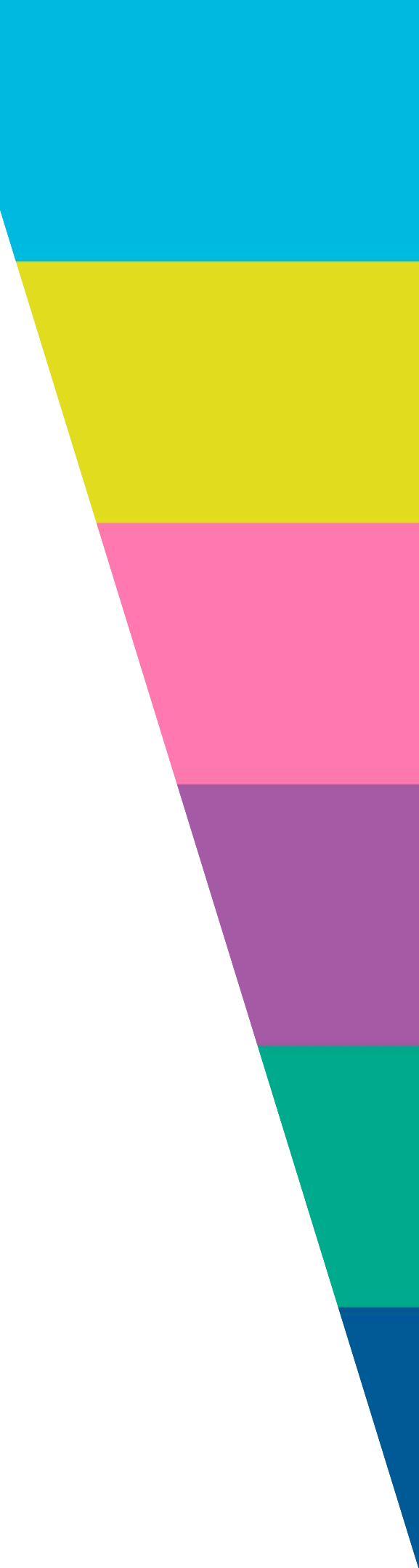




TUTORS
UNITED

Annual Report 2023-24



A woman with short brown hair, smiling, wearing a black blazer over a white polka-dot top.

Introduction from our CEO and Chair

Amy Whitelock Gibbs and Laura Wilson

We're proud to report on another successful year for Tutors United, providing 800 young people with vital academic and career support to help them thrive from primary to secondary school, and from university to work.

We expanded our frontline programmes to **more areas of England than ever before**, delivering new hybrid models within schools while **innovating our core model** to create new paid work experience roles and extra educational support for families.

Diversifying our partnerships was a major focus – we were thrilled to secure new funding from livery companies to support existing and new tutoring hubs and cultivate **exclusive career development opportunities for our tutors** led by a range of major employers – all continuing into next year!

We're proud to have worked with more community and corporate partners than ever before while deepening our longstanding relationships with housing associations. Huge thanks to everyone who has supported TU!

We conducted new research to understand the **impact of the cost of living crisis** on our families, which underlined how community-based tutoring that combines academic support with social connection is needed now more than ever. And we underwent an **extensive engagement process with our beneficiaries and partners to shape our new 2024-28 strategy for growth**.

Financially, it was a year of ups and downs – starting with a worrying drop in contract income due to the wider economic climate's impact on our housing partners – but ending positively thanks to successful fundraising to plug gaps and sustain our programmes.

We said goodbye to three of our incredible trustees – Annie, Matt and Liam – when their terms ended after six years of dedicated commitment to TU. While we were sad to see them go, this gave us the chance to recruit four brilliant new people – Emily, Freda, Katie and Rob – who bring expertise from the charity, corporate, education and financial sectors, while **strengthening equity and lived experience within the Board**. We can't wait to see what 2024-25 brings!

2023-24 Report Card



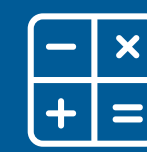
31%

returning pupils
from the previous
academic year



1.2 sub-
levels

average progress
in English after
12 hours of tutoring



66%

average progress
in Maths after
12 hours of tutoring



85%

of pupils felt
more confident in
Maths and/or English



683

families
supported



3,080

hours of tutoring
delivered



60

total
hubs



51

London
hubs



9

out-of-London
hubs



65

parent
sessions
delivered



112

tutors and classroom
assistants hired,
trained and paid



£50,844

wages paid
to tutors and
classroom assistants



45

students took up
career development
opportunities



93%

of parents/carers noticed
an increase in their child's
confidence in learning



92%

of parents/carers agreed
TU supported their child's
transition to Year 7



What we do

Founded in 2013, Tutors United is an award-winning national charity that uses **the power of tutoring to support young people's attainment, confidence, and skills at two key transition points: from primary to secondary school, and from university to employment.**

Working primarily with housing associations, alongside local and corporate partners, we deliver community-based tutoring programmes across London, the Midlands, and the North West to primary school children from low-income, migrant and refugee backgrounds, **providing access to vital educational support to those who need it most.**

We hire, train, and pay inspiring university students – most of whom also come from low-income households – as tutors, providing them with meaningful, paid work experience, underpinned by academic and professional development.

Our work ensures primary school children can transition to secondary school literate and numerate with a strong foundation of soft skills and ongoing family support to guarantee long-term success. **We upskill parents and carers** with functional skills to maximise both their children's and their own education and employment opportunities.



Hire, train and pay university students as tutors to deliver our programme



Specially-devised Maths and English lessons for primary school pupils



Ongoing engagement with parents and carers to encourage learning at home



Bespoke training and development offer for our tutors to boost their skills and careers

Where we worked



60

total hubs

35

face-to-face hubs

25

online hubs






51

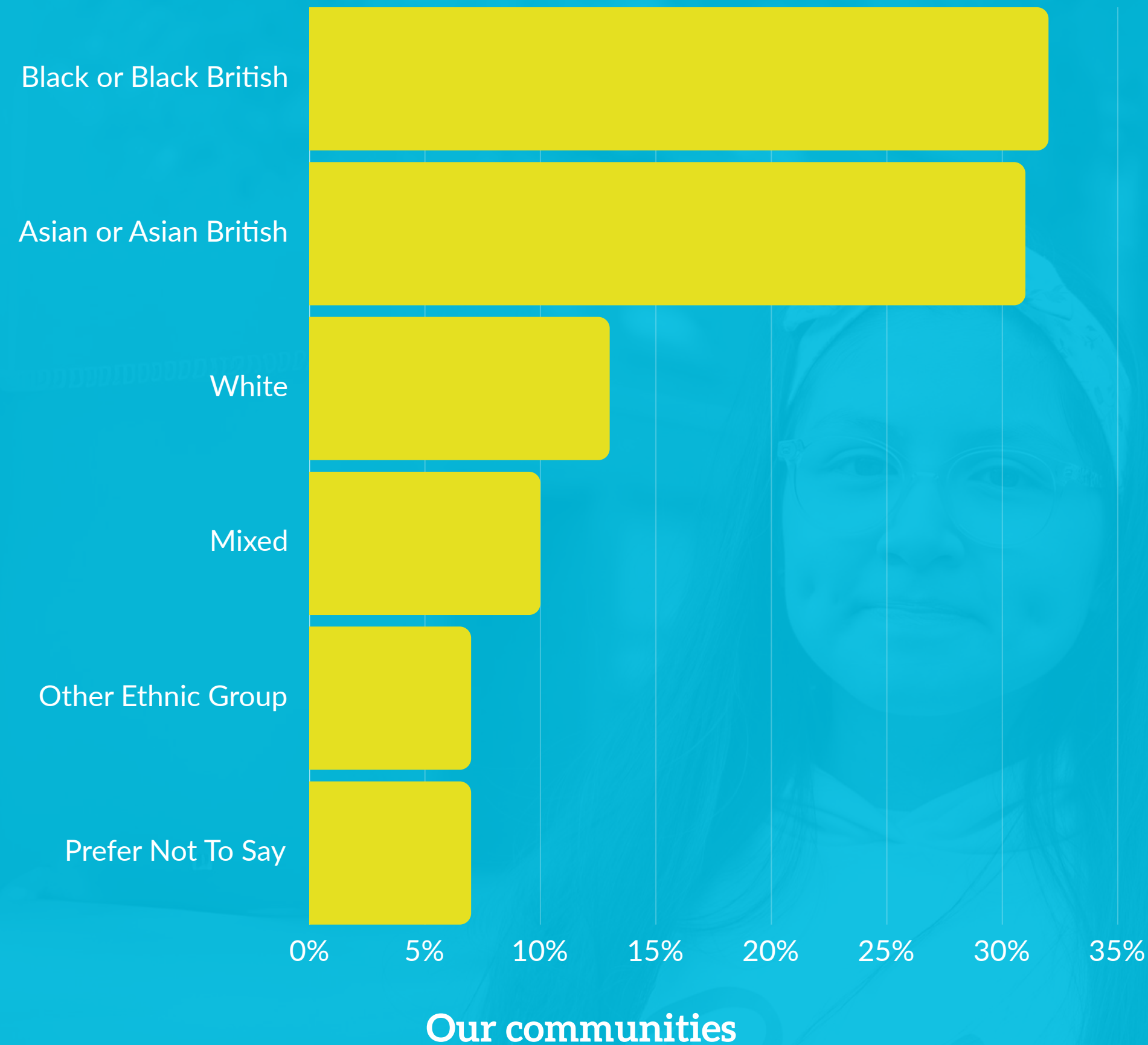
London hubs

9

out-of-London hubs

Who we served

-  **82%**
household income below £35,000
-  **77%**
families on means-tested benefits
-  **69%**
pupils eligible for free school meals
-  **41%**
speak English as an additional language
-  **47%**
from single-parent households



What's new at TU



Classroom Assistants

We piloted our brand new Classroom Assistant role to boost individual support for pupils during lessons and extend our offer of meaningful work experience to young people (16-18) and adults looking to return to work. **This year we had 3 Classroom Assistants and found it so successful we plan to have 11 next year!**



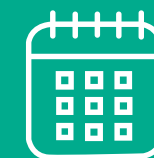
Subject Masterclasses

As part of our effort to build a community around learning, **we piloted 4 Subject Masterclasses, which saw 35 parents, carers, and children attend Saturday sessions** focused on how to support their child's learning at home in the lead up to Year 6 SATs. Following the success of the pilot, we will be delivering 10 sessions next year.



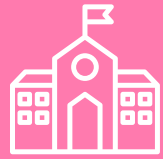
Local authorities

We partnered with Islington, Southwark, and Wandsworth Councils, including delivering from 'Family Hubs' as part of their early help provision. This allowed us to embed TU in the local community and serve as a connector between families in need and the council's wider offer of services.



Daily tutoring

This year, **we partnered with Riverside to launch our first programme that delivered daily online lessons (Mon-Fri).** This allowed families to engage with our partner regardless of their other commitments or location, engaging 102 families from London to Liverpool! We are thrilled to be offering the same provision with Riverside next year.



School-based adaptations

We trialled a new hybrid model of delivery to meet the unique needs of our school partners and their communities. Pupils attended lessons in the classroom, supported by school staff, with our tutors delivering the lesson online. This model aimed to bring together the benefits of face-to-face learning with the flexibility of delivering online.



Corporate partnerships

A main focus for us this year was building new employer partnerships to enhance the career development offer for our tutors. As a result of our work, we had 45 students access opportunities with 6 employer partners, including a site visit hosted by Amazon Web Services and bespoke career sessions led by tech, financial and sustainability firms.

Key reflections

As we continue to grow and evolve, **we prioritise maintaining open and collaborative relationships with our partners and beneficiaries** to reflect on our learnings, adapt, and shape our work moving forward.

Stronger partnerships with schools have been a big priority. **This year, we worked directly with 12 schools**, who promoted the programme to their pupils, hosted lesson delivery onsite, or enabled pupils to join online lessons from school. This worked well for pupils but could also be a challenge for schools, as they needed to provide tech and school staff– so we have learned to set expectations more clearly at the start to plan together what support is needed onsite.

In developing new programme elements, we've received excellent feedback from participants. An unanticipated highlight was TU pupils coming along with their parents to the Subject Masterclasses and starting the learning at home process during the session. In response, we'll be looking at ways to directly engage attending children in the planned activities. Additionally, following some scheduling challenges, we'll be trialling next year's sessions online and on different days to maximise engagement.

We are also keen to deepen employer partnerships in response to tutor feedback about what they most value – such as work placements and mentoring opportunities.

Riverside and East London graduation

We are thrilled to have delivered **our first ever daily tuition through the 2023-24 One Housing and Riverside programme**, supporting 136 pupils and their families, while providing paid work experience and training to 23 tutors.

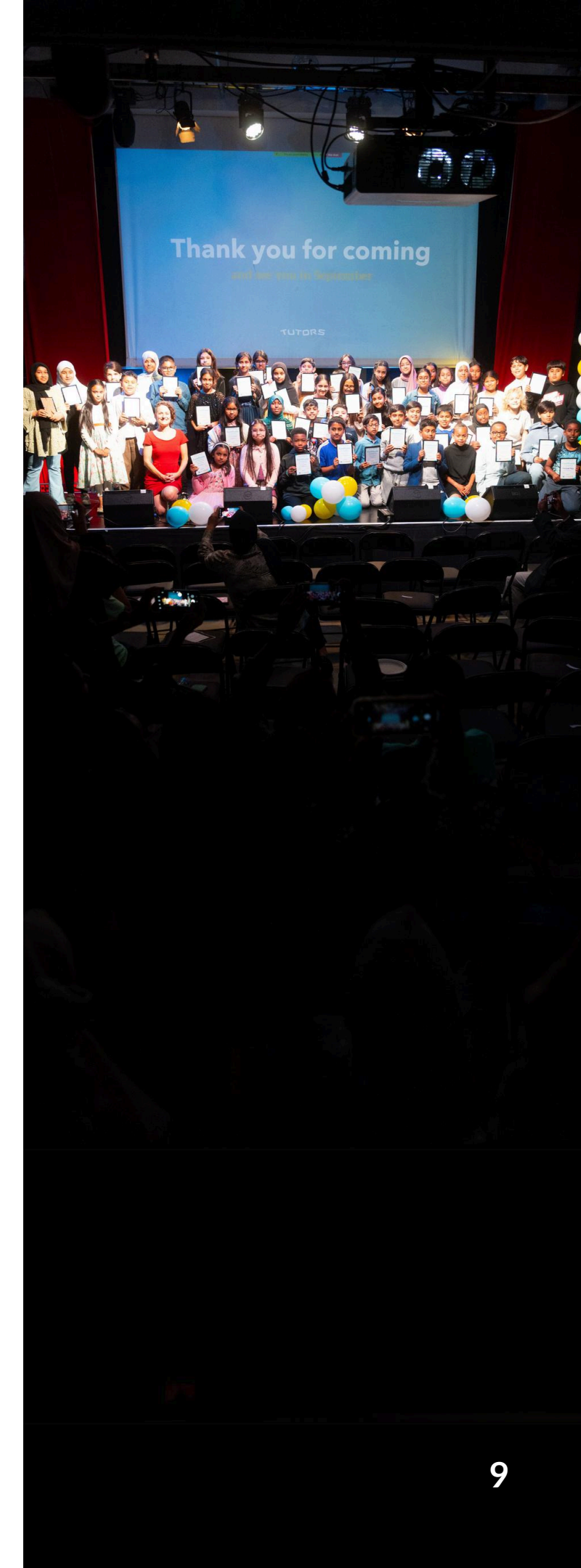
Online, we ran hubs from Monday to Friday, giving families the flexibility to access tuition on whichever day worked best for them. Alongside this, we ran our first online hub specifically targeting families in North London, expanding the reach of our support. This approach to programme delivery saw high levels of engagement from the families across the year and fantastic outcomes.

We delivered 636 hours of tuition to One Housing/Riverside pupils and by the end of the programme, **pupils progressed by an average of 1.5 sub-levels in English and 80% in Maths** after just 12 hours of tutoring in each subject. 75% of pupils felt more confident in Maths and/or English and **100% of parents noticed an increase in their child's confidence in learning**.

We ended the academic year by bringing together our incredible East London pupil cohort, their supportive families, and our exceptional tutors at our **East London graduation, hosted by Rich Mix Cinema and headlined by Riverside, in partnership with Notting Hill Genesis, Equans, Poplar HARCA and Clarion Futures**.

Pupils were presented with a Certificate of Completion, and five outstanding pupils and one tutor received awards, including Best Progress, the Aspire award, and the One Housing/Riverside Pupil of the Year. The event was punctuated with beautiful speeches from our valiant valedictorians and films featuring pupils, tutors, and families, which helped to capture the journey they had been on with Tutors United across the academic year.

With 100% of parents agreeing that the graduation celebrated their child's achievements and the event receiving a 4.9/5 star rating, we are proud to say the graduation was a huge success!





Pupil spotlight

Sarrinah

Sarrinah is one of our longest-standing Poplar HARCA pupils and has been with us at the Gayton House hub since September 2021 when she joined in Year 4. Over the past three years, **Sarrinah has flourished, and at this year's East London Graduation she took home the TU Best Progress Award for her incredible academic achievements.**

When Sarrinah started the programme this year, her initial score in Maths was 45%, placing her in the below average category for her new Year 6 class. After just 14 hours of Maths tuition, Sarrinah improved this initial score by 67%, achieving 75% in her final assessment and placing her in the Above Average category! And if that wasn't enough, **Sarrinah improved her initial English score by an incredible 5 sub-levels**, finishing the programme with a Year-Related Expectation of a 4E – this is equivalent to almost two years of progress after just 14 hours!

“

My tutor was very kind, helpful and friendly. She made the hardest things easy with her explanation. I really enjoyed learning with her. She was a super star.

Sarrinah

TU has helped my daughter with everything. I saw a big difference in her communication skills and she seemed more confident in herself. **She had a huge improvement in her core subjects; her SATS results were amazing.**

Koly

Sarrinah's Mum

Growing our work outside of London

Following the successful pilot of our first online programme in partnership with Clarion in 2020, we have since expanded significantly to reach communities in the Midlands, North West, and South Coast – with no end in sight!

This year we worked alongside Platform Housing, PA Housing, Rosebery, Riverside and Clarion to reach **110 families across Birmingham, Liverpool, Leicester, Hertfordshire, and Peterborough** – making it our largest year yet for delivery outside London!

While online delivery gave us the initial opportunity to rapidly expand our geographical reach and continues to prove impactful, we have been exploring ways to introduce the benefits of face-to-face delivery by trialling a hybrid model.

Thanks to Clarion's continued support, this year, we were able to build partnerships with local primary schools in Wisbech and Borehamwood, utilising their classrooms to host communal sessions and their expertise to identify pupils who would benefit from the programme. Children could access lessons conveniently in a classroom under the supervision of a teacher, while our tutors delivered the TU curriculum online.

Learning the lessons from these pilots, we are keen to grow our physical presence in areas where there is substantial demand and preference for face-to-face delivery. With this in mind we will be launching our **first ever face-to-face hub outside London, with South Liverpool Homes, next year!**





Pupil spotlight

Esmée

Esmée is a Year 5 pupil from Oxfordshire whose mother signed her up in January this year shortly after the programme with Platform Housing had begun. **Esmée has achieved an amazing 100% attendance across this programme**, which has no doubt contributed to her success.

Esmée began her journey with us by scoring a Secure Year 2-Related Standard in English. **By the end of the programme she progressed by an amazing 1 whole Year-Related Standard**, performing at a Secure Year 3 Standard. That's a jump of 3 sub-levels, 1 more than the national average progress expected per pupil within a school academic year.

Esmée was very engaged with the lesson
– offering to read aloud, contributing ideas and thoughts, and being curious about word definitions to broaden her vocabulary. **Very impressed!**

An extract from Esmée's weekly feedback from her tutor

Esmée also made amazing progress in Maths. In her Initial Maths Assessment, Esmée scored a Below Average score and then **progressed by 64% to achieve a very high Average score which was only 3 percentage points away from Esmée achieving an Above Average score in Maths.**

Her mother, Julie, has said, **"the biggest impact TU has had for Esmée is in her confidence, both in her ability but also to ask questions. Her school teachers have remarked a number of times how she is keen to contribute and share her ideas."**

Julie added "Thank you, this has been a fantastic opportunity that **we would not have otherwise been able to access for Esmée.**"

Finally, let's hear from Esmée who has said that, **"The lessons were made fun because the tutor used fun games to teach us and she was friendly and whenever I asked a question she was helpful and knew the answer straight away."**

Innovation with MTVH

One of the many benefits of long-term partnerships like the one we have with MTVH is it allows for collaborative innovation to meet new demands and enhance our existing offer. After consulting with MTVH community teams, we developed ways to increase our reach by **engaging with new beneficiaries** – primarily young people not yet in university, and adults currently not in education, employment, or training (NEET) – alongside **increasing the support we offer parents and carers** through our Subject Masterclasses.



**Classroom Assistant
roles for
16-18 year olds**



**Subject
Masterclasses**



**Classroom Assistant
roles for
adults/parents/carers**

This year, we had 3 Classroom Assistants, who were also MTVH residents. One was a young person studying for their A-levels, one a parent of a current pupil and one an adult resident who was NEET. The latter has now secured a part-time job and will be continuing as a Classroom Assistant next year! We also saw positive impacts on pupil progress and on tutor development.



3

**MTVH residents hired,
trained and paid as
Classroom Assistants**

1.5 sub-
levels

**average progress in English
after 12 hours of tutoring
with a Classroom Assistant**

95%

**of parents/carers
would recommend the
Subject Masterclasses**

52%

**average progress in Maths
after 12 hours of tutoring
with a Classroom Assistant**

92

**hours
of additional
classroom support**

35

**parent/carer/child
attendees at
Subject Masterclasses**

Classroom Assistants receive training, London Living Wage, support from the TU team and their hub tutor, a DBS check, flexible work experience, and an employment reference from TU.

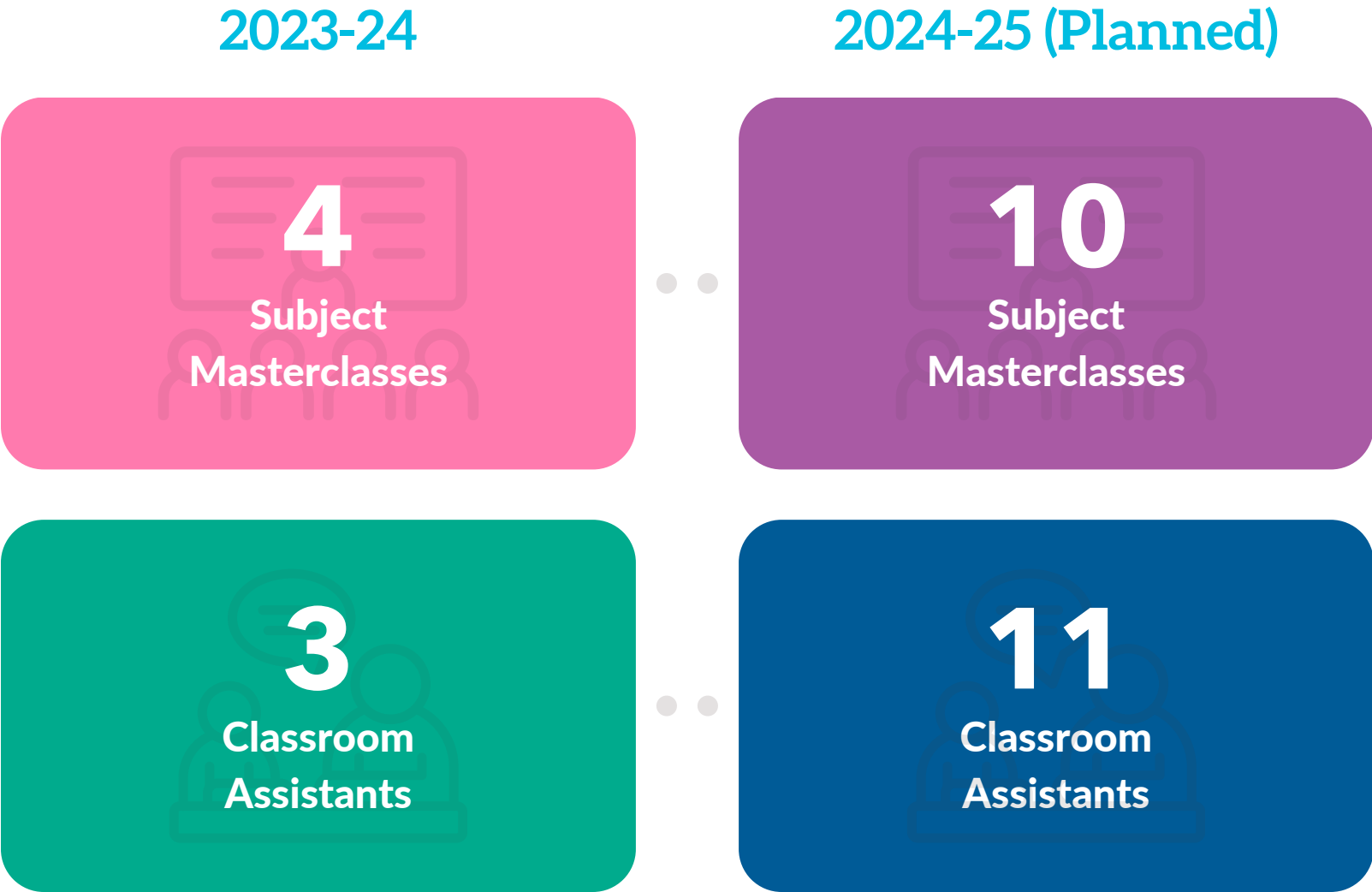
Our evaluation shows Classroom Assistants are highly effective both for pupils getting more one-to-one support and for tutors developing their leadership skills and having assistance in managing special educational needs and/or behaviour during lessons. Reflecting on their development, the tutor at our Chalkhill hub, Tajinder, shared:

“Regarding my growth, I'd say supervising someone has made me more comfortable with delegating work and has improved my leadership skills, as it lets me give the students work alongside finding a way to put Shaista's skills to use.”

Further speaking to the positive impact of Classroom Assistants, Chalkhill pupils progressed by 3.8 sub-levels in English (+1.8 sub levels more than the national expected average) and by 113% in Maths!

Building on this successful pilot, we're excited to be rolling out classroom assistants with five partners in 2024-25 – with Clarion, Peabody, Poplar HARCA, South Liverpool Homes and again with MTVH – employing 11 young people in total. A wonderful outcome is that two of the MTVH classroom assistants recruited for next year are former TU pupils, showing the lasting legacy of our work within communities.

Another new feature **we piloted this year was Subject Masterclasses**, which ran on Saturday mornings and invited parents/carers of Year 6 pupils to learn how to support their child's learning at home in the lead up to SATs. **100% of participants reported that they would recommend the sessions**, but we found it could be challenging to engage parents/carers on the weekend given childcare restraints. While this had the unexpected benefit of having children attend and take part in the activities, we've decided to **trial different delivery methods and formats next year as we increase the number of sessions we run from 4 to 10!**



“

I really enjoyed **how well everything was explained** during the class.

Roma

MTVH parent on Subject Masterclass



Building literacy and numeracy

The importance of numeracy and literacy extends far beyond the classroom. Yet, all too often, children, particularly those from low-income families, continue to fall behind.

Currently, children from statistically disadvantaged backgrounds are 20% less likely to achieve expected standards in reading, writing, and Maths by the time they complete primary school – with pupils from low-income families on average **10.3 months behind their wealthier peers, rising to 18.8 months by the time they sit their GCSEs.**

Despite the deepening educational inequalities post-pandemic and in the cost-of-living crisis, our pupils continued to improve their academic attainment and confidence in both English and Maths.

Our curriculum

Our curriculum has been specially-devised in consultation with trained teachers to build foundational skills, cover key subjects, and boost confidence, while reinforcing the National Curriculum to put our pupils in the best possible position before transitioning to secondary school.

In Maths, the curriculum covers a range of topics that mirror what they are doing in school, particularly in the run up to Key Stage 2 SATs – from tricky fractions to prickly percentages. Following a spiral pattern, topics are covered multiple times with increasing difficulty to encourage retention and reinforce their comprehension.

In English, our curriculum asks pupils to look at a range of different text types and explore different styles of writing, all while keeping a solid focus on vital spelling, punctuation, and grammar skills (SPAG). While the National Curriculum at Key Stage 2 focuses on building basic techniques to develop writing skills, the assumption at Key Stage 3 is that pupils have mastered those skills and can confidently and competently write at length to demonstrate subject mastery in multiple subject areas. This is why our curriculum focuses on **engaging pupils' creativity and imagination to apply their SPAG skills in longform writing to build confidence and proficiency with writing at length** – a key skill they will need to succeed at secondary school. Here are just a few of the topics we cover:



**Reports and
journalistic writing**



**Quest
fiction**



**Slam
poetry**



**Poetic
imagery**

Maths progress

To track their progress across the year, pupils sit an assessment before their first lesson (Initial Assessment) and one at the end of the programme (Final Assessment). For Maths, the assessments are structurally identical, but the numbers are altered to measure and evaluate their progress.

Our aim is to ensure pupils leave primary school working at or exceeding the expected standard for their age. **By the end of the programme, an amazing 73% of Year 6s were meeting this target, compared to just 54% at the start of the programme**, meaning our pupils are heading into Year 7 with the skills and confidence they need to excel.

Across our cohort both Year 5s and Year 6s finished the year working at the expected standard for their age (59% and 64% respectively), while our Year 4s, who are learning a Year 5 curriculum, finished on 49% – just one percentage point off the expected Year 5 level. We think that's a fantastic achievement!

46%

Average Initial Score
(Year 4, 5 and 6)

59%

Average Final Score
(Year 4, 5 and 6)

54%

Year 6 pupils working
at or above expected standard
in Maths in Initial Assessments

73%

Year 6 pupils working
at or above expected standard
in Maths in Final Assessments

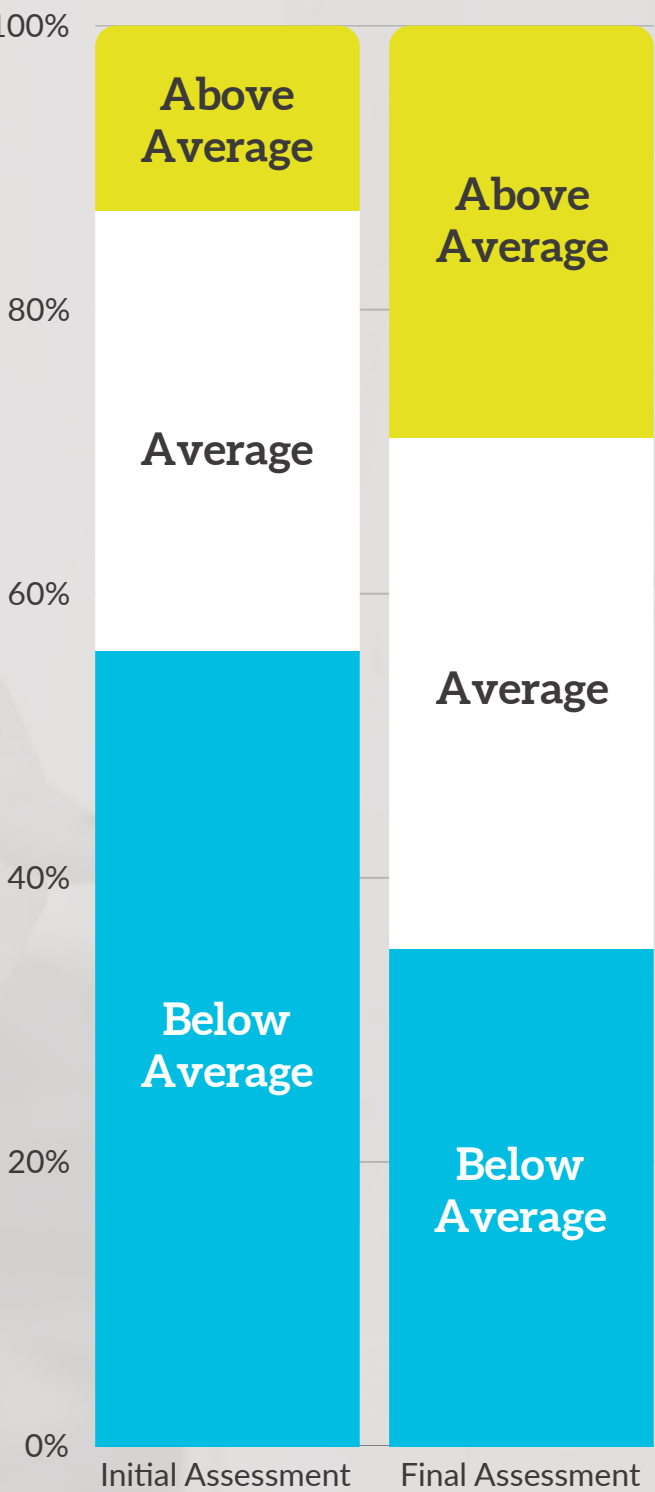
71%

Year 5 and Year 6 pupils
finished at or above
expected standards

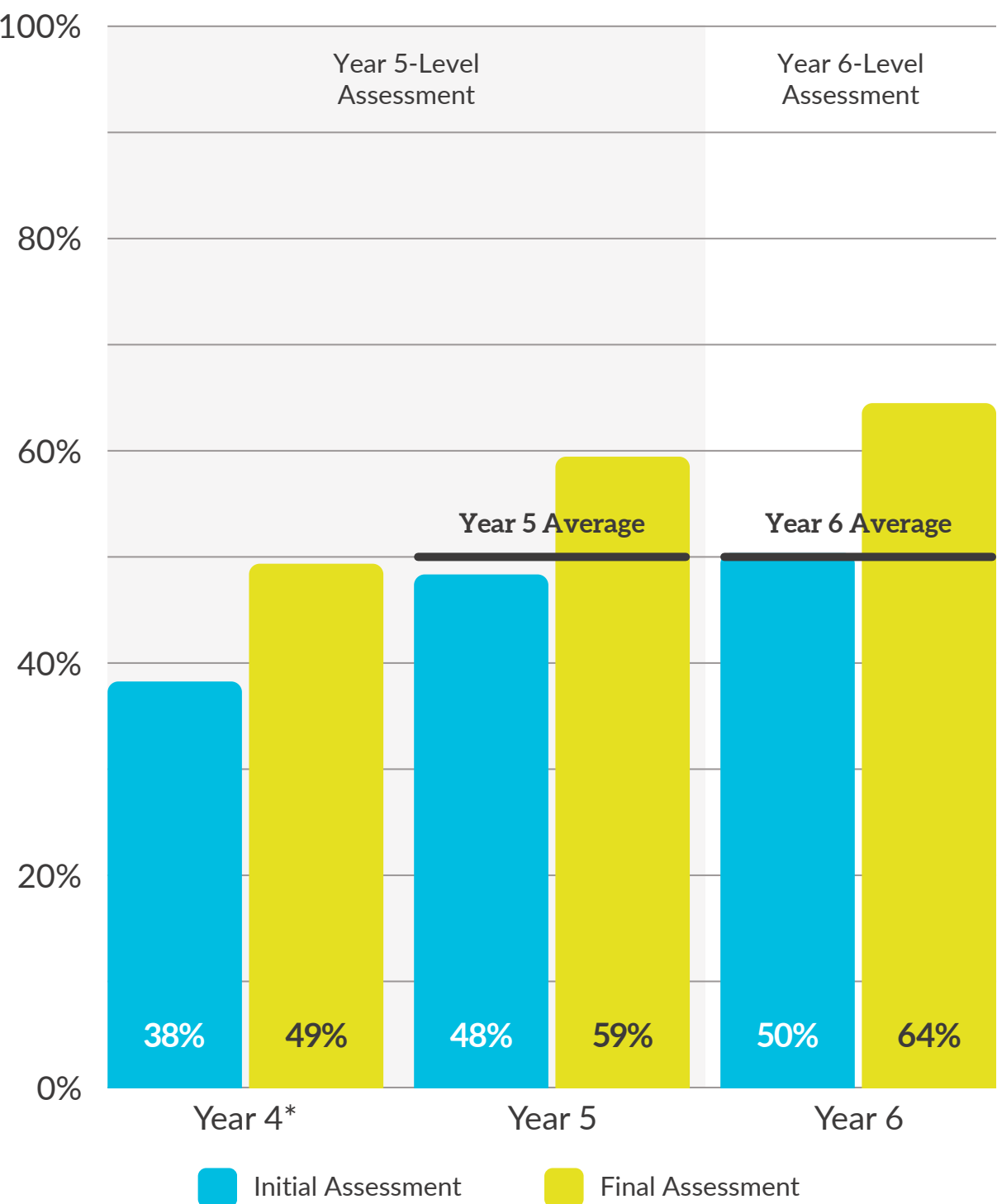
66%

Average
Individual Progress
(Year 4, 5 and 6)

Pupils performing at each level in Maths



Average percentage attained in Maths assessments by year group



*Year 4 pupils complete the Year 5-level assessment, and are therefore not expected to be meeting the Year 5 Average yet.

Maths grades explained

Year-Related Expectation	Assessment Percentage
Above Average	75-100%
Average	50-74%
Below Average	0-49%



Pupil spotlight

Andrew

Andrew joined the programme at the start of the academic year at the PA East Midlands hub. He has shown incredible dedication through his commitment to his lessons, achieving 80% attendance while on the programme. **Andrew has made tremendous improvement in Maths starting at a Below Average grade in the Initial assessment to working at an Average grade by the end of the programme, making a whopping 175% progress!**

Andrew's tutor, Ziad, has consistently highlighted in the weekly lesson feedback that Andrew challenges himself and does not shy away from asking questions and contributing his ideas to the class. Ziad has praised Andrew's work ethic and writes:

"Andrew was an absolute pleasure to teach! His enthusiasm and energy was contagious and made every lesson – even the seemingly tedious ones – fun for the other students and for me equally. It was nice seeing his confidence in Maths grow throughout the year."

When asked what Andrew enjoyed about TU lessons, he responded: "They were fun, I learnt a lot and it helped me with my confidence in myself. The tutors were great as well, they were kind and lessons were good."

Andrew's parent also highlighted the positive impact that TU has had on Andrew, saying that, **"Andrew always left the sessions feeling good about the work he had done. His confidence has flourished and he now has more of a 'I can' attitude instead of bringing himself down when he has struggled in the past."**

Andrew's parent also noted that TU's support has, **"helped Andrew to fly through his SATs and has left him feeling ready for the work expected of him come Year 7."**

Tutors United is proud of Andrew's development and looks forward to his continued success and transition into secondary school.

English progress

Our English lessons focus on writing – at length and in different forms – where we know children get less support at primary school, yet face the greatest jump upon starting secondary school. Pupils are given a writing prompt and our assessments follow a mark scheme that aligns with the National Curriculum. Pupils are assessed on features of text type, handwriting, spelling, grammar, punctuation, and writer's voice, and are accordingly given a Year-Related Standard of Year 2, 3, 4, 5 or 6. Within that Year-Related Standard, pupils are given a sub-level to define whether they are emerging (E), secure (S), or advanced (A).

The national average for progress in English is 2 sub-levels per academic year. 43% of pupils made this same amount of progress after just 12 hours of tuition, with 31% pupils making 3 sub-levels (1 whole year level) of progress in this same time period. We think that's an incredible achievement!

Our fantastic English as an Additional Language (EAL) pupils also made amazing progress, improving by 1.3 sub-levels across the 2023-24 programme.

3E

Average Initial Grade
(Year 4, 5 and 6)

3S

Average Final Grade
(Year 4, 5 and 6)

21%

pupils working at a
Year 4 Expected Standard
or above in Initial Assessments

33%

pupils working at a
Year 4 Expected Standard
or above in Final Assessments

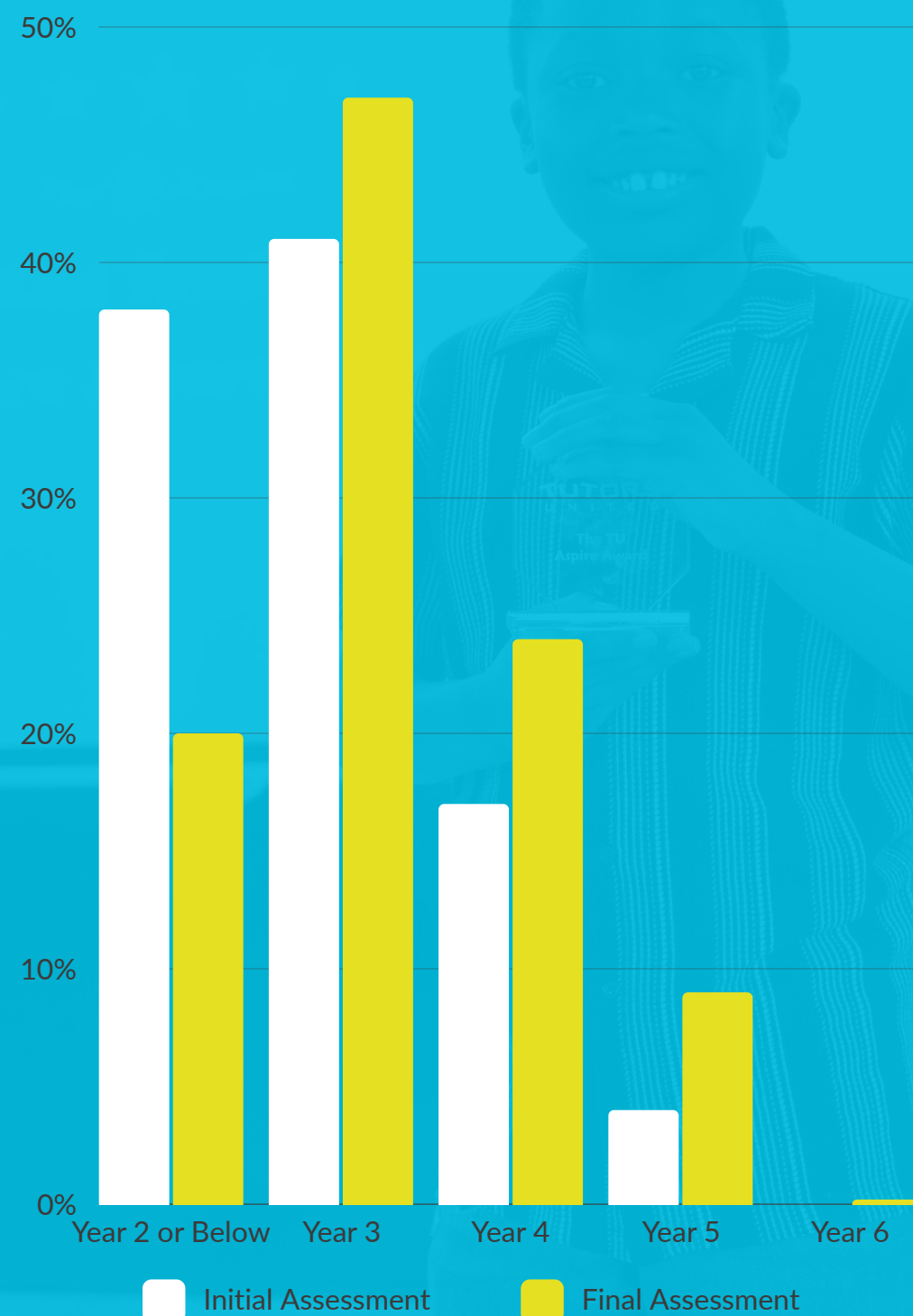
43%

pupils made 2 or more
sub-levels of progress

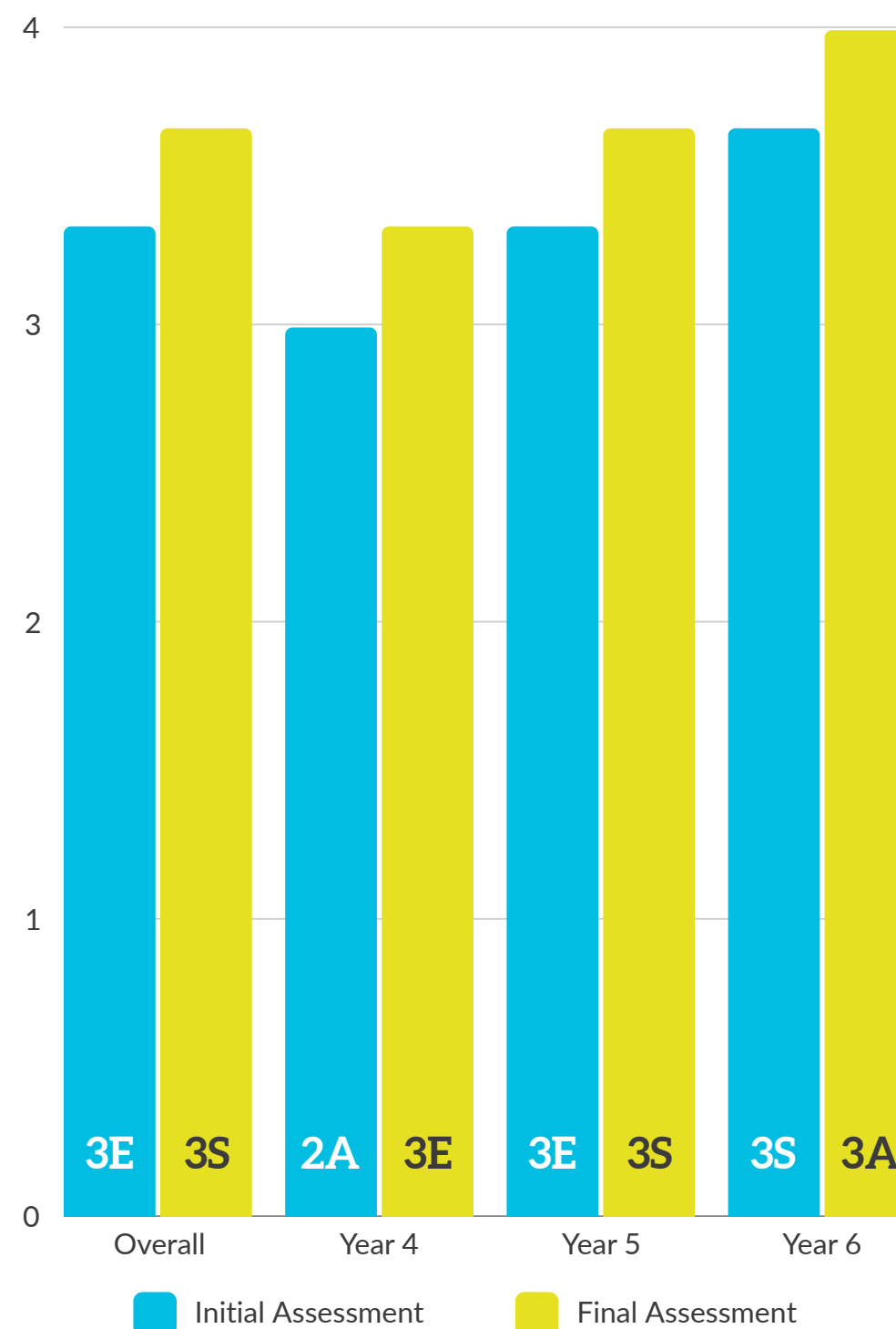
1.2

sub-levels
of progress

Pupil attainment by Year-Related Standards



Average grade in English in Initial and Final Assessments by pupil year group



English grades explained

Year-Related Standard	English Sub-Level
Year 6	Advanced
	Secure
	Emerging
Year 5	Advanced
	Secure
	Emerging
Year 4	Advanced
	Secure
	Emerging
Year 3	Advanced
	Secure
	Emerging
Year 2	Advanced
	Secure
	Emerging

Building a legacy of learning

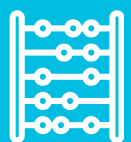
It would be impossible to teach our pupils everything they will ever need to know, but what we can do is **instil key skills to ensure that they are confident and resilient learners**. This is especially important for pupils making the transition to secondary school, which brings with it new social dynamics, different class formats, and unfamiliar curriculum topics.

Our curriculum gives pupils opportunities to explore exciting new topics and challenges, and through targeted group work, tutor-led exercises, and independent assignments, pupils are aided to understand how to approach

problems using different methods and identify gaps in their knowledge, **so they can confidently ask for help instead of feeling frustrated**.

We also aim to enable parents and carers to more confidently support their children effectively – **bridging the gap between school and home**. Our termly Progress Evenings give parents an insight into what is being taught, context to their child's assessment scores, and provides them with resources, tips, and games to help them support their children at home.

Building confidence at Tutors United



73%

of pupils
felt more
confident
in Maths



76%

of pupils
felt more
confident
in English



93%

of parents/carers
noticed an increase
in child's confidence
in learning

Following their first year at secondary school...



89%

former parents
reported their child
was meeting targets
in Maths



85%

former parents
reported their child
was meeting targets
in English



92%

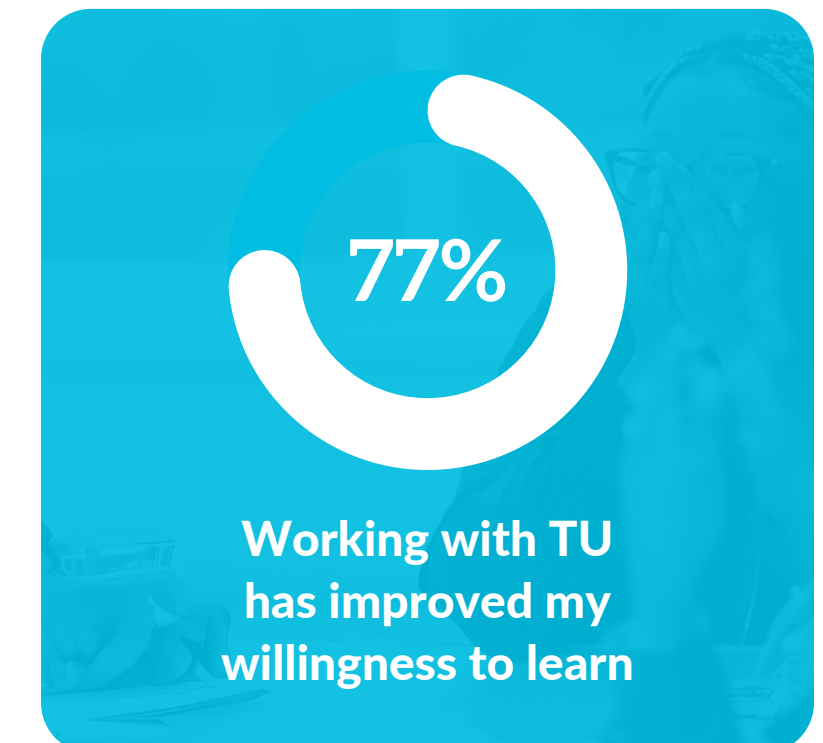
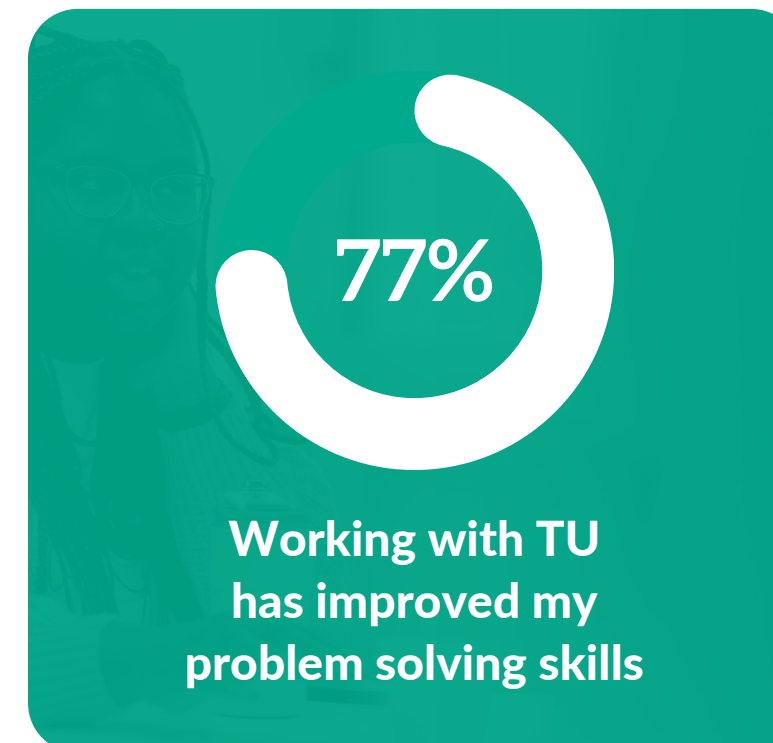
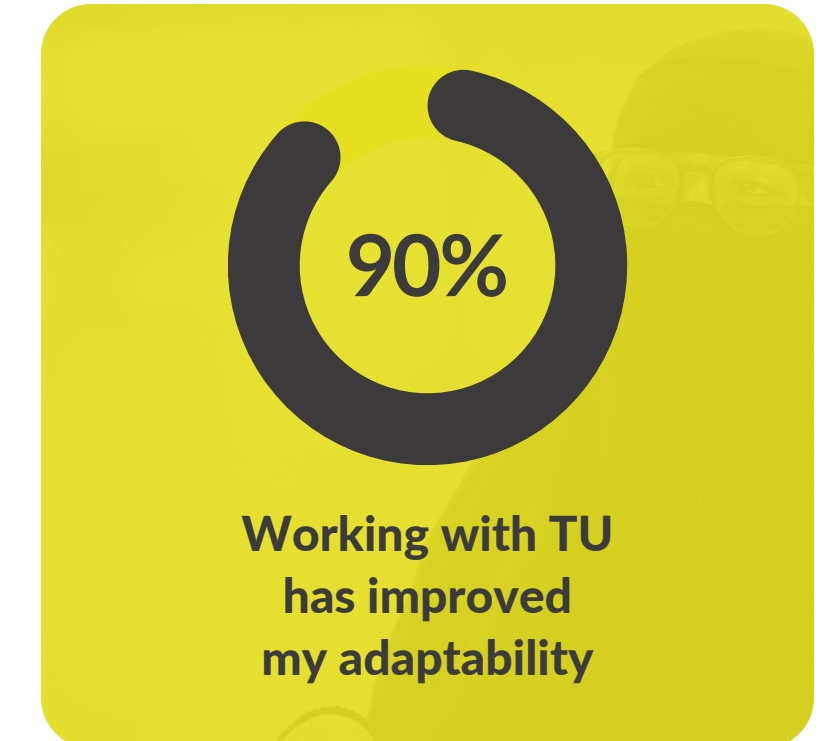
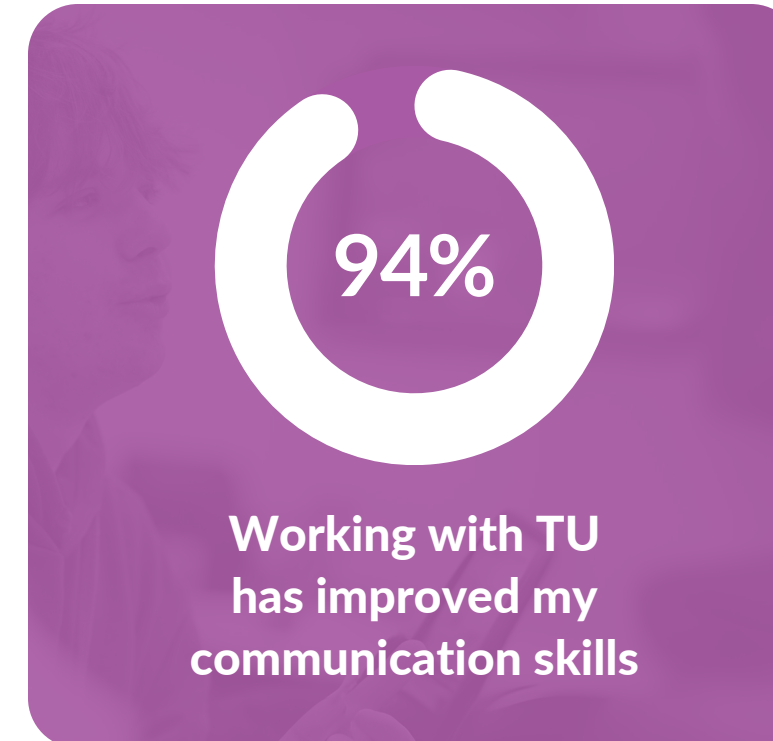
parents/carers agreed
that TU supported
child's transition to
secondary school

Developing tutor employability

We are committed to equipping our tutors with the skills and experiences they need to thrive in the job market. Recent research from QS on “What Do Employers Want from Today’s Graduates?” highlights **communication, adaptability, willingness to learn, and problem-solving as four top skills where employers perceive a mismatch between their requirements and actual graduate skills**. Our tutoring model addresses this gap by providing our tutors with practical opportunities to enhance these vital skills.

Through their work at TU, our tutors sharpen their communication skills by delivering lessons, providing feedback live in class and afterwards in writing to parents/carers, and tailoring their approach to suit the needs of diverse pupils. They also develop adaptability by working in different learning environments and responding to the varied needs of pupils and families. Problem-solving becomes second nature as they design creative solutions to help pupils overcome challenges and handle issues that can arise in lessons or with partners on the ground. Finally, a willingness to learn is embedded in our culture, as tutors are encouraged to reflect on their practice through our observations, training and feedback processes.

As well as gaining skills through their experiences in the classroom, we aim to aid tutors’ employability through our **tutor training** sessions, by **connecting them with our employer partners** and providing **paid internships** to broaden their career experience.



Tutor training

Our training programme is designed to provide tutors with a strong foundation and ongoing development opportunities throughout the year. We deliver four training sessions across the academic year. The main training in September, conducted before tutors are onboarded, focuses on pedagogy and essential teaching skills. This session ensures that tutors are well-prepared to deliver high-quality lessons from the start.

In addition to the September training, we hold three Training and Development events during the academic year in November, January, and April. These sessions are centred around personal and professional development.

We take a collaborative approach to our training by consulting with our tutors on the modules they would like included in our training sessions. This co-design ensures that the **training is both relevant and empowering, allowing tutors to have a voice in shaping their professional development.** By involving tutors in this process, we not only enhance the quality of the training but also instil a sense of ownership and confidence in their learning journey.

Safeguarding

Behaviour Management

Differentiation and Assessment for Learning

CV and Interview Skills workshop, delivered by Interview Skills Clinic

AI in Class, at University, and in Employment, delivered by AI expert

Money Management for Students, delivered by The Money Charity

Princess Royal Training Awards

During the 2023-24 academic year, we underwent a rigorous, evidence-based application process for the Princess Royal Training Award to demonstrate how our investment in training has positively impacted on both our tutors and organisational performance.

We are proud that we were subsequently awarded the prestigious Princess Royal Training Award. **This recognition highlights the efficacy of our training and its impact in driving positive outcomes for our tutors.**





“

The training sessions aim to develop us tutors not only professionally, but also personally and academically. I remember in our training sessions we had a discussion on how we can utilise AI to help us with our university studies and job searches, which was incredibly useful. Not a lot of workplaces focus on the holistic development of their tutors, so it was nice seeing TU do that.

Ziad

Tutor

Tutor employer partnerships



Amazon Web Services

Hosted 30 TU tutors on a site visit at Amazon HQ in London, including an insight into their culture of innovation, careers in tech, and advice on how to apply and interview for a role at AWS.



Sustainable Trading

Members of this network held an exclusive online event for 11 tutors on careers within finance and pathways into the industry.



Quintessentially Foundation

Provided paid, exclusive summer internships to two TU tutors, working on their charity support programme The Firefly Project.



Equinix

Ran an exclusive virtual event for 11 TU tutors on 'Where is the Internet & how to start thinking about a career', and developing a mentoring scheme with us for next year!



Kori Youth Charity

Hosted 4 TU tutors at their technology and engineering industry 'Blooming Minds lab' workshop to teach technical and professional skills and support them in their career pathway.



Graduate Coach

Offered their online courses to TU tutors for a discounted price (covered by TU) and provided a free copy of their book on employment advice.

Employer partner spotlight

We were thrilled to work with leading cloud technology company Amazon Web Services to develop our first corporate partnership that combines employability support for our tutors with funding for our programmes.

We started off with a brilliant site visit to AWS HQ in for 30 current and former tutors, to learn all about the company, their culture and values, careers in tech, and how to succeed in graduate recruitment.

We then worked with the AWS team to scope how we can draw on their social value funding from public sector contracts to support our frontline programmes. AWS have many partners in common with TU – like housing associations and local authorities – and share our passion for giving academic and career support to young people who need it. **So we're delighted they are match-funding our Clarion National Programme to deliver 15 hubs across England in 2024-25!**



"I loved learning more about AWS and having the chance to network, as well as being given tips for interviews and job applications."

Tutor who attended AWS site visit



Tutor internships

This year, **we provided exclusive internships to three TU tutors and a recent graduate to help fill operational and capacity needs and to give them an opportunity to broaden their work experience**, refine their career goals, and gain key professional and transferrable skills. **All internships were paid at the London Living Wage rate.**

“

I think the most rewarding thing about my internship is that I got to work closer with the TU team and understand what goes on outside the lessons to make them run smoothly. I learnt to work under time pressures efficiently and work with a team.

These are very great soft skills to gain and they are important to me given that I want to be a doctor.



Ziad
Operations Assistant

“

The best thing about my internship at TU was the opportunity to challenge myself in new settings and see what I was capable of. It allowed me to develop a wide range of skills, from interacting with children to professionally to handling conversations with parents, like scheduling them for the graduation event. These experiences helped me build confidence and taught me how to approach such tasks with professionalism.



Tajinder
Events Assistant

“

While my prospective career in engineering is dissimilar to the internship, the organisational skills, attention to detail, and ability to work effectively under time constraints apply to my industry and many others nonetheless.

I am very grateful for the opportunity as I know these skills and experiences will serve me well as I advance in my career.



Tarun
Programmes Assistant



“

The team was incredibly welcoming and helpful. Transitioning from university, I initially felt a bit lost, but **TU provided me with the opportunity to explore and develop new skill sets. This helped me discover what I truly enjoy.** The team was more than willing to guide me and involve me in their daily tasks, which greatly boosted my confidence in my abilities. **Thank you, TU!**

Tess

Programme Intern for 3 months

Secured a full-time programme role in another youth charity after working with TU

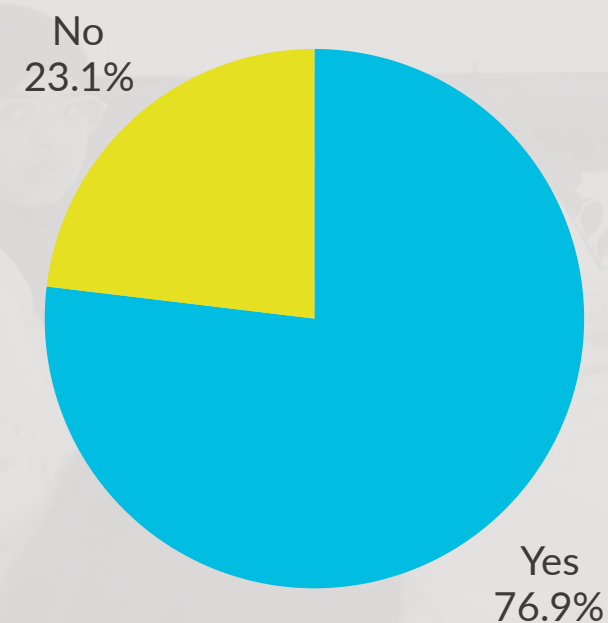
Long-term tutor impact

Our focus on developing employability aims for long-term impact by equipping tutors with the tools to build fulfilling and successful careers.

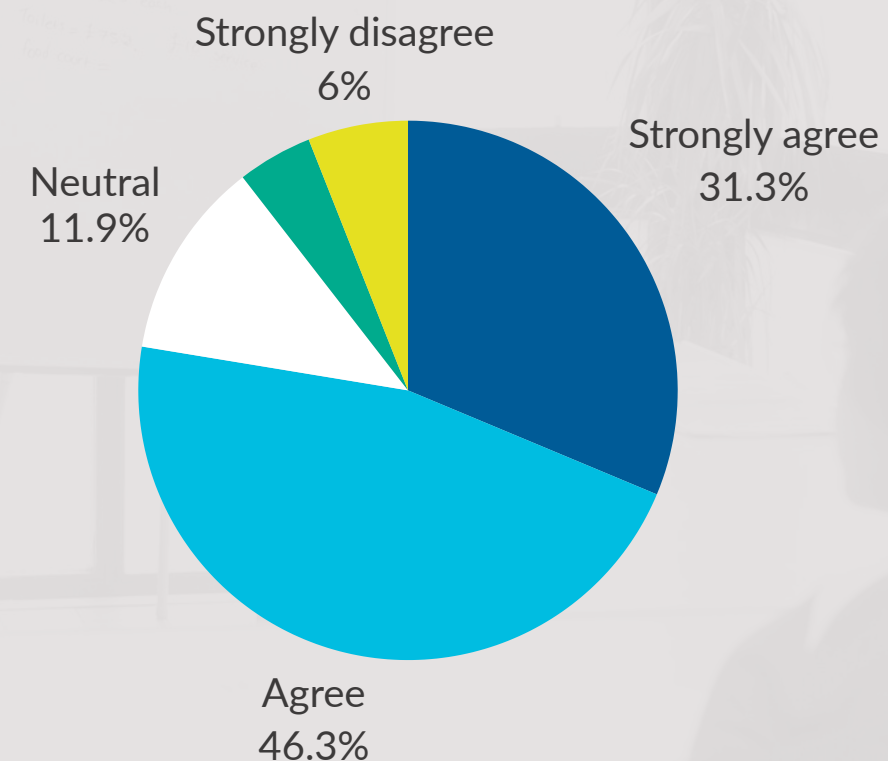
Data from our tutor cohort and our alumni highlights the benefits of working with TU on careers and personal growth.

Many tutors express immense pride in their work, emphasizing the value of being positive role models for their pupils. This sense of purpose enhances their confidence, employability and leaves a lasting impact on their communities.

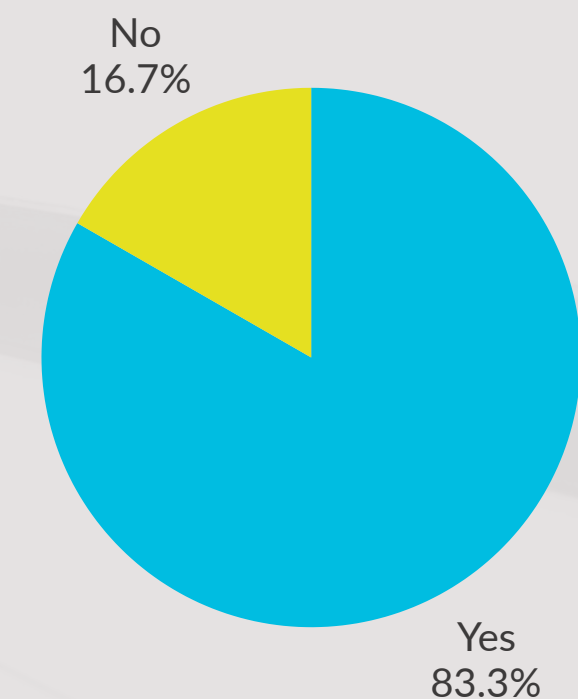
Did you manage to find meaningful employment within 6 months of graduating from university?



Do you feel that your experience and training at TU has helped contribute to you finding employment?



Did the training at Tutors United help develop any employment skills?



Tutor spotlight

Hetal

Hetal joined TU as a tutor as part of the 2022-23 cohort, and was promoted to the Tutor Leader position the following academic year. **Hetal has since graduated from university, and TU, moving into work as a Graduate Analyst at HSBC.**



I joined Tutors United initially to continue tutoring kids and helping them go above and beyond. Not only has TU provided me with opportunities to improve my soft skills, I have really seen my confidence change as **I have now graduated and am working in a graduate scheme. I strongly believe that with Tutors United's support, I can better manage my time, and take on leadership and challenging responsibilities!**



How the cost of living crisis is affecting TU families

We conducted new research in December 2023 to understand the impact of the cost of living crisis on our families to better understand how we can directly and indirectly support. **With 108 participants responding, we found the extra financial pressures are leading to less education and greater isolation for children.**

We already knew many of our families are struggling to cover the cost of food and energy bills, which hugely impacts their wellbeing and access to basic needs. Our research highlighted that in addition to this strain, parents and carers are being forced to cut back on social activities with family and friends as well as after-school activities and academic support for their children.

This compounds the deepening inequalities children from low income backgrounds face, particularly since the pandemic – meaning that community-based tutoring is more vital than ever to boost attainment and offer children positive social interactions.

100%
have been affected
by the increased
cost of living

82%
want more
academic support
in their community

70%
limiting how often
they meet up with
family and friends

93%
decreased how
much spent they on
academic support

74%
cutting
back on
family days out



I am totally speechless. There is **no money for food to live and to lead a decent life.** I fear for families like mine in this time.

TU parent / carer

Call to Action

While there is a general acknowledgement of the urgent pressure the cost of living crisis is having on access to basic needs, it is important not to forget all the other ways families are being affected – **all of which have huge implications on future attainment, social mobility, and overall wellbeing.** This year we've collaborated with similarly-minded organisations such as the Fair Education Alliance to advocate for the following:



Community-based tutoring

Our research underlines that community-based tutoring which provides academic support for children, plus social connection for families, is needed now more than ever.



Local partnerships

Tutors United commits to working with our partners to expand and evolve our provision to meet families' needs in the cost of living crisis.



National investment

We call on the Government to commit national long-term investment in local community-based tuition, so every child can succeed.

2024-28 strategy development

A big priority this year was to develop our new 2024-28 strategy for growth. We drew on the rich knowledge and experience of our team, trustees, families, tutors, and partners across a range of sectors. Over 18 months, we reflected internally, analysed our quantitative data, and conducted qualitative workshops, focus groups and interviews engaging 130 people from across these audiences.

Standout, consistent themes from internal and external stakeholders were:



We have a **highly-valued, relationship-based, impactful core delivery model** that we need to consolidate and preserve as we grow, by sequencing and scaling sustainably.



There is **clear need and scope for growth** – both more depth within existing areas such as London, and breadth into newer areas such as the Midlands and Liverpool.



We need to build a **stronger career development offer** for tutors, combining in-house TU opportunities with a range of corporate and employer partnerships.



We should **boost our core offer for young people**, to support the secondary school transition and combat holiday 'learning loss', and to offer more work opportunities.



We must **strengthen our systems and funding model**, to maximise our 'ingredients' for growth, combat the 'blockers' for growth and ensure our small team can thrive.



Our growth ambition and approach

Our strategy development insights led us to develop a four-year plan for growth combining modest but ambitious reach goals by year four, with a focus on consolidation to bolster our foundations in year one.

Strategic objectives (2024-28)

- 1** **Grow** to reach more young people than ever before, deepening our work in London and broadening into targeted core areas
- 2** **Sustain** the quality and impact of our programmes as we grow
- 3** **Diversify** our funding and partnerships to drive sustainable multi-year delivery and boost the tutor career development offer
- 4** **Evolve** our core model to maximise the transition from Year 6 to 7 and from education to employment
- 5** **Strengthen** TU to be a more inclusive and efficient organisation, where all staff can thrive and wellbeing is prized

Year one priorities (2024-25)

Liverpool strategy, relationship building and pilot hubs

English progress review to improve assessment of pupils and communication of impact

Systems improvements and automation plus website revamp to support scale-up and parent/carer engagement

Pricing model review and new income strategy to ensure we grow in a financially profitable and operationally sustainable way

Corporate partnerships strategy and relationship building

Embed innovation into core model e.g. Classroom Assistants and year 6 transition pilot

Team skills-mapping and resourcing review

2028 goals

Reach 1,000 primary school children with our tuition programmes

Engage with 1,000 parents and carers to support their child's learning at home

Deliver a third of hubs outside London, focused on Liverpool and the Midlands

Hire, train and pay 160 young people as tutors and classroom assistants

Annual impact goals

80% of pupils make progress in English and/or Maths

75% of pupils, parents and carers report increased confidence in learning

90% of tutors report increased employability skills

Equity at Tutors United

Founded by a young Black man living in social housing, we continue to strive for a team and Board that reflects the communities we serve.

Through inclusive recruitment practices, we have further strengthened equity and lived experience among our staff and trustees in 2023-24. Led by a queer CEO and a Board where a third come from low-income, Asian, and Black families, we are proud to have people from a range of backgrounds and identities at all levels of Tutors United.

Wellbeing is a major focus for our Board and our Senior Management Team, and we are pleased that we can support a highly effective team where almost half have a disability or health condition.

But we know we need to do more to improve inclusive representation and practice. This will be a priority for 2024-25, focused on anti-racism, LGBTQ+ rights, and neurodiversity.

Our team and trustees



Asian, Black or Mixed ethnicity



LGBTQ+



household income below £35,000 as a child



first generation in their family to go to university



parent or carer



women



disability or health condition



eligible for free school meals as a child



their parent/s speak English as an additional language



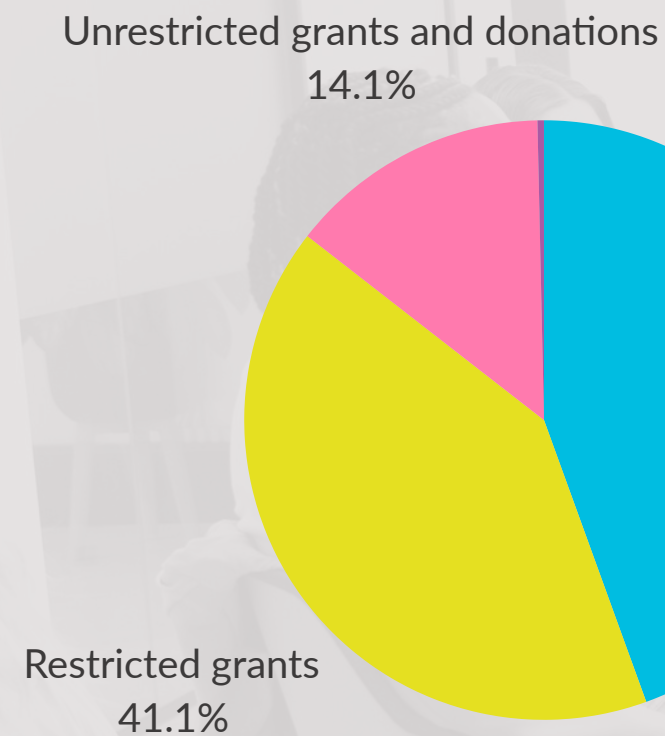
Tutors United is their first professional job

Financial review

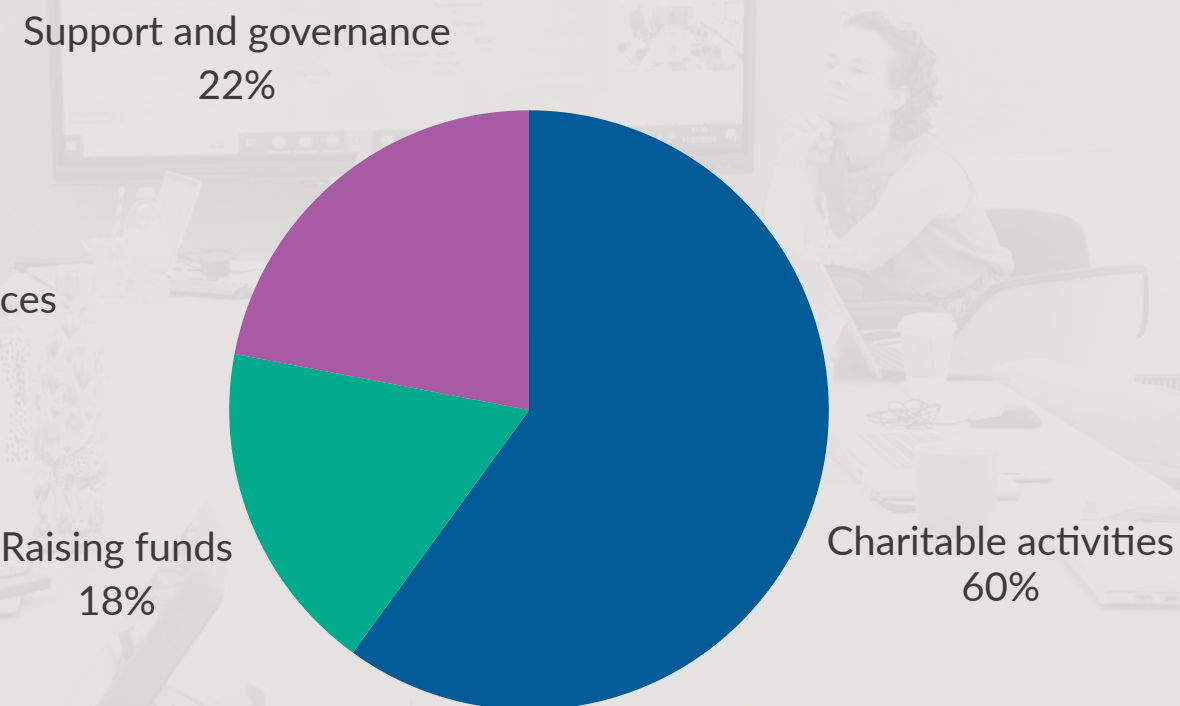
We entered the year facing an uncertain financial picture, with only a small surplus from 2022-23 coupled with a number of longstanding and loyal partners having to reduce or pause their investment in our programmes, due to the challenging economic climate and its impact on the housing market. In August 2023, we had forecast a deficit due to reduced contract income.

The CEO and Board took difficult decisions to reduce core expenditure, including on staffing, to ensure TU could sustain our delivery. The second half of the year was far more positive, thanks to effective fundraising by our small team to plug gaps in contract income, which led to new grants from local funders, trusts and foundations, corporates, and livery companies.

Total income: £661,490



Total expenditure: £525,102



Reserves position

Our reserves policy requires TU to hold between three and five months of operating costs to cover overheads, which equates to £146k to £245k for 2024-25 planned expenditure. So our free reserves position of £266k at 31 July 2024 meets our reserves policy, taking into account designated funds of £20k that trustees have ring-fenced for specific purposes.

Our partners in 2023-24



Thank you for coming

Thank you for coming

TUTORS

TUTORS
UNITED