ImpactEd Evaluation

Education Development Trust: School-Led Tutoring and Academic Mentoring

Annual Evaluation Report

March 2024

Contents

1. Introduction and methodology

The National Tutoring Programme (NTP) supports schools by providing funding to spend on academic support delivered by training and experienced tutors and mentors. The NTP has been expanded for the third year of the programme, offering schools three routes to tutoring: tuition partners, academic mentors and school-led tutoring.

Education Development Trust (EDT) is delivering the National Tutoring Programme Training Course, which is an evidence-based, self-directed and accessible online course focusing on best practice in tutoring. This training is being 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. Throughout this report, all school-led tutors and academic mentors will be referred to as 'tutors.'

There are different course pathways depending on tutors' experience and whether they teach in primary or secondary school. Tutors without Qualified Teacher Status (QTS) are eligible for the Non-QTS Pathway (Table 1). Those with QTS may be eligible for the QTS Early Career or the QTS Experienced Practitioner Pathway, depending on how recently they received their qualification. Finally, the Refresher Pathway is being offered to any tutor that completed the training with EDT or another provider, in a previous academic year. Depending on their intention to teach in either primary or secondary schools, tutors' pathway will be referred to as 'primary' or 'secondary' respectively.

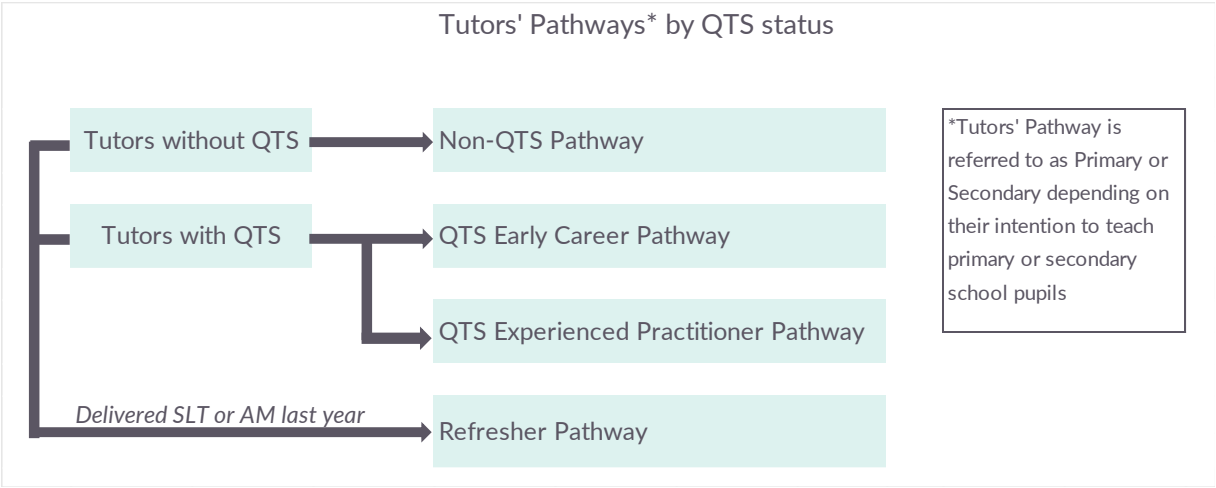

Table 1: Tutors pathways by QTS status

This Annual Evaluation Report presents evidence of non-cognitive, attainment and attendance outcomes for pupils and outcomes for tutors, teachers and schools associated with school-led tutoring and academic mentoring delivered in 2021/22 and 2022/23, based on data collected from a sample of 31 schools. The report also presents findings on: how school-led tutoring and academic mentoring have been delivered in schools, factors that have enabled and prevented pupils from getting the most out of tutoring and tutors' demographic characteristics.

This Annual Report follows the 2021/22 Annual Report which focused on the impact of school-led tutoring only. Data collection for the evaluation will continue in 2023/24 to add to the evidence presented in this report.

1.1 Research questions

In line with the context set out above, the key research questions for the overall evaluation project are:

> How are school-led tutoring or 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?

1.2 Research design

The research followed a **mixed methods design** to collect data related to pupil, tutor, teacher and school outcomes, through engagement with a sample of schools delivering school-led tutoring or academic mentoring. Schools have been recruited by EDT, primarily through an invitation to senior leaders of schools who had registered for school-led tutoring and/or academic mentoring. Over the course of the evaluation, we seek to recruit samples of pupils, tutors and schools that are representative of the population engaging with the school-led tutoring and academic mentoring routes, based on data provided by EDT.

Four key data collection methods have been used to inform this report which are outlined in further detail in the following sections:

- Details of how tutoring is being implemented, collected from schools.
- Data on attainment and attendance, before and after the tutoring, for pupils receiving the tutoring and a group of control pupils.
- Pre-post surveys of pupils receiving school-led tutoring and/or academic mentoring, to measure changes in self-efficacy, motivation and school engagement.
- Qualitative data through interviews with school leaders, as well as focus groups with tutors and teachers involved in school-led tutoring and/or academic mentoring.

1.3 This annual evaluation update

The table below sets out which methods have been implemented to inform this Annual Evaluation Report against outcomes split by stakeholder group.

Desired outcomes by stakeholder group	Method
Pupils	
Increased self-efficacy	Baseline & Endline surveys of pupils
Increased motivation	Baseline & Endline surveys of pupils
Increased school engagement	Baseline & Endline surveys of pupils
Increased attendance	Custom data uploaded by schools
Increased attainment	Custom data uploaded by schools
Tutors, teachers and schools	
Increased confidence of tutors	Qualitative case studies
Improved job satisfaction for tutors	Qualitative case studies
Reduced teacher workload	Qualitative case studies
Implementation	
Delivery of high-quality tuition sessions	Qualitative case studies
Utilisation of tutors in line with guidance on effective practice (e.g. number of pupils reached, number of hours of tutoring, length of tutoring period, role of tutor within school)	Custom data uploaded by schools Qualitative case studies
Type of school (primary, secondary, alternative provision, special school	Qualitative case studies Custom data uploads
Tutor has QTS/does not have QTS	Qualitative case studies Custom data uploads EDT survey of tutors
Online / In-person tutoring	Qualitative case studies Custom data uploads
Group size	Qualitative case studies Custom data uploads
School subject	Qualitative case studies Custom data uploads EDT survey of tutors
Effectiveness of communication between tutor and teacher	Qualitative case studies

Table 2: Outcomes evaluated by ImpactEd Evaluation as part of EDT's evaluation framework, and the way these are measured.

The implementation factors which have been selected were developed through an initial scoping workshop with Education Development Trust and an evidence review at the start of this research, which identified features of effective tutoring interventions.

To date, **31 schools have engaged with the quantitative aspect** of the evaluation across 2021/22 and 2022/23. These consist of 15 Community schools, 6 Academy converter schools, 4 Academy sponsor-led schools, 1 Foundation school, 2 Free schools, 1 Pupil Referral Unit and 2 Voluntary aided/controlled schools (3). 8 of these schools have participated in both quantitative and qualitative elements of the evaluation, 23 schools have engaged only with the quantitative element and 2 schools have participated only with the qualitative element.

School type	Number of schools participating in different research elements			Total (by school type)
	Both quantitative and qualitative element	Quantitative element only	Qualitative element only	
Academy converter	3	3	0	**6**
Academy sponsor-led	0	4	1	**5**
Community school	4	11	0	**15**
Foundation school	0	1	1	**2**
Free school	1	1	0	**2**
Pupil Referral Unit (PRU)	0	1	0	**1**
Voluntary aided school	0	1	0	**1**
Voluntary controlled school	0	1	0	**1**
Total (by research element)	**8**	**23**	**2**	**33**

Table 3: Number of schools that have provided quantitative and/or qualitative data in the evaluation.

1.4 Pupil survey of social and emotional skills: design, sample and analysis

Pre-post surveys were used to measure three outcomes for pupils using self-reported, academically validated scales. Due to the wide age range of pupils participating in the research project (including pupils in Year 1 through to pupils in Year 11), accompanying resources have been provided by ImpactEd Evaluation to all schools, to support school staff in administering the surveys to pupils.

Data on pupils' socioemotional outcomes from both academic years 2021-22 and 2022-23 are included in the sample. Surveys are taken at two time-points: baseline, shortly before

school-led tutoring and/or academic mentoring delivery has started, and endline, shortly after tutoring delivery has been completed.

Survey data has also been collected from a cohort of 'comparison group' pupils, which were pupils with similar characteristics to the participating ones who did not receive tutoring. While schools were not required to ask 'comparison' pupils to complete the surveys, some schools chose to include them anyway. All pupils for whom any of the three socioemotional measures were complete at baseline and endline, were included in the analysis. Also, pupils that received tutoring in both academic years 2021-22 and 2022-23 were included in the analysis twice, with the intention of exploring the overall impact of tutoring interventions on pupils' socioemotional outcomes, rather than the individual progress of pupils.

1.4.1 Sample

The socioemotional outcomes sample consisted of 689 participating pupils and 138 comparison group pupils.

Most pupils in the participating group were in primary school, with 61.1% of pupils being in Key Stage 2 and 13.2% of pupils in Key Stage 1 (Figure 1). Most secondary school pupils were in Key Stage 3 (18.6% of the sample) and the remainder (7.1%) were in Key Stage 4. In terms of the comparison group, most pupils were in KS2 (42.8%) and KS3 (47.1%). In terms of their gender, proportions were broadly equal across groups.

1.4.2 Analysis

Average baseline and endline scores were presented for all participating pupils (n=689) and percentage point change between the two time-points was calculated across the three socio-emotional outcomes (self-efficacy, motivation, school engagement).[1] Pupils' scores were compared to the School Impact Platform benchmark for the outcomes in academic years 2021-22 and 2022-23. This benchmark was derived from data collected from a sample of over 100,000 pupils nationally, who have completed the surveys on the ImpactEd platform.

Where there are interesting trends, sub-group comparisons (primary school vs secondary school, gender, Pupil Premium eligibility, Special Educational Needs/Disabilities (SEND) status, Free School Meal (FSM) status, English as an Additional Language (EAL) status) across outcomes' averages at baseline and endline were made within this sample.

1.5 Implementation data

At the end of the data collection in July 2023, schools were asked to provide data related to tutoring implementation, attainment, and attendance, through the School Impact Platform. Schools were asked to provide data in relation to implementation of tutoring, for each pupil who received school-led tutoring / academic mentoring. Data collected included: **start and end dates of tutoring, size of tutoring group, subject, number and length of tutoring sessions,**

[1] For the remainder of the report, percentage point change will be referred to as percentage change for simplicity purposes.

the role of the tutor and whether the tutor has Qualified Teacher Status (QTS). Analysis was conducted and presented using descriptive statistics and frequency distributions.

1.6 Attendance data

This section is based on data shared directly by the schools in both the 2021-22 and 2022-23 academic years. Schools were asked to provide attendance data for participating and comparison group pupils at baseline and endline, in the form of **percentage of their attendance over the duration of the entire window**.

The schools participating in the evaluation in 2021-22 provided attendance percentages for Term 1 and Term 3. The design of the evaluation changed slightly the following year (2022-23), where schools were asked to provide pupils' attendance in half term 1 and half term 5. For that reason, Term 1 and Half-Term 1 were averaged to form a baseline (Term 1), and Term 3 and Half-Term 5 were averaged to form an endline (Term 3). Throughout this section, the baseline window refers to Term 1 of either academic year and the endline window refers to Term 3 of the same academic year.

Pupils for whom both Term 1 and Term 3 data was complete, were included in the analysis. Also, pupils that received tutoring in both academic years 2021-22 and 2022-23, were included in the analysis twice, with the intention of exploring the overall impact of tutoring interventions on pupils' attendance, rather than the individual progress of pupils.

1.6.1 Sample

The attendance data sample consisted of 1131 participating pupils (597 who received tutoring in 2021-22 and 534 who received tutoring in 2022-23) and 657 comparison group pupils. The majority of pupils in both the participating and the comparison group were in KS2 (54.8% and 67.7% respectively. The remaining pupils were relatively evenly distributed between the other Key Stages.

1.6.2 Analysis

Averages were produced for baseline and endline attendance scores of all participating pupils, also separating the cohorts into 2021-22 pupils and 2022-23 pupils. The percentage change between pupils' attendance between baseline and endline was calculated. **Propensity score matching** was conducted to provide a sample of participating and comparison pupils, that have similar demographic characteristics. This aggregates data from **588 pupils for the participating group** and **588 for the comparison group** (n=1176 in total), collected over both academic years. We then conducted sub-group comparisons (primary school vs secondary school, gender, Pupil Premium eligibility, SEND status, FSM status, EAL status) across outcomes' averages at baseline and endline within this sample and present data where there are interesting trends.

As the data was not normally distributed, Wilcoxon Signed Rank tests were run to investigate the statistical significance of changes between pre- and post-intervention scores for pupils who received tutoring.

1.7 Attainment data

Schools were asked to provide attainment data for all pupils who received school-led tutoring / academic mentoring and the same number of pupils who did not receive the tutoring intervention, as comparison group pupils. Schools were asked to select pupils who were as similar as possible to the participating pupils based on: their year group, prior attainment and Pupil Premium Eligibility.

Attainment data was divided into primary and secondary school attainment data, due to the differences in attainment measurement between the two. Schools were asked to indicate attainment before and after the period of the tutoring intervention in the following formats for 2022/23:

- Primary schools: Not working at expected standard / Working at or above expected standard
- Secondary schools: GCSE grades 1-9

Where data had previously been collected in an open text format by the 2021-22 cohort, this was converted to the above categories for analysis and where a small amount of data that could not clearly be converted into these two categories was excluded from the analysis.

For primary school pupils, attainment data was only included where pupils received tutoring in reading, writing or mathematics (due to small sample sizes for other subjects). Where the pupil subject was 'reading', 'writing' or 'English' for primary school pupils, it was included in the analysis as 'English'. For secondary school pupils English and maths were included in the analysis. Also, pupils that received tutoring in both academic years 2021-22 and 2022-23 or for both English and maths were included in the analysis twice, with the intention of exploring the overall impact of tutoring interventions on pupils' attainment rather than the individual progress of pupils.

1.7.1 Sample

The attainment data sample consisted of 788 participating pupils and 550 comparison group pupils.

Pupils in the participating and the comparison group were in similar Key Stages. The majority of pupils in both the participating and the comparison group, for whom attainment data was analysed, were in KS2. At secondary schools, 15.7% of the participating and 17.6% of pupils in the comparison group sample were in KS4. In terms of their gender, the participating and comparison groups had opposing splits of female and male pupils.

1.7.2 Analysis

For primary school attainment data, the percentage of pupils that switched from one of the two options in the dichotomous variable to the other was calculated per subcategory for the participating and comparison group pupils. The percentage of the two options ('Not working at expected standard' and 'Working at or above expected standard') at baseline and endline was also calculated for various subgroups. Subsequently, as the data was not normally

distributed, Fisher's exact tests were calculated to explore the statistical significance of this change in the participating and the comparison group.

For secondary school attainment data, mean attainment scores per subcategory were calculated for the intervention and the control group as well as the mean percentage change between pre- and post-scores. As the data was not normally distributed, Wilcoxon Signed Rank tests were used to test whether the differences observed were statistically significant in the participating and comparison group. The differences between the participating and comparison groups were qualitatively explored through observations of differences between significant and insignificant changes, as well as changes in different directions.

Average change in baseline and endline scores are presented for all participating pupils (n=797) and statistical significance testing was conducted where appropriate. Mean attainment scores at baseline and endline are not presented in this report as the data was compiled and compared across all secondary school year groups. Additionally, **propensity score matching** was conducted to produce a sample of participating and comparison group pupils that would have similar demographic characteristics to reduce potential bias. The outcome of this process was a sample of **982 pupils, 491 of whom are in the participating group and 491 are in the comparison group.** Where there are interesting trends, sub-group comparisons (primary school vs secondary school, gender, Pupil Premium eligibility, SEND status, FSM status, EAL status) are made within this sample.

1.8 Qualitative research

This Annual Evaluation Report presents data collected through qualitative methods with participants from 7 schools. This consisted of 7 1:1 senior leader interviews and 6 tutor focus groups that consisted of 21 participants in total. The qualitative data has been analysed using a deductive thematic approach, meaning that we will systematically 'code' the data to find common themes and present these, drawing on examples where appropriate. In this report, only key headline findings from the qualitative analysis are included within the findings section in selected sections. Three case studies focusing on individual schools are presented throughout the report based on qualitative research; pseudonyms have been used for the names of the schools depicted in case studies.

1.9 Limitations of this evaluation report

- To date, this research presents data collection from 33 schools who have delivered school-led tutoring / academic mentoring in 2021/22 and/or 2022/23 through the NTP. While the total number of schools who delivered school-led tutoring / academic mentoring in this period is unknown, this is a small sample of schools and so findings should be interpreted accordingly. Although this research intended to achieve a representative sample of schools who have participated in the programme, this has been limited by the small number of schools who were interested in participating. Thus, there is an absence of data from the total population of schools who have engaged with the programme as a whole.
- Schools were asked to select control pupils who were as similar as possible to pupils who received the tutoring, based on key characteristics, namely: year group, prior attainment (e.g. in previous academic year or in national assessments) and Pupil Premium eligibility. However, it should be noted that the sample of control pupils may not be fully representative of the participating group, due to inaccuracies in schools selecting pupils manually and importantly due to schools being unable to select a matching group of pupils (e.g. where all Pupil Premium eligible pupils were selected to receive the intervention, they would not be able to select similar pupils based on this factor).
- Social and emotional outcomes for pupils are reliant on self-reported surveys, although we have used validated measures to minimise potential bias.
- Pupil surveys may not always reflect a 'true' baseline for pupils e.g. some pupils may have undertaken the initial survey after having received some tutoring sessions, due to the timelines of the evaluation. Although schools were asked to ensure that pupils complete the baseline surveys no later than two weeks into the tutoring intervention, we do not know the extent to which this has been the case.

2. Process and implementation

2.1 Implementation

Based on post-training survey data shared by EDT, Figure 7 shows how training participation fluctuated, displaying the relative completions each month as a percentage of the total cohort for the academic year. November and January experienced the highest number of course completions, presumably in line with preparation for tutoring taking place, with course completions declining throughout the summer term as tutoring is embedded within the school.

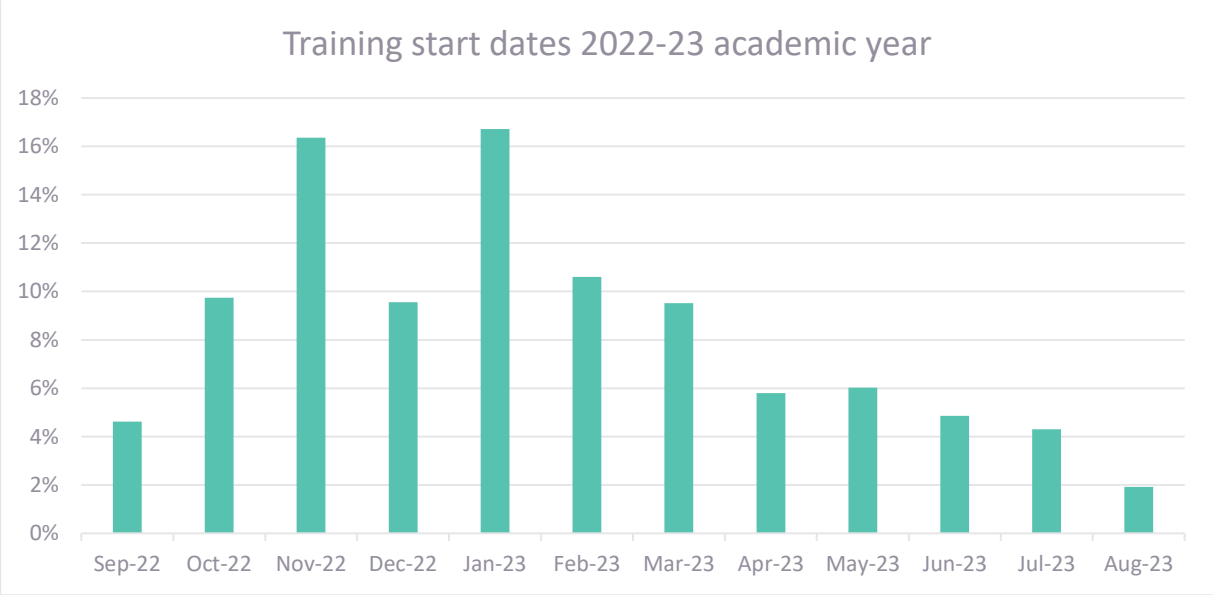

Figure 7: Percentage of training course completions by month

2.2 Role and experience of tutors doing the training

Within the 2022-23 academic year, tutors who did the training responded to an EDT survey which showed that **most of the survey respondents did not have Qualified Teacher Status (QTS) (84%)** while the remainder had QTS (16%). It is important to note that the sample of pupils for whom data was collected on the School Impact Platform, portrays a different picture with almost two thirds of pupils having received tutoring from a tutor with QTS (63.4%), while the remainder (36.6%) did not.

Key finding: Most tutors who completed the training in both primary and secondary pathways are school-led tutors without QTS, with academic mentors more common in the secondary pathway.

Based on EDT surveys of tutors, the majority of tutors are school-led tutors without QTS completing the primary pathway (49%), followed by school-led tutors without QTS in the secondary pathway (24%). This finding is to be expected, given that the training is only compulsory for tutors with non-QTS status and as a result, may differ from other published

research on tutoring (e.g. DfE[2]) Smaller proportions of tutors are academic mentors (total of 17% across QTS and non-QTS and primary and secondary pathways), with academic mentors more common in the secondary pathway than primary (Figure 8).

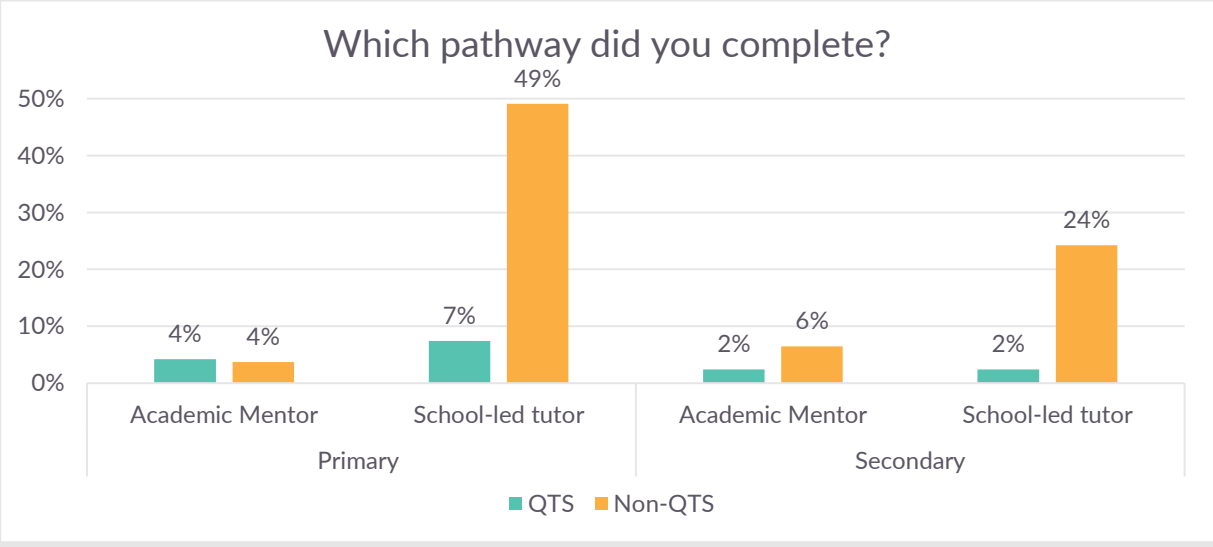

Figure 8: Responses to EDT surveys of training participants, question 'Which pathway did you complete?' split by primary and secondary pathways (84% non-QTS survey responses, 16% QTS survey responses).

Based on data collected through the School Impact Platform, over a third of pupils were tutored by Teaching Assistants or Higher-Level Teaching Assistants (36.2%; Figure 9) and a third were tutored by school-led tutors (31.9%). A quarter of pupils were tutored by a teacher.

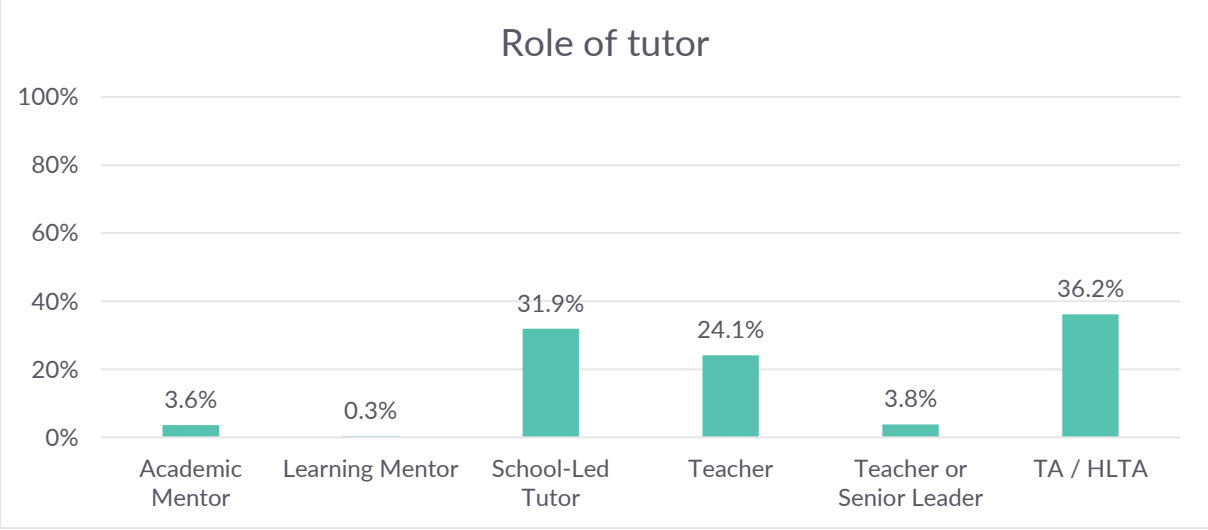

Figure 9: Role of tutors of the participating pupils (n=937 participating pupils)

[2] Department for Education, October 2023, Independent Evaluation of the National Tutoring Programme Year 2: Impact Evaluation

Key finding: Schools switched between the different routes of the NTP, adjusting to their changing needs and primarily using Teaching Assistants (TAs) and Higher-Level Teaching Assistants (HLTAs) as tutors. Schools where teachers acted as tutors, spoke positively about the impact of this.

Schools that took part in qualitative research employed tutors flexibly through various combinations of the three routes of the NTP, adjusting their strategy as they went, according to their changing needs. Most of the schools we spoke to had employed tutors both internally and externally. For example, a primary school had employed five permanent members of staff as tutors, and subsequently employed two further tutors externally via agency contracts. Another school had originally set up their tutoring programme in 2020 and employed an on-line tutoring company. However, staff did not feel this approach was having an impact on pupils' progress and brought the tutoring in-house at the start of the last academic year.

One primary school joined the NTP partway through the previous academic year. The initial implementation had lacked focus and consequently, a senior leader was recruited to provide more coherence and structure to the programme in September 2022 and the decision was made to use teachers as tutors for their own classes or year group, which was also viewed to be effective by tutors.

Senior leaders at two other schools that participated in the qualitative research felt tutoring required the skills and experience of someone with a teaching qualification, although they were not ruling out employing TA tutors in the future.

Findings from qualitative research also revealed the reasoning behind the choice of school-led tutoring, rather than the academic mentoring route. Underpinning the rationale was that relationship building with parents and children was of paramount importance. A particular school commented on how positively the NTP had been received by the school, which was located in one of the most disadvantaged areas of the country and has been part of the NTP since its inception. The NTP was viewed positively from the outset, since it provided funding for interventions that the school had already identified as essential:

Key finding: Most schools employed existing staff as school-led tutors at both primary and secondary, with new employees more common for academic mentoring.

Across school-led tutors and academic mentors, the majority of tutors are current employees of their school across both Non-QTS and QTS (Figure 10)[3]. New employees are more frequent on the academic mentoring stream (43% of academic mentors without QTS and 39% of academic mentors with QTS). Former employees returning to the school to tutor were less common than current and new employees.

[3] Academic mentors are recruited and deployed externally, so this finding is factually incorrect for tutors providing academic mentoring. This inconsistency can be attributed to schools' lack of knowledge over the difference between SLT and AM.

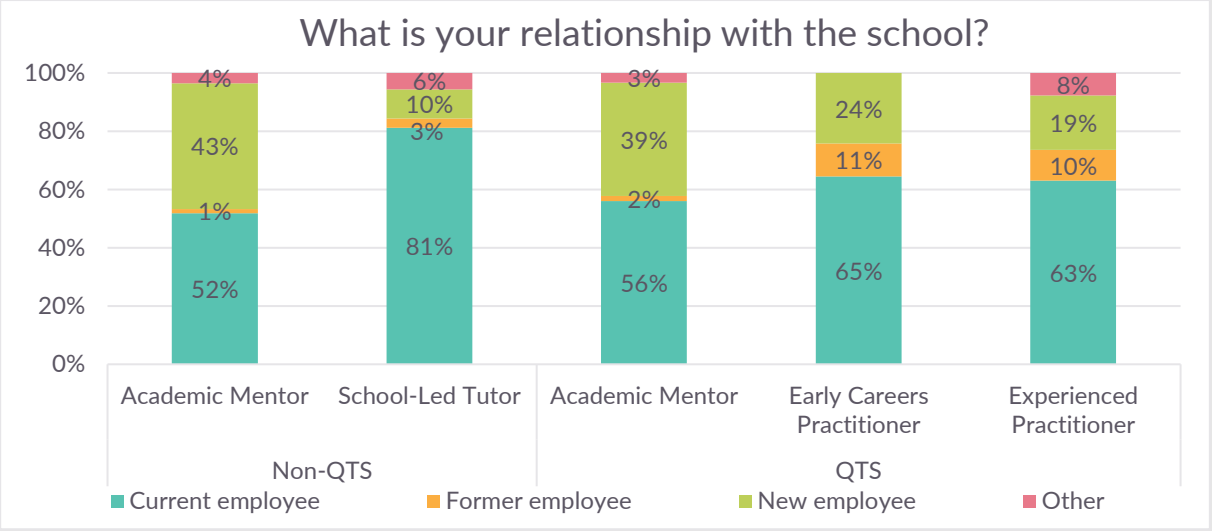

Figure 10: Responses to EDT surveys of training participants, question 'What is your relationship with the school?' split by pathway stream.

Key finding: Primary tutors are more generally more experienced than secondary tutors, but a large proportion of tutors are experienced in roles supporting the learning of children or young people.

Tutors were asked how many years of experience they had in roles supporting the learning of children or young people. Across primary and secondary stages, 60% of tutors without QTS and 65% of tutors with QTS had more than 5 years' experience, with 43% of all tutors having more than 10 years' experience. Tutors with less than 5 years' experience were more common at secondary level across both non-QTS and QTS, and 36% of non-QTS tutors on the secondary pathway have less than 2 years' experience supporting the learning of children or young people.

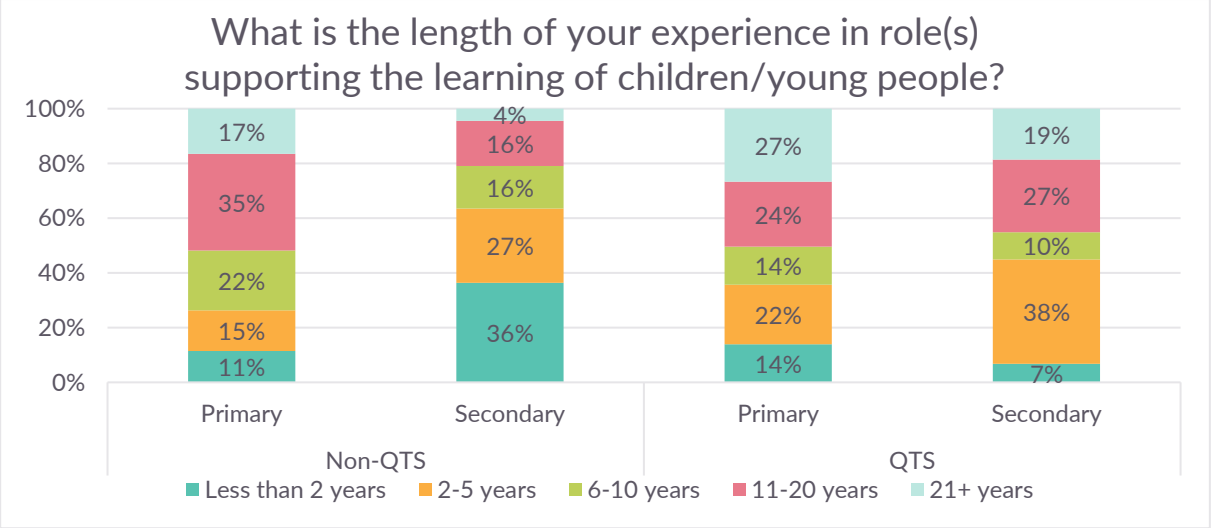

Figure 11: Responses to EDT surveys of training participants, question 'What is your role?' split by primary and secondary pathways

2.3 Tutoring subject, group size and hours of tutoring

Key finding: Tutoring focused on literacy and numeracy at primary and English and maths at secondary, with humanities, MFL and science at secondary more frequently tutored by tutors with QTS.

Based on EDT's post-training surveys, high proportions (~80% or more) of primary pathway tutors without and with QTS completed the literacy and numeracy pathways (see Figure 12). Around a third of primary tutors without QTS and a quarter with QTS completed the science pathway.

On the secondary pathway, English and maths were the most frequently completed subject specific pathways: 52% of non-QTS tutors completed the English pathway and 41% completed the maths pathway. Humanities, MFL and science pathways were completed by a higher proportion of tutors with QTS than those without QTS, which may suggest that tutors with QTS were tutoring these subjects more frequently, although it should be noted that the sample size of secondary pathway tutors with QTS was small.

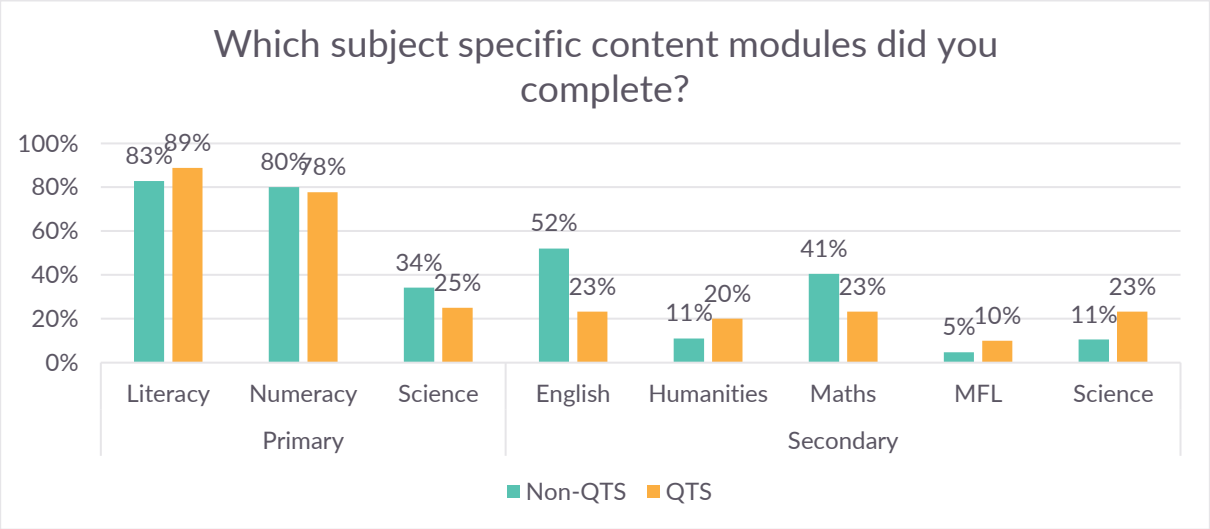

Figure 12: Responses to EDT surveys of training participants, question 'Which subject specific content modules did you complete?' split by primary and secondary pathways

It should be noted that this data was collected via self-reported survey questions and therefore may not be a truly accurate representation of subject content modules completed. However, this aligned with the qualitative research conducted as part of this study, with qualitative research indicating that pupils received tutoring mostly in English (including phonics) and maths. Punctuation and grammar tutoring sessions were also relatively popular amongst the groups of tutors in the focus groups conducted.

Subjects for focus of the tutoring were reviewed and changed over time. One primary school focused on maths for the first year of their involvement in the NTP, then this academic year changed the emphasis of the TA tutoring to writing:

- *"… we looked at maths [as] we thought we could get a few quick gains in areas of the curriculum that the kids had missed, so we plugged some gaps in maths for the first year. It quickly turned into a writing focus after the first year, so they'd lost two years, so we just focused solely on writing."*

Senior leader, primary school

The intervention tutor at another primary school initially worked with year five and six pupils, supporting their writing and maths. However, there was a flexible approach so this tutor's focus could change dependent on need:

- *"… it was a case of speaking with teachers and finding out specific needs. So, is there a handwriting need, or is there a phonics need? Or is there a whatever particular grammar focus that needed to be focused on?"*

Senior leader, primary school

One secondary school provided tutoring in a variety of subjects. The senior leader had recently been recruited to the school as Head of Intervention and wanted to expand the tutoring support on offer. When tutoring began at this secondary school, the primary focus was year eleven pupils (prior to exams), with some sessions for year ten pupils. More recently tutoring in subjects such as science had focused on year nine; the specialist TA focused their support on year ten pupils.

Key finding: Schools seemed to be aware of best practices in delivering tutoring, such as having small groups of pupils.

Whether it was mentioned explicitly or implied through the way schools coordinated the tutoring lessons, schools who participated in qualitative research delivered tutoring in line with guidance on effective practice. A senior leader from a primary school had a commitment to the ethos of tutoring, explaining their rationale for seeing the potential impact of the programme:

- *"… we've always used the EEF [Education Endowment Framework] toolkit for absolutely everything … we know that through EEF that it tells us that having small group tutoring, I think it's four months impact if used correctly. So … this is a strategy that is worth looking into."*

Senior leader, primary school

In most schools, groups consisted of 3-6 pupils in line with effective practice guidance. In only one case, a tutor mentioned they had a tutoring group of 12 pupils. Quantitative data collected through the School Impact Platform aligns with this, with most pupils tutored in groups of 3 pupils (61.1%), followed by 6 pupils (16.4%) and then 4 pupils (15.8%, Figure 13).

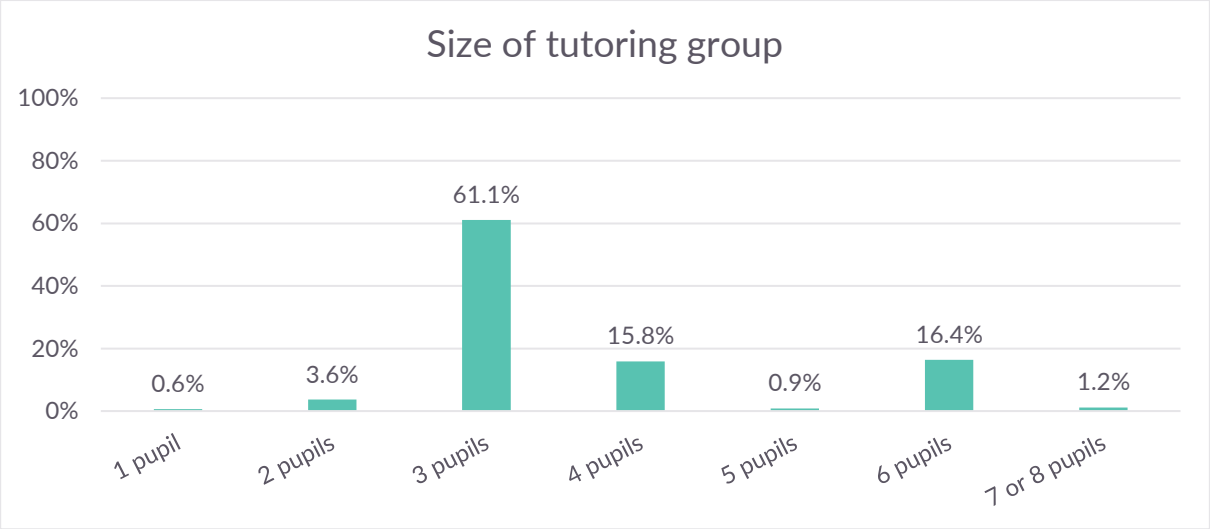

Figure 13: Size of tutoring groups pupils participated in (n=1042 participating pupils)

Tutors from schools participating in qualitative research provided approximately ten to twelve hours of tutoring per week (this varied across tutors since not all are full-time). Most tutoring sessions were run once per week and lasted for an hour per group. Again, this is supported by quantitative data from the School Impact Platform for a larger sample of participating pupils, as the majority of pupils (59.8%) received between 11 and 20 tutoring sessions (Figure 14). A quarter of pupils received 21-30 tutoring sessions, 9.6% received 10 or less tutoring sessions and 4.9% received more than 31 tutoring sessions.

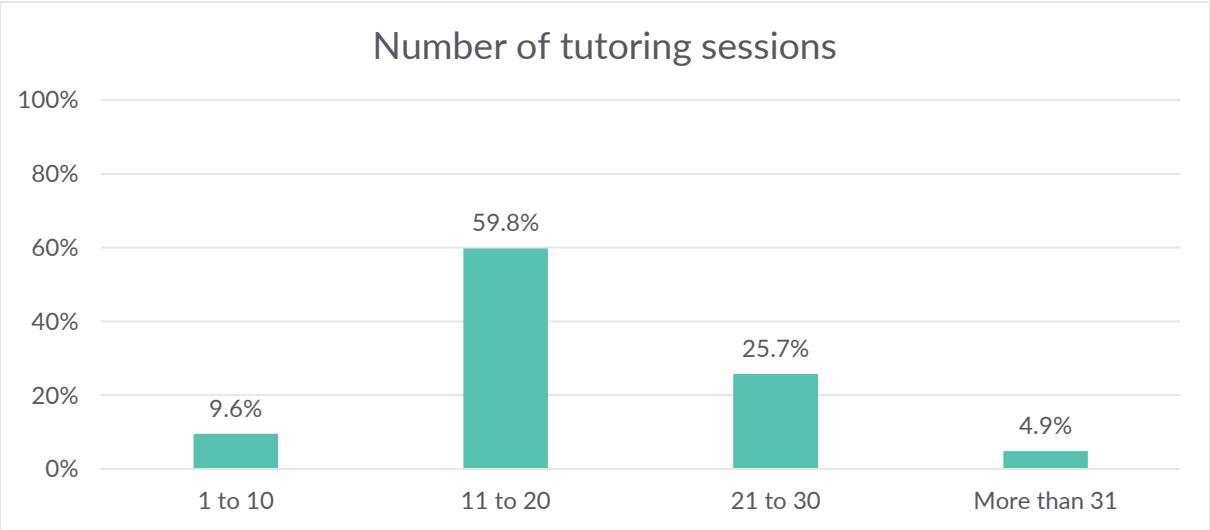

Figure 14: Number of tutoring sessions attended by the participating pupils (n=1002 participating pupils)

The most common length of tutoring sessions was an hour, which was the case for 60.7% of pupils (Figure 15), with almost all other pupils receiving shorter sessions of this, down to 10 minutes at a minimum.

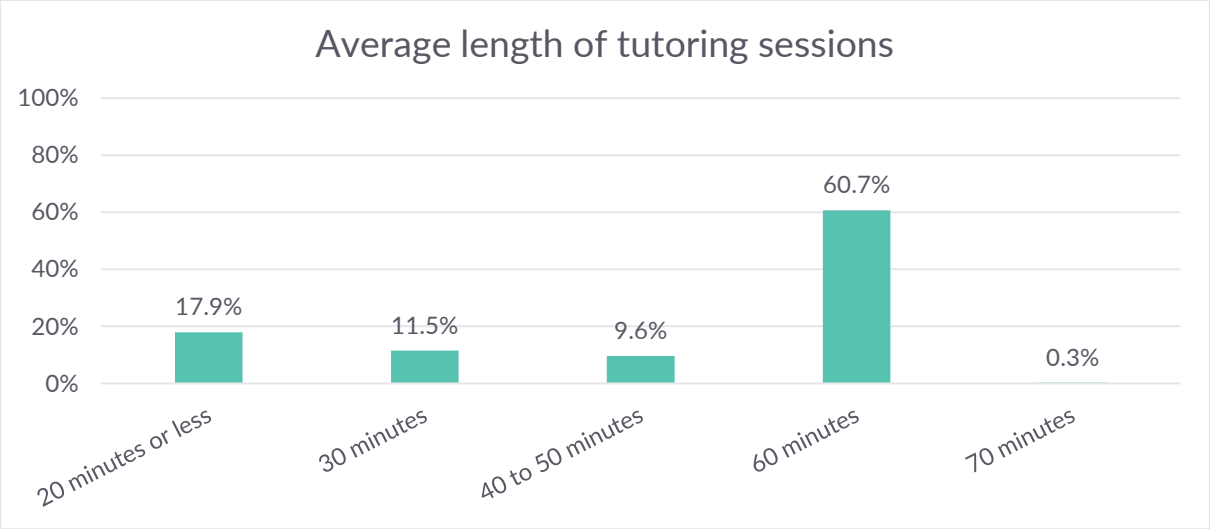

Figure 15: Average length of tutoring sessions attended by the participating pupils (n=1043 participating pupils)

In one primary school, the TA tutors delivered two half-hour sessions per week, before and after school. The before and after school groups consisted of different pupils, so that each tutee received half an hour of tutoring per week for the entire academic year. The intervention tutor worked with tutees during the school day and within a specific lesson (though not necessarily in the main classroom). This tutor's sessions lasted between an hour and an hour and a half; the intervention tutor worked closely with the class teacher to determine the type of support required by tutees.

At a secondary school, the tutoring sessions were always after school and usually started at four o'clock, when the afterschool clubs had finished. Tutoring sessions usually lasted an hour. The senior leader had limited choice as to when tutoring could take place since.

2.4 Targeting pupils' learning gaps

Key finding: The importance of interventions that target pupils' specific learning gaps as opposed to a generic approach that follows the school curriculum was highlighted on multiple occasions.

Based on qualitative research, tutors would work in collaboration with classroom teachers – or would be the classroom teachers themselves – to identify pupils' learning gaps and create tutoring groups targeted to close them.

One primary school provided tutoring in English and maths. The tutors, who were also teachers at the school, could clearly identify the areas to target in their tutor sessions since, in the majority of cases, they tutored pupils from their own classes. These tutors could exercise discretion in how they approached their tutor sessions.

Since the start of this academic year, approximately fifty per cent of pupils at a particular primary school had access to tutoring. The senior leader was keen for the programme to be available to those children who needed additional support, not only pupil premium students.

At another primary school, tutoring was provided based on learning need and therefore tutees were not necessarily pupil premium children. The effects of the Covid pandemic and how best to utilise tutoring resources, based on learners most affected and addressing gaps in pupils' knowledge, was taken into consideration.

2.5 In-person tutoring challenges

Key finding: Schools faced a challenge between making tutoring groups fit within school hours as much as possible, while ensuring that pupils are not missing important classes.

Tutoring took place in a variety of forms for the schools that participated in the qualitative research. Some of the schools would have tutors inside the classroom to support pupils while the lessons were being run. A tutor discussed how their tutoring was delivered:

- *"… mostly classroom-based, unless there is a very specific need - something that's come up in an assessment or something - where something needs to be explained specifically to that one child. Most of our tutoring is done in the classroom."*

Tutor, middle school

At the same middle school, this approach was more straightforward for tutors supporting maths, since class sizes were small and there was the opportunity to move tutees to a different table within the main lesson. However, the English tutor discussed some of the challenges she faced delivering her tutoring where class sizes were larger:

- *"… in English we haven't grouped them this year. So it can be quite tricky, actually, because they're not all sat in the same place and they do like to keep them in class, so they're not missing the class teaching, and I'm whizzing around the room all the time from one to another. But I know they all have quite specific needs and at the beginning of the lesson I have time when I can take them out … but most of the time I manage it in class."*

Tutor, middle school

Another senior leader at a secondary school described the three tutoring approaches adopted at her school: one-to one tutoring, small group delivery, and additional support in the classroom. The majority of this tutor's support took place outside of main class setting (unless the teacher was introducing something new).

2.6 Factors enabling pupils to get the most out of school-led tutoring and/or academic mentoring

Key finding: Communication between teachers and tutors enabled more effective tutoring. Discussing pupil gaps and preferred methods of teaching facilitated tutors to deliver the programme more successfully.

Tutors at all of the schools discussed the good working relationships they had with teachers, with frequent interaction about the learning to be covered and pupils' progress:

- *"So we'll just discuss like what they need to be doing and what they're struggling with. And then we'll [tutor and pupil] just work on that."*

Tutor, primary school

Another tutor mentioned the importance of communicating with the classroom teacher about the method of teaching, in addition to the pupils' progress:

- *"I always follow examples, what the teacher has done as well, so we're not teaching them a different method. We're teaching exactly the same as the teacher, reinforcing and perhaps breaking down into smaller steps. Exactly the same process that the teacher has used."*

Tutor, middle school

The absence of effective communication between classroom teacher and tutor stood out as a concern about the successful delivery of tutoring during a senior leader interview. For example, the senior leader shared that despite the tutors being part of the faculty, this lack of communication led them to go down quite a more generic model of "this is what we're going to cover" rather than a personalised approach which would have been preferred approach.

Key finding: Tutoring children from within classes where tutors are also TAs helps tutors have a first-hand understanding of pupils' progress and act accordingly.

Staff at one primary school spoke at length about the benefits of tutoring children from within the classes where they were based as TAs (although it was acknowledged that this was not always possible). Tutors reported that by being in their tutees' class, they were able to get a direct sense of their progression:

- *"… when you're working with children every day that you tutor, you notice sometimes that in the middle of the lesson they've finally started picking it up, or they might be ready to move on to something else. Whereas instead [where not situated in the class], I've got to keep going to the other teacher to see, you know, is anything changed in the classroom?"*

Tutor, primary school

A senior leader from the same school confirmed that this was a top-down effort to facilitate:

- *"… and where possible, we try and put the tutors in the class that they're in, because they know the children, they know the teachers, the dialogue is stronger."*

Senior leader, primary school

Key finding: Tutors felt their relationship with tutees and their understanding of pupils' specific needs were key in the delivery of successful tutoring sessions.

Tutors reported that where pupils knew and trusted the tutors, they found it easier to open up to them and seek the help that they needed. This in turn would improve pupil learning. For example, a middle school tutor said:

- *"… the kids knowing us. So, they're happy, you know, to put their hands up and ask for help as well; so they don't feel singled out or anything … lots of our tutees will bring in others as*

well, so they don't feel – so they're not always the ones that are targeted for the support, you know, other children have the support as well. So I think they just feel really comfortable with us. And having that help they don't feel isolated at all."

Tutor, middle school

Key finding: Incentives offered to pupils helped them engage with tutoring sessions.

The senior leader from a primary school observed that simple incentives helped to engage pupils:

- *"I take round some drinks and biscuits and the kids like that element of it as well."*

Senior leader, primary school

The TA tutors from another primary school echoed this view in the focus group, as expressed by this tutor:

- *"They [Senior Leadership Team] provide us with the resources, they've invested in the resources and in this literacy scheme that we've done. And they've also made sure that we've all got a place to go where we can work quietly."*

TA Tutor, primary school

Key finding: Schools implemented a range of bespoke measures to facilitate pupil engagement and improve the effectiveness of tutoring.

In order for pupils to remain engaged and achieve the most from the sessions, the tutors at a secondary school put measures in place to help pupils remain in school, if they did not attend after school clubs or their clubs finished before tutoring started.

Tutors were careful how they framed the sessions to pupils and parents, to encourage their engagement with the programme and to maximise pupil attendance.

The senior leader at a secondary school observed how the interaction between tutor and pupil influenced the tutee's approach to tutoring. In addition, these tutors recognised the influence of friendship groups and the role these played in maximising student involvement with the tutoring programme. What also emerged was the positive impact it had on other pupils, who were not part of the 'core' tutor group. It was apparent that the tutors at the secondary school cultivated a more relaxed style in these sessions, rather than the more formal style they adopted in their classes. These tutors were also extremely mindful of their pupils' needs at the end of a long school day and how this affected their ability to learn.

2.7 Factors preventing pupils from gaining the most out of school-led tutoring and/or academic mentoring

Tutors and senior leaders raised a number of factors which impacted adversely on their ability to maximise their tutoring. Parental engagement with tutoring provision, willingness of pupils to participate, and school location were raised as significant challenges.

Key finding: Lack of parental engagement was identified by tutors as a barrier to effective tutoring delivery.

The senior leader at a secondary school discussed the challenges of engaging parents in the tutoring programme. Parents were contacted by online letter and texts, and the tutors gave a physical letter to pupils when there was no response. This level of communication resulted in a *"forty to fifty percent hit rate"*.

Especially when tutoring was being delivered outside of school hours, parents could be hesitant to agree to it, as they were unable to pick up their children at different hours to normal school time:

- *"We've found parental uptake can be a little bit hit or miss… quite often because the tutoring is delivered outside of school hours, the parents have not been able to give consent, or have not wished for the child to be part of the programme."*

Teacher & Tutor, primary school

Staff at the same primary school extended their before and after school provision to overcome this barrier:

- *"We have a breakfast club; we've said when your child's tuition starts you'll be able to drop your other children off - providing they are at our school - at the Breakfast Club. At the other end of the day, then we say that the child can go into supervision [at the afterschool club] … For some of them, it was the only way that we were going to manage to get them in once we discovered that that was the block. So that worked for us."*

Senior leader, primary school

One secondary school promoted the tutoring programme to its Pupil Premium cohort, but there had traditionally been low engagement from some of these pupils' parents. The senior leader gave responsibility to tutors to communicate with the families, since they felt:

- *" … building that kind of communication between tutors and those families was the key to making that work and where that was the case, that's where those groups were more successful."*

Senior leader, secondary school

Key finding: Lower pupil attendance at sessions during the school day limited the extent to which tutoring could positively impact pupils' progress

One senior leader at a primary school outlined the constant challenge of pupil absenteeism at the school, and this clearly impacted their participation in tutoring. School staff tried various measures to reduce poor attendance which could involve a considerable amount of time and resource..

The senior leader from a primary school commented that ninety per cent of parents were *"really grateful and really happy"* about the tutoring programme on offer to their children. The school's provision of pre- and post- school clubs also facilitated attendance. However, even with such measures in place, some pupils fail to engage. In fact, some pupils are not offered the option of attending tutor sessions as school staff know they will not attend.

Secondary school tutors also commented on factors, which affected tutees' presence at sessions. The TA tutor said that attendance at tutoring had been higher earlier in the year when they tutored year eleven pupils; these pupils came straight from a lesson that ended at four o'clock and so were already in school. The latest tutor groups, with year ten pupils, had been less well attended. There was some concern that attendance might decrease once the days become shorter, as had happened earlier on in the year:

Some pupils are offered the opportunity to participate in the intervention, but they are replaced by other pupils if they don't engage well with it.

Key finding: The location of a school also had an impact on a child's ability to participate in tutoring.

One of the schools the tutors were working at is a rural school, and its geographical location shaped their approach to the programme. The extent to which staff had to work around the limitations they are faced with is illustrated here:

- *" … because we're a country school and the children are all bused [in] … it has to be within the school day. We have a 20-minute form time at the end of the day that we can use, and we also know which buses come in early, so we can get children off the playground first thing in the morning before the start of the day, and you can get another 10 minutes in there. So we use whatever time we've got … there's always the lack of time."*

Tutor, middle school

Case Study 1: Fir Tree Middle School

Fir Tree Middle School is located in a rural setting in Worcestershire, supporting the education of pupils in Years 6 to 8. Nineteen first schools feed into Fir Tree with pupils coming from predominantly small village schools.

The school participated in the National Tutoring Programme from the outset. At the start of the 2020 academic year, Fir Tree employed a company to deliver on-line tutoring to small groups of children predominantly eligible for Pupil Premium, however:

- *"… to be really honest it didn't have the impact, or any impact really. Although we had given them specific gaps to fill in terms of content, they tended to just go off what they had already pre-planned."*

Assistant Headteacher, Fir Tree Middle School

Consequently, a decision was made to bring the tutoring in-house for the following academic year, and four teaching assistants completed the online tutor training provided by Education Development Trust.

The two maths tutors, a Teaching Assistant and a Higher-Level Teaching Assistant (HLTA), worked with pupils across all academic years, with twelve pupils in Year 6, twelve in Year 7, and six in Year 8. The two English tutors, both HLTAs, supported English across all three years, but with slightly fewer pupils as one of the English tutors worked part-time.

The school's ethos was that tutoring should optimise pupils' learning when they remain in the main maths and English lessons and receive the same curriculum as their peers; unless - as the HLTA Tutor commented - "*there is a very specific need*". How tutors delivered support varied, for example, going round tutees within the main class, or working with a small group of tutees on a separate table within the main class. As with the online tutoring the previous year, the tutees were primarily eligible for Pupil Premium with identified gaps in their maths and/or English learning, but tutors also supported some children with special educational needs (who may also have been eligible for Pupil Premium).

Owing to its rural location the majority of children took buses to school, which restricted the scope for the delivery of sessions. The Assistant Head noted this challenge and commented that if they were not reliant on school buses he would consider after school tuition.

The tutors highlighted the benefit of having well established relationships with tutees, particularly given the learning and emotional challenges experienced by a number of pupils:

- *"… they're familiar with us and we're familiar with them, so you can tell when they're having an off day and whether it's something to do with that subject, or whether they're just having an off day."*

TA Tutor, Fir Tree Middle School

Staff also emphasised the importance of frequent communication between teachers and tutors in order to maximise their support and pupils' progress. Tutors talked about the changes they had observed in their tutees, including those who have special educational needs such as autism:

- *"… it's that extra work with an adult who talks quietly and calmly and makes them feel less panicked, able to achieve more. And with that [develops] confidence, and socially, they feel more included as well I think."*

TA Tutor, Fir Tree Middle School

While the Assistant Head noted the benefits of the tutoring programme, he also expressed concerns as to whether the school would be able to continue if the funding contribution by the government were reduced to 25% as planned[4]:

- *"… it's that layer of paperwork - and I believe they're going to introduce a new portal that we have to use to justify the spend … I understand why there have to be checks and balances … but at the same time, it's a barrier ultimately… if it is just at 25%, as I think is mooted, then I would have to seriously question whether it would be worthwhile doing it."*

Assistant Headteacher, Fir Tree Middle School

The Assistant Head also felt there would be benefits if the overall funding system was simplified:

- *"I think, ideally, if this sort of programme was to carry on and not just for this year… if there is a pot that the DfE are saying 'we want to prioritize this', if it could be merged with the Pupil Premium funding and everything … it'll just make everything so much more streamlined, so much more efficient."*

Assistant Headteacher, Fir Tree Middle School

[4] For the academic year 2023/24, NTP funding can be used to pay for 50% of the total cost incurred by each school to deliver tutoring.

3. Social and emotional skills of pupils

3.1 Self-efficacy

3.1.1 Overall participating group's average self-efficacy score

Key finding: Participating pupils' average self-efficacy score statistically significantly increased by 2.3%. The average self-efficacy score of pupils receiving tutoring in 2022-23 was in line with the national benchmark.

Self-efficacy is a measure of pupils' belief in their ability to achieve a specific task in the future. Self-efficacy is correlated with higher academic achievement and persistence, and also contributes to pupil wellbeing (Gutman & Schoon, 2013; DeWitz et. al., 2009).

Pupils in the participating group **scored higher in self-efficacy at endline compared to baseline across academic years 2021-22 and 2022-23** (Figure 16). More specifically, the total participating group scored higher at endline (3.64 out of 5) compared to baseline (3.55), marking a 2.3% increase which was statistically significant (p=.003), meaning that the changes observed are not due to chance. The 1.9% increase observed in the self-efficacy of pupils receiving tutoring in 2021-22 was statistically significant (p=0.014), while that of pupils receiving tutoring in 2022-23 was not.

While the total participating group's endline score (3.64) is lower than the School Impact Platform benchmark for self-efficacy in 2021-22 (3.70) and the benchmark for self-efficacy in 2022-23 (3.74), the **endline score of pupils receiving tutoring in 2022-23 surpassed the benchmark for 2021-22 and reached that for 2022-23**.

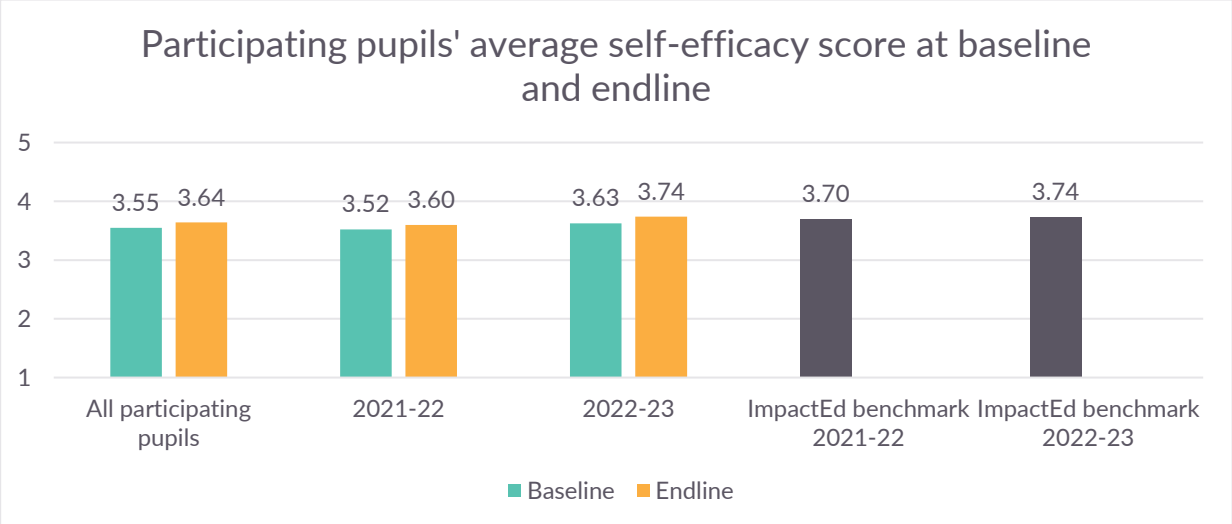

Figure 16: Participating pupils' self-efficacy score at baseline and endline (n=347 pupils in the total participating group, n=240 pupils in 2021-22, n=107 pupils in 2022-23).

3.1.2 Primary and secondary pupils' average self-efficacy score

Key finding: Tutoring may have helped close the gap in pupils' self-efficacy.

Primary school pupils' self-efficacy increased by 2.7% between baseline and endline compared to an increase of 0.9% for secondary school pupils (neither change was statistically significant). On average, primary school pupils scored 3.66 out of 5 at baseline and 3.76 at endline, compared to secondary school pupils' average scores of 3.28 at baseline and 3.35 at endline.

- While primary school pupils' average scores were notably higher than secondary school pupils at both baseline and endline, this is in line with national benchmarks. For pupils at both primary and secondary school, average scores at endline were almost in line with national benchmarks, suggesting that tutoring may have helped to close a gap here in pupils' self-efficacy.

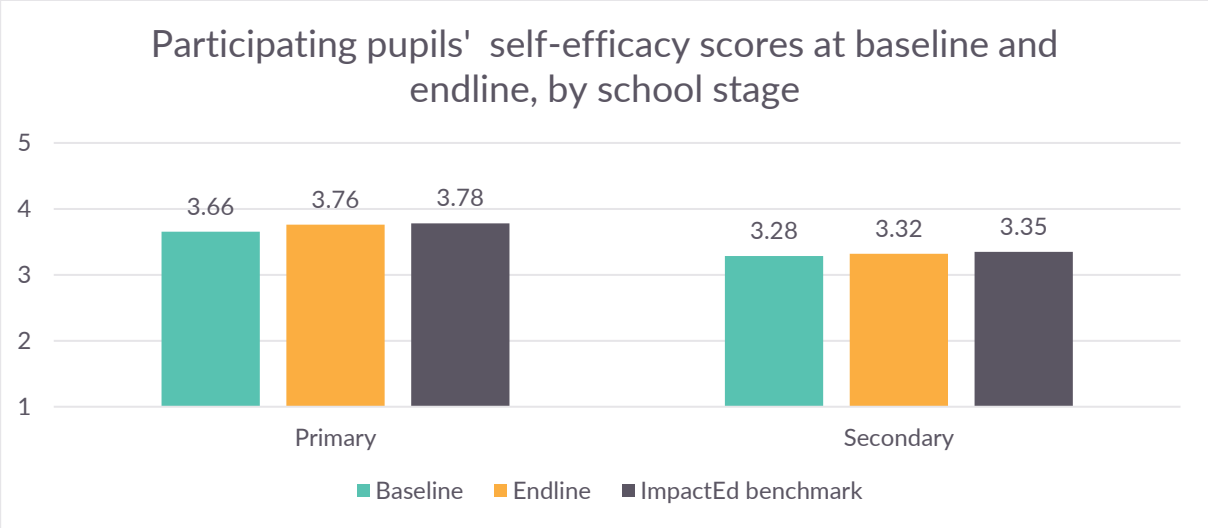

Figure 17: Participating pupils' self-efficacy score at baseline and endline by school stage (n=252 participating primary school pupils, n=95 participating secondary school pupils).

3.1.3 Pupils' average self-efficacy score by gender

The average self-efficacy score of both female and male pupil subgroups showed an increase in the participating group, by 1.9% for female pupils and 2.5% for male pupils (neither change was statistically significant). Female pupils scored 3.56 at baseline and 3.64 at endline, while male pupils scored 3.55 at baseline and 3.65 at endline. Female and male pupils' scores increased towards the national benchmarks but remained below for both genders.

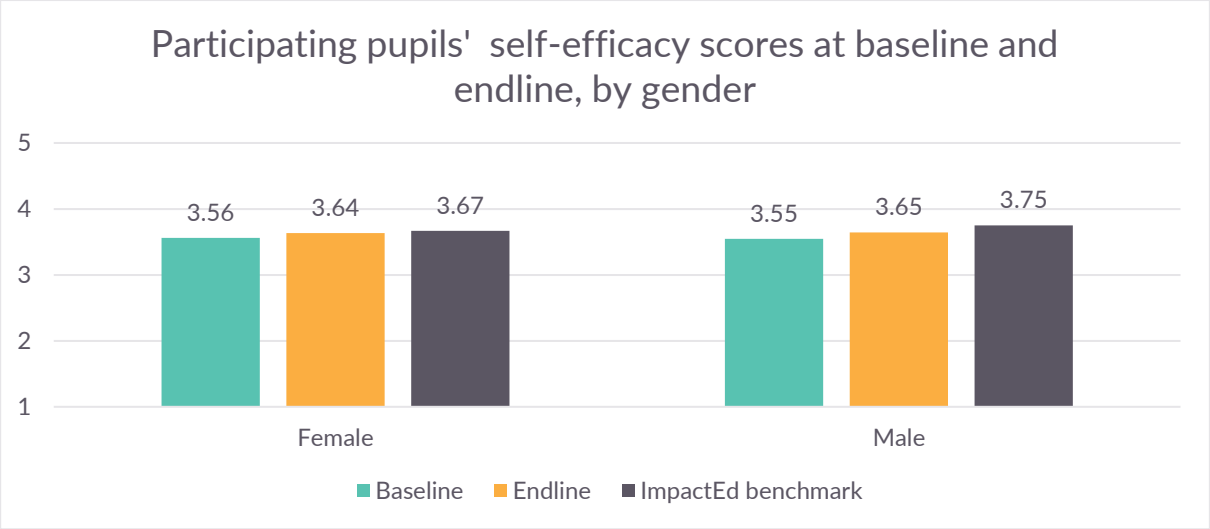

Figure 18: Participating pupils' average self-efficacy score at baseline and endline by gender (n= 173 participating female pupils, n=174 participating male pupils).

3.1.4 Pupils' average self-efficacy score by Pupil Premium eligibility

The increase in the average self-efficacy scores of pupils with and without Pupil Premium eligibility was the same between baseline and endline of 2.2% (neither change was statistically significant). However, the average self-efficacy scores of Pupil Premium eligible pupils were marginally higher at both baseline and endline, with these scores remaining below the national benchmarks.

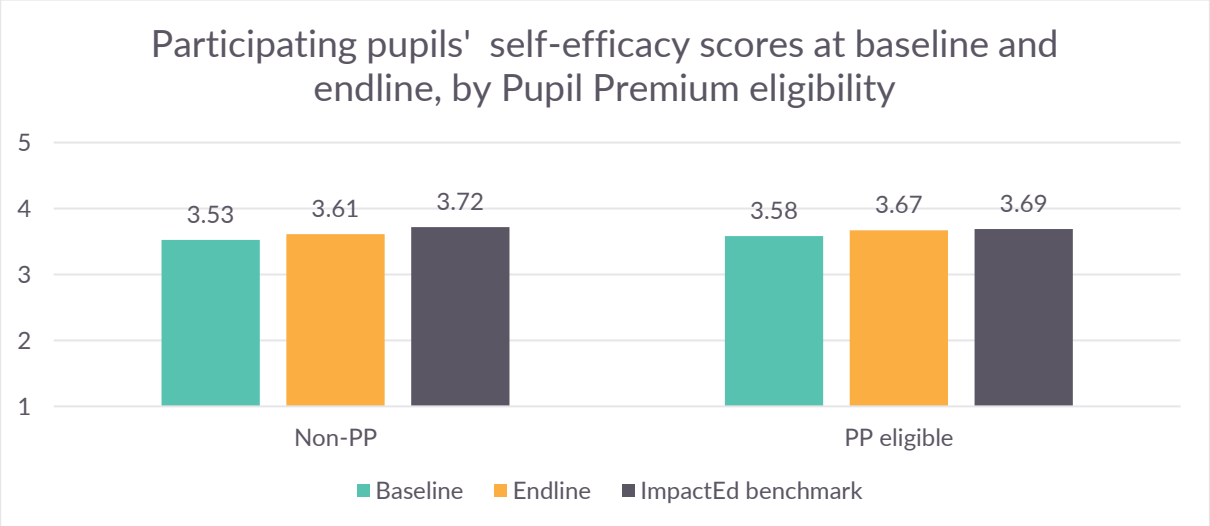

Figure 19: Participating pupils' average self-efficacy score at baseline and endline by PP eligibility (n= 174 participating pupils without PP eligibility, n=173 participating pupils with PP eligibility).

3.2 Motivation

3.2.1 Overall participating group's average motivation score

Key finding: Pupils' average motivation scores remained stable between baseline and endline in line with national benchmarks, and no statistically significant changes were observed.

Participating pupils' average motivation score stayed stable between baseline and endline (3.76 out of 5). Pupils receiving tutoring in the academic year 2021-22 scored 0.8% lower in motivation at endline (3.79) compared to baseline (3.82). Contrarily, pupils who received tutoring in the academic year 2022-23 scored 1.3% higher at endline (3.68) compared to baseline (3.62). None of the above percentage changes were statistically significant, meaning that they are likely to be due to chance. Pupils' average motivation scores have decreased between academic year 2021-22 and 2022-23 but this was in line with the School Impact Platform benchmarks.

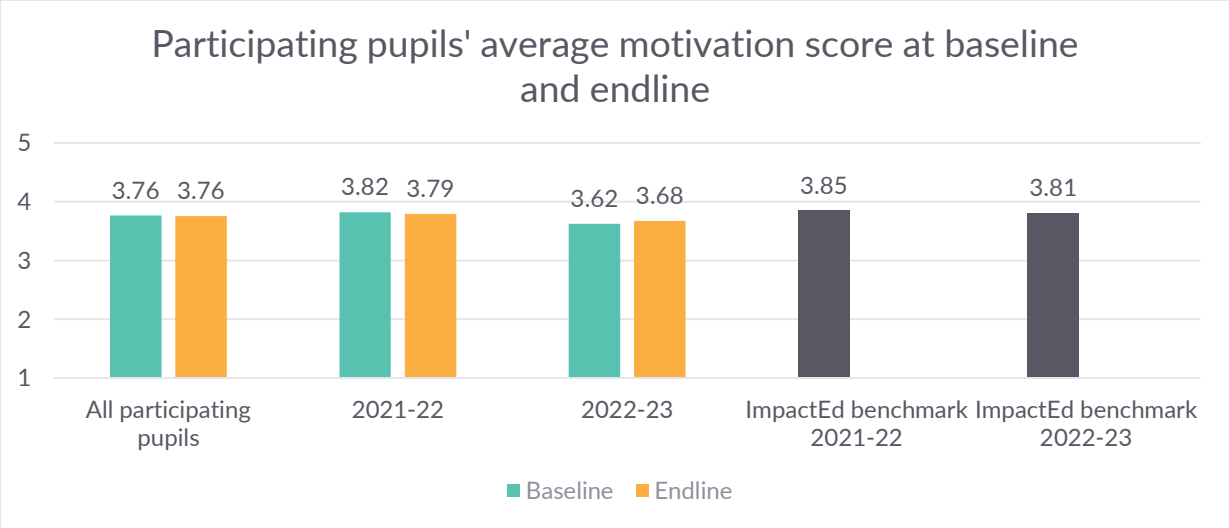

Figure 20: Pupils' average motivation score at baseline and endline in academic year 2021-22 and 2022-23 (n=327 total participating pupils, n=231 participating pupils in 2021-22, n=96 participating pupils in 2022-23.)

3.2.2 Participating and comparison group pupils' average motivation score

Key finding: For matched pupils, the average motivation score of participating pupils increased by 2.6% and decreased for comparison pupils by 3.2% (neither of these changes were statistically significant).

Data on pupils' motivation was compared between the participating group (n=64 pupils) and the comparison group (n=52). The **participating group** scored higher at endline (3.78 out of 5) compared to baseline (3.68), **showing a 2.6% increase**, while the **comparison group had a 3.2% decrease** between 3.75 at baseline and 3.63 at endline. Neither of these changes were found to be statistically significant.

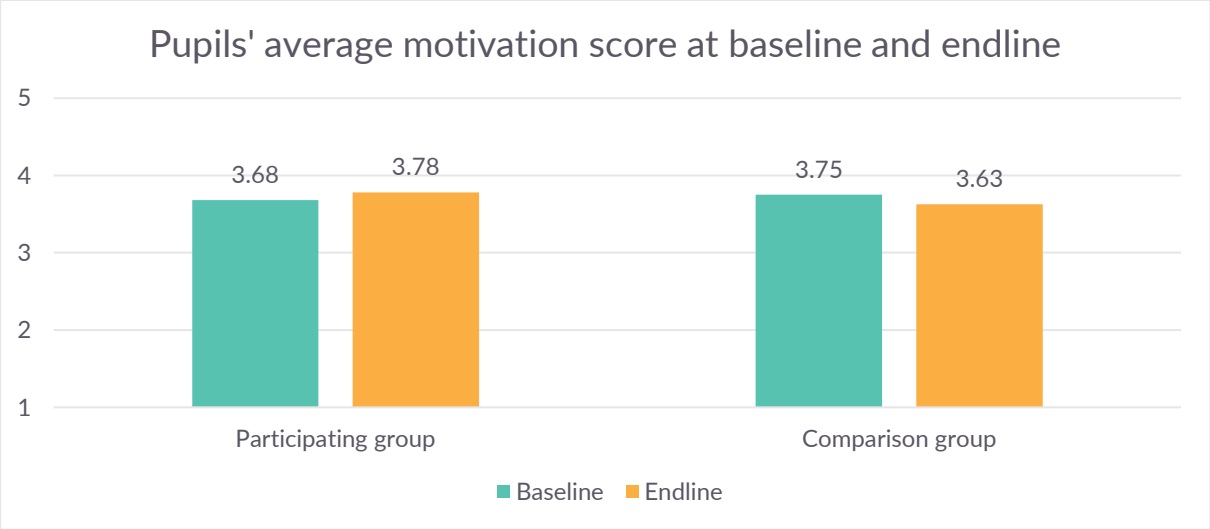

Figure 21: Participating and comparison group pupils' motivation score at baseline and endline (n=64 participating group pupils, n=52 comparison group pupils).

3.2.3 Primary and secondary pupils' average motivation score

Primary school participating pupils' average motivation score stayed relatively stable with a 0.7% increase between baseline and endline, but **secondary school pupils' scores decreased by 2.1%** (neither of these changes was statistically significant)**.** This meant the gap between primary and secondary school pupils' motivation scores widened between baseline and endline, with primary pupils having higher motivation than secondary pupils on average in line with national benchmarks.

Primary school pupils' average scores were in line with the national benchmark for motivation at 3.79 for baseline and 3.82 at endline (compared to a national benchmark of 3.83). Contrarily, for secondary school pupils, the average self-efficacy score remained above the national benchmark of 3.51 at baseline (3.69) and endline (3.61), despite the decrease in scores.

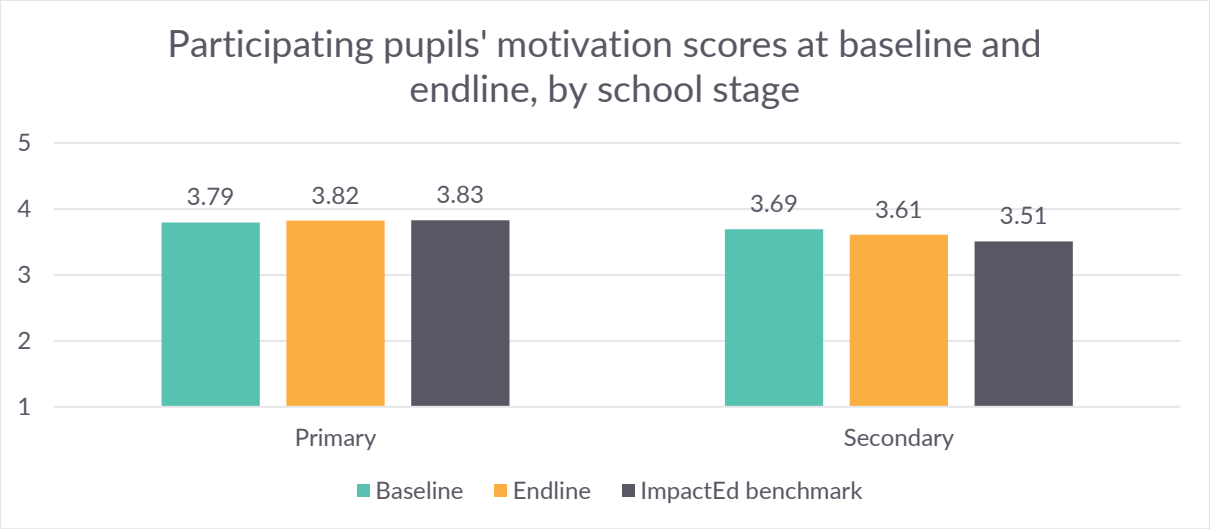

Figure 22: Participating pupils' motivation score at baseline and endline by school stage (n=227 participating primary school pupils, n=100 participating secondary school pupils).

3.2.4 Pupils' average motivation score by gender

The average motivation score of female pupils remained stable at 3.83 at both baseline and endline, which was in line with the national benchmark of 3.85. Meanwhile, for male pupils scored decreased very slightly (-0.4%) from 3.70 at baseline to 3.68 at endline. The change was not statistically significant for either gender, hence the percentage changes observed are likely to be due to chance.

In line with national trends, girls had higher motivation scores than boys at both baseline and endline.

Most notably, **males' motivation scores were below the national benchmark of 3.81 at both baseline and endline, suggesting that male pupils who are selected for tutoring have low motivation.**

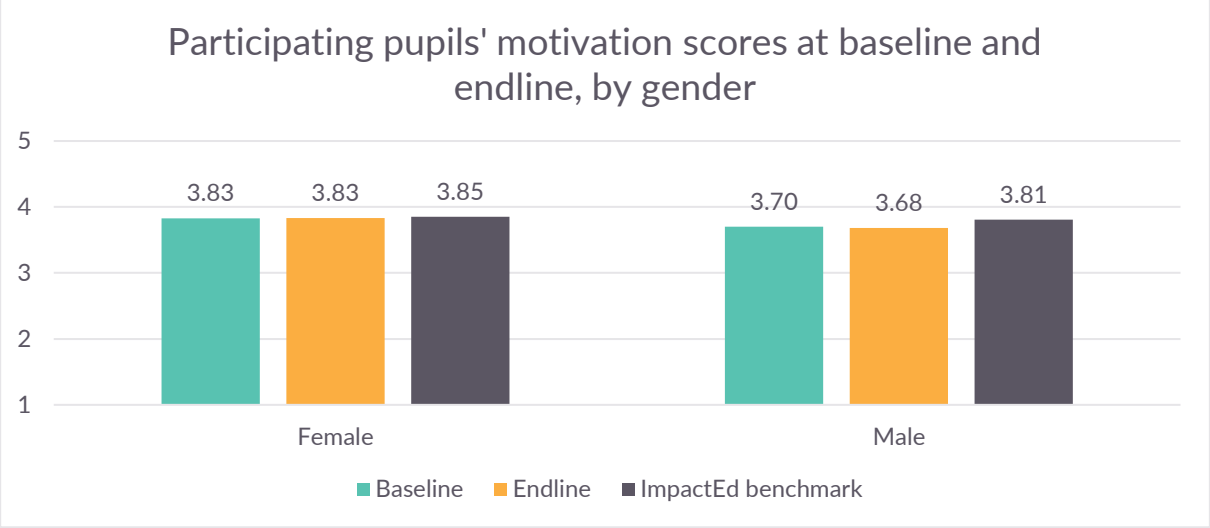

Figure 23: Participating pupils' average motivation score at baseline and endline by gender (n=1637 participating female pupils, n=164 participating male pupils).

3.2.5 Pupils average motivation score by Pupil Premium eligibility

There were minimal changes in motivation for pupils with or without Pupil Premium eligibility, and neither of the changes were statistically significant. For pupils eligible for Pupil Premium, scores decreased very slightly (-0.6%) from 3.87 at baseline to 3.85 at endline; for pupils not eligible, scored stayed stable (0.3%) at 3.65 at baseline and 3.66 at endline.

Pupils who were eligible for Pupil Premium had higher scores than their non-eligible peers at both baseline and endline which contradicts the national benchmarks (where non-Pupil Premium pupils' motivation scores are higher than Pupil Premium eligible pupils). Non-Pupil Premium pupils who participated in tutoring had notably lower scores than the benchmark, which **may suggest that non-Pupil Premium pupils who are selected for tutoring are those who have particularly low motivation.**

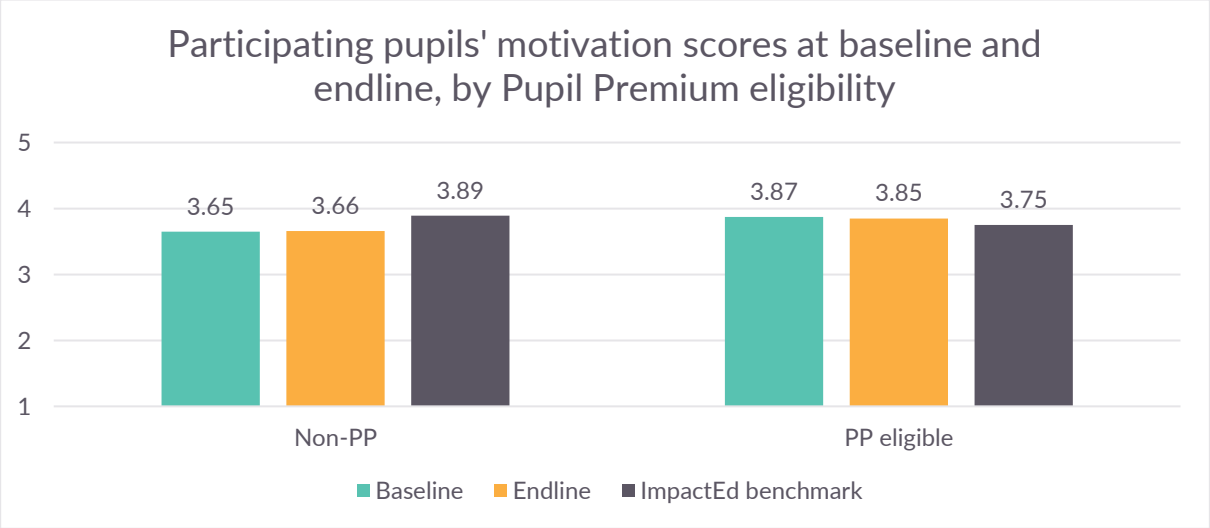

Figure 24: Participating pupils' average motivation score at baseline and endline by PP eligibility (n=158 participating pupils without PP eligibility, n=169 participating pupils with PP eligibility).

3.3 School engagement

3.3.1 Overall participating group's average school engagement score

Key finding: Participating pupils' school engagement scores were notably higher than the national benchmarks at both baseline and endline, which could suggest this is a factor for pupil selection in tutoring. School engagement of participating pupils decreased marginally by 0.7%, but this change was not statistically significant.

Participating pupils' average school engagement score **marginally decreased by 0.7%** from baseline (3.83 out of 5) and endline (3.80). The same percentage decrease is **observed across academic years 2021-22 and 2022-23** (n=464 and n=180 respectively), with the difference that pupils who received tutoring in 2021-22 scored higher at baseline and endline compared to those receiving tutoring in 2022-23. **None of the percentage changes were found to be statistically significant**.

Interestingly, school engagement scores across academic years are **higher than the School Impact Platform benchmark for school engagement** (3.25 out of 5 in 2021-22 and 3.32 in 2022-23). This could suggest that higher school engagement at baseline is a criterion for pupil selection in tutoring. At the same time, it could be indicative of pupil retention, meaning that pupils that had lower school engagement at baseline didn't stay in the tutoring programme long enough for their data to be included in the evaluation.

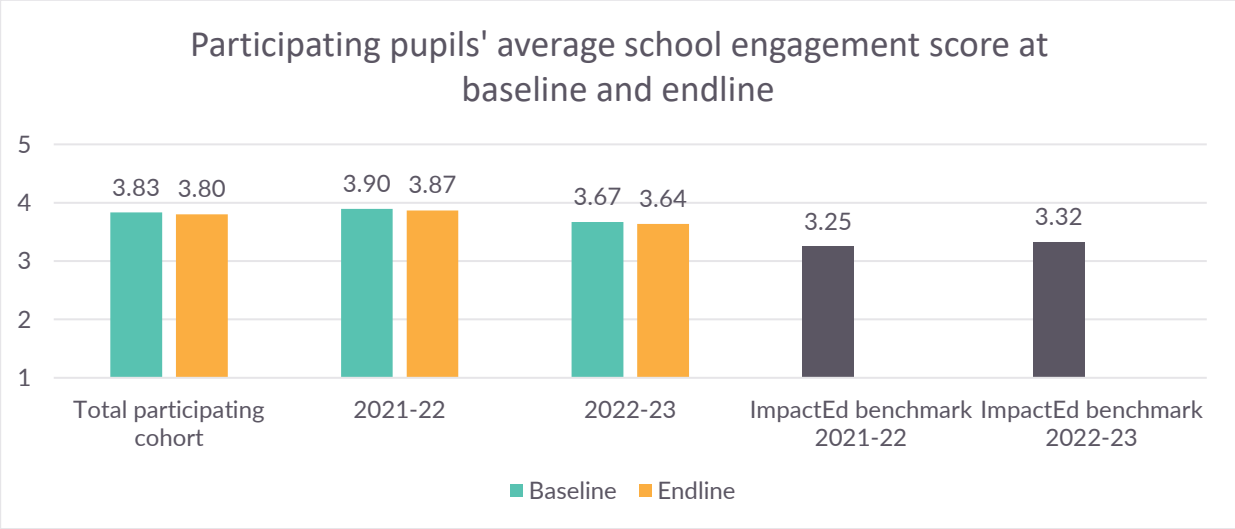

Figure 25: Pupils' average school engagement score at baseline and endline in academic year 2021-22 and 2022-23 (n=644 total participating pupils, n=464 participating pupils in 2021-22, n=180 participating pupils in 2022-23).

3.3.2 Participating and control pupils' average school engagement score

Key finding: The average school engagement score of pupils in the participating group marginally decreased by 0.5%, whereas that of pupils in the comparison group statistically significantly decreased by 2.2%.

The participating group scored lower at endline (3.78 out of 5) compared to baseline (3.81), marking a 0.5% decrease that was not statistically significant, and the comparison group had a 2.2% decrease between 3.82 at baseline and 3.73 at endline that was statistically significant (p=0.029). It is important to note that pupils' baseline scores between the two groups are approximately the same (3.81 in the participating group vs 3.82 in the comparison group) whereas the participating group's endline score (3.78) is higher than that of the comparison group (3.73). **Therefore, while the decrease observed in the participating group was likely to be due to chance, the 2.2% decrease in the comparison group's school engagement is likely not to be due to chance. This finding is suggesting towards the notion that tutoring may have had a protective role over pupils' school engagement.**

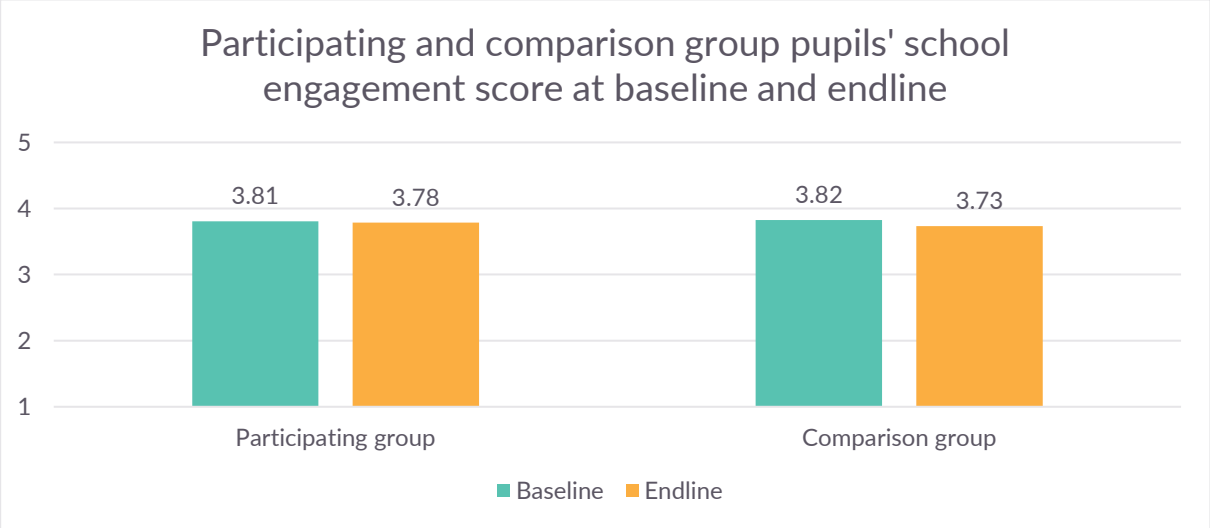

Figure 26: Participating and comparison group pupils' school engagement score at baseline and endline (n=111 participating group pupils, n=128 comparison group pupils).

3.3.3 Primary and secondary pupils' average school engagement score

School engagement scores were above the national benchmarks for both primary and secondary school pupils, and school engagement was higher for primary school pupils than secondary, in line with national benchmarks.

Primary school pupils' school engagement decreased slightly (-0.6%) from baseline (3.96 out of 5) to endline (3.95). Similarly, secondary school pupils' school engagement decreased slightly (-0.9%) between baseline (3.47) and endline (3.43). The change was not statistically significant for either primary or secondary school pupils.

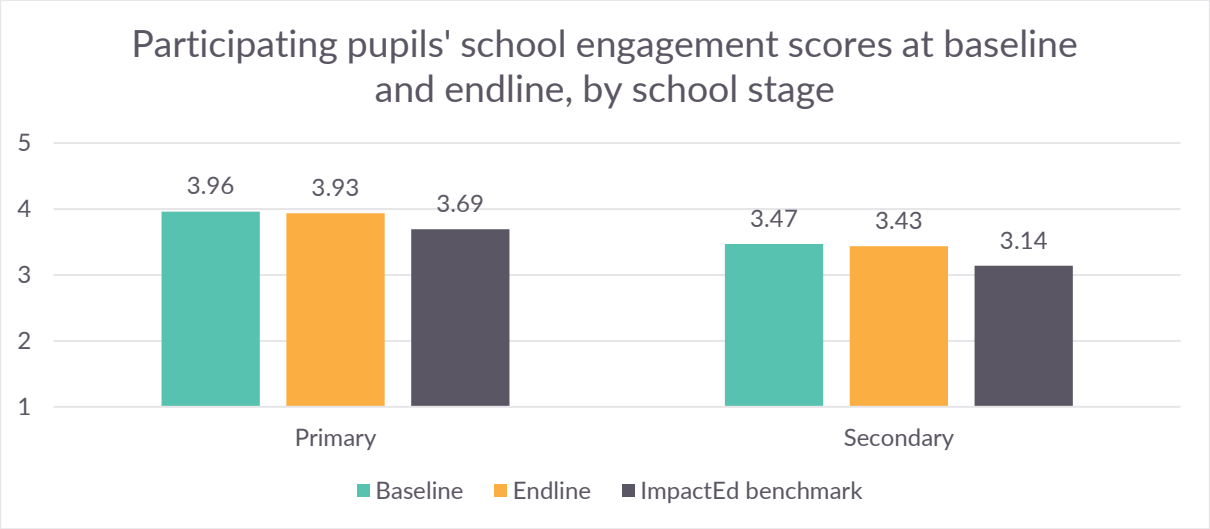

Figure 27: Participating pupils' school engagement score at baseline and endline by school stage (n=476 participating primary school pupils, n=168 participating secondary school pupils).

3.3.4 Pupils' average school engagement score by gender

Average school engagement scores were higher than national benchmarks for both male and female pupils and were slightly higher for female pupils than male pupils, in line with national trends.

Female pupils' school engagement scores stayed stable (+0.1%) between baseline and endline at 3.89 out of 5. For male pupils, average scores decreased by 1.5% from 3.78 at baseline to 3.72 at endline, suggested that **tutoring had less of an effect on male pupils' school engagement than females.** Neither of these changes were statistically significant.

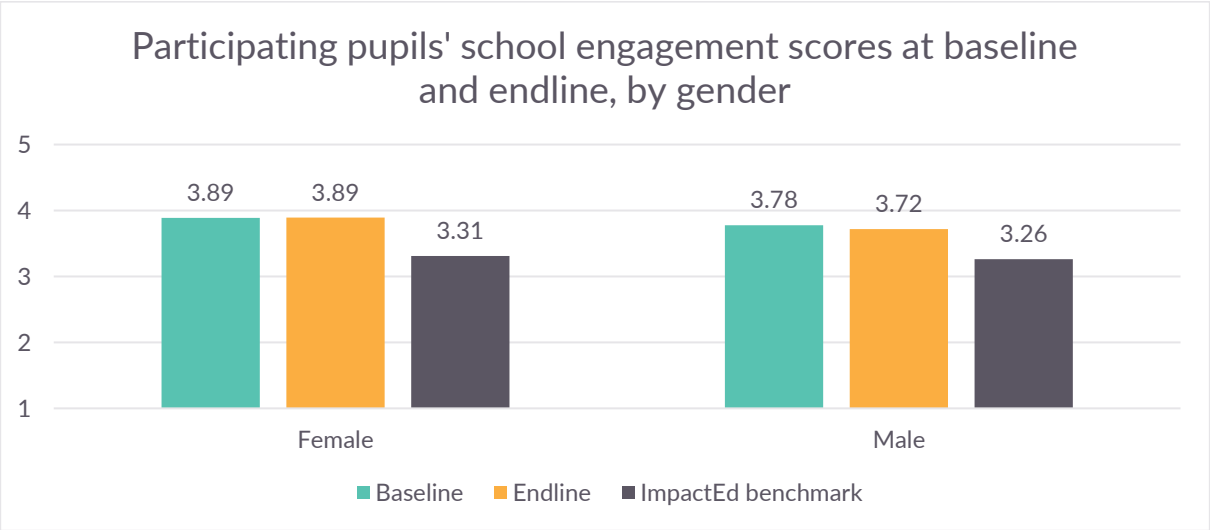

Figure 28: Participating pupils' average motivation score at baseline and endline by gender (n= 317 participating female pupils, n=327 participating male pupils).

3.3.5 Pupils average school engagement score by Pupil Premium eligibility

Average school engagement scores were similar for pupils eligible for Pupil Premium and those not eligible which is similar to national benchmarks (although scores of participating pupils were notably higher than the benchmarks).

Scores for both groups decreased slightly (-0.9% for pupils who are eligible for Pupil Premium and -0.5% for pupils not eligible) between baseline and endline, as shown in Figure 29. Neither of the changes were statistically significant.

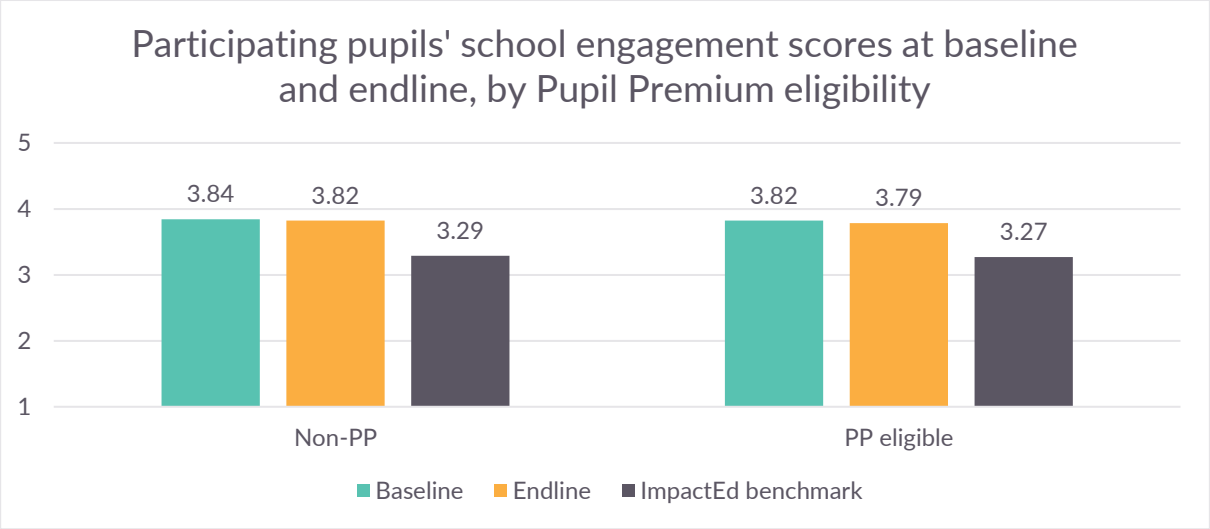

Figure 29: Participating pupils' average school engagement score at baseline and endline by PP eligibility (n= 314 participating pupils without PP eligibility, n=330 participating pupils with PP eligibility).

3.4 Qualitative findings related to social and emotional skills

Key finding: School staff noted pupils' increase in academic confidence, willingness to challenge themselves and make mistakes, motivation and enjoyment of learning as a result of participating in the tutoring.

The following selection of quotes illustrate the increase in self-efficacy, motivation, school engagement and confidence in pupils who received tutoring interventions:

- *"When they went back to class and then in their English lessons they were more ready to edit, and more ready to evaluate what they've written and change things. And more willing to talk about how things could be changed or written differently or improved. So that they were more confident in those kinds of conversations."*

TA tutor, primary school

- *" … it gives them the confidence as well to be able to challenge themselves in different ways … I think they're more willing to get things wrong and realize that they can actually learn from that mistake. Because I think we all try to create an environment when we're tutoring that is safe and they can get things wrong and ask question and when we do teach these children in our normal lessons … they also know they can do that."*

Teacher tutor, secondary school

- *"I've got a boy in my class who has got dyslexia … in the classroom environment, he does struggle to translate it into his work because it's a bit louder, his concentration [dips]… In tutoring … I'd break it down, make it structured, and now in class when he's writing … he'll go in his own little bubble, you'll see him put his finger down for his finger spaces … and he's confident in writing. He's now happy to write stories, whereas before he was really reluctant to do it."*

Teacher tutor, primary school

Case Study 2: Cedars Primary School

Cedars Primary School is situated in a large town in West Yorkshire. The school has participated in the National Tutoring Programme (NTP) since 2021. In March 2023, five permanent members of staff worked as tutors; three teaching assistants and a learning mentor completed the online tutor training as required by the Department for Education. The fifth tutor did not undertake online training as this was not a requirement for him as an experienced teacher.

The school also used the NTP to fund, via agency contracts, two further tutors (both qualified teachers, one a former employee); the final tutor was a school governor (and former teacher). The governor provided tutoring in grammar and punctuation for groups of Year 6 pupils twice a week for one hour with two groups of four pupils. The permanent staff delivered between two and four hours per week of maths and/or English tutoring with Years 2, 3 and 5. The majority of time they worked with pupils before and after school. The number of pupils they supported ranged from six to twelve, with three pupils in each tutor group. Of the two agency tutors, one worked four days per week and the other two days. Both of these tutors had five groups of three tutees every day they worked, and as such provided a significant proportion of tutoring provision at the school. The contract tutors supported pupils from Years 2 to 6, and their sessions were solely within the school day.

The deputy head explained that the strategy, to deliver tuition primarily during school time, was because their target cohort of pupils would not engage with the intervention outside of school hours. There were also challenges with parent engagement for pre- and post-school tutoring. The reason for this was a logistical one, in that many parents had other pupils at the school, and it was problematic for them to have different drop off and pick up times. To overcome this, the deputy head permitted siblings to attend the before and after school clubs and this had increased attendance at the tutor sessions.

The deputy head and class teachers used pupil data as a basis for discussion to review those pupils who would benefit from additional support, bearing in mind "*Pupil Premiums and vulnerables*". Tutor sessions took place away from the main class lessons and this gave rise to another challenge for the school staff:

- *"… you're taking children out of lessons to catch up, to then slot them back into lessons that they then need to catch up. It's frustrating … but those are the sort of things that can't be helped."*

Deputy Headteacher, Cedars Primary School

To try and minimise these drawbacks, the tutor sessions were timetabled for a different lesson each day.

The tutors and class teachers communicated frequently about the targets for tutees and their progress. Tutors also commented that it was helpful when they tutored pupils from the class where they were based as teaching assistants, since they witnessed first-hand where pupils were struggling and the progress they were making:

- *"sometimes it's spelling or a maths question, a subject that they couldn't do at the beginning, to then just see them like a few weeks on and then they … just get it."*

Tutor, Cedars Primary School

The deputy head discussed in some detail the challenges in trying to measure impact of the tutoring programme:

- *" … the fact that it's [progress] happening in all year groups that we have put the tutoring into, suggest that it's not just the case of the teachers are making this progress, it's a team effort alongside the tutors. So that's the most frustrating thing is we just can't - it's almost like an impossibility to separate the two out."*

Deputy Headteacher, Cedars Primary School

The deputy head expressed his frustration with the funding arrangements. The deputy felt strongly this had wider implications for the tutoring programme:

- *"I found [the funding arrangements] frustrating … whilst it's there in black and white [saying] we can pay you what we want, that's complete nonsense, because we don't have the money in the budget, to top it up… So that was a big frustration, because we've only ever had two teachers that have done tutoring, and of course, if you wanted to get the real best out of it, you'd want your teachers to want to do tutoring, before and after school, with children in their own class."*

Deputy Headteacher, Cedars Primary School

4. Attendance

It is widely recognised that school attendance is a key outcome affecting pupils' attainment, wellbeing and wider life chances. The Department for Education states that "The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment."[5] Attendance has been an ongoing challenge identified in national datasets since the Covid-19 pandemic.

4.1 Overall participating group's average attendance

Key finding: All participating pupils observed a slight decrease in attendance which was statistically significant, which is known to be in line with national attendance trends.

Pupils in both academic years, 2021-22 and 2022-23, observed a decrease in attendance, of 1.6% and 0.8% respectively. Both changes were statistically significant ($p=0.041$ and $p<0.001$ respectively), meaning they are unlikely to have occurred just by chance. Combined, this resulted in an overall decrease in all pupils of 1.2% ($p<0.001$), which was also statistically significant. This is known to be in line with national attendance trends.

Pupils recorded a smaller decrease in attendance between Term 1 and Term 3 in the 2022-23 academic year than in the 2021-22 academic year and had higher attendance in both the baseline and endline windows as well.

It should be noted that the average attendance for 2021-22 was 92.4%[6] and for 2022-23 was 92.5%[7], meaning that participating pupils attendance each year was broadly in line with this.

[5] Department for Education, May 2022. *Working together to improve school attendance*

[6] Department for Education, March 2023. *Pupil absence in schools in England, Academic year 2021/22*

[7] Department for Education, August 2023. *Pupil attendance in schools, Week 29 2023*

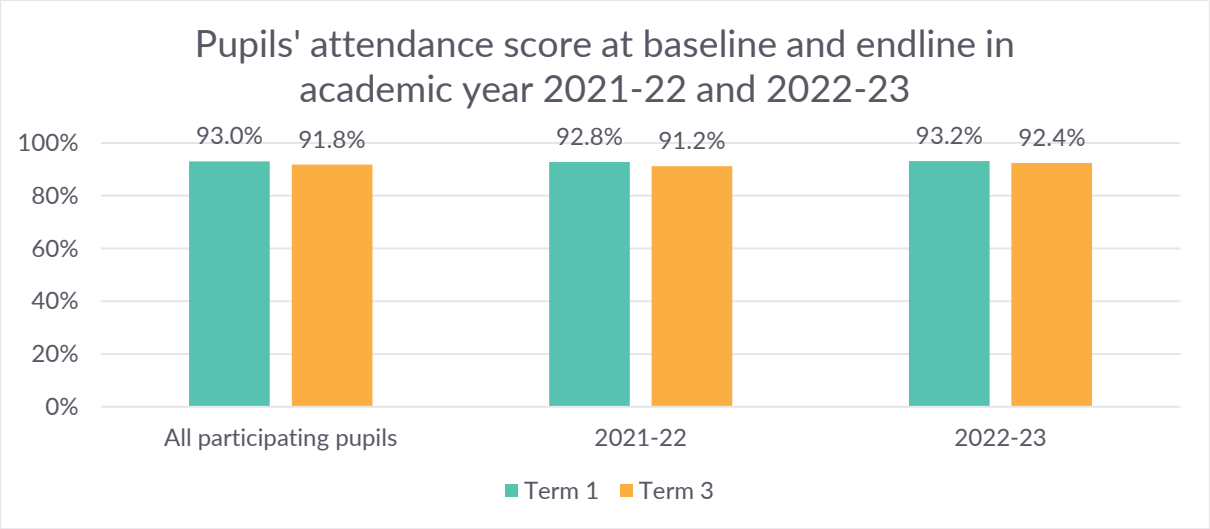

Figure 30: Pupils' average attendance in Term 1 and Term 3 in academic years 2021-22 and 2022-23 (n=1131 participating pupils, n=597 participating pupils in 2021-22, n=534 participating pupils in 2022-23).

4.2 Participating and comparison group's average attendance score

Key finding: Pupils who received tutoring had a higher attendance than pupils who didn't receive tutoring in both Term 1 and Term 3.

Pupils in the participating group, who received tutoring, recorded their highest attendance in Term 1, of 92.8%. This was the highest average attendance record of either group within any given window. While they observed a slight decrease of 0.6%, this was not a statistically significant change and **their attendance record of 92.2% in Term 3 remained higher than the attendance data recorded by the comparison group**.

Meanwhile, the comparison group recorded a very small increase in attendance of 0.2%, from 90.4% in Term 1 to 90.6% in Term 3, though this again was not found to be statistically significant.

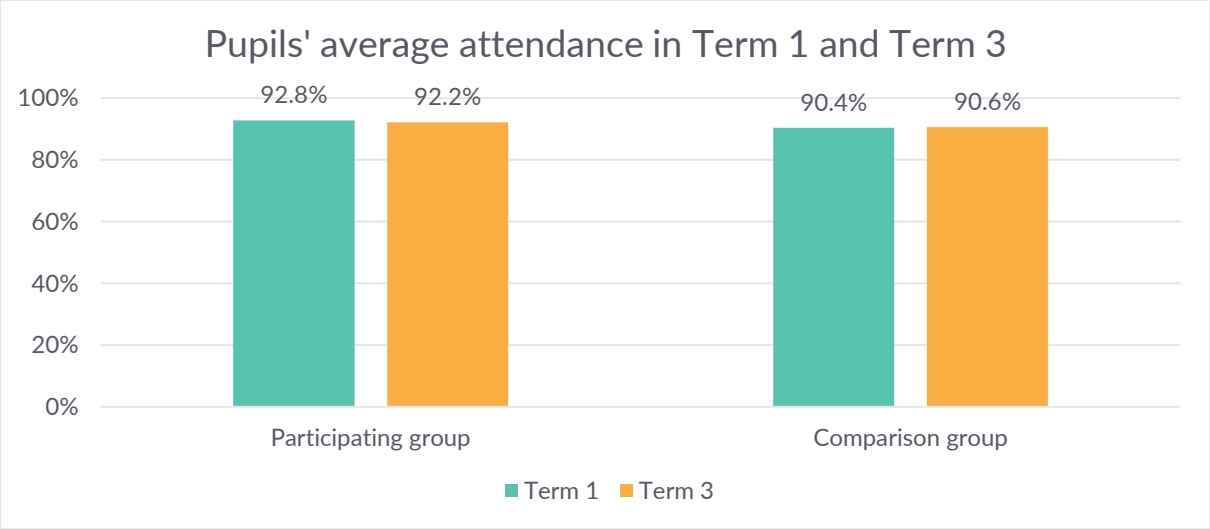

Figure 31: Pupils' average attendance in Term 1 and Term 3 in the participating group and the comparison group (n=588 participating pupils, n=588 comparison group pupils).

4.3 Primary and secondary pupils' average attendance

Key finding: While attendance in both participating and comparison group primary school pupils increased slightly, attendance in both participating and comparison secondary pupils noticeably decreased. However, attendance of participating secondary school pupils remained above the comparison secondary school pupils.

In primary school pupils, both participating and – more noticeably - comparison pupils' attendance increased, by 0.6% and 2.6% respectively. Although neither of these changes were statistically significant, it indicates that **pupil attendance remained largely stable between Term 1 and Term 3.** The larger increase observed in the comparison group meant that despite participating pupils having a higher attendance in Term 1 compared to the comparison group (93.2% vs 91.3%), in Term 3 the comparison group had an attendance that was slightly higher than that of participating pupils, at 93.8% and 93.9% respectively.

Contrastingly, **in secondary school pupils, both participating and comparison group pupils observed statistically significant decreases of 6.0% (p<0.001) and 10.1% (p<0.001)** respectively. In fact, the Term 3 attendance of 85% for the secondary participating pupils and 76.6% for the secondary comparison pupils would be classed as 'persistent absence' (when attendance is less than 90%[8]) – the comparison group also met this threshold in Term 1 with average attendance of 86.7%. While not a positive finding, it is encouraging to observe participating pupils' attendance decreasing by a smaller amount than comparison group pupils, as illustrated in Figure 35. Furthermore, **secondary participating pupils had a notably higher attendance record in both Term 1 and Term 3,** of 91.1% and 85.0% respectively, **than the comparison** group, of 86.7% and 76.6% respectively.

[8] Department for Education, October 2023. *Pupil absence in schools in England, Autumn and Spring term 2022/23*

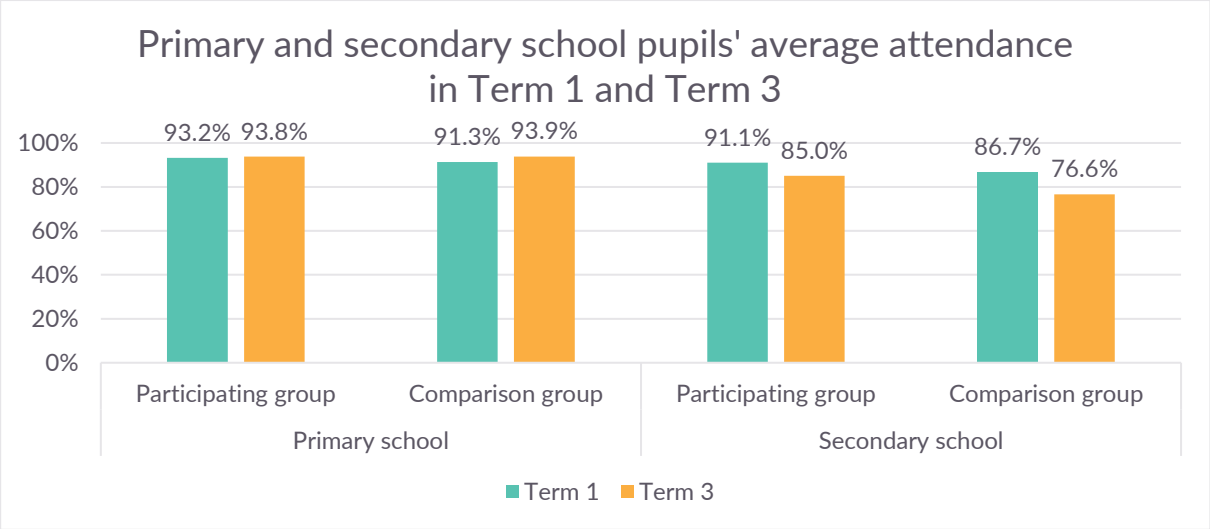

Figure 32: Primary and secondary school pupils' average attendance in Term 1 and Term 3 (n=479 participating primary school pupils, n=477 comparison group primary school pupils, n=109 participating secondary school pupils, n=111 comparison group secondary school pupils).

4.4 Pupils' average attendance by Pupil Premium eligibility

Key finding: The average attendance of participating pupils with Pupil Premium eligibility statistically significantly decreased between Term 1 and Term 3, with pupils' attendance in the comparison group decreasing more.

Pupils with Pupil Premium eligibility who received tutoring recorded a statistically significant decrease in attendance, of 1.9% (p=0.004). This was mirrored in the attendance of pupils with Pupil Premium eligibility in **the comparison group, whose attendance decreased statistically significantly** by a greater margin, of 3.5% (*p*=0.014). For pupils with Pupil Premium eligibility in the participating group, their attendance went below the threshold between Term 1 and Term 3 of persistent absence, decreasing from 91.8% to 89.9%. However, this was still a higher attendance than that of pupils with Pupil Premium eligibility who did not receive tutoring in both Term 1 and Term 3, at 88.0% and 84.6% respectively.

However, while participating pupils with Pupil Premium eligibility observed an overall decrease, participating pupils without Pupil Premium eligibility had consistent attendance, recording a very small and statistically insignificant increase of 0.1%. **As a result, participating pupils without Pupil Premium eligibility continued to have a higher attendance, of 93.3% in both windows, than their participating group counterparts**.

Pupils without Pupil Premium eligibility in the comparison group were the only group in this sub-analysis to record a noticeable increase in attendance, of 1.8% from 91.5% to 93.3%, though this was not statistically significant. As a result of this increase, non-Pupil Premium pupils in both the participating and comparison groups had the same attendance record in the final window.

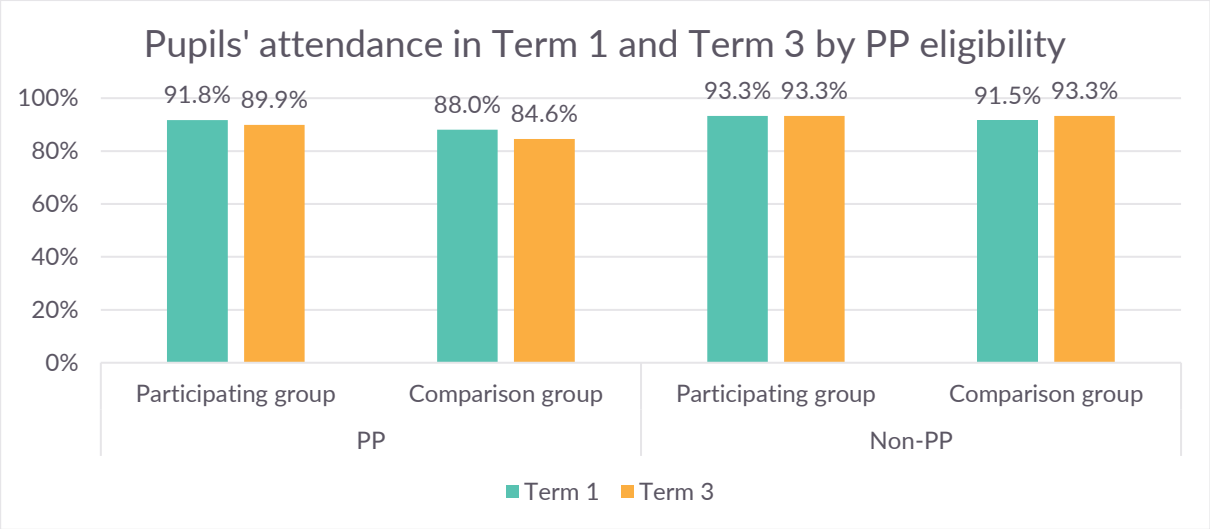

Figure 33: Participating and comparison group pupils' average attendance in Term 1 and Term 3 by PP eligibility (n=199 participating pupils with PP eligibility, n=183 comparison group pupils with PP eligibility, n=389 participating pupils without PP eligibility, n=405 comparison group pupils without PP eligibility).

4.5 Pupils' average attendance by EAL status

Key finding: Participating pupils with EAL who received tutoring had higher attendance than those without EAL, as well as pupils with EAL who did not receive tutoring.

In both Term 1 and Term 3, participating pupils with EAL had a higher attendance, of 94.2% and 93.8% respectively, than pupils with EAL in the comparison group, who had attendance records of 87.8% and 92.7%. The gap between the two groups was a lot less noticeable in the Term 3 window, explained by the trends observed in the overall change – while the attendance of participating pupils with EAL decreased slightly by 0.4%, the attendance of comparison group pupils with EAL increased by 4.8%. However, neither of these changes were statistically significant and therefore may have occurred by chance.

Pupils without EAL in both the participating and comparison groups observed overall decreases in attendance, with those in the participating group seeing a 0.7% decrease and those in the comparison group seeing a 1.0% decrease. Neither of these decreases were statistically significant.

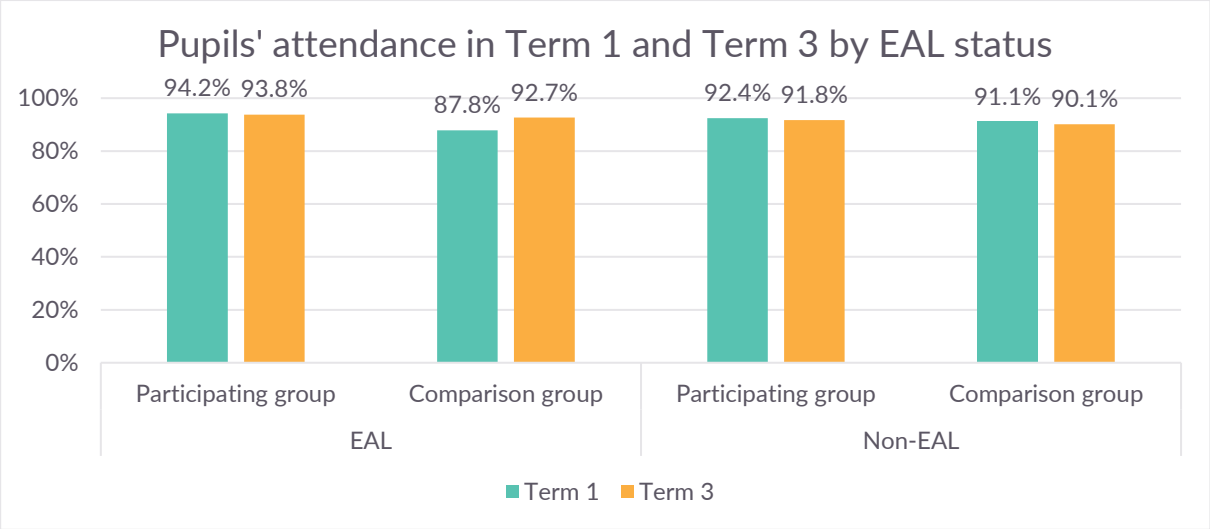

Figure 34: Participating and comparison group pupils' average attendance in Term 1 and Term 3 by EAL status (n=119 participating pupils with EAL, n=120 comparison group pupils with EAL, n=469 participating pupils without EAL, n=468 comparison group pupils without EAL).

Case Study 3: Willow Tree Secondary School

Willow Tree Secondary School is situated in a town in north Leicestershire. Until recently the school catered for pupils in Years 10 and 11, but this academic year the intake was widened to include Year 7 pupils.

The new deputy headteacher had experience of an online tutoring offer at her previous school, and Willow Tree was also using online tutoring when she took up her post. The deputy had concerns about measuring the impact of online tutoring, saying she could:

- *"… not really getting under it and see it having the benefit that it could and should have."*

Deputy Headteacher, Willow Tree Secondary School

With the agreement of the senior leadership team, the provision moved to face-to-face tutoring at the start of the current academic year. Two teaching assistants were appointed as tutors, one to support the maths department and the other to work with the English faculty. The third tutor, a former pupil applying to study medicine at university, worked in the science department. All completed the online training provided by Education Development Trust.

The main focus of the tuition was on Key Stage 4 pupils (and predominantly Year 11) but tutors also supported those in Year 7 who were working below age-related expectations. Faculty heads were responsible for analysing pupil data and identifying those pupils in need of tutor support. Tuition was usually with pupils one-to-one or in small groups and often outside the main lesson, although sometimes additional support would be provided in the classroom.

The English tutor, who was an experienced educator, discussed the benefits of tuition:

- *" …the tutor has got time - a different quality of time … to talk to individuals and to focus on what they actually need and whether they're getting proper understanding … I really think that there is a role for tutors in education and not just as a catch up."*

English tutor, Willow Tree Secondary School

Year 11 pupils also had tutoring sessions during registration time:

- *"… every disadvantaged student we had in school in Year 11 received tuition in maths, English or science … and they were getting two or three of those a week for six weeks."*

Deputy Headteacher, Willow Tree Secondary School

The English tutor, who supported approximately 40 students, felt the level of interaction she had with teachers provided her with sufficient information about her tutees. The deputy headteacher, however, felt the discussions between educators could be more extensive. The deputy cited lack of time as the main challenge for effective communication and expressed concern that, as a result, the support was not as personalised as it could be. The deputy head

also felt there was scepticism amongst some teaching staff, who questioned why pupils who did not engage in their lessons deserved tuition. She summarised her response to these staff:

- *"…because they can't access it. It's because they find it difficult and therefore, the tuition is supposed to help them get back into that place. And I think that's a real challenge I've had with teachers, understanding why those students are receiving that tuition."*

Deputy Headteacher, Willow Tree Secondary School

The deputy headteacher spoke at length about the challenges in demonstrating the impact of tutoring, when there were numerous variables to take into consideration:

- *"You've got tuition, you've got all the pastoral support, you've got all of the apps, the teaching itself that's happening day in day out, being able to pinpoint 'yes, this is having an impact' is really complex."*

Deputy Headteacher, Willow Tree Secondary School

However, demonstrating impact was a critical factor in the deputy's mind since she was looking ahead to when funding for the National Tutoring Programme ceased:

- *"I'd really like to embed the tutor model, but it's having the backup to say, 'actually yeah, this is having an impact' in order to prove its worth… for it to come into the mainstream staffing budget."*

Deputy Headteacher, Willow Tree Secondary School

5. Attainment

5.1 Primary school

5.1.1 Overall primary school pupils' attainment

Key finding: 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.

Primary school pupils' attainment in maths improved for pupils receiving tutoring. More specifically, while only 18.4% of pupils were working at or above expected standard at the start of the academic year (baseline), **61.2% of them were working at or above expected standard at the end of the academic year (endline).** This trend was similar across academic years 2021-22 and 2022-23, with a **lower percentage improvement observed in 2022-23** (36.7%) compared to 2021-22 (50.0%).

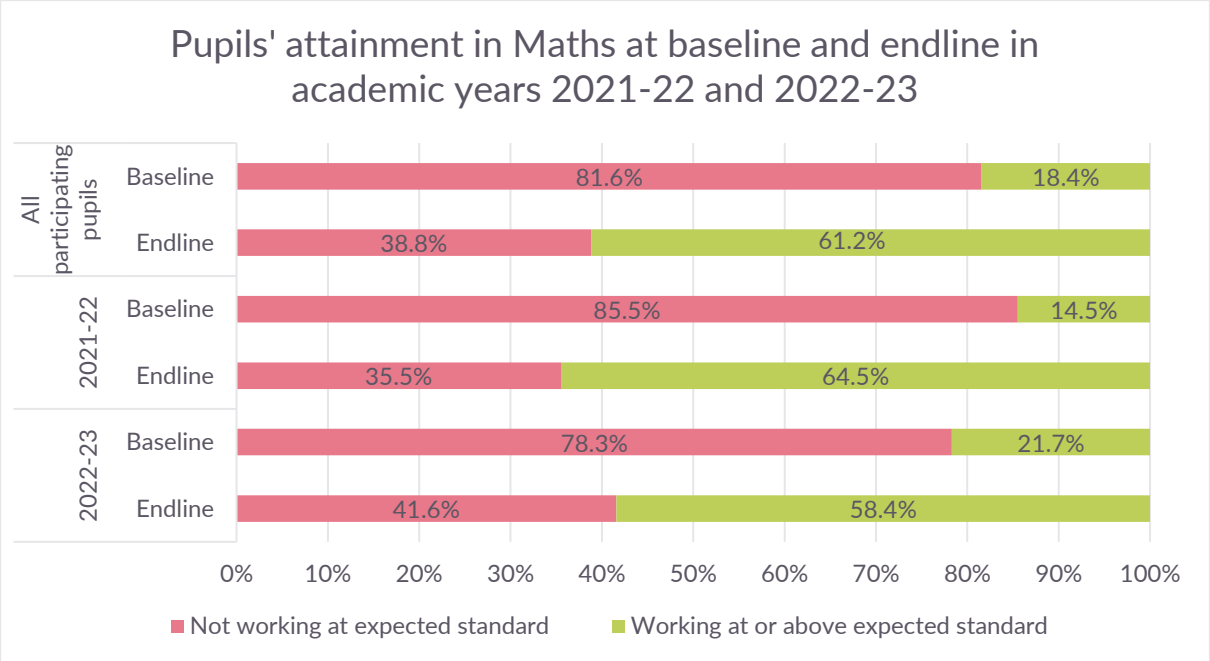

Figure 35: Primary school pupils' attainment in maths at baseline and endline in academic years 2021-22 and 2022-23 (n=304 total participating pupils, n=138 participating pupils in 2021-22, n=166 participating pupils in 2022-23).

Interestingly, a **noticeably higher percentage of primary school pupils were not working at expected standard in English (94.2%; n=326) compared to maths (18.4%)** at baseline. This is the case across academic years 2021-22 and 2022-23. A similar percentage increase of pupils working at or above expected standard (42.8% in maths and 40% in English) is observed between baseline and endline, and therefore **more pupils who receive tutoring are working at**

or above expected standard in maths compared to English. More than half of pupils who received tutoring in English were working below expected standard at endline.

At an individual level, 43.8% of pupils improved from working below expected standard to working at or above expected standard in maths and English, and 56.2% in maths and 55.3% in English remained in the same level they were at baseline. Similar trends were observed for pupils receiving tutoring in English.

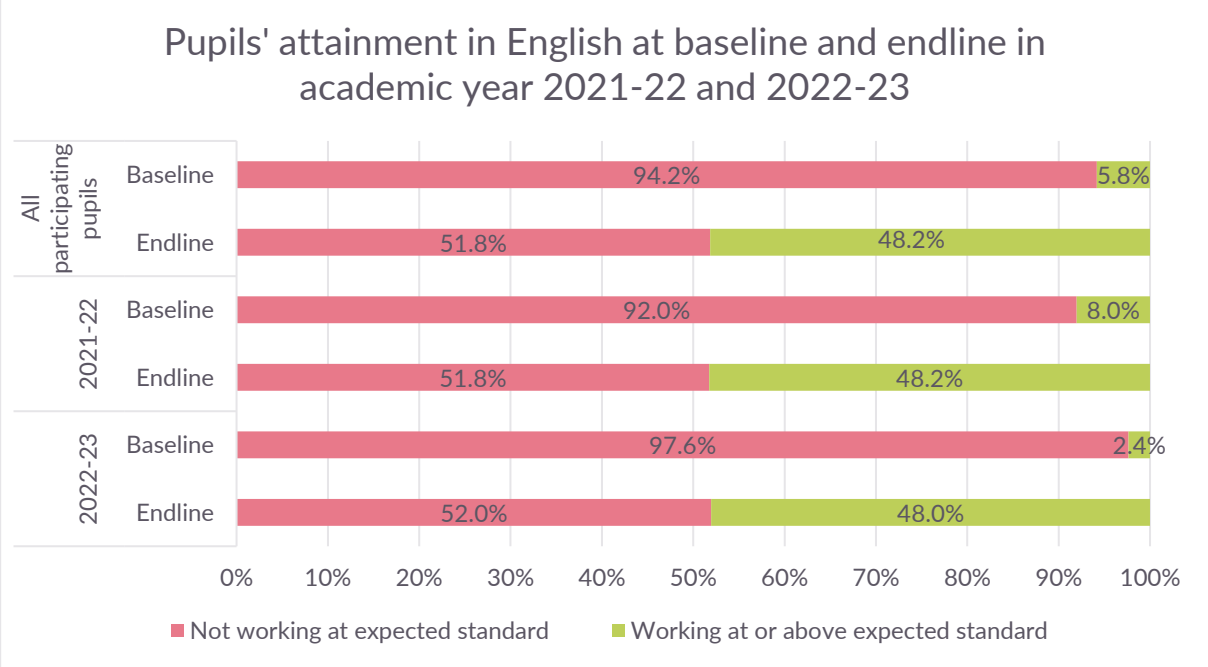

Figure 36: Primary school pupils' attainment in English at baseline and endline in academic years 2021-22 and 2022-23 (n=326 total participating pupils, n=199 participating pupils in 2021-22, n=127 participating pupils in 2022-23).

5.1.2 Participating and comparison group pupils' attainment in maths and English

Key finding: The attainment gap in maths and English between primary pupils selected for tutoring and the comparison group closed during the intervention period.

As would be expected, at baseline more pupils in the comparison group were working at or above expected standard (47.1%) compared to those in the participating group (19.8%) in maths – suggested that schools targeted pupils for tutoring that were working below the expected standard**.** However, the gap between participating and control pupils closed by endline (36.4% for the participating group vs 35.7% for the comparison group), a 43.8% increase in pupils working at or above expected standard in the participating group between baseline and endline. This suggests that tutoring was successful in closing the attainment gap between pupils selected for the intervention and their peers.

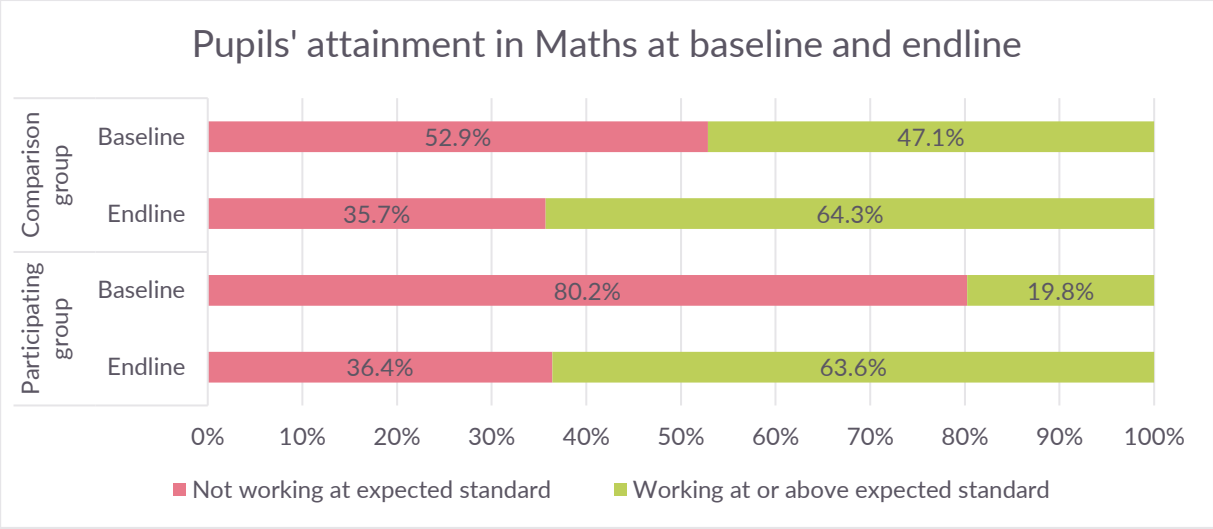

Figure 37: Participating and comparison group pupils' attainment in maths at baseline and endline in primary school (n=162 participating pupils, n=140 comparison group pupils).

A similar trend is observed in primary school pupils' attainment in English. The participating group started with a **lower percentage of pupils working at or above expected standard (6.2%) compared to the comparison group (34.6%). At endline, this difference was minimised.** It is, however, noteworthy that almost half of participating and comparison group pupils are not working at expected standard at endline.

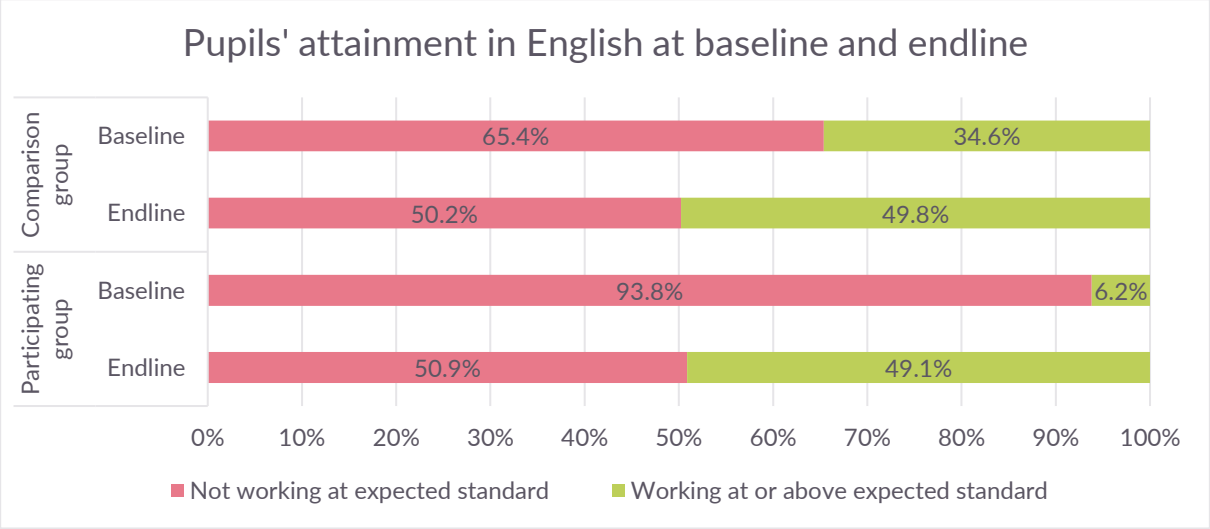

Figure 38: Participating and comparison group pupils' attainment in English at baseline and endline in primary school (n=226 participating pupils, n=231 comparison group pupils).

At an individual level, while **19.3% of comparison group pupils improved** at maths from not working at expected standard to working at or above expected standard (improved)**, 43.8% of participating pupils improved.** Similarly, only 16.0% of comparison group pupils and 43.8% of participating pupils went from working below expected standard to working at or above expected standard in English. All four of the aforementioned changes from 'Not working at expected standard' to 'Working at or above expected standard' were found to be statistically

significant (p<0.001). Therefore, while there is a descriptive difference between the percentage of participating and comparison group pupils improving, all pupil subgroups' score improvements are likely not to be due to chance.

5.2 Secondary school

5.2.1 Overall secondary school pupils' attainment

Key finding: Participating secondary pupils' attainment increased by 2.1% in maths and 2.4% in English during the period of the tutoring intervention.

In maths, the average attainment of participating pupils increased by 2.1% between baseline and endline. The average attainment of pupils in 2021-22 increased by 1.7%, while in 2022-23, there was a 2.4% increase. None of these changes were found to be statistically significant. Therefore, although there are visible differences in the pupils' attainment between the academic years, **these percentage changes may have occurred due to chance**.

For English, the average attainment of all participating pupils increased by 2.4% from baseline to endline. It is worth noting that **pupils in 2022-23 saw a higher increase (3.8%) than those in 2021-22 (1.5%),** but due to the group's **smaller sample size, any conclusions shall be drawn with caution**. None of these changes were found to be statistically significant.

There was a greater increase in English attainment than maths across the two-year period, which was driven by the notably higher increase in English attainment in 2022-23 (see Figure 39).

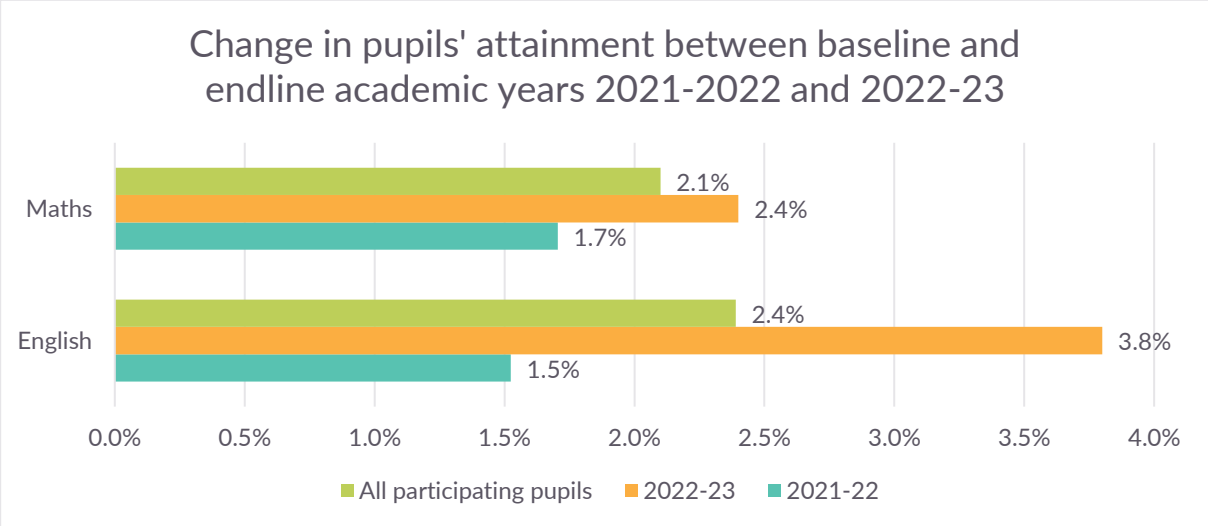

Figure 39: Change in participating pupils' attainment in maths (n=85 total participating pupils, n=44 participating pupils in 2021-22, n=41 participating pupils in 2022-23) and in English (n=67 total participating pupils, n=41 participating pupils in 2021-22, n=26 participating pupils in 2022-23) at baseline and endline in academic years 2021-22 and 2022-23.

5.2.2 Participating and comparison group pupils' attainment

Key finding: The secondary school participating group's attainment in maths and English increased, but the increase was not statistically significant. The comparison group's attainment in maths increased (statistically significant), whereas their attainment in English decreased (not statistically significant).

Pupils' attainment in maths increased by 1.1% in the participating group, an increase that was found not to be statistically significant and therefore likely to be due to chance. Contrarily, **the average attainment of the comparison group in maths increased by 1.9%, an increase that was statistically significant at p=0.039**.

The average **attainment of pupils in English rose by 2.4% in the participating group and decreased by 2.4% in the comparison group**. Neither of these trends were found to be statistically significant and are therefore both likely to have occurred due to chance.

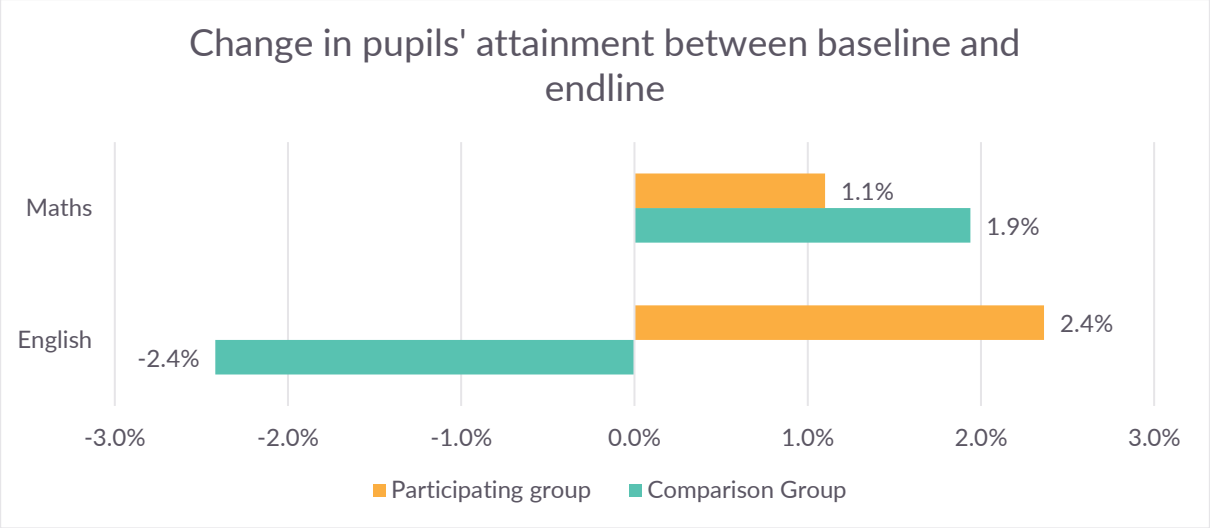

Figure 40: Change in participating and comparison group pupils' attainment in maths (n=46 participating pupils, n=58 comparison group pupils) and in English (n=37 participating pupils, n=62 comparison group pupils) at baseline and endline.

5.2.3 Participating and comparison group pupils' attainment by Pupil Premium eligibility

Key finding: Secondary pupils' average attainment in maths increased more for pupils with Pupil Premium eligibility in the participating group compared to their comparison group counterparts.

The average attainment in maths increased by 0.4% for pupils without Pupil Premium eligibility in the participating group, and it increased by 2.0% for pupils without Pupil Premium eligibility in the comparison group. The aforementioned increase was not statistically significant. **Pupils' average attainment in maths increased more for pupils with Pupil Premium eligibility in the participating group (2.3%) compared to their comparison group counterparts**

(1.8%). Statistical significance testing was not conducted on maths attainment of pupils that are eligible for Pupil Premium due to the smaller sample size.

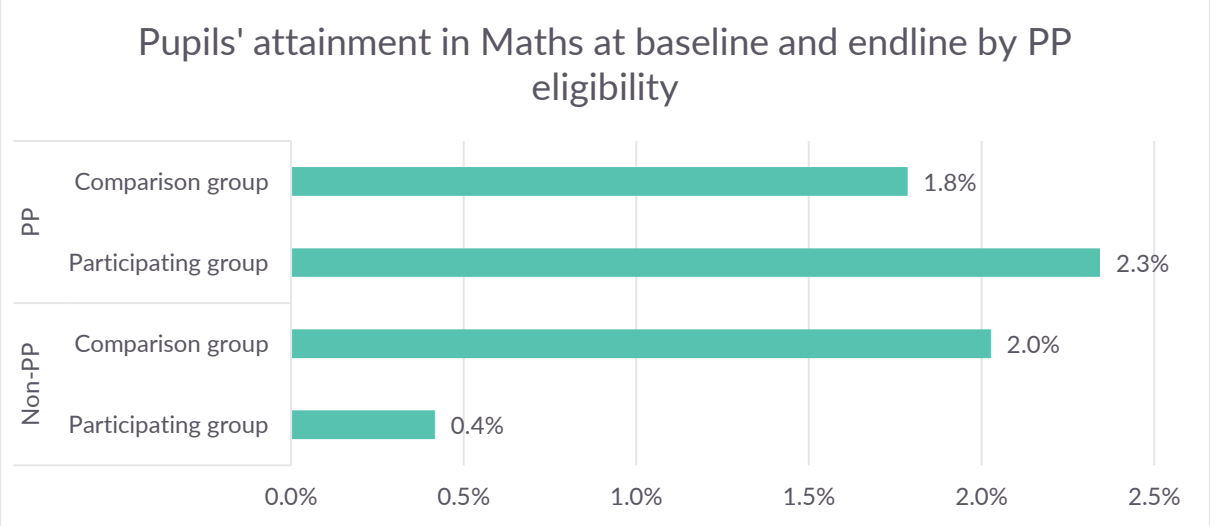

Figure 41: Change in pupils' maths attainment between baseline and endline by PP eligibility (n=30 participating pupils without PP eligibility, n=37 comparison group pupils without PP eligibility, n=16 participating pupils with PP eligibility, n=21 comparison group pupils with PP eligibility).

Key finding: Receiving tutoring helped secondary pupils without Pupil Premium eligibility improve their GCSE English grades, and it protected pupils with Pupil Premium eligibility from getting lower grades at endline.

The average attainment in English increased by 4.7% for pupils without Pupil Premium eligibility in the participating group and they decreased by 1.7% for their comparison group counterparts. Neither of these changes were found to be statistically significant. Contrarily a decrease is observed in the English attainment of pupils with Pupil Premium eligibility across the participating (-1.9%) and the comparison group (-3.9%). Statistical significance testing was not conducted on the English attainment of pupils with Pupil Premium eligibility in the participating and comparison group, due to their small sample size. **The aforementioned findings suggest that receiving tutoring helped pupils without Pupil Premium eligibility improve their English attainment, and it protected pupils with Pupil Premium eligibility from getting lower scores at endline**.

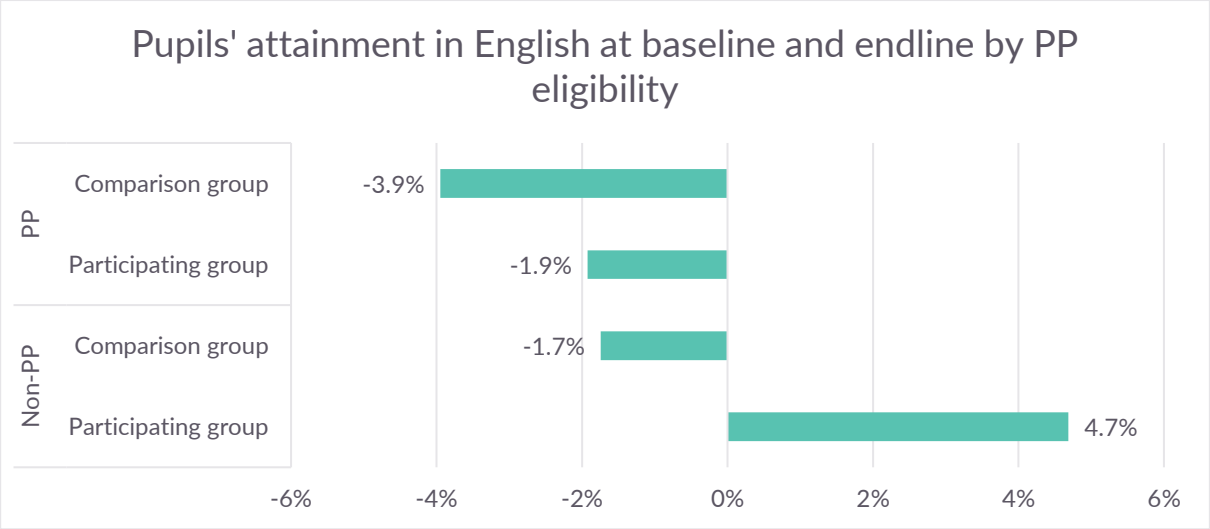

Figure 42: Change in pupils' English attainment between baseline and endline by PP eligibility (n=24 participating pupils without PP eligibility, n=43 comparison group pupils without PP eligibility, n=13 participating pupils with PP eligibility, n=19 comparison group pupils with PP eligibility).

5.3 Qualitative findings related to attainment

Key finding: Tutoring sessions were considered qualitatively by school staff to have a likely positive impact on pupil attainment.

It should be noted that at the time of this qualitative research, the schools did not have assessment or GCSE data to draw upon. As senior leaders noted:

- *"… obviously the summer will probably be … where we get our first results and data that may well reflect what a difference that's [tutoring] had."*

Senior leader, primary school

Despite the caveat that the schools had limited assessment data, tutors and senior leaders were able to provide examples of the impact of tutoring on pupils' academic progress, for example:

- *"I can actually see it reflected in their assessments; we spent so long on multiplying, dividing by ten, a hundred and a thousand, and they've done really well in their maths today. So it's worked."*

Teacher tutor, primary school

- *" … when it was year ten that we were tutoring I focused more on exam questions, really getting the technique right and that definitely had an impact on their mock grades … I think there was a couple of students who actually went up a grade from their predicted that we'd given them."*

Teacher tutor, secondary school

- *"I have a student in one of my tutoring groups … this extra tutoring has really given him time to consolidate the learning he's had in class. And before his writing was illegible, now he can fully form all his letters."*

  Teacher tutor, primary school

A teacher from a primary school made the point that there was a positive impact for whole class learning, as a result of the tutoring programme:

- *"And obviously, because they're [tutees] in your class, in the long run it's beneficial in the class because they now need less support in class, because you've helped them in the tutoring."*

  Teacher tutor, primary school

6. Outcomes for tutors, teachers, and schools

6.1 Tutors' increased job satisfaction

Key finding: The enjoyment and job satisfaction felt by the tutors came through strongly.

The majority of non-QTS tutors (72%) said that their motivation to undertake the training was to help students 'catch-up' or make up for lost learning. Almost a fifth of tutors without QTS were motivated by professional progression.

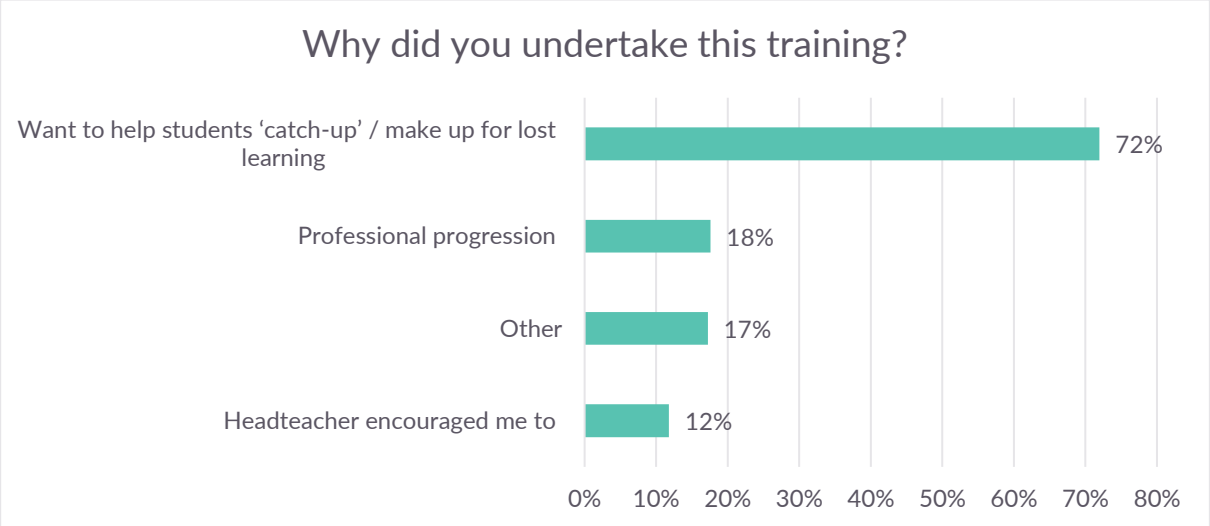

Figure 43: Responses to EDT surveys of non-QTS training participants about their reasons for doing the training, respondents could select multiple options

Tutors experienced pupils' progress as rewarding. They said that from a staff perspective, it was fulfilling to witness the children flourish when they get "the lightbulb moments". A tutor from a primary school mentioned:

- *"... it is a really rewarding job when you're sat in the classroom, and then you see that, you know, sometimes it's spelling or a maths question, a subject that they couldn't do at the beginning, to then just see them like a few weeks on and then they can just do - just get it."*

Tutor, primary school

Seeing pupils satisfied with their own progress was also identified as a factor contributing to tutors' job satisfaction.

Key finding: Senior leaders and tutors also mentioned professional development as an important outcome for tutors.

Senior leaders and tutors mentioned professional development as an important outcome for tutors.

- *"… it's really good sometimes for staff to be part of that, it's good for their professional development."*

Tutor, primary school

The senior leader at one primary school discussed the benefits of TAs extending their curriculum knowledge through participation in the tutoring programme, for example:

- *"…we had a year six [TA] … that worked with a lot of year five and year four children on the year five, year four - and even year three - curriculum. So it helped reinforce those building blocks … that beyond-your-year-group subject knowledge; I think that's developed well as well."*

Senior Leader, primary school

It was not only the tutees who transferred the skills they had acquired from the small tutor setting to their lessons, the tutors also reflected on how they could modify their practice in the classroom. For example;

- *"Sometimes I've been doing the tutoring [and] I've had to teach in a different way [because] they haven't understood it in the lesson, so I'll teach it a different way … if that's worked in the tutoring [then] in the lesson with other children I can teach it in that new way."*

Teacher tutor, primary school

7. Summary, recommendations, and next steps

This Annual Evaluation Report includes the findings to date on how school-led tutoring and academic mentoring have been delivered in the 2022/23 academic year, as well as evidence of social and emotional outcomes for pupils and outcomes for tutors, teachers and schools as a result of the above NTP routes. The findings were based on the data collected from a sample of 33 schools by ImpactEd Evaluation supplemented by tutors' survey responses and training completion data from EDT.

Tutoring implementation

Most tutors in both primary and secondary pathways are school-led tutors without QTS, with academic mentors more common in the secondary pathway. Tutors with QTS are most frequently teachers, whereas those without QTS are most frequently Teaching Assistants. Most schools employed existing staff as school-led tutors at both primary and secondary, with new employees more common for academic mentoring. On the whole, primary tutors are more experienced than secondary tutors but **a large proportion of tutors are experienced in roles supporting the learning of children** or young people.

Schools participating in qualitative research **switched between the different routes of the NTP, adjusting to their changing needs**, and primarily used Teaching Assistants (TAs) and Higher-Level Teaching Assistants (HLTAs) as tutors – although schools where teachers acted as tutors spoke positively about the impact of this.

Schools seemed to be **aware of best practices in delivering tutoring**, such as having small groups of pupils. Tutoring focused on literacy and numeracy at primary and English and maths at secondary, with Humanities, MFL and Science at secondary more frequently tutored by tutors with QTS. The **importance of interventions that target pupils' specific learning gaps as opposed to a generic approach** that follows the school curriculum was highlighted on multiple occasions in focus groups.

Enablers and barriers to effective tutoring

Communication between teachers and tutors enabled more effective tutoring. Discussing pupil gaps and preferred methods of teaching facilitated tutors to deliver the programme more successfully. Tutoring children from within classes where tutors are also TAs helps tutors have a first-hand understanding of pupils' progress and act accordingly.

Tutors felt their **relationship with tutees and their understanding of pupils' specific needs** were key in the delivery of successful tutoring sessions. Incentives offered to pupils helped

them engage with tutoring sessions, and schools implemented a range of bespoke measures to facilitate pupil engagement and improve the effectiveness of tutoring sessions.

Schools faced a challenge in finding the fine line between making tutoring groups fit within school hours as much as possible, while ensuring that pupils are not missing important classes. **Lower pupil attendance at sessions during the school day** limited the extent to which tutoring could positively impact pupils' progress.

Lack of parental engagement was identified by tutors as a barrier to effective tutoring delivery. The location of a school also had an impact on a child's ability to participate in tutoring.

Pupil attainment

The attainment gap in maths and English between primary pupils selected for tutoring and the comparison group closed during the intervention period. 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.

The secondary school participating group's attainment in maths and English increased, but the increase was not statistically significant. The comparison group's attainment in maths increased (statistically significant), whereas their attainment in English decreased (not statistically significant).

Secondary pupils' average attainment in maths increased more for pupils with Pupil Premium eligibility in the participating group compared to their comparison group counterparts. Receiving tutoring helped secondary pupils without Pupil Premium eligibility improve their English attainment, and it protected pupils with Pupil Premium eligibility from getting lower scores at endline.

Tutoring sessions were considered qualitatively by school staff across primary and secondary stages to have a likely positive impact on pupil attainment.

Socio-emotional outcomes for pupils

Participating pupils' average self-efficacy score increased by a statistically significant 2.3%. The average self-efficacy score of pupils receiving tutoring in 2022-23 was in line with the national benchmark. When looking at matched pupils, pupils in the participating group scored 2.1% higher at endline compared to baseline in self-efficacy, while those in the comparison group scored 1.1% lower at endline.

Pupils' average **motivation scores remained stable between baseline and endline** in line with national benchmarks, and no statistically significant changes were observed. For matched pupils, the average motivation score of participating pupils increased by 2.6% and decreased for comparison pupils by 3.2% (neither of these changes were statistically significant).

Participating pupils' school engagement scores were notably higher than the national benchmarks at both baseline and endline, which could suggest this is a factor for pupil selection in tutoring. School engagement of participating pupils decreased marginally by 0.7%, but this change was not statistically significant. The average school engagement score of pupils in the participating group marginally decreased by 0.5%, whereas that of pupils in the comparison group statistically significantly decreased by 2.2%.

School staff noted pupils' **increase in academic confidence**, willingness to challenge themselves and make mistakes, motivation and enjoyment of learning as a result of participating in the tutoring.

Pupil attendance

All participating pupils observed a **slight decrease in attendance** which was statistically significant, which is known to be **in line with national attendance trends**. **Pupils who received tutoring had a higher attendance than pupils who didn't receive tutoring** in both Term 1 and Term 3.

While attendance in both participating and comparison group primary school pupils increased slightly, attendance in both participating and comparison secondary pupils noticeably decreased. However, attendance of participating secondary school pupils remained above the comparison secondary school pupils.

The average attendance of participating pupils with Pupil Premium eligibility statistically significantly decreased between Term 1 and Term 3, with pupils' attendance in the relevant comparison group decreasing more. Participating pupils with EAL who received tutoring had higher attendance than those without EAL, as well as pupils with EAL who did not receive tutoring.

Outcomes for tutors, teachers, and schools

The **enjoyment and job satisfaction felt by the tutors** came through strongly. Senior leaders and tutors also mentioned **professional development** as an important outcome for tutors.

Tutors were broadly positive about the accessibility and content of the training, with most positive responses about the communication of the training's evidence base and sequencing.

Tutors in the focus groups reported that the **training course was good for refreshing their memory**, as well as helping them with the planning aspect of the sessions. Survey responses from tutors without QTS were positive about the training content, compulsory modules, and how they have prepared them to deliver high-quality tutoring. Non-QTS tutors who completed the EDT training would recommend it to other tutors.

Recommendations

The following recommendations emerged from the research:

- **Knowledge and support for school leaders in determining and implementing bespoke tutoring delivery models.** Schools involved in this research, articulated a learning journey over the course of their involvement with the NTP programme. Changes were made to the way in which in which tutoring was delivered, to which identified pupils, by whom and with what incentives. Other factors, such as the geographical location of the school, were also important in determining the tutoring model that worked best for them. It is very clear from the findings that 'one size does not fit all' and that prior knowledge gained from the experience of leaders in this study, could help inform the early decisions of other leaders.
- **Targeted resourcing for maximum benefit.** There are some clear delineations between tutoring delivery models and extent and nature of outcomes between primary and secondary schools. Primary schools experienced some significant gains in attainment for participating pupils, compared to comparison groups, between baseline and endline. These gains were more modest in secondary schools. This raises a point for discussion, related to where resources are best targeted and what effective tutoring might look like in secondary schools. In addition, selecting pupils who are struggling with self-efficacy/confidence, may benefit the most from tutoring.
- **Communication and knowing the individual, is key.** Throughout the findings, the themes of the importance of knowing the individual, being able to make an informed assessment of need and ongoing communication with all relevant stakeholders, seemed important factors in determining tutoring success. Training materials and other resources could be reviewed, to ensure these factors are given enough prominence and importance.

Next steps

New schools continue to be recruited to this evaluation by Education Development Trust through an invitation to senior leaders of schools who had registered for school-led tutoring and/or academic mentoring. A further annual evaluation report is scheduled for the end of the 2023/24 academic year, to build on the evidence presented in this report with data collection methods informing this report continuing (pupils' attendance and attainment data, pre- and post- pupil surveys to measure non-cognitive outcomes, quantitative implementation data, and qualitative research with tutors and teachers involved in delivering school-led tutoring and/or academic mentoring).

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DAME SUE JOHN, Executive Director, Challenge Partners

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