



2020-21 ANNUAL REPORT

Enabling every child.
Supporting every family.

Registered Charity Number:
1176968



Company Number:
1176968



OUR MISSION

We want a world where income doesn't affect education. So, we are on a mission to use the power of tutoring to break down the barriers in education and enable every child to succeed.

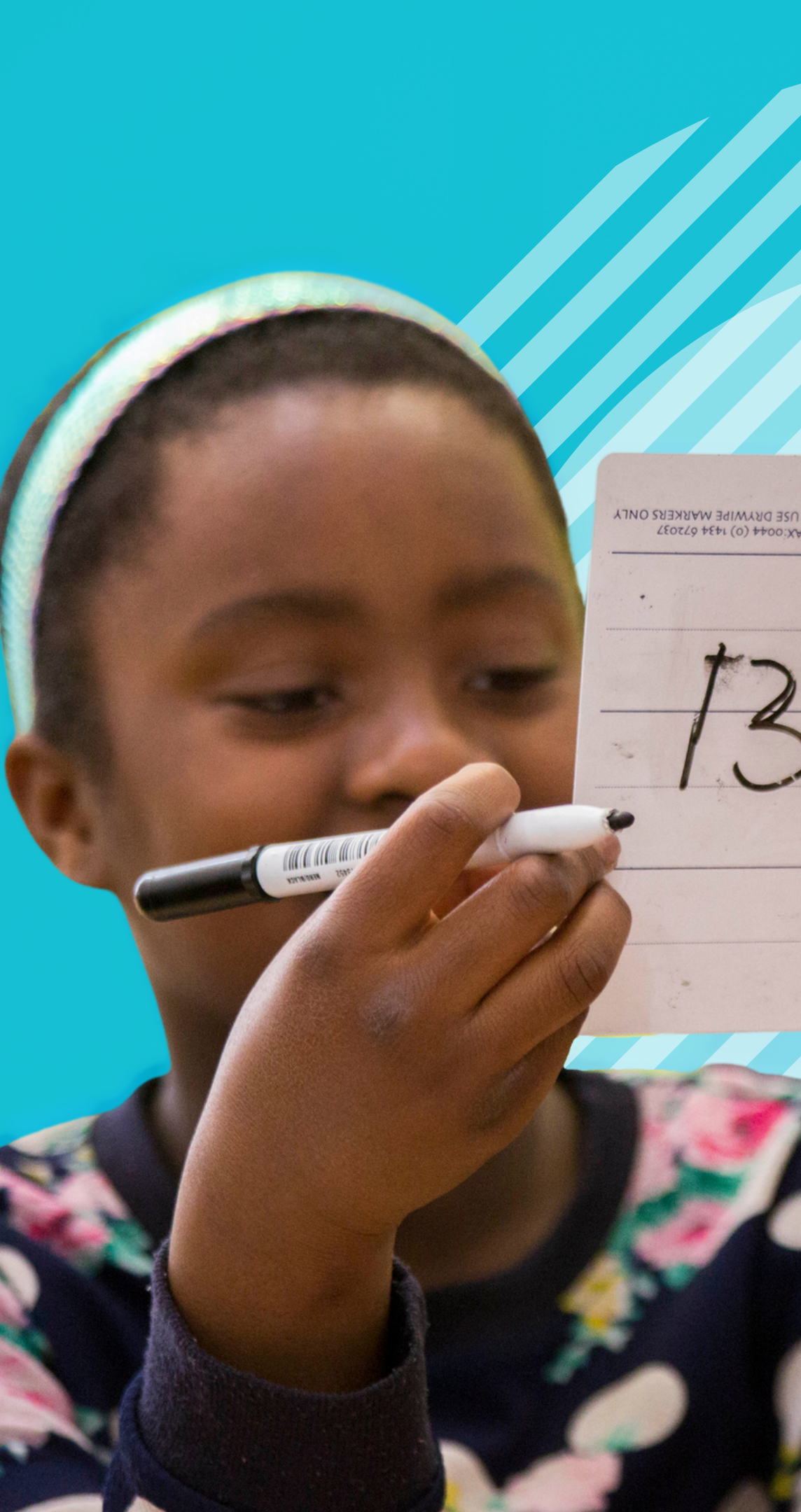


Table of Contents

Letters of Welcome	4
2021-22 At A Glance	6
About Tutors United	7
Highlights This Year	8
Our Learnings Delivering During Covid	9
Guinness Covid Response Programme	12
Our Impact	13
External Evaluation	14
Outcome 1: Raising Attainment	15
Outcome 2: Boosting Confidence and Resilience in Learning	22
Outcome 3: Engaging Parents to Support Learning at Home	23
Outcome 4: Supporting and Upskilling Tutors to Build Transferrable Skills	25
Long Term Impact: Supporting Successful Transitions to Secondary School	27



Matthew Corner

Chair

One of the great joys of being involved in Tutors United is seeing the life-changing impact that we have on pupils and their families. This was clearly evident during our first-ever virtual graduation ceremony in July where so many proud children and parents were able to celebrate their successful completion of the Tutors United programme.

Despite the continued uncertainty that the pandemic has brought, the entire Tutors United team has stepped up to deliver our tutoring services to families across the country. This has been achieved while tailoring our operating model throughout, to ensure our online delivery remains highly effective. My thanks go to Joel and the whole team – which is the largest it has ever been – for achieving this success during a challenging year.

We also **refreshed our strategy in 2021, which focuses on growing our reach, income and influence** in the education sector. Our finances and relationships with partner organisations remain strong, meaning we can

be ambitious in our aims. Our in-person organisation away days were extremely valuable in making sure staff and trustees are aligned and ready to deliver on these priorities as we come out of the pandemic.

I am delighted to welcome Samreen Shah and Laura Wilson to the trustee team, who bring valuable experience of working in education and local government settings. We now have sub-committees looking at finance and maximising our impact, both of which have strengthened our approach to governance.

I am also pleased that we have been able to commission external reviews of our tutoring services and board effectiveness. This will help us ensure that Tutors United continues to be set on firm foundations as we aim to grow our organisation, offer more opportunities for young people to tutor, and reach even more children and families.

Welcome New Trustees

This year we welcomed two new fantastic members to our Board of Trustees – Laura Wilson and Samreen Shah. Laura brings to the board years of experience in recruitment and improving diversity within the Ministry of Justice, as well as her experience as a primary school governor. Samreen’s background is also in education, with two decades of experience as a secondary school teacher both in London and Bahrain. She’s also a parent governor of her local primary school.

We are super excited to have them both on board, lending us their insight as we continue to evolve and enhance the support we offer our families and tutors.



Joel Davis Chief Executive

In a year that saw multiple lockdowns, several rounds of home-schooling, and a year of delivery solely online, I am delighted and proud that Tutors United could provide the much-needed consistency for our families during one of the most difficult years. Though much more work is to be done. Months of learning were lost throughout the country, and the attainment gap is increasing. We cannot deny the enormous challenge ahead of us to narrow the gap in educational achievement rates for pupils facing additional hurdles.

Despite all the challenges and uncertainty that came with Covid-19, the TU tutor team worked tirelessly to keep our programmes running smoothly. Confined to bedrooms and university halls, with mounting deadlines, our fantastic undergraduate tutors didn’t drop the ball and stepped up when they were needed the most. So much so we were able to put a whopping £42,186 back into their pockets over the year. I cannot thank the team enough for their dedication and endless enthusiasm.

So, what’s next for TU? With a broader geographic coverage and hybrid in-person and online delivery models, we are ready to put our foot on the accelerator with our growth. With a refined set of values, you can expect TU to be **bold, brilliant, family-focused, and committed** in all that we do, particularly as we charge ahead to increase our footprint and fight for systemic change in education for our pupils. A huge thank you to all our partners, funders, and supporters, who continue to champion our work as we evolve and grow as an organisation for our families and brilliant tutors. The best of TU is yet to come!

2020-21 at a Glance

82

university students
hired and trained
as tutors

2,736

hours of
online tutorials in
Maths and English

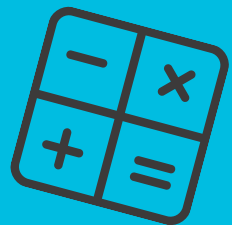
537

families engaged
across the
academic year

after 12 hours of tuition, pupils
progressed by an average of:



2 sub-levels
in English



29 in
Maths %

£42,186

into the
pockets of
university students

14.1%

pupils felt more
confident in
English

27.8%

pupils felt more
confident in
Maths

About Tutors United

Tutors United hire and train inspiring university students to deliver **confidence-boosting, attainment-raising** tutorials to some of the country's coolest primary school pupils. We are committed to bringing the benefits of tutoring to every child, ensuring their socio-economic background doesn't hinder how much they can achieve in life.

What We Do

Using the power of tutoring in core subjects, 8-11 years-olds from low-income households receive regular academic support to transition to secondary school. Our specially-devised curriculum was designed by expert teachers to complement the National Curriculum. All our lessons are interactive, adaptable, and, most importantly, **fun**.

We also engage parents through regular progress reports and training sessions designed to improve literacy and numeracy, ensuring they are able to support their child's learning at home.

Our brilliant tutors run lessons online and in local community centres, making them accessible to all families looking to boost their child's attainment.



Train and employ
inspiring
university students



Deliver tutorials in core
subjects that support the
National Curriculum



Work closely with parents
and carers to help them
support learning at home



Highlights This Year



Our inaugural online graduation event

More than any previous year, we wanted to do something special for our families. Between school lockdowns and changing Covid protocols, we wanted to recognise how resilient and amazing our families had been throughout the academic year.

That's why we decided to bring our annual graduation event online, so TU families and tutors from across the country could tune in and celebrate their accomplishments from the comfort of their front room. It was certainly a new challenge for TU, but not one we couldn't overcome.

With the brilliant Judi Love hosting, we had pupils giving valedictorian speeches and videos of our fantastic award winners receiving prizes on their doorsteps. In true TU spirit, we weren't going to let Covid stop us even if it meant hand-delivering awards to some of our top pupils.

We also have to give a special thank you to City students, Edward Manthorpe and Muhamad Rameez Dayal, who joined us as part of City University's Micro-Placement Programme to bring our graduation to life. We couldn't have done it without them!

The launch of our Family Learning Programme

Targeting families in Lambeth, we launched our Family Learning Programme, which offers children the same great tuition we've perfected over the years alongside new, enhanced support for their parents and carers. Families worked on projects that encouraged them to work together using their Maths and English skills and also attended parent

sessions on Saturdays to review what their child is learning and how they can support.

Thanks to the support of Walcot Foundation and St Andrews Primary School in Lambeth, this year we worked with 18 children and their families to deliver 30 hours of learning for the whole family!

Our Learnings Delivering During Covid

In March 2020, just ahead of the first lockdown, we quickly pivoted to delivering our services online with minimal disruption. However, we never would have thought going into this academic year that we would be delivering all of our programmes entirely online – a huge first for the organisation!

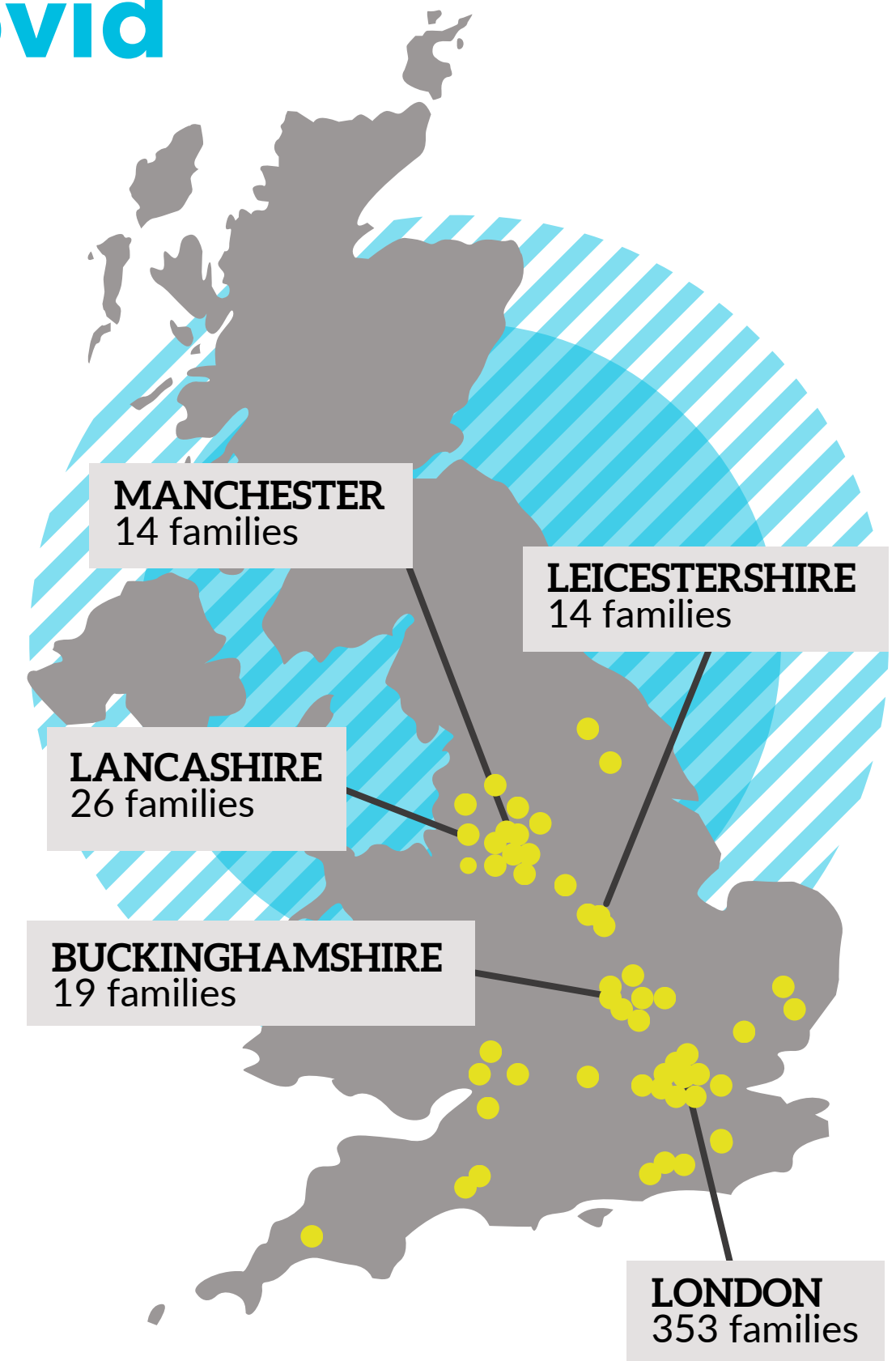
This year has been a period of many firsts for Tutors United. Our geographic reach was wider than ever before with just under a third of our families living outside London, our base city. Our tutor cohort was the largest it has ever been with 82 university students being hired and trained to work as tutors. Additionally, the TU team has also grown and is now bigger than ever.

We're proud of all those accomplishments, but that isn't to say it hasn't been a challenge. With recurring lockdowns and restrictions, outreach was particularly difficult this year as we did not have access to our usual avenues of reaching families.

Traditionally, we look to embed ourselves in the wider community through a physical presence. However this year, that wasn't possible due to restrictions, so we had to rely on digital and remote methods that simply weren't as effective.

We also saw a great deal of families struggling during this period. Mental health was at the forefront of everyone's mind, alongside growing concerns over the long-term effects of lost learning time. In fact, in the summer of 2020, only 43% of primary school pupils eligible for pupil premium were achieving their targets in English and Maths (compared to 63% of their peers). It's hardly a surprise that anxiety amongst parents and carers is at an all-time high.

In response, we've spent this year looking at how we can deepen our support. From launching the Family Learning Programme to growing our Booster Series, this year was all about giving families tools to ensure this challenging period doesn't determine their child's academic future.



Brilliant but not perfect

We're not afraid to do things differently to make sure our families receive the best possible support. That's why we work directly with parents and carers to provide our service.

The downside of this approach means we are often doing things without a precedent to follow. When the pandemic hit, there was no existing blueprint for us to follow to adapt our delivery model to an online environment. Since we don't deliver our work through an intermediary (e.g. a school), that meant we had to re-build our programmes from the ground up.

While we think we're pretty fantastic, we know we're far from perfect. That being said, we never let a fear of mistakes stop us from trying new things and learning from those mistakes to continue to improve our services.

And the truth is, even after over a year of online delivery, **we're still learning.**

Our results don't look the same as they used to. With pupils sitting their assessment at home instead of the classroom, we've had much less control over the testing environment and had to rely on parents for the return of assessments and self-assessments - the same parents facing new challenges in all parts of life due to Covid-19.

Another huge learning experience was outreach. Hubs that used to have mile-long waiting lists suddenly went quiet. While we knew families were struggling to maintain their children's attainment, we didn't seem able to reach them. Truth be told, we're still figuring it out and trying new things, but these things take time. As such our aim right now is to make sure our programme is as accessible as possible so that as we're exploring new avenues of outreach, we can make sure those who need it can access our support without additional stress.

Keep reading to find out some key learnings.



✓ Frequent check-ins

Without a physical presence, we realised we would have to be more intentional with how our we nurtured relationships with our beneficiaries. As such, we made a concerted effort to increase our availability to offer support and check-in with our families and tutors.

✓ Flexibility where possible

Recognising the levels of anxiety, we slackened some of our expectations around attendance. If parents expressed that their child needed a break, we felt it would be unfair to not grant them some leniency. We know a foundation of health and wellness is needed for children to learn effectively, so instead, we offered breaks and allowed families access to recordings if live attendance wasn't feasible.

✓ Rethink data collection

One of the biggest challenges of remote delivery was collecting data. In previous years we would use in-person touchpoints to collect important information like feedback surveys and assessments for marking and moderating. For this year we had to rethink our approach. We set up new systems and asked parents to do things online or take pictures and send copies in. We made everything as simple and mobile-friendly as possible and made sure our parents understood the importance of the information we collected.

✓ Embrace change

We're as keen as anyone to return to face-to-face delivery. However, until things are completely safe, we are going to use this opportunity to continue to explore the potential of online delivery and embrace the things we previously would have been unable to do with our usual methods of delivery.



Guinness Covid Response Programme

Working with the Guinness Partnership, we delivered our very first national programme offering free online tuition to their residents and staff. The programme offered three different levels of support based on the level of need.

Through this project, we worked with 175 Guinness families from all over the country for a total of 465 hours of learning across the summer and academic year - that's an average of 18.7 hours of learning per pupil. In case you aren't impressed yet, that breaks down to 5 Summer Challenges, 3 phases of the Tutoring Young Residents programme, and 80 hours of Booster Series access. To deliver all this work, we hired 38 amazing university students to work as tutors, including the brilliant Halima!

One of our many star pupils was Amaya, a Year 4 pupil, a Guinness resident, who really blew us away with her commitment. Not only did Amaya make 133% progress in Maths, but she also exceeded the national average by progressing an incredible 4 sub-levels in English. It looks like that 93% attendance rate paid off because Amaya went on to win the Guinness Partnership Pupil of the Year Award at our graduation event in July 2021.



Halima

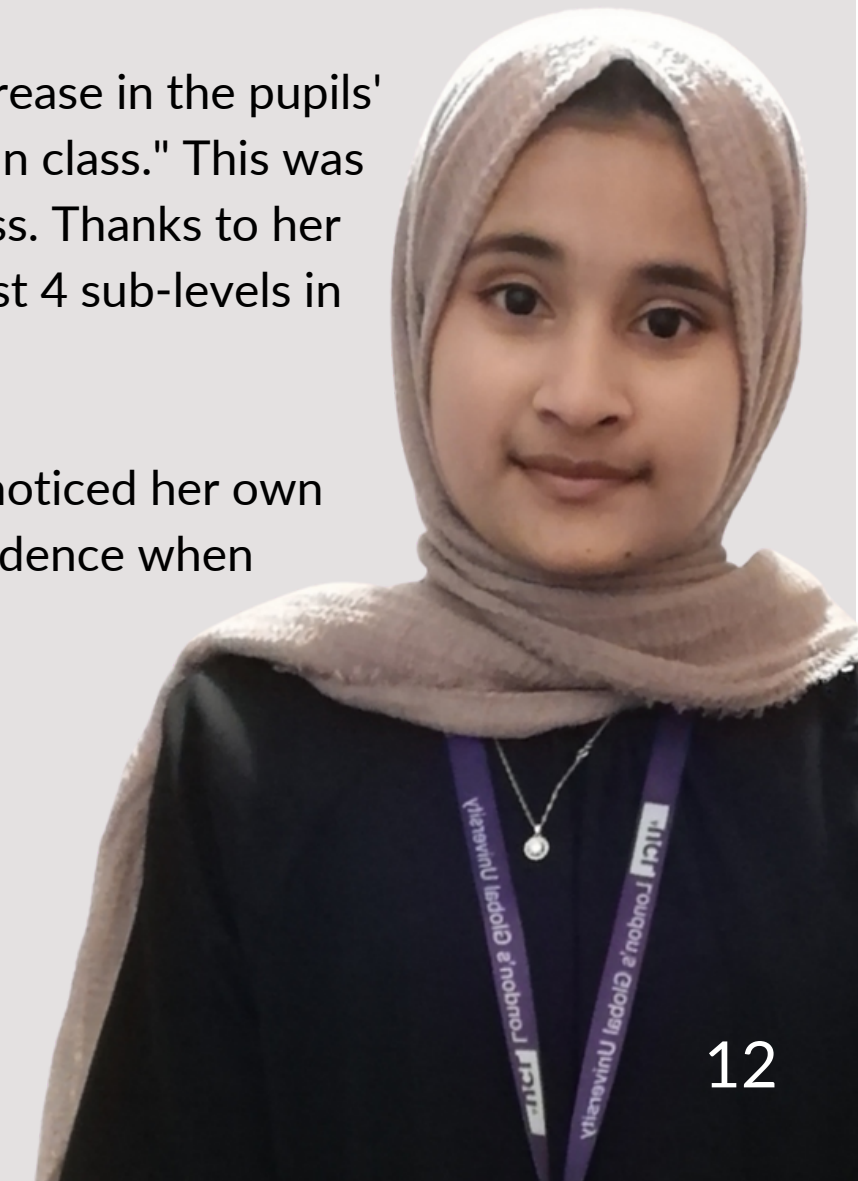
Tutoring always comes with its challenges and rewards. Tutoring during the pandemic? You could say double the challenges and double the rewards!

Halima, a first-year student studying Education Studies, is just one of our brilliant tutors who spent the academic year tutoring from home. She worked with Guinness pupils as part of a Covid Recovery Programme, which was designed to offer tiered support to families to make up for the learning lost during the numerous lockdowns.

Halima reported, "I have noticed an increase in the pupils' confidence when answering questions in class." This was reflected in her pupils' fantastic progress. Thanks to her support, her pupils progressed by almost 4 sub-levels in English and 59% in Maths.

Halima went on to share that she also noticed her own growth, identifying how her own "confidence when working as a team" has improved.

We're so proud of Halima and her commitment to her pupils!
You're amazing!



Our Impact

As we continue to broaden what we offer to our families, our goal remains the same: high-quality, impactful support in Maths and English, so that every child is able to successfully transition to secondary school and reach their full potential.

Our formula for success has always had four key elements that we know are key to closing the attainment gap and increasing employability. Everything that we do can be boiled down to these four outcomes:

1 Raising pupil attainment in Maths and English

2 Boosting pupil confidence and resilience in learning

3 Engaging parents in supporting learning at home

4 Supporting and upskilling tutors to build transferable skills



Data is king!

When it comes to impact measurement, we have a mantra - 'data is king.' While warm fuzzies and smiling kids make our work rewarding, we rely on a sophisticated evaluation system to track progress, non-cognitive growth, and assess the effectiveness of our programme.

Pupils sit three assessments in each subject over the course of the academic year. The first is sat before any lessons are held to get a snapshot of where pupils sit coming into the programme. The second is sat after the first few months to ensure pupils are on the right track. The last assessment is sat towards the end of the year to compare to the initial results to measure attainment growth.

To give us a more three dimensional understanding of pupil growth, we also have pupils and parents do a self-assessment and feedback survey at the beginning and end of the programme.

We compare all these data points when we look at our impact. Keep reading to see how!

External Evaluation

Thanks to support from Esmée Fairbairn, we commissioned IARS to perform an external evaluation to measure the effectiveness of our programme across our various stakeholders.

The project ran across the academic year and involved assessment data from the current and previous year, online surveys, and semi-structured interviews. The subsequent analysis found that all parents noticed an improvement in their child's academic progress, with most feeling this progress was significant.

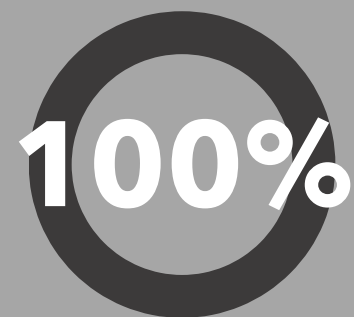
This was affirmed by the quantitative analysis which found that pupils had made excellent progress in both subjects, even outperforming last year's cohort by 0.2-0.5 points in English and 10%-15% in maths.

It's not just all about attainment though! Parents also felt that the tutoring lessons helped their children to become more efficient and independent in their learning. In their interviews, a recurring theme for parents was that, as a direct result of the tutoring, their children were more engaged with their learning and showed a desire to

learn outside of the classroom.

Lastly, they looked at the work we do with our tutors and found that all the tutors they interviewed reported having gained or improved transferable skills, which we think is absolutely brilliant!

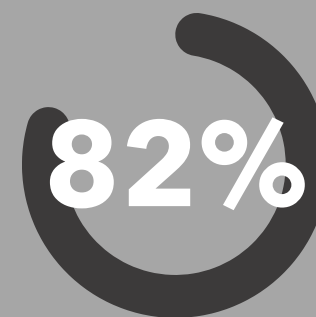
All in all, the findings gave us a lot to be proud of and a lot to consider as we move forward into next year.



parents felt their child made academic progress with the majority believing it to be significant.



increase in percentage of parents reporting their child is achieving what they should at school.



decrease in percentage of parents reporting their child gives up when something is difficult.

Outcome 1

Raising Attainment

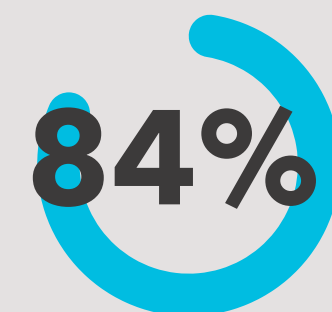
Even before Covid, the average attainment gap at the end of Key Stage 2 for low-income families, when compared to their wealthier peers, was 9.5 months. The situation has only been exacerbated by school closures and nationwide lockdowns, which resulted in huge amounts of learning loss.

According to a recent report looking at academic progress across the 2020-21 academic year, by the end of the autumn term, primary-aged pupils had lost an average of 1.2 months of learning in reading and 3.6 months in Maths, with pupils eligible for Free School Meals seeing even greater losses of learning. In fact, those pupils were a further 0.5 months behind in reading and 0.7 months behind in maths when compared to their wealthier peers.¹

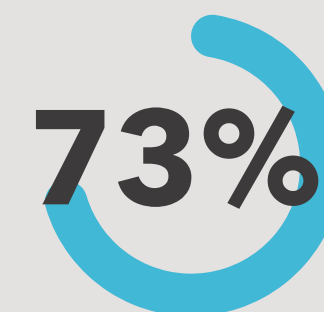
While there has been a degree of catching up, the fact remains that pupils from low-income backgrounds still have more ground to cover and will face greater challenges in catching up to their peers. With this in mind, we are particularly proud of the significant progress our pupils from lower socioeconomic backgrounds have made.

1. Department for Education. Understanding progress in the 2020 to 2021 academic year: findings from the summer term and summary of all previous findings. 24 February 2021. ISBN Ref: 978-1-83870-313-4

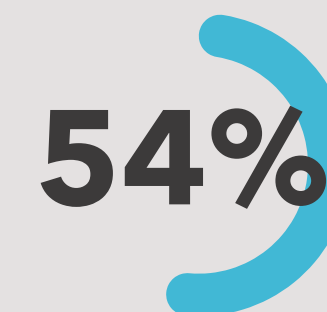
Here's a breakdown of our 2020-21 cohort of families:



had a combined family income of less than £30,000



were eligible for means-tested benefits



were eligible for Free School Meals

Attainment of pupils from low-income backgrounds

after 12 hours of tuition, pupils progressed by an average of:



sub-levels in English



in Maths



Outcome 1

Raising Attainment in English

Although we're a big fan of the subject, many of our kids find English to be tricky - or worse, boring! That's why we've made sure our curriculum reflects the diversity of our pupils to ensure we are engaging all of our children and their different backgrounds and learning preferences.

Our curriculum focuses mainly on improving writing skills. If a child can't utilise what they're learning to express themselves, we know how much they will struggle at secondary school, where pupils are expected to be able to write persuasively and creatively at length.

To get kids excited about English and strengthen that skill, we include different types of writing that our kids will find relatable and engaging, like SLAM poetry and fantasy writing. Across all of the different topics our curriculum covers, our pupils are given opportunities to improve and practise their handwriting, writer's voice, spelling, punctuation, and grammar - all skills that are vital for a smooth transition to secondary school.



**After 12 hours of
tuition pupils
increased their scores
by an average of over**

2

**sub-levels
in English**

Celebrating Black Superheroes

We also pay special attention to the texts we select, making sure that they reflect the same range of cultures represented in our families. It is important that our kids see themselves in the topics we cover.

However, diversity is more than just cultural representation. It's about offering pupils of different abilities the opportunity to engage in reading and writing at their level and with the support of their tutor.

This year we held a writing competition inviting our pupils to create their own Black superhero and write a poem, rap, or song about them. We asked them to describe their super powers and describe how they make a positive change in their community. We had a lot of fantastic responses, but one of our favourites was from Lemar who wrote this entry about his superhero, Pop Smith:

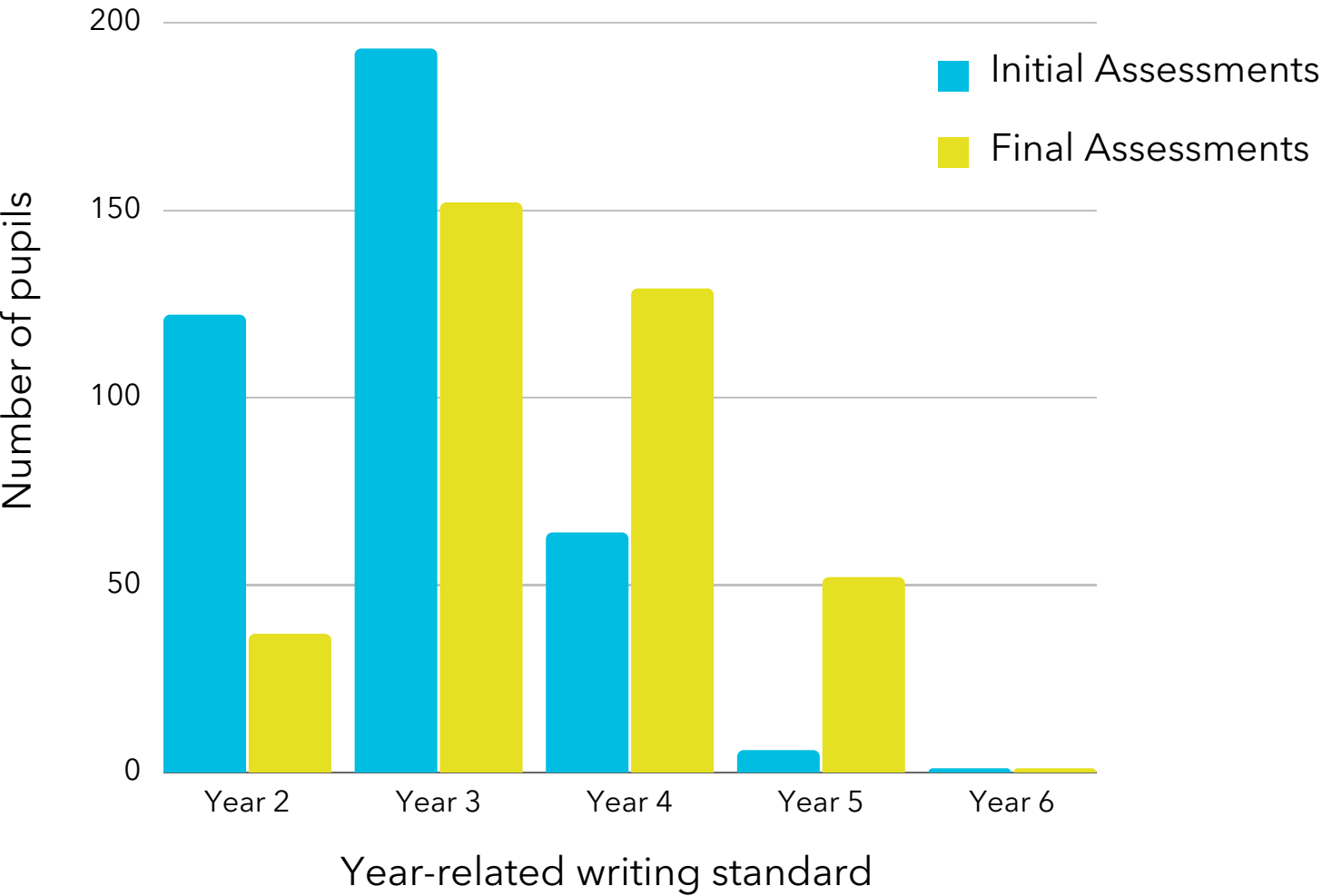


**This Black Superhero is brave
He puts his life to the test to save
Everytime he hears a crash
He would care and rarely would smash
Pop Smith never kills
But is loving and chill
He spares the lives of his enemies
And changes them into Frienemies
He always works alone
And never gets jacked by a clone
He is never evil
Or even deceitful
This is Pop Smith
BLM**

Pop Smith
by Lemar

We're super proud to share that, despite all the loss of learning time, our pupils made excellent progress in English!

From the initial assessment to the final assessment, the overall average standard went from a 3E to 3A, with 38% of pupils making over a year's worth of progress in just 12 hours of tuition. Additionally, the number of pupils who were working at a Year 4 and above increased by 156%, which indicates our cohort is on track to enter secondary school with the writing skills they need to engage meaningfully in a more advanced curriculum.



Kosi

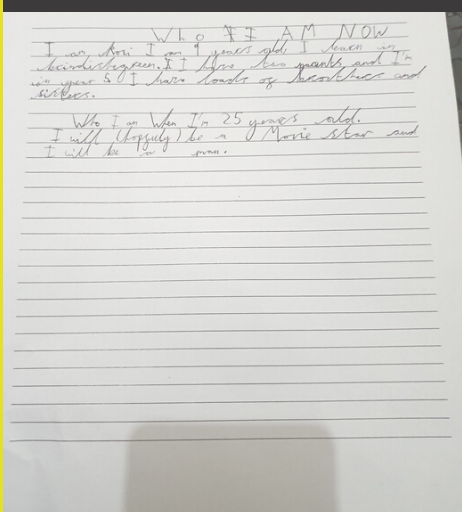
One of the pupils we want to give a big shout out to is Kosi! He was just one of our star pupils at our Lewisham programme, which targeted families living in temporary accommodation.

In his initial assessment, Kosi, who speaks Igbo at home, was writing at a Year 2 writing standard, which put him 3 years behind where he should be as a Year 5 pupil.

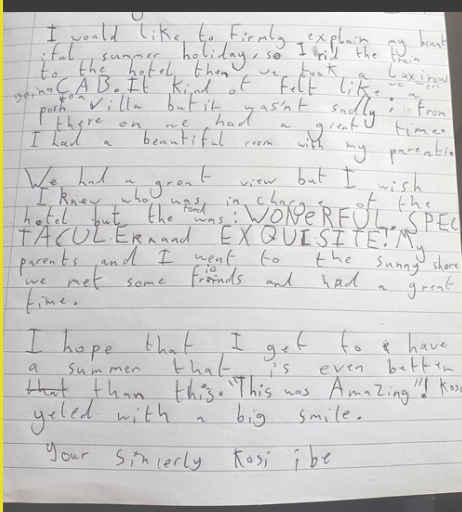
However, Kosi worked super hard in his lessons and made excellent progress. Towards the end of the programme, his tutor was complimenting his ability to read aloud and "express his ideas eloquently and justify his opinions."

After just 8 hours of English, Kosi progressed by an amazing 6 sub-levels (that's 2 whole years' worth of progress) to score a year-related expectation level of a 4S. He is now working very close to where he should be for his year group. Well done, Kosi!

Initial Assessment



Final Assessment



Outcome 1 Raising Attainment in Maths

Our specially-devised Maths curriculum follows a spiral pattern so that topics are covered multiple times throughout the year with increasing difficulty. This ensures our fantastic pupils are always being challenged and expanding their knowledge, so by the time they get to secondary school they'll feel like old pros!

This is super important because the transition to secondary school is often associated with a decrease in positive attitudes and an increase in anxiety towards Maths, especially among pupils with lower Maths attainment.¹

Entering secondary school with a strong foundation in Maths is vital for long-term attainment. Unfortunately, recent research done by the Education Endowment Fund shows that, since the onset of the pandemic, pupils from low-income backgrounds have fallen behind in Maths by an additional month on top of the existing gap.²

Despite all the challenges, our kids progressed by an average of 29%. While still impressive, you might notice that this number isn't quite as big as in previous years. This is likely due to the fact that pupils sat their initial assessments at home and the conditions were inconsistent. A number of parents admitted they did not supervise their children, which may explain why the initial

assessment rate was much higher than in previous years.

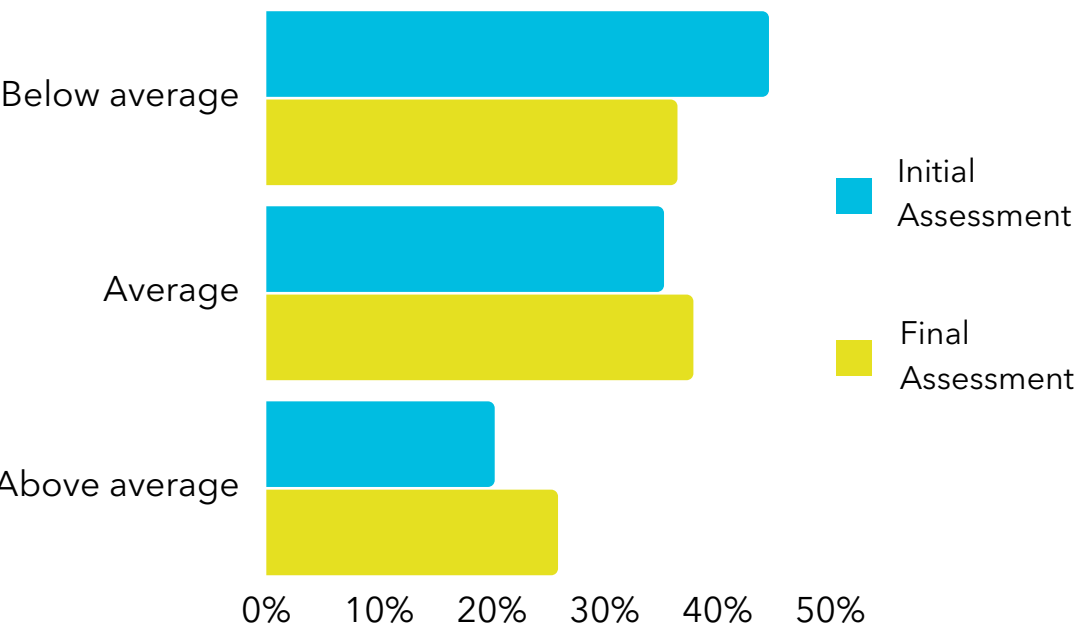
1. Evans, Danielle and Andy P. Field. 2020 Maths attitudes, school affect and teacher characteristics as predictors of maths attainment trajectories in primary and secondary education. The Royal Society. <https://doi.org/10.1098/rsos.200975>
2. Weidmann, B., Allen, R., Bibby, D., Coe, R., James, L., Plaister, N. and Thomson, D., Covid-19 disruptions: Attainment gaps and primary school responses, Education Endowment Foundation, 2021



However, we aren't going to get hung up on this small hiccup. Let's be real - parents have had enough on their plate! So, to get an accurate idea of how pupils did this year, we compared the final average to previous years, since the pupils sat their final assessments under strict testing conditions and are therefore more accurate. On average, pupils scored, 56.5%, which is very similar to last year when the final average was 57.1%.

We also looked at the distribution of pupils performing at below-average, average, and above-average levels. This analysis showed that our pupils made great progress in Maths and are on track to enter secondary school at or above the national average.

Percentage of pupils performing at each level



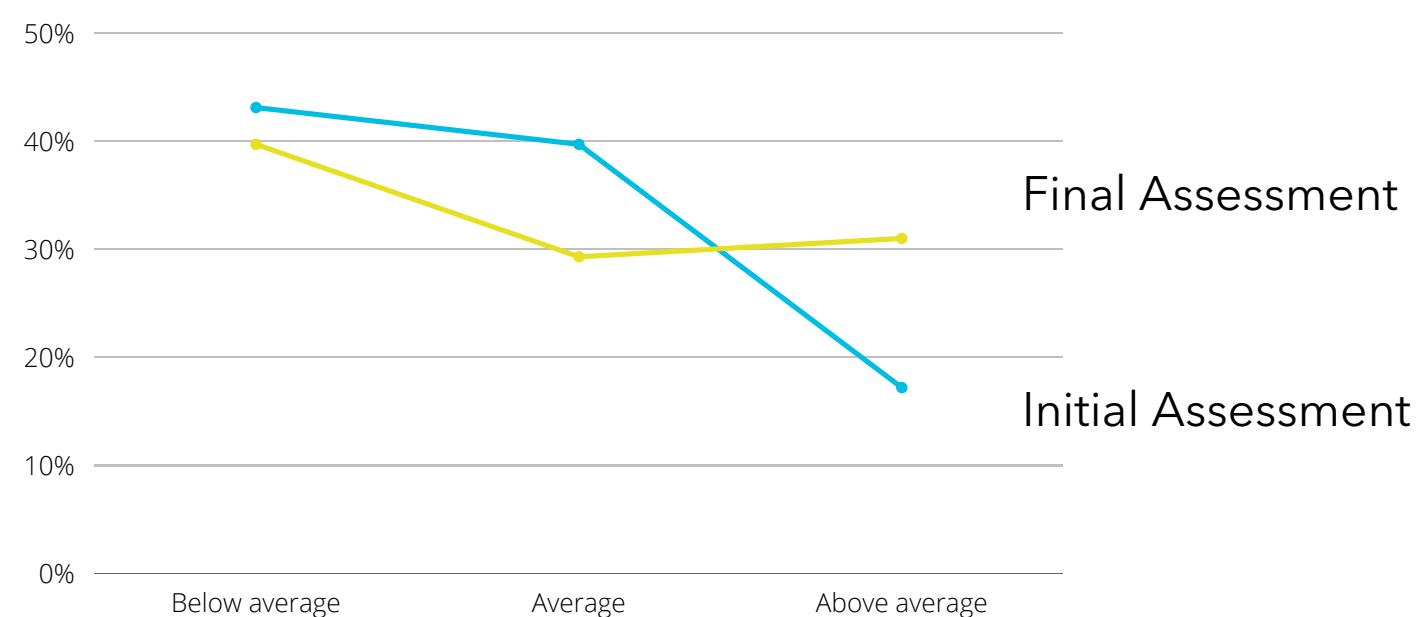
What about pupils who statistically face greater challenges in maths?

Decreased funding in state education has left many schools with limited budgets to invest in individualised support for struggling pupils. This leaves the lowest-performing groups vulnerable to a cycle of low attainment.

According to the Department for Education's 2020 report on Maths attainment for Key Stage 2, Black Caribbean boys were identified as one of the most underperforming groups when compared to their peers. The effects are long-term, with Black pupils achieving the lowest rate of passing GCSEs compared to all other ethnic groups.

Our pupils from Black and Black British backgrounds absolutely blew us away this year with their progress. Their average progress was 35%, with the number of pupils achieving an above-average score increasing by 63.6%!

Percentage of Black and Black British boys performing at each level



Ayana

Another of our amazing pupils is Ayana, who attended lessons at one of our Islington hubs. Ayana began her lessons in January 2020 and consistently attended through to June 2021, ending the year with 100% attendance! In that time Ayana has made considerable progress with the support of her tutor.

At the start of the academic year, she received a 35% on her initial assessment, but after 10 hours of Maths tuition, she achieved 70%, doubling her score!

It wasn't just her results that were impressive: Ayana exemplifies the TU spirit. Her tutor shared, "[H]er commitment to the sessions is inspirational. She has turned up to every session (even on Eid!) with a big smile on her face, enthusiastic and ready to learn. She is not afraid to ask questions and is always trying to push herself."

This is why Ayana was presented with our inaugural TU Aspire Award. We are so proud of her and her achievements and can't wait to see what brilliant things she continues to do.

Outcome 2

Boosting Confidence & Resilience in Learning

Academic attainment is super important, but if a child doesn't have the confidence and resilience to persevere when they don't understand something, they are at risk of not achieving their full potential at school.

While we think our tutors are pretty amazing, we know there's no way they can make sure our children perfectly understand every single topic and concept ahead of them at school.

However, what we can do is support pupils in becoming confident and resilient learners, so that when they do face something they don't understand, they have the mindset to figure it out and not give up at the first hurdle or let their frustration prevent them from asking for help.

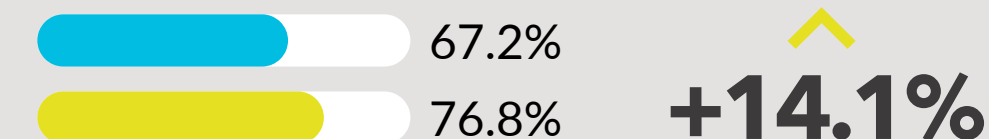
With this in mind, we are really proud to see significant growth in our pupils this year. The percentage of pupils who reported they would give up when they don't understand something decreased by 29.3%.

This is affirmed by the feedback we received from parents. In fact, 85% of parents reported that they noticed an increase in their child's confidence in their learning since attending Tutors United lessons.

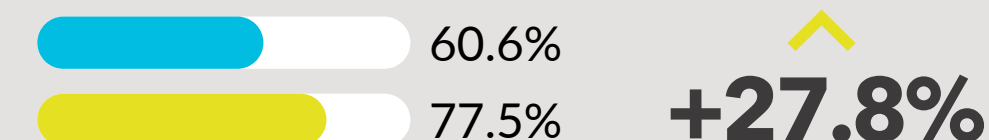


To measure non-cognitive growth, we have pupils do two matching self-assessments. Below shows the percentage of pupils who selected 'Strongly Agree' or 'Agree' to the following statements at the start of the programme (in blue) and at the end (in yellow).

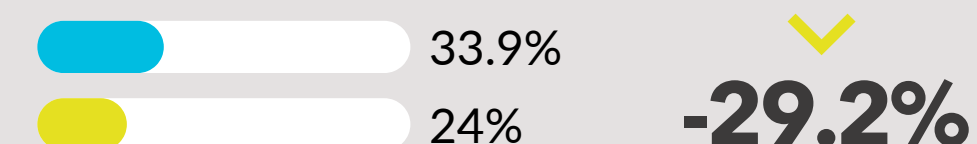
I feel confident in English.



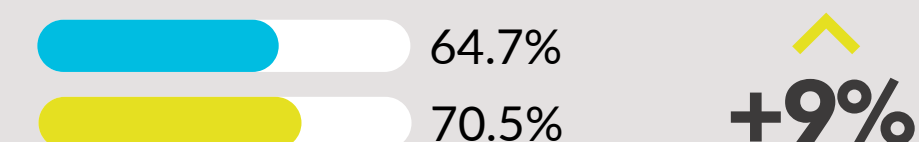
I feel confident in Maths.



When I don't understand things, I get frustrated and want to give up.



I enjoy class work that is challenging.



Outcome 3 Engaging Parents to Support Learning at Home

There are a lot of factors that contribute to the academic success of a child. That's why we want to bring a strong safety net around our children to ensure they don't fall through the cracks.

To do this, we engage the whole family as well as focus on increasing the confidence and resilience of our kids so, as they meet challenges, they have the support at home and the mindset to continue to succeed.

To engage parents and support their ability to engage with their child's learning, we offer parents various types of support. All our parents receive weekly lesson feedback,

which outlines what their child is learning, how they are performing against the learning objectives, and any homework that was set that week.

We also send parents progress reports after their child sits each of their assessments, so they can see how their child is getting on and in which areas they need to continue to improve.



Lastly, we offer parents termly parents evenings to review their child's progress reports and offer some activities they can do at home to tackle topics we know pupils struggle with. For many of our parents, they are unfamiliar the methods their child is learning at school, either because it's been a long time since they've been in primary school themselves or because they were educated in a different system altogether. By giving them insight into what their child is learning at school, they are better able to reinforce their learning and help them with their homework.

We ask parents/carers to complete regular surveys to share how they feel about their child's progress and their own development. At the end of the programme, these are the percentages of parents and carers who agreed:



85%

the programme has helped them to support their child with their maths & English work



54%

they are more confident in their own maths and/or English skills



92%

felt supported by Tutors United throughout the pandemic (lockdowns and school closures)



Malachi and Cavelle

Malachi and his mum, Cavelle, started the Family Learning Programme in February 2021.

When Malachi first joined the programme, his tutors noticed he was hesitant to make contributions during lessons. However, over the course of the programme, he became more confident and began to share his thoughts and contribute to group discussions.

It wasn't just his tutors that noticed this change. Both his teacher and mum commented on how much the programme helped build his confidence. Cavelle shared, "it has allowed him to broaden his learning ability."

As part of the Family Learning Programme, Cavelle and Malachi had a creative writing assignment that was meant to give them an opportunity to apply all the skills they

learned in their sessions. Their hard work paid off, with them winning the Best Family Project Award at our pupil graduation. However, for Cavelle, the true reward was the "opportunity to bond while working on the project together."

Malachi's success extends beyond this assignment. In fact, despite all the challenges presented by the pandemic and the resulting disruptions, Malachi was able to maintain a 97% attendance rate and make significant strides in his assessments. He progressed by one sub-level in English and by 45% in Maths.

Reflecting on the experience, Malachi said, "Now when I'm in school, I already know what I need to do for some topics because I learnt it at Tutors United."

We are so proud of you, Malachi! Excellent work.

Outcome 4

Supporting and Upskilling Tutors to Build Transferable Skills

Our tutors are vital to our work - so much so it's in our name! That's why we have a robust recruitment and support system to ensure that we not only find the absolute best tutors but also so our tutors have opportunities to develop key transferable skills to support their employment after graduation.

Increasing employment opportunities for young people is an important part of Tutors United, having been founded by a young man with the right grades but not enough experience to find work.

More and more a degree is no longer sufficient in acquiring meaningful employment. That's why we have tailored our tutoring role to best offer university students the opportunity to gain important skills that extend beyond their coursework.

All of our tutors are trained by qualified teachers in how to manage a classroom, deliver lessons at the right level, and manage difficult behaviour. This ensures they are prepared for their role and able to make the most of the opportunity to gain important skills such as:

- adaptive communication
- stakeholder management
- organisation and time management
- leadership and presentation skills

Beyond that, we also give them additional tips and training on how to represent their tutoring experience on their CV and in job interviews with future employers. We know it isn't just about getting the experience, it's about being able to leverage and apply it to fulfil their professional aims.



"It has been such a valuable experience that I will always hold dear to me."

Zainab
Tutor, 2020-21

Why Tutoring with TU is Different... (and better)

There are lots of things that make the TU tutoring experience unique, but here are some of the biggest differences that set us apart:

1 We pay our tutors the London Living Wage.

We will never dispute the benefits of volunteering. However, not everyone can afford to spend their limited free time not in employment.

University students shouldn't have to choose between making money and getting meaningful experiences they can use on their CV. That's why we think it's important that university students have opportunities to earn money and build transferrable skills that will make them stand out in a competitive job market.

2 We prioritise pastoral care for our tutors.

We recognise that our tutors are dealing with a lot of stress. For many it is their first time away from home and for 70% it is the first time balancing paid employment with full-time studying. That's why we make sure that they have access to mental health resources and someone to talk to if they find themselves struggling.

3 We offer tutors professional training.

Working with kids is fun, but also challenging. To equip our tutors with the right tools, they are trained by teaching professionals who bring a wealth of experience to our training offer.

82
university students hired
and trained as tutors

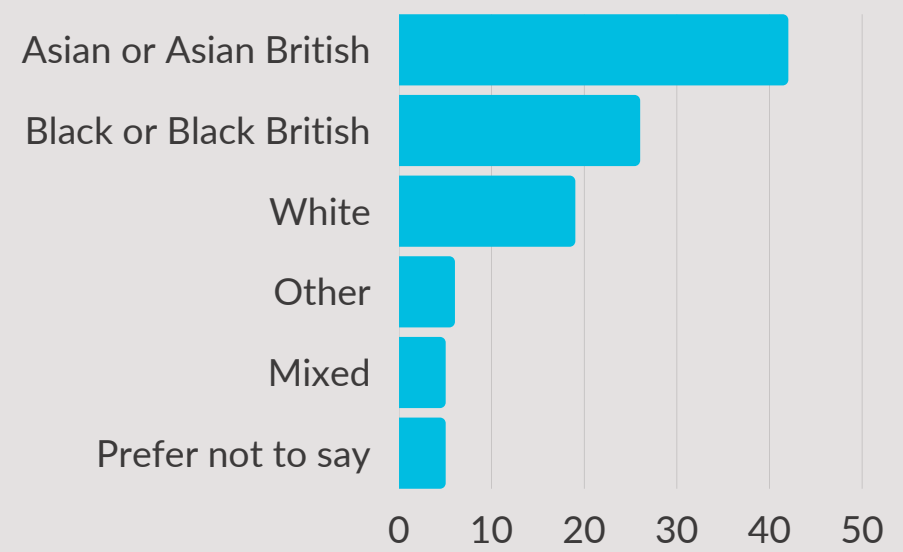
70%
tutoring was their first
paid employment

47%
grew up in low-income
households themselves



£42,186
earned in tutor wages

Tutor Demographics



Long-Term Impact

Supporting Successful Transitions to Secondary School

The purpose of our work is to improve pupils' academic attainment alongside their confidence and resilience so that they enter secondary school with the knowledge and mindset to achieve their full potential as they move beyond primary education.

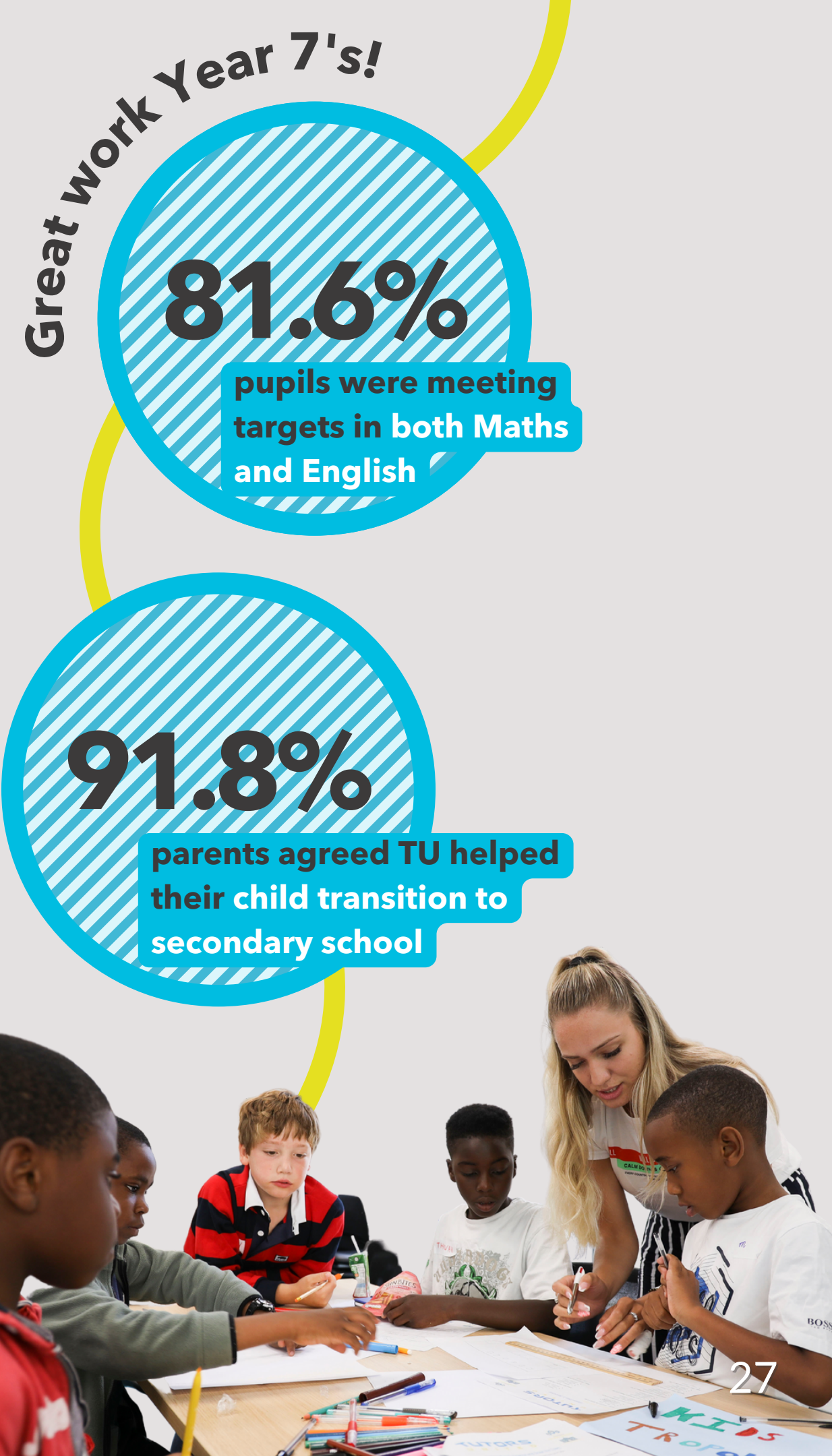
We hold ourselves accountable to this aim by interviewing families a year after their child has graduated from our programme and has completed Year 7. This year, despite everything our pupils continued to do great things.

In fact, 81.6% of the former pupils we spoke to were meeting targets in both Maths and English with 26.5% of them actually performing above average in both subjects. Breaking that down further, 87.8% of pupils were average or above average in Maths and 79.6% were average or above average in English.

Obviously, we know it's not just about attainment. That's why we're so happy to see that 85.7% of parents reported that they noticed an increase in their child's confidence in both subjects as a result of the extra tuition provided by TU.

And if that's not enough to make us burst with pride, 91.8% of parents agreed that Tutors United helped their child transition to secondary school!

One of our brilliant mums, Jan, shared that her daughter, Derya, was "average, but Tutors United helped her become above average." As a result of her child's participation in our lessons, she noticed a 'boost' in her abilities and now can happily report that her daughter is above average in Maths and English. Great work Derya!



Looking Forward

As you've probably noticed, we are all about challenging ourselves and continually trying to enhance the service we provide our families. Forgive us for being cheesy, but we think they are simply the best and therefore deserve the best.

Looking ahead, we don't know what to expect any more than anyone else (although if you know someone with a crystal ball, do let us know!). What we do know is that we will be here doing what we do best - trying new things, learning from our mishaps, and working harder than we thought possible to enhance the support we offer our beneficiaries. That includes our parents, but also our amazing tutors, who have shown so much resilience and have made us proud as punch.

Roll on, next year!

We doubt it will be easy (is it ever?!) but **we are ready** for you.



A special **thank you** to all of our amazing supporters.

