



Impact report

2017-18

February 2019



Contents

Introduction from the Chair and CEO	3
Our story	4
Our reach in 2017-18	5
Our impact in 2017-18: secondary schools	6
Our impact in 2017-18: primary schools	7
Update on our impact in 2016-17	8
Education in this country isn't fair	9
The tutoring effect	10
The growth of private tutoring	11
How our programme works	12
Our pupils	13
Our partner schools	14
Our volunteers	15
Who are our volunteers?	16
Volunteer case study	17
Our team	18
Our values	19
Our funders	20
Our supporters	21
Our finances	22
Our value	23
Our future	24
Thank you	25
Endnotes	26



The Dock, Tobacco Quay, Wapping Lane, London E1W 2SF
Registered charity number - 1147175 Company number - 08105978



Introduction from the Chair and CEO

We are delighted to welcome you to Action Tutoring's 2017-18 Impact Report. Educational inequality is sadly still a prominent reality in the UK, with pupils from disadvantaged backgrounds performing more poorly than their peers, but we are hugely encouraged by the army of high-quality volunteer tutors eager to join us in our mission to tackle this, supported by dedicated partner schools and Link Teachers.



In 2017-18 Action Tutoring continued to make strides in both growth and qualitative improvements, supporting **2,483 pupils** in **80 schools and colleges** through an incredible network of **1,141 volunteer tutors**, a **48 per cent** increase in the number of pupils tutored compared to the previous academic year. Excitingly, we also launched in a new city, **Newcastle**.

Crucially, the impact on pupils in this last academic year has been extremely promising. We focus on supporting pupils eligible for the Pupil Premium and at risk of not reaching national standards in key GCSEs or SATs. Despite the extra hurdles they faced, our Year 11 pupils in 2017-18 were able to **match the national pass rate** for all pupils after the equivalent of two terms of weekly tutoring sessions. We are also delighted that **72 per cent** of those primary pupils supported achieved national standards in their SATs. Just 10 per cent were working at this benchmark at the start of the programme.

In March we received '**Highly Commended**' in the Employment, Education and Skills category of the Centre for Social Justice Awards. Following over 300 applications in this particular category, we are honoured to have received this recognition.

Through our partnership with Impetus-PEF, we were paired with a team of consultants from the global management consultancy firm Bain & Company, in January 2018, to develop a detailed plan for the charity's strategic direction through to 2021. Following this work, we were thrilled that Impetus-PEF agreed to continue their support through a new partnership with the Centerbridge Foundation and Bain & Company, to support us to increase the number of pupils receiving free tuition to 3,600 a year; to engage more volunteers; and add to our evidence base to ensure we sustain our impact and growth.

We look forward to all that will be achieved over the coming year and beyond as we continue in our mission to play our part in tackling educational disadvantage, and trust that you will find this report both informative and inspiring.

Peter Baines, Chair of Trustees, February 2019

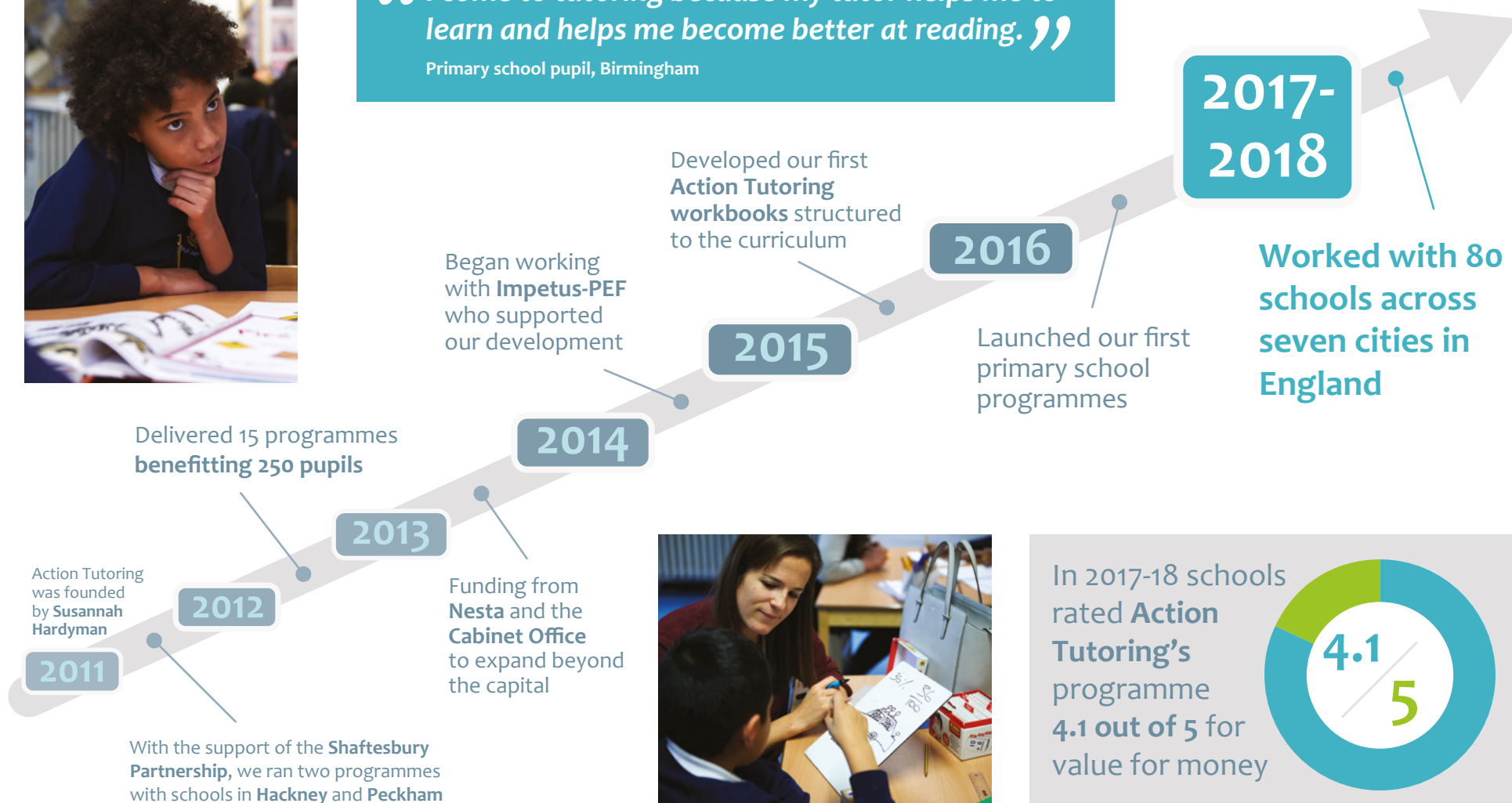
Susannah Hardyman, CEO, February 2019

Our story

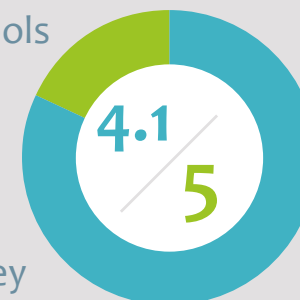


“I come to tutoring because my tutor helps me to learn and helps me become better at reading.”

Primary school pupil, Birmingham



In 2017-18 schools rated **Action Tutoring's** programme **4.1 out of 5** for value for money



Our reach in 2017-18



Pupils received over
27,000
hours of tutoring

Delivered by over

1,100 
volunteers

We worked in
partnership
with



80 schools

1,538 

secondary school pupils
received tutoring to help
them with their **English**
or **maths GCSEs**



945

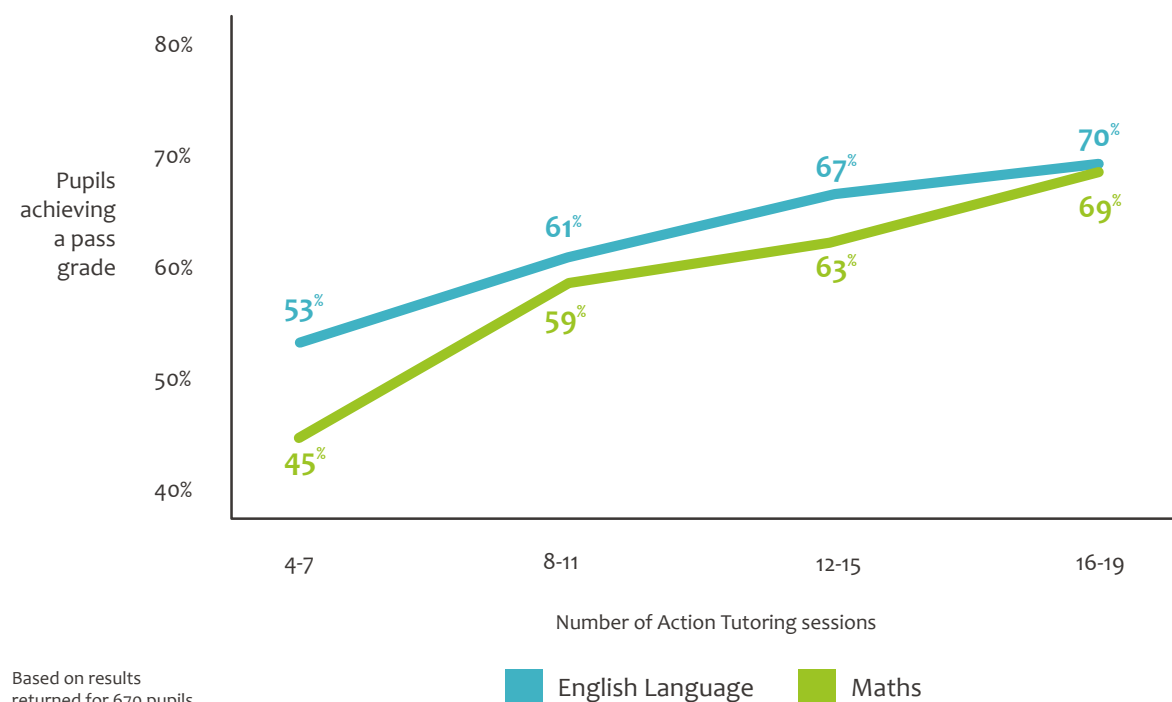
primary school
pupils received
tutoring to help
them with their
reading or
maths SATs



Our impact in 2017-18: secondary schools

We focus on supporting pupils **eligible for the Pupil Premium** and **at risk of not passing** key GCSEs.

Despite these extra hurdles, our Year 11 pupils in 2017-18 were able to match the national pass rate* after the equivalent of two terms of weekly tutoring sessions.



*The national pass rate at GCSE level in 2017-18 was 70.2% for English Language and 71% for maths¹

“Thank you so much for everything, I’m really happy I got a 6 in English and can go on to do it at A Level. I wouldn’t have got it without Action Tutoring’s help.”

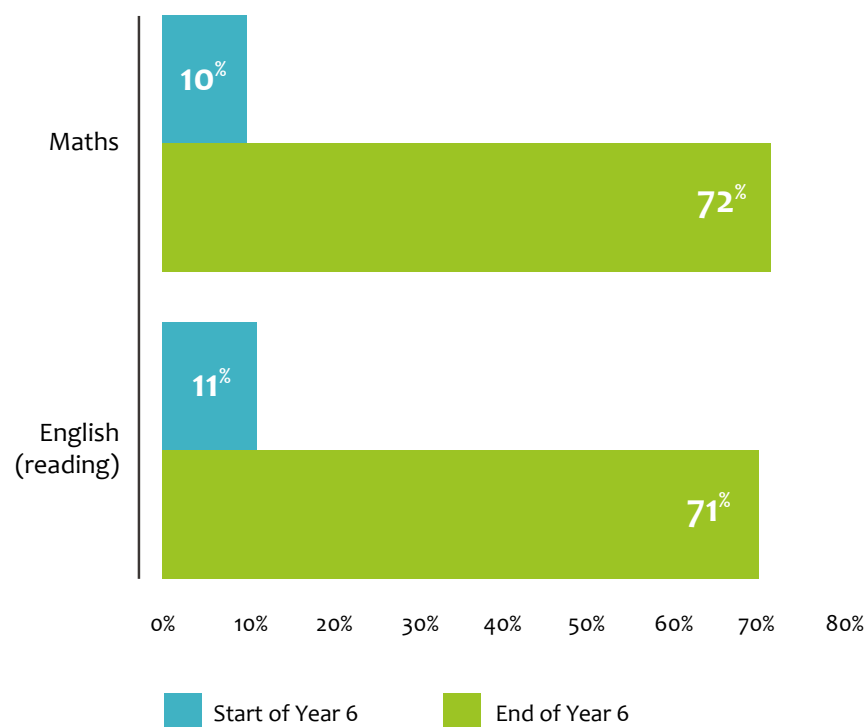
Secondary school pupil, Sussex

We will be closely analysing those pupils who didn’t make the grades we’d hoped, paying particular attention to their attendance at sessions to see how we can improve on this in the future.

Our impact in 2017-18: primary schools

Only 10% of pupils selected* for Action Tutoring in 2017-18 were working at national standard at the start of Year 6.

After our support, over 70% met national standards in their SATs.



*Pupils who were eligible for Pupil Premium funding and at risk of not meeting national standards in their SATs



“ Tutoring is a great privilege for children like me to encounter and it helps, so thank you. ”

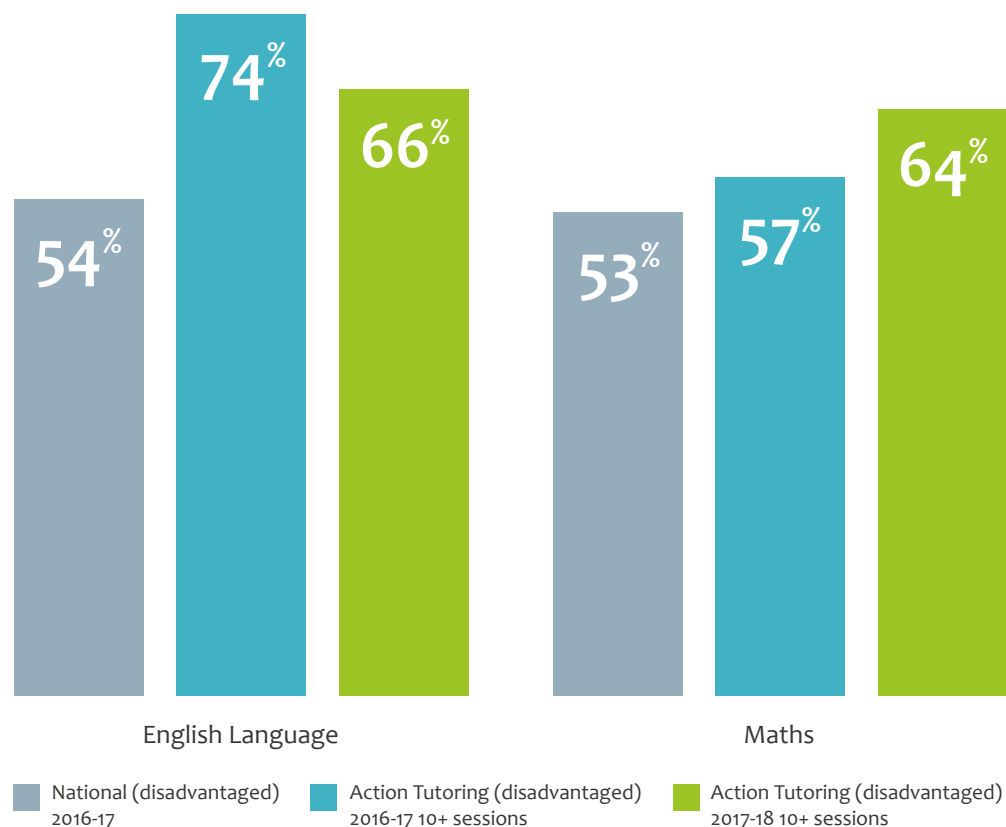
Primary school pupil, London

Update on our impact in 2016-17

Based on Freedom of Information data acquired in November 2018

2016-17 English and maths GCSEs

Percentage of pupils achieving grade 4 or above



Based on our 2017 GCSE results, disadvantaged pupils who attended ten or more Action Tutoring sessions outperformed the directly comparable national figure for disadvantaged pupils in both English Language and maths. This is despite the majority of Action Tutoring pupils having been identified as at risk of not achieving the pass grade in their tutored subject.

The pass-rate for 2017 Action Tutoring pupils in English Language is a somewhat positive anomaly, likely due to cautiousness around the new curriculum and grade boundary thresholds on the part of a few schools that were focusing on English tutoring. We saw those pupils selected for English support in 2017 already working in closer proximity to the pass threshold at the start of their tutoring compared to both the 2017 maths cohort and pupils in 2018.

Based on 2018 GCSE results, our pupils are again forecast to outperform the national picture for disadvantaged pupils when the directly comparable statistics are secured.



Education in this country isn't fair

Pupils from disadvantaged backgrounds aren't less able, but they have less access to the tools that support them to progress in school. This means they are not able to reach their full academic potential.

29%

of pupils in state education are classified as disadvantaged²



Disadvantaged pupils are less likely to meet expected standards in reading, writing and maths in primary school exams³

Disadvantaged 48%

Non-disadvantaged 67%

Disadvantaged pupils are, on average,

12 months behind

their non-disadvantaged peers by the end of secondary school⁴

Disadvantaged pupils are less likely to achieve a grade 4 in English and maths GCSEs⁵

Disadvantaged 44%

Non-disadvantaged 71%

Pupils who do not achieve GCSEs are more likely to become NEET⁶ (Not in Education, Employment or Training) at 16+

Currently there are
783,000
young people
who are NEET⁷

NEET individuals are estimated to cost the economy

£120,000

over the course of their lifetime⁸

The tutoring effect

Tutoring works to improve grades. Fact. This impact is not limited to young people from high-income backgrounds either.

The Education Endowment Foundation has calculated that an intense programme of one-to-one tuition could add as much as five months' progress to a young person's schooling.⁹

Small-group tuition provides a safe space for pupils with low confidence to speak up and learn from their mistakes.¹¹



In 2014, an independent evaluator, NIESR, analysed the impact of Action Tutoring on the young people supported. It found a positive association between the number of Action Tutoring sessions attended and the estimated impact; suggesting that pupils who attended at least seven sessions could make half a grade extra progress compared to their peers.¹⁰ This research was verified as achieving level 3 on Nesta's Standards of Evidence.

Small-group tuition works because it is tailored to individual needs and can address misconceptions at the source.

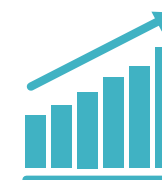


“ Before I started tutoring I didn't feel great about English as I felt like I knew nothing. Now I feel much better as I can write more. I know how to answer the exam questions with the right structure. My tutors were really nice and went the extra mile for me. In the future I want to be an electrical engineer and I know my tutoring has helped me with my English so that I can get the grades I need to study for this career. **”**

Secondary school pupil, Birmingham



The average number of sessions Action Tutoring pupils receive is increasing year on year, and has almost doubled since 2015-16



The growth of private tutoring

The private tutoring sector is worth an approximated £2 billion per year in the UK.¹²

The average cost of a private tutor is

£30 per hour¹³

Action Tutoring uses the power of volunteer tutors to bridge the gap and ensure **tutoring support can be accessed by every pupil who needs it**, not just those who can afford it. We put in place structures and resources to ensure pupils engage and excel on the programme.

“I come to tutoring because I want to have more knowledge and be at the same level as everyone else. Knowledge will help me to be independent.”

Primary school pupil, London



25%
Nationally

40%
in London

of young people have had access to a private tutor at some stage during their schooling

“My experience at Action Tutoring has been truly inspiring. Each session presented a new challenge, but with that came an opportunity to watch my pupils develop both their subject knowledge and overall confidence. It was great to meet other volunteers from different walks of life who I wouldn’t necessarily have met otherwise. I look forward to working with Action Tutoring again in the future!”

Ellen, Sussex tutor

How our programme works

We specifically help pupils facing socio-economic disadvantage who are at risk of leaving primary or secondary school without reaching national standards in their exams, limiting their future opportunities.

15-20 pupils are supported on a programme by 8-10 volunteer tutors. Sessions run before, during or after the school day with an Action Tutoring staff member to oversee the delivery and enable the development of our tutors.

Programmes run for 8-10 weeks, and we aim to deliver three programmes with each school over the academic year. Each tutoring session lasts for 1-1.5 hours, where pupils receive support for either maths or English, or both subjects.



We have produced a portfolio of 12 carefully structured workbooks, designed by curriculum specialists, that can be adapted to the needs of individual pupils and include activities designed to be effective in a tutoring environment. Tutor workbooks, which mirror the pupil workbooks, contain guidance on how to explain topics and common misconceptions. We monitor the topics a pupil tackles each week.

All of our pupils will sit an initial baseline assessment, before they begin their tutoring with us. We then produce a 'gap report' to identify the subject areas where they need the most support.

Halfway through their time with us, pupils will sit an interim progress check, designed to identify the progress they have made and the knowledge gaps where tutoring should be focused ahead of their exams.

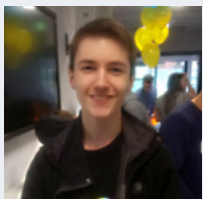
Every year we gather the SATs and GCSE results of pupils we've supported, to measure our impact and review our programme. We are also beginning to monitor the development of softer skills in the pupils we support, especially their subject confidence, which can have a benefit beyond just helping them in their tutored subject.

15-20 pupils are supported
on a programme by

8-10 volunteer
tutors



Our pupils



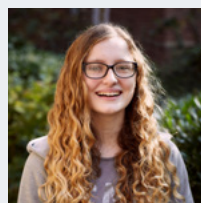
Adam, a pupil from London, attended 23 English sessions with Action Tutoring leading up to his exams in 2018. When he began he was working at a grade 3 but incredibly managed to achieve a grade 6 in his GCSEs. He said, ***“I’m so pleased. Action Tutoring really boosted my confidence and helped me remember all the important things for my exam. It helped me with punctuation and grammar – it sounds like basic things but it’s really valuable.”*** His results mean he can stay on at sixth form to study performing arts, music and DT.

“Action Tutoring is definitely worthwhile, I would recommend it to anyone because it’s really useful and helps you get the grades you need.”

Youssef, secondary school pupil, Sussex

“Tutoring helps me get better at a subject and I come every week because it helps me feel a bit more confident.”

Primary school pupil, Bristol



Olivia began working with Action Tutoring in January 2017. She attended 50 sessions in total, to support her with both maths and English. ***“My teacher recommended me, as there were some things in maths, like fractions, that I really struggled with. [The tutoring] made a lot of difference. My tutor helped with explaining things, and giving me new techniques to work with.”*** Olivia successfully passed both her maths and

English GCSEs in 2018, meaning she’s been able to pursue her ambition of studying A Levels at college, including Art and Design, English Language and Literature and Graphics.

Olivia lives with her mum, who was delighted that her daughter received such intensive support on the programme. ***“It made a big difference to us that we didn’t have to pay for it, and that she could have the extra lessons at school. It’s all thanks to Action Tutoring that she got the grades she needed to get into college.”***

Our partner schools

In 2017-18 we worked in partnership with 80 schools across seven cities: 36 primary, 42 secondary and two further education colleges. These relationships ensure our tutoring support is reaching and benefitting the pupils who need it the most.

TeachFirst

Action Tutoring is proud to be a Teach First Third Sector Partner, helping us to reach even more disadvantaged young people across the country.



Action Tutoring has supported pupils in Eastbrook

Primary Academy. From January to July 2018 we helped 35 pupils, providing a total of 330 sessions. In their 2018 SATs examinations, of the 21 pupils that attended 10+ sessions in their tutored subject, 17 received a pass grade or above.

"We first heard about Action Tutoring from a recommendation from our feeder secondary school, Shoreham Academy, and have found

the small group support fits well with our approach and objectives.

Over the course of our partnership we have seen a transfer of the skills the pupils learnt in their tutoring time, being applied in their school work, for example incorporating newly learnt vocabulary into their responses.

Both parents and pupils have appreciated the individualised guidance and we have found the volunteer tutors to be professional and they develop good relationships with the children."

Julia Sherlock, Headteacher, Eastbrook Primary Academy, Sussex



Action Tutoring has been working with Greenwood Academy since autumn term 2017. In the 2017-18 academic year we supported 36 pupils, with a total of 391 tutoring sessions. In their GCSEs, of the 14 pupils that attended 10+ sessions in their tutored subject, nine received a pass grade or above.

"I found out about Action Tutoring through a colleague who had worked with them previously. The tutoring programme aligns perfectly with our academy's main target of improving

the outcomes of our middle attainers in core subjects.

I've really noticed our pupils building strong relationships with their tutors and seen their confidence improved in the subjects they're studying. Every week they're full of enthusiasm, absolutely buzzing, which considering it's the eighth lesson of the day says a lot.

Action Tutoring is a fantastic programme that is professionally delivered and really closes the gap, addressing the topics that pupils don't initially understand or grasp."

Paul Williams, Head of Key Stage 4, Greenwood Academy, Birmingham

Our volunteers

In 2017-18 our
volunteers
ranged in age
from 18 to 83
years



1,141 volunteers



These incredible volunteers delivered



12,500

tutoring sessions to our pupils*

*Volunteers support an average of two pupils per session

We recruit high-quality volunteer tutors, who must meet our criteria for academic achievements, skills and experience. We assess each application individually.

Tutors
delivered
on average

10 tutoring
sessions

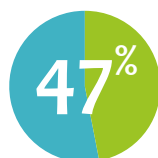
97%

of tutors would volunteer with
us again and would recommend
us to a friend or colleague

We are committed to developing our tutors through close support and training. In 2017-18 we delivered 252 initial induction trainings and facilitated 390 'Bright Ideas' sessions, which take place in the schools with the volunteers, either before or after a tutoring session, to share best practice of tutoring techniques, provide feedback and encourage wider discussions about education inequality. We also delivered 15 maths and English subject specific top-up trainings, to over 100 volunteer tutors.

Who are our volunteers?

Of our 1,141 active volunteers:



are university students

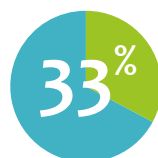


“As someone who really struggled with GCSE maths when I was sitting my exams, I could understand what these pupils were going through, and the frustrations that they must feel, so I thought that my experience could help them.

The pupils that I was working with had absolutely no confidence in their abilities in English and they couldn't see how they would get any better at it. At the end of the year however, all of the pupils that I was working with passed their GCSE English exams with a grade 4, and one even achieved a grade 6!

I would really recommend Action Tutoring. There's really nothing like the feeling that you get when you see the light in your pupil's eyes when they finally understand something. ”

Caitlin, student (BA English Literature, University of Liverpool), volunteer English tutor, Liverpool



are professionals, working part time or full time

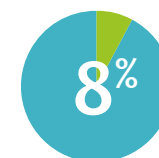


“I run an international media company and started volunteering with the charity to do something hands on and immediate in the community.

I've been supporting as an English tutor since autumn 2017 and really enjoy being able to see progress in my pupils from one week to the next. It's clear that with just a little effort, you can have a big effect on the individuals you work with.

My pupils' confidence and enthusiasm increase, as well as my own personal satisfaction. I would say to anyone considering volunteering to do it! You won't regret it! ”

Stephen, CEO international media company, volunteer English tutor, London



are retired individuals



“I discovered Action Tutoring when I was searching for volunteering options online. I thought I would be able to use my mathematical and coaching skills and I liked the idea of targeting the more disadvantaged pupils: I knew from my work that tackling educational inequality is key to tackling inequalities more generally.

I get a great sense of satisfaction from seeing my pupils understand something that they didn't understand before; and succeeding in their exams. Achieving these qualifications is so crucial for them and whatever else I do during the week, I know I'm helping to make a difference. It also gives me a mental challenge each week when explaining things! ”

Patsy, retired statistician, maths volunteer tutor, London

6% are not currently in employment and 6% selected 'other' under occupation.



The average score from pupils rating how easy their tutor was to work with and how well they understood the subject was 4 out of 5.

Volunteer case study



Beth has been volunteering with Action Tutoring since autumn 2017. She has delivered an incredible 41 English tutoring sessions, both in primary and secondary schools, in London. Beth balances her volunteering with her full-time role in management consultancy.

“From a selfish point of view, [volunteering with Action Tutoring] makes me so happy. My pupils are so smart, curious and switched on and it really angers me to think that because they won’t get the same level of educational drilling as some private institutions could give them, their paths might be immediately set on a different route.

More generally speaking, I just can’t stop thinking about how Action Tutoring is such a remarkable organisation. I said when I first started that I thought it was an incredibly efficient organisation – I fully stand by that. The variety and flexibility in the workbooks; the learnings provided to tutors and the general communications makes it incredibly easy to turn up each week and feel like I can contribute to the best I can.

I often struggle with working out how you can have the widest impact socially – whether that be through policy or charities. And I think Action Tutoring is such an inspiring example of a no-nonsense charity. It provides such a compassionate, in-depth solution to a really complex, embedded issue of socio-economic imbalance and the self-fulfilling prophecy that so often can become. And what is most impressive is that you just get on with it and make it seem so achievable (even though I’m sure it’s not easy to do!).

Although it’s so important to attack and question the ‘system’, lobbying a system does not deal with the pupils who are already living out their lives and these prejudices. I just love the all-hands-on-deck ethos at Action Tutoring and I am so happy I found you guys.”

Our team

We have a small, committed and passionate staff team. It is comprised of our frontline programme staff, crucial for our delivery, a Marketing and Communications team, to raise our profile and ensure we can recruit a sufficient number of high-quality volunteer tutors, and our Curriculum and Training Manager and Data and Evaluation Manager, who ensure we are rigorous about our quality and impact across the country. They are all overseen by a management team of five members.



“ Having taught secondary maths before starting with Action Tutoring, I have always enjoyed being in a school environment and supporting pupils with their education. What I love most about my role is seeing the pupils develop confidence, resilience and their subject knowledge from week to week in the sessions. On the other side of the role, it is enjoyable to be with such dedicated tutors throughout their journey with us, from recruiting and training them to seeing them tutoring in schools. It is clear that without our tutors we could not support as many pupils as we do. ”

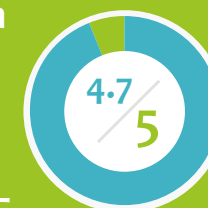
Jess joined Action Tutoring as the Programme Executive for Bristol in August 2017



“ As Volunteer Partnerships Officer, my role is to build and manage partnerships with a variety of organisations, particularly corporate companies and universities, with the aim of securing a sustainable number of volunteers nationally. With an increasing number of corporate companies and universities promoting the value and impact of skills-based volunteering, it's exciting to harness this enthusiasm in our mission to tackle educational inequality. Our vision is a world in which no child's life chances are limited by their socio-economic background and I'm proud and encouraged to work for an organisation which continually strives to achieve this! Having tutored on a programme myself, I've also been lucky enough to regularly see the incredible work of our volunteers and programme delivery staff first-hand. ”

Sushil joined Action Tutoring as the Volunteer Partnerships Officer in July 2017

The average score given by schools when assessing Action Tutoring's quality of communications and organisation as a whole, was 4.7 out of 5



“ I've seen the importance of education in a range of settings. From my work in Ghana with the Education Service to teaching mathematics in the north east of England, I've seen how education has the power to transform lives. With Action Tutoring I've been lucky enough to directly train and work alongside our dedicated volunteers. I then moved into a new role that involves using evidence-based practice to develop our resources and the initial and ongoing training tutors receive. I need to know what I do makes a difference and it's great to have the opportunity to be driving our work in quality assurance, so we can make sure we continue to learn, evolve and ensure we have the biggest impact possible for the young people we're working with. ”

Hannah joined Action Tutoring in August 2015 as the Programme Coordinator for Bristol. In the summer of 2017 she began her current role as Curriculum and Training Manager.

Our values

Our six values underpin all of our work. They are integral to our approach and delivery and core to our culture.

High standards

We maintain professional standards through all of our interactions with partner schools and volunteer tutors and strive to achieve excellence in all we do.

Evidence based

We track the progress of our pupils through data collection from schools and our own baseline tests and interim assessments, to ensure our support is having an impact. Where appropriate we also work with external evaluators to regularly assess our evidence.

Integrity

We share all pupil progress data with partner schools, even if the outcomes aren't as hoped and make our evaluation reports widely available.



Reflective

In addition to our impact analysis, we regularly survey pupils, teachers and tutors to help inform improvements to the programme. We are hugely proud of our impact and the programme we offer but are always looking to make it even better.

Aspirational

We develop our training and resources to support our pupils and tutors to be the best they can be.

Collaborative

We regularly engage with our peer charities and organisations such as Teach First and Fair Education Alliance to maintain a united force on tackling educational inequality.

Our funders

We are incredibly grateful to the following funders for the generous support they gave in 2017-18:



Hibbert Family
Foundation

“ We are pleased to support Action Tutoring’s programme which is having a transformative impact on outcomes for disadvantaged young people. Their dedication reflects UBS’s own commitment to closing the academic attainment gap. ”

UBS

“ In 2017-18 we’ve seen Action Tutoring go from strength to strength. Attendance to tutoring sessions has improved which has meant that despite external challenges, their pupils were able to match the national pass rate for English and maths GCSEs. Not only have Action Tutoring remained focused on impact, but they’ve grown – working in more schools and supporting more disadvantaged young people. ”

Neha Mahendru, Investment Director at Impetus-PEF

“ We back Action Tutoring because the team and their impressive network of volunteer tutors are continually striving to enable those from disadvantaged backgrounds to reach their full academic potential. We are excited to see them embark on their next stage of growth, so they can bring their programme to thousands more young people across the UK. ”

Montpelier Foundation

Our supporters

During 2017-18 five MPs visited programmes across three cities in our partner schools. It was a privilege to meet with them and we are grateful for their interest and support for our work.

“It’s been a real privilege to spend time with Action Tutoring and the Year 11 students at William Ellis School. One to one support makes a real difference to pupils and helps ensure they have the opportunity to reach their full potential. However, it’s a service that isn’t available to everyone, so it’s great to see voluntary initiatives such as this giving pupils that extra helping hand.”

Rt Hon Keir Starmer MP, Shadow Secretary of State for Exiting the European Union, visited one of our North London partner schools in November 2017

“I was delighted to see first-hand the work which Action Tutoring are doing in South Bristol and the enthusiasm of local young people. We know that this is an area of high deprivation and it’s why I’ve campaigned so hard for more opportunities here. It’s great to see that Action Tutoring share my commitment to improving outcomes for local young people.”

Karin Smyth, MP for South Bristol, visited one of our primary schools in her constituency in April 2018

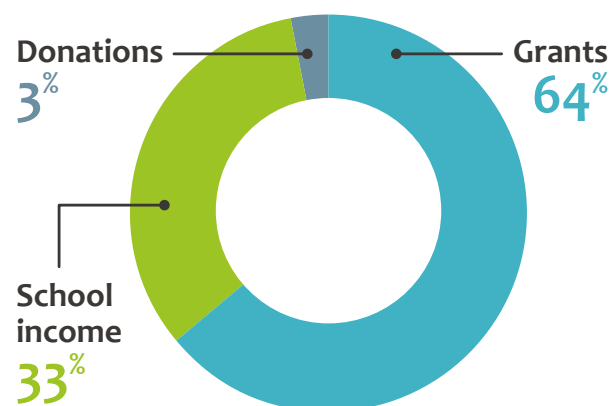


In March 2018, we were proud to be awarded ‘Highly Commended’ in the Employment, Education and Skills category at the Centre for Social Justice Awards. Following over 300 applications in this particular category, we are honoured to have received this recognition.

CSJ The Centre for
Social Justice

Our finances

Income growth



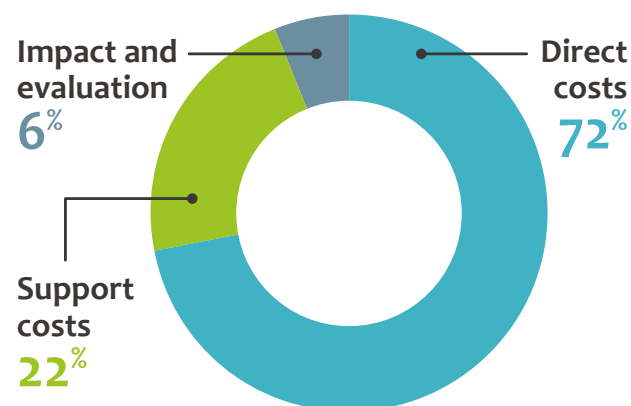
Total income in 2017-18: **£978,760**

Grants: **£623,569**

School income: **£320,393**

Donations: **£34,798**

Expenditure

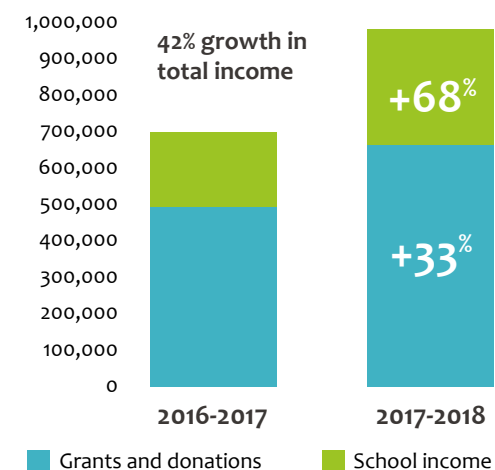


Total expenditure in 2017-18: **£811,801**

Direct costs: **£584,823**

Support costs: **£179,059**

Impact and evaluation: **£47,919**



	2016-17	2017-18	% increase
Grants and donations	£496,038	£658,367	33%
School income	£191,085	£320,393	68%
Total	£687,123	£978,760	42%

We have allocated the core costs of delivering our tutoring through the running of our programmes to 'direct costs', which include: programme staff; marketing and recruitment of volunteers; tutor resources; curriculum and training development. 'Support costs' include: staff training and recruitment; premises costs; insurance; audit and accountancy fees; IT costs; non-programme staff and depreciation. A full list is available in our Statement of Accounts.

Our value

In 2017-18 we spent **£136,000** on marketing, recruitment and training which equates to a return on investment of **£4 worth of tutoring for every £1 spent.**



Research by Impetus-PEF has shown that if a pupil is NEET on leaving school, they could have reduced earnings of **£225,000 over a lifetime** and a cost to the economy of **£120,000** over the same period. Therefore an investment of just over **£400 to support a young person to achieve crucial grades at GCSE** can have a significant long-term saving for wider society.

“Action Tutoring fits very well into our extensive after school intervention programme. It supports our whole-school priority of raising the attainment of disadvantaged pupils. It also offers a fantastic value for money opportunity, which these disadvantaged pupils would otherwise not be able to afford.

We see noticeable differences in personality in our pupils, compared to when in class or large group situations. They also appear to become more confident throughout the programme and their attitude towards learning improves.”

Lydia Shelley, Assistant Principal, Shoreham Academy, Sussex

Our future

In spring 2018 we had the opportunity to work with a team of consultants from the global firm Bain & Company, who helped us develop our strategy for the next three years. Highlights of the plan include:

- Deepening our reach in current cities of operation and in particular, expanding our primary programmes to help more pupils begin their secondary school journey on a strong footing. By 2021 we hope to be supporting 3,500 pupils in eight cities across the country.
- Increasing the number of one-off revision days run with partner schools, to offer intensive support in the final run up to exams.
- Growing our marketing and communications team to ensure a sufficient number of high-quality volunteers apply and are engaged to deliver programmes. This includes aiming to diversify our mix of volunteers to attract more corporate and retired tutors.
- Increasing the percentage revenue provided by our partner schools, improving our sustainability and decreasing our reliance on fundraising.
- Developing our quality assurance and impact measurement work, particularly through ongoing investment in curriculum and training.



“I want to come to tutoring because not everyone gets a chance, so I am lucky.”

Primary school pupil, Birmingham

Pupil attendance at Action Tutoring weekly sessions is improving year on year and has **increased by 12 per cent** since 2014-15



Thank you

We are so grateful to all of our volunteers and partner schools for the support they gave in 2017-18. Every volunteer helped us to achieve our overall impact, but a special thank you must go to our tutors who supported on the greatest number of sessions:

	Total number of sessions	Region
Jason Tomas Dungca	63	Bristol
Rose Sandler	61	Sussex
Eileen Peach	55	London
Janet Cheney	49	London
Natanya Paris	46	London
Alex Carey	46	Liverpool
John Spencer	44	London
Hedieh Wojgani	44	London
Christopher Parker	42	Liverpool
Janet Gibbs	41	Sussex
Juliet Horsfall	41	London
Stephen Wan	41	London

“If I didn’t have my tutor I don’t think I would have been as motivated to work. When I learned that my tutor was a volunteer I was so grateful that they gave their time to me.”

Secondary school pupil, London



“My tutors make lessons fun and understandable and my knowledge in class is improving.”

Primary school pupil, London

Endnotes

1. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/735678/GCSE_Infographic_23.8.18.pdf
2. www.gov.uk/school-performance-tables
3. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/667372/SFR69_2017_text.pdf
4. Fair Education Alliance Report Card 2018 <https://www.faireducation.org.uk/report-card-2018/>
5. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/676596/SFR01_2018.pdf
6. <https://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN06705#fullreport>
7. <https://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN06705>
8. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/581260/20161221_-_V3_LCF_Young_People_Guidance.docx_-_1_-_2_.pdf
9. <https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=135&t=Teaching%20and%20Learning%20Toolkit&e=135&s>
10. https://actiontutoring.org.uk/wp-content/uploads/2017/08/action_tutoring_impact_evaluation.pdf
11. <http://journals.sagepub.com/doi/abs/10.3102/00028312019002237>
12. <https://schoolsweek.co.uk/booming-private-tuition-stretches-attainment-gap/>
13. <https://www.journalism.co.uk/press-releases/private-tuition-fees-new-data-on-uk-tutor-rates/s66/a604769/>



Photo credits: Action Tutoring by Ian Tuttle. Page 12 Olivia case study by Impetus – The Private Equity Foundation

“ Action Tutoring surpassed all expectations - providing a group of twenty pupils with an incredible opportunity to work with people passionate about their subject and for them to experience hours of completely focused and personalised support in subjects they were struggling in. It was a delight to sit and watch them become comfortable in making mistakes and feeling more confident. ”

Hannah Kennedy, Head of Year 11,
St. Saviour's and St. Olave's School, London

“ Now [since tutoring] I feel like I can approach questions more easily without panicking. My confidence has gone up a lot because my knowledge has improved. I like my tutor because even though I don't like maths, he really does. We have a good balance in each session of good chats and learning maths. With my tutor, it's like talking to someone who is similar to my age and has more time to work with just me. ”

Maths pupil, Bristol



www.actiontutoring.org.uk

hello@actiontutoring.org.uk

0203 872 5894

 [@ActionTutoring](https://twitter.com/ActionTutoring)

The Dock, Tobacco Quay, Wapping Lane, London E1W 2SF

Registered charity number - 1147175 Company number - 08105978