



Impact report

Academic year 2024–25 | February 2026

ACTION TUTORING

Continuing our mission: we are closing the gap

In 2025, Action Tutoring pupils didn't just outperform disadvantaged peers nationally, the primary pupils we supported closed the reading attainment gap. Our pupils met the expected standard at the **same rate as non-disadvantaged children nationally.**

At GCSE, the pupils we supported were **10% more likely to pass their English Language GCSE** and **13% more likely to pass in maths** than other children facing disadvantage nationally.

Our programme of targeted tuition helps keep doors open for more young people when they leave school.

Contents

Introduction

A message from the Chair and CEO	5
Our impact at a glance	6

The need for action

The widening divide	9
Our vision and mission	10

Our impact

Pupil outcomes	12
Pupil voices	14
Evidencing our impact	17

How it works

Improvements to our programme	19
Our theory of change	20
Our school partners	22
Our volunteers	23
Our team	25

Looking ahead

Advocating for equality	28
Building new evidence	30

Thank you

Our funders and supporters	32
Special thanks	33

Endnotes

Our finances	35
References	36



Introduction

A message from the Chair and CEO

It is our immense pleasure to share our annual Impact Report for 2024–25, a year that marked a new chapter for Action Tutoring.

Operating beyond the National Tutoring Programme, this period was defined by the resilience and strategic focus of our team and the substantial impact and dedication of our volunteers. This year's report contributes once more to the significant evidence base for the impact of high-quality, targeted tuition. Despite a tough external environment and intense financial pressures facing school communities, we are incredibly proud to share the life-changing progress our pupils have achieved. A notable highlight: supported by a new and improved Action Tutoring curriculum, **our Year 6 pupils not only narrowed but closed the reading attainment gap at Key Stage 2. This means that we've eliminated the difference in outcomes between those on Free School Meals and those from more affluent communities.**

Our commitment to reaching underserved communities, including new delivery in

Blackpool, Cumbria, Devon, and Dorset, led us to reach over **3,700 pupils**, with our **inspiring volunteer tutors delivering over 20,300 sessions**. You will see the tangible impact of this work later in this report (**pages 11 to 17**).

The year was also one of important leadership transition. In December, we bid farewell to our inspirational founder, Susannah Hardyman, whose incredible dedication was fittingly recognised with an MBE in HM The King's New Year's Honours.

Partnerships were a clear strength, reinforcing our resolve. We were thrilled to collaborate with England rugby captain and philanthropist, Maro Itoje and The Pearl Fund, to help amplify the vital role of tutoring and attract dedicated volunteers. This year we were also honoured to receive the **School Partnership Provider of the Year** award at the **National Tutoring Awards 2025**.

Looking ahead, our evidence-led approach will be significantly advanced through a rigorous **randomised controlled trial (RCT)** of our secondary

maths programmes, delivered in partnership with the **Education Endowment Foundation (EEF)** and the **National Foundation for Educational Research (NFER)**.

To our dedicated tutors, schools and funders, your belief in our mission powers the change we see on our programmes. Action Tutoring remains committed to closing the attainment gap and ensuring that education remains a bridge, not a barrier, for young people in the UK today.

Peter Baines
Chair of Trustees

Jen Fox
CEO



Introduction

The need for action

Our impact

How it works

Looking ahead

Thank you

Our impact at a glance

Our primary pupils are...

+29% more likely to reach the expected standard in reading

+20% more likely to reach the expected standard in maths

After ten or more sessions with Action Tutoring, our pupils were more likely to reach the expected standards at the end of primary school than other disadvantaged pupils nationally.

Our secondary pupils are...

+10% more likely to pass GCSE English

+13% more likely to pass GCSE maths

After ten or more sessions with Action Tutoring, our pupils were more likely to pass at GCSE in their tutored subject than other disadvantaged pupils nationally.

42,479
sessions
attended

3,735
pupils
supported

1,401
active
volunteers



102
school
partners

5
year groups

2
subjects



Hubs	Sessions	Schools
Newcastle	2,000	5
Sheffield	2,864	6
Merseyside	482	3
Cheshire	2,496	9
Other areas in the North of England	2,149	6
Nottingham	1,192	3
Birmingham	3,330	7
Other areas in the midlands	295	1
London	22,210	41
Bristol	1,301	6
Sussex	1,562	5
Other areas in the South of England	2,598	10

-  Delivery hubs
-  Programmes running outside of delivery hubs



MORE THAN A SCHOOL

The need for action

ACTION TUTORING
infinite potential

Secondary maths
skills workbook

Pupil workbook

The widening divide

School communities work tirelessly to support every child to reach their full potential. But year after year, the data tells us that education in this country is not equal. The difference in outcomes between disadvantaged pupils and their peers is large and persistent.

This isn't fair. Education is supposed to be the key to unlocking children's futures and achieving social equality. Something isn't working.

Every child has potential. Your family's income should not determine your chances of success.

Any progress made in narrowing the attainment gap over the past decade has been mostly erased in the wake of the pandemic and rise in the cost of living.

These crises have affected us all, but children from the poorest families have been hit the hardest.

Schools are grappling with real-terms funding shortfalls due to rising costs. Consequently, school leaders are forced to make impossible choices, including cuts to vital staffing and beneficial programmes.

These reductions disproportionately impact disadvantaged pupils, further compounding the attainment gap.

The number of pupils with complex needs has rapidly increased, putting further strain on families struggling to access the adequate provision for their children to thrive.

All these challenges add up. At the end of primary school, the attainment gap remains wider than before the pandemic.

Despite a modest rise in Key Stage 2 outcomes in 2025 the disadvantage gap index, which measures the attainment gap between disadvantaged pupils and all other pupils, widened slightly for Year 6 pupils.¹

This gap only grows wider as children grow older. At GCSE, the disadvantage gap index remains stubbornly wide.²

High absence rates in schools, particularly among the most disadvantaged pupils, only make it harder to bridge this divide. All this means that fewer than half of all disadvantaged pupils passed their GCSEs in 2025 in both English and maths.³

Learning opens doors, and passing grades are a passport to future opportunities. The impact of these inequalities are felt throughout life.

For pupils from disadvantaged backgrounds, missing out on grades harms their transition into future training, education and employment.

This isn't fair. Our evidence-based programmes aim to close this gap.

KS2 disadvantage gap



KS4 disadvantage gap

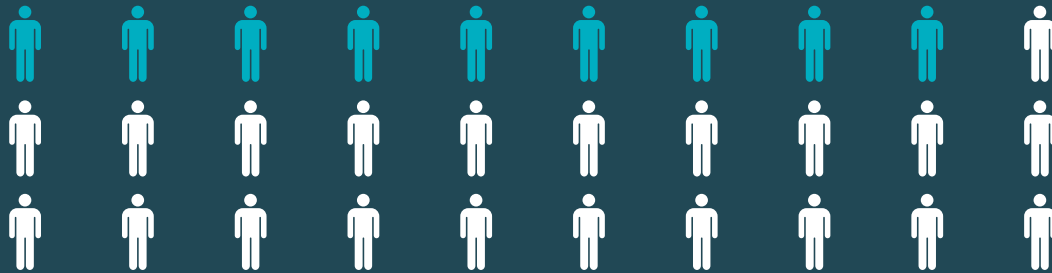


Our vision

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

In the UK, it is estimated that 31% of children are currently living in poverty.⁵

That's approximately 9 children in a typical classroom of 30 pupils that could be living in poverty.



In primary school, pupils facing disadvantage are less likely to meet expected standards in reading, writing and maths. In 2025, just 47% of primary pupils facing disadvantage met expected standards, compared to 69% of their non-disadvantaged peers.⁶

Similarly in secondary school, pupils facing disadvantage are less likely to achieve a grade 4 in English or maths GCSEs. Just 44% of secondary pupils facing disadvantage passed both English and maths GCSE, compared to 73% of their non-disadvantaged peers in 2025.⁷

Our mission

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.

Tutoring improves grades. The Education Endowment Foundation calculates that small group tuition can add an average of four months' additional progress to a young person's schooling.⁸ Small group tuition works because it is tailored to individual needs and can address misconceptions at the source, while providing a safe space for pupils with low confidence to speak up and learn from their mistakes.



Our impact

Pupil outcomes

Primary schools

Year 6 pupils we supported **closed the reading attainment gap** in 2025. After ten or more sessions, they met the expected standard at the same rate as children who were not from disadvantaged backgrounds nationally.⁹

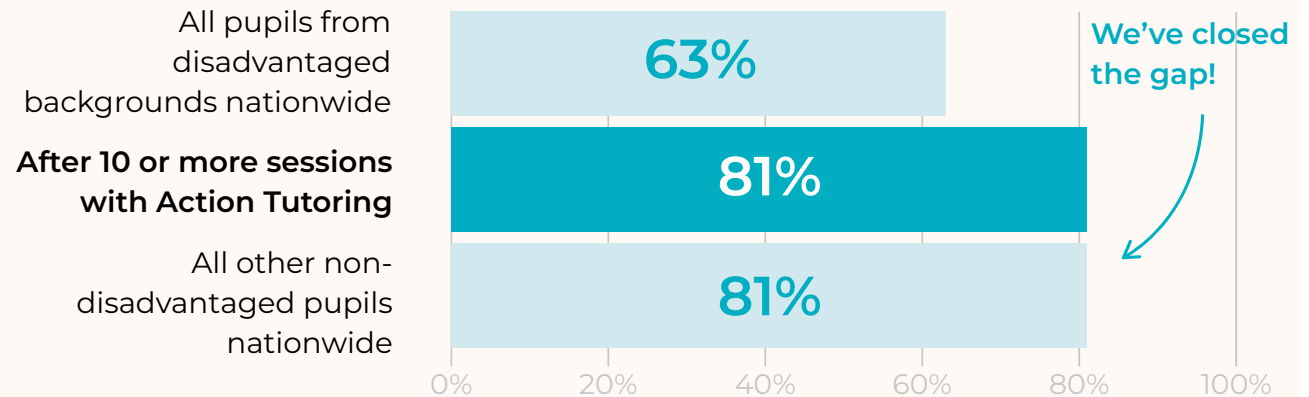
These pupils started the year at risk of missing out on age-related benchmarks at the end of primary school. Their astonishing success shows how targeted small-group tuition can enhance the incredible work of schools, helping children to overcome barriers to learning and shine.

Overall in 2025, pupils completing our programme—whether reading or maths—were **more likely to finish primary school reaching the expected standard** than other pupils facing disadvantage nationwide.

In 2025, we launched a new Year 6 curriculum designed by specialists to boost the impact of sessions.

Reading (key stage 2)

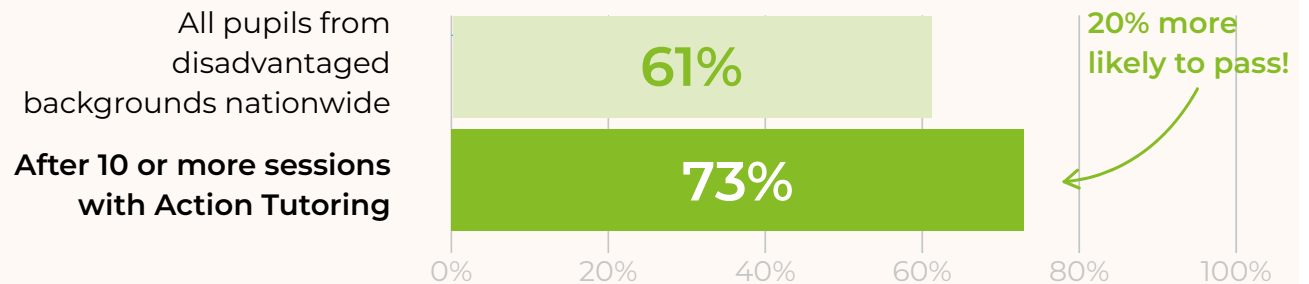
Children from disadvantaged backgrounds reaching the expected standard



Based on 186 SATs results for Action Tutoring pupils in 2025

Maths (key stage 2)

Children from disadvantaged backgrounds reaching the expected standard



Based on 353 SATs results for Action Tutoring pupils in 2025

Secondary schools

Nationally, **fewer than one in every two young people facing disadvantage** will leave school with a pass in GCSE English and maths—holding them back from securing future opportunities.

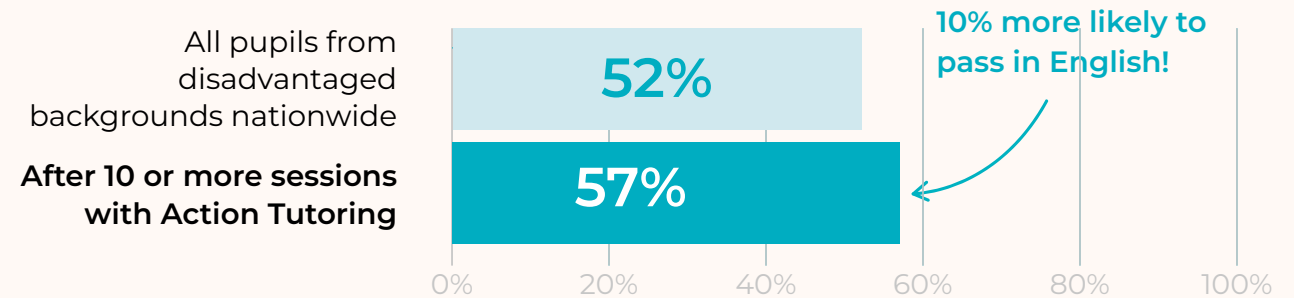
Targeted small-group tutoring can boost these odds; after ten or more sessions with Action Tutoring, pupils from disadvantaged backgrounds were more likely to pass their GCSE in the subject: **10% more likely in English and 13% more likely in maths.**¹⁰

In partnership with our committed school partners, our programme of targeted tuition can be the difference that helps keep **doors open for more young people** when they leave school.

Our pupils in both primary and secondary are selected because they are at particular risk of missing out on these crucial age-related benchmarks, making these gains even more meaningful.

English Language GCSE

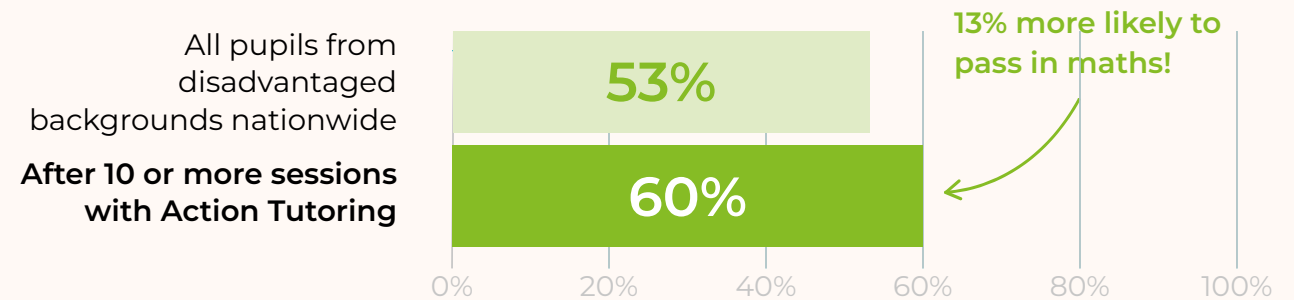
Young people from disadvantaged backgrounds passing at GCSE



Based on 175 GCSE outcomes for Action Tutoring pupils between 2022 and 2025

Maths GCSE

Young people from disadvantaged backgrounds passing at GCSE



Based on 105 GCSE outcomes for Action Tutoring pupils in 2025

Pupil voices

To ensure our support is as effective as possible, we listen closely to the children and young people we support.

This year **1,550** pupils across primary and secondary shared their experiences through our large-scale survey, telling us what motivates them to attend and where we can improve. By forefronting pupil perspectives we don't just measure impact, we also use their insights to drive improvement to our programmes. This ensures our tutoring remains a place where pupils feel safe, listened to, and encouraged to succeed.

Pupils shared positive feelings about the supportive process of learning and the way tutors explain concepts, **"I enjoyed it when we had discussions [and] also when our tutor explained to us clearly if we had got it wrong to make sure we understand"** (secondary pupil). Pupils also told us about the way in which our sessions help them and increase their confidence, **"my tutor helps a lot so I am not nervous"** (primary pupil). The importance of relationship building through fun and play during sessions was highlighted as an important factor for pupils and they were also overwhelmingly positive about the pupil-tutor relationship, **"Sandra was a lovely, friendly and amazing tutor who always make the last lesson of the day amazing"** (secondary pupil).

When reflecting on things to change or improve, pupils sometimes shared opinions on the timing and duration of sessions, or having access to harder or easier topics.

Primary schools



"I enjoy how my tutor is very kind, how he makes sure everyone had finished an exercise before moving on and how he explains an answer to me or my group if we get anything wrong."

Pupil at Millbank Gardens Primary Academy, London

"I enjoy how we can learn digitally... I also enjoy how there is another pupil that has similar knowledge to me, because of this, I can ask questions freely without feeling scared about my answers or questions."

Pupil at St Giles Church of England Primary School, Walsall, West Midlands



"I wouldn't change anything about it because all of the tutors are kind and they show respect when we are stuck on a question."

Pupil at Dean Bank Primary and Nursery School, Ferryhill, County Durham

As the disadvantage attainment gap remains stubbornly wide, small-group tutoring is a proven intervention providing the intensive, targeted support disadvantaged pupils need to succeed.

Alex and Sophia, both in Year 5 at primary school in London, were worried about their subjects before starting tutoring. Alex explained that he did “not [feel] really good” at reading, whilst Sophia felt “a bit bad” about maths.

Our small group tutoring provides a personalised intervention enabling pupils to develop the skills and confidence they need to thrive in class. Alex explained, **“it’s easier in tutoring because there’s less people and I can concentrate more.”**

Sophia described how her newfound confidence and skills gained during tutoring spilled over into the rest of her school life, transforming her engagement:

“I’ve been more better in my maths. I’ve been comfortable with other teachers, comfortable with answering questions that I don’t know - trying my best to answer the questions that I haven’t learned yet and I don’t know. It’s really helped me and I’m more comfortable.”

Both pupils transitioned into Year 6, their SATs year, with increased security in their subject knowledge and improved confidence. We know that small-group tutoring typically helps pupils make an average of four months’ additional progress.⁸ This year, our results reflected that evidence: **our primary pupils were 29% and 20% more likely to reach the expected standard in reading and maths SATs than other disadvantaged pupils nationally.**



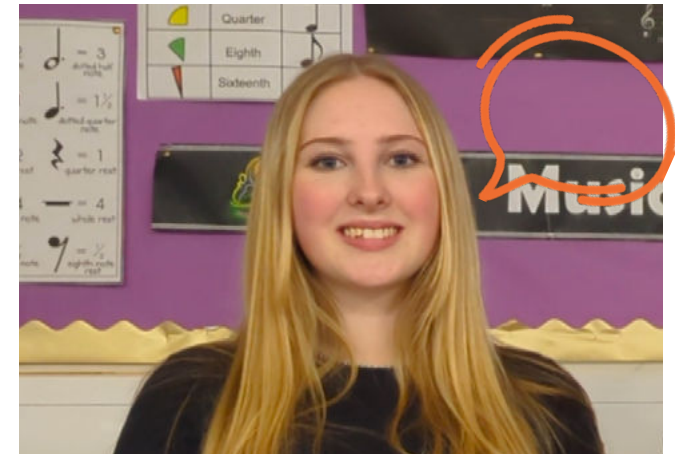
Average primary pupil survey response out of 10

My confidence in the subject has increased because of the tutoring



Secondary schools

At Action Tutoring, we know that disadvantaged pupils are not less able, they simply have less access to the tools and resources to help them succeed. For Georgie, preparing for her GCSEs in Bristol, tutoring sessions changed her approach to a subject she once avoided. Our tutoring supported her to progress from a predicted fail to achieving a grade 4 pass in maths and securing a path to her chosen A Levels.



Georgie shared that before she started tutoring she felt disengaged from maths; *“I just didn’t really like maths and I was just convinced it wasn’t going to go well for me. So I just thought I just might as well not do it.”*

Once she started having sessions with her tutor, Phil, Georgie described the sessions as a **‘highlight of her week’** reflecting on the importance of building a trusted relationship with Phil; *“I feel like he knows my strengths and what I’m less confident in. He goes over it, but not at a pace where I can’t like process what’s going on and it’s just a good way to make sure that there are no topics that I’m not ok with.”*

The time with Phil transformed Georgie’s outlook on maths. boosted her confidence and engagement and also, critically, her academic attainment. *“I think it’s important because I think some people that struggle with maths, they struggle to find what they need to focus on. When you have that help, it makes it seem like less of a step to getting better and it doesn’t feel like mind block as soon as you look at like a number.”*

“I just think Action Tutoring’s very helpful and has probably made a lot of people’s lives much easier.”

At secondary level, our programmes increase pupil’s chances of accessing further education, training or employment. Without a pass in her maths GCSE, Georgie would not have been accepted to study her chosen A Levels. Our tutoring empowers pupils **to pursue their ambitions, making more futures wide open.**

Average secondary pupil survey response out of 10

My tutor is able to explain the subject to me clearly



Evidencing our impact

A new, independent quasi-experimental evaluation of our Year 6 mathematics programme (2023–24) indicates strong evidence of promise for disadvantaged pupils.¹¹

In line with our commitment to evidence-based impact, Action Tutoring commissioned the [National Foundation for Educational Research](#). Using a matched-school design, evaluators compared KS2 outcomes for pupils eligible for Free School Meals (FSM) at Action Tutoring schools against a robust national control group.

School level impact

On average, FSM pupils at schools partnering with Action Tutoring scored 1 point higher in KS2 maths than the control group. This is equivalent to an average of **+2 months of progress**.

Individual pupil impact

When statistically adjusted to isolate the effect on tutored pupils, the programme delivered an estimated average of **+4 months of progress** for tutored pupils.

Whilst these findings narrowly missed the threshold for statistical significance due to sample size limitations, the positive effect sizes underline the strong potential for our programme's impact on disadvantaged pupils.



Regional success and compliance

The evaluation identified two areas of high-impact, statistically significant gains at the school level:

Regional strength

In the South East and South West, FSM pupils in our partner schools achieved **a significant average effect of +7 months of progress** ($p=0.02$).

The power of attendance

Exploratory analysis found schools with high programme engagement rates (>84% attendance) saw a **significant average effect of +2 months of additional progress** at the school level for FSM pupils ($p=0.01$).

These results underscore that when our programme is delivered with high attendance, it produces **demonstrable, statistically significant attainment gains for the children who need it most**.



How it works

Improvements to our programme

Our well-sequenced curriculum is designed by **subject specialists** who are qualified teachers with backgrounds in education leadership. All our resources are creative and thoughtful, based on **pedagogical evidence** and **best practice**. Tutors use our specially designed resources to deliver individual and small-group tuition, optimising pupil engagement, confidence and attainment.

During 2024–25, we redeveloped our English and maths curriculum for Years 6 and 7. We drew on the National Curriculum and our commitment to **diversity and inclusion** to ensure that our resources effectively prepared Year 6 pupils for SATs examinations. Importantly, our resources are specifically designed to support non-specialist volunteer tutors to deliver effective tutoring, maximising impact for pupils.

In maths, we made improvements including better sequencing of lessons and questions. We increased the frequency of visual aids and enabled adaptive teaching to support and stretch pupils. Our changes support more effective elicitation of deep understanding through effective

questioning and maths talk.

In English, we separated the Year 6 and 7 curriculums. Our Year 6 resources now specifically target the skills and knowledge required to meet expected progress in SATs. Through our redevelopment of these materials, we ensured that we equip pupils with the essential vocabulary upfront. This encourages rich discussion to promote critical thinking and to anticipate and address misconceptions proactively. We have connected sessions to testing domains implicitly, so we can focus on growing engagement and enthusiasm for English.

This year's pupil results reflect our dedication to providing high-quality, evidence-based curriculum resources for tutors and pupils.

This year we developed a best practice framework to further support tutors ready for implementation in 2025–26.

Average teacher survey response out of 10

Most volunteer tutors communicate effectively with pupils during sessions



Most of the volunteers have enough subject knowledge to support pupils effectively



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



Our theory of change

What we do

Deliver **weekly small-group tuition** in English or maths, led by **trained volunteers** dedicated to narrowing the attainment gap.

Provide a **dedicated Action Tutoring Programme Coordinator** to oversee every session, ensuring consistency and effective delivery.

Utilise our own **curriculum resources**, designed and reviewed annually by **subject specialists**.

Assure **high-quality tuition** through **rigorous tutor training**, continuous observation, and feedback processes.

Provide essential and efficient support behind the scenes, including **robust safeguarding procedures**.

Teachers say this is what sets our programmes apart!

What we delivered

In 2024–25:

3,735 pupils accessed **43,475** hours of tuition delivered online and in person.

1,734 volunteers engaged in initial tutor training.

233 random spot checks were observed for tutoring quality.

88% of tutors passed with half of these tutors demonstrating excellent practice.

102 school partnerships, sharing in our commitment to improving pupil outcomes.

Our approach is driven by evidence

We introduced **new Year 6 English and maths tutoring resources** after a rigorous audit and research process by specialists.

An independently quality-assured study found our pupils achieve similar outcomes whether they are **tutored online or face-to-face**.¹²

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: to **close the attainment gap**.



The change this creates

Pupils **show improvement** between Action Tutoring baseline assessment and progress check.

Pupils report having **greater confidence** in the subject and in taking exams .

Tutors show evidence of **excellent practice** in quality observations.

Schools choose to offer our programme to their pupils again.

Tutors choose to volunteer again.



The lasting benefit

Pupils from disadvantaged backgrounds leave primary school **meeting age-related expectations** in reading and maths.

Pupils from disadvantaged backgrounds **pass their GCSE maths and English**.

Pupils gain **improved access** to training, education and employment, leading to better **long-term life outcomes**.

A nationwide movement of volunteers is committed to education equality and the power of tuition.

We monitor our progress towards targets regularly, and put in place robust impact measurement plans through our Impact Strategy—including a large-scale **randomised controlled trial evaluation**, commissioned by the **Education Endowment Foundation**, to be delivered in 2025–26.

Our school partners

In 2024-2025 we worked in partnership with **102** schools in England. We extended our reach to support more underserved communities including Devon, Dorset, Blackpool and Cumbria.

This academic year Action Tutoring began a new partnership working with North Birmingham Academy, supporting Year 10 and 11 pupils with their English and maths. Here's what they have to say:



*“Action Tutoring has proven to be an invaluable resource, providing skilled and dependable tutors on a large scale, **precisely the kind of support our pupils need to thrive**. The charity’s approach is effective, and our pupils respond positively to the personalised attention they receive. For example, the maths resources were tailored to better align with our teaching methods, and I was included in discussions about how the charity tracks pupil progress through baselines and progress assessments. From the CEO to the programme managers, coordinators, and volunteer tutors, everyone at Action Tutoring is fully dedicated to supporting our pupils. Their commitment makes a real difference in the academic development of our pupils.”*

Jobe Swingler, Assistant Headteacher

Can we support your pupils' success? Let's connect

www.actiontutoring.org.uk/school-enquiry-form

schoolenquiries@actiontutoring.org.uk

@actiontutoring | 0300 102 0094



Testament to our impactful collaborations with schools across the country, dedicated to supporting disadvantaged pupils, we were awarded the School Partnership Provider of the Year at the National Tutoring Awards in July 2025.



Average teacher survey response out of 10

Action Tutoring has an overall positive impact on our pupils



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



Our volunteers

1,401 tutors delivered 19,683 sessions in 2024–25.

- 40% were employed either full time, or part time.
- 25% were university students.
- 16% were retired professionals.
- 19% were not currently in employment or selected 'other' under occupation.

"It's a real privilege to be able to encourage pupils with their reading and writing. Pupils usually have a fresh and interesting perspective on the texts we read together. Discussing this in a small tutor group is a great way of helping pupils to practise and develop their skills."



John, civil servant

"I chose to volunteer with Action Tutoring because I saw it as an ideal pathway to integrate into the UK's education system. Rather than jumping straight into a formal teaching role, I wanted to learn, observe, and gain practical experience within the classroom environment."



Working with both primary and secondary school pupils has been incredibly valuable, allowing me to understand their differing behaviours, learning needs, and engagement styles. This experience has helped me discover where my strengths lie and where I might best contribute in the long term or even consider working across both levels.

Another highlight was with a Year 11 pupil who showed no interest in participating. He would avoid interaction entirely. However, I remained patient and made it clear that I was there to support, not pressure him. Eventually, he began to engage more. That experience reinforced how important it is to respect each learner's pace and build trust first.

Volunteering as a tutor matters because it's not just about teaching curriculum content, it's about making learning accessible, creating safe spaces for pupils to express themselves and being that one consistent support they can count on. For me, it's a deeply rewarding way to make a difference."

Titilope, postgraduate student

Average volunteer survey response out of 10

Volunteering with Action Tutoring is helping me develop new skills or improve existing ones



I would recommend volunteering with Action Tutoring



Volunteering with Action Tutoring is having a positive effect on my mental health



Our team

In 2024–25, our mission was driven by a dedicated team of **68** paid staff, each playing a vital role in ensuring high-quality academic support reached the pupils who needed it most. Our multi-disciplinary team includes:

Frontline Programme Delivery: The core of our operations, managing the direct implementation of tutoring in schools.

Marketing and Communications: Tasked with raising our national profile and recruiting the high-calibre volunteer tutors essential to our model.

Philanthropy: Raising the vital funds that allow us to subsidise costs for schools, ensuring our support remains accessible.

Finance, HR and Operations: Providing the infrastructure and internal support necessary for our team to thrive and remain equipped.

Impact and Quality: Maintaining rigorous standards for tutor training and development, and measuring the tangible outcomes of our work.

The charity is governed by a Trustee Board and guided by our CEO and Senior Leadership Team, ensuring strategic oversight and long-term sustainability.

While every staff member is essential, our Online Programmes staff are vital to ensuring the smooth running of our online and virtual programmes. They work closely with schools to ensure they have the right set up as well as ensuring tutors are well trained to deliver online programmes.

“As a Senior Online Programmes and Systems Officer, the most rewarding aspect of my role is enabling success for our tutors and pupils by managing the ‘behind the scenes’ systems.

My role involves managing Vedamo, our virtual classroom, and supporting tutors’ learning through 360 Learning.

My focus is on ensuring these systems allow tutors and pupils to concentrate on learning and bridging the attainment gap, as I understand how important this is.

None of this would be possible without my dedicated colleagues and partners who I collaborate with daily.”



Samantha Edwards, Senior Online Programmes and Systems Officer



Average teacher survey response out of 10

The communications from Action Tutoring staff are clear and effective



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



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





Looking ahead

Advocating for equality

We are dedicated to securing cross-party support to make state-funded tutoring a permanent fixture of the UK education system. With the attainment gap at its widest point in over a decade, we actively engage with politicians and policymakers to advocate for pupils facing disadvantage.

Following the conclusion of the National Tutoring Programme (NTP) in July 2024, our advocacy efforts have focussed on building a robust evidence base to prove that high-quality, targeted intervention is essential for closing the attainment gap.

Throughout 2024-25 we have maintained a high-profile presence at major political events, including the **Labour and Liberal Democrat** party conferences. Partnering with the **Education Policy Institute** and sector peers, we joined critical panel discussions focussed on pandemic-related learning loss and the necessity of a sustained national recovery strategy. Additionally, we submitted extensive evidence to the **Government's Curriculum and Assessment Review**, providing expert insights into improving maths and English outcomes for the most vulnerable learners.



A landmark moment in our advocacy work took place in April 2025 when we jointly published the important report, [Past lessons, future visions: Evolving state-funded tutoring for the future](#) with other sector leaders.¹³ Launched at **Portcullis House, Westminster**, the report provided rigorous analysis of previous funding schemes and a roadmap for future initiatives that specifically support the education of children and young people who are unable to access the same supports as their more affluent peers.

Moving forwards, we are focussing on a new advocacy strategy to ensure we remain a strong, evidence-based voice within the sector.

Central to this strategy are two key messages that we will be amplifying:

- **Tutoring is a proven solution to close the attainment gap.**
- **Action Tutoring is a trusted national voice on tutoring.**

We remain committed to collaboration, political engagement and growing our evidence base to ensure that every young person can access the academic support they need to thrive.



Building new evidence

Action Tutoring is proud to partner with the **Education**



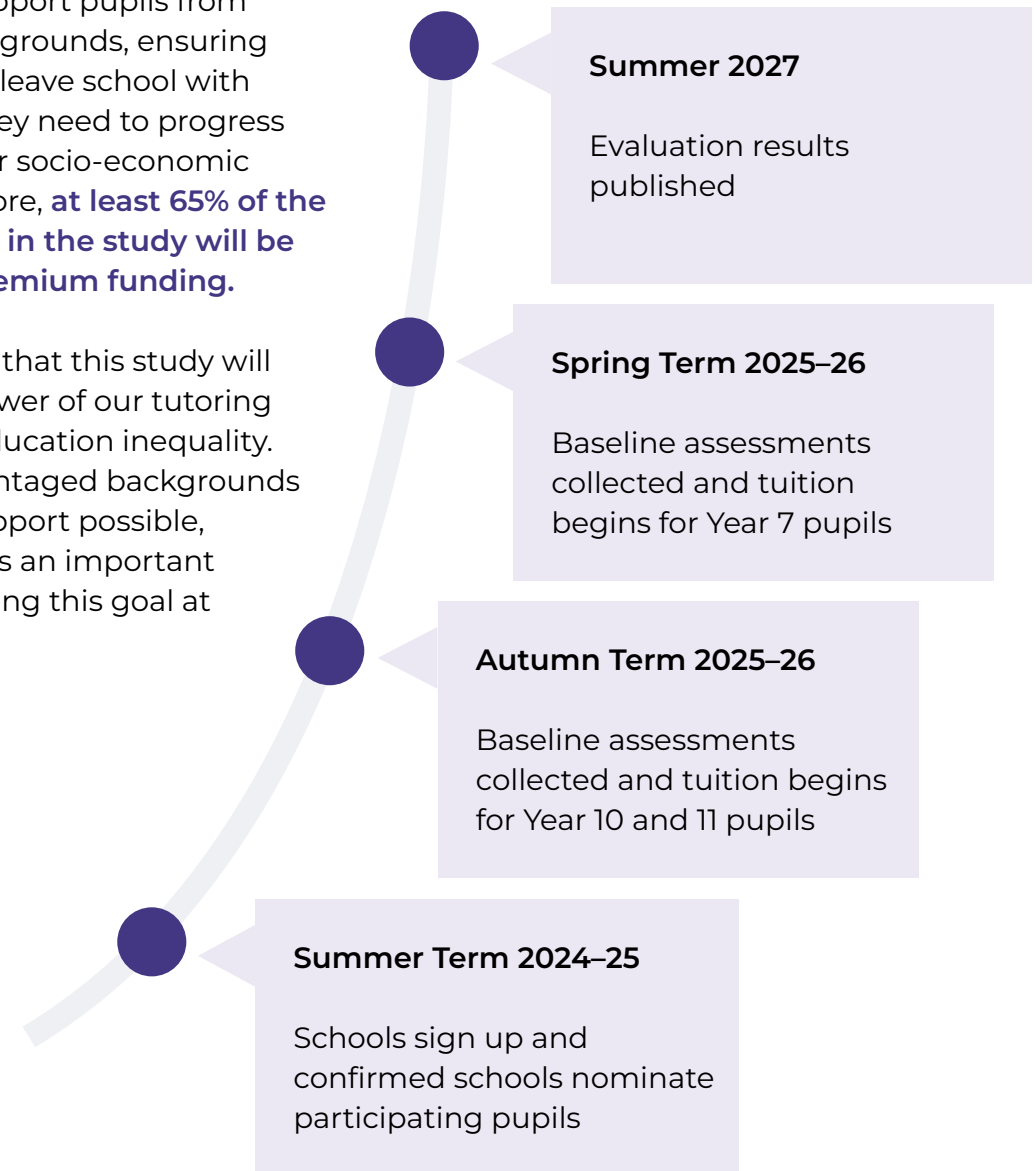
Endowment Foundation and two sector-leading research organisations to evaluate the impact of its cost-effective, evidence-based tutoring programme for young people in secondary schools.

This evaluation will use a **randomised controlled trial (RCT) design** to assess if our innovative approach improves maths attainment and attitudes among pupils facing disadvantage in Years 7, 10 and 11. The study will compare intervention groups against control groups to **build a robust evidence base for cost-effective, high impact support**.

The evaluation will include a 'nimble trial', which may test promising strategies to enhance the impact of tutoring, for example, by testing methods for improving pupil engagement in the intervention.

Our mission is to support pupils from disadvantaged backgrounds, ensuring more young people leave school with the qualifications they need to progress no matter what their socio-economic background. Therefore, **at least 65% of the pupils participating in the study will be eligible for Pupil Premium funding**.

Ultimately, we hope that this study will demonstrate the power of our tutoring model to address education inequality. Pupils from disadvantaged backgrounds deserve the best support possible, and this evaluation is an important step towards achieving this goal at greater scale.





Thank you

Our funders and supporters

Action Tutoring was funded in 2024–25 through contributions from schools, individual donations and grants from our generous funders.

Action Tutoring would like to thank the funders who provided grants in 2024–25 to support its work.

Action Tutoring would also like to thank our wonderful donors, including organisations such as Guy Butler Ltd and KPMG, alongside generous individuals, for supporting 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 2024.

This was our second year working in a successful partnership with the QBE Foundation who have generously committed at least £1.5 million to Action Tutoring over a three-year period, from 2023. Through this partnership we were delighted to be shortlisted for Corporate National Partnership of the Year with a Financial Institution at the 2025 Charity Times Awards.



Special thanks

We are so grateful to all of our volunteers and partner schools for the support they gave in 2024–25. Every volunteer provided an essential contribution to our overall impact on pupil learning.

A big thank you to all of our volunteering partners, particularly the following who sourced the most volunteers for us in the 2024–25 academic year:

QBE Insurance | DAC Beachcroft | Civil Service | HMRC | Deloitte | Amentum | KPMG

Special thanks to **QBE Insurance, Weightmans, Burges Salmon** and **Arup** for donating monthly office space to our regional teams.

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



Name	Sessions tutored	Location
Alan Gloucester-Trotman	166	London
Keith Galsworthy	89	London
Walter Obexer	85	London
Brian Rance	82	Newcastle
Cheng Jiun Yuan	79	Sheffield
Matthew Bradshaw	77	London
Richard White	76	London
Ken Ward	72	Somerset
Sandra Fisher	68	London
Tim Woodhead	68	Wales
Medora Bracey	61	Birmingham



Endnotes

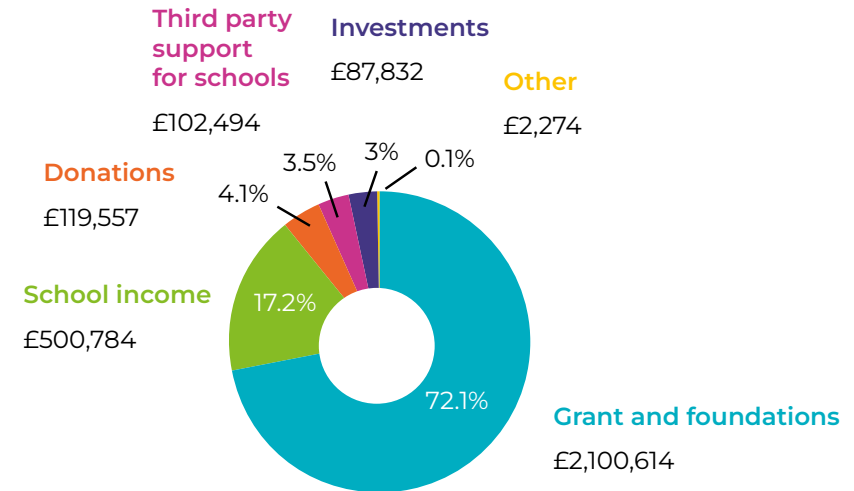
Our finances

Our financial strategy is designed to ensure that the maximum possible resource is dedicated towards closing the attainment gap. Our expenditure is grouped into four key areas:

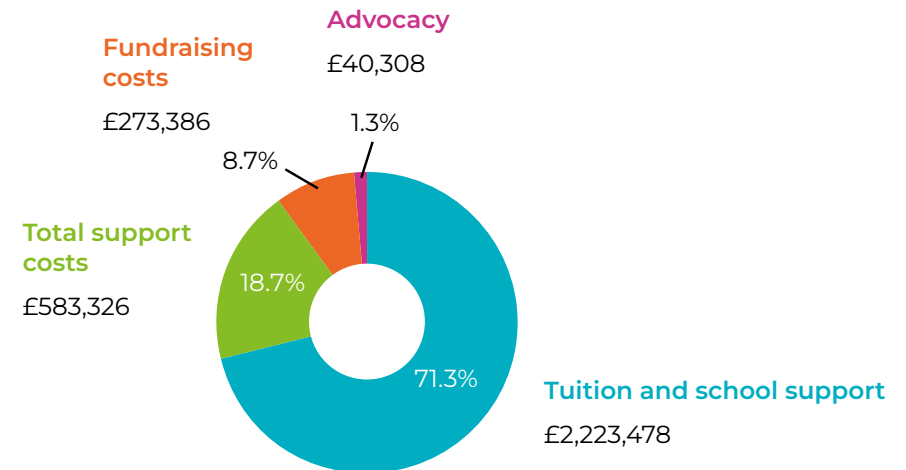
- **Tuition and school support costs**, the core costs of delivering our tutoring programme, which include programme staff, marketing and recruitment of volunteer tutors, tutor resources, curriculum and tutor training development.
- **Support costs** which include staff training and recruitment, premises costs, staff welfare, travel and accommodation, IT costs, legal and professional fees, insurance, audit and accountancy fees, non-programme staff and depreciation.
- **Fundraising costs** which include the staff and direct costs relating to raising donations, grants and building corporate partnerships.
- **Advocacy** is separated out to delineate the costs relating to advocating for public funding of tutoring as a vital provision for pupils facing disadvantage.

Action Tutoring’s policy is to maintain between four to six months of free reserves. At the year end this stood at £1.3m, equivalent to four months of expenditure, within the target range. A breakdown is available in our [Financial Statements for the year ending 31st August 2025](#).

Breakdown of income (2024-25)



Breakdown of expenditure (2024-25)



References

- 1 Department for Education. (2025, September 16). Key stage 2 attainment, Academic year 2024/25 (Revised). Explore Education Statistics, GOV.UK. <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2024-25> [Accessed on 19th February 2026]
- 2 Department for Education. (2025, October 16). Key stage 4 performance, Academic year 2024/25. Explore Education Statistics, GOV.UK. <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance/2024-25> [Accessed on 19th February 2026]
- 3 *ibid.*
- 4 Education Policy Institute. (2025). Annual report 2025: Disadvantage. <https://epi.org.uk/annual-report-2025-disadvantage/> [Accessed on 19th February 2026]
- 5 Relative poverty is measured as living on less than 60% of today's median income. Department for Work and Pensions. (2025, March 27). Households below average income: for financial years ending 1995 to 2024. GOV.UK. <https://www.gov.uk/government/statistics/households-below-average-income-for-financial-years-ending-1995-to-2024> [Accessed on 19th February 2026]
- 6 Department for Education. (2025, September 16). Data table on Key Stage 2 attainment in reading, writing and maths, Academic year 2024/25. Explore Education Statistics, GOV.UK. <https://explore-education-statistics.service.gov.uk/data-tables/fast-track/7dea41a5-4ce9-4a49-3505-08de2b5f5ee5> [Accessed on 19th February 2026]
- 7 Department for Education. (2025, October 16). Key stage 4 performance, Academic year 2024/25. Explore Education Statistics, GOV.UK. <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance/2024-25> [Accessed on 19th February 2026]
- 8 Education Endowment Foundation. Small group tuition. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> [Accessed on 19th February 2026]
- 9 Action Tutoring pass rates are calculated using a sample of 186 SATs results in reading and 353 SATs results in maths. Action Tutoring did not receive SATs results for all the children it supported; SATs data was available for 83.5% of pupils for maths and for 81.9% for reading. Disadvantaged was defined as children in receipt of the Pupil Premium grant. National comparison data, see footnote 1.
- 10 Action Tutoring pass rates calculated using GCSE results data from 2025 for maths (105 results), and GCSE results from 2023 to 2025

for English (175 results). Action Tutoring did not receive GCSE results for all the young people it supported; data was available for 95.5% of pupils for maths and for 89.3% for English. Disadvantaged defined as children in receipt of the Pupil Premium grant. National comparison data, see footnote 2.

11 National Foundation for Educational Research (NFER), Action Tutoring Year 6 Mathematics Programme Quasi-Experimental Impact Evaluation, forthcoming April 2026.

12 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.

13 Simons, J., Burtonshaw, S., & Yates, W. (2025, April). Past lessons, future vision – Evolving state-funded tutoring for the future. Public First. https://www.publicfirst.co.uk/wp-content/uploads/2025/04/61983_UPP_Tutoring-Report_NH_v2_AW_SPREADS.pdf [Accessed on 19th February 2026]



Learn more about Action Tutoring

www.actiontutoring.org.uk

0203 872 5894

hello@actiontutoring.org.uk

[@ActionTutoring](https://www.instagram.com/ActionTutoring)

Fivefields, 8-10 Grosvenor Gardens,
Victoria, SW1W 0DH

Registered charity number - 1147175
Company number - 0810597

