution to policy-making with partners in the sector.



Achieving this will require careful navigation of the external environment, investment in fundraising and keeping a strong focus on model efficiencies alongside a relentless focus on impact. The team are excited to build on our foundations to deliver on these goals and hope you will be inspired to be part of our work.

Can you help us achieve our future goals?

We need your support to connect with more schools, volunteer tutors, and funders.

If you think you can help us grow so that we can bring free tutoring to more disadvantaged pupils, please get in touch.



www.actiontutoring.org.uk



@actiontutoring



hello@actiontutoring.org.uk



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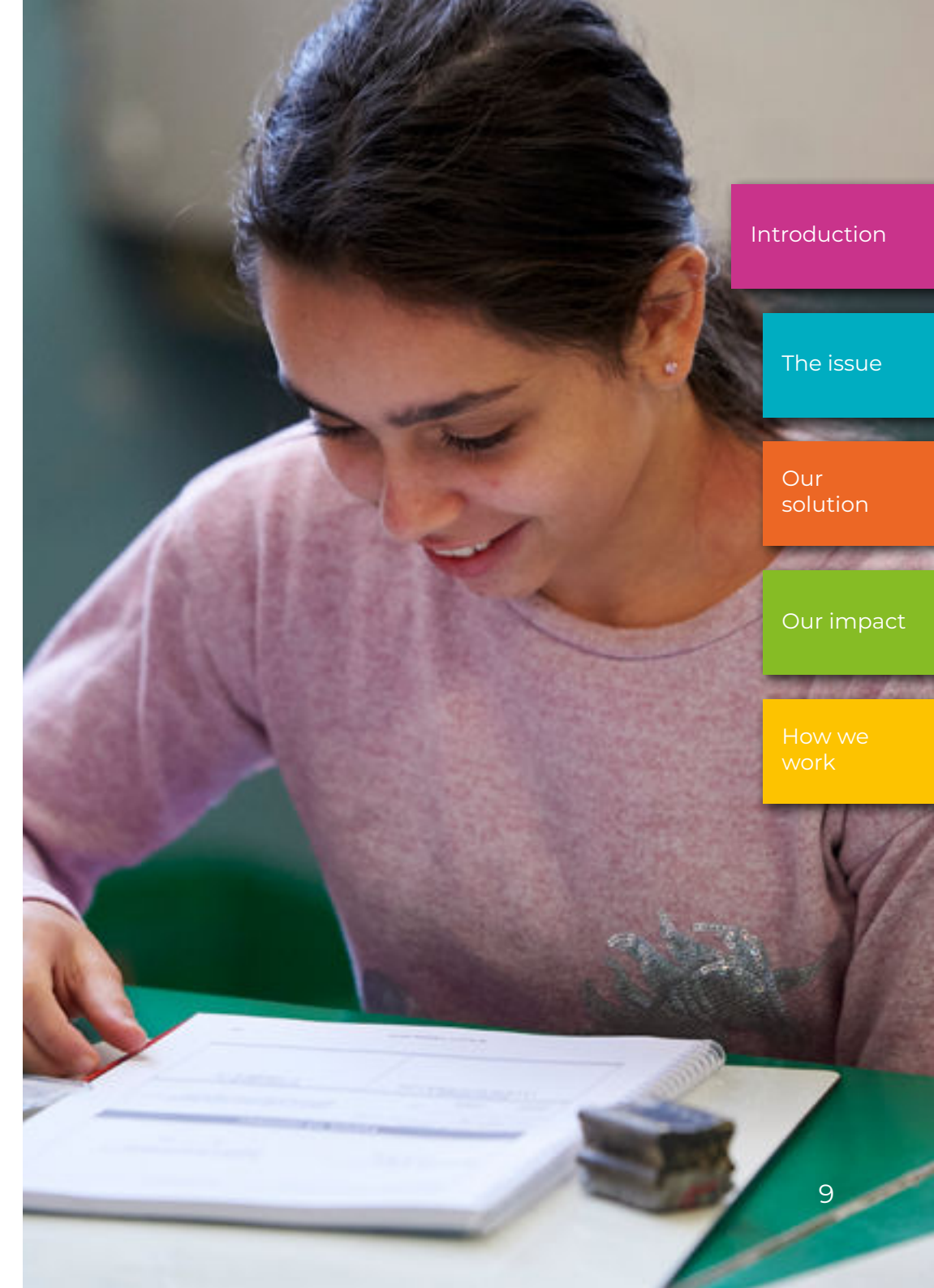
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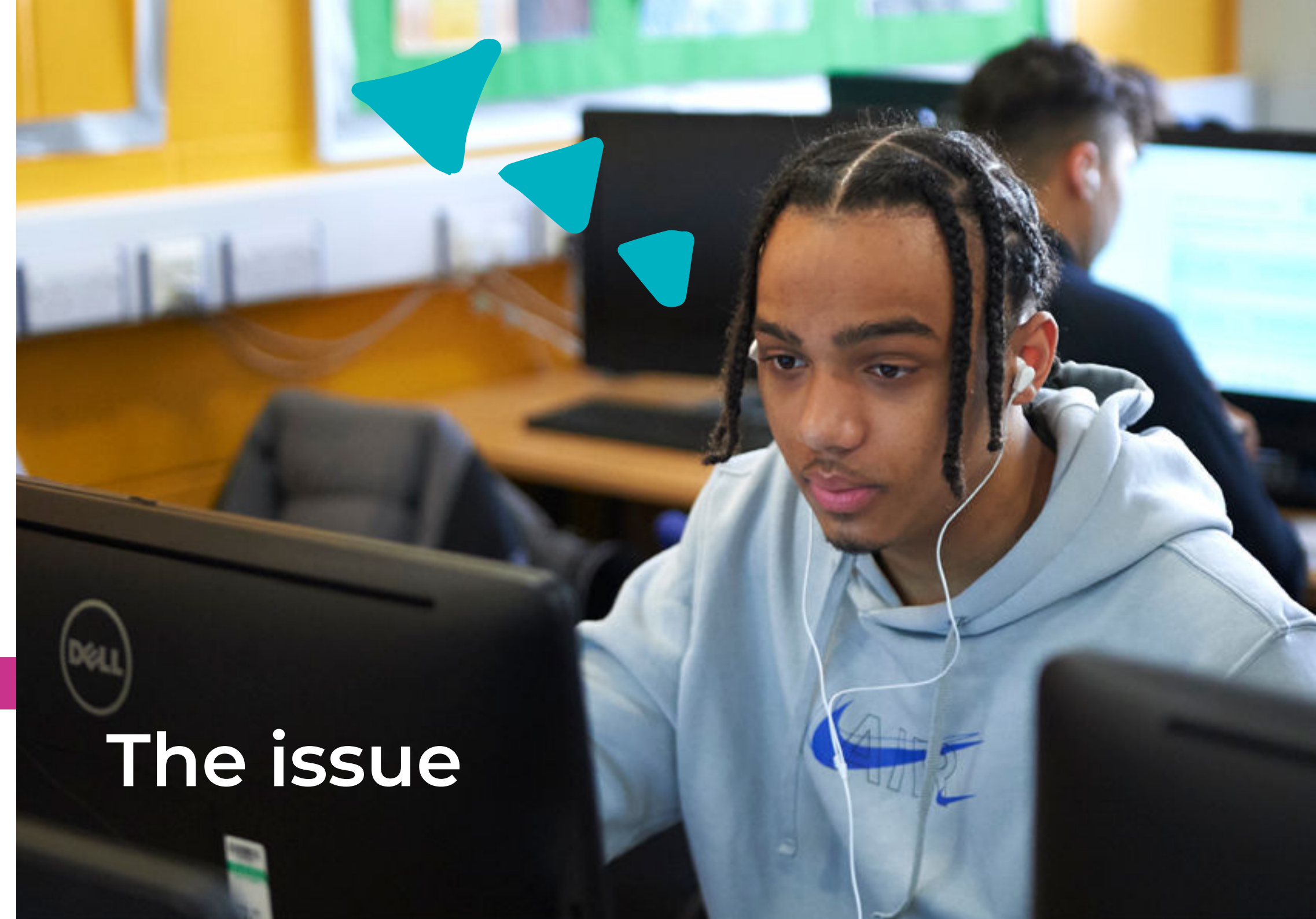
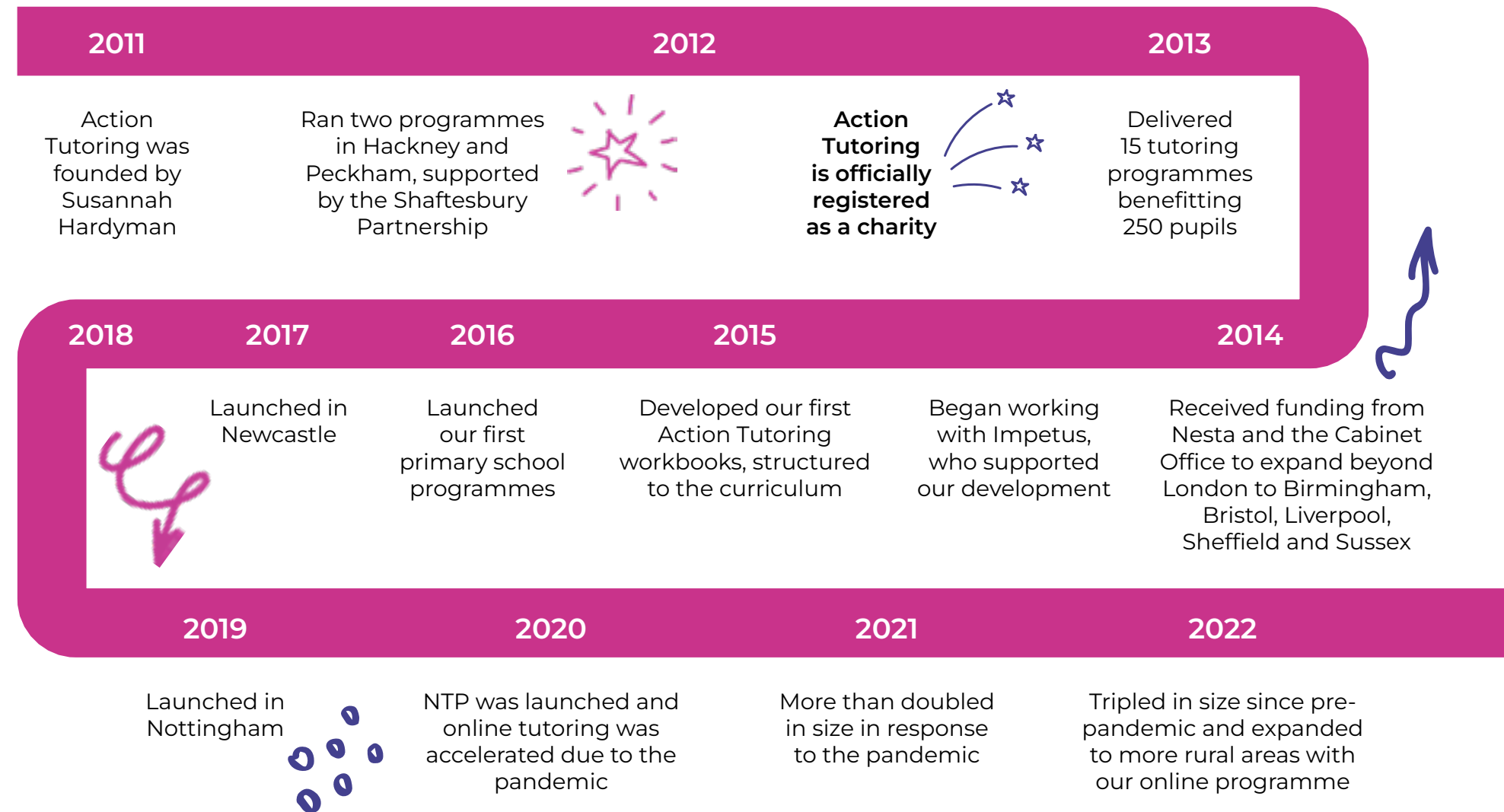
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Our journey so far



The issue



Why we matter

What is the attainment gap?

Young people from disadvantaged backgrounds have **less access than their better-off peers** to the tools that support them to progress in school, which means they aren't being given a fair chance to reach their full potential.

Primary

At primary school, disadvantaged pupils are **less likely to meet expected standards in reading, writing and maths**¹:

In 2023, just 44% of disadvantaged pupils met expected standards, compared to 66% of non-disadvantaged pupils.

Secondary

At secondary school, disadvantaged pupils are **less likely to achieve a grade 4 in English or maths GCSEs**²:

In 2023, just 43% of disadvantaged pupils passed both English and maths GCSE, compared to 73% of non-disadvantaged pupils.

This is called the **attainment gap** and it grows wider at each progressive stage of education³.

It is now the widest it's been in 12 years.

Why does it matter?

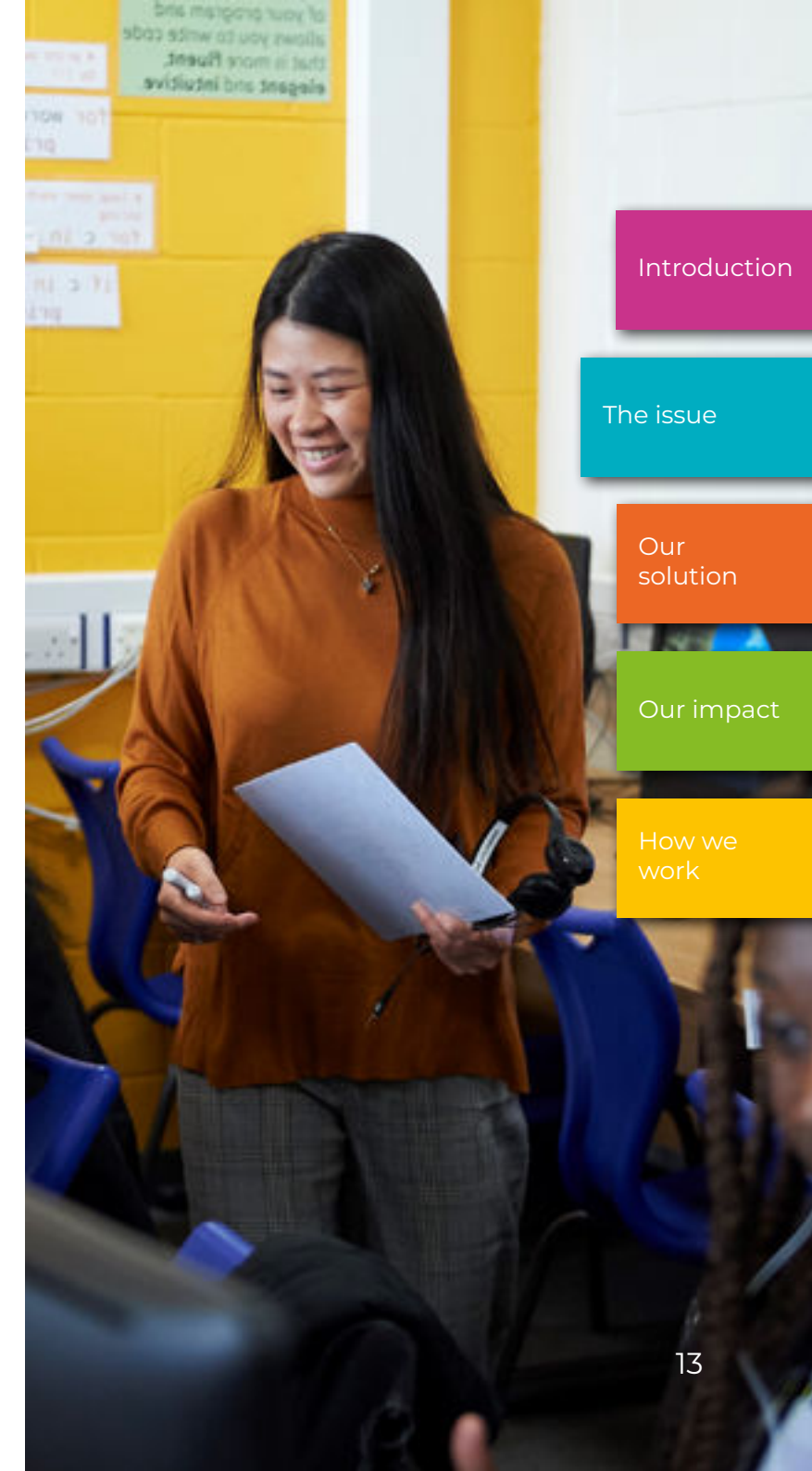
Achieving good grades in English and maths at GCSE level is often a prerequisite for progressing to further study and employment.

Research by Impetus has shown that young people from disadvantaged backgrounds are **50% more likely to be out of education, employment or training (NEET)** on leaving school than their peers and that three quarters of NEET young people have been stuck there for **at least 12 months**⁴.

If a pupil is not in education, employment or training on leaving school, their mental and physical health suffers and it has long-term implications on their earnings throughout their life.

That is why it is important to intervene early and then continue to attend to the needs of disadvantaged pupils.

Improving the attainment of pupils facing disadvantage benefits not only the individual but society as a whole. A small investment to support a young person to achieve can have a significant long-term saving for wider society.



How Covid continues to impact education

Following sustained progress in narrowing the attainment gap from 2011 to 2018, the gap increased slightly in 2019 even prior to the pandemic, and then substantially increased in 2022, **wiping out a decade of progress** ⁵.

The pandemic dealt the **Class of 2023** a particularly harsh hand, having to experience learning loss and disruption like never before in the last three years.

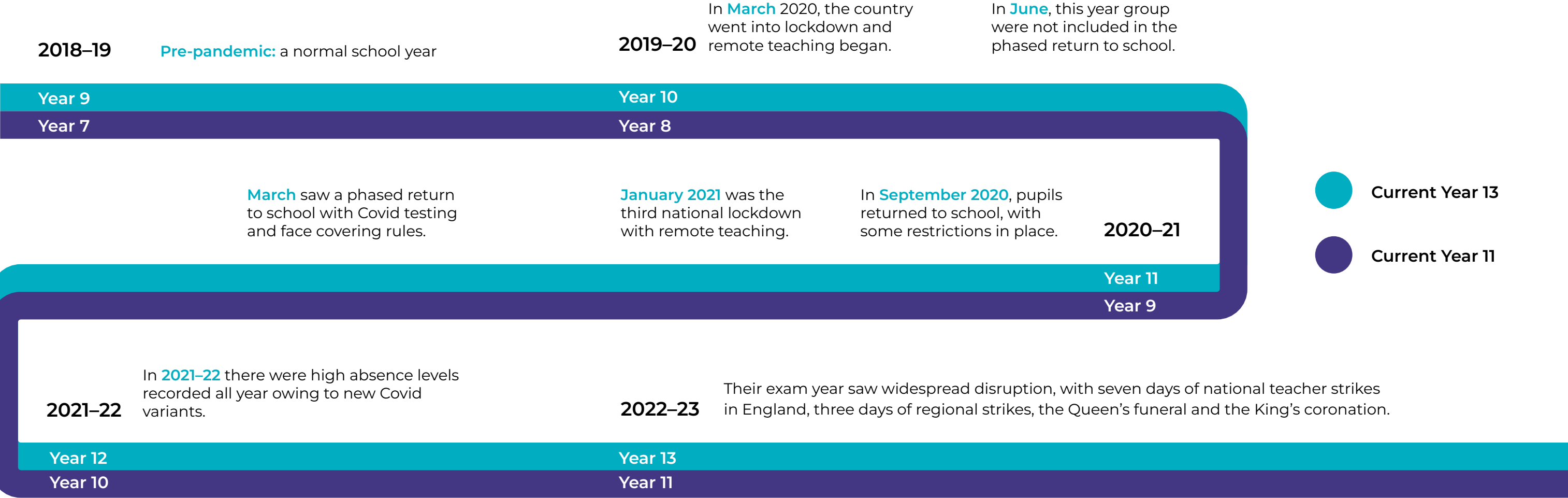
It led to an increase in reported mental health challenges for pupils ⁶ and a steep rise in persistent school absence (pupils missing 10% or more of lessons), which has more than doubled since 2019. ⁷

These challenges, added to the cost-of-living crisis, have meant school budgets are more squeezed than ever.

We saw the outcome of pupils' hard work and determination to overcome these obstacles in this year's GCSE results.

Class of 2023

Year 11 and Year 13's disrupted path to exams





Our solution

The impact of tutoring

Tutoring works to improve grades.

It is tailored to individual needs to help pupils grasp concepts that previously eluded them. Unfortunately, due to its high cost, **tutoring is often out of reach to pupils facing disadvantage**. The private tutoring industry is also unregulated and can be variable in quality.

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.

Over our 11 years of operation we have developed an **excellent track record of helping pupils make additional progress** alongside classroom learning through targeted tuition.

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**.⁸

The Education Endowment Foundation (EEF) 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**.⁹

This year, the Department for Education (DfE) commissioned the National Foundation for Educational Research (NFER) to evaluate the NTP in its third year. It found that tutoring in 2021–22 delivered at least a month's additional progress over the course of

the academic year for maths and for English. It highlighted overwhelming satisfaction from school leaders on the NTP. They strongly believe **it has a positive impact on pupils' attainment (78%), confidence (78%), and ability to catch up with peers (76%)**.¹⁰

These findings correspond with those of Public First. The Future of Tutoring report released this year showed that aside from its benefits for catching up on lost learning, tutoring can also support the post pandemic crisis of pupil mental health and attendance. Teachers reported that tutoring led to increased confidence, better pupil engagement in the classroom and reduced anxiety. This is backed up by **85% of parents who said tutoring had positively impacted their child's confidence, with 68% saying it had improved attendance**.¹¹

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Our advocacy work

We engage policy leaders and advocate for cross-party support for embedding tutoring permanently in our education system.

That's because we know that making state-funded tutoring permanent and widely accessible, especially to disadvantaged pupils, has the potential to narrow the widening attainment gaps in schools.

The Government introduced the **National Tutoring Programme (NTP)** in 2020 to help pupils, especially those facing disadvantage, to recover from lost learning experienced during the pandemic school closures. Having gradually decreased funding for the NTP over the past three years, in 2024, **the Government plans to end funding of the NTP altogether.**

Our fundraising efforts at Action Tutoring mean **we can support schools beyond the NTP** to ensure tutoring is reaching those that need it most and minimising the barrier of financial pressures on schools.



However, with recently released figures showing the **largest attainment gap at GCSE level in 12 years** and schools struggling with budget squeezes, **more still needs to be done** to ensure that pupils in receipt of pupil premium and those below the expected standards reap the full benefits of tutoring.

This year we met with officials at Number 10 four times, signed collective action statements, and wrote letters to MPs, making the case for high-quality tutoring to be embedded in schools across the UK.

We also:

- Took part in a panel at the Conservative Party Conference hosted by the Centre for Social Justice, together with the Tutor Trust and the Fair Education Alliance, on closing the attainment gap.
- Submitted evidence to two Education Select Committee inquiries during the year — one on Covid recovery and one on persistent absence — and we were pleased to be invited to join the round table on the latter.



Left to right: Andrea Jenkyns, Parliamentary Under-Secretary of State for Skills, Further and Higher Education; Nick Bent, former CEO Tutor Trust; Susannah Hardyman; Oghale from the Fair Education Alliance Youth Steering Group; Alice Wilcock, Head of Education Policy Centre for Social Justice



Left to right: Susannah Hardyman, Sarah Waite CEO of Get Further and Edward Marsh CEO of Tutor Trust

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The Future of Tutoring

We joined forces with policy and research consultancy Public First, Impetus, The Tutor Trust and Get Further, to underscore tutoring's impact on attainment, attendance and mental health.

We launched a report, '[The Future of Tutoring](#)', calling for a Tutoring Guarantee to narrow the attainment gap and support pupils' mental health. We took our message to Number 10 and launched our report in Parliament with the support of Children's Commissioner Dame Rachel de Souza, Chair of the Education Select Committee Robin Walker MP, Skills Minister Robert Halfon, former Education Secretary the Rt Hon. the Lord Blunkett, and Liberal Democrat education spokesperson, Munira Wilson MP.



The report revealed that aside from its benefits for catching up on lost learning, **tutoring can also support the post pandemic crisis of pupil mental health and attendance:**

- Teachers reported that tutoring led to increased confidence, better pupil engagement in the classroom and reduced anxiety. This is backed up by **85% of parents who said tutoring had positively impacted their child's confidence**, with 68% saying it had improved attendance.
- Parents and pupils are overwhelmingly in favour of tutoring, with 77% of parents who were polled supporting an increase in tutoring provision, and **73% who think that the Government should pay for tutoring for pupils from low-income backgrounds.**

As a result of our efforts and engagement with the Government this year, they agreed to increase the NTP subsidy from 25% to 50% for 2022–23 but still intend to end funding altogether in 2024. That's why we will continue to work with policy leaders across all parties in the year ahead.

Left to right: Robert Halfon MP Minister for Skills, Further and Higher Education, Susannah Hardyman, Robin Walker MP Chair of the Education Select Committee, Sarah Waite Founder and CEO Get Further, Abigail Shapiro Co-Founder and Executive Director Tutor Trust



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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.

- **Up to 20 pupils** are supported on a programme by **high-quality volunteer tutors** who meet our assessment criteria.
- **An Action Tutoring staff member oversees the delivery** on the programme and enables the development of our tutors.
- We aim to deliver **up to 30 tutoring sessions, for each school**, over the academic year.
- Each tutoring session lasts for **one hour**, where pupils receive support for either **maths or English, or both**.
- All of our pupils sit an initial **baseline assessment** before they begin their tutoring with us.
- After at least 12 tutoring sessions, pupils will sit a **progress check**, to identify the progress they have made and the knowledge gaps where tutoring should be focused ahead of their exams.
- Tutoring **resources are designed by curriculum experts** and structured to suit small-group tutoring.

Online programmes

Our online programmes follow the same approach and:

- Pupils are set up on computers in their schools and receive tutoring from volunteers who are **located across the country**.
- Our suite of **workbooks have been adapted for online delivery** and are pre-loaded onto the platform for the tutors and pupils to use.
- **Teachers and an Action Tutoring staff member are on hand** to support with any issues and monitor the quality of the tutoring being delivered in the learning environment.



Our impact

Our impact approach

Action Tutoring is committed to developing new evidence about what makes our programmes effective.

We pride ourselves on our **evidence-based approach** to supporting pupils, using baseline assessments and progress checks to monitor the impact our tutoring is having and capturing the final exam results of our pupils and comparing against the national average for disadvantaged pupils.

We gather feedback from pupils, tutors and teachers annually. We have also put in place quality assurance processes at every stage of our tutors' journey to ensure they are providing high-impact, effective tutoring sessions.

In 2022–23, we engaged a **high-quality external evaluator** to help us understand our impact in greater depth. A multi-year analysis will help us explore how different elements of our programme design are linked to pupil outcomes. We will use what we learn to inform the decisions we make about our delivery. We are looking forward to seeing and acting upon the results of our findings next year.

Our tutor quality assurance processes:

- ✓ **Application assessment**
All tutors must meet a set of academic qualification criteria and quality indicators.
- ✓ **Initial tutor training**
All tutors attend the training delivered by staff with a background in teaching or training.

Online tutors complete compulsory e-learning training to ensure they tutor effectively in the virtual classroom.
- ✓ **Continued development**
24-hour access to our e-learning platform, providing ongoing training, to grow tutors' skills and expertise.
- ✓ **Quality tutoring resources**
Our resources are created by specialist curriculum consultants, and are aligned with national curriculum age-related expectations.

- ✓ **Programme Coordinators**
Our team pass feedback on pupil progress to teachers and tutors to ensure quality of learning outcomes. They may make suggestions of strategies that individual tutors can use to improve their impact and embed pupil learning.
- ✓ **Formal observations**
Formal QA observations are carried out by the quality team in order to improve a tutor's quality or impact.

A competencies guidance checklist is used to evaluate how impactful the session was and how the tutor could develop.
- ✓ **Spot-check observations**
For randomly selected new tutors, to monitor quality and identify trends to inform the development of our training resources.



Our reach in 2022–23

Pupils received more than **58,880** hours of tutoring

Delivered by **1,743** volunteers

We worked in partnership with **146** schools

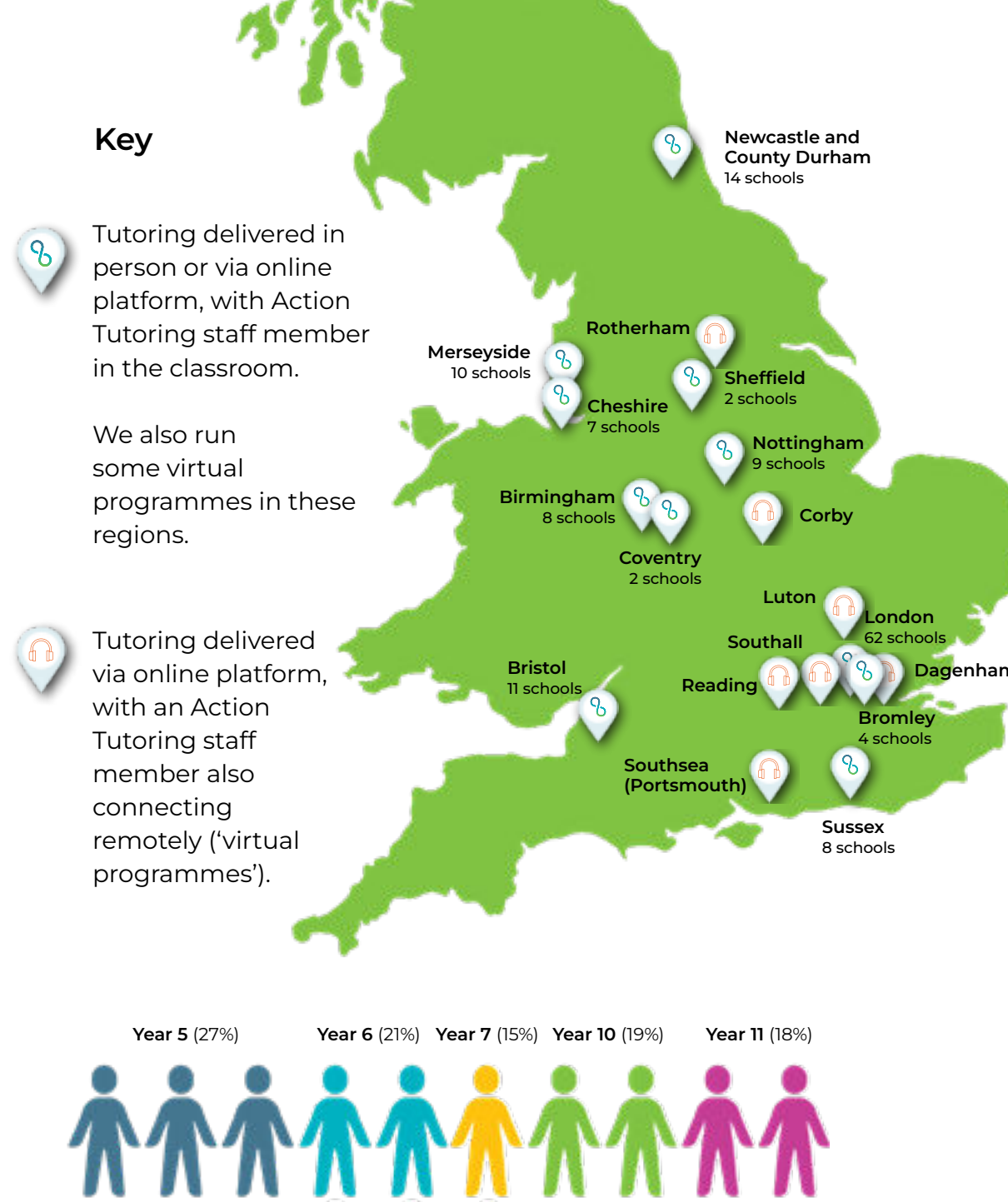
2,767 primary school pupils received tutoring to support them with their **reading or maths**

2,976 secondary school pupils received tutoring to help them with their **English or maths**

A total of **5,743** disadvantaged pupils benefitted from **6,535** tutoring courses, with **792** receiving support in both subjects

71% of pupils supported were eligible for Pupil Premium funding*

*Pupil Premium is a grant given by the Government to schools in England to decrease the attainment gap for the most disadvantaged children.



Our impact in 2022–23: primary schools

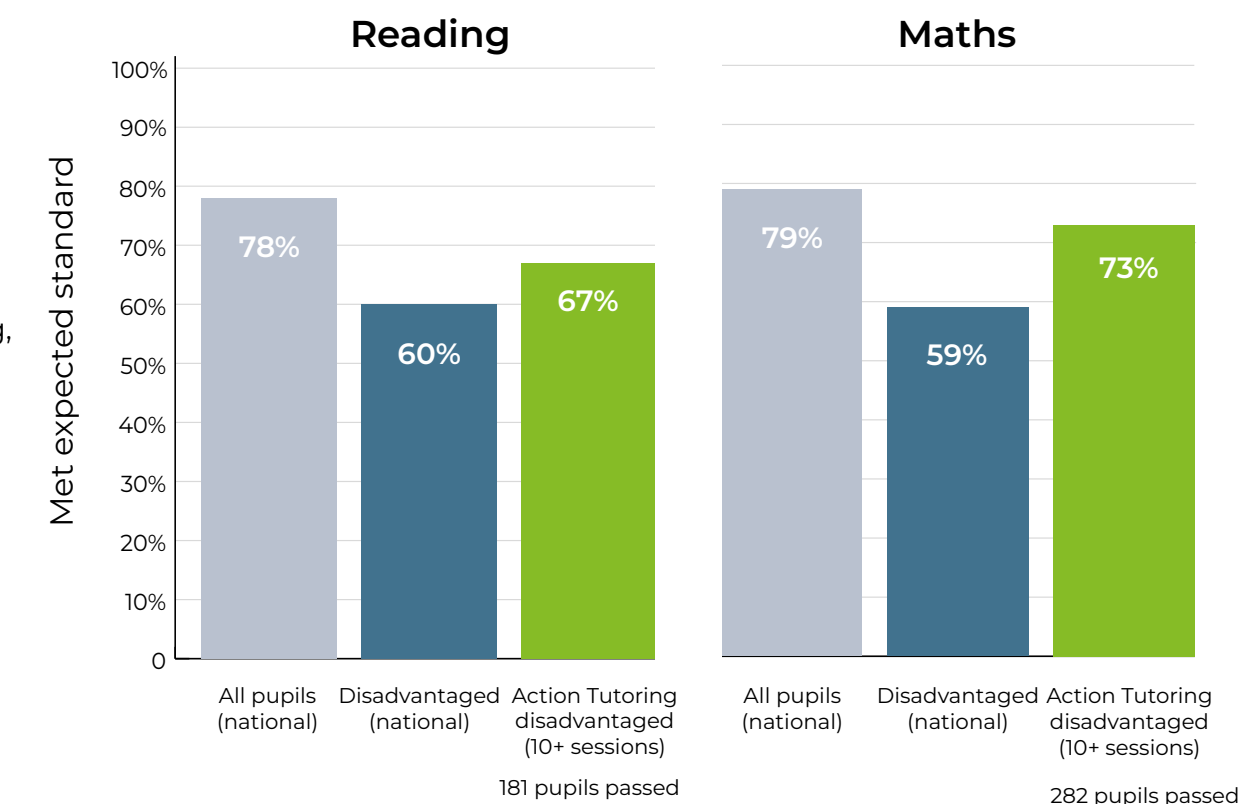
Even before the pandemic, children from disadvantaged backgrounds were less likely to leave primary school having reached the same level as other pupils in reading, writing and maths.

But the pandemic has only made this gap wider.

Just 44% of disadvantaged children met the expected standard in reading, writing and maths in 2023, compared to 66% of other children.

But after ten or more sessions with Action Tutoring, **disadvantaged pupils were more likely to achieve the expected standards than other disadvantaged pupils** across the country — by 7 percentage points in reading and 14 percentage points in maths.

Pupils meeting expected standard in Key Stage 2 SATs



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Our impact in 2022–23: secondary schools

Year 11s sitting their GCSEs in 2023 were the first year group since 2019 to sit normal exams without special grading arrangements to account for lost learning during the pandemic.

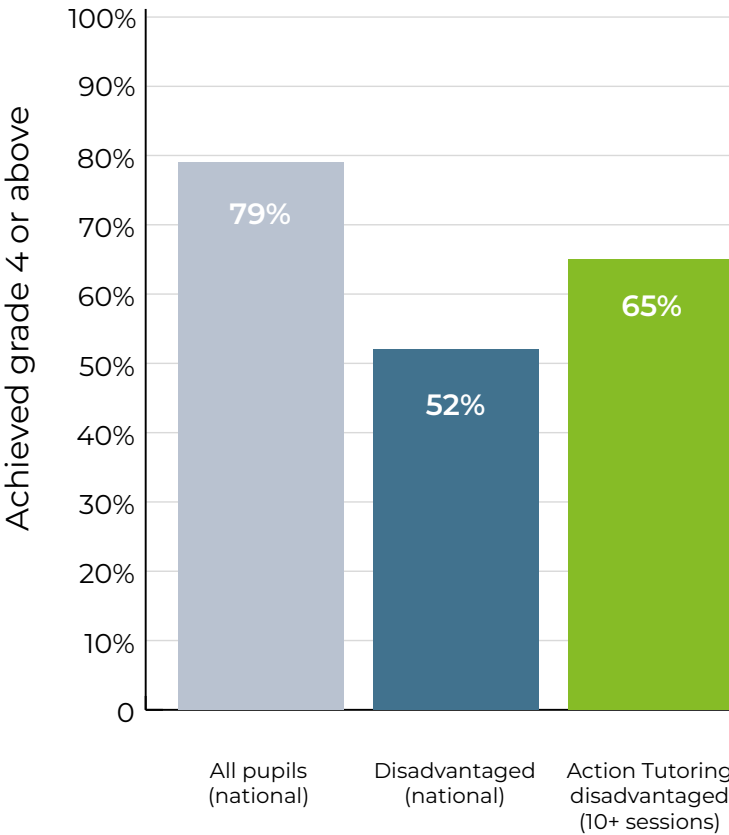
The results they achieved show that the attainment gap has widened and is now **the largest it has been in 12 years**.

The Year 11 pupils joining Action Tutoring’s maths programme in September 2022 were entering their fourth school year since the onset of Covid, and were still experiencing disruption to their learning. They were considered at particular risk of not passing their GCSE maths.

Despite this, after attending at least 10 tutoring sessions, 65% of disadvantaged pupils passed their maths GCSE. **Our pupils were nearly 13 percentage points more likely to pass maths GCSE than other disadvantaged pupils nationally.**

Action Tutoring ran a smaller Year 11 English programme in 2022–23, with 75 disadvantaged pupils attending ten or more tutoring sessions. While these pupils appear to have achieved a similar pass rate as previous years, Action Tutoring judged the sample to be too small to carry out robust comparative analysis with the national pass rate. Action Tutoring continues to evaluate its Year 11 English programme throughout the academic year; on page 24, you can learn more about our approach to impact evaluation and quality assurance.

Young people achieving grade 4 or above in GCSE maths



Our pupils

In 2022–23 we supported 5,743 pupils

(2,976 secondary pupils in Year 7, 10 and 11 and 2,767 primary pupils in Year 5 and 6).

*"Going to those **sessions really helped me** and was definitely worth it. For an hour after school, it would be really easy to choose to skip it, but it could be the difference between a 3 and a 4."*

Casper, King Ecgbert School, Sheffield

When asked if **they would recommend the tutoring sessions to a friend** who needs help in English or maths, pupils gave an average score of **7.8 out of 10**.

*"At the start of Year 6, I liked maths but I was nervous about English. I feel it's quite easy now. **My tutor was funny and kind** and helped me with reading."*

Tausiah, Year 6, Newcastle

"My tutor was funny, he was friendly and when he was talking through a question he explained it easier."

Joshua, Year 6, Newcastle

*"I can do what I want in college now that I have my maths GCSE. **I wouldn't have been able to do it without Action Tutoring.**"*

Rhiannan, The Prescott School, Liverpool

When asked if **their tutors were able to explain the subject clearly**, pupils gave an average score of **8.1 out of 10** (where 10 is 'Yes, definitely').

Frankie, Year 6, Newcastle

Dylan struggled with maths and was considered unlikely to meet expected standard. After attending 16 online tutoring sessions over a period of two years, Dylan grew more confident in solving maths and moved from a grade 3 at the beginning of his tutoring journey to obtaining a pass grade of 4 in his GCSEs in 2023.

“When I found out I passed my GCSE maths, I didn’t believe it.

I looked twice at it as I was just so flustered.

It was a massive sigh of relief and all the hard work paid off.

I didn’t believe it for days. I really have passed my GCSE maths.”

Dylan, St. Bede’s Catholic School, Bristol



Our schools

In 2022–23 we worked in partnership with 146 schools across England.

“140 of our pupils have benefited from Action Tutoring’s tutors over the last three years. Pupils have shown an increase in confidence and resilience along with them taking more ownership of their own learning, not just in the core subjects.

The tutors have built strong relationships with our pupils and have shown a genuine understanding of the challenges that many of them face. They have been flexible in their approach and supported pupils to grow both in confidence and progress.

This programme has enabled pupils in Year 11 (who attended all or most of the sessions) to achieve or exceed their target grades in maths and English, which in turn improves their life chances. We are incredibly grateful for the support that has been provided to enable our pupils to achieve and compete side by side with others.”

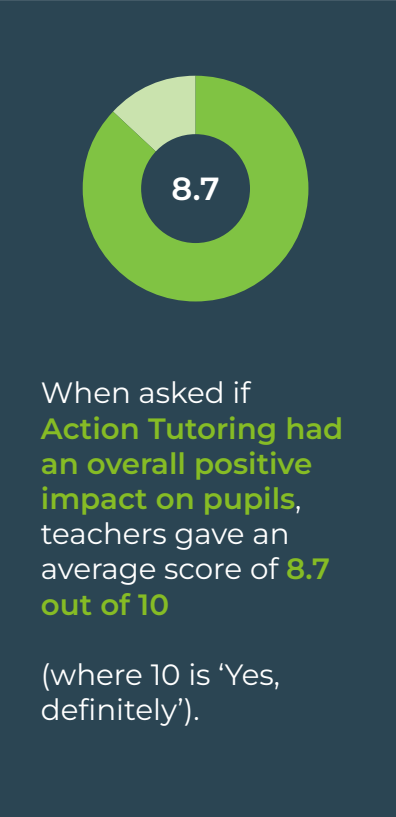
Rachel Hudson, Headteacher, Blacon High School, Chester

“The tutors work very hard to deliver engaging lessons that pupils enjoy and the outcomes have always been excellent — just yesterday I overheard two pupils saying “that was a really good session — it really cleared things up for me!””

Jamie Johnson, Assistant Principal, Saint Gabriel's College, London

“Our young people have not only benefited from extra small group interventions, but also developed their social skills and built purposeful relationships with their tutors. Pupils taking part in this programme have gone on to achieve a GCSE maths grade which is life changing for them. The programme is well organised and run and tutors are hand picked given their experience.”

Kyra Uberai, Head of Faculty: Maths, Oasis Academy Southbank, London



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“A lot of our children need a personal response to their learning as some of them don't function as well within a big busy classroom.

In reading, a lot of our children have the fluency but need support to develop their comprehension skills. We've used Action Tutoring's reading programmes here and we've seen a significant improvement with a lot of our children moving from being within a 'working towards' bracket into an 'expected standard', which is really important because they're leaving us to go on to a big high school setting, and we need them to have those basic skills really embedded before they leave us.

Once you can read, the whole curriculum opens up really well for children. There's an increased confidence when they see things like their test scores improving; there's an increased confidence because things start to fall into place and make sense.

The children develop these wonderfully supportive relationships with the tutors too; it's one of mutual respect, there is a very positive feeling around each of the sessions. I think it's a hugely special way of tutoring children because of the relational aspect of this programme. I don't think that's necessarily there with all different types of tutoring, but for us through Action Tutoring, we can see that our children's needs are being met from a pastoral approach as well as an academic one. The relational aspect of this programme is one of the key reasons why it's successful. It's something very special to see and plus the results back up that — this is the right approach for us.”

**Jenny Stroughair, Deputy Headteacher,
Walkergate Community School, Newcastle**



“The impact of Action Tutoring's maths programme at White Meadows in 2022–23 was truly fantastic. With all 20 pupils achieving the expected standard, it meant the pupil premium pupils on the programme reached the same standard as their non-pupil premium peers, closing the attainment gap for the cohort.”

**Jon Parsons, Deputy Headteacher,
White Meadows Primary School,
Littlehampton**



White Meadows Primary School

White Meadows is a large primary school in Littlehampton, Sussex. It forms part of the Reach2 Academy Trust. In the 2022–23 academic year, 38.6% of pupils were eligible for pupil premium funding, rising to 48% for the Year 6 cohort. The school has partnered with Action Tutoring since 2021 to provide additional support to pupils, focusing mainly on maths.

In the 2022–23 academic year, 20 Year 6 pupils at White Meadows were chosen to take part in an Action Tutoring maths programme. A small number of pupils chosen for the programme were working towards expected standard, but many were working at lower than expected standard with some pupils lagging as much as a year behind where the school would expect them to be at that stage.

Action Tutoring delivers in-person and online tutoring sessions to pupils in schools across England. Online tutoring worked well for White Meadows, enabling them to tap into external provision and provide additional capacity. Small group tuition meant pupils built relationships with their tutors quickly. They loved having an hour a week with an adult that wasn't a parent or a teacher and the instant feedback on areas they needed to work on, addressing misconceptions and supporting their learning was powerful.

All 20 pupils went on to achieve expected standards in their SATs exam, setting them on a secure trajectory for secondary school.

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Our volunteers

1,743 volunteers delivered **25,600** sessions in 2022–23

46% were employed either part-time or full-time

27% were university students

15% were retired professionals

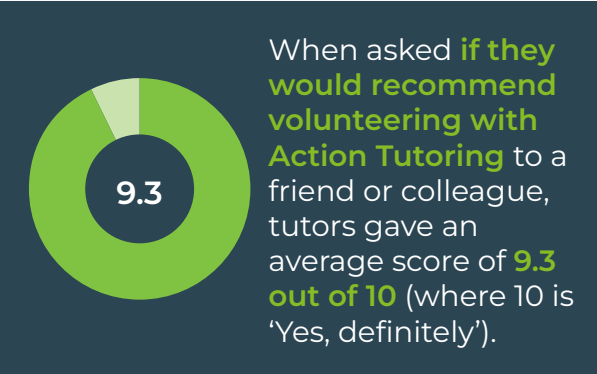
12% were currently unemployed or selected ‘other’ under occupation

In 2022–23, our volunteers ranged in age from **18 to 84** years.

“The best thing is without doubt seeing the kids engage with the sessions and watching them make progress.”

The pupils I’ve tutored have been full of energy and enthusiasm and a delight to work with — it’s an amazing feeling to think that I may have done just a little bit to help them enjoy a brighter future.”

Simon Oliver, tutor



“I work in the Legal Team at QBE as an employment lawyer which usually keeps me pretty busy. If you work in a corporate role, taking some time out each week to volunteer and do something which is going to help someone else in a meaningful way gives you a boost as a volunteer.”

The best thing is watching the pupils concentrate and recall moments from previous sessions. It’s the part of my week which I look forward to the most! It’s such a great contrast from my day-to-day legal work.”

Sophie Miller-Molloy, tutor

“I think it’s a great thing to try and do. This is my first time volunteering while in between jobs and I’m really glad I took it up because you help the pupils and you help yourself. You get the experience, you get something to go on your CV, you get to be part of a community and you keep your CV relevant, and you know that you’ve helped a child’s future, as well as your own.”

Paris Jones, tutor



“I worked as a neurology consultant for over 30 years, before retiring a year ago. At first, it was great having time to relax, but I felt that I had lost a sense of purpose. I wanted to try something new and give back to the community.”

A friend saw an advert for Action Tutoring and passed it on to me. After looking it up, I was drawn to its ethos.

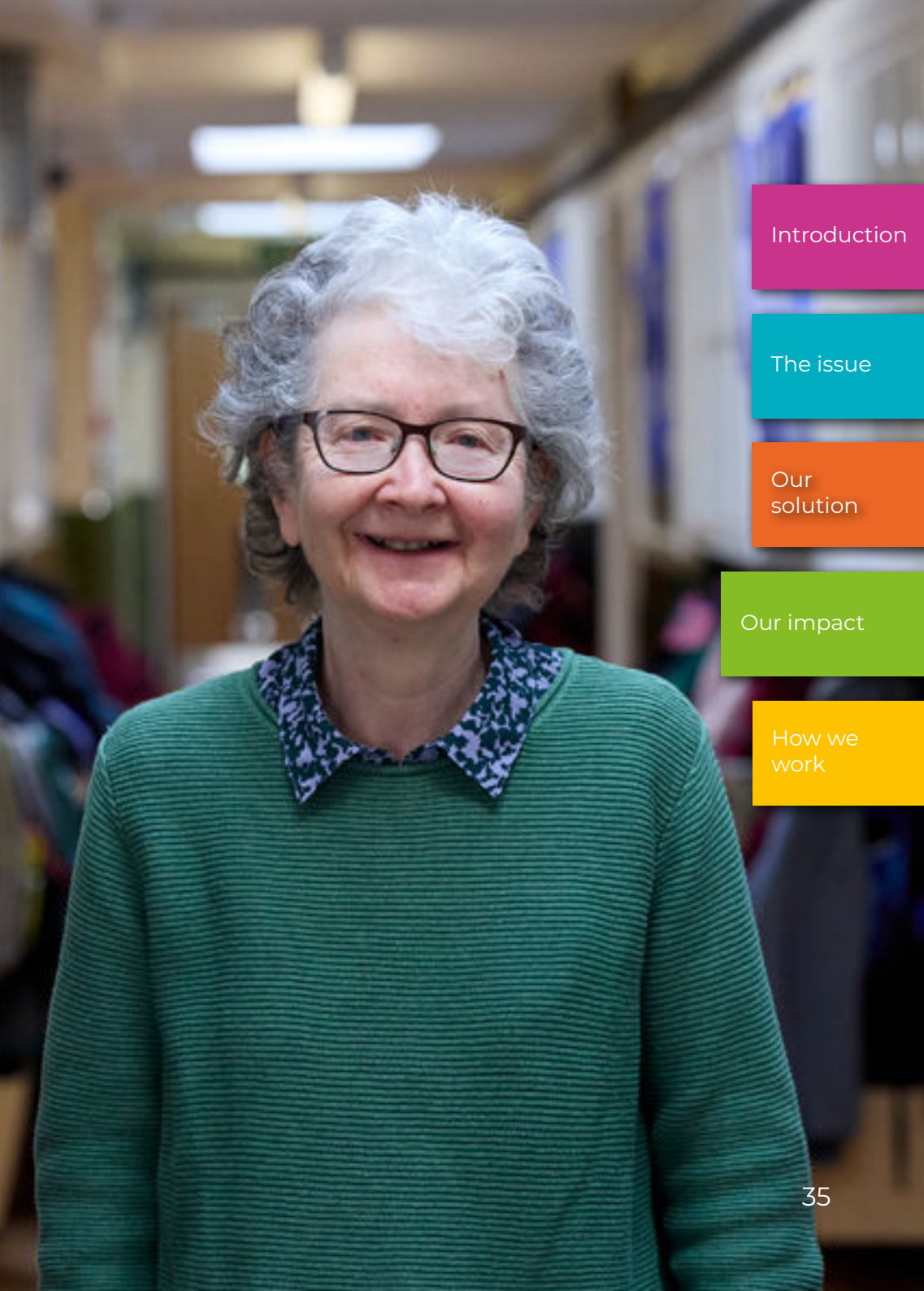
I decided to teach maths to Year 6, because I felt it is an important year: they’ve got their SATs coming up and they’re about to make the leap to secondary school.

It’s a very well-structured programme, with an excellent workbook for you to follow. I felt well-prepared and quickly relaxed into tutoring three pupils.

Helping the pupils progress is such a privilege. It’s a lovely feeling when they finally crack long multiplication.

In the summer, the pupils had to write about their favourite part of Year 6. I was touched when I was told that one wrote about our tutoring sessions, instead of the school trip! Maths was now his favourite subject. It’s fantastic to know you’re making a difference.”

Joanna Ball, tutor



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How we work

Our team

In 2022–23, work was delivered by a team of 71 paid staff.

This was comprised of:



Our frontline programme staff, crucial for our delivery



A Marketing and Communications team, to raise our profile and recruit a sufficient number of high-quality volunteer tutors



Our Operations team, who ensure our team are fully equipped and supported



Our Impact and Quality team, who are rigorous about the quality of our training and tutoring and their impact.

They were all overseen by a senior leadership team of four.

An employee assistance programme is available to all staff, as well as free access to ‘Headspace for work’.

We have seven trained mental health first aiders. We also offer regular training and information sessions at team days focused on wellbeing.

We have a staff wellbeing guide, summarising our internal offers of support as well as some great external services available, and our guide to remote working.

We hold regular ‘Lunch and Learn’ and ‘Broaden Your Horizons’ sessions (we had 11 this year) where staff can share their experience and skills with each other.

We also take time to connect in person. Teams meet during the year for away days and we get together in person as a whole team at our London offices once a year.



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Our awards and accolades



Queen Elizabeth II Platinum Jubilee Volunteering Award

Action Tutoring was thrilled to be announced as one of the 20 winners of the Queen Elizabeth II Platinum Jubilee Volunteering Award. The esteemed award, equivalent to an MBE for charities, is now known as the [King's Award for Voluntary Service](#). We received this award in recognition of the work of our inspirational volunteer tutors and the impact they have on the young people they support.

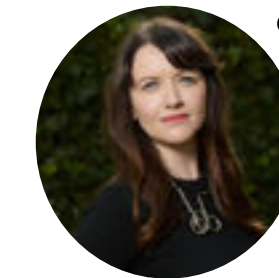
This one-off award was created to mark Queen Elizabeth II's Platinum Jubilee and 20 years of The Queen's Award for Voluntary Service (QAVS). The Jubilee Award aimed to recognise 20 national charities whose work empowers young people aged 16–25, with volunteers playing a key role in delivering this.

The award submissions were judged over the summer by an expert panel chaired by Sir Martyn Lewis CBE (Chair of QAVS). Following the panel's selection, His Majesty The King personally approved the 20 awardees and we received the award at an official ceremony from Her Royal Highness Princess Anne.

Left to right: CEO Susannah Hardyman, student volunteer Eliza Blowes, Fundraising Coordinator Molly Cottrill, Deputy CEO Jen Fox



In 2023 we were also delighted to be shortlisted to the final three in the 'Transforming with Digital' category of The Clothworkers' Company's **Charity Governance Awards**. Our brilliant Trustee Board was recognised for their stellar support during our journey to incorporating online delivery in 2020, through which they championed our ambitious venture, sharing their wealth of insights and experience to help us pilot, test and scale this new delivery model.



Our wonderful Deputy CEO, Jen Fox, was shortlisted for a **Charity Times award as 'Supporting Leader of the Year'**. Since joining Action Tutoring in 2015, Jen has demonstrated an unwavering dedication to making high-quality education accessible for all. The nomination is a clear testament to Jen's phenomenal leadership skills, resilient spirit, and drive for transformational positive change; we couldn't be more proud of her!

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Our funders

The NTP does not cover all our costs. For 2022–23 the Government changed the NTP funding model; we received our funding from three sources: a school contribution, a further school contribution which they can claim back from the NTP, and donations from our generous funders.



Action Tutoring also received donations generously given by these organisations:

Benefact Group (Movement for Good) | Chancerygate | Charity Governance Awards | Dragonfly Consultancy | Guy Butler | Human Made Machine | Mishcon de Reya | The Orp Foundation

Action Tutoring is grateful to the individuals who undertook fundraising events throughout the year and to those who supported our Big Give Christmas Challenge and Champions for Children match-funding campaigns in 2022 and 2023.

*“We want to create **resilient and inclusive communities**. We’re excited to partner with Action Tutoring because they do this through developing skills and supporting talent.*

*It is wonderful to **help children reach their full potential**. Investing in them at an early age also offers fantastic returns.”*

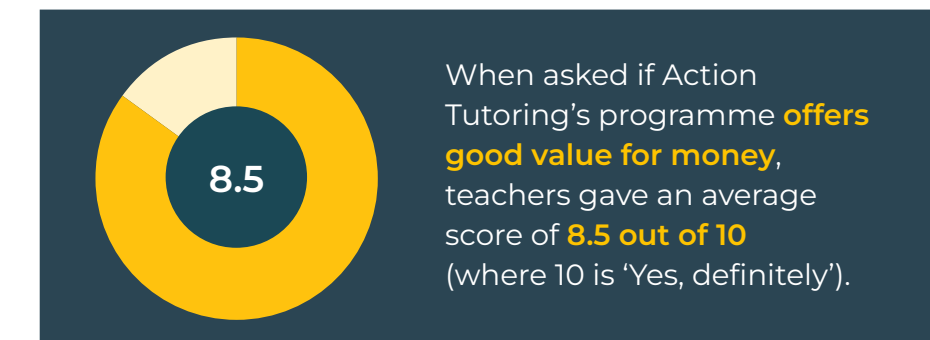
**Grant Clemence,
Chairman of QBE
Foundation**

Our finances

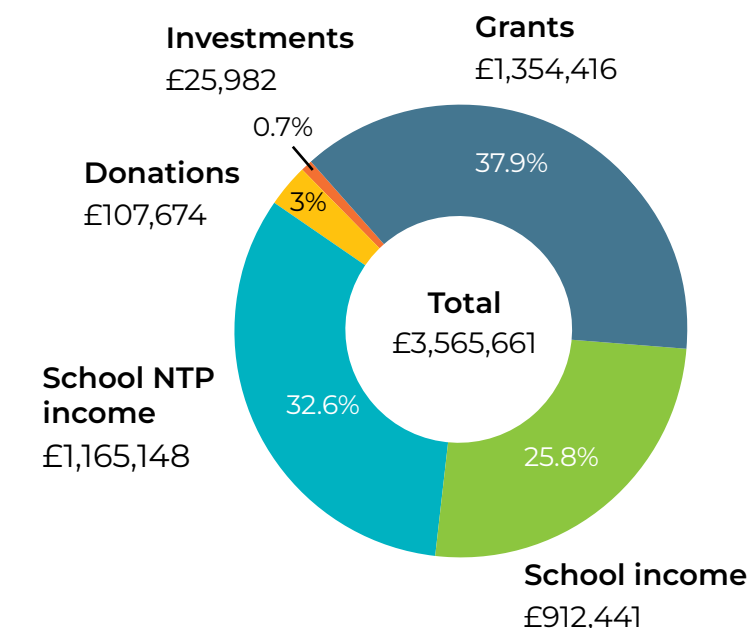
We have allocated the core costs of delivering our tutoring through the running of our programmes to **‘tuition and school support costs’**, which include: programme staff; marketing and recruitment of volunteers; tutor resources; curriculum and tutor training development.

‘Support costs’ include: staff training and recruitment; premises costs; staff welfare; travel and accommodation; IT costs; legal and professional fees; insurance; audit and accountancy fees; non-programme staff and depreciation. **‘Fundraising costs’** include the staff and direct costs relating to raising donations, grants and building corporate partnerships.

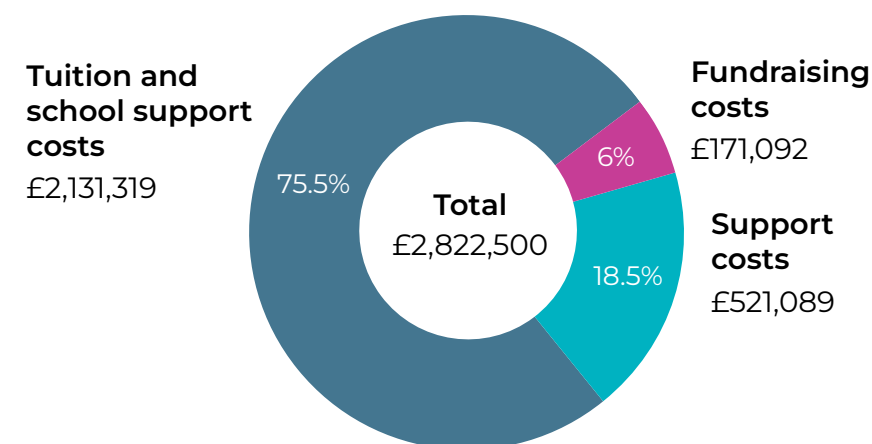
The charity’s policy is to maintain between four and six months of expenditure; our free reserves at the year-end were equivalent to four months of expenditure. Our free reserves were, therefore, within the target range. A breakdown is available in our Financial Statements for the year ending 31st August 2023.



Breakdown of income (2022–23)



Breakdown of expenditure (2022–23)



Special thanks

We are so grateful to all of our volunteers and partner schools for the support they gave in 2022–23.

Every volunteer helped us to achieve our overall impact.

This year we held our second **Volunteer Awards** to celebrate our volunteers and recognise their invaluable contributions to our charity.

We awarded 14 volunteers, who were nominated by their Programme Coordinators for going above and beyond in some way.

A big thank you to all of our volunteering partners, particularly the following who **sourced the most volunteers for us in 2022–23**:

Arup	Deloitte
Civil Service	JP Morgan
DAC Beachcroft	KPMG

Special thanks to Burges Salmon for donating monthly office space to our Bristol team.

A special thank you must also go to our tutors who supported on the greatest number of sessions:

Tutor	Sessions delivered in 2022–23	Hub
Keith Galsworthy	146	London
Johanna Munilla	121	Cumbria
Janet Cheney	101	London
Mark Parsons	95	London
Quintus Benziger	91	Essex
Andrew Cushnaghan	88	Newcastle
Frank Plater	84	Bristol
Naomi Wanliss	77	London
Anne Williams	72	Staffordshire
Helen Anderson	71	London
Bonny Chu Kwan Ho	71	London
Karen Balroop	70	London
Anita Harish	66	London
Alan Gloucester-Trotman	65	London
Neal Baker	65	Sussex

End notes

1. [Gov.uk, Key stage 2 attainment statistics for academic year 2022/23](#). Published 12 September 2023.
2. [Gov.uk, Key stage 4 performance for academic year 2022/23](#). Published 19 October 2023.
3. [Education Policy Institute Annual Report 2023](#). Published 12 October 2023.
4. [Impetus Youth Jobs Gap](#). Published 18 April 2019.
5. [Education Policy Institute Annual Report 2023](#). Published 12 October 2023.
6. [Gov.uk, Covid-19 mental health and wellbeing surveillance report: Children and young people](#). Published 12 April 2022.
7. [Public First, ‘Listening to, and learning from, parents in the attendance crisis’](#). Published September 2023.
8. [National Institute of Economic and Social Research, ‘Action Tutoring’s small group tuition programme’](#). Published March 2016.
9. [Education Endowment Foundation, Teaching and Learning Toolkit: Peer tutoring](#).
10. [Department for Education, ‘Independent Evaluation of the National Tutoring Programme Year 2: Impact Evaluation’](#). Published October 2023.
11. [The Future of Tutoring](#). Published July 2023.



www.actiontutoring.org.uk • hello@actiontutoring.org.uk
0300 102 0094 • @ActionTutoring
Fivefields, 8–10 Grosvenor Gardens, Victoria, SW1W 0DH
Registered charity number: 1147175 | Company number: 08105978