



Impact Report 2023–24

January 2025

**ACTION
TUTORING**

We are closing the attainment gap

Our Year 6 pupils were significantly more likely than other disadvantaged children to reach the expected standard in their reading or maths SATs. Pupils completing the programme in reading **almost closed the gap** with their better-off peers nationally.

Children tutored in maths were 20% more likely to meet the expected standard than other pupils nationally, while those tutored in English were 24% more likely to reach that benchmark in their SATs.⁸

Disadvantaged pupils attending 10 or more sessions **increased their chances of passing** GCSE English Language by 19%, and GCSE maths by 17%, in comparison to the national pass rate.

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Introduction

Introduction

from the Chair and CEO

In 2023–24 our Year 6 and Year 11 pupils **significantly outperformed** the national benchmarks for pupils facing disadvantage. The Year 6s taking part in reading tuition broke an Action Tutoring record, achieving the highest rate of meeting the expected standards in their SATs since we began publishing impact data. Our Year 11 pupils **overcame significant barriers** to achieve impressive results: more than 60% of disadvantaged pupils passed the GCSE in their tutored subject after completing ten or more sessions with a tutor.

In 2024–25 we will expand our impact evidence through a robust, independently validated evaluation of our Year 6 maths programme, using advanced methods to compare the results our pupils achieved to a matched control group. We are also exploring a large and ambitious evaluation in 2025–26, **aiming for the highest standard of evidence possible** for the impact our tutors have on GCSE grades.

Last academic year our programmes reached pupils located across 11 main cities and areas. In total, **6,003 pupils received 61,751 tutoring sessions delivered by 1,896 volunteer tutors** over the course of the academic year. We **established programmes in new locations** including Devon, Stockport and West Cumberland. While urban areas frequently dominate discussions about educational disadvantage, rural inequality often manifests in hidden disadvantages. This is why 'reach' is a core pillar of our organisational strategy.

Alongside others in the sector we commissioned the release of research by Public First into the [economic impact of the National Tutoring Programme](#) (NTP) which highlighted that **for every £1 spent on tutoring, there's a benefit to the economy of £6.58**. Although the ending of the NTP was announced in March 2024, we continued to champion the role of state-funded tutoring for the those facing

disadvantage through our advocacy efforts. In June 2024 **we celebrated our 12th anniversary** at a special event at the Drapers' Hall in London, where the hall and refreshments were generously donated by the Drapers' Company. And finally, in December 2024 we bid farewell to Susannah as she goes on to start a new role as CEO of Impetus. Susannah will be succeeded by Jen Fox, our Deputy CEO, who joined Action Tutoring in 2015 and has twice held the interim CEO role during Susannah's maternity leave. We look forward to welcoming Jen into her new role in January 2025.

Peter Baines, Chair of Trustees
Susannah Hardyman, CEO and Founder
December 2024



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.

Aspirational



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

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.

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.

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.

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.

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.

Our strategic focus

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

Impact

We want to drive efficiencies in our model to strengthen its impact and grow our evidence base with an ambition to carry out a large scale external evaluation.

Reach

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

Growth

We are aiming to continue growing to support the need of disadvantaged pupils.

Advocacy

We will continue to grow our influence and contribution to policy-making with partners in the sector and ensure tutoring for disadvantaged pupils is permanently embedded in the education system to narrow the attainment gap.

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



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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.

- At primary school, disadvantaged pupils are less likely to meet expected standards in reading, writing and maths: In 2024, just 46% of disadvantaged pupils met expected standards, compared to 67% of non-disadvantaged pupils.¹
- At secondary school, disadvantaged pupils are less likely to achieve a grade 4 in English or maths GCSEs: In 2024, just 43% of disadvantaged pupils passed both English and maths GCSE, compared to 73% of non-disadvantaged pupils.¹

This is called the attainment gap and it grows wider at each progressive stage of education. The gap narrowed very slightly in 2024,² but remains significantly wider now than at almost any time in the last 12 years.¹

Why does it matter?

Achieving good grades in English and maths at GCSE level is usually a requirement 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.³

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.

A growing crisis

Why we're needed now more than ever

Following sustained progress in narrowing the attainment gap from 2011 to 2018, the gap increased slightly in 2019, prior to the pandemic, and then substantially increased up to 2023, wiping out a decade of progress.²

The pandemic dealt the Class of 2024, Year 6 and Year 11, a particularly harsh hand, having to experience disruption to their learning over the majority of their primary and secondary school lives.

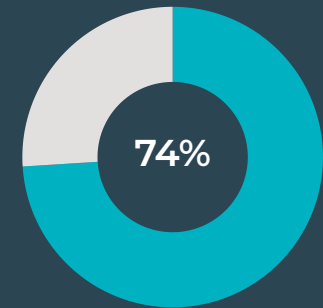
It led to an increase in reported mental health challenges for pupils⁴ and a steep rise in persistent school absence (pupils missing 10% or more of lessons), which has more than doubled since 2019.⁵

The Child Poverty Action Group estimates that 9 children in an average class of 30 will be living in poverty. **Across Action Tutoring's school communities, the average is likely to be higher—with more than 11 children in a class of 30 experiencing poverty at home.**⁶

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 SATs and GCSE results.

The teachers we work with tell us that the effects of Covid continue to be felt in their communities. **The pandemic hasn't just led to lost learning. Many children and young people continue to experience poorer mental health and wellbeing, and to show lower attendance in school.**



74% of teachers said their school continued to be significantly affected by rising mental health concerns because of the pandemic.



Our impact

Our impact in 2023–24

Primary schools

Year 6s completing our programme in 2024 were significantly more likely than other disadvantaged pupils to achieve the expected standard in their SATs.⁷ They took away more of the knowledge, skills and confidence that will help them thrive and succeed in secondary school.

Teachers choose children to take part in Action Tutoring programmes who they know are at particular risk of not meeting this benchmark in their key stage 2 SATs. This makes their achievement all the more meaningful.

Children tutored in maths were 20% more likely to meet the expected standard than other pupils nationally, while those tutored in English were 24% more likely to reach that benchmark.⁸

In fact, the children we supported in English almost closed the gap with other children nationally who are not from disadvantaged backgrounds. They are record-breakers—achieving the best outcomes we’ve ever reported for reading at key stage 2.

The chances of achieving the expected standard in maths grows as pupils attend more tutoring sessions—even when we take their attainment before tutoring and their school into account.⁹

Reading (key stage 2)

Those from disadvantaged backgrounds reaching the expected standard

All those from disadvantaged backgrounds nationwide

62%

After 10 or more sessions with Action Tutoring

77%

0 20 40 60 80 100

Based on 304 SATs results for Action Tutoring pupils in 2024

Maths (key stage 2)

Those from disadvantaged backgrounds reaching the expected standard

All those from disadvantaged backgrounds nationwide

59%

After 10 or more sessions with Action Tutoring

71%

0 20 40 60 80 100

Based on 324 SATs results for Action Tutoring pupils in 2024

Secondary schools

Teachers select young people to take part in our programmes because they consider them to be at particular risk of missing out on a pass at GCSE—making it so much harder to access future learning, training or work.

After completing our programme, young people were more likely to pass the GCSE in their tutored subject, compared with other pupils from disadvantaged backgrounds nationally.¹⁰

Disadvantaged pupils attending 10 or more sessions increased their chances of passing GCSE English Language by 19%, and increased their chances of passing GCSE maths by 17%, in comparison to the national pass rate.⁸

Each additional passing grade opens doors to future opportunities, improving a young person's chances of better outcomes later in life.

Tuition does more than improve grades. We also see how it can transform confidence in and attitudes towards the subject.

English Language

Those from disadvantaged backgrounds passing at GCSE

All those from disadvantaged backgrounds nationwide

52%

After 10 or more sessions with Action Tutoring

62%

0 20 40 60 80 100

Based on 132 GCSE results for Action Tutoring pupils (GCSE outcomes from 2023 and 2024 combined)

Maths

Those from disadvantaged backgrounds passing at GCSE

All those from disadvantaged backgrounds nationwide

52%

After 10 or more sessions with Action Tutoring

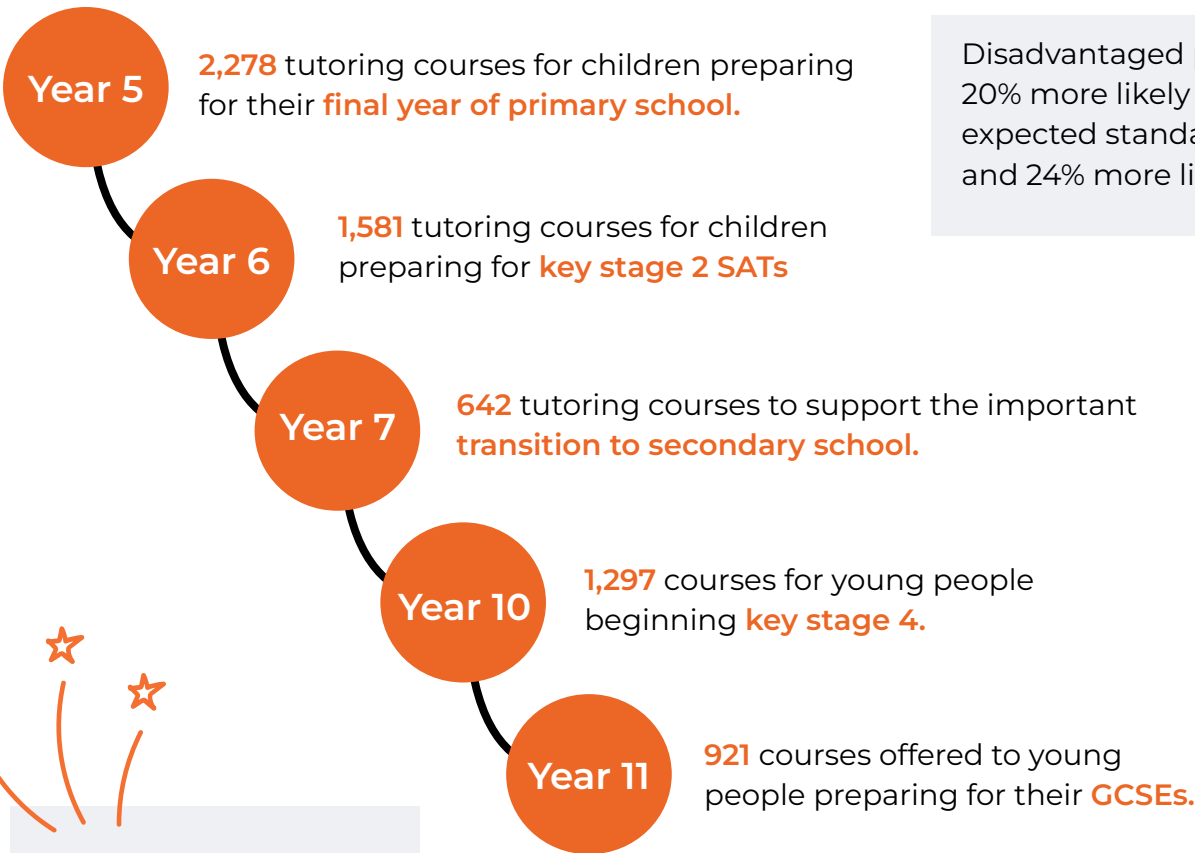
61%

0 20 40 60 80 100

Based on 165 GCSE outcomes for Action Tutoring pupils in 2024

Our reach in 2023–24

6,003 children and young people aged 9 to 16 accessed 61,119 hours of tutoring nationwide, delivered by **1,896 volunteers**. More than one in ten pupils had support in both English and maths. 67% of places were taken up by pupils eligible for the Pupil Premium grant.



Disadvantaged pupils were 20% more likely to meet the expected standard in maths and 24% more likely in reading



Disadvantaged pupils were 19% more likely to pass their GCSE in English and 17% more likely in maths

1,151

volunteers tutored with us for the first time

745

volunteers returned from previous years to continue making a difference

58

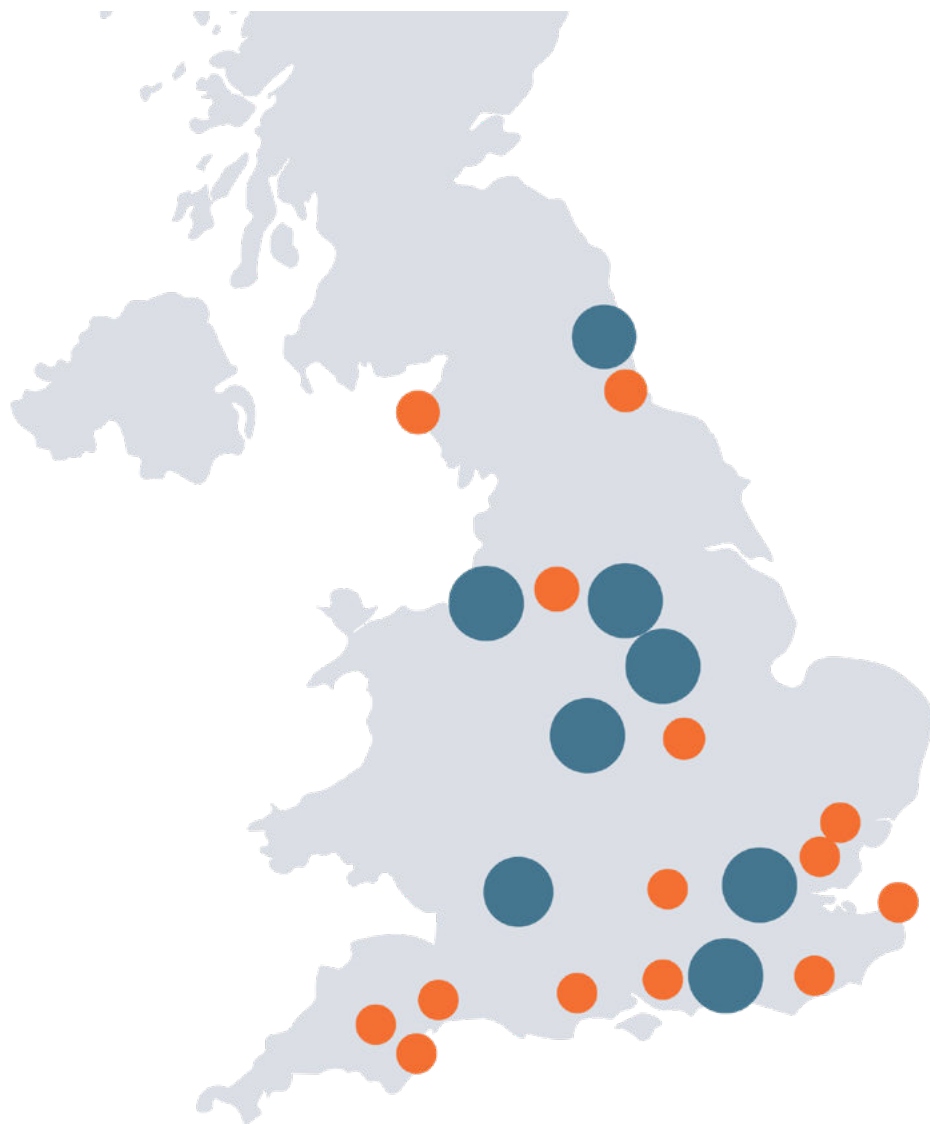
new schools chose to partner with us

96

schools continued their partnership from a previous year

Modes of tutoring delivery

Pupils always access their tutoring at school, with volunteers either providing sessions online or in person. Sessions are always seen by an Action Tutoring programme coordinator. On virtual programmes, our programme coordinators oversee tutoring remotely—enabling us to reach locations outside our delivery hubs..



In our delivery hubs

Newcastle	4,163 sessions	10 schools
Merseyside	1,956 sessions	8 schools
Sheffield	2,406 sessions	4 schools
Nottingham	5,269 sessions	12 schools
Birmingham	3,543 sessions	6 schools
Coventry	597 sessions	2 schools
London	26,323 sessions	57 schools
Bromley	443 sessions	1 school
Bristol	2,127 sessions	5 schools
Sussex	4,733 sessions	14 schools

Outside our delivery hubs

North of England

1,825 sessions
6 schools

Midlands

675 sessions
2 schools

South of England

5,795 sessions
21 schools

Our pupils: primary

In 2023–24 we reached **3,282 pupils in primary school** providing 39,968 hours of tutoring.

Tutoring where it's needed most

Seven out of every ten pupils taking part were eligible for the Pupil Premium grant—the Government's measure of disadvantage in education. Most other places were given to children who would not otherwise have access to tuition because of their family circumstances, as identified by their school.

Three in four pupils joining our programme were working below or towards the expected standard for their age when they started.

Developing confident learners

Guided by our curriculum resources, tutors support Year 5 and 6 pupils to become independent, reflective learners—strengthening critical maths skills or fostering a love of reading.

Pupils tell us that the tutoring sessions make them feel more confident—a change that their tutors and classroom teachers often observe too.



"I like maths but sometimes it's tricky. Tutoring has taught me new skills, like division. My tutor is very kind and I've learnt a lot from them."

Tegan received maths support from Action Tutoring in Year 5 and Year 6, attending over 15 sessions.

Teacher response out of 10

Most of the pupils are **increasing in confidence** from taking part in the tutoring programme



A recent in-depth study—quality assured by a leading education research organisation—found that our pupils **achieved similar GCSE or SATs results regardless of whether they were tutored online and face-to-face**, when other important factors were held constant.

Our pupils: secondary

In 2023–24 we supported **2,721 secondary pupils**. Between them, they accessed 21,151 hours of tuition.

The power of strong attendance

Evidence tells us that pupils can **unlock greater gains** if they come to more sessions—particularly for maths. Pupils from disadvantaged backgrounds are most likely to be absent, making this a key focus for our team.

Our programme coordinators track attendance and invest in strategies to improve it week to week. After the pandemic led to a significant drop—both on our programmes and in classrooms nationwide—**attendance at our sessions in secondary schools rose in 2023–24** for the first time in three years, by nearly 2%.

We want the young people we support to see and believe in **the value of their tutoring sessions**. Each year we ask them what's working well, and what they would change in a nationwide survey. When asked if they'd **recommend the session to a friend**, our secondary schoolers gave an average rating of 7 out of 10.

Focused support when it counts

Our young people in secondary schools were guided by tutors through two key moments in their education—the transition to secondary school, and the lead-up to GCSEs.

Their teachers put them forward for tuition, recognising the difference it could make to their learning and confidence. Around 60% of the disadvantaged young people on our programmes were working below a pass grade when they started Year 11, and yet more than 60% of those attending ten or more sessions went on to pass their GCSE.

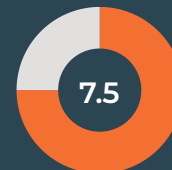
Pupil response out of 10

'My tutor(s) are able to explain the subject to me clearly.'



Teacher response out of 10

Most of the pupils are more **motivated to learn** from taking part in the tutoring programme



"I have thoroughly enjoyed the tutoring, it's helped me develop my skills and I've seen my grades shoot up. It's helped me build my confidence too. My tutor's been phenomenal, an absolute pleasure to spend an hour with. Thank you very much!"

Matty attended 13 tutoring sessions and achieved a grade 5 in his maths GCSE in 2024.

Hear more from Matty on results day:

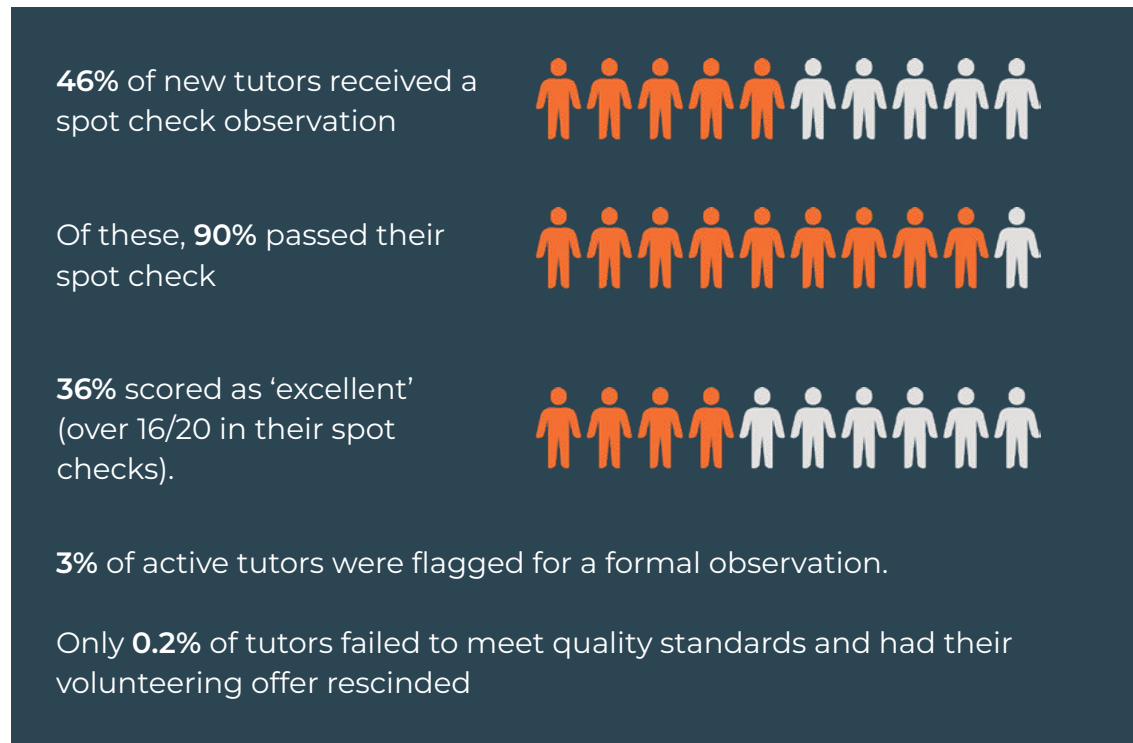


Our quality assurance

We equip volunteers to deliver high-impact sessions informed by evidence on effective tutoring, monitoring and supporting their progress through our quality assurance process. In 2023–24, **our quality assurance team observed 678 tutoring sessions.**

9 out of 10 volunteers demonstrated effective tuition in 2023–24, passing a spot-check of a randomly selected online tutoring session.

More than a third of these tutors showed evidence of excellent tutoring practice, displaying 80% or more of the skills on Action Tutoring’s quality framework.



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.

Programme coordinators

Our coordinators monitor session quality and pass feedback on pupil progress to teachers and tutors to ensure quality of learning outcomes.

Quality tutoring resources

Our resources are created by curriculum experts and are aligned with national curriculum age-related expectations. They are reviewed annually.

Spot-check observations

Spot-check observations are carried out on randomly selected new tutors, to monitor quality and identify trends to inform the development of our training resources.

Formal observations

Our formal QA observations are carried out by the team in order to improve a tutor's quality or impact. A checklist of competencies is used to evaluate how impactful the session was and how the tutor could develop.

Read our full quality assurance policy:



Our pathway to change



Our evidence-based approach to impact gives schools a cost-effective solution, because we invest in the activities that we expect to secure and enhance the impact of tuition. We stay focused on our mission: closing the attainment gap for disadvantaged pupils.

	What we do	The immediate results and the change
How impact happens	<p>Weekly small-group tuition in English or maths with a trained volunteer who believes in creating fairer education</p> <p>A dedicated Action Tutoring programme coordinator oversees sessions</p> <p>Curriculum resources are designed and reviewed annually by subject specialists</p> <p>Ongoing tutor training and observation processes assure the high quality of tuition</p> <p>Efficient staff team provides essential support behind the scenes, including robust safeguarding procedures</p>	<p>In 2023–24:</p> <p>6,003 pupils accessed 61,119 hours of tuition</p> <p>2,038 volunteers engaged in initial tutor training</p> <p>678 sessions observed for tutoring quality</p> <p>154 school partnerships, sharing in our commitment to improving pupil outcomes</p>
Some highlights from our evidence	<p>A meta analysis of studies found that small group tuition has an average impact of four months' additional progress over the course of a year.¹²</p>	<p>We monitor our progress regularly towards targets, and put in place robust impact measurement plans through our Impact Strategy.</p> <p>A recent in-depth study—quality assured by a leading education research organisation—found that our pupils achieved similar GCSE or SATs results regardless of whether they were tutored online and face-to-face, when other important factors were held constant.¹¹</p>
A few ways we drove improvements in 2023–24	<p>New Year 11 English and Year 6 English and maths tutoring resources were introduced following an audit and research process by in-house specialists.</p>	<p>We began providing formal quality assurance observations for tutors who volunteer face-to-face in schools</p> <p>Successful pilot of online assessment for English pupils, opening up further opportunities for moderation and speed in feedback</p>



Our solution

ACTION TUTORING
infinite potential

**Secondary maths
skills workbook**

Pupil workbook

Updates to our programme in 2023–24

Action Tutoring has subject specialists with backgrounds in educational leadership who design our well-sequenced curriculum using evidence-based pedagogy. The use of our creative and thoughtful materials, in a small-group tuition setting, optimises pupil engagement, confidence and attainment.

Recent updates to the KS4 English curriculum at Action Tutoring emphasise a focus on vocabulary, with engaging discussions designed to master Tier 2 vocabulary (complex, academic vocabulary). These words are likened to a toolkit for success, enabling pupils to confidently tackle any text and become resilient readers. Tier 3 vocabulary (subject specific vocabulary which is essential for communicating key concepts about language) has also been integrated into each session, with repeated exposure across units to build pupil confidence and understanding. Guided reading is now included in every session, offering tutors support with assessment for learning (AFL) and facilitating meaningful discussions—a particularly valuable tool for those without formal training as a teacher.

The Action Tutoring curriculum also incorporates strategic use of modeling, tailored for pupils aiming for a strong GCSE pass, setting clear standards for both tutors and pupils. Frequent use of scaffolds aids pupils in constructing written responses, with opportunities for reflection to address misconceptions and highlight focus areas for future improvement.

In addition, diversity, equity, and inclusion (DEI) have been thoughtfully woven into the curriculum, featuring a wide range of genders, cultures, and perspectives. This purposeful, pupil-centered approach ensures DEI is integral to the curriculum rather than treated as an add-on or checklist.

Teacher survey responses out of 10

Most of the **volunteer tutors communicate effectively** with pupils during sessions



Most of the volunteer tutors **have enough subject knowledge** to support pupils effectively



The Action Tutoring **curriculum resources are effective** in helping prepare the pupils for exams



Our schools

In 2023–24 we worked in partnership with **154** schools across England.

Action Tutoring has been working in **partnership with Ashmount Primary School for seven years**, supporting its Year 5 and Year 6 pupils with their English and maths.

“We have continued to partner with Action Tutoring as we find the programme highly impactful for the pupils who attend, in an academic sense but also in raising their aspirations of their own potential and their ability to achieve positive outcomes. They are supported by external volunteers who invest their time and energy into supporting their learning needs. It has always been highly effective in raising both the children's attainment and their self-esteem.

“One of the many positive aspects of the programme has been how it seamlessly supports our learning aims but also encourages the children to take responsibility for their own learning. I am always humbled by the attention to detail, care and time that the volunteers take to get to know

and support our children. Their skills go a long way in ensuring our children succeed.

“I strongly advocate the use of Action Tutoring as part of a package to support the acceleration of children's learning. It aligns closely with our values. Additionally it creates a strong pattern for progress for all of our pupils.

“I am incredibly grateful for the commitment, dedication and time that each volunteer makes in supporting our children. You may not feel so, but your efforts make a real contribution to changing children's lives forever and helping them to recognise their true potential. Thank you!”

**Anthony Carmel, Headteacher,
Ashmount Primary School**

“The experience that we have had with Alyssa as our Action Tutoring programme coordinator has been impeccable. Her thorough weekly feedback and her dedication to collaborating with the school to make our pupils reach their full potential is exceptional. The relationships that the children build with their tutors is fantastic to see and all the tutors are encouraging and patient with our pupils.”

**Rebecca Singh, Assistant
Headteacher, Ashmount Primary
School**

Can we help your pupils? **Let's talk:**

www.actiontutoring.org.uk/school-enquiry-form/
schoolenquiries@actiontutoring.org.uk
[@actiontutoring](https://www.actiontutoring.org.uk) | 0300 102 0094

Action Tutoring has been **working with King Egbert School in Sheffield since autumn 2020**. The charity has supported the school's Year 7, 10 and 11 pupils with their English and maths education.

"We started working with Action Tutoring as we wanted to help close the attainment gap. Many of our advantaged children already have access to tutors out of school that their parents pay for. We wanted to level the playing field and ensure as many of our pupils who are facing disadvantage could also benefit from 1:1 and small group tutoring, to help improve their outcomes.



"Action Tutoring is a really great organisation, in fact I often recommend it to other schools! It's a charity that can deliver reliable and expert tutors at scale. I often look around our sixth form and know there are pupils that would not have got there without Action Tutoring. Some of them are now looking at university as their next step."

Paul Haigh, Headteacher, King Egbert School, Sheffield

*"We see pupils becoming more confident in the subject. For some there is a wider impact on helping them to become more focused on their studies in general. We have had subject staff feedback confirming that the difference is noticeable in lessons. We receive many messages (from parents) thanking us for the support and confirming that their children are finding it useful. **In our Year 11 cohorts, 32 out of 36 pupils met or exceeded their aspirational target grade in the tutored subject** (English Language or maths) at GCSE level. 10 out of 36 pupils exceeded it.*

I recommend Action Tutoring because its model makes it the most affordable way to deliver around 500 hours of meaningful Year 7 tutoring and around 600 hours of Year 10 and 11 tutoring within a year. I also recommend Action Tutoring because they focus on key skills and subjects which reinforce school learning across the board. I have found the Action Tutoring team endlessly patient, positive and flexible as well as reliable, making them great to work with!"

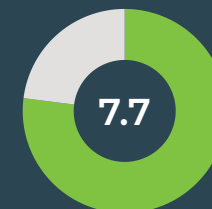
Charlotte Bowyer, Assistant Headteacher, King Egbert School, Sheffield

Teacher survey responses out of 10

Action Tutoring has an overall positive impact on our pupils



Is your school likely to continue working with Action Tutoring in future?



Based on your experience, would you recommend Action Tutoring to another school?



Our volunteers

1,896 volunteers delivered **27,582** sessions in 2023–24

40% were employed either part-time or full-time

28% were university students

14% were retired professionals

18% not currently in employment or selected 'other' under occupation

In 2023–24, our volunteers ranged in age from **18 to 85 years**.

One in five tutors volunteered for more than one hour per week.

Two in five tutors were long-standing volunteers, choosing to return to sessions after taking part in a previous academic year.

"I decided to volunteer with Action Tutoring to apply my teaching skills and experience, and help young people who need any extra support. A pupil said he'd already learnt something new and it was certainly worth attending after only his first session — amazing. Tutoring like this may be the only chance some pupils have for one-to-one support, which could make all the difference in their crucial exams."

David, retired volunteer

When asked if they feel like they're making a difference by volunteering with Action Tutoring, tutors gave average score of 9.1 out of 10 (where 10 is 'Yes, definitely').



"Seeing this advertised [through my employer], I felt my children had a good education and I'd like to support those at risk of not achieving. Since volunteering, I've realised the need to support pupils facing socio-economic disadvantage, I feel it's great Action Tutoring steps up to meet this. I love pupils remembering highlights, putting things into their own words and leaving sessions smiling. It's fantastic to see children learn in sessions and feel so positive. Helping pupils make connections with words and each other is amazing. I feel it's worthwhile for everyone to do some kind of volunteering — as everyone has something to give."



Corinne, specialist in communications and cyber security awareness and tutor

When asked if volunteering with Action Tutoring was helping them develop new skills or improve existing ones, tutors gave average score of 9.0 out of 10 (where 10 is 'Yes, definitely').



Our tutors were asked for three words they'd use to describe Action Tutoring:



"Being a tutor with Action Tutoring has enabled me to play a small part in removing educational barriers. It's been fantastic to see what a pupil facing socio-economic disadvantage can achieve."



Through volunteering, I have wanted to show pupils they are capable of achieving everything they want in education. A pupil's background does not define them. By signing up to volunteer with Action Tutoring it has also helped me on my path to becoming a teacher.

Action Tutoring has also most importantly given me the greatest gift. By tutoring, I have experienced the joy of a pupil saying, 'I get it!'

Aneeqa, trainee teacher and tutor

"[A particular highlight has been] seeing an increase in pupils' confidence, especially for one of my pupils. I told her to never assume she can't answer something and to take it step by step — she told me that she is answering questions in class now, which was really rewarding to hear."

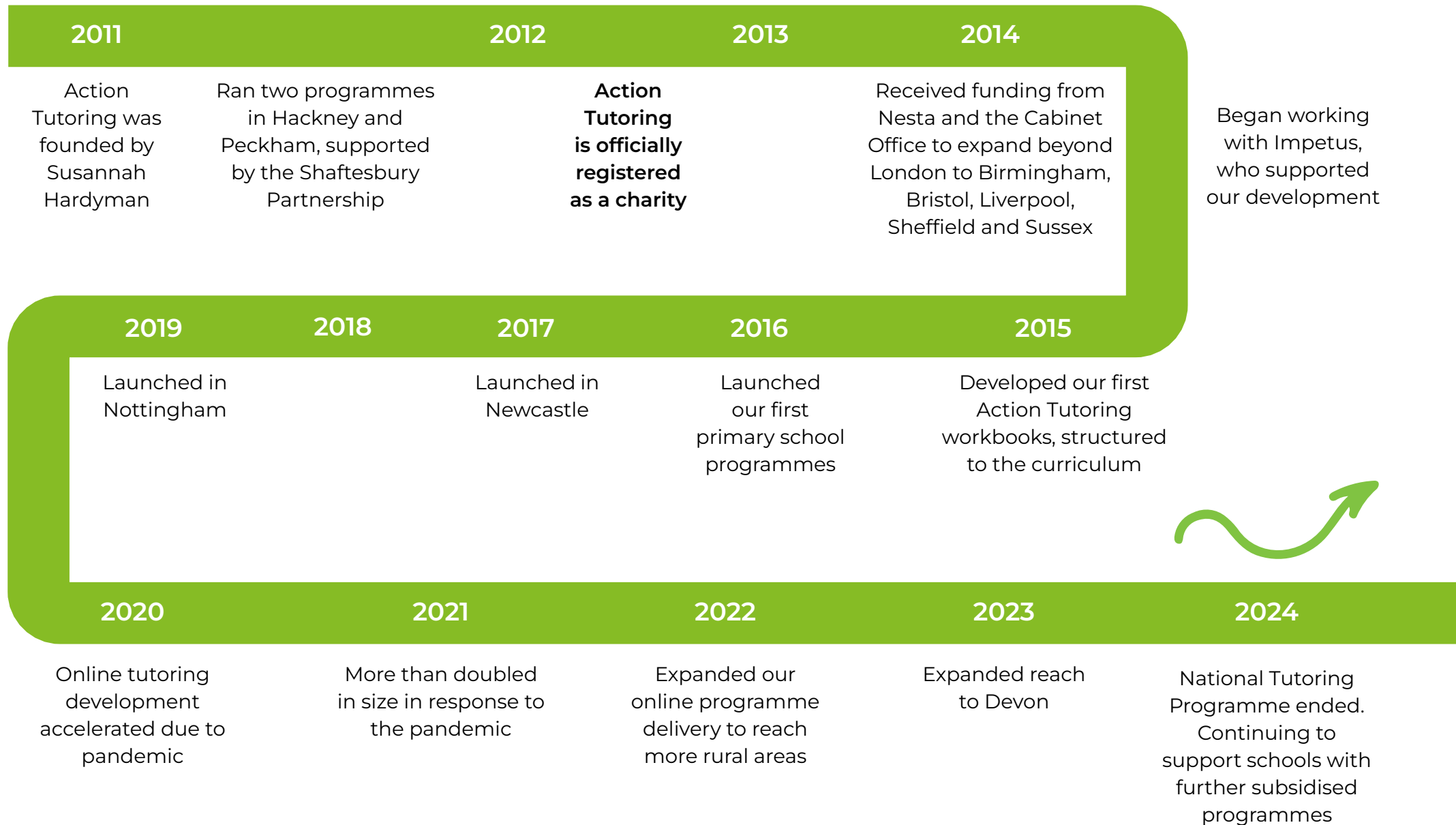


Anurag, strategy director and tutor

When asked if they would recommend volunteering with Action Tutoring to a friend or colleague, tutors gave an average score of 9.4 out of 10 (where 10 is 'Yes, definitely')



Our journey so far



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 12 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.**¹⁴

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.¹³

In 2023, the Department for Education (DfE) commissioned the National Foundation for Educational Research (NFER) to evaluate the effectiveness of the National Tutoring Programme (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%).**¹⁴

These findings correspond with those of Public First. The Future of Tutoring report, also released in 2023, 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.¹⁵

In January 2024, alongside peers in the sector, Action Tutoring commissioned the release of powerful research by Public First, on the economic impact of tutoring. It showed that **pupils who achieved better grades through tutoring during the 2021–22 and 2022–23 years of the NTP will boost the UK's economy by £4.34 billion.** This economic benefit is captured through pupils improving their grades and, as a result, obtaining higher lifetime earnings. **For every £1 spent on tutoring, there's a benefit to the economy of £6.58.**¹⁶



Our advocacy work

We engage policy leaders and advocate for cross-party support for embedding tutoring permanently in our education system for those facing disadvantage. 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, **the Government ended funding of the NTP altogether in July 2024.**

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.

In the first half of 2023–24 our advocacy efforts were focused on campaigning for an extension of the NTP, closely collaborating with fellow tutoring charities, Get Further and Tutor Trust. These activities included:

- Attending the Conservative and Labour party conferences in autumn 2023, to participate in panel discussions organised by the Education Policy Institute (EPI) and Centre for Social Justice (CSJ) to discuss building embedded support for tutoring. The Children's Commissioner, Dame Rachel DeSouza, joined the panel discussion on fixing educational disparities across the UK at the 2023 Labour Party conference.





- Regular meetings with No. 10 officials and further meetings with the Schools Minister, Chair of the Education Select Committee and the Chief Secretary to the Treasury.
- Engaging MPs across the country with our work and gaining coverage for these efforts in the national press.
- Alongside peers in the sector, we commissioned the release of powerful research by Public First, in January 2024, on the economic impact of tutoring.

Following the announcement in the Spring Budget that the NTP funding would not be extended, we secured a Westminster Hall Debate, with fellow tutoring charities, on tutoring in England, sponsored by the Liberal Democrat Education Spokesperson, Munira Wilson. Politicians from across party lines acknowledged the transformative impact of tutoring. They highlighted its ability to close the attainment gap and boost pupil confidence and Action Tutoring was named specifically for its work by MP Paul Howell. Our advocacy activities have continued since the spring, engaging the new Government with its work and raising awareness of the value and impact of tutoring.





How we work

Our team

In 2023–24, work was delivered by a team of 78 paid staff. This was comprised of:

- Our frontline programme staff, crucial for our delivery
- Our marketing and communications department, raising our profile and recruiting a sufficient number of high-quality volunteer tutors
- Our philanthropy department who raise vital funds for our charity, meaning we can keep our costs to schools as low as possible
- Our operations department who ensure our team is fully equipped and supported
- Our impact and quality department 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 members and a trustee board of seven.

Our staff team is the engine that ensures delivery happens, each member is crucial to

us achieving our mission.

Our programme coordinators play a particularly critical part in making our programmes a success in schools.

Each school is assigned a programme coordinator who is responsible for the day-to-day running of programmes and to support at every step, meaning the administrative input required from schools is minimal.

They work in conjunction with teachers to ensure the right pupils receive the right tutoring support.

They oversee the quality assurance of our tutors and their continued development. They facilitate a feedback loop between schools, tutors and pupils. They are integral to our impact.

“As a programme coordinator, I get to see Action Tutoring in action, attending the weekly sessions, getting to know our pupils and providing ongoing support to our volunteer tutors. One of the best parts of my role is seeing how quickly the tutors can build rapport with their pupils. It is a pleasure to work with such able, conscientious and caring volunteers.”

Jennifer Allender, Newcastle programme coordinator

The Action Tutoring staff leading the delivery of the programme are **well organised**



The communications from Action Tutoring staff are **clear and effective**



All the Action Tutoring staff I interact with are **professional in their dealings** with our school



Our funders

In 2023–24 we received our funding from three sources: a school contribution, a further school contribution which they can claim back from the NTP, and donations and grants from our generous funders.

Action Tutoring would like to thank the following funders who provided grants in 2023–24 to support its work:



"We are delighted to back Action Tutoring in providing educational support to young people facing disadvantage and bridging the gap between the accessibility of education."

Inflexion Foundation

Action Tutoring would also like to thank our wonderful donors, including organisations, such as Guy Butler and others, and numerous individual donors, for their generosity towards our pupils and our work.

Action Tutoring is grateful to the individuals who undertook fundraising events throughout the year and to those who supported our Big Give Christmas Challenge in 2023.

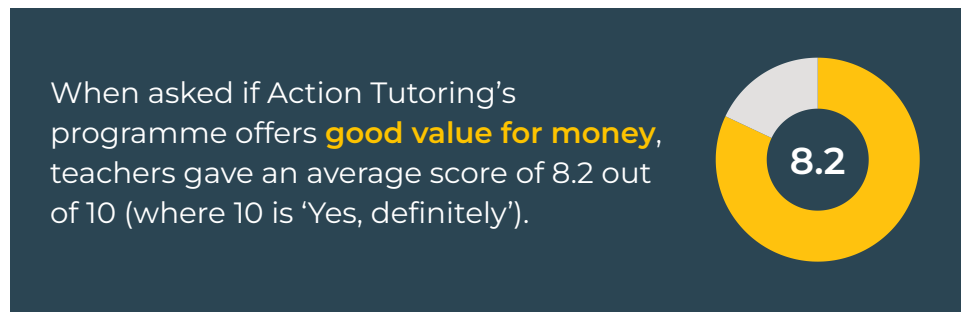
We are delighted to be working in partnership with the QBE Foundation who have generously committed at least £1.5 million to Action Tutoring over a three-year period starting in 2022–23. In addition to strategic funding, the Foundation have also encouraged QBE employees to volunteer their time as tutors with Action Tutoring and fundraise through a number of different sporting events. We were also delighted to host QBE's Executive Management Board (EMB) for their volunteering day in June 2024, through which their team provided us with valuable insights, approaches and suggestions to help navigate particular 'business' challenges.

Our finances

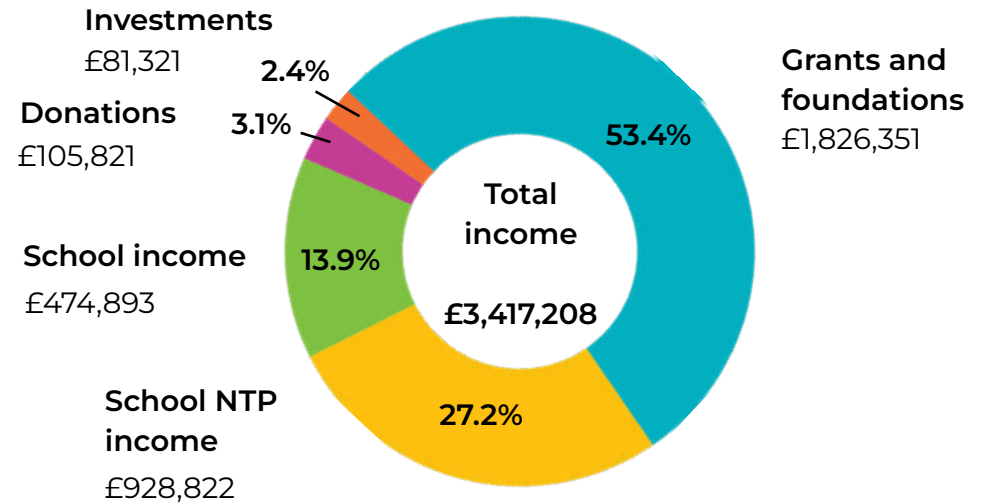
We have allocated the core costs of delivering our tutoring through the running of our programmes to **'tuition and school support costs'**, which include: programme staff; marketing and recruitment of volunteers; tutor resources; curriculum and tutor training development.

'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. Additionally costs relating to **advocacy** for public funding of tutoring as a needed provision for pupils facing disadvantage have been broken out as a separate charitable activity.

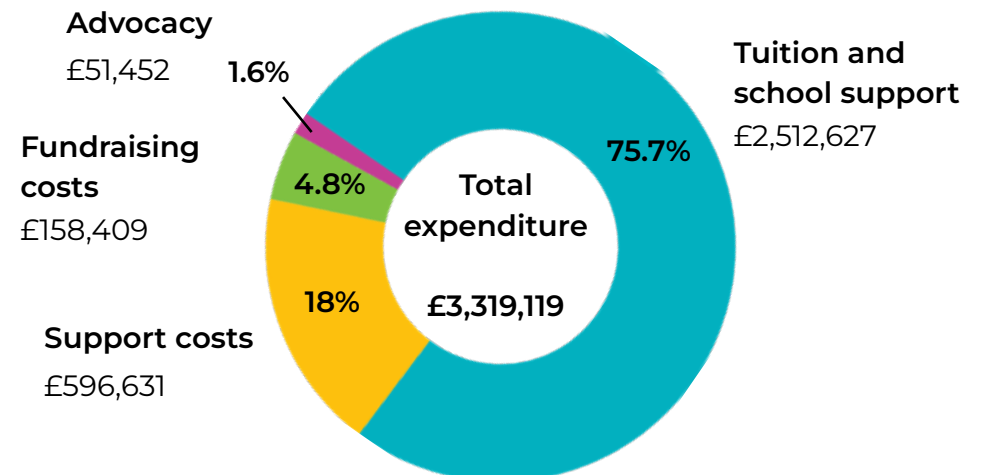
The charity's policy is to maintain between four and six months of expenditure; our free reserves at the year-end were equivalent to just over four months of expenditure. Our free reserves were, therefore, within the target range. A breakdown is available in our [Financial Statements for the year ending 31st August 2024](#).



Breakdown of income (2023–24)



Breakdown of expenditure (2023–24)



Our value

We seek to create affordable tutoring programmes for schools.

For 2024–25 we reduced the school financial contribution by 40%, for 30 weeks of tutoring, in light of schools losing their NTP funding. We have opted to cover more of the costs, to avoid these being passed on to schools.

For 2024–25 a course of tutoring costs our charity around £27,000. This provides 600 pupil hours of tuition. We subsidise this cost for schools by around £21,000. The total cost includes both frontline expenditure (delivery, tutoring resources, recruitment and training of volunteers and quality assurance of our programmes) as well as indirect costs (tutoring development, advocacy and organisational support). It works out at around £45 per pupil per hour, with schools paying £10 of this cost.

The attainment gap grows wider at each progressive stage of education. The Education Policy Institute's research has shown it almost doubles between the end of primary and the end of secondary school, to **19.2 months**. This shows the importance of intervening early and then of continuing

to attend to the needs of disadvantaged pupils.²

As mentioned earlier in the report, research by Impetus has shown that young people from disadvantaged backgrounds are 50% more likely to be NEET (not in education, employment or training) than their peers and that three quarters of NEET young people have been NEET for at least 12 months.³

If a pupil is not in education, employment or training on leaving school, they could have reduced earnings of £225,000 over a lifetime.¹⁷

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



Pupil workbook

£6

Ensuring the highest quality and relevant tutoring for them



Volunteer tutor DBS check

£12

Could provide a tutor with a DBS check



Pupil headphones

£32

Ensuring pupils can access their tutoring without noise disruption

Our future



Now in its 12th year Action Tutoring is entering a new chapter following the ending of the National Tutoring Programme in summer 2024. This brings new challenges and new opportunities for the 2024–25 academic year. Susannah Hardyman, our CEO and Founder, is also stepping down in December 2024 after 12 years leading the charity. She will be succeeded by our Deputy CEO, Jen Fox.

We are continuing to consolidate our work and ensure a strong platform for future growth. We remain committed to our strategy which focuses on four key areas: reach, growth, impact and advocacy. It enables us to keep a laser focus on our mission, ensuring we are having a meaningful impact on the young people we support, and are continually striving to reach more.

Advocacy

In 2024–25 we will continue to campaign and seek to engage politicians and key decision makers, advocating for extended government investment in state school tutoring. As part of this work we have participated in panels at the 2024 party conferences and are collaborating with Public First on a new report looking at lessons learned from the National Tutoring Programme, setting out a tutoring policy proposal for the new Labour Government. We will continue to grow our influence and contribution to policy-making with partners in the sector to shape young people's futures positively.

Reach

In the year ahead we plan to expand the locations we are working in, especially to reach more rural and coastal areas to support pupils who are often facing hidden disadvantages. This means continuing to build on the successes already achieved in reaching schools outside of our eight regions. Particular geographical areas of focus for 2024–25 include Essex, Devon, Blackpool, Rotherham, Middlesbrough, Wolverhampton and Derby, but we are also keen to engage with opportunities that arise in other locations.

Impact

We are proud of the impact we've already demonstrated over the last few years. We are continuing to refine our tutoring resources, pupil assessments and volunteer development to further improve pupil outcomes. Additionally, we are carrying out a quasi-experimental design (QED) evaluation on our Year 6 maths programme in 2024–25 with an ambition for a larger external randomised control trial (RCT) evaluation in the 2025–26 academic year. These pieces of evidence would have significant value in demonstrating to key policy decision makers, funders and schools why investing in tutoring is crucial to enabling pupils facing disadvantage to progress in life.

Growth

With the ending of the National Tutoring Programme and school budgets becoming increasingly restricted, the growth strand of our strategy has become more challenging to deliver. However with the attainment gap at its widest in 12 years, the need for our support is greater than ever. We remain committed to our ambition for growth whilst ensuring that our targets can be reached sustainably and that we can overcome the external barriers we face.

Special thanks

We are so grateful to all of our volunteers and partner schools for the support they gave in 2023–24.

Every volunteer helped us to achieve our overall impact.

A big thank you to all of our volunteering partners, particularly the following who sourced the most volunteers for us in 2023–24:

Arup | Civil Service | DAC Beachcroft | Deloitte | KPMG | NatWest | PPP at Sellafield Ltd. | QBE

Special thanks to **Burges Salmon** and **Weightmans** for donating monthly office space to our Bristol and North West teams.

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

Tutor	Sessions delivered in 2023–24	Hub
Alan Gloucester-Trotman	251	London
Keith Galsworthy	147	London
Katie Antrobus	112	Birmingham
Quintus Benziger	98	Essex
Walter Obexer	90	London
Mary Taylor	87	Buckinghamshire
Laura Shepherd	80	London
Brian Rance	73	Newcastle
Janet Cheney	72	London
Johanna Munilla	67	Cumbria
Michelle Tse	66	Hertfordshire
Neal Baker	66	Sussex
Libby Cooke	65	Bristol

Endnotes

1. This report uses the following datasets published under the [Open Government Licence v3.0](#): Department for Education, [Key Stage 2 attainment statistics: 2024 dataset](#). Accessed 8 January 2025. This source is referenced on pages 9 and 12. Department for Education, [Key Stage 4 performance: 2024 dataset](#). Accessed 8 January 2025. This source is referenced on pages 9 and 13.
2. Education Policy Institute. [Annual Report 2024: Disadvantage. July 2024](#). Accessed 10 January 2025. This source is referenced on pages 9 and 10.
3. Impetus. [Youth Jobs Gap](#). April 2019. Accessed 10 January 2025. This source is referenced on pages 9 and 35.
4. Department of Health and Social Care. [COVID-19 Mental Health and Wellbeing Surveillance Report: Children and Young People](#). January 2022.
5. Public First. [Listening to, and learning from, parents in the attendance crisis](#). September 2023.
6. Child Poverty Action Group. [Poverty: facts and figures](#). Accessed 10 January 2025. Action Tutoring's figure was calculated with the latest Free School Meals data for our 2023–24 school partners, and is therefore likely to underestimate true poverty rates.
7. Action Tutoring pass rates are calculated using a sample of 304 SATs results in reading and 324 SATs results in maths from 2024. Action Tutoring did not receive SATs results for all the children it supported: data was available for 89% of pupils supported in reading and 74% of pupils supported in maths. National comparison data is taken from the Department for Education's Key Stage 2 attainment statistics (see endnote 1 above). Here and throughout the report, disadvantage status is defined as children and young people being eligible for the Pupil Premium grant. The SATs results differ slightly from those published in Action Tutoring's Annual Report, due to more data being received from schools in the period between the two reports being published.
8. To calculate the increased likelihood of Action Tutoring pupils meeting the expected standards in their SATs (page 12), or passing their GCSE (page 13): we find the difference between the pass rate for Action Tutoring pupils and the equivalent pass rate for disadvantaged pupils nationally. We then divide this difference by the national pass rate for disadvantaged pupils. Action Tutoring pass rates are calculated for pupils who are eligible for the Pupil Premium and attended ten or more tutoring sessions.
9. Findings from multilevel regression modelling, analysing maths outcomes for all pupils supported by Action Tutoring where 2024 SATs data was received from schools, controlling for pupils' Action Tutoring baseline assessment score, the number of tutoring sessions received and school attended.
10. National GCSE English Language and Mathematics pass rates by disadvantage status were calculated using data shared by the Department for Education under the Freedom of Information Act 2000 (licensed under the OGL v3.0). Action Tutoring English pass rates were calculated using 132 GCSE English Language outcomes from 2023 and 2024 combined, to obtain a large enough sample for robust analysis. Action Tutoring implemented an improved English Language curriculum for its Year 11s in 2024, but otherwise all aspects of the programme design and pupil selection remained the same in both years. Action Tutoring maths pass rates were calculated using 165 GCSE maths results, including one result where the grade was changed after a review of marking. Action Tutoring did not receive GCSE results for every young person it supported; data was available for 89% of English pupils and 99% of maths pupils.

11. This study used multilevel regression modelling to explore how a range of different factors related to the outcomes pupils on our programmes achieved in their SATs and GCSEs in 2023. This included the number of tutoring sessions pupils came to, their attainment level when they joined the programme, and the school they attended. While differences in outcomes for pupils tutored online or face-to-face were not statistically significant for most groups, the findings did suggest that Year 11 maths pupils appeared to benefit slightly from online tutoring.
12. National Institute of Economic and Social Research. [Action Tutoring's Small-group Tuition Programme](#). March 2016.
13. Education Endowment Foundation. [Teaching and Learning Toolkit: Peer Tutoring](#). Accessed 10 January 2025.
14. Department for Education. [Independent Evaluation of the National Tutoring Programme Year 2: Impact Evaluation](#). October 2023.
15. Public First. [The Future of Tutoring](#). July 2023.
16. Public First. [The Economic Impact of the National Tutoring Programme](#). January 2024.
17. Impetus. [Youth Jobs Index](#). August 2017.



"I would recommend Action Tutoring to other schools without question.

I would recommend them for their impact, the confidence they instil in children every year, their flexibility to find the right approach so that each child can excel, their professionalism and for the amazing progress children make as a direct result of their tuition."

Erika Eisele, Headteacher, Dalmain Primary School

Learn more about Action Tutoring:

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