School-Led Tutoring Route

Final Evaluation Report

October 2022

Contents

Executive Summary

School-Led Tutoring is one of three routes of the Department for Education's National Tutoring Programme (NTP). The objectives of the School-Led Tutoring route are to address the impact of Covid–19 on educational outcomes for disadvantaged pupils, improve the quality of tutoring within the sector and embed a culture of tutoring within schools as part of the longer-term solution to address the attainment gap.

School-Led Tutoring has been designed to give schools and academy trusts more flexibility to use those tutors that they determine will best meet the needs of their pupils. As part of the School-Led Tutoring route, Education Development Trust is delivering the School-Led Tutor Training Course, which is an evidence-based, self-directed and accessible course focusing on best practice in tutoring. The initial year of the School-Led Tutoring was delivered in the 2021 to 2022 academic year, which is the focus of this evaluation; two further years of this route have been funded for the 2022/23 and 2023/24 academic years.

This research is being conducted by ImpactEd to **generate evidence around the impact of tutoring undertaken through the school-led route** of the National Tutoring Programme and focus in particular on sharing and codifying effective implementation practices through working with a sample of 29 schools who are delivering School-Led Tutoring.

This final report presents the **findings from research conducted from January 2022 to August 2022 on how School-Led Tutoring is being delivered in schools** and **evidence of outcomes for pupils, school staff and schools** as a result of the School-Led Tutoring. This is based on pupil surveys, data provided by schools on pupils' attainment, attendance and how tutoring was implemented, and qualitative research undertaken with a subgroup of school staff involved in the research.

Key findings from the research undertaken to date are presented below in line with the research questions.

Implementation

How is School-Led Tutoring being implemented in schools, and to what extent is this in line with evidence-informed best practice?

Schools' self-reporting indicates that **the majority of tutoring is being delivered in line with the evidence base of best practice,** taking place in small groups, both to address learning loss and gaps for individual pupils as well as curricular gaps and support mastery learning, focused on English and Maths at both primary and secondary levels.

Flexible approaches (group sizes, teaching methods, session lengths and group sizes) have been implemented to meet pupils' and schools' needs and overcome any challenges that have arisen with implementation. Schools have carefully considered **how to create the optimal learning environment for tutoring** to take place - although **a lack of suitable space was identified as a potential barrier** for some schools using School-Led Tutoring.

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Pupil Premium eligibility and schools' own assessments have informed selection of pupils. The **flexible nature of School-Led Tutoring has allowed schools to target support to pupils who need it the most throughout the year** alongside other interventions being delivered. Flexibility in the tutoring offers and existing relationships with families have supported engagement and buy-in with families, leading to better attendance at tutoring sessions.

Schools highly value the School-Led Tutoring approach due to the **existing relationships between school staff, the ease of communication between tutors and teachers and familiarity with school policy and procedures** this enables. The flexibility to use a combination of staff in different roles is also a key benefit of the approach for schools.

What change in social and emotional skills has been experienced by pupils as a result of the School-Led Tutoring?

Self-efficacy: Pupils who received School-Led Tutoring saw **more positive changes in self-efficacy scores than control pupils.** Scores were **below the national average for both participating and control pupils** at both baseline and endline (where available).

Motivation: Motivation survey scores decreased for participating and control pupils but **the decrease was smaller for those who received School-Led Tutoring**– although **scores were above the national average for all pupils throughout.** In contrast, motivation was highlighted as a key outcome of tutoring for pupils by school staff in qualitative interviews.

School engagement: School engagement scores similarly **decreased for both participating and control pupils, with a smaller decrease for those who received School-Led Tutoring**. Those who received the tutoring had higher school engagement at both baseline and endline, with **above national average scores again for both groups throughout**. Qualitatively, increases in engagement in tutoring sessions and the classroom were reported as well as improvements in behaviour in school for some individual pupils.

Across social and emotional skills: T-tests were conducted for the changes in social and emotional skills but **no statistically significant findings were found. Secondary school pupils who received the tutoring saw the most positive changes** in the three social and emotional skills measured compared to control pupils. **Disadvantaged pupils experienced similar changes as their non-eligible peers who also received School-Led Tutoring** across self-efficacy, motivation and school engagement.

What change in attainment and attendance has been experienced by pupils as a result of the School-Led Tutoring?

Primary school attainment: Across maths, reading and writing, there were **higher proportions of pupils "Working below expected standard" at baseline in the intervention group**, suggesting these pupils were most in need of tutoring, followed by **larger increases in the percentage moving to "Working at or above expected standard" compared to the control group**, changes which were statistically significant.

Secondary school attainment: Across maths and English generally, **more positive changes in attainment were seen in the intervention group compared to control** but overall changes were not statistically significant.

Attendance: Across primary and secondary schools, there was a statistically significant **decrease in attendance for pupils who received the School-Led Tutoring and those who did not**, with only minimal differences between the two groups.

What change has been experienced by tutors, teachers and schools as a result of the School-Led Tutoring?

Tutors have gained, applied and disseminated an **increased understanding of tutoring best practice**. Confidence of tutors has increased, often as a result of greater autonomy provided by the School-Led Tutoring route, which has enabled them to apply new strategies in tutoring sessions. This route has provided a **staff development opportunity for tutors**, which along with the rewarding nature of supporting pupils to develop, has led to growing job satisfaction.

However, there was **limited evidence of reduced teacher workload** associated with this route. Through qualitative research, **senior leaders** often reported that their **workload has slightly increased** due to facilitating School-Led Tutoring.

Participants generally reflected that **the School-Led Tutoring training course was useful but would like more practical applications and video content**.

Key learnings and considerations

Based on research conducted with school staff as part of this evaluation, it appears that School-Led Tutoring is most effective when:

► School staff, including tutors as well as senior leaders, are aware of and engage with the evidence base on best practice for tutoring.

► Schools embrace the flexibility provided by the School-Led Tutoring model to prioritise the needs of their pupils, and are willing to adapt delivery regularly where needed to overcome any implementation challenges.

► Schools carefully consider which pupils will benefit most from School-Led Tutoring specifically (as opposed to, or alongside, other interventions) and regularly evaluate the impact.

► Regular and clear communication channels are in place between tutors and teachers.

► Schools engage with families to make them aware of the tutoring offer and its purpose, increasing buy-in and attendance.

This evaluation work will continue in the 2022/23 and 2023/24 academic years in line with the continued delivery of School-Led Tutoring. Adjustments will be made to evaluation delivery for next year in order to continue to increase the robustness of findings.

1. Introduction and methodology

The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. The NTP has been expanded for the second year of the programme, offering schools three routes to tutoring: Tuition Partners, Academic Mentors and School-Led Tutoring. School-Led Tutoring has been designed to give schools and academy trusts more flexibility to use those tutors that they determine will best meet the needs of their pupils.

As part of the School-Led Tutoring route, Education Development Trust delivered the School-Led Tutor Training Course during the 2021/22 academic year, which is an evidence-based, self-directed and accessible course focusing on best practice in tutoring. This training is offered to all school staff who are nominated as tutors by their school leaders.

This research has been conducted to **generate evidence around the impact of tutoring undertaken through the school-led route** of the NTP and focus in particular on **sharing and codifying effective implementation practices**. The research was delivered by ImpactEd in partnership with Education Development Trust through working with a sample of 29 schools delivering School-Led Tutoring to generate evidence and case studies.

A literature review into best practice in School-Led Tutoring was undertaken at the outset of this research, and the findings were shared with the schools participating in this research, as well as the wider sector through Education Development Trust. This literature review has informed the design and delivery of further research in line with the best practice set out.

This final report presents the **findings to date on how School-Led Tutoring was delivered** in schools and **evidence to date of outcomes for pupils, school staff and schools** as a result of the School-Led Tutoring, based on the research conducted in a sample of schools.

Research Questions

In line with the context set out above, the key research questions for this project were:

> ▶ How is School-Led Tutoring being implemented in schools, and to what extent is this in line with evidence-informed best practice?
> ▶ What change has been experienced by pupils as a result of the School-Led Tutoring?
> ▶ What change has been experienced by tutors, teachers and schools as a result of the School-Led Tutoring?

Research Design

The research followed a **mixed methods design** to collect data related to pupil, tutor, teacher and school outcomes through engagement with a sample of schools delivering School-Led Tutoring. Schools were recruited through an email from Education Development Trust to senior leaders of schools who had registered for the School-Led Tutoring route, which invited them to participate.

The sample recruited has been compared with the types of schools delivering the School-Led Tutoring nationally to ensure that it is representative of schools engaging with the School-Led Tutoring based on data provided by Educational Development Trust. Other factors were also considered when recruiting schools to participate to ensure schools participating in the evaluation represented the wider population of schools implementing School-Led Tutoring (including the number of tutors delivering tutoring and number of pupils receiving tutoring in a school, subjects that tutoring was being delivered for, methods of tutoring delivery, tutoring group size, Qualified Teacher Status (QTS) status of tutors, roles of school-led tutors, and geographical location of school). However, **the extent to which this research could ensure that the sample was proportionally representative was limited** by a lack of data on these factors for schools delivering the School-Led Tutoring outside of those who expressed interest in participating in the research, and the number of schools that expressed interest.

There were four key data collection methods which are outlined in further detail in the following sections:

► **Details of how tutoring is being implemented** was collected from schools on how tutoring was implemented

► **Data on attainment and attendance** before and after the tutoring for pupils receiving the tutoring and a group of control pupils

► **Pre-post surveys of pupils receiving School-Led Tutoring** to measure changes in self-efficacy, motivation and school engagement.

► **Qualitative research through interviews with school leaders and focus groups with tutors and teachers** involved in the School-Led Tutoring.

In total, **29 schools** provided data to take part in the research programme which has contributed to this report. The number of schools whose data informs this report related to each element of the analysis is set out in the table below:

School type:	Number of schools represented in this report				
	Pupil surveys	Tutoring implementation	Attendance	Attainment	Qualitative research
Primary school	21	17	16	12	6
Secondary school	4	5	5	4	2
All-through school	1	1	1	1	1
Pupil Referral Unit	1	1	1	0	1
Total	**27**	**24**	**23**	**17**	**10**

Table 1: Number of schools who participated in each element of the research, by type of school

Implementation data

At the end of the data collection in July 2022, schools were asked to provide data related to tutoring implementation, attainment and attendance through the ImpactEd platform. Data schools were asked to provide in relation to implementation of tutoring for each pupil who received School-Led Tutoring were: **start and end dates of tutoring, size of tutoring group, number and length of tutoring sessions, the role of the tutor and whether the tutor has Qualified Teacher Status** (QTS). Analysis has been conducted and presented using descriptive statistics and frequency distribution.

Attainment data

Schools were asked to provide attainment data for all pupils who received School-Led Tutoring and the same number of pupils who did not receive the tutoring intervention as control pupils. Schools were asked to select pupils who were as similar as possible to the participating pupils based on their year group, prior attainment and Pupil Premium Eligibility.

Schools were able to provide attainment data in any format to allow flexibility (along with details for how this should be interpreted if required) with a baseline (pre-tutoring intervention) and endline (post-tutoring intervention). Attainment data was divided into primary and secondary school attainment data, due to the differences in attainment measurement between the two.

For primary school pupils, subjects that were not **reading, writing and mathematics** were excluded from the analysis due to small sample sizes – however, this was a small proportion of attainment data provided. Primary school data was converted into two categories: **'Not working at expected standard' or 'Working at or above expected standard'** (a small amount of data that could not clearly be converted into these two categories was excluded from the analysis). The size of the sample and breakdowns of the characteristics of the sample are provided alongside the analysis.

For primary school attainment data, the average percentage of pupils that switched from one of the two options in the dichotomous variable to the other was calculated per subcategory for the intervention and the control group. Subsequently, paired t-tests were run to explore the statistical significance of this change in the intervention and control group. Finally, differences between changes per subcategory were qualitatively compared across intervention and control group.

Similarly, **for secondary school pupils only English and Maths** were included in the analysis and only data that could be converted into **GCSE grades 1-9** was included – again, the majority of data collected was for these subjects and possible to convert to this format. Again, the sample size and breakdowns of characteristics are provided alongside the analysis.

For secondary school attainment data, mean GCSE scores per subcategory were calculated for the intervention and the control group as well as the mean percentage change between pre- and post-scores. Paired t-tests were then computed to test whether this difference was statistically significant in the intervention and control group. The differences between the intervention and the control group were qualitatively explored through observations of differences between significant and insignificant changes, as well as changes in different directions.

Attendance data

Similarly, schools were asked to provide attendance data for participating and control pupils. For attendance, schools were asked to provide data on attendance in school as a percentage for Term 1 and Term 3. Pupils for whom both Term 1 and Term 3 data was complete were included in the analysis. Out of the 1354 pupils whose attendance data was included, **708 pupils participated in School-Led Tutoring and 646 pupils were in the control group**. The majority of pupils were in Key Stage 2, as shown below.
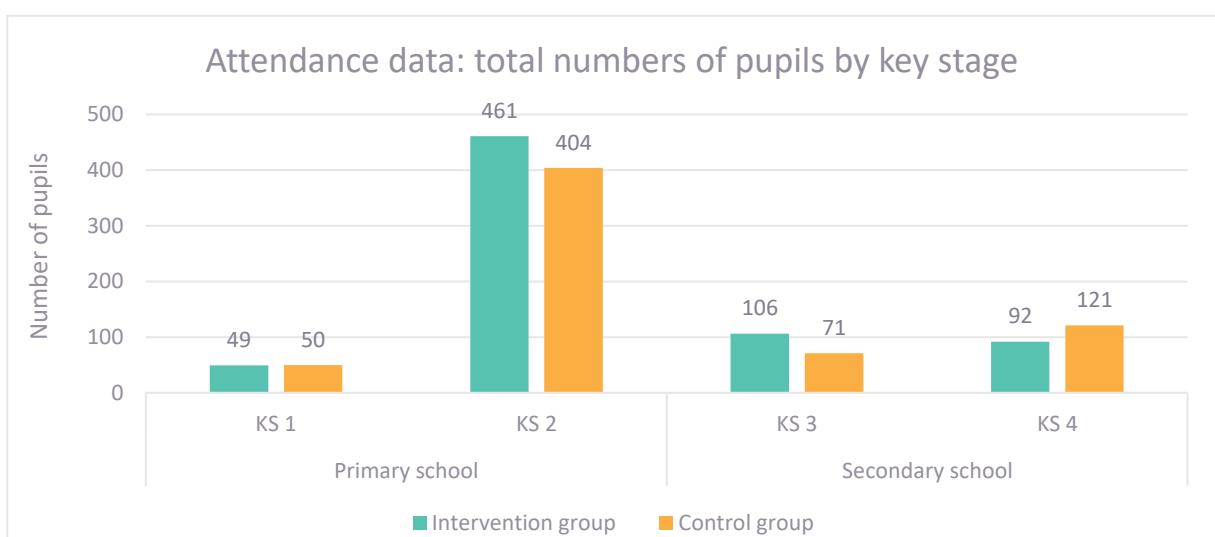

Figure 1: Number of pupils for whom attendance data was analysed by Key Stage and primary / secondary school (n= 708 participating and 646 control pupils)

When comparing the demographic characteristics of the participating and control groups for whom attendance data was analysed, there were more Pupil Premium and FSM eligible pupils in the

intervention group than the control group. There were more female pupils in the participating group than control, and slightly more males in the control group than female. The participating and control groups had relatively similar numbers of pupils who speak EAL, with SEND, and LAC.
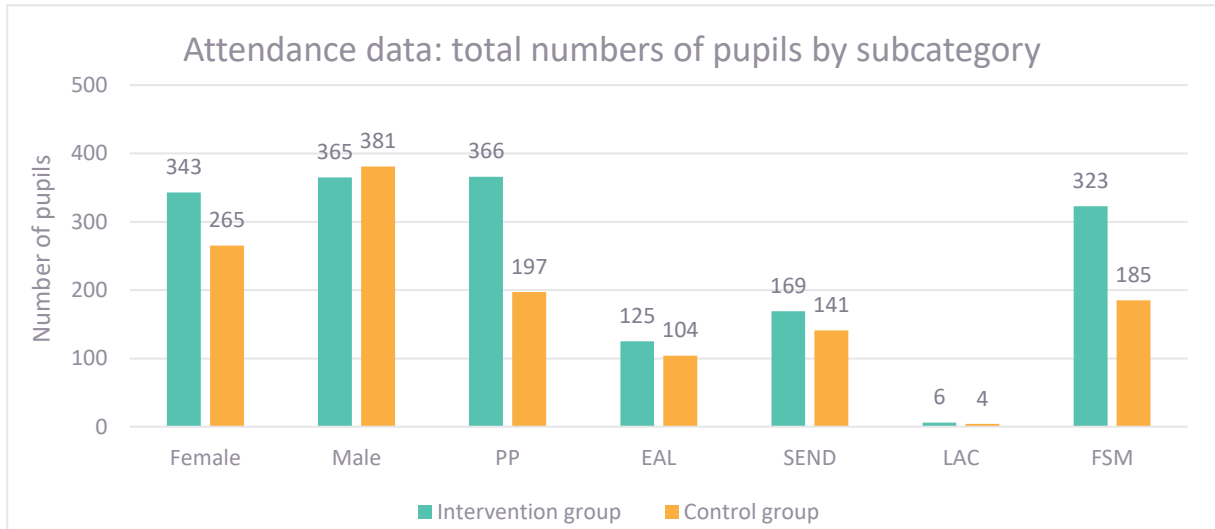
Figure 2: Number of pupils for whom attendance data was analysed by subcategory (n=1354, pupils could be included in more than one subcategory)

To analyse the data, the average attendance in Term 1 and Term 3 and percentage change between Term 1 and Term 3 were compared for participating and control groups as a whole, as well as for subgroups by Key Stage, primary and secondary school, gender, Pupil Premium eligibility, EAL, SEND, LAC and FSM. Paired-sample t-tests were conducted to investigate whether the difference in attendance between Term 1 and Term 3 for pupils who received School-Led Tutoring and the control group were statistically significant.

Pupil survey: design, sample and analysis

Pre-post surveys were used to measure three outcomes for pupils using self-reported, academically validated scales. Due to the wide age range of pupils participating in the research project (including pupils in Year 1 through to pupils in Year 11), two surveys were designed to meet the needs of young people at different stages of development. Accompanying resources were provided by ImpactEd to all schools for both surveys in order to support school staff to administer the pupils.

Survey A was intended to be suitable for most pupils in Year 5 or above, but it was suggested to schools that it could also be suitable for pupils younger than this with support from tutors/teachers. **Survey B** was intended to be suitable for pupils in Years 1 to 4, as well as any pupils who tutors or teachers assessed as being unable to access the first survey, even with support. Both surveys used pupil-reported responses to written statements, but Survey B used pictorial materials, a set of statements validated with younger children, and was administered by an adult reading out statements and supporting pupils to select an answer.

Schools were able to self-select which survey to use with pupils based on reviewing the survey statements and accompanying resources and their knowledge of individual pupils' needs. Individual

schools were able to choose to use both surveys with different pupils (or groups of pupils) depending on their suitability.

The measures used to identify outcomes in each survey are presented in the table below:

Outcome	Survey A	Survey B
Self-efficacy	Self-efficacy sub-scale of the Motivated Strategies for Learning Questionnaire	Cognitive competence sub-scale from the Pictorial Scale of Perceived Competence and Social Acceptance for Young Children
Motivation	Intrinsic value sub-scale of the Motivated Strategies for Learning Questionnaire	Adapted, shortened version of the intrinsic value sub-scale of the Motivated Strategies for Learning Questionnaire
School engagement	School Engagement Scale	Adapted version of the School Engagement Scale

Table 2: Survey questionnaires used to measure outcomes for pupils

Surveys were taken at two time-points: baseline shortly before tutoring delivery started, and endline shortly after tutoring delivery has been completed. However, as noted in the limitations section below for some students' baseline surveys may have been taken after tutoring delivery had already started due to the timelines of the evaluation – the extent to which this has affected baseline surveys is unknown. Schools were advised not to complete surveys with pupils where they were over halfway through tutoring delivery.

The below table shows the number of pupils for whom matched pre-post survey data is included in this report against each type of survey and their year group:

Key stage	Number of pupils who responded to baseline and endline surveys				
	Self-efficacy A	Self-efficacy B	Motivation	School engagement	Total
1	N/A	88	88	88	**264**
2	227	185	396	395	**1203**
3	53	N/A	51	51	**155**
4	15	N/A	20	15	**50**
Total	**295**	**273**	**555**	**549**	**1672**

Table 3: Number of pupils who responded to baseline and endline surveys by Key Stage

Data in this report has been presented for each of the surveys undertaken by all relevant pupils to indicate where pupils who have been selected to receive School-Led Tutoring are in relation to these outcomes compared to the national average. National averages are benchmarks derived from data

collected from a sample of over 100,000 pupils nationally who have completed the surveys on the ImpactEd platform.

Differences between sub-groups (e.g. by primary/secondary school or Pupil Premium status) or by type of tutoring intended to be delivered by schools have been explored and presented where relevant. Averages for sub-groups will be compared with national averages for the relevant sub-groups where available.

Analysis was conducted to present average scores per survey and percentage changes between baseline and final survey scores. Paired-samples t-tests were run to investigate the statistical significance of this change between pre- and post-intervention scores for pupils who received School-Led Tutoring.

Qualitative research: Design, sample and analysis

A sub-set of 10 schools who were participating in the wider project also contributed to qualitative research, which again was designed to be representative based on types of school. The number of each type of schools who participated in the qualitative research is depicted in Table 1.

This involved speaking to senior leaders in each of the schools who have been responsible for the School-Led Tutoring implementation, as well as tutors and teachers who have been involved in the tutoring from each of the schools. In total, **semi-structured interviews were conducted with ten senior leaders, twelve tutors and two teachers from ten schools**.

The qualitative data was analysed using a deductive thematic approach, meaning that we systematically 'code' the data to find common themes and present these, drawing on examples where appropriate.

Limitations

► This research engages with a **relatively small subset of schools who have delivered School-Led Tutoring** this academic year through the NTP. However, we have taken steps to ensure that the amount of data received for pupils will be sufficient to draw meaningful conclusions about the impact of School-Led Tutoring on pupils, staff and schools in the final report. While we have selected the sample to ensure that it is representative of the wider population of schools delivering the School-Led Tutoring route based on type of school through the recruitment process, **it was not possible to ensure that the sample is representative of schools implementing the School-Led Tutoring based on factors related to how schools are delivering the tutoring** due to a lack of available data nationally on this at the time of recruitment to the programme.

► Due to the timelines of evaluation delivery, **pupil surveys may not always reflect a 'true' baseline for pupils** i.e. some pupils may have undertaken the initial survey after having received some tutoring sessions. School recruitment to the evaluation started in January 2022 but School-Led

Tutoring delivery may have begun from September 2021. In order to keep schools engaged in the evaluation, they were asked to complete baselines if pupils had completed less than half of the tutoring intervention. The extent to which this has affected baseline surveys is unknown.

► Schools were asked to select control pupils who were as similar as possible to pupils who received the School-Led Tutoring based on a number of key characteristics. However, it should be noted that **the sample of control pupils may not be fully representative of the participating group** due to inaccuracies in schools selecting pupils manually, and importantly due to schools being unable to select a matching group of pupils (e.g. where all Pupil Premium eligible pupils were selected to receive the intervention, it was not able to select similar pupils based on this factor).

► Similarly, **control pupils may have received other interventions which impacted on the outcomes** examined in this report - including (but not limited to) other tutoring delivered under other routes of the National Tutoring Programme.

► Despite collecting data for a relatively large group of pupils in total, **the sample size when conducting analysis of outcomes for specific subgroups becomes very small** (for instance, the number of pupils with SEND who received tutoring in maths at primary school) which limits the robustness of findings that can be drawn.

► Social and emotional outcomes for pupils are reliant on self-reported surveys, although we have used validated measures to reduce bias. Similarly, outcomes for teachers, tutors and schools are reliant on **qualitative self-reporting by schools which may mean bias in perceptions of outcomes as well as efficacy of implementation**. it should be noted that this data set will be limited as it does not include any other data points like in-school or classroom observations.

► Schools may not have provided data for every pupil who received School-Led Tutoring or every subject pupils received School-Led Tutoring in. Similarly, schools did not always provide complete data for every individual pupil (e.g. for some pupils we may have survey responses but no attendance and attainment data).

► The self-efficacy survey measure used in Survey B was a validated tool using a 4-point scale. However, limitations of the survey distribution platform meant that a 5-point scale had to be used, with instructions guiding pupils (with the support of teachers) away from selecting the middle point on the scale. Despite this, some pupils did select this option which may have reduced the magnitude of the results as well as the validity of the scale as it allowed participants to remain neutral. We have presented the findings related to this scale throughout as a 5-point scale given it may have been interpreted as such by pupils.

2. Implementation

Despite the range of settings included in this study, it is evident that there are interesting **differences in how the schools are implementing the tutoring to closely fit the requirements of their pupils' age and stage**, and the needs of families as a whole. However, the qualitative research also revealed that **schools share commonalities in both the challenges they are facing with delivering the School-Led Tutoring, and the pedagogical goals they are looking to address** through this intervention.

Targeting of pupils

Key finding 1: Pupil Premium eligibility and schools' own assessments have informed selection of pupils. The flexible nature of School-Led Tutoring throughout the year has allowed schools to target support to pupils who need it the most alongside other interventions being delivered.

As demonstrated in the methodology section, quantitative data from schools illustrates that **School-Led Tutoring is being implemented across pupils of all age groups** (Year 1 to Year 11) and in varied school settings.

From speaking to school staff involved in the School-Led Tutoring, the majority of schools selected pupils for intervention based on **Pupil Premium eligibility and a very wide range of assessment tools already in use** in schools. In some cases, particularly in secondary schools and a Pupil Referral Unit, tutors were responsible for choosing and delivering 'mini assessments' with individual pupils to determine gaps in specific topic or subject areas.

Across all of the interviews with staff at different levels there was evidence that in-depth knowledge regarding pupil's strengths and gaps had led to more context specific targeting. Interviews with school leaders across phases and types of school showed that careful thinking had gone in to avoiding overloading specific pupils with interventions.

> 💬 *We chose children who were [eligible for] Pupil Premium and who had performed worse on those assessments. But not the very worst, because a couple of children scored very, very low, but we decided they are already getting a lot of interventions because maybe they have Special Educational Needs as well. So we wanted children who wouldn't be so far off their peers so as to ensure that catch up is effective".*
>
> *Senior leader, primary school*

One teacher who was also Special Educational Needs Coordinator (not directly involved in delivering the tutoring but involved in the facilitation of tutoring) highlighted that the tutoring had resulted in more targeted support for pupils with complex needs across the school as a whole.

> 💬 *It's also identified some children that we think have specific learning difficulties, because of the impact of the support that they've been having – it is evident that they're not making as much progress. So, they've since gone on the SEMH register. Without the small group,*

intensive support, they would have taken much longer to identify those SEND needs. Now things are in place for them to transition to the next year group".

Teacher, primary school

Interviews also surfaced a barrier commonly faced by schools with a high percentage of pupils eligible for Pupil Premium:

> *I don't think we really knew enough about the children when we selected them before Christmas and some of them made much better progress than we thought they were going to and probably somebody else could have had their place [...] some of those are eligible for Pupil Premium...but that wasn't really a key consideration. We're in a very deprived area here anyway, so there's not really a lot of difference between our Pupil Premium and our non-Pupil Premium pupils."*

Senior leader, primary school

Several of the primary schools had made major shifts in how they have implemented tutoring over the course of the year, as knowledge of individual pupil and family needs increased through more frequent and close contact with tutors. This **reflexive targeting approach may be a key benefit of School-Led Tutoring over other forms of effective tutoring**: ensuring that support reaches pupils who need it the most and does not exhaust children who already receive a lot of individual support.

Group sizes and format of tutoring

Key finding 2: The majority of tutoring is being delivered in small groups in line with the evidence base of best practice. Flexible approaches (group sizes, teaching methods, session lengths and group sizes) have been implemented to meet pupils' and schools' needs, as well as careful planning of ability groupings.

Based on quantitative data provided by schools, **groups of three pupils were implemented for the majority of pupils who received School-Led Tutoring covered by this evaluation (64.8%)** - in line with the evidence base on best practice for tutoring. Groups of six and of four pupils were the second most frequently used size of tutoring groups, with 10.4% and 8.7% respectively. Group sizes ranged from one to one tutoring (8 of 699 pupils, 1.1%) to 13 pupils in a group (12 pupils, 1.7%), with a mean average group size of 4.1 pupils. However, groups larger than eight pupils were only implemented in one primary school that participated in the evaluation. There were no notable differences in group size linked to the age of pupils.

Qualitative research with school leaders, tutors and teachers also supports this finding that the majority of tutoring is being delivered in small groups. Primary schools in particular have been using **blended models with shifts in group sizes, teaching methods, session lengths and group sizes each week.** Across all settings, when larger group teaching was used it was often combined with small group or individual teaching:

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> ❝ *It depends what you do, because [with] a lot of them you want to chat, certainly with the reading groups, a lot of it is discussion based, so if we're doing inference, you know, what's the boy thinking? […] So actually, for the reading I think a group of six is ideal. I wouldn't go any bigger. I think one to one they'd make more progress. But logistically the group works and sometimes with the group if they don't quite know the answer to something they've got someone else there to support them and have that discussion."*

Senior leader, primary school

There was also strong qualitative evidence across settings that the funding has enabled schools to shift models of teaching in line with pedagogical considerations rather than operational or capacity concerns:

> ❝ *So there are one pupil to one tutor, sometimes there are three to one and sometimes it's four to one as well. What I do is when I start is skills check - some diagnostic questions to see which topics some of the students are lacking. If it's a one to one that's quite easy because then you can just concentrate on that bit but when I had two to one or three to one - in a bit bigger group - then it's quite difficult because each of the students are on a different level, even though they are all in Key Stage Four."*

Tutor, Pupil Referral Unit

Across phases, tutors shared learnings regarding some of the challenges of working with mixed ability groupings. Existing evidence on tutoring demonstrates the potential benefits of small group tutoring to reduce the stigma that children sometimes experience when they self-identify as belonging to a low ability grouping. There was **strong evidence of careful planning between senior leaders, teachers and tutors to adapt groups in a way that is sensitive to pupil perceptions**:

> ❝ *Our classes are mixed ability and we don't set but with these groups, we've put similar needs together. So, I don't think anybody feels stupid. I think they all feel quite happy to put their hand up and quite happy to answer the questions […] if you speak to the class teachers, they'll tell you that those children are now answering a lot more […] the class works better. The homework is better, we're getting to nearly 100% at Key Stage Three for homework, because we think part of it was some of the students just couldn't access it at all. They're the ones that we've targeted for tuition."*

Senior leader, secondary school

From a sample of 1268 pupils, **around a quarter** (339 pupils, 26.7%) were reported to have **received between 11.5 and 15 hours of School-Led Tutoring**. Following this group, 114 pupils (9%) received between 5.5 and 10 hours and 104 pupils (8.2%) received between 15.5 and 20 hours of School-Led Tutoring.
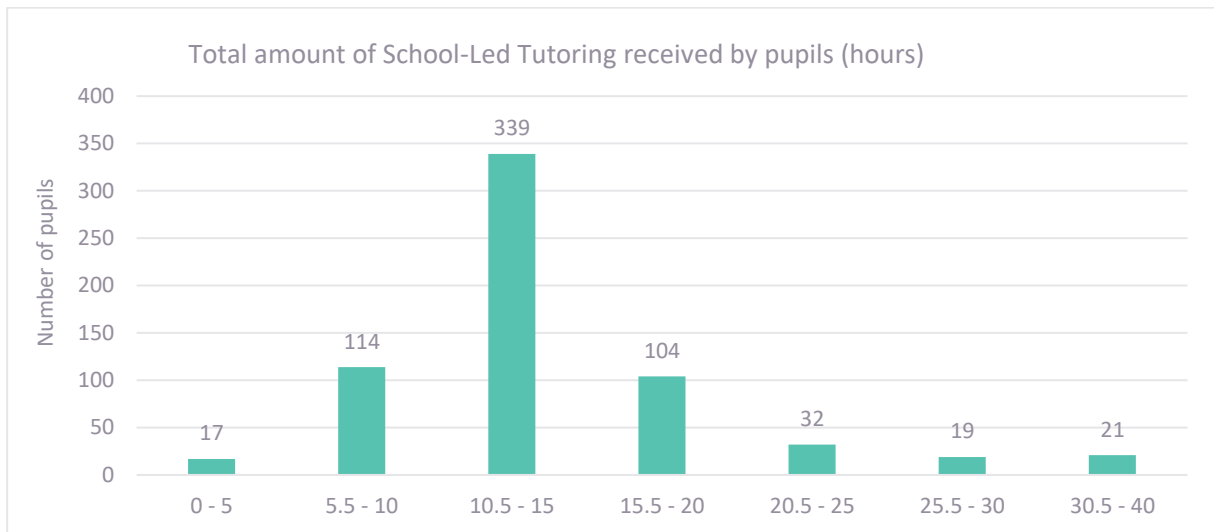
Total amount of School-Led Tutoring received by pupils (hours)

Figure 3: Total number of hours of School-Led Tutoring received by pupils (n=1268)

Pupils involved in this evaluation received tutoring sessions that were 50 minutes long as a mean average. Sessions ranged from 10 minutes long to 70 minutes, with the majority of pupils receiving tutoring in 60 minute sessions. Again, there was no pattern between age group of pupils and length of sessions; shorter sessions (20-30 minutes) were delivered to Key Stage 1, 2, 3 and 4 pupils, while longer sessions (60 minutes) were delivered across every year group.

As a mean average, pupils involved in this evaluation received 19 tutoring sessions, ranging from 1 session to 56 sessions - here there was a link between the length of sessions and the number received, with those receiving more sessions tending to have shorter sessions and vice versa.

Subject selection and focus

Key finding 3: School-Led Tutoring focused on English and Maths at both primary and secondary levels and is being used both to address learning loss and gaps for individual pupils as well as curricular gaps and support mastery learning.

Based on quantitative data collected as part of this evaluation, **at primary level tutoring was only delivered in core subjects of English** (including Literacy, Reading and Writing) **and Maths**. The **subject range was more varied in secondary schools but predominantly still focused on English and Maths**; very small numbers of pupils received tutoring in Science (including Biology and Physics), Geography, Modern Foreign Languages (French and Spanish) and Travel and Tourism.

This was supported by qualitative evidence, with school staff attributing this focus on core subjects to being in line with the focus on catch up after the Covid-19 pandemic. Most staff reported that they had identified gaps in particular subjects over and above the disadvantage gap present in UK schools prior to the pandemic. While **schools across phases and settings reported using the tutoring to address learning loss and gaps at an individual level, there was also evidence that staff and senior leaders were considering how the tutoring could address curricular gaps and support mastery learning**:

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> So I think we've got more gaps like that in maths, but reading we just felt like they're kind of just more generally behind [...] if you're lacking that fluency and you're lacking that comprehension, then the whole of reading becomes more challenging. Like every lesson would be more challenging rather than just the lessons where you'd have the gaps if that makes sense. It's more of a cumulative skill. So that's why we chose reading because we felt like it would improve their ability to access all of literacy rather than just specific bits."

Senior leader, primary school

This approach is in line with wider evidence regarding how literacy development may offer support to pupils in other subjects, for example accessing the science curriculum. Tutors reported extensively on the opportunity to engage pupils in dialogue across subjects including maths, and this opportunity for oracy development may have resulted in additional benefits for students who are falling behind in literacy across the wider curriculum.

Several primary schools chose to integrate support with writing into their tutoring sessions and made the explicit connection to the lack of opportunities for some pupils to read more challenging texts during periods of lockdown:

> We're not going to get as many greater depth writers this year as we have done in the past, simply because you need people that have got a high level of English skills to sort of teach it and inspire that enthusiasm and love of sort of better quality texts or the children pick up on it. They're not going to get a greater depth in writing if they read Diary of a Wimpy Kid every day. It's just not going to happen".

Senior leader, primary school

School leaders also pointed to the experience level needed to teach writing strategies with confidence and this may be an area in which the involvement of qualified teachers has provided an additional benefit.

Role of tutors and Qualified Teacher Status (QTS)

Key finding 4: The flexibility to use a combination of staff in different roles (including teachers and teaching assistants, and those with and without QTS) and relationships of existing school staff with pupils, teachers and parents are key benefits of the approach for schools.

Schools identified t**he flexibility to be able to develop highly customised staffing structures as a key benefit of School-Led Tutoring** through qualitative research. Several schools reported that it would be challenging to continue providing such a bespoke staffing model without the funding. All of the schools we spoke with in qualitative interviews were using pre-existing staff or part time staff from their wider network.

Based on data provided by schools, **around half of pupils received tutoring by a tutor with QTS** (343 of 716, 48%) **and half received tutoring by a tutor without QTS** (373, 52%). **The majority of tutors**

delivering the intervention were teachers (46.9%), followed by teaching assistants (28.6%), school-led tutors hired specifically to perform a tutoring role (13.9%) and Higher Level Teaching Assistants (10.6%). There were no notable differences in role of tutors or QTS between primary and secondary schools.
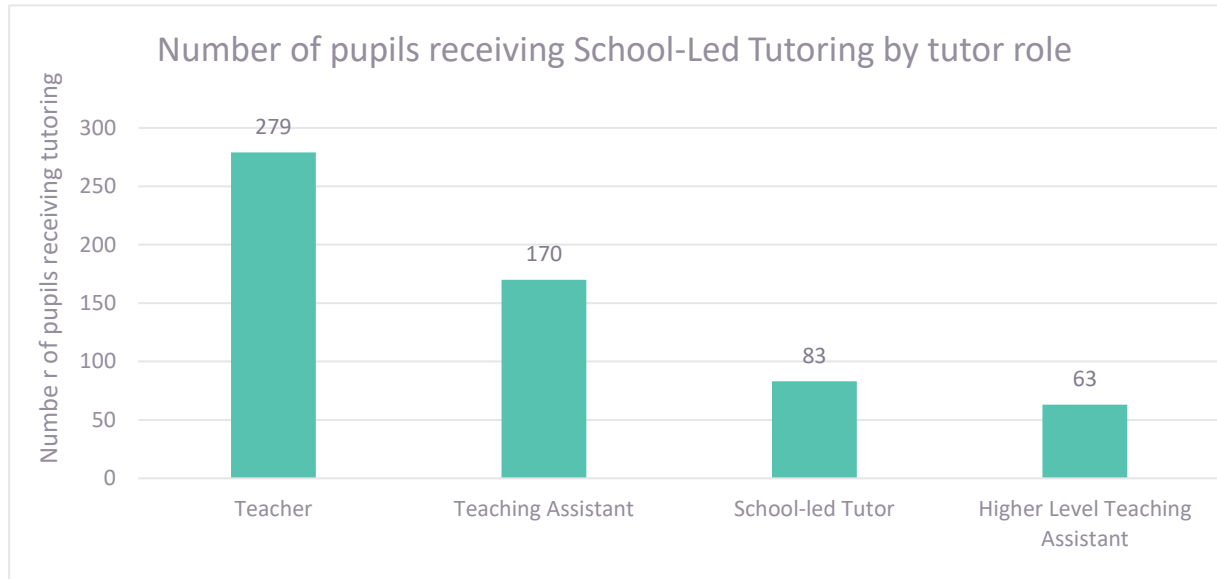

Figure 4: Number of pupils receiving School-Led Tutoring by tutor role (n=595)

Two-samples t-tests were conducted to investigate if there were any significant differences between the effect of tutors having and not having a QTS on pupils' self-efficacy, motivation and school engagement, but there was no significant difference based on this factor.

Several schools used a combination of teaching assistants and qualified teachers and senior leaders interviewed as part of the qualitative research reported on this in more detail. School leaders reported **very specific benefits of using qualified teachers for the tutoring, due to their confidence using customised learning strategies to achieve a particular goal:**

> *We are just really trying to push the worded questions, because reading is also a massive issue here. And comprehension is a massive issue…they all do functional skills exams as well as GCSEs, and the functional skills exams can be very wordy… if it's one where you have got to read and pull information out of it and work out what does that question actually want me to understand, to know and to do, they'll just give up straightaway. So, the school led tutor has been trying to focus particularly on those more wordy questions. So, I'd hope we will see a little bit of an improvement in that... but I would say that it will only be a small improvement. If we could have this happening in a normal year, then that would be fantastic."*

Senior leader, Pupil Referral Unit

Senior leaders had also used the tutoring as an opportunity to assess the effectiveness of teaching assistants and high level teaching assistants across the school and make changes to pay and responsibilities where appropriate:

> *She is at least as good. I'd say, in terms of knowledge as the person we had, who did have QTS last year…And when I was listening in to how she explained things last year, the person that we had through the NTP programme, and I think the added bonus is that she knows the kids."*

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Senior leader, secondary school (middle school)

One teacher not directly involved in delivering the tutoring reported on the benefits of utilising existing staff at a whole school level:

> ❝ *I think it's just been great just to I think, even afterwards, it'd be great to have someone [...] with that knowledge of the child, that can bridge those gaps, is so great and it just helps them further up the school and well obviously I've only done Key stage one further up, they get that support as well. But yeah, I just think that's great. And then especially [...] because a lot of ours, are people that know the children. So, there's quite a lot of our TAs will maybe work with them in class, and they can already see those gaps and then they're just instantly being able to fill those gaps and that just has made such a difference I think, so I think it definitely would be very welcome to carry it on."*

Teacher, primary school

Schools consistently reported on **the benefits of existing relationships of tutors with pupils, teachers and parents**:

> ❝ *The relationships and the knowledge of the children is vital because you don't lose time. That's not to say that an external tutor couldn't work, I'm sure that could work. But we're just one step ahead straightaway, because trust is already there, and tutors have knowledge of the children's abilities and where their gaps are already."*

Senior leader, primary school

Creating conditions for effective tutoring

Key finding 5: Schools have carefully considered how to create the optimal learning environment for tutoring to take place - although a lack of suitable space was identified as a potential barrier for some schools using School-Led Tutoring.

Based on qualitative research, schools have taken an **exceptionally flexible approach to timetabling the tutoring sessions, considering pupil needs to inform planning**.

> ❝ *For the timing, we went for a mixed approach even though it's more complicated, because different pupils have different kind of needs and different times of day where it's going to work for them. So for some children after school is absolutely fine. For others, it isn't. For some staff, parents and children, half an hour in the morning is great - for others, it's a nightmare. So you know, that mixed economy actually works better. Although it's a bit of a challenge to schedule it all and keep track of it all".*

Senior leader, primary school

Perhaps because of the greater flexibility of the primary school timetable, **primary senior leaders more frequently reported that they had tried to reduce the opportunity costs to pupils as a result of being taken out of the classroom:**

> *They're not missing out on the general learning which is going on in class. we know that from interventions in the past, where that does happen, the children end up actually being devalued, because they don't know what's happening so when they next go into class, they are a bit confused and further behind".*

Senior leader, primary school

In some schools, **tutors reported that they were able to exert a degree of flexibility in regard to the length, frequency and timing of sessions** and in some cases they length of sessions was adjusted to accommodate for children's ages and levels of concentration:

> *I mean our little ones, we don't do an hour with them. I'm not gonna lie they can't cope. That's why we do it individually so that they get 15/20 minutes of like good solid, one to one time, so it's more condensed but they can't cope with the hour. So that's why we started to do it individually so that they could cope with it better basically. Yeah, I guess you just make it work with what you've got."*

Tutor, primary school

Consistently, **school leaders responded positively to the flexibility which the funding allowed in terms of designing an appropriate mix of provision**. It will be useful for further research to explore a wider range of responses from secondary school leaders in relation to the duration, frequency and timing of School-Led Tutoring provision.

> *I think it's very much that flexibility. And I can see why the government's had to put certain quality controls in because I can imagine otherwise, it would just get pushed aside into the school budget in general. However, allowing this degree of flexibility has meant we can do what we think best suits our context. And I know that if I worked in a high school, I would probably be doing something very different in an after school. format, so long as the transport arrangements would allow it."*

Senior leader, secondary school (middle school)

School leaders and teachers focussed on **creating a calm, consistent and friendly space for tutoring to take place.** Some schools had provided food and drink for their pupils and some combined the tutoring with a programme of other enrichment activities.

Senior leaders reported **space as a challenge and suggested that this may have been one area that would deter some schools from running School-Led Tutoring** as part of the NTP. A teacher not directly involved in the tutoring reported on the difficulty of finding spaces in some schools:

> *What could have been a challenge was space. We are very fortunate in that we have three classrooms - one is for nurture, one was sensory and one was wraparound care… I know that because I worked at another school as well there would not have been the space around that. Yeah, yeah. they 've been in the corridor, multiple coat pegs… We're a big school…really big for primary school. But on any one day, there would have been five spaces being occupied. Yeah. We're very fortunate with space, but that would have been a significant difficulty in my other setting."*

Teacher, primary school

Schools had **varied approaches in terms of whether tutoring should optimally take place within school hours or after school and also had a variety of approaches to tutoring in and outside of the classroom**. Several tutors who were able to provide small group and individual lessons in a dedicated space felt that this had positively affected motivation:

> 🗨 *Certainly, I think taking them out of their classroom - for me, that definitely is a big one. So they're learning in a new environment. They've been in class all day, in the same classroom all year, so having a new environment to work in, has worked well. Yeah, they do enjoy going to the little room to do it. And it's good to have a computer - I use the computer with the older ones, although the others don't for the phonics".*

Tutor, primary school

Engagement with families

Key finding 6: Flexibility in the tutoring offers has supported engagement and buy-in with families, leading to better attendance at tutoring sessions. Existing relationships of schools with families may have contributed to higher engagement than if tutoring was run by external providers.

School leaders, teachers and tutors who were involved in the qualitative research all conveyed a high degree of empathy and consideration of the challenges for parents during and after the Covid-19 pandemic. **The majority of programmes in primary and secondary had taken on board the need to make the tutoring as flexible and accessible as possible.** Many of the tutors reported that they felt attendance at tutoring had improved as a result of this flexibility:

> 🗨 *I've done the tutoring in the morning before school which was to meet the needs of families – some families can only do after school, or some only the mornings, so we've asked the parents and developed the timetable to suit them. We've done it with Year 1, 2, 4 and 6. We think it's had a massive impact, huge, huge. it has made such a difference."*

Tutor, primary school

Some senior leaders reported that they had engaged in calls and consultations with parents regarding the tutoring, but **many staff and schools had relied on pre-existing relationships to some extent and this may have resulted in higher engagement from parents in comparison to tutoring run by external providers:**

> 🗨 *Really good. We took additional children after parents heard about it from others and said really liked the idea of it. They want the best for their child and that's a big thing. Yes, it's quite a deprived area so to offer tutoring for free is great."*

Tutor, primary school

The majority of tutors reported playing some of pastoral role and several senior leaders reported that **relationships with staff and families had strengthened as a result of the tutoring.** One tutor described their regular contact with parents:

And also, we already have that relationship with parents as well. Because the relationship with parents is important so at the end of a session, I go and give parents feedback on how the session has gone, how well they've done in the session."

Tutor, primary school

Rationale for using School-Led Tutoring route

Key finding 7: Schools highly value the School-Led Tutoring approach due to the existing relationships between school staff, the ease of communication between tutors and teachers and familiarity with school policy and procedures this enables.

The majority of school leaders involved in the qualitative research had played a central role in applying for the funding and recruiting tutors to take part. In many schools the leadership role also included supervising staff, selecting pupils, monitoring attendance and contacting parents. Strong support from a senior leader appears to be a factor in successful implementation on the programme route.

I am the intermediary I suppose. So as a deputy head, I also lead on assessment and I've got a keen eye on our pupil premium strategy. So, I'm very aware of the children and their needs and their requirements. So, it's being driven by me, especially in terms of the organisation, which I thought was pretty important from a school perspective to have a deputy head on board and making sure they are driving that because it ensures a higher regard I suppose".

Senior leader, primary school

Existing relationships between staff seemed to have facilitated communications between senior leaders, teachers and tutors. Although tutors accessed the training provided as part of the NTP many were attending school led training and as most were existing members of staff were already familiar with policy and procedure. None of the tutors who took part in the qualitative research reported feeling unsupported by other school staff or senior leaders and equally the majority reported being able to work with pupils autonomously when appropriate.

I've been set up quite well. When it first started, I realised that actually, I needed more access than I originally thought. I got given a laptop and access to the H Drive. Because otherwise you're always on the backfoot not really knowing what those morning lessons are going to be. Being able to access stuff means I can amend sheets, if I feel like they need a bit more support or anything like that. So yeah, I think that has helped massively having this same access that the teacher does."

Tutor, primary school

Yeah, I think for us as a department its worked really well that everybody sort of looks after everybody and there are a lot of shared resources. So just pick what you want sort of thing and everybody's more than willing to share what they have and works really well."

Tutor, secondary school

In addition to the operational benefits provided by working with existing staff, tutors fed back that they felt feedback to teachers on learning outcomes happened faster and more efficiently as a result of the scheme:

> 🔖 *Hopefully, the teachers can see that progress anyway. But yeah, it's the quicker feedback, we can pop and see them whenever we've got time. It's harder if you're an external person fitting the time in to do that as well, getting some advice from the teacher, whereas we can roll with it without worrying the teachers. Yeah, it saves time, I suppose."*

> *Tutor, primary school*

A teacher not directly involved in delivering the tutoring also felt that learning had benefited from clear and timely communication with tutors regarding pupil progress:

> 🔖 *I think it's worked really well for us that they're doing the same as we are in the classroom, because I don't know how other schools work. But we have a meeting every morning so that tutors just come in, you know, we can talk through anything, particular you know that communication is really key. You know, and then it flows nicely with the rest of the learning as well that you're doing, doesn't it? So? I think that's really helped. I think if they were doing something separate, it might be a little bit more disjointed."*

> *Teacher, primary school*

For all staff across the different settings the most commonly reported benefit of School-Led Tutoring was the opportunity for tutors to meet individual pupils regularly and to develop more consistent relationships which often spanned learning and pastoral topics. This was seen by staff as being over and above what would usually be possible in a classroom situation.

> 🔖 *I think it's the benefit of seeing the same person. So you know, it's often the same person…I think that because they're the two subjects that I cover… English and maths. And I think for those students it's the consistency of seeing the same person, and I think that probably has quite a high value. You know, they know that, you know, there is someone that they can trust."*

> *Tutor, secondary school (middle school)*

The majority of staff involved in the qualitative research, felt that although the need for this provision had increased post COVID, there were a number of pupils who might generally benefit from a more consistent trusting relationship with a tutor based within the school.

Evidence-informed practice

Overall, qualitative research with school staff and quantitative data provided by schools suggests that tutoring is being delivered in line with best practice identified in the literature review. While it should be noted that this may be biased as findings are based on self-reporting by schools only, it is particularly positive to note that:

► Schools are giving careful thought to group sizing, timings and ability mixing, making sure that tutoring is not stigmatising and fits within the general school ethos and systems.

► Tutors are focusing on identified learning needs and matching these to varied pedagogical strategies not solely planning catch up around general gaps in subject knowledge.

► Senior leaders have reflected carefully on how School-Led Tutoring can benefit longer term teaching and learning strategies.

► Schools are planning with knowledge of families and their needs and responsibilities.

3. Social and emotional skills of pupils

This section presents data from surveys completed by pupils receiving the School-Led Tutoring in order to identify **changes in self-efficacy, motivation and school engagement** for pupils who were selected to receive School-Led Tutoring against national benchmarks. Only matched data where pupils completed both baseline and endline surveys has been included in the analysis.

Data for self-efficacy has been presented separately across Surveys A and B as different validated scales were used for different age groups. For motivation and school engagement, data has been presented across Surveys A and B combined as Survey B used adapted versions of the same scales used in Survey A. **T-tests were conducted for all outcomes included in this section but no statistically significant findings were found**, meaning it is not possible to ascertain whether the changes in survey responses presented are as a result of the School-Led Tutoring directly.

Sub-group analysis is presented at the end of this section.

In addition, findings of changes to pupil outcomes are presented from the qualitative research undertaken.

Self-efficacy

Key finding 8: Pupils who received School-Led Tutoring saw more positive changes in self-efficacy scores than control pupils. Scores were below the national average for both participating and control pupils at both baseline and endline (where available).

Self-efficacy scores based on Survey A increased for pupils who received tutoring by 1.9% between baseline and final surveys but decreased for control pupils by -1.3%. Using Survey A, self-efficacy scores for both participating and control pupils were below the national average score, as measured on the ImpactEd platform, throughout the evaluation period.

Pupils' self-efficacy (Survey A), baseline to final scores compared to national average
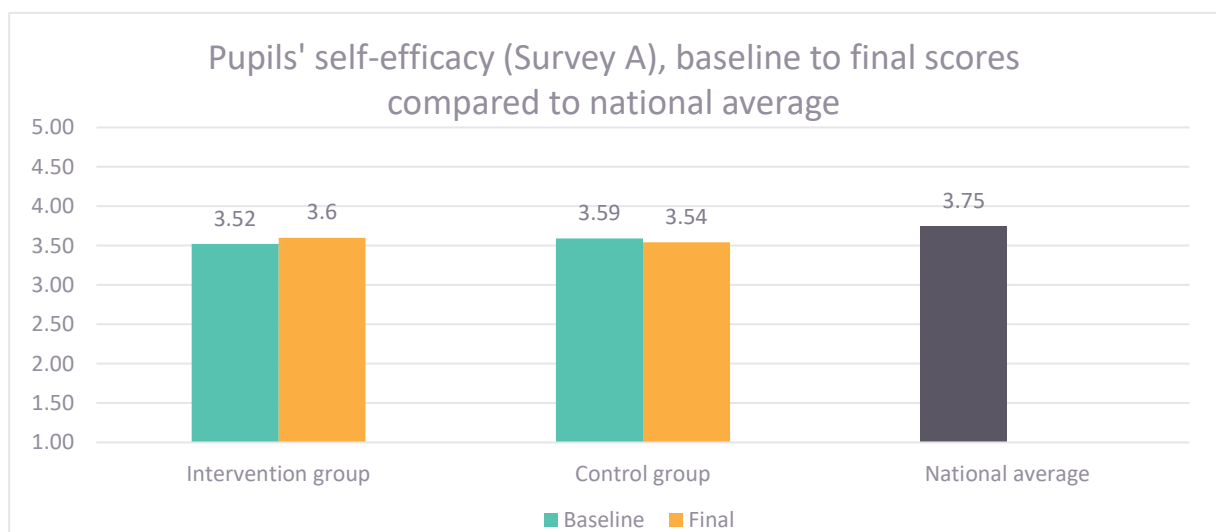
Figure 5: Change in pupils' self-efficacy scores (Survey A) from baseline to endline for participating and control pupils compared to the national average (n= 240 participating, 55 control pupils)

Self-efficacy scores based on Survey B for pupils who received tutoring and control pupils increased between baseline and final surveys, with a slightly larger increase for participating pupils (2.1%) than control pupils (1.5%).

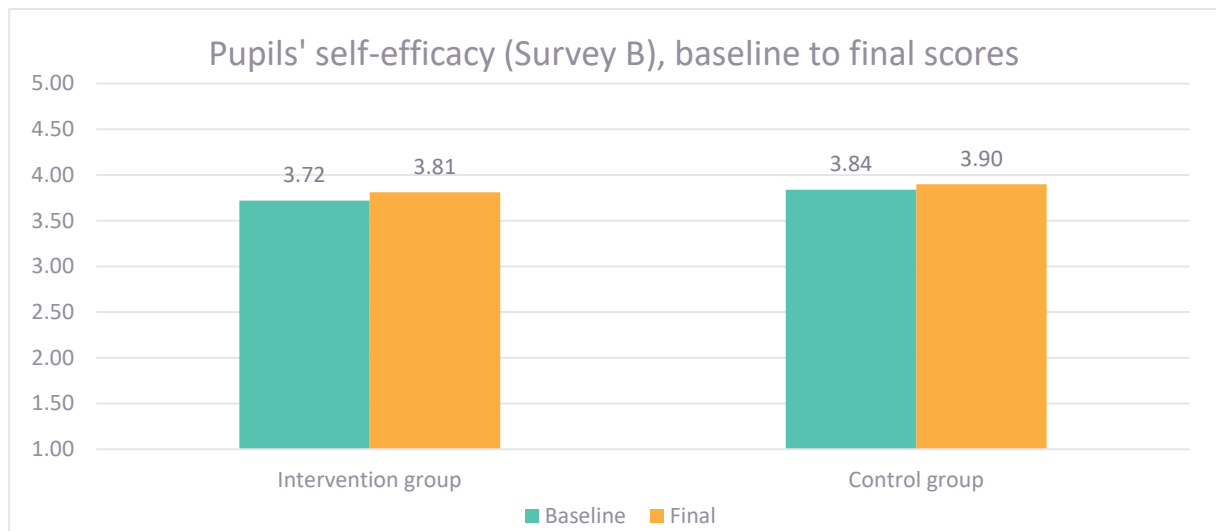National average scores for self-efficacy using this measure are not available.

Figure 6: Change in pupils' self-efficacy scores (Survey A) from baseline to endline for participating and control pupils (n= 240 participating, 33 control pupils)

A small number of tutors who were also qualified teachers reported back on the value of using the tutoring as an opportunity to do more detailed modelling with the pupils. In the Pupil Referral Unit this had resulted in greater self-efficacy in maths:

> 💬 *I had one student who just, he just didn't talk to me at all. And I was talking to him…we started with, he was tapping the pen or a pencil on the table and I write down the answer for how many times he tapped…So because of building a rapport with him, and now it's really, really nice [I say] okay, it's up to you. If you want me to write that's fine. If you want to do it, that's entirely up to you…So I'm just moving my scaffolding, which is me helping him taking it out. He's working himself. So it's good to see that. So here there are these strategies, and I think it depends on each student which strategy I use as well".*

Tutor, Pupil Referral Unit

There was some evidence that the explicit support with writing in some primary schools had also resulted in a greater degree of independence in the classroom.

> 💬 *Probably the fact that they're able to carry on independently? So, they're not stuck on words, they're using strategies whereas before their hands would be up or they'd be like I've not done it, I've only written three words".*

Tutor, primary school

Where tutors reported gains in self-efficacy, it was clear in their accounts that this also increased tutors' job satisfaction:

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💬 *I really enjoy watching them grow, become independent and become proud of themselves and knowing that we can push them more because we know they're more capable. There might be things that you or the teacher might not see when there's 30 in the room, you know that ideal level of challenge for different pupils."*

Tutor, primary school

Motivation

Key finding 9: Based on surveys, motivation decreased for participating and control pupils but the decrease was smaller for those who received School-Led Tutoring – although scores were above the national average for all pupils throughout. In contrast, motivation was highlighted as a key outcome of tutoring for pupils by school staff in qualitative interviews.

Motivation of both pupils who received tutoring and control pupils decreased between baseline and final surveys, but the decrease was smaller for participating pupils (-0.6%) than control pupils (-1.9%) Motivation scores for both participating and control pupils were above the national average score, as measured on the ImpactEd platform, throughout the evaluation period.
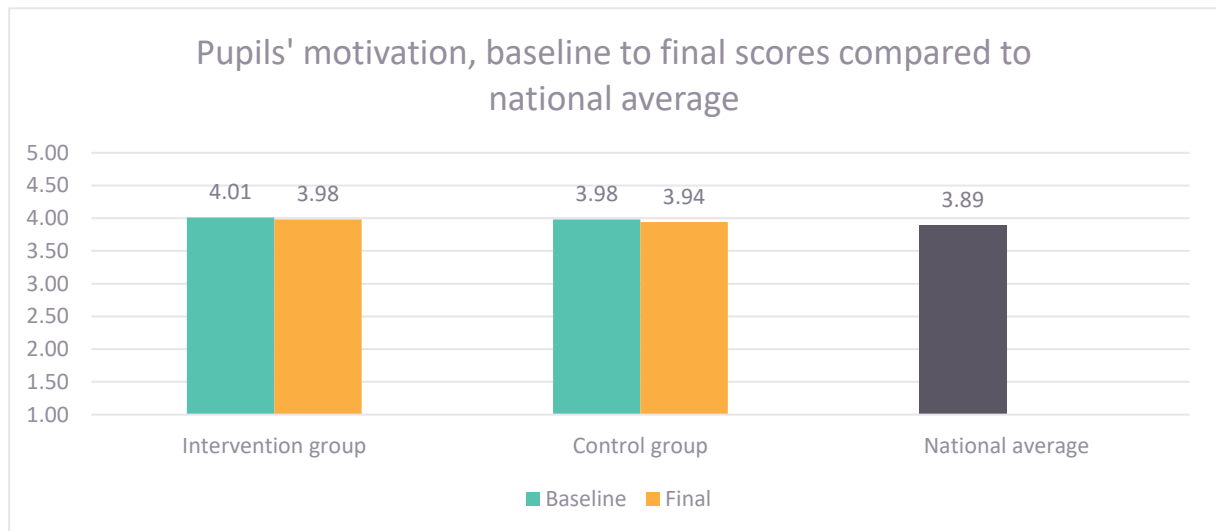

Figure 7: Change in pupils' motivation scores from baseline to endline for participating and control pupils compared to the national average (n= 483 participating, 85 control pupils)

Across all stages and setting, **school staff involved in the qualitative research reported significant increases in pupil motivation for learning**. As well as more willingness to participate in a range of activities, tutors reported that children's willingness to engage in dialogue with tutors had increased, as well as with their peers.

💬 *They've got even more motivated. One pupil, he does struggle to sit and concentrate on a carpet. But it's given him that time to take in the lesson, he takes things in a bit more now. And we've taught them strategies that they can use independently so the children that are less motivated now have got the confidence to join in, they can put up their hand and they want to join in the conversation in group time. Well, for example, with the phonics they know*

if they get stuck on a word they can count out the sound to help with the spelling, using their phonics knowledge, like changing the vowel sounds. Also, they have gained like resilience as well to keep trying? Yeah, I have another boy who used to just give up and stop reading."

Tutor, primary school

There were several qualitative accounts in which tutors reported that **consistent practice was resulting in greater confidence and as a result children were becoming more motivated to stretch themselves academically.**

🔖 *Confidence has grown in these children. One child who's constantly now wanting to read a harder book because he has so much more confidence to practice. He's wanting to try harder because it's given him that much more confidence to think, oh, actually, you know, I can do this".*

Tutor, primary school

School engagement

Key finding 10: School engagement scores similarly decreased for both participating and control pupils, with a smaller decrease for those who received School-Led Tutoring – and those who received the tutoring had higher school engagement at both baseline and endline. Scores were above the national average again for both groups throughout.

Similarly, **school engagement scores of both pupils who received tutoring and control pupils decreased between baseline and final surveys with a smaller decrease for participating pupils** (-0.7%) than control pupils (-2.2%) School engagement scores for both participating and control pupils were notably above the national average at both baseline and endline with slightly higher scores for participating pupils at both points, suggesting there may be a skew in the sample of pupils selected to receive tutoring.

Pupils' school engagement, baseline to final scores compared to national average

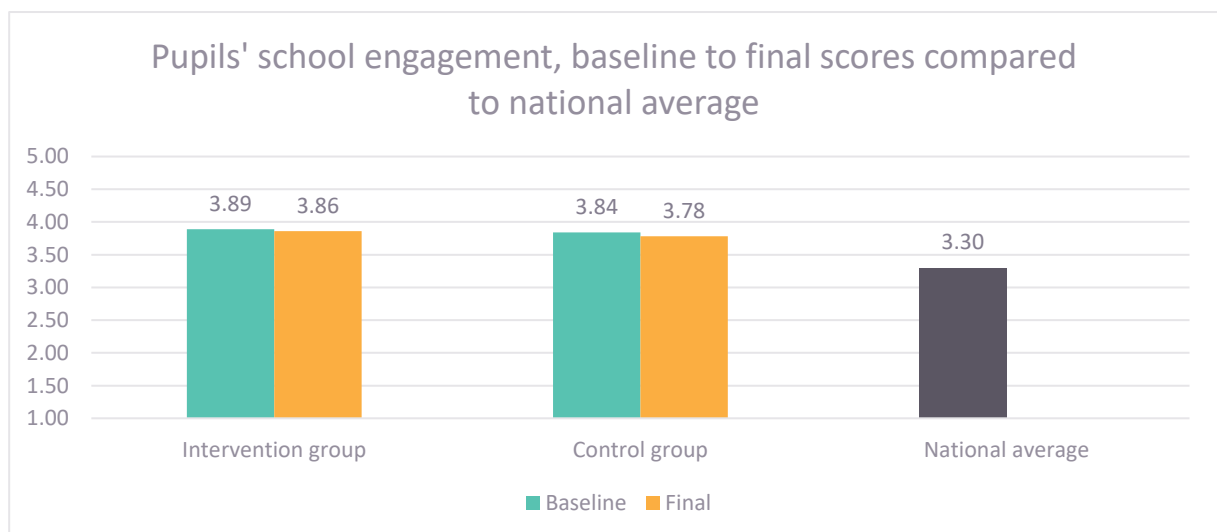|	Baseline	Final
Intervention group	3.89	3.86
Control group	3.84	3.78
National average		3.30

Figure 8: Change in pupils' school engagement scores from baseline to endline for participating and control pupils compared to the national average (n= 477 participating, 85 control pupils)

Key finding 11: Qualitatively, increases in engagement in tutoring sessions and the classroom were reported as well as improvements in behaviour in school for some individual pupils.

Across phases, schools qualitatively reported an increase in school engagement as a result of School-Led Tutoring with examples of **children and families beginning to voluntarily participate in activities.**

❝ *Engagement in the sessions has been really positive. Because it is such a small group, the children are getting a lot out of it. So they want to keep coming. We've got some children in particular, that I can think of in year six that are having tutoring where attendance has maybe been an issue but maybe that's born out of frustration or struggling to catch up on things because they missed such a lot of learning."*

Senior leader, primary school

School leaders attribute increases in school engagement to **more opportunity for adaptation within the classroom environment** and not just factors such time of the day or extrinsic motivations such food or socialising with peers.

❝ *I think for the students, they seem to be really benefiting from having more confidence in that setting. I think the teacher just has to adapt [...] the classroom environment, to make sure that it nurtures that small group environment, that intimacy and that confidence, which maybe is slightly different to how they would manage their whole classroom."*

Senior leader, all-through school

One secondary school senior leader highlighted that children are more engaged in lessons, as well as in tutoring activities, and several of the schools were beginning to see that higher engagement in tutoring was filtering through to general classroom engagement:

❝ *I think they all feel quite happy to put their hand up and are quite happy to answer questions. So in terms of confidence, if you speak to the class teachers, they'll tell you that those children are now answering a lot more."*

Senior leader, secondary school

Alongside improvements in school engagement, tutors reported **improvement in behaviour and learning behaviour.** This was noted as another benefit of working with staff who were already known to children albeit sometimes in a different capacity.

❝ *[Being existing members of staff in the school]: We know what the pupils' capabilities are. Because we have lots of children that struggle with behaviour, and so we know how to deal with that. We know how far you can push them, and we've got a relationship with them already. So, I think if you're coming into school, not knowing these children, half of it is getting a relationship. Once you've built the relationship, which we've already got, you can literally roll with it."*

Tutor, primary school

Although very few staff reported behaviour as a key barrier to implementing the School-Led Tutoring, there was some evidence that behaviour in tutoring had improved with benefits to pupils and their peers as well as to tutors and teachers.

> 🔖 *That can have an effect on their behaviour as well. One of mine who has some struggles, he's less disruptive now at his table. So, he's not disrupting the others as much because he's able to cope independently on his own."*

Tutor, primary school

Sub-group analysis

Key finding 12: Secondary school pupils who received the tutoring saw the most positive changes in the three social and emotional skills measured compared to control pupils. Disadvantaged pupils who received School-Led Tutoring experienced similar changes across these outcomes as their peers who also received the intervention.

Sub-group has been undertaken where sample sizes for both participating and control groups were large enough to conduct meaningful analysis – which meant excluding analysis by Key Stage, SEND status, Looked After Children, and for the self-efficacy B survey. Numbers of pupils in the sub-groups included in the analysis are depicted below.

Social and emotional skills: total number of pupils by subcategory

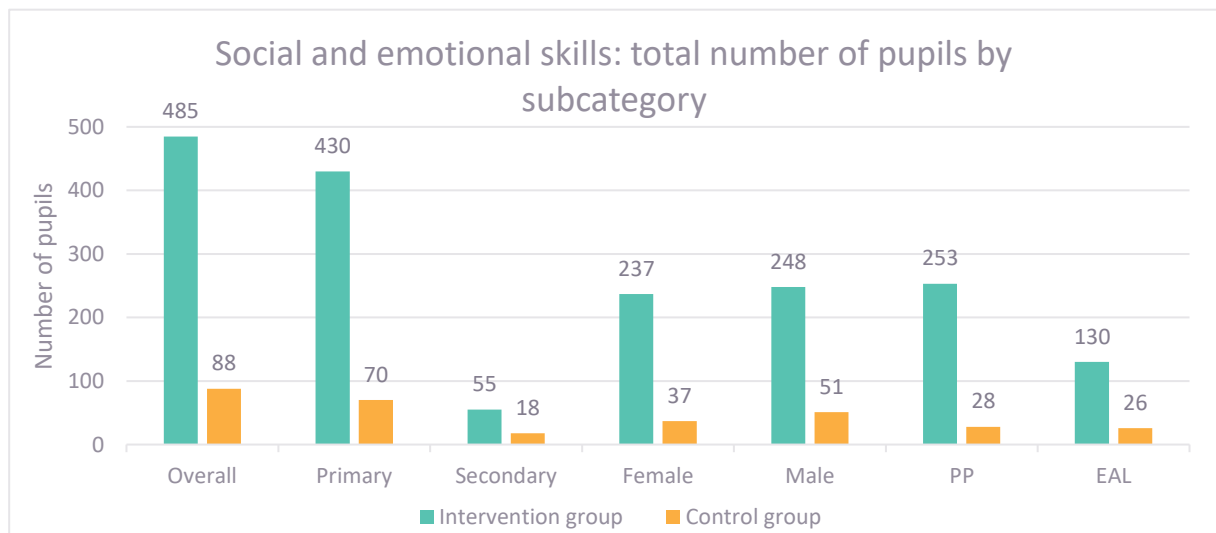| Subcategory	Intervention group	Control group
Overall	485	88
Primary	430	70
Secondary	55	18
Female	237	37
Male	248	51
PP	253	28
EAL	130	26

Figure 9: Number of pupils for whom survey data was collected by sub-group (n=485 intervention and 88 control, pupils could be included in more than one subcategory)

Gender differences with regards to pupils' percentage change in self-efficacy, motivation and school engagement were small and inconsequential.

School stage

Secondary school pupils who received the tutoring on average saw an increase across the three outcomes, compared to primary school pupils where motivation and self-engagement decreased for participating pupils (although self-efficacy also increased).
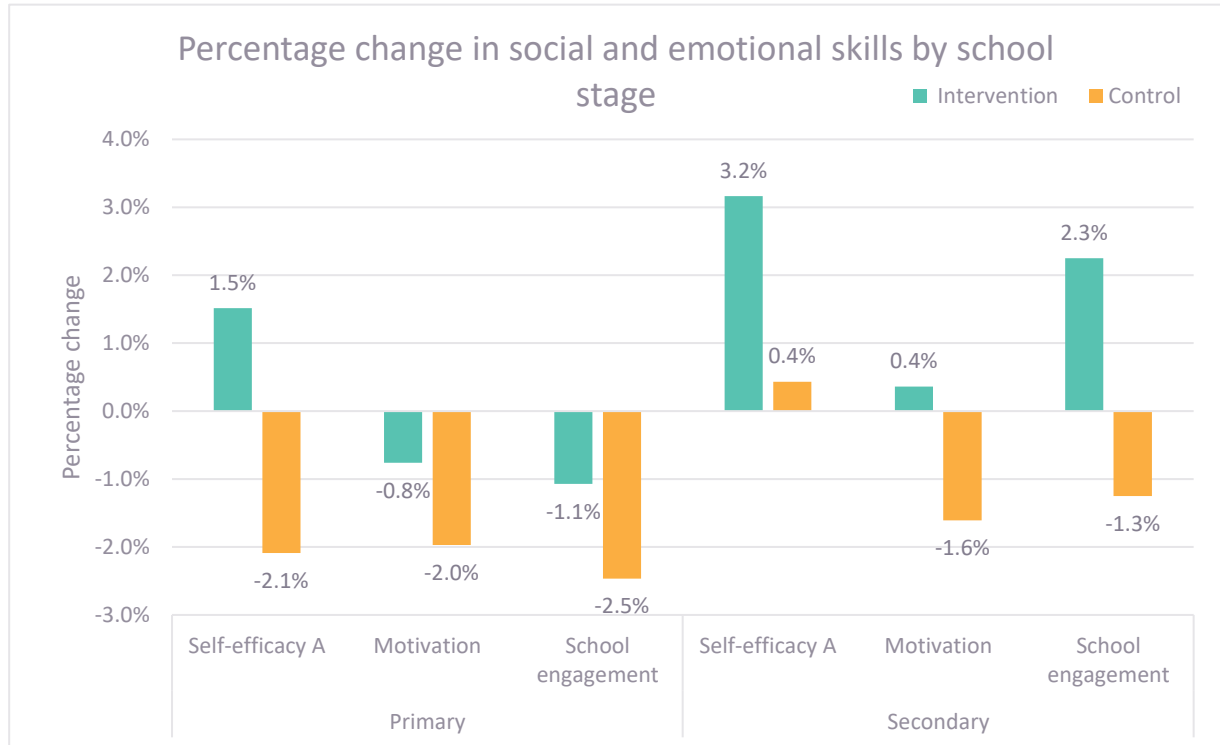

Figure 10: Change in social and emotional skills by school stage (primary/secondary), comparing pupils who received School-Led Tutoring to control pupils (primary school: n=430 participating, 70 control pupils; secondary school: n=55 participating, 18 control pupils)

Eligibility for Pupil Premium

Pupil Premium pupils who received School-Led Tutoring experienced similar changes across the three outcomes as their non-Pupil Premium peers who also received the intervention. The trends were very similar for pupils who received School-Led Tutoring when examining eligibility for Free School Meals. (The self-efficacy B survey has been excluded from the analysis due to small sample size.)
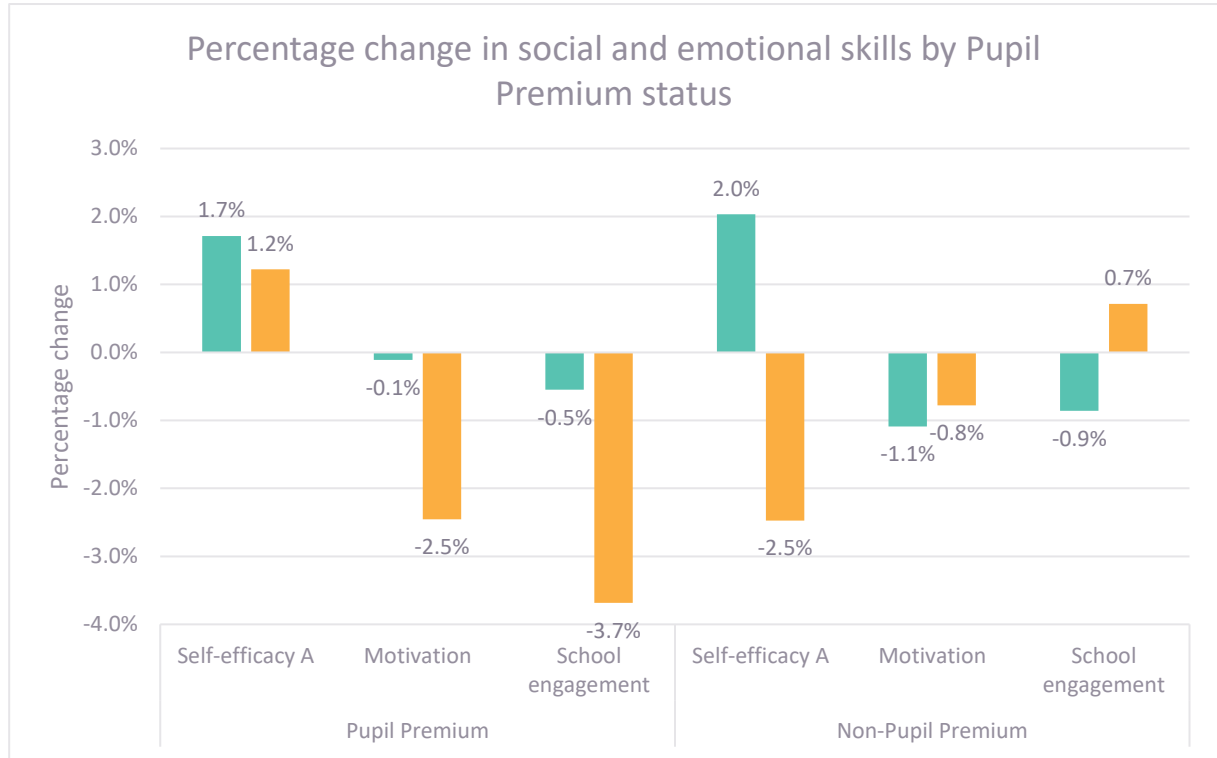

Figure 11: Change in social and emotional skills by Pupil Premium status, comparing pupils who received School-Led Tutoring to control pupils

EAL status

EAL pupils in Key Stage 2 and above who received School-Led Tutoring saw a greater increase in self-efficacy than non-EAL pupils (based on Survey A, as opposed to Key Stage 1 pupils who took Survey B and saw the same change in self-efficacy).
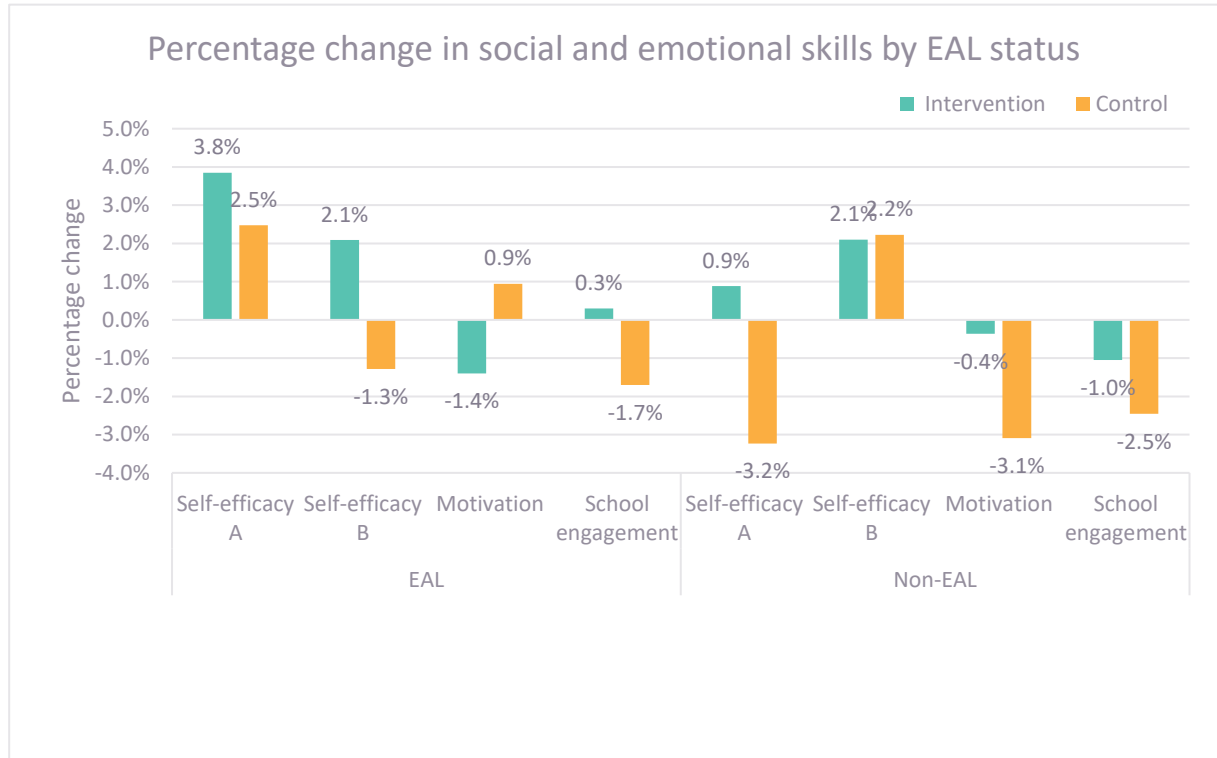

Figure 12: Change in social and emotional skills by EAL status, comparing pupils who received School-Led Tutoring to control pupils

4. Attainment and attendance of pupils

This section presents data provided by schools in relation to changes in participating and control pupils' attainment and attendance in school. Only pupils with matched data for both baseline and endline have been included in the analysis.

Changes in attainment and attendance are based on data provided by schools for participating pupils (who received School-Led Tutoring) and a control group of pupils selected by teachers.

In addition, findings of changes to pupil outcomes are presented from the qualitative research undertaken.

Attainment: primary schools

Key finding 13: Across maths, reading and writing there were higher proportions of pupils "Working below expected standard" at baseline in the intervention group, suggesting these pupils were most in need of tutoring, followed by larger increases in the percentage moving to "Working at or above expected standard" compared to the control group, changes which were statistically significant.

Maths

In terms of primary school attainment data in maths, data from 171 pupils was analysed in total, of whom 114 pupils had received School-Led Tutoring and 57 pupils were in the control group. All pupils for whom we collected scores in maths were in Key Stage 2. Across all subgroups, the intervention group pupil numbers were approximately double compared to the control group pupil numbers, while there were no LAC pupils in either group.
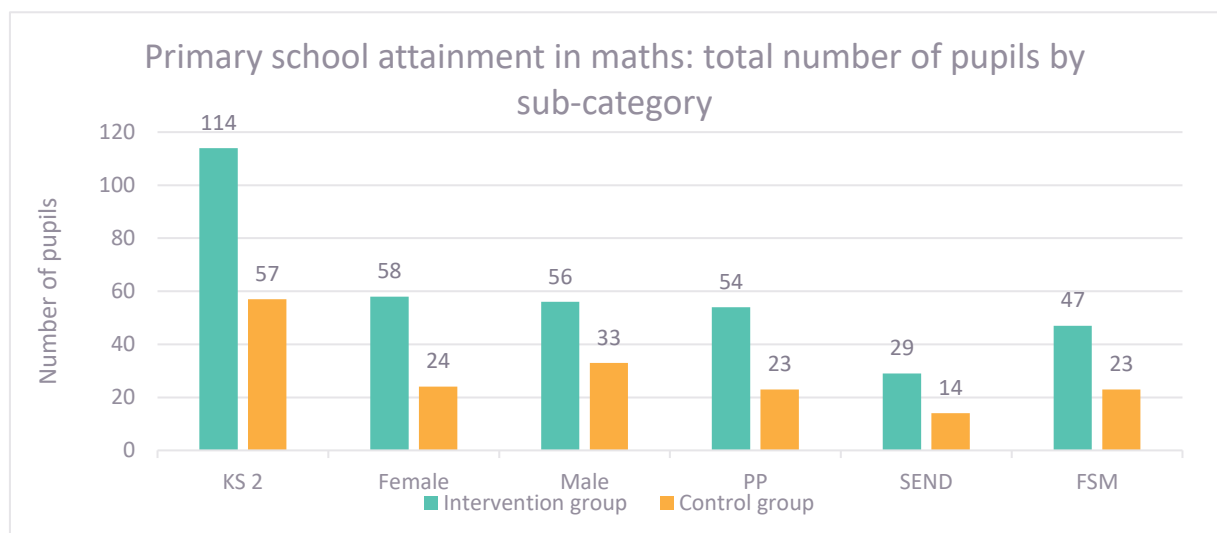

Figure 13: Number of primary school pupils for whom attainment data was collected in maths, (n=114 intervention and 57 control, pupils could be included in more than one subcategory)

Overall, **44.7% of pupils who received School-Led Tutoring went from "Working below expected standard" to "Working at or above expected standard" and 17.5% of pupils who did not receive School-led Tutoring improved from "Working below expected standard" to "Working at or above expected standard", both of which changes were significant** at p<.001.

It could be assumed that those pupils in the intervention group were most in need of School-Led Tutoring for maths, with a higher proportion of intervention pupils "Working below expected standard" at baseline compared to the control group. Therefore, it appears that the School-Led Tutoring in primary maths has allowed pupils who received the intervention to close the gap with their peers who had less need of the intervention.

For the control group, having a higher proportion of pupils who were already operating at the expected standard at baseline meant there is a lower probability of improving, which may have biased the results.

Primary school pupils across all subgroups had a percentage change increase in maths attainment between baseline and final scores apart from pupils with SEND in the control group, who had 0% percentage change. All subgroup percentage increases in the intervention group were significant, whereas in the control group, male pupils, Pupil Premium pupils and EAL pupils did not have a significant percentage increase, suggesting that perhaps these groups benefited most from School-Led Tutoring in maths. It is worth noting that the sample size in these groups was relatively small so it was more difficult to identify a significant trend.
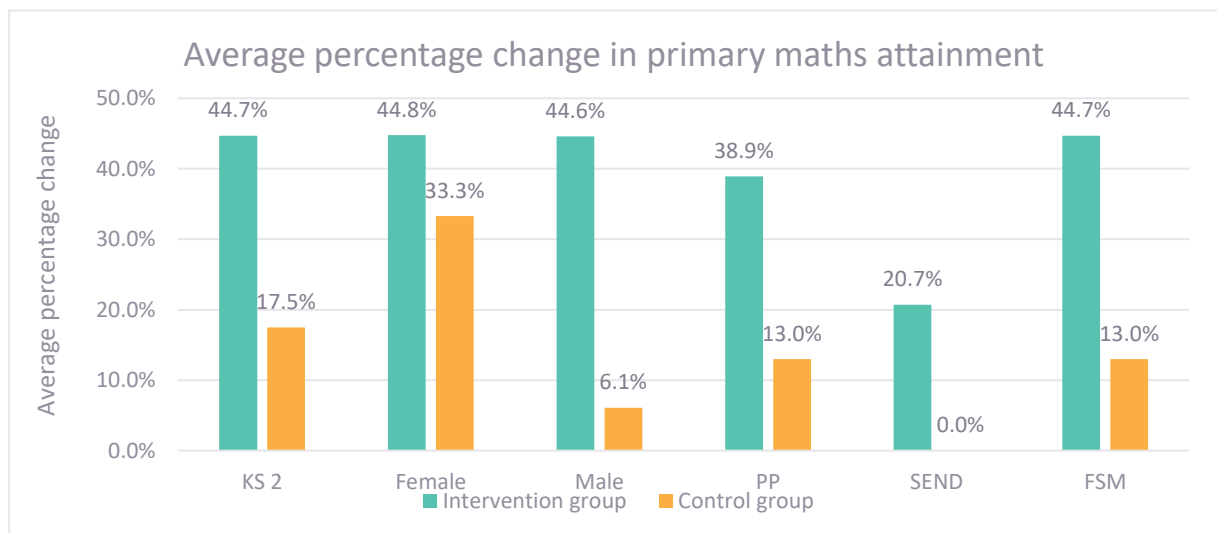

Figure 14: Average change in primary maths attainment by sub-group, for pupils who received School-Led Tutoring and control pupils

Reading

The total sample of primary school pupils whose reading attainment data was analysed was 104 pupils, of which 56 belonged to the group that received School-Led Tutoring and 48 belonged to the control group. Again, all pupils were in Key Stage 2.
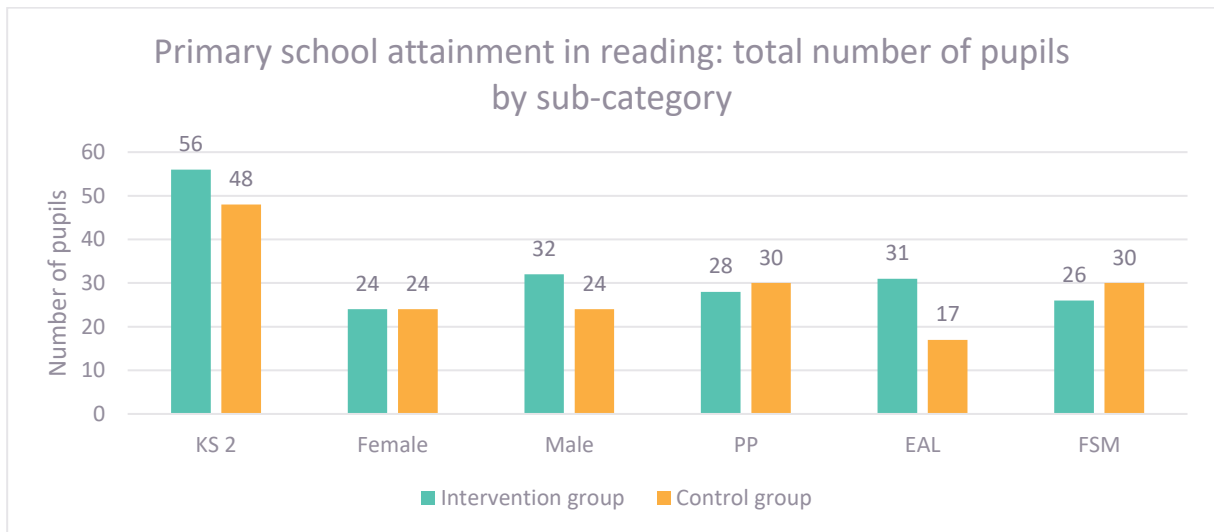
Figure 15: Number of primary school pupils for whom attainment data was collected in reading (n=56 intervention and 48 control, pupils could be included in more than one subcategory)

62.5% of pupils who received School-Led Tutoring in reading moved from "Working below expected standard" to "Working at or above expected standard" (p<.001), **while only 14.6% of pupils in the control group saw a positive improvement between the two categories** (p=.007), marking a relatively large difference of 47.9% between the two groups.

This trend was also reflected across the sub-categories. Primary school pupils across all subgroups in the intervention and the control group had a percentage change increase in reading attainment between baseline and final scores. **Changes were statistically significant across all subcategories presented in the graph below**. In the control group, female pupils and EAL pupils did not have a significant % change from "Working below expected standard" to "Working at or above expected standard". As significant percentages of female pupils and EAL pupils in the intervention group moved from "Working below expected standard" to "Working at or above expected standard", while the respective percentages in these subcategories in the control group were not significant, **it is likely that female pupils and EAL pupils benefited most from the School-Led Tutoring route in reading** (although sample sizes are small and therefore this finding should be treated with caution).
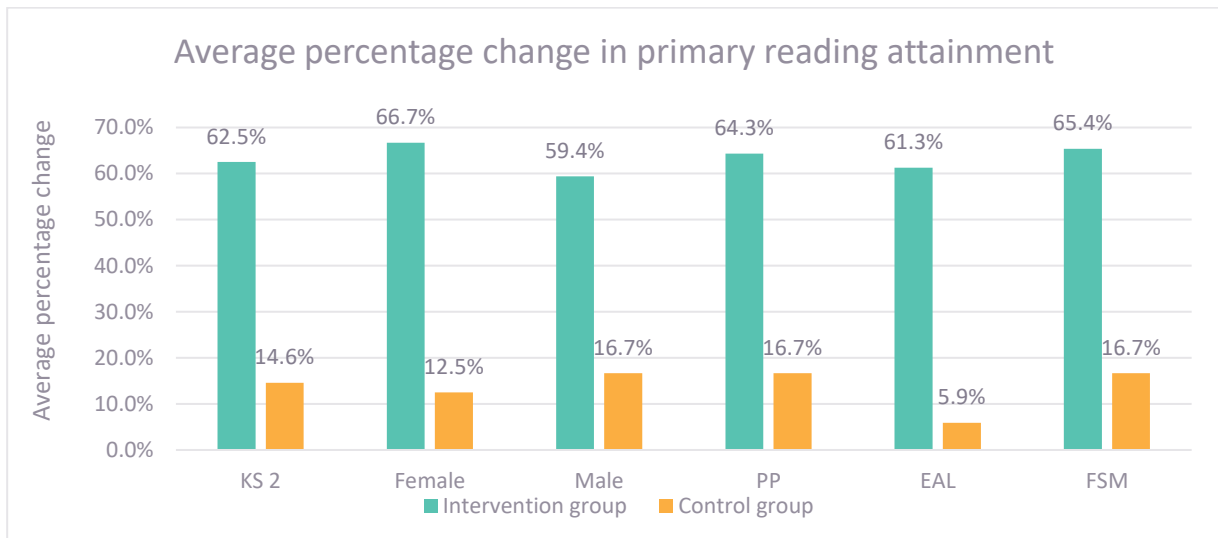
Average percentage change in primary reading attainment

Figure 16: Average change in primary reading attainment by sub-group, for pupils who received School-Led Tutoring and control pupils

Writing

Writing attainment data from 235 primary school pupils was analysed, of which 122 had received School-Led Tutoring, while 113 hadn't (control group). The writing attainment sample by subcategories is relatively varied. The sample consisted of both Key Stage 1 and Key Stage 2 pupils, although Key Stage 2 pupils were still the majority. There were more female pupils in the intervention group compared to the control group, while there were more male pupils in the control group. Large sample differences can be observed in the Pupil Premium and FSM pupil samples by control/intervention group, with significantly more pupils found in the intervention group. There were more pupils with SEND in the control group as compared to the intervention. Analysis has not been undertaken for sub-groups related to EAL and LAC due to small sample sizes.

Primary school attainment in writing: total numbers of pupils by sub-category
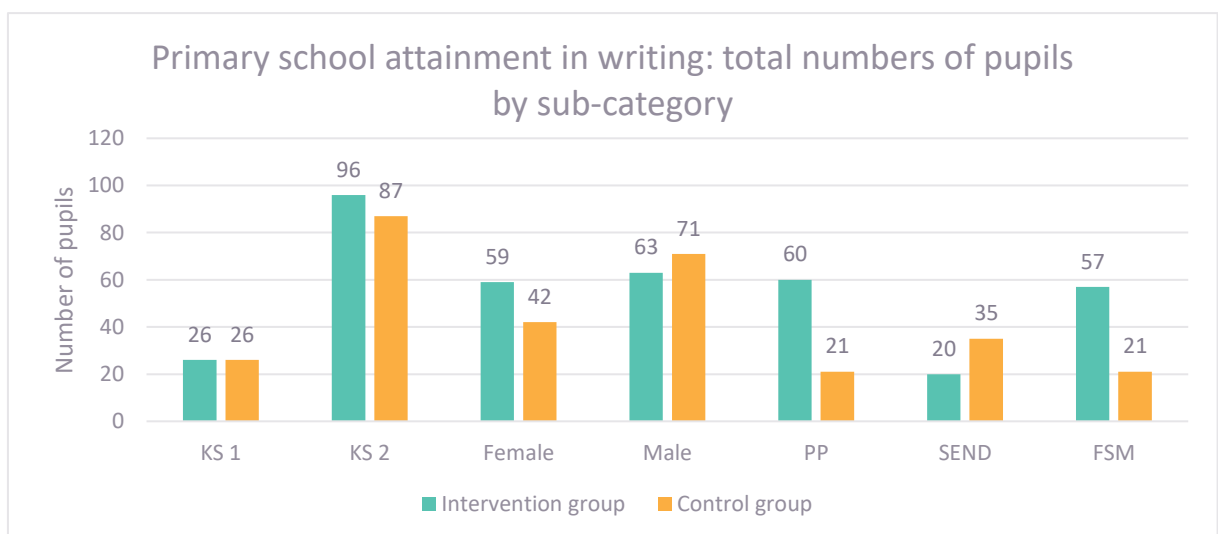

Figure 17: Number of primary school pupils for whom attainment data was collected in writing (n=122 intervention and 133 control, pupils could be included in more than one subcategory)

29.5% of pupils who received School-Led Tutoring in writing went from "Working below expected standard" to "Working at or above expected standard" and 24.8% of pupils who did not receive School-led Tutoring improved from "Working below expected standard" to "Working at or above expected standard", **both of which were significant** at p<.001.

Again, perhaps pupils in the intervention group were the ones that were more in need of School-Led Tutoring for writing in the first place, hence the percentage of pupils that had "Working below expected standard" at baseline was relatively higher compared to that of control group pupils.

Overall, primary school pupils across all subgroups had a percentage change increase in writing attainment between baseline and final scores. Most of the percentage increases were significant except for those for pupils with SEND, but it is worth noting that the sample size in these groups was relatively small so it was more difficult to identify a significant trend.

No difference in the direction of changes or the significance of findings was found between control and intervention groups, however it is important to consider that pupils from all subgroups in the intervention group had a higher percentage increase compared to the control group except for pupils in Key Stage 1.
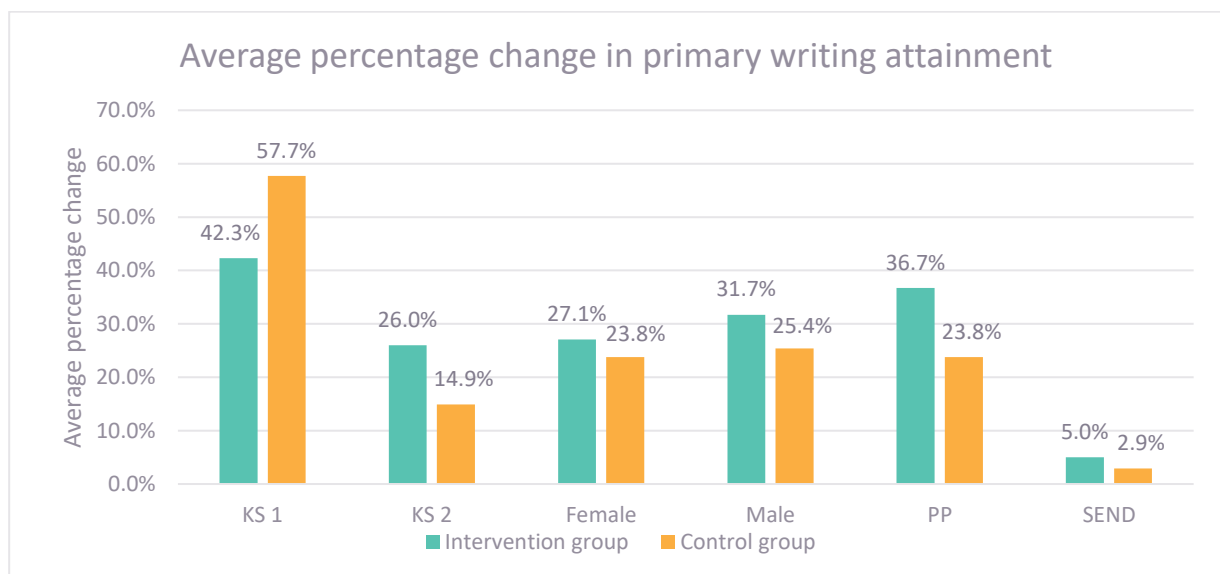

Figure 18: Average change in primary writing attainment by sub-group, for pupils who received School-Led Tutoring and control pupils

Attainment: secondary schools

Key finding 14: Significant changes were seen in attainment of Key Stage 4 pupils who received School-Led Tutoring in maths and English, and girls who received the intervention also had a significant increase in English attainment. Across maths and English generally, more positive changes in attainment in secondary school pupils were seen in the intervention group compared to control.

Maths

We analysed attainment data in maths from 84 pupils, split equally between those who received School-Led Tutoring (intervention group) and those in the control group. Where sample sizes for sub-groups are particularly small, these have been excluded from the sub-group analysis.

Figure 19: Number of secondary school pupils for whom attainment data was collected in maths (n= 42 intervention and 42 control, pupils could be included in more than one subcategory)

Secondary school pupils' attainment in maths increased by 2.1% in the intervention group and decreased by 2.1% in the control group, neither of which trends was significant. There was a significant percentage increase in attainment across KS4 pupils although sample sizes were small.

40
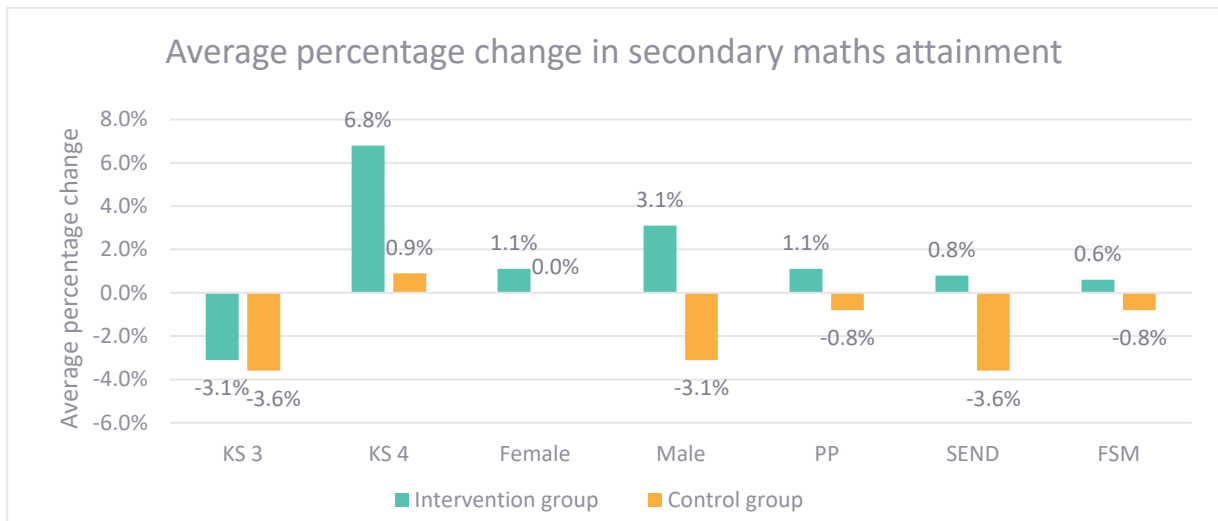
Figure 20: Average change in secondary maths attainment by sub-group, for pupils who received School-Led Tutoring and control pupils

English

The analysis also consisted of 82 secondary school pupils' data on English attainment. 32 of these pupils had received School-Led Tutoring and 50 belonged to the control group. Key Stage 3 pupils were only found in the intervention group and therefore excluded from the sub-group analysis, while Key Stage 4 pupils were double in the control group compared to the intervention group. Numbers of pupils across the rest of the sub-groups were lower than 30, with particularly small sub-groups excluded.
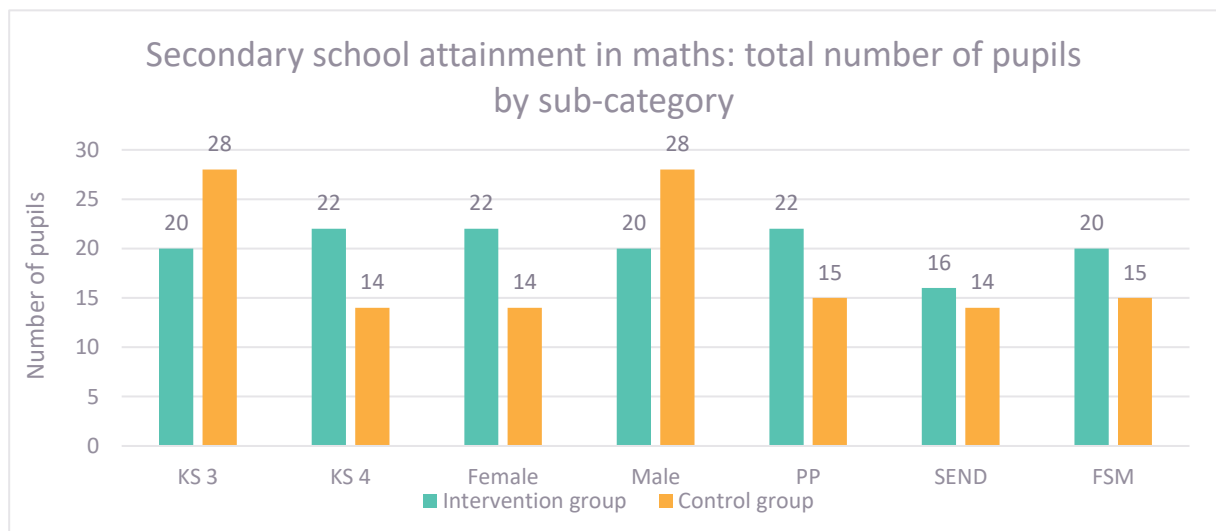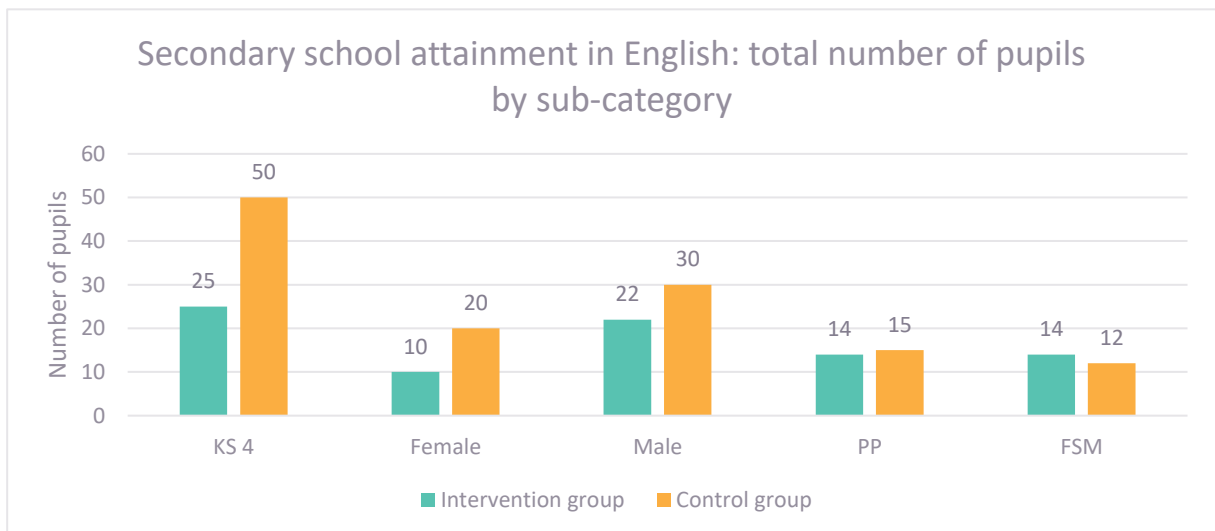

Figure 21: Number of secondary school pupils for whom attainment data was collected in English (n= 32 intervention and 50 control, pupils could be included in more than one subcategory)

Secondary school pupils' attainment in English increased by 3.1% in the intervention group and decreased by 1.8% in the control group, neither of which was significant. Similar to maths, there was a significant percentage increase in GCSE grades for KS4 pupils who received School-Led Tutoring and female pupils – changes which were not statistically significant in the control group, suggesting these are the most notable changes.

41

Figure 22: Average change in secondary English attainment by sub-group, for pupils who received School-Led Tutoring and control pupils

School staff's perceptions of pupils' attainment

Qualitatively, senior leaders reported improvements in attainment which they attribute directly to School-Led Tutoring:

> *They've all made really good progress. In fact, our SATs results that we're looking at are sort of much beyond what we'd hoped they would be at the beginning of the year. And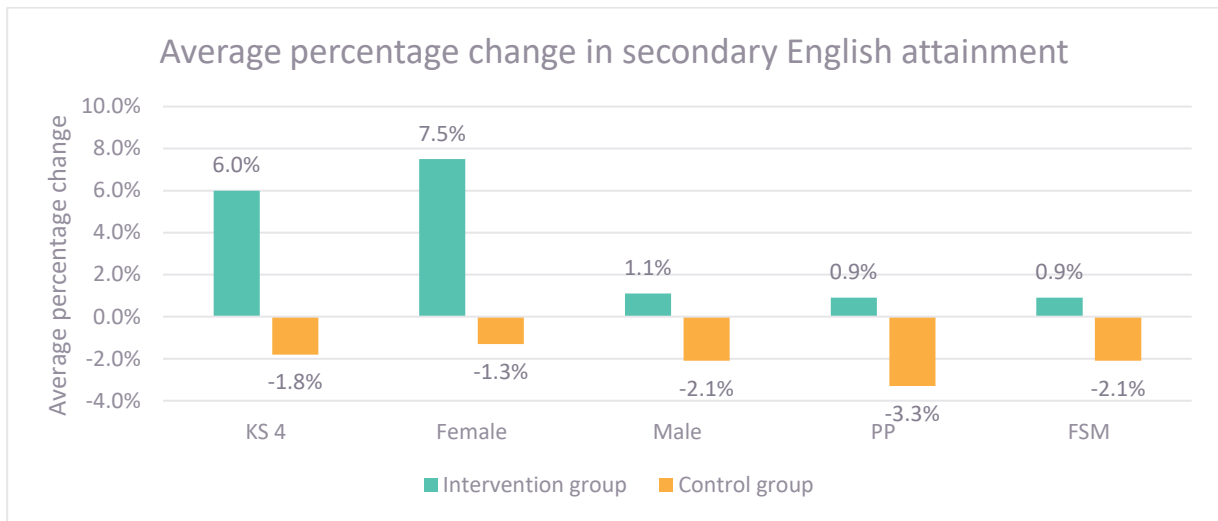 I don't doubt that the tutoring has been a contributory factor to that. And then in year five, I was looking at …lower down in the school and in maths in particular, I think some of the children between their autumn and spring assessments have made huge gains in their scores. And probably that was the only intervention they had for maths."*

Senior leader, primary school

Leaders across phases reported that being able to discuss, proofread and self-evaluate directly with a tutor had resulted in a higher standard of work, which can perhaps be seen as evidence that more explicit metacognitive teaching is taking place.

> *And it's also that extra bit, the quality of the pupils' work as well because she can spend that close amount of time with pupils is distinctly different. It's better planned because they've got someone to talk through their ideas. It's the proofreading of it. In terms of the English skill is there in terms of maths, the methodology is better enforced as well. So it's all just a little bit more personalised. A little bit more strategic a little bit more developed and sustained than perhaps it would be in a general teaching environment."*

Senior leader, secondary school (middle school)

> *[They have made gains] I think probably across their writing, but most of them I think, you know, sort of generating the ideas in the smaller group sort of, you know, that the teacher obviously would still do, with you know, a bit of modelling. But I think definitely I see the*

improvement in the writing...sentence structure, particularly with the year threes. I think that's made quite a big impact."

Teacher, primary school

Tutors in all phases and setting described the process of moving from gaps in skills and knowledge towards mastery and how this in turn improved both motivation and the quality of work:

> *With the phonics, their reading fluency, writing, spelling and context has improved. And once they can read, they can access any areas of the curriculum. Writing, you know, letter formation, we pick up on things like that in it. Structure as well of their writing. Little things, like capital letters. Their writing is higher quality now and they love writing."*

Tutor, primary school

Leaders and tutors at the PRU emphasised how important subject specialist teaching is for pupils who require a high level of adaptation, pointing to how quickly improvements in attainment can be made when the child is receiving the correct level of support and the right strategies for learning are found.

> *We very rarely get data sent through to us from their mainstream school before they come here...I mean, we do have a couple of children on the autistic spectrum who are excellent at maths...those children still have gaps in their learning because of their behaviours at mainstream, they still missed these big chunks. But I suppose we would approach those children in a different way. Because they really want to learn. And they've progressed really, really well. And really quickly, once they've been able to access the maths lessons...and they're the children that have access to a maths club, for example, and we'll give them more challenges. Yeah, you know, to make them feel more successful."*

Senior leader, Pupil Referral Unit

There was strong evidence that schools had thought carefully about the appropriate level of intervention for pupils with SEND. One SENCO felt that the tutoring had the potential to identify children's specific needs early on and potentially to avoid more intensive intervention at a later stage:

> *I would want to think there's some children that if they hadn't have had, this intervention, would have eventually found themselves on my SEN register. Whereas we're helping them to keep up. They'll more likely be on my additional needs register, rather than my special needs register. So yeah, it's just kind of increasing their chances really."*

Tutor, primary school

Attendance

Key finding 15: Across primary and secondary schools, there was a decrease in attendance for pupils who received the School-Led Tutoring and those who did not, with only minimal differences between the two groups.

There was an overall decrease in attendance between Term 1 and Term 3 for pupils who received School-Led Tutoring and their peers who did not – a trend that has been observed nationally for other projects delivered by ImpactEd. For participating pupils, there was a -1.4% decrease in attendance and a -1.3% decrease for those in the control group. While both percentage changes were statistically significant with p<.001 and p=.003 respectively, the difference between the two groups was 0.1% indicating that School-Led Tutoring didn't have a large effect on pupils' attendance overall.

Most comparisons across demographic subgroups that were found to be statistically significant revealed attendance decreases between the two terms across both intervention and control groups. It is - however - worth noting the sub-groups for which there were differences between intervention and control group.

Pupils in Key Stage 4 experienced the largest decreases in attendance between Term 1 and Term 3, with a 11.7% decrease for the intervention group and 9.6% decrease for the control group. Key Stage 2 pupils were the only key stage to see an overall increase in attendance – the intervention group had a 0.3% attendance increase and the control group had a 0.9% attendance increase, both of which were statistically significant changes. While the former increase was not statistically significant, the latter increase was (p=.003), indicating that the Key Stage 2 intervention group had a worse attendance rate than the control group.

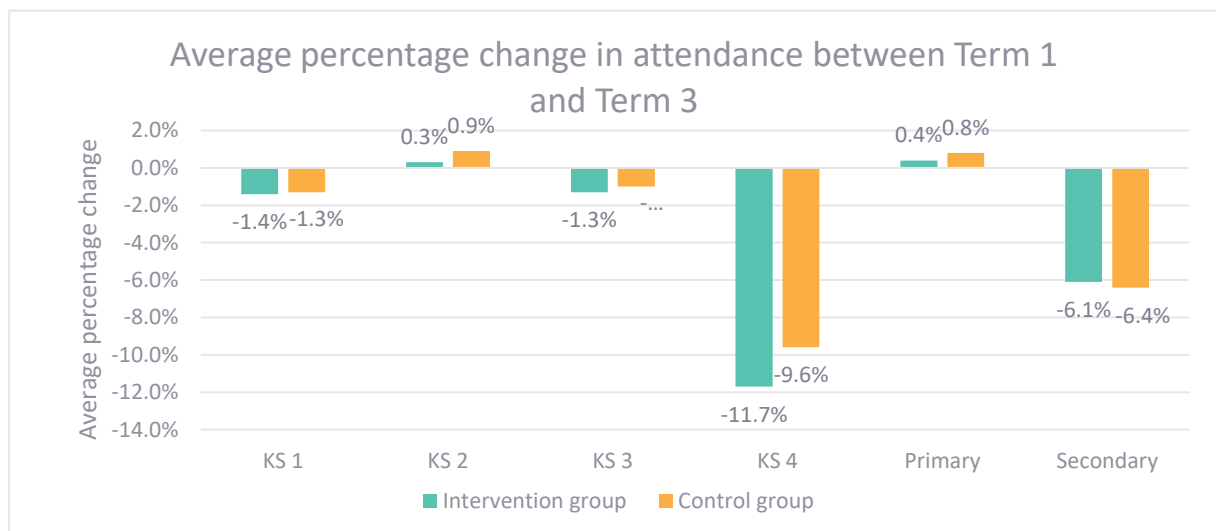*Figure 23: Percentage change in pupil attendance between Term 1 and Term 3 across key stages and school stages by control/intervention group (n=708 intervention and 646 control pupils)*

Pupils with SEND who received School-Led Tutoring had a significant reduction in attendance (-2.6%, p=.001) as opposed to pupils with SEND in the control group who didn't have a significant change in attendance (close to 0%).
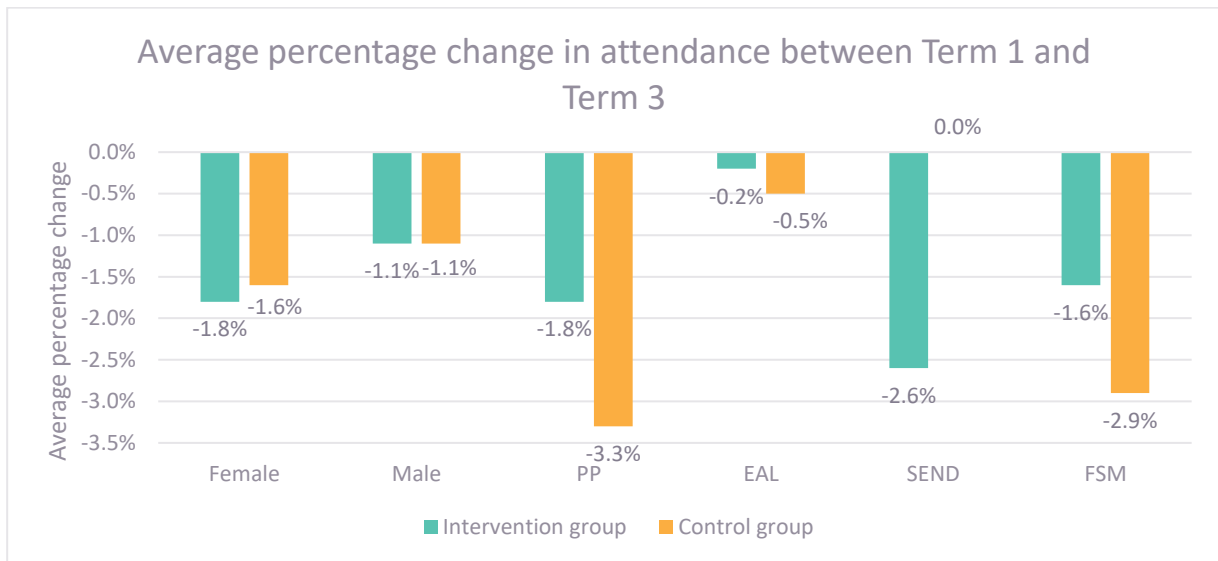
44

Figure 24: Percentage change in pupil attendance between Term 1 and Term 3 across demographic sub-groups by control/intervention group (n=708 intervention and 646 control pupils, pupils could be included in more than one subcategory)

It was not possible to compare data on attendance to national benchmarks as comparable data is unavailable at a national level.

Pearson correlation analyses were run to investigate the relationships between pupils' percentage change in attendance and self-efficacy, motivation and school-engagement, all of which were close to 0 (very small).

The correlation between pupils' attendance and their total minutes of tutoring was close to 0 (very small).

Staff who were involved in the qualitative research acknowledged the challenges of sustaining attendance, particularly for children and families for whom attendance was a known issue before tutoring began. In all-through and secondary settings particularly, senior leaders have been closely involved in monitoring attendance and following up with parents by way of calls when attendance has dropped for an individual pupil. Across the primary phases, schools feel that tailoring the provision to parents needs has also had a direct impact on attendance.

> 66 *I guess our main challenge is just ensuring attendance. Because that yeah, that's been challenging, but we have managed it. Like working parents are saying how valuable it can be so yeah, that that's been the trickier bit. But then I guess just organising it so that it's beneficial because the parents involved are much more likely to be involved if all siblings are catered for. And they tend to be quite large families. And so then you'd have quite a wide age range attending. Yeah, but it's been just something to look at logistically, it hasn't been too hard, but it's been interesting".*

Senior leader, primary school

Secondary leaders reported on the importance of creating strong relationships and a nurturing space which felt different to the general school day:

💬 *The children have loved it. Absolutely. I mean, they just love it. I mean, I think they liked the staff. And we've always done it in a you know, have a drink and a biscuit when you arrive after school. And I was really surprised actually, how the attendance rate because I thought, Oh, we're gonna get children dropping out, you know, and we have one or two and some people who didn't, you know, come to every single session, but generally, the attendance has been brilliant. I think the children have enjoyed it. And the feedback anecdotally, I suppose to the staff has been really positive from the children."*

Senior leader, secondary school

Leaders, teachers and tutors have been careful to ensure that children and families have a positive and supportive experience of tutoring and perhaps as a result of this we did not have any reports of schools taking a punitive approach to maintaining attendance

💬 *I'm not actually doing any tutoring; when I walk around to the groups, they really look like they're enjoying the sessions and really benefiting from that close teacher feedback and intimacy of the setting and being able to work in those smaller groups. So what I've witnessed and what I've spoken with some of the students has been really positive, it's just the attendance and just keeping momentum of that so that we try to get the students to complete the whole 15 weeks."*

Senior leader, all-through school

5. Outcomes for tutors, teachers and schools

This section presents findings related to outcomes for tutors, teachers and wider schools based on self-reported qualitative research undertaken to date with senior leaders and tutors.

Increased understanding of tutoring best practice and how to deliver tutoring flexibly

Key finding 16: Tutors have gained, applied and disseminated an increased understanding of tutoring best practice.

There was strong evidence that **tutors in different setting were actively considering the evidence on tutoring best practice and moving beyond the resources provided as part of the NTP training:**

> 66 *As part of my investigation, I've learned with each group that I've got, I've got better and better at it. And I've just done another course as well on delivering maths for sort of mastery learning as well. So I've linked them both together. So yeah, I've tonnes of evidence again about small group work and practice, and just getting it right for a small group because it's the first time I think, for me I've ever done groups so small."*

> *Tutor, secondary school*

Qualified teachers who were directly involved in the delivery of tutoring also used this as an opportunity to reflect on the differences between their role as a tutor and as teacher in a general classroom environment:

> 66 *I think being, obviously a class teacher, with all the will in the world, you know the children [...] but you do miss things like you don't pick up on those things. And it was really great to sort of work with them so closely and see what you could then build on next week [...]Being able to sort of really hone in on those misconceptions, the skills that are missing and like just build on them gradually, where as obviously when you're in that whole class situation with all the will in the world you try but you can't do that at all."*

> *Tutor, primary school*

As part of qualitative interviews, tutors shared examples of evaluations and shared resources they had developed with other colleagues, including but not limited to other tutors.

> 66 *It's literally just a Google Doc that we do that everyone can have access to and just it's proof what they're doing. I've tried several different planning formats as well actually just sounds very old fashioned but pen to paper after I've been with the child is just the easiest thing to do to know what to do next. I've created my own log for that as well. So, I've got sort of the next thing that I want to work on and then and then I can look back and work out activities I want to do with them and things. I try and make it as fun as possible rather than bore of the week. Lots of games and drawing upon all my old experiences and things so that has been handy.*

> *Tutor, primary school*

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Increased confidence of tutors

Key finding 17: Confidence of tutors has increased, often as a result of greater autonomy provided by the School-Led Tutoring route, which has enabled them to apply new strategies in tutoring sessions.

Although many of the tutors involved in the qualitative research are either qualified teachers or experienced Teaching Assistants, there were reported gains in confidence as a result of the school-led tutoring route. In many cases these seemed to result from the **greater autonomy this route provided**, particularly in the areas of planning and assessment.

> ❝ *Yeah, it's been great, I've had four years since my PGCE because my son has had a lot of health issues, so I haven't been in work. But what I've really liked about getting back in and doing this is that I get to deliver the lessons. So you know, I'm delivering what's already been planned and tweaking it, but then I also get to plan my own stuff for the afternoon… I think a lot of them are Pupil premium, they're not usually SEND, but they're definitely needing more support. So it's quite an eye opener to get more insight into that middle range, how they learn and what the barriers for them are.”*

Tutor, primary school

Tutors also reported growing confidence in applying strategies for pupils who are perhaps quiet, or for various were not the focus in classroom settings, even those with the support of a teaching assistant. Tutors also welcomed the opportunity to focus on one particular subject or strategy.

> ❝ *I used to do a variety of subjects depending on you know, the need. So it has really taken me out of those subjects, which I really like and it's just given me English and Maths to do and I suppose there's more attention given to the students who really need it. Rather than you know… it's so easy for those vulnerable students to just slip under the radar. And this is really, I think it pinpoints the focus and the attention on the ones that need it. And I think that's a real benefit of doing it, of working like this. So they're not the SEND students who of course get so much attention in a school usually, it's the students who are vulnerable to falling between the gaps and falling further behind.”*

Tutor, secondary school (middle school)

Improved job satisfaction for tutors

Key finding 18: The School-led tutoring route has provided a staff development opportunity for tutors, which along with the rewarding nature of supporting pupils to develop, has led to growing job satisfaction.

One interesting take away from the school-led tutoring route is that senior leaders and staff often saw it as **a staff development opportunity**. One senior leader observed that teachers had a high level of intrinsic motivation to get involved with tutoring:

> *We haven't forced or pushed anybody into leading a tutor group, everybody wants to do it. Everyone wants to support the children and do what they can to help children catch up. That's really important, the motivation has got to be right, the understanding has got to be right. So you take a step back and ask: what's the strategic intent of this programme? Why are we doing this? What's the outcome that we're looking for? And how can you be part of that success? Staff are buying into a really exciting programme of development, rather than do you want to earn an extra pound an hour on a Thursday night."*

Senior leader, primary school

Teachers who were not directly involved in delivering the tutoring observed that tutors and children were both benefiting from working more closely together.

> *You know, they've all worked really well together. I think she's certainly enjoyed doing the tutoring, she's got to know the children a little bit better, as well. So it's all really positive and nice speaking to the children, she, you know, that they've really enjoyed it as well, if enjoyed that sort of more of a one to one session as well. So I've got nothing bad, it's all really, really positive."*

Teacher, primary school

Tutors reported feeling **satisfaction from children's enjoyment and confidence** and seemed to relish the opportunity to observe this more closely from week to week:

> *I think that for them is quite nice as well, they're sitting in a different building. Now one of my boys as soon as he walks into school in the morning goes "Is it tutoring today?"*

Tutor, primary school

> *I really enjoy watching them grow, become independent and become proud of themselves and knowing that we can push them more because we know they're more capable. There might be things that you or the teacher might not see when there's 30 in the room, you know that ideal level of challenge for different pupils."*

Tutor, primary school

> *They love you showing them and comparing work from say September to what they can do now."*

Tutor, primary school

This sense of growing job satisfaction was reflected by tutors from across ages and settings. Qualitative interviews did not surface any major areas of dissatisfaction and were exceptionally positive, aside from operational challenges.

> 🔴 *For me, it's definitely been good to meet new children because I'm tutoring in a completely different year group, which is really nice to work with the new year group, learning about their curriculum. I've really enjoyed getting to know new children and it's been really nice to do different things after school. It's been interesting for me and I hope it's been interesting for the kids but I've really enjoyed it."*

Tutor, primary school

Reduced teacher workload

Key finding 19: However, there was limited evidence of reduced teacher workload associated with this route. Through qualitative research, senior leaders often reported that their workload has slightly increased due to facilitating School-Led Tutoring.

There was limited evidence around a reduction in teacher workload, but some tutors felt that there were tangible benefits from reducing disruption in the classroom. This evidence should be balanced with a slight increase in senior leader workload in terms of recruitment and supervision on tutors.

> 🔴 *Another benefit is that with some of the children who are maybe quite jumpy or attention grabbing, to take them out of the class takes the pressure off the class teacher to deliver their English and their math. So the benefit works both ways that they get a class that's a bit more settled, maybe not requiring so much attention. So those children that are left in the classroom benefit. They've definitely mentioned that to me about how it's more calm or more settled environment, having a few of them out of the classroom helps them deliver to the rest of the kids."*

Tutor, primary school

> 🔴 *So, they need less support in the classroom, which means it frees our time up".*

Teacher, primary school

Satisfaction with School-Led Tutoring route and training

Key finding 20: Participants generally reflected that the School-Led Tutoring training course was useful but would like more practical applications and video content.

Feedback on the training provided as part of the School-Led Tutoring route of the NTP was that it was generally useful:

50

❝ *I've got my PGCE, I don't have QTS. So I did do the School-Led Tutoring training. I did find it really useful. I found it like a bit of a refresher of everything that we covered in the PGCE, just at a much more like surface level. I think it's just a reminder of all those things that work well, but it was good to see the research behind it. And the pedagogy behind the thinking of ways in which children work and how best to approach that."*

Tutor, primary school

Several tutors felt that the training lacked practical applications and commented that they would have preferred more video content:

❝ *"Well the training was long, …I would question how relevant it was. I'm not sure how. I found it difficult to see the relevance of the training with day to day practice in the classroom. It just wasn't particularly practical for what I do on a day to day basis. I, yeah, I'm just, I just really queried the relevance of the training."*

Tutor, secondary school (middle school)

However, for some senior leaders the 11 hour requirement for non QTS tutors was a barrier to getting started:

❝ *I suppose when you got people who are quite experienced and they've got to do something like 11 hours training, it seems long to me. Yeah, I just think, you know, your heart does think when you think oh my god, we've got to now free up these people. […] So I suppose it depends on the experience level, but they were all quite experienced capable people and probably from my point of view, 11 hours just seemed overkill. Really."*

Senior leader, primary school

Among staff at all levels there was a desire for more opportunities for practice sharing with other schools and this may be an opportunity to improve the value of the training to school leaders.

❝ *Certainly, I'm doing my NPQH at the moment and the best thing I'm getting from it because I've only done a virtual session so far. It's the opportunities where we just suddenly get thrown into a breakout room. With four or five different senior leaders from other schools across the country. And you just have to share something about whatever the focus is, and that far and away is the most useful thing because you actually see what it's like in real life."*

Senior leader, secondary school (middle school)

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6. Key learnings and considerations

What approaches to implementation are most effective

Based on research conducted with school staff as part of this evaluation, it appears that School-Led Tutoring is most effective when:

► School staff, including tutors as well as senior leaders, are **aware of and engage with the evidence base on best practice for tutoring**.

► Schools **embrace the flexibility provided** by the School-Led Tutoring model to prioritise the needs of their pupils, and are willing to adapt delivery regularly where needed to overcome any implementation challenges.

► Schools **carefully consider which pupils will benefit most** from School-Led Tutoring specifically (as opposed to, or alongside, other interventions) and **regularly evaluate the impact**.

► **Regular and clear communication channels** are in place between tutors and teachers.

► Schools **engage with families to make them aware of the tutoring offer and its purpose**, increasing buy-in and attendance.

School-led Tutoring route sustainability

The school-led route of the NTP has overwhelmingly been well-received by the schools and staff who delivered the tutoring in year one. Schools reported a high level of motivation to provide children and families with an increased offer of support post the COVID-19 pandemic:

> 🔖 *The communication around it is really important both with the parents and the children and the staff so that the rest of the school also know what's going on. You know, so it's not some mystery thing going on in the background. It's actually quite upfront, quite central. People know that it's part of the response to the pandemic and to try and close some of those gaps."*

> *Senior leader, primary school*

For senior leaders, there is a question regarding the longer-term support which will be needed by children with complex needs, who would not necessarily be a priority for teaching assistants in the general classroom.

> 🔖 *We are noticing as a school we are getting more pupils with additional needs. And not just when we're talking about additional needs, I'm not necessarily just talking about specific learning issues, we're just talking about that general self-confidence, resilience, all those sorts of things that have been quite well documented post COVID about young people. So …if all the finance and money suddenly went, we would actually have to stop what we're doing and put*

it back into general teaching assistants because we wouldn't have the capacity to offer it but whilst there is a degree of funding support from the government, it's something that we would want to continue."

Senior leader, secondary school

School leaders reflected that the one year term of the grant did not allow much space for long term strategy and planning for children who require and benefit from more intensive support:

🔖 *But yes, I mean, if the government wants to get 90%, expected at year six, which is a significant difference from what they were getting pre pandemic, then I think that, yes, I think it would need to continue…If you're actually going to plan to use it effectively. You just need to know how long it will go for how much you're going to get. Like what, what exactly are the perimeters around it? That would be really helpful, but just have it like, I mean, it's nice to have it renewed each year because it's an extra piece of funding that you can have access to, but it makes it more difficult to use it as effectively as you might like to because you're just planning year to year."*

Senior leader, primary school

On school leader reflected that the terms of the grant, in some ways, seemed to reflect a distrust in schools rather than a culture of commitment to learning:

🔖 *It just really needed to be a simple grant with some objectives which you need to meet, and this will be evaluated through maybe random sampling or through this kind of evaluation. Whereas what appears to be quite a sort of draconian, we're giving you some money, we don't really trust you to spend it properly. So we're going to put all sorts of punitive things in place, if you don't get it right - it feels a bit like that."*

Senior leader, primary school

Operational barriers seem to sit mostly at the senior leader level with potential areas of support including, provision of a diagnostic assessment to support schools with targeting, HR support and in particular pay scale guidance and streamlining of contracts and provision of a more friendly website with less marketing of different routes.

🔖 *It's really, really hard work. Because it's still seen as an addition it is still something extra. When I speak to other people in other schools, they're not touching it. Now, you know, I have friends who work in other schools that are maybe a little bit better off with a cohort than us but, I just don't, I think we'd be remiss if we didn't use this money. […] "*

Senior leader, secondary school

Despite the challenges, there is a high level of support for school-led tutoring and overwhelming agreement that it is providing immensely important support for the children who are working with tutors.

🔖 *Because we've been able to hire the school-led tutor and academic mentor, we've been able to free other staff up for all the things that we might have wanted to do in the past, but were not able to do. So we might have been able to free some staff up to [deliver other academic interventions] or we can try and meet [pupils'] social and mental health needs more than*

we've done in the past. Once [the NTP funding] is removed, those things will be reduced because we just won't have the capacity to provide them".

Senior leader, Pupil Referral Unit

Considerations for future evaluation

This evaluation work will continue in the 2022/23 and 2023/24 academic years in line with the continued delivery of School-Led Tutoring. Based on its delivery over the last academic year, and findings of this report associated with the methodology and limitations, the following adjustments will be made to evaluation delivery for next year:

► Academic mentoring will also be included in the scope of the evaluation.

► The evaluation will scale up to recruit a larger sample of schools.

► Only pupils who receive School-Led Tutoring in English (including writing and reading at primary school) and Maths will be included in the scope of the evaluation, as sample sizes for other subjects in this evaluation were too small for inclusion.

► Attainment data at primary school stage will be collected from schools in the format of scoring either "Not working at expected standard" or "Working at or above expected standard" and at secondary school stage in the format of GCSE grades 1 to 9 (rather than being converted after being collected with potential for misinterpretation).

► Only one self-efficacy survey measure will be used across all pupils, and accordingly surveys to measure social and emotional skills will only be taken by pupils in Key Stage 2 and above.

► Attendance data will be collected for half term 1 as a baseline and half term 5 as an endline (rather than Term 1 and Term 3 as baseline and endline, where tutoring delivery would be more likely to have overlapped with one of these windows).

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DAME SUE JOHN, Executive Director, Challenge Partners

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