

## National Tutoring Programme School-Led Tutoring and Academic Mentoring Annual Evaluation Report 2022–23

March 2024

The National Tutoring Programme (NTP) supports schools by providing funding to spend on academic support delivered by trained and experienced tutors and mentors. Education Development Trust (EDT) is delivering the National Tutoring Programme Training Course, which is an evidence-based, flexible and accessible online course focusing on best practice in tutoring. This training is offered to all school staff who are nominated as school-led tutors by their school leaders and to those who are recruited as academic mentors.

This report provides EDT's interpretations of the key findings published in ImpactEd's 'Annual Evaluation Report' for the 2022–23 academic year. The key research questions are:

How are school-led tutoring and academic mentoring being implemented in schools, and to what extent is this in line with evidence-informed best practice?

What change has been experienced by pupils, as a result of school-led tutoring or academic mentoring?

What change has been experienced by tutors, teachers and schools as a result of school-led tutoring or academic mentoring?

The full report, including methodology, process and implementation, key findings and recommendations, can be found [here](#). To find out more about ImpactEd, visit [evaluation.impactgroup.uk](https://www.impactgroup.uk).

Tutoring sessions had a positive impact on pupil attainment in English and maths at both primary and secondary level.

The proportion of primary pupils working at or above expected standard increased:

### Maths

Before tutoring sessions: 18.4%



After tutoring sessions: 61.2%



### English

Before tutoring sessions: 5.8%



After tutoring sessions: 48.2%





## WHY?

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### Impact

**Attainment – closing the gap:** Tutoring had a positive impact on attainment, particularly for pupils with Pupil Premium eligibility for example:

- » the average attainment in Maths increased more for secondary pupils with Pupil Premium eligibility in the participating group compared to their comparison group counterparts
- » receiving tutoring helped to protect secondary pupils with Pupil Premium eligibility from getting lower grades at endline assessment and helped pupils without Pupil Premium eligibility to improve their GCSE English grades
- » tutoring helped to close the attainment gap between participating pupils and their peers for all primary pupils in English and maths.

**Attendance:** Tutoring sessions positively impacted attendance. Although the average pupil attendance decreased, which is in line with national trends, pupils who received tutoring had higher attendance rates than their comparison groups. This was true across phase, pupil premium and EAL status.

**Progress:** Tutoring sessions had a positive impact on pupil attainment in English and maths at both primary and secondary level. For example, the proportion of primary pupils working at or above expected standard increased from 18.4% at baseline to 61.2% at endline in maths, and from 5.8% to 48.2% in English. Participating secondary pupils' attainment increased by 2.1% in maths and 2.4% in English during the period of the tutoring intervention.

**Self-efficacy and confidence:** Tutoring has had a positive impact on pupils' academic confidence, willingness to challenge themselves and make mistakes, motivation and enjoyment of learning. For example, participating pupils saw an increase of 2.3% in the average self-efficacy score.

**School engagement:** Tutoring has positively impacted school engagement. For example, the average school engagement score of pupils in the comparison group showed a decrease of 2.2%, in comparison those participating in tutoring saw only a marginal decrease of 0.5%.

**Wider impacts:** Professional development opportunities and job satisfaction were important outcomes for tutors taking part in the training.

## HOW?

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### Implementation

**Curriculum:** Tutoring interventions that targeted pupils' specific learning gaps are more effective than a generic approach covering the curriculum at increasing pupil attainment. This was particularly effective where teachers acted as tutors or collaborated closely with them.

**Coverage and composition:** As training is compulsory for tutors without QTS, a large proportion of the schools taking part in this research project utilised teaching assistants (TAs) and higher-level teaching assistants (HLTAs) as tutors. Many of these have experience in roles supporting the learning of children or young people.

**Overcoming barriers:** Barriers to effective tutoring exist outside the capabilities of the tutor. These include pupil attendance, parental engagement and session scheduling around existing lessons and school day timing constraints. Overcoming these barriers will increase pupil engagement and effectiveness of tutoring sessions.

**Relationships:** Effective tutoring relies on the communication between tutors and teachers to understand individual pupil needs and preferred methods of teaching. Some schools addressed this by providing tutoring from a TA within a pupil's class, or the pupil's class teacher, building on established relationships between the tutor and tutees.



## EDT'S KEY TAKEAWAYS FOR SCHOOL LEADERS

The Annual Evaluation Report demonstrates the positive impact of school-led tutoring and academic mentoring for pupils' progress, attainment and attendance, alongside socio-emotional benefits to pupil self-efficacy, confidence and school engagement, most notably for pupils with Pupil Premium eligibility.

The report provides clear recommendations to support the implementation of in-school tutoring and maximise outcomes for pupils.

**Implementation models:** There is no 'one size fits all' model of implementation. With potential benefits for academic progress, attendance and socio-emotional skills, schools should design their tutoring provision according to their context and specific pupils' needs.

**Addressing barriers:** Implementation should follow a coherent and structured plan that deliberately targets resources for maximum benefit and pro-actively mitigates against barriers to implementation, e.g. school location, timetabling of lessons and lack of parental engagement.

**Tutor selection:** Selecting tutors with first-hand knowledge of the pupils they tutor, such as the classroom teacher or class TA, enables targeted support based on individual learning needs and improves pupil learning in tutoring sessions.

**Curriculum alignment:** Close collaboration between the classroom teacher and tutor is essential to ensure curriculum alignment and targeted support, especially in cases where the tutor has no prior knowledge of the pupil(s) they are tutoring.

**Tutor training and experience:** Academic support should be delivered by trained and/or experienced tutors and mentors who are able to identify and address learning gaps, adapt delivery according to individual pupils' needs, and develop positive relationships with pupils.

