

Tutoring Plus and The Right Angle Project

Final Impact Evaluation Report

18th April 2024



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Executive Summary

The Tutor Trust is an educational charity which aims to ‘**transform lives through tutoring**’ by making sure every child who needs additional academic support can access a great tutor. Operating in Greater Manchester, Merseyside and West Yorkshire, Tutor Trust works with a range of year groups (Year 3 – Year 12) and provides **small group tuition** on a weekly, tailored timetable. The tutoring aims to improve pupil progress whilst increasing confidence, enabling pupils to get the most out of their learning.

Tutor Trust also offers more specialised 1:1 support for Looked After Children (LAC), young people at risk of exclusion, persistent absentees, and young people in alternative provision (AP) settings. This is delivered through a programme called **Tutoring Plus (TP)**.

Recognising that these children often face numerous systemic barriers, such as instability in their home and educational settings, Tutor Trust provides **academic mentoring with therapeutic support** for the most challenged pupils. The Right Angle (TRA) Project offers up to 12 hour-long sessions of tuition and up to 6-10 hours of counselling therapy to secondary school pupils in challenging circumstances.

This report provides an assessment of **the impact of the two programmes (TP and TRA Project) on pupil outcomes**, as well as **recommendations** on improvements for the programme and future evaluations. It draws upon quantitative data from pupils receiving support from either TP or TRA Project, and qualitative data, predominantly from staff involved in delivery. The key findings from the evaluation are listed below, followed by programme recommendations and some suggested changes to the evaluation design.

Key findings

Attainment outcomes

1

On average, pupils increased the grade of the subject they were tutored in by half a grade-point.

2

Pupils who were tutored in English made the most progress, on average increasing their grade by over one grade-point.

3

Non-LAC pupils progressed more in their GCSEs than LAC pupils, whilst pupils in alternative provision progressed more in their GCSEs than pupils in mainstream settings.

- 4 The lower a pupil's GCSE grade at the start of the programme, the more progress they made.
- 5 On average, pupils' Socrative assessment score increased by 16.4 percentage points. The largest gains were made by LAC who saw a 21.2 percentage point increase.
- 6 Attempting to sit the exams is a success on its own for many of the TP and TRA Project pupils.

Social and emotional outcomes

- 1 Pupils were motivated to learn during the tutoring sessions. However, more evidence is needed to suggest an increase in pupils' motivation to learn was a result of the tuition.
- 2 Quantitative data showed pupils' grit levels decreased by an average of 6 percentage points. This finding was contrary to the qualitative evidence which suggested that pupils' resilience (or grit) increased over time.
- 3 Pupils' wellbeing levels rose by an average of 4 percentage points across TP and TRA Project, and their psychological distress decreased.
- 4 Over the course of the programme, pupils appeared to become happier and more settled in school, evidenced by their increased confidence when asking questions in class.

Engagement outcomes

- 1 Pupils who took part in TP attended on average 7% more tutoring sessions than pupils who took part in TRA Project.
- 2 Pupils' attendance to the sessions was seen as a 'hit or miss' by tutors, and quantitative data shows pupils either stopped attending tuition early on, or continued to the end.

3

74% of TRA Project pupils completed the counselling course. Pupils from mainstream schools had the highest completion rate of 78%, compared to pupils in alternative provision, only 50% of whom completed the course.

4

External factors in pupils' lives often account for their lack of attendance in the sessions.

5

There exists a positive but very weak relationship between tutoring attendance and attainment outcomes.

6

According to tutors, pupils were well behaved and engaged during tuition sessions. Their engagement in learning improved in the classroom too.

7

Tutors established strong relationships with their tutees built on mutual trust and respect.

8

Pupils highly value tuition and think that it has a positive impact on their grade.

Programme recommendations

- It is recommended that **pupils with lower attainment scores keep being selected to participate.**
- It would be important to highlight during the tutors' training that although external factors may be discouraging pupils from attending the sessions, **staying flexible and overcoming these 'hurdles'** alongside the pupils may be particularly beneficial for their re-integration into mainstream educational settings.
- TRA Project's combined approach may play a protective role in pupils' grit as opposed to TP pupils who only do tuition. Therefore, it is suggested that **for pupils who struggle more with resilience, the TRA Project might be a better fit.**

Next steps for the evaluation

- Increase the sample size:** A larger sample size across the various subgroups would allow us to draw more definitive conclusions about the findings presented.
- A comparison group design.** It would be beneficial to collect attainment, engagement and social and emotional outcome data for pupils in the various sub-groups (e.g. LAC and non-LAC) that did not take part in TP and TRA Project.

- ◆ **Interviews with classroom teachers.** Interviews with classroom teachers of the pupils in the TP and TRA Project would allow us to further explore the impact of TP and TRA on pupil outcomes and especially their connection to others and wellbeing.
- ◆ **A quantitative measure of pupils' motivation to learn.** A pre- and post- survey assessing pupils' intrinsic motivation would allow us to explore whether pupils' motivation to learn increased over the course of the tuition.
- ◆ **Interview guide questions asking about differences between pupils in sub-groups.** It would be important for a revised interview guide to include questions that directly ask about outcomes for LAC and non-LAC, as well as pupils in AP and mainstream education to better support (or contradict) more narrow trends found in the quantitative data.
- ◆ **Longer interview sessions.** A few 45-minute or hour-long interviews would enable a more in-depth conversation around the themes of interest to the evaluation, for instance changes in pupils' confidence and attainment as a result of TP and TRA Project.



1. Introduction

The Tutor Trust is an educational charity which aims to '**transform lives through tutoring**' by making sure every child who needs some additional academic support can access a great tutor. Operating in Greater Manchester, Leeds, West Yorkshire and Merseyside, the Tutor Trust aims to tackle educational inequality by recruiting and training tutors, predominantly students and graduates from local universities, in the core subjects of Mathematics, English and Science and placing them in state schools.

Alongside the services the Tutor Trust provides in mainstream settings, they also offer more specialised support for Looked After Children (LAC), young people at risk of exclusion, persistent absentees, and young people in alternative provision (AP) settings. This research has been conducted to **generate evidence around the impact of two of these specialist support programmes**, Tutoring Plus (TP) and The Right Angle (TRA) Project.

Tutoring Plus

The Tutoring Plus (TP) service is especially aimed at LAC and those in AP settings, who research shows have consistently lower attainment levels than their peers. These young people already face more challenges than their classmates, including having more complex needs and learning gaps due to missing school. TP offers them a more flexible and personal 1:1 or small group tuition that aims to boost their confidence and enable them to get the most out of their learning. As well as giving tutoring support, tutors act as inspiring role-models.

Unlike the mainstream tuition programmes that run for an hour a week for 15 weeks, TP can run for longer periods of time, depending on what is required. TP tutors work with pupils in Year 3 onwards, as well as care leavers.

The Right Angle Project

The TRA Project – like TP – recognises that academic outcomes for LAC and pupils in AP settings are generally lower than their peers in mainstream schools. In addition to offering academic support, TRA Project acknowledges that these children also face numerous other systemic barriers, such as instability in their home and educational settings, lower teacher aspirations and emotional and psychological challenges. For that reason, it combines academic mentoring with therapeutic support for the most challenged pupils.

The programme offers up to 12 hour-long sessions of English, Maths and Science tuition, between 6-10 hours of counselling therapy, delivered by a trained counsellor and aims to empower schools and other stakeholders to support pupils through effective tracking and monitoring of pupil needs.

The TRA Project aims to foster an increase in secondary school pupils' academic confidence, wellbeing, and engagement with learning. Through promoting these changes, TRA Project hopes pupils will be empowered to re-engage with their education, losing fewer days of learning to exclusion and seeing improved academic progress as they work towards their future goals.

In the academic year 2022-23, the Tutor Trust worked with more than 164 LAC or young people in AP through the TRA project and 49 in TP. This final report presents evidence around the impact of the two programmes in the academic year 2022-23 and focuses in particular on outcomes for pupils. The research was delivered by ImpactEd through working with a quantitative sample of 213 pupils, and a qualitative sample of 1 pupil, 4 tutors, 3 teachers and 4 tutors and 1 parent involved in or connected to TRA Project and/or TP.



2. Methodology

The methodology section consists of key research questions, outcome measures, the evaluation design for data collection, and limitations of the approach.

2.1 Outcomes

During a Theory of Change Workshop in March 2020, ImpactEd helped the Tutor Trust to articulate the outcomes that TRA Project was designed to bring about. These are shown in the Tutor Trust’s Theory of Change framework below.

The Right Angle- Theory of Change

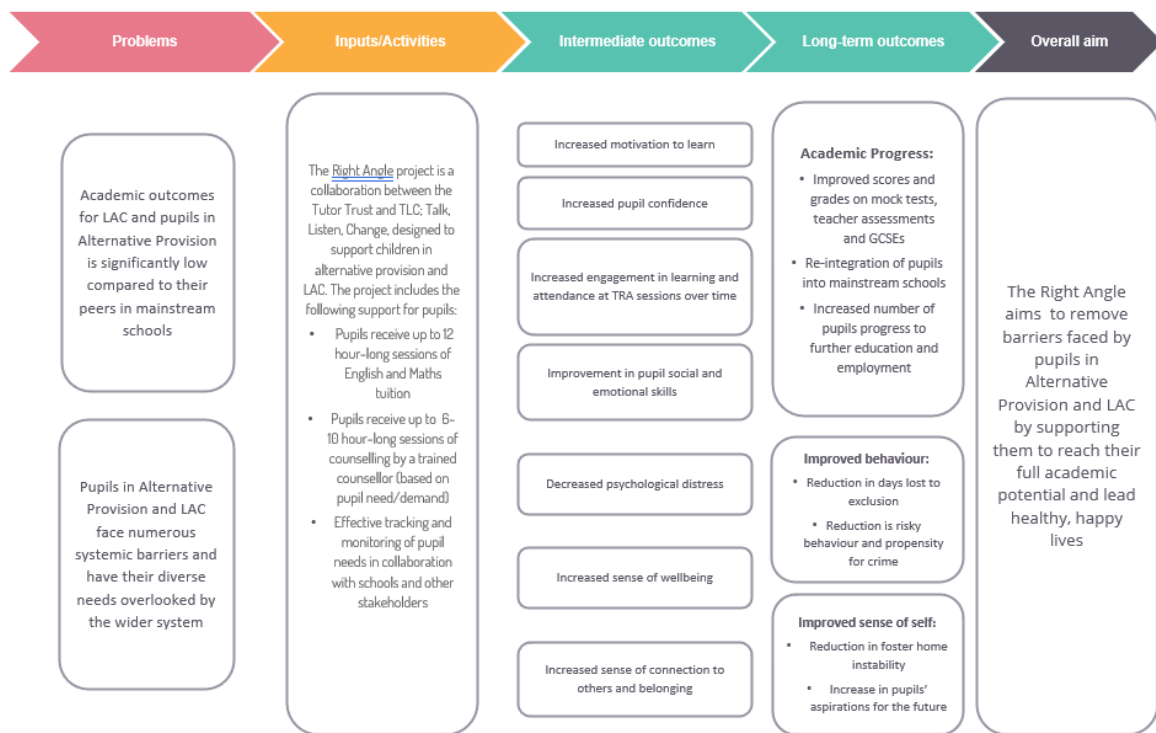


Figure 1. TRA Project’s Theory of Change

As TP offers a very similar academic tuition as TRA Project, the impact of both programmes will be explored in the present report using the same Theory of Change. Any differences found between the two could partly be attributed to the counselling received by TRA pupils.

2.2 Research Questions

This evaluation is underpinned by the following research questions:

- ▶ Does taking part in tuition through TP or the TRA Project increase attainment?
- ▶ Does taking part in TP or TRA Project increase pupils' social and emotional outcomes?
- ▶ Does the combined tutoring-counselling model increase attainment more than a single-stranded approach?

The first research question looks at the impact of tuition and was investigated by measuring the academic progress made by TP and TRA Project pupils. The second research question was answered by measuring the change in the social and emotional outcomes of TP and TRA Project pupils. The final research question asked us to compare the differences in the outcomes of the two groups, and we therefore used TP pupils as a 'benchmark' or 'comparison group' to determine the additional impact on attainment of also receiving counselling.

2.3 Outcome Measures

Below is a table presenting an overview of the intermediate pupil outcomes of TP and TRA Project and the way these were measured as part of the present evaluation (Table 2). In the present report, motivation to learn, confidence, wellbeing and psychological distress were placed under the 'social and emotional' outcomes umbrella. 'Grit' was added to the intermediate outcomes as the Tutor Trust was particularly interested in including a measure of resilience. Additionally, pupils' satisfaction with the programme was measured by the Tutor Trust.

Pupil outcomes	Outcome measurement	Pre-/post-survey	Qualitative interviews
Pupil attainment			
Attainment	<ul style="list-style-type: none"> ▶ GCSE scores in Maths, English and Science ▶ Socrative Assessments ▶ Qualitative 1-2-1 interviews 	✓	✓
Pupil social and emotional outcomes			
Motivation to learn	<ul style="list-style-type: none"> ▶ Qualitative 1-2-1 interviews 		✓
Confidence	<ul style="list-style-type: none"> ▶ Qualitative 1-2-1 interviews 		✓
Grit	<ul style="list-style-type: none"> ▶ Grit-S Scale Outcomes: Resilience – this measure is an academically 	✓	✓

	<p>validated 5-point scale consisting of 8 questions. It measures how diligently an individual works towards achieving their goals whilst maintaining focus and effort, despite having to face adversity and a lack of progress.</p> <ul style="list-style-type: none"> ▶ Qualitative 1-2-1 interviews 		
Wellbeing	<ul style="list-style-type: none"> ▶ Short Warwick Edinburgh Mental Wellbeing Survey (WEMWBS) – this measure is an academically validated 5-point scale consisting of 7 questions. It measures all aspects of pupils’ wellbeing such as happiness and optimism. ▶ Qualitative 1-2-1 interviews 	✓	✓
Psychological distress	<ul style="list-style-type: none"> ▶ Qualitative 1-2-1 interviews 		✓
Pupil engagement outcomes			
Engagement in learning	<ul style="list-style-type: none"> ▶ Qualitative 1-2-1 interviews 		✓
Attendance	<ul style="list-style-type: none"> ▶ Tutoring attendance (% of tutoring sessions attended) collected directly from the Tutor Trust. ▶ Counselling engagement (number of pupils who completed the counselling course) collected directly from the Tutor Trust (TRA Project pupils only). 	✓	✓
	<ul style="list-style-type: none"> ▶ Qualitative 1-2-1 interviews 		
Sense of connection to others and belonging	<ul style="list-style-type: none"> ▶ Qualitative 1-2-1 interviews 		✓
Satisfaction with the programme	<ul style="list-style-type: none"> ▶ Pupil satisfaction questionnaire – a 10-point survey consisting of 5 questions measuring pupils’ satisfaction with the programme and perception of impact. 	✓	✓
	<ul style="list-style-type: none"> ▶ Qualitative 1-2-1 interviews 	[only post]	

Table 2. Pupil outcomes and their measures

2.4 Evaluation Design

Quantitative data was collected throughout 2022-23 to measure the impact of TP and TRA Project on pupil attainment and on key social and emotional outcomes. Data was analysed to evaluate the overall impact of TP and TRA, and the differential impact on the following sub-groups: LAC and non-LAC pupils, pupils in mainstream, and pupils in specialist or alternative provision (AP). Qualitative data consisting of interviews with pupils and tutors was collected between June and July 2023.

2.4.1 Quantitative data: Design, sample and analysis

Three types of quantitative data were collected: attainment data, survey data and attendance/engagement data. The approach to data collection, sampling and analysis is seen below.

Attainment data: Design, sample and analysis

Two different types of attainment data were collected:

- ▶ **GCSE grades:** Mock assessment scores and GCSE exam grades in English, Maths and Science. Results were collected in the subject/s pupils were tutored in only.
- ▶ **Socrative assessment scores:** Socrative assessments are comparable baseline and endline tests for pupils in Years 3-11 in English, Maths and Science. These tests are multiple choice and range from 10-20 questions. They have been developed in-house by the Tutor Trust's Quality Team and full-time tutors, and are administered through a platform called Socrative.¹

In total, 19 matched GCSE results were collected, meaning that we had a sample of 19 pupils with a mock grade (baseline) and GCSE score (endline). This sample was comprised of 14 pupils who received English tuition, 14 pupils who received Maths tuition and 11 pupils who received Science tuition.

Individual grade-point progress in the subject each pupil was tutored in was calculated to establish mean levels of progress across each subject, programme, and for each sub-group. Linear regression was used to model the relationship between engagement in tutoring and attainment outcomes.

Furthermore, 29 matched Socrative assessment scores were collected, meaning that 29 pupils took both the baseline and endline assessment. We calculated the percentage point change in percentage score for each pupil, and then the overall average percentage point change for all pupils and for each sub-group. Table 3 below shows how the attainment sample is split across the various sub-groups.

	TP	TRA Project	Total	LAC	Non-LAC	Total	AP	Mainstream education	Total
<i>GCSE grades [matched]</i>	19	0	19	5	13	18	13	5	18
<i>Socrative assessment [matched]</i>	20	9	29	16	7	23	5	14	19
<i>Grit survey data [matched]</i>	14	5	19	10	2	12	3	11	14

¹ Whilst the baseline and endline tests are different, they cover the same content areas with questions linked to the National Curriculum. It is worth noting that these tests are still a work in progress and information from this analysis and earlier findings, is being used to improve the validity of the assessments for 2023-24.

<i>Wellbeing survey data [matched]</i>	14	5	19	10	2	12	3	11	14
<i>Tuition attendance data</i>	110	44	154	76	52	128	32	87	119
<i>Counselling attendance data</i>	N/A	43	49	26	10	36	4	27	31
<i>Satisfaction questionnaire survey data [post-only]</i>	17	8	25	13	6	19	3	11	14

Table 3. Sample sizes, overall and for the various sub-groups. Please note that we did not always have sub-group (i.e., demographic data) on all pupils, and so the total number of pupils in a sub-group does not always equate to the total number of pupils in the overarching matched sample.

Survey data: Design, sample and analysis

As depicted in Table 2, academically validated scales measuring **wellbeing and grit** were used to evaluate the impact of the TRA Project on the key outcomes. In total, **19 matched survey responses** were collected, meaning that 19 pupils took both the baseline and endline survey (Table 3).

The **percentage point change between the mean baseline and endline scores** was calculated for each pupil, to establish overall percentage point change for each programme (TP and TRA) and the various sub-groups, namely LAC and non-LAC pupils and those in mainstream education and AP.

To contextualise the results, we compared the **benchmarks** derived from the ImpactEd platform dataset (a sample of over 100,000 pupils nationally who have completed the surveys on the ImpactEd platform). Comparing to a pre-existing national benchmark helps us to understand how considerable any observed differences were.

For the **pupil satisfaction survey**, data was collected once at the end of the programme (post-survey) **by 69 pupils**. The **average score for each question** on the satisfaction survey was calculated and descriptively compared for pupils in TP and TRA Project, and pupils in the various sub-groups.

Attendance data: design, sample and analysis

Two types of attendance data were used:

- ▶ **Tutoring attendance:** Percentage of tuition sessions attended in TP and TRA Project.
- ▶ **Counselling attendance:** Completion of the counselling programme in the TRA Project.

The percentage of tuition sessions attended for 154 pupils was obtained, as well as the data on whether 43 of TRA Project pupils completed the counselling course (Table 3). These were descriptively compared between TRA Project and TP pupils, LAC and non-LAC pupils and pupils in mainstream education and AP.

Linear regression was then used to model the relationship between pupil engagement and attainment outcomes. This allowed us to see if the two variables are positively or negatively

correlated, and to **test the relationship for statistical significance** (i.e., to see if what we were observing was very unlikely to have happened by chance).

Please note the differences in scores between TP and TRA Project pupils were presented across outcomes, alongside the various sub-groups - LAC versus non-LAC pupils, and pupils in mainstream schools versus those in AP - the change in outcomes of the various sub-groups within the TP and TRA Project participating groups was not explored. This is because cutting the data this way would have meant the sample sizes would have been too small to draw any meaningful conclusions.

2.4.2. Qualitative Research: Design, Sample and Analysis

As a group-settings have limitations in terms of sharing individuals' detailed stories, semi-structured one-to-one interviews were conducted with a number of participants to share their stories in more detail. Eight 20-30 minute interviews were conducted in total:

- 1) Tutor 1, TP
- 2) Tutor 2, TP
- 3) Tutor 3, TP & TRA Project
- 4) Tutor 4, TP & TRA Project
- 5) Learning mentor, TRA Project
- 6) SENDco, TP & TRA Project
- 7) LAC Officer, TP
- 8) Pupil & Parent, TP

The interview with the pupil was conducted with their parent present due to safeguarding issues. Both interviewees contributed to the interview discussion. There was a true mix of participants participating in the TP and/or TRA Project, with 4 participants being only in the TP, one only in TRA Project and 3 in both TP and TRA Project.

A semi-structured format means that the interview guide includes questions or issues to be asked about, but the moderator does not necessarily need to stick with the exact wording. It also includes a variety of "probe" questions. While the moderator is expected to steer the conversation in the intended direction, the participants are largely free to explore different topics.

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

3.5 Limitations

There are some important limitations with this evaluation that should be considered when assessing its findings:

- ▶ **The sample sizes for all the cohorts were relatively small:** For example, we were only able to collect 19 matched survey responses, meaning that it is difficult to draw definitive conclusions about the findings presented. The small sample sizes also meant we were unable to conduct t-tests, meaning that we could not establish if the changes observed were unlikely to be due to chance (i.e., natural fluctuations in the data).

- ▶ **We were unable to collect GCSE results of pupils on TRA Project.** This means we could not evaluate the attainment outcomes of TRA Project pupils, nor could we compare the attainment outcomes of pupils on TP to pupils on TRA project. We also could not investigate the link between engagement in counselling and academic outcomes.
- ▶ **No control group design:** We do not have pupil survey or attainment data for pupils who did not take part in tuition. This means that we cannot confidently conclude that changes associated with TP are due to the intervention itself, rather than some other background factor. However, we were able to compare the change in the outcomes of TRA project pupils to pupils who took part in TP only, and therefore can be confident in our analysis of the impact of counselling.
- ▶ **Qualitative interviews did not directly investigate differences in pupil outcomes between the various sub-groups,** namely LAC and non-LAC, as well as pupils in AP and mainstream education. Therefore, while quantitative findings separate results into the aforementioned sub-groups, qualitative findings on the two programmes' impact on pupil outcomes are broader.
- ▶ **Short interview sessions:** Although most interviewees offered considerable insight into pupil outcomes of TP and TRA Project, the interview discussions were between 20 to 30 minutes which means that the extent to which they were able to explore qualitative themes in depth is limited.
- ▶ **Tutors' limited understanding of the holistic impact of tutoring:** While tutors shed light on pupils' attainment and engagement with learning, their confidence and a variety of other outcomes, their insight into pupils' connection to others was limited. This is because tutors only spend a small amount of time per week with their tutees so they couldn't talk with certainty about what goes on outside of their lessons. Interviews with classroom teachers of the pupils in the TP and TRA Project would allow us to further explore the aforementioned outcomes further.



3. Attainment Outcomes

This section contains the findings from the analysis of the attainment data (pupil mock grades, GCSE grades and Socrative assessment data), and the pupil and tutor interviews. We aim to answer our first research question: 'Does taking part in tuition through TP or the TRA Project increase attainment?'.

Unfortunately, we were unable to collect GCSE grades from TRA Project pupils and so we have measured the impact of Tutoring Plus on attainment outcomes only. Caution should be taken when interpreting the findings below as some of the sample sizes were very small.

Key finding: On average, pupils increased the grade of the subject they were tutored in by half a grade point.

Between their mock exams and final GCSE's, TP pupils increased their grade on average by 0.53 grade-points; average scores rose from 2.94 in the mock assessments to 3.44 in the final GCSE exams.

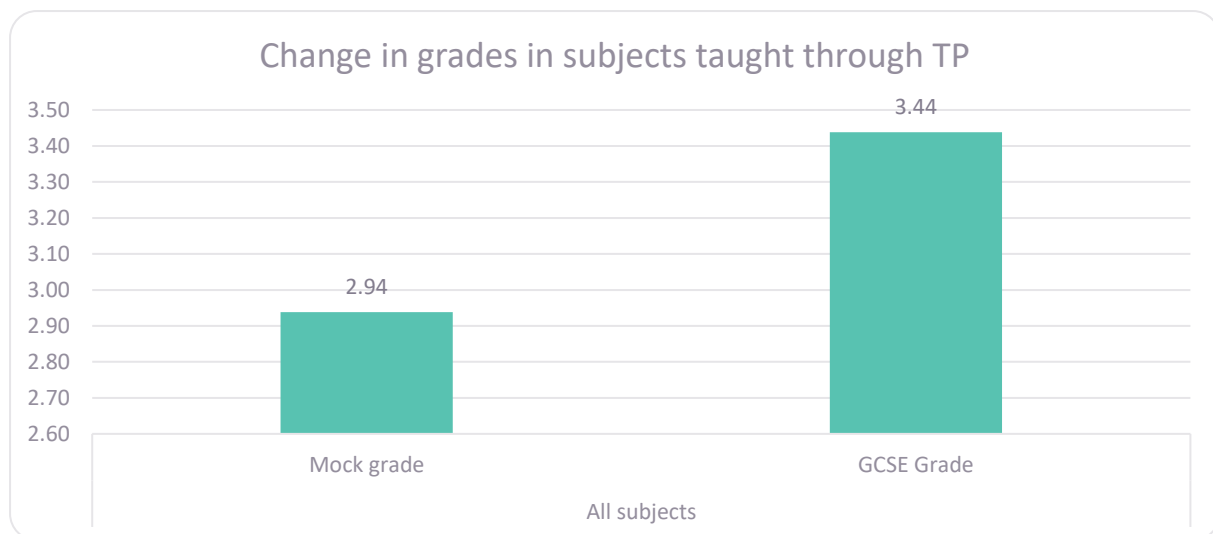


Figure 1: Average grade at baseline (mock) and endline (GCSE) for all matched pupils (n=19).

Key finding: Pupils who were tutored in English made the most progress, on average increasing their grade by over one grade point.

When comparing the progress made by pupils receiving English, Maths and Science tuition, we find that pupils who were tutored in English made the most progress, followed by Science, and finally Maths (Figure 2).

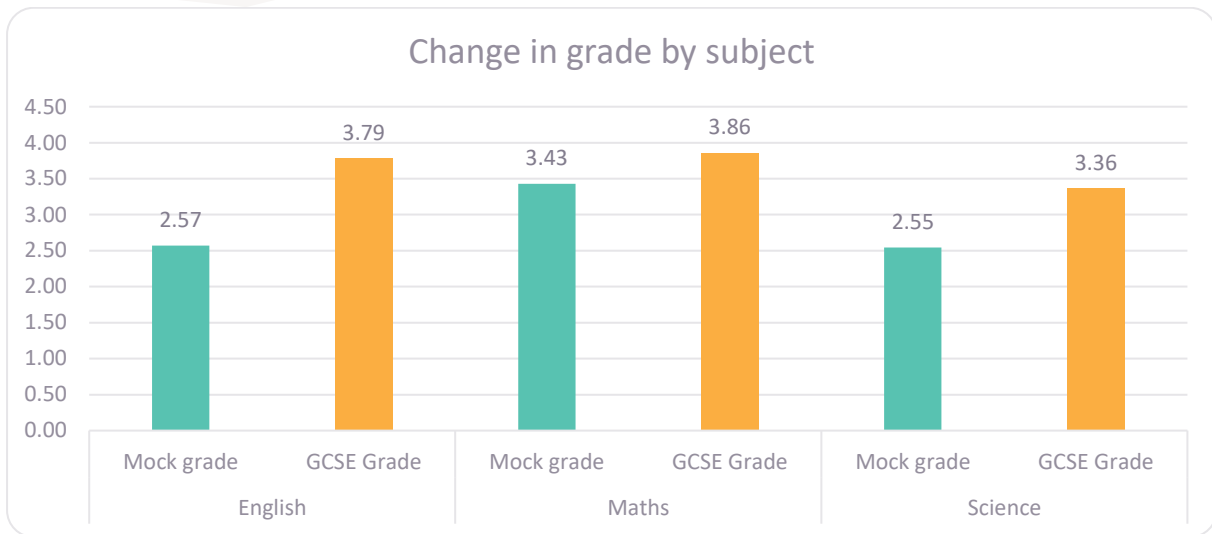


Figure 2: Average grade at baseline (mock) and endline (GCSE) by subject. English (n=14), Maths (n=14), Science (n=11).

The grades of pupils who were tutored in English increased on average by 1.21 grade-points, rising from 2.57 to 3.79. The grades of pupils who were tutored in Science increased on average by 0.82 grade-points, rising from 2.55 to 3.36, whilst the grades of pupils who were tutored in Maths increased on average by 0.43 grade-points, rising from 3.43 to 3.86.

It appears that **on average pupils are making progress across all subjects**; however, the **differences between the subjects in the progress made by pupils are substantial** and we suggest that future evaluations explore why this might be.

Key finding: Non-LAC pupils progressed more in their GCSEs than LAC pupils, whilst pupils in alternative provision progressed more in their GCSEs than pupils in mainstream settings.

Whilst caution should be taken drawing conclusions from this finding in particular since sample sizes of some of the sub-groups are very small - i.e., LAC (n=5) and mainstream (n=5) – it is interesting to note that the LAC pupils we had attainment data for did not make progress in the subject they were tutored in, whilst their non-LAC peers did.

In the graph below (Figure 3) we see that the average grade of LAC pupils decreased by 1 grade-point, from 3.80 to 2.80, whilst the average grade of non-LAC pupils increased by 1.13 grade-points, rising from 2.60 to 3.64.

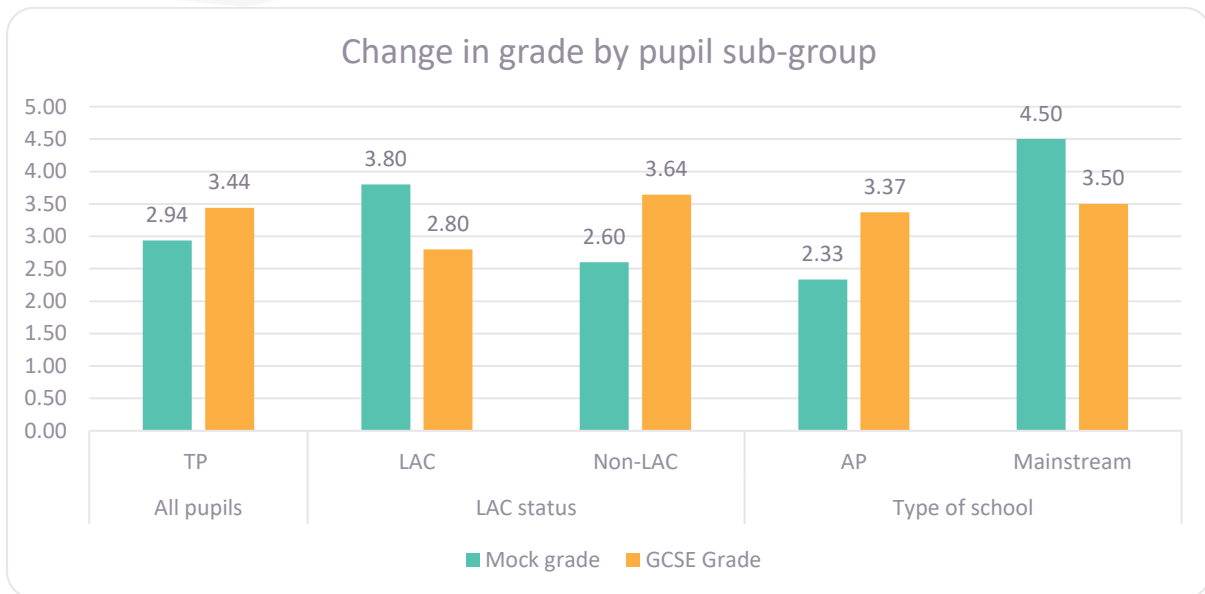


Figure 3: Average grade at baseline (mock) and endline (GCSE) by pupil sub-group. TP (n=19), LAC (n=5), non-LAC (n=13), Alternative provision (n=13), Mainstream (n=5). All pupils in the sample were from Tutoring Plus and so we cannot report on the change in the grades of RA pupils.

A similar trend was found in the comparison between pupils in alternative provision and those in mainstream settings. Whilst the average grades of pupils in mainstream settings fell by 1 grade-point, from 4.50 to 3.50, the average grades of pupils in alternative provision rose by 1.13 grade-points.

Since sample sizes are very low, we suggest that next year's evaluation aims to collect more attainment data so that the differences between the various sub-groups observed here can be further investigated.

Key finding: The lower a pupil's GCSE grade at the start of the programme, the more progress they made.

A linear regression model was used to examine the relationship between mock grades and grade-point progress. We found that there exists a moderate negative correlation, meaning the higher a pupils' baseline (mock) grade, the less progress they made ($r=-0.36$, $n=18$).

However, the **relationship between the two variables was not statistically significant** meaning that we cannot be certain mock grades are a predictor of pupil progress. The failure to achieve statistical significance could be due to the small sample size; we recommend collecting more data to test this association further.

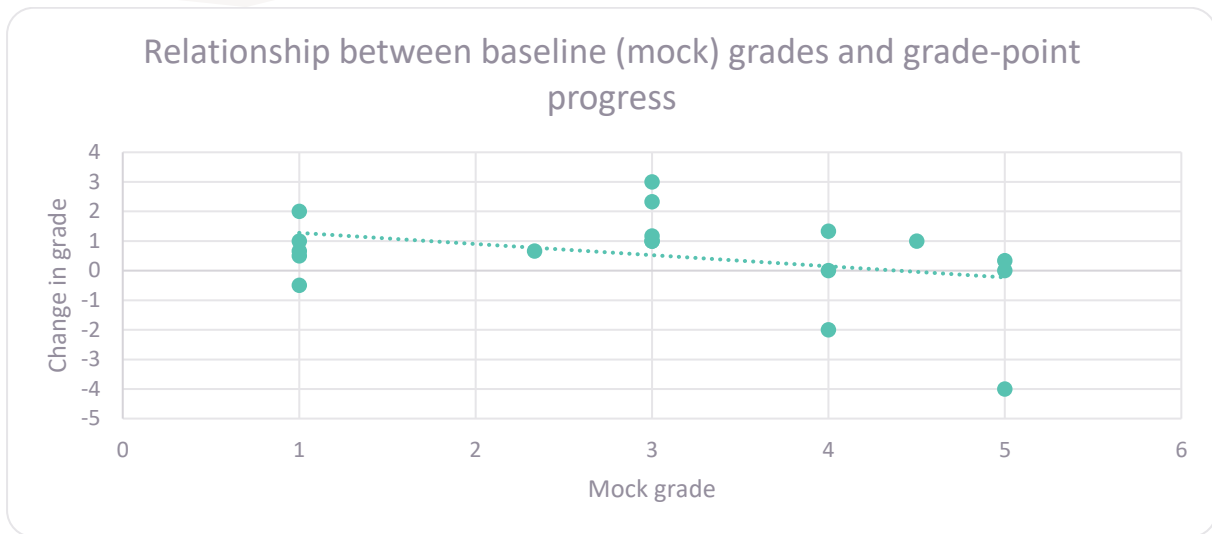


Figure 4: Relationship between baseline (mock) grades and grade-point progress.

Key finding: On average, pupils’ Socrative assessment score increased by 16.4 percentage points. The largest gains were made by LAC who saw a 21.2 percentage point increase.

The baseline and endline percentage scores in the Socrative assessment were used to calculate the amount of progress made by each pupil, and the mean levels of progress made overall, and for each sub-group.

We find that overall, pupils achieved on average 53.3% at baseline, and 71.3% at endline, representing an average increase of 16.4 percentage points. Pupils on TRA Project made more progress (18.9 percentage points) than their TP counterparts (15.2 percentage points).

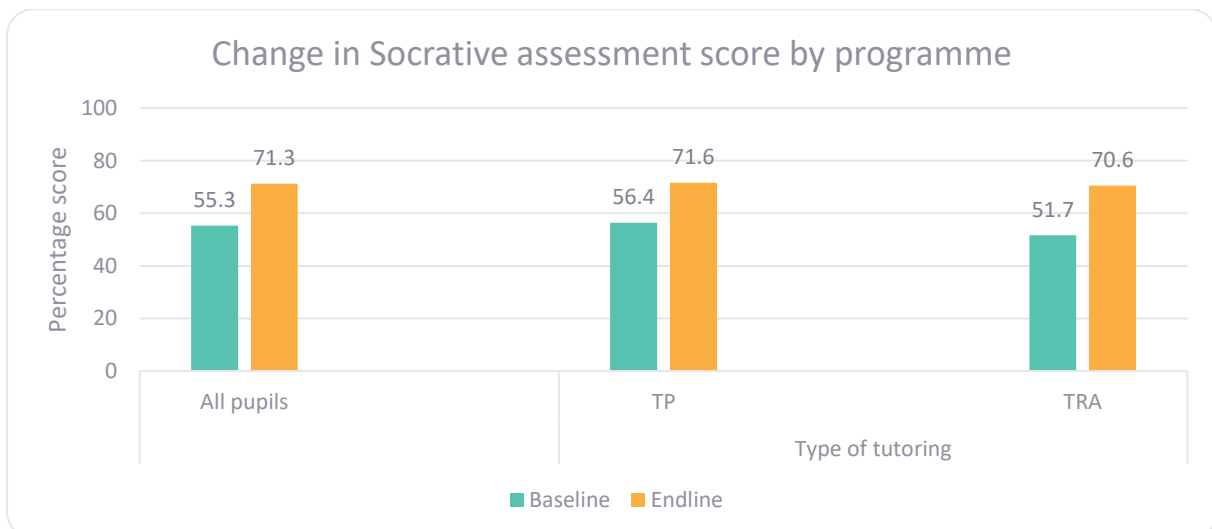


Figure 5: Socrative assessment score at baseline and endline by sub-group. All pupils (n=29), TP (n=20), TRA Project (n=9).

Interestingly, pupils in AP started the programme with the highest average score (60%), but then went on to make average amounts of progress. Meanwhile, pupils in mainstream began at a far

lower level (52.7%) but experienced a relatively large increase in their assessment score, achieving an average increase of 20.3 percentage points.

Pupils with LAC status started with the lowest assessment scores, but made the most progress, increasing by 21.2 percentage points from 49.9% to 71.1%. Non-LAC pupils made slightly less progress, increasing by 10.7 percentage points from 53.6% to 64.3%.

Findings suggest that **pupils' attainment increased over the course of TP and TRA Project**, and that the tuition **programme is working best for pupils with lower prior attainment**, who appear to make the most progress.

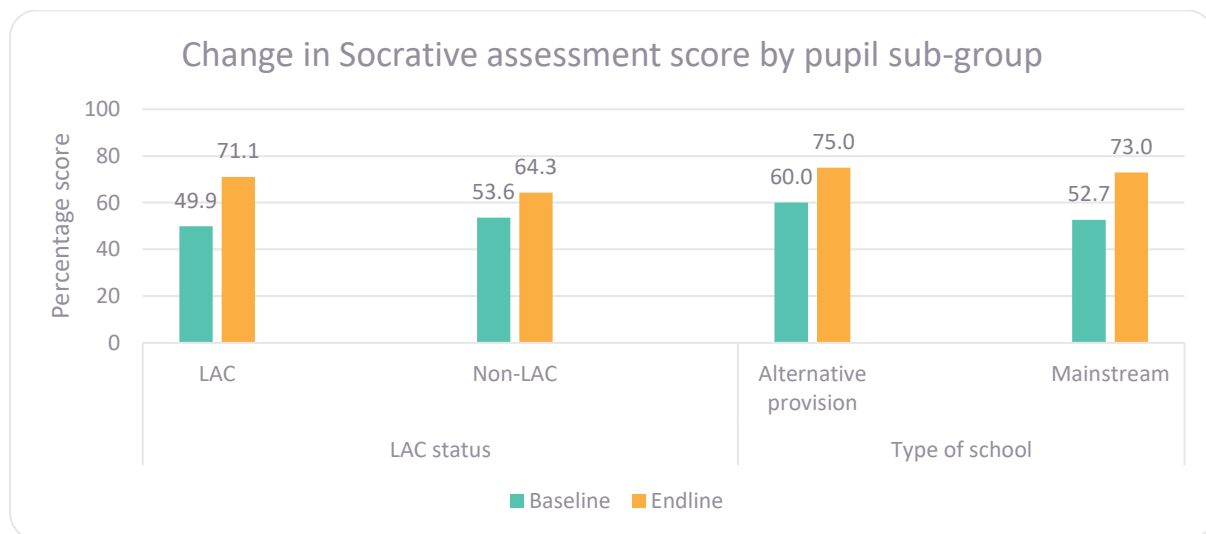


Figure 6: Socrative assessment score at baseline and endline by sub-group. LAC (n=16), non-LAC (n=7), Alternative provision (n=5), Mainstream (n=14).

Furthermore, the findings above are in line with qualitative participants' statements in their interviews. Interviewees involved in **both TP and TRA Project emphasised the improvement in pupils' attainment**. For example, a SENDco mentioned that TRA Project pupils in their school managed to improve their grades:

bb *thinking of one particular cohort of students who are on The Right Angle, all of those students managed to get their scores higher."*

SENDco, Tutoring Plus & TRA Project

Similarly, a LAC Officer involved with TP expressed their surprise with a pupil's improved grades:

bb *for him to raise his grade, it's been the first time in probably about three years, that his grades have moved in any way, shape, or form. And, you know, it isn't like say he's under SEND."*

LAC Officer, TP

The only pupil interviewed directly also talked about their grades improving:

bb *Definitely. Because I've seen like, I've seen my grades from before I had the tutor and after having the tutor and I've made comparisons, and I'm like, yes, it definitely helped."*

Pupil, TP

Key finding: Attempting to sit the exams is a success in itself for many of the TP and TRA Project pupils.

While an increase in pupil attainment is one of the desired outcomes of the TRA Project and TP programme, for many of these pupils, attempting to sit their exams is a success in itself. Statements by their tutors and other staff who work with the pupils on both projects indicate that some pupils were not intending to take any exams at all initially. on taking any exams in the first place.

“ I mean, it gave him the confidence to sit his GCSEs. This time, you know, it was huge. This was a young man that didn't think he was going to finish school [and now] sort of finishes completely GCSEs, it's huge.”

LAC Officer, TP

A Learning mentor involved with the TRA Project below explains that sitting a number of GCSE subjects that is lower than the minimum required to get a certificate was still a success for some pupils;

“ she isn't going to get 14 or 15 GCSEs. But she might get four, you know, where if she was still at home and refusing to come into school, she wouldn't be getting any.”

Learning mentor 1, TRA Project



4. Social and emotional outcomes

This section contains the key findings derived from the analysis of the pupil survey data and the pupil, tutor and wider staff interviews. We aim to answer the second research question: ‘Does taking part in TP or TRA Project increase pupils’ social and emotional outcomes?’.

4.1 Motivation to learn

Key Finding: Pupils were motivated to learn during the tutoring sessions. However, more evidence is needed to suggest an increase in pupils’ motivation to learn was a result of the tuition.

Pupils’ motivation to learn was pointed out by several interviewees and particularly those involved in TP. However, more evidence is needed to suggest an increase in pupils’ motivation to learn as a result of the tutoring programme.

Tutor 1 mentioned they had observed **pupils suggesting topics to cover without any prompts by the tutor** in an effort to make more use of the tutoring session:

bb *But I feel like, yeah, they're definitely enjoying sessions more and more happy to get involved. It's always good when they start suggesting topics as well...they're like, Oh, can we work on this set...? So it's like, they're kind of making more use of the one-to-one."*

Tutor 1, TP

Similarly, a pupil themselves’ said that after receiving the tuition, they are more interested in the subjects:

bb *...Do you know what? Like physics as well, because I'm like, actually interested in physics now. Whereas before, it was, like, just something I didn't care about."*

Pupil, TP

Interestingly, one of the tutors interviewed offered a couple of examples in which **pupils became more motivated to learn through making the connection between a subject and topics they are interested in**. An example of this is displayed below:

bb *...And that same pupil was then interested because he did a little bit of a game design on the side for fun, and was asking me about a very specific problem. I was like, you know what, that's actually trigonometry. Would you like to learn what trigonometry is? And we then spent time doing Pythagoras's theorem...And he went off and employ about what he was doing and told me about it. So that was really cool."*

Tutor 4, TP & TRA Project

4.2 Confidence

Key finding: Over the course of the programme, pupils appeared to become happier and more settled in school.

In some instances, the interviewees have described the **tutoring sessions breaking a vicious cycle of tutees rejecting mainstream education**. For example, a Learning mentor explained a pupil's difficulty in staying in mainstream education, and how through the TRA Project they were able to catch up with some of the curriculum and enter the classroom confidently:

bb *...Because at one point, she was coming in, she was working in student support. And then she was ...having the tutoring and then she was going back to student support. So she wasn't actually in a mainstream class. Whereas now, because she feels like she's caught up a little bit, she's got the confidence to go into a classroom."*

- Learning mentor 1, TRA Project

Similarly, a tutor in TP described the difference in their **pupil's confidence in the school environment**, making a reference to **the way they carry themselves** as well as how openly they would interact with people from other classrooms:

bb *I can tell the way she's interacting with children in a class, I see her in the playground, like PE, and I can see even in the way she comes in and out of class used to be really quite sort of, in the way she walks in and out of the class. And she wouldn't go to other classrooms and ask for things. But now she will."*

- Tutor 2, TP

A different example of difficulty in the classroom was one of an autistic pupil who couldn't stay in mainstream education because of the classroom environment which typically has a lot of people and noise. Tutor 4 mentioned that through working with them their **confidence increased to the extent that they started applying for jobs**:

bb *...a pupil for whom there were barriers due to the nature of his autism, where he hadn't really engaged with anyone outside of his kind of key worker and the SENDco. And that was it. And then working with me...he did get a lot of confidence, even started applying for jobs, which they [key worker and SENDco] could not believe that kind of thing. And was more comfortable just being in the school environment, because that was the thing that was kind of the main trigger for not attending, just not comfortable with the environment at all, be it the noise, the number of people those kinds of things."*

Tutor 4, TRA & Tutoring Plus

Key finding: An increase in pupils' confidence was expressed through them being able to talk more and ask more questions.

An increase in pupils' confidence was expressed through them being able to talk more and ask more questions during the tutoring sessions but also in class. For example, Tutor 1 explained how a **pupil**

went from rarely turning on their microphone and camera to using them to ask questions throughout the session:

bb *...a pupil wouldn't even kind of leave their microphone on a session to speak. Even if I asked them a question sometimes they just kind of dodge it and just stay silent. And then by that last few sessions, it was like every time they had like a question, even just a little thing they'd speak. And even just having that was like a big change for them."*

Tutor 1, TP

The LAC Officer suggested that an increase in confidence was also evident through one of their pupil's increased participation in classroom settings. They thought that the pupil had overcome anxieties that he would be laughed at if he spoke in class:

bb *...And within the classroom setting, it's given him that confidence to kind of sort of feel safer in calling out when, you know, if he thinks he knows the answer, and... he doesn't feel like he's going to be laughed at or mocked, which is where he was at one point."*

LAC Officer, TP

Self-efficacy was highlighted as a key aspect of confidence that has improved for some pupils. Recognising their own growth and being able **to verbally take pride in their achievements** were indications of a confidence increase:

bb *But for some students, it's, it's quite nice, because they'll talk about their, their main lessons, and they'll say, oh, that topic came up. And I was able to do that. And people are asking me for help with it. And that's really, really nice, because that's them recognising their own sort of growth and their own confidence in that topic."*

SENDco, TP & TRA Project

4.3 Grit

Key finding: Grit levels decreased by an average of 6 percentage points across both TP and TRA Project, but some qualitative evidence suggests that pupils' grit levels increased over time.

Pupil grit (or resilience) levels decreased over the course of the programme. Pupils who took **part in TRA Project saw an average decline of 2 percentage points**, and pupils who took part in **TP saw an average decline of 8 percentage points**.

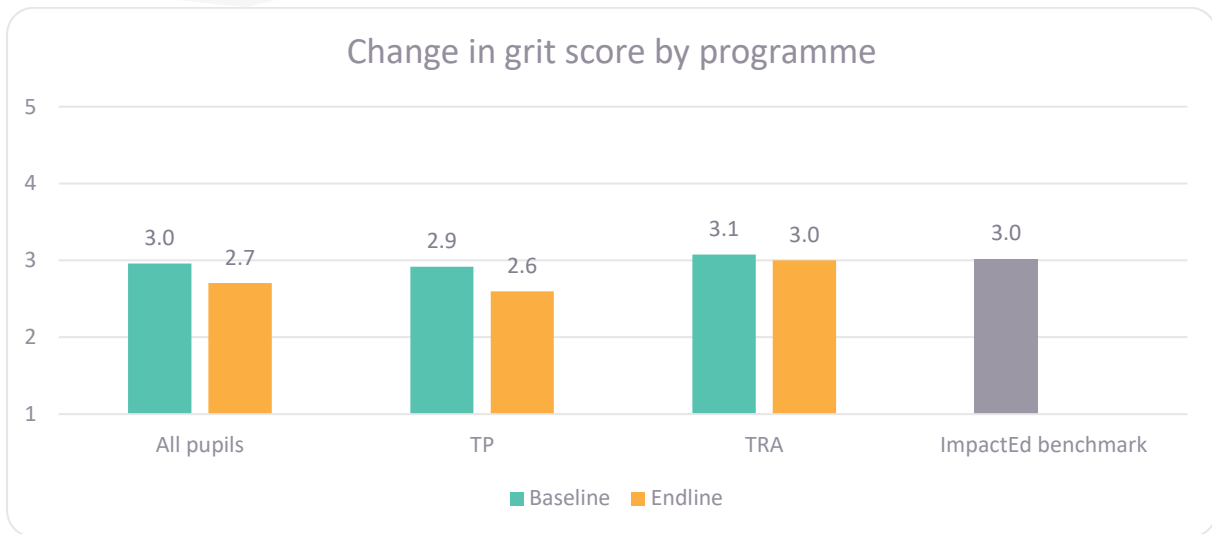


Figure 7: Change in grit score between baseline and endline by programme. All pupils (n=19), TP (n=14), TRA (n=5).

The **largest decrease** of all the sub-groups analysed was observed in **pupils in alternative provision**, whose average grit levels decreased by an average of 20 percentage points. In contrast, **pupils in mainstream schools saw their grit levels increase by 1 percentage point**; they were the only sub-group to experience a gain.

Non-LAC pupils fared far worse than LAC pupils in this respect. Whilst **non-LAC pupils' grit levels declined by 17 percentage points**, LAC pupils' levels decreased by just 1 percentage point.

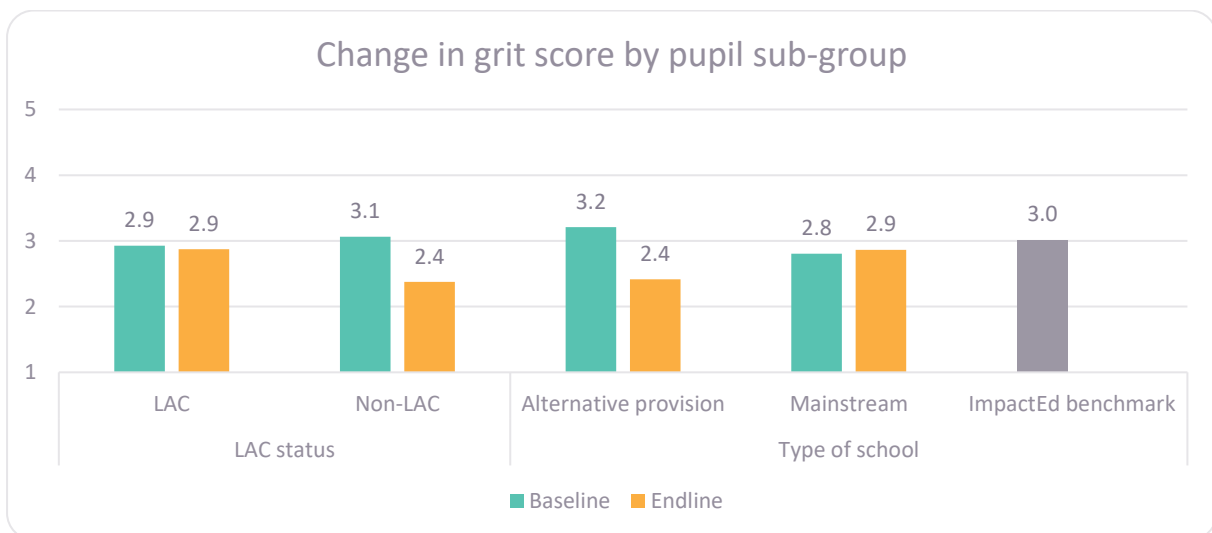


Figure 8: Change in grit score between baseline and endline by subgroup. LAC (n=10), non-LAC (n=2), AP (n=3), Mainstream (n=11).

When we compare these changes to the ImpactEd benchmark, we see that **on average pupils tended to begin in line with the benchmark and end a long way below**. The gap was particularly notable for non-LAC pupils and those in alternative provision.

However, despite observing a quantitative decrease in pupil scores on grit, a **couple of interviewees recognised the grit required by some pupils to cope with the tutoring sessions in the first place**, as well as mainstream education:

bb *...it was probably one [tutor-pupil match] that wasn't matched as well as it could have been ...But I think the fact that the student persevered and continued with the tutoring says, you know, kind of a lot about what these children want for themselves."*

LAC Officer, TP

bb *...But they've gone in and they're able to cope with that mainstream environment with everything that comes with it. So the number of people that are in there, the noise level, and the, you know, the fact that people might be looking at you, which obviously is a big thing for some of them"*

Learning mentor, TRA Project

While these statements may not necessarily imply an increase in grit, they do suggest that **pupils were resilient in overcoming day-to-day challenges throughout the tutoring programme**. Two other interviewees talked about an increase in pupils' grit. According to their statements, some of the pupils used to not attempt to do tasks they found challenging but **over the course of the tutoring sessions, they learnt to embrace the challenging aspect**:

bb *...if she was unfamiliar with something, she might not attempt to do it. Now, I think she'd have the confidence to attempt it..."*

Tutor 2, TP

bb *Rather than sort of seeing a question and maybe thinking, Oh, no, I know I'm not gonna be able to do that. Giving it a go or sort of, even maybe if we, if we go through it, and I say, oh, you want to check that number? It's not sort of I'm gonna do it for you. It's that they're having a go."*

SENDco, TP & TRA Project

4.5 Wellbeing and psychological distress

Key finding: Wellbeing levels rose by an average of 4 percentage points across TP and TRA Project.

Supporting the qualitative findings, the pupil survey data also suggests improvements in pupils' happiness and wellbeing. The wellbeing levels of pupils in TP and TRA Project rose by an average of 4 percentage points over the course of the programme, increasing from 3.2 to 3.4. Scores began in line with the national benchmark - which sits at 3.2 - and ended slightly above.

Whilst pupils who took part in TRA Project began with lower wellbeing levels than those who took part in TP, they experienced a slightly higher increase; TRA Project pupils saw an increase of 7 percentage points in wellbeing, whilst TP pupils' saw an increase of 4 percentage points.

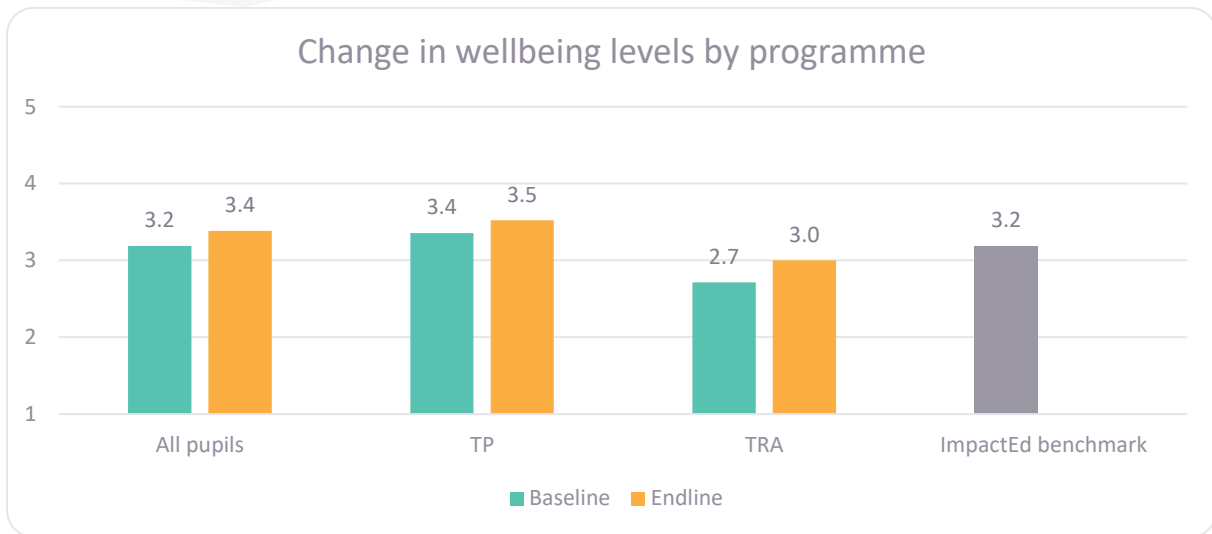


Figure 9: Change in pupils' wellbeing score between baseline and endline by programme. All pupils (n=19), TP (n=14), TRA (n=5).

The **largest comparative difference observed was between LAC and non-LAC pupils** (Figure 7). LAC pupils' score increased by just one percentage point, whilst non-LAC pupils' score increased by 14 percentage points. Pupils in alternative provision began with higher levels of wellbeing (3.2) compared to their mainstream counterparts (2.9), and experienced a greater increase (8 percentage points, compared to just 4).

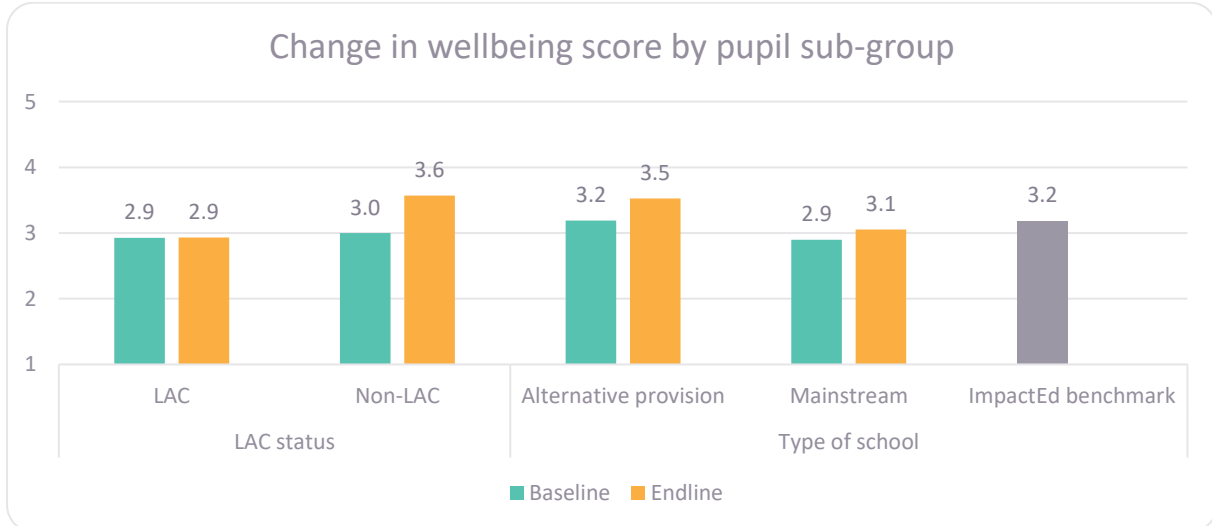


Figure 10: Percentage point change in pupils' wellbeing score between baseline and endline by sub-group. LAC (n=10), non-LAC (n=2), Alternative provision (n=3), Mainstream (n=11).

Key finding: Psychological distress decreased for pupils receiving tuition.

Despite external factors influencing pupils' mental state daily, interviewees argued that **pupils' psychological distress decreased**, something noticeable through a variety of signs such as **better emotional regulation and more positive attitudes**. For example, Tutor 2 mentioned that the pupil they were tutoring were able to regulate their emotions better towards the end of their sessions:

bb *She wasn't really having angry episodes, but she was getting quite upset quite easily when I first started to work with her. And she was still needing to talk to her own TA on a regular basis. And I think she's sort of self-regulating more and able to chat, you know, chat to friends chat to me chat to other adults."*

Tutor 2, TP

Another tutor mentioned during the interview that a week into their tutoring sessions with a pupil, the pupil – who had full-body tics – didn't have any:

bb *But this was a pupil who, through their anxiety was prone to having full body tics and so on, and was not very good around noise, or people that were comfortable with new situations, that kind of thing. And that young person with me after the first week didn't have a single tic was comfortable the entire session, and was making it known how much they were enjoying doing science."*

Tutor 4, TP & TRA Project

Other interviewees mentioned pupils' higher levels of positivity as an indication of lower psychological distress:

bb *...they constitute in space being more positive, knowing they can trust themselves more and answering questions that, to me shows mental health improvement."*

Tutor 1, TP

bb *From my perspective, I'd say that's improved, you know, just in a general happiness in chattiness."*

Tutor 2, TP

While some interviewees were able to offer examples of pupil wellbeing increasing, most of them did share during the interview that they wouldn't be able to fully know as pupils wouldn't necessarily confide in them.

It is important to point out that **most of the evidence collected supporting a decrease in psychological distress is for TP rather than the TRA Project**. This is not necessarily an indication that the TRA Project does not have an effect on pupils' psychological wellbeing, but rather that tutors are not the right source of data collection.



5. Pupil Engagement Outcomes

This section aims to answer the third research question: ‘Does the combined tutoring-counselling model increase attainment more than a single-stranded approach?’. To answer this research question, we looked at the relationship between engagement in tutoring and academic attainment. As we were unable to obtain GCSE results from TRA Project pupils, we could not analyse the link between engagement in counselling and academic outcomes.

This section first looks at the level of engagement across TP and TRA Project pupils. It then shows the findings from the analysis of the relationship between the independent variables (level of tuition or counselling engagement) and dependant variables (attainment outcomes). The section ends with the results of the Tutor Trust pupil satisfaction questionnaire, which measured the satisfaction of pupils on TP and TRA Project.

5.1 Attendance at TRA Project and TP sessions over time

Key finding: Pupils who took part in TP attended on average 7 percent more tutoring sessions than pupils who took part in TRA Project.

The graph below shows the overall average percentage of tutoring sessions attended and compares the average percentage of sessions attended by TP and TRA Project pupils. We see that on average TRA Project pupils attend 2 out of every 3 tutoring sessions, and TP pupils tend to have a slightly higher rate of attendance than TRA Project pupils.

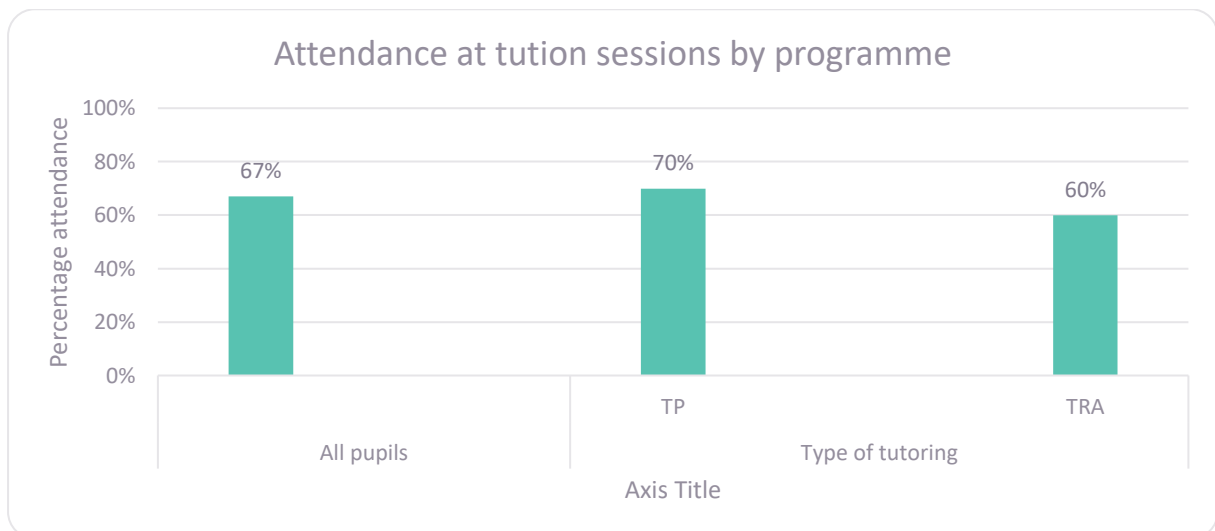


Figure 11: Average percentage of attendance at tuition sessions by programme. All pupils (n=154), TP (n=110), TRA (n=44).

When we look at attendance rates by pupil sub-group, we see that most groups’ average rate falls close to the overall average of 67%. It is notable that non-LAC pupils have the lowest attendance rate, sitting at 59%, 8 percentage points below average levels.

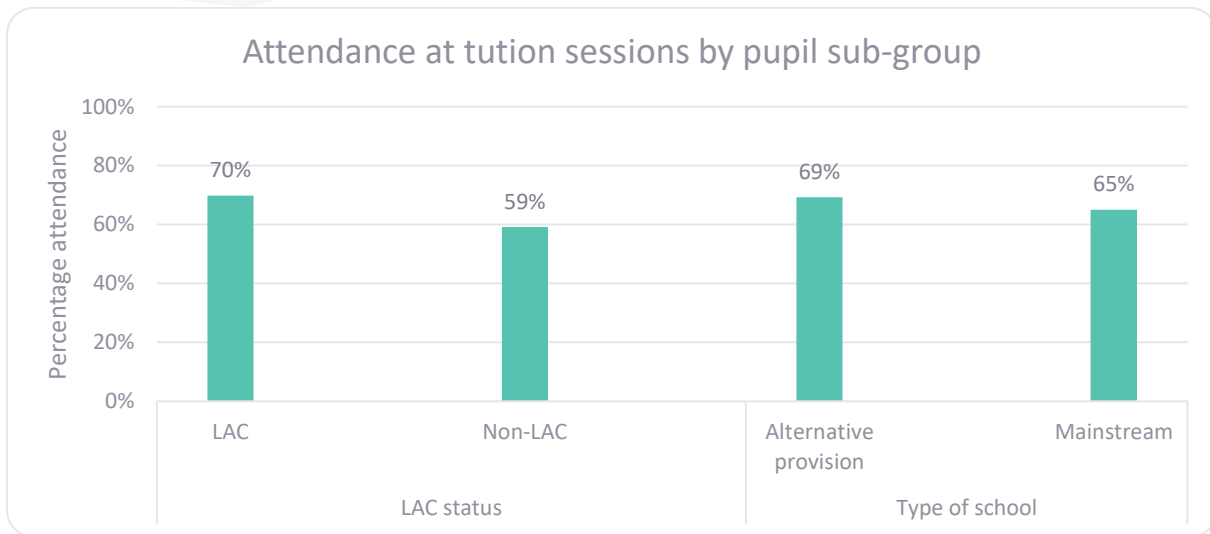


Figure 12: Average percentage of attendance at tuitions sessions by pupil sub-group. LAC (n=76), non-LAC (n=52), Alternative provision (n=32), Mainstream (n=87).

Key finding: Pupils’ attendance to the sessions is seen as a ‘hit or miss’ by tutors, and this is something that is supported by the quantitative data.

Throughout interviews with a variety of different stakeholders, a theme that came up is that pupil attendance in TP and TRA Project is a ‘hit or miss’, meaning that **some pupils take counselling and tuition up easily early on and others reject it entirely**. For instance, the tutors below explain how their tutees usually attend all of their sessions:

bb *never missed one of my sessions, so she's never been absent. And as far as I know, she's not absent from school very often...she probably does find the maths and English a little tougher, but I just think that's down to some gaps she's had from previously."*

Tutor 2, TP

bb *But generally speaking, I never really have that problem, and they want to attend the session."*

Tutor 4, TP & TRA Project

Contrarily, the LAC Officer and SENDco interviewed did mention that uptake TP was seamless by most pupils and completely rejected by others:

bb *We've had some hits and misses. We've had probably more students engage than not want to engage. So I have probably the six that I can think of off the top of my head. There's probably only really one of them that struggled to really get on board with the idea."*

LAC Officer, TP

The SENDco’s statement is in line with the notion of a ‘hit or miss’ attendance:

bb *...for the students who sort of really come to the first few sessions get really engaged, it generally will just continue going quite well, from my experience. And but I know, we have some of the young people that we work with it's more difficult..."*

SENDco, TP

We investigated this further by looking at the distribution of attendance data from TP and PRA Project pupils.

Figure 10 below shows the percentage of TP and TRA Project pupils who had an attendance rate between 0 and 25 percent, 26 and 45 percent, 46 and 65 percent, 66 and 85 percent, and 86 and 100 percent. We can see that the distribution of data from TP and TRA Project pupils is bimodal, meaning it has two peaks, with data clustered around the lower and higher bins. This supports the qualitative finding which suggest that **pupils either leave the course early on or go on to attend a high number of sessions.**

We can see from the graph below that a higher proportion of TRA Pupils attend less than 45% of the tuition sessions (35%), compared to TP pupils (21%).

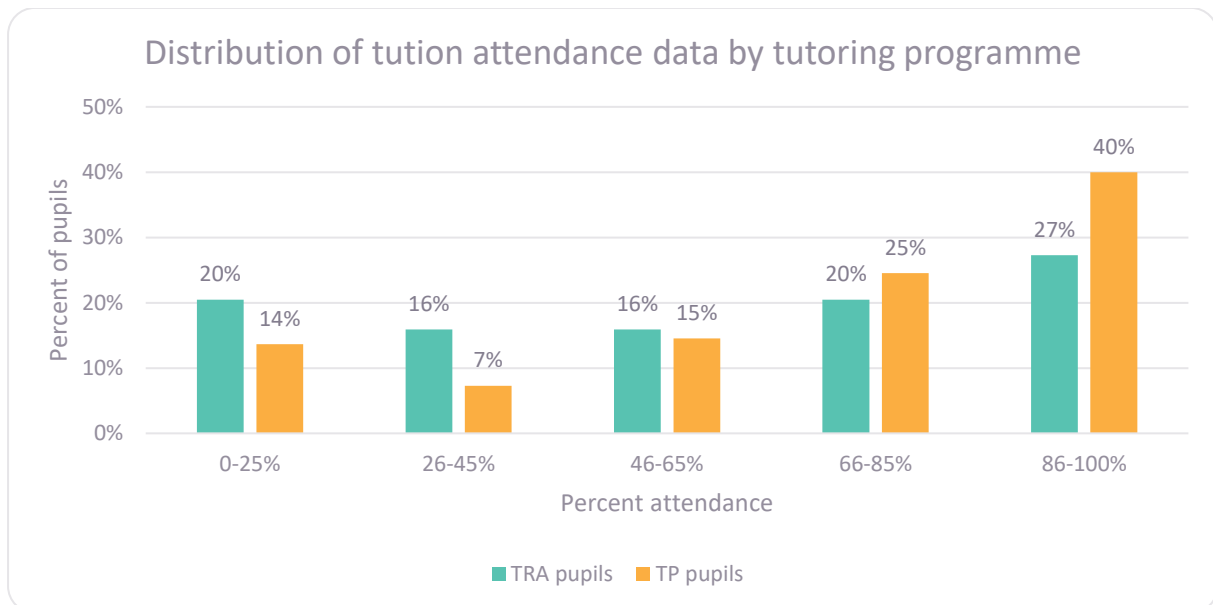


Figure 13: Graph showing the distribution of attendance data. TRA (n=44), TP (n=110).

Key finding: 74% of TRA Project pupils completed the counselling course. Pupils from mainstream schools had the highest completion rate of 78%, compared to pupils in alternative provision, only 50% of whom completed the course.

The graph below shows how the proportion of pupils completing the counselling course varies across pupil sub-groups. Whilst there was relatively little difference between non-LAC and LAC pupils

(just 3 percentage points), we find that the gap between pupils in mainstream and alternative provision to be large (28 percentage points).

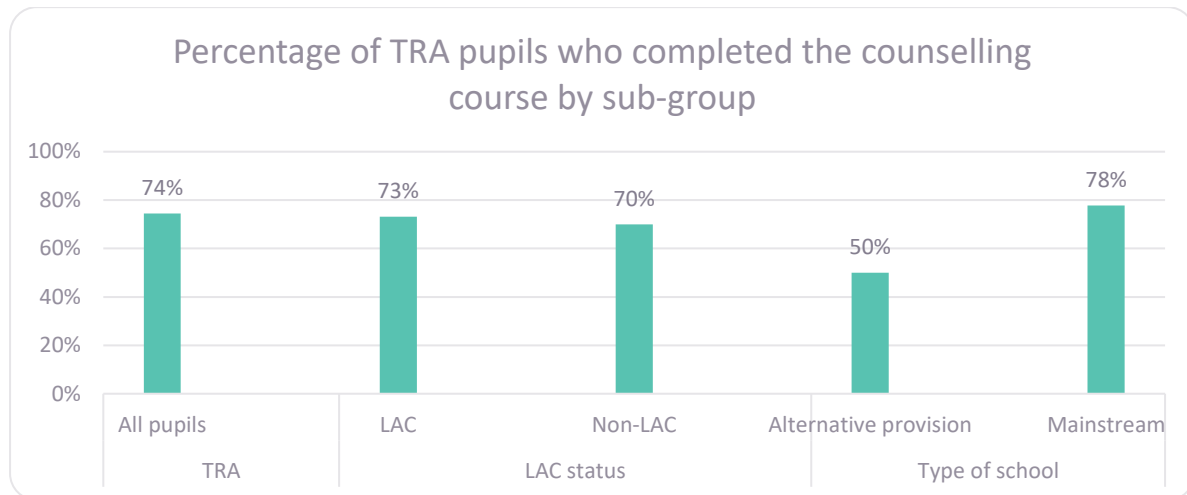


Figure 14: Percentage of TRA pupils who completed the counselling course by sub-group. TRA (n=43), LAC (n=26), non-LAC (n=10), Alternative provision (n=4), Mainstream (n=27).

Key finding: External factors in pupils' lives often account for their lack of attendance in the sessions.

The cohort of pupils eligible for participating in the TP and TRA Project usually face a number of external challenges that may be influencing their attendance rates. This was acknowledged on multiple occasions during the interviews. For example, the tutor below mentioned that they don't interact enough with the pupils to be able to have an impact that counterbalances that of external challenges:

bb *always hoping that there will be then the consistency in the attendance and we'll make it all the way through to the end...But again, that isn't something I think we can really control because only engaging with them once a week, that's not enough to make up for everything else that goes on."*

Tutor 4, TP & TRA Project

Similarly, the SENDco interviewed recognised that pupils' lack of attendance is often attributable to other circumstances:

bb *...there's a lot of external factors going on quite often. So sometimes things can change a bit. But it's sort of understanding that that's not necessarily to do with the sessions, that could be something else as well."*

SENDco, TP & TRA Project

In line with this, the same tutor as above described a case in which a pupil had attended 100% of the sessions right up until the very last one, where they didn't attend as they suddenly stopped attending school:

bb *There was one pupil I had, who had done 11 of the 12 sessions, and was really consistent, and then suddenly became a school refuser again and just stopped attending and I did not see them again for the rest of the academic year, which was frustrating.”*

Tutor 4, TRA & Tutoring Plus

Acknowledging the potential value of these programmes for the pupils that do attend them, the SENDco raised a point around the importance of trying to engage the pupils despite external factors challenging their attendance:

bb *But sometimes you can see that sort of drop off...That's, as I said before, not related to the sessions. But you're just going along on that journey with the student as well trying to keep them coming, trying to keep engaging them and you can sometimes think...what if we didn't also have the one-to-one, then what would be happening?”*

SENDco, TP & TRA Project

Indeed, the SENDco claimed that for certain pupils these sessions are a way of easing pupils back into mainstream education:

bb *...we had some students who were maybe, this [TRA Project] was kind of the way of easing them back into school after an incident. So it's sort of it can go both ways. I think when it does work, it's, it can be really, really good for attendance and engagement.”*

SENDco, TP & TRA Project

5.2 Association between attendance and attainment

Key finding: There exists a positive but very weak relationship between tutoring attendance and attainment outcomes.

Linear regression was used to test the relationship between pupil engagement and attainment. Percentage attendance was the independent variable and change in pupil grade was the dependant variable.

Results showed a very weak positive correlation between the two variables ($r=0.005$, $n=64$, $p=0.97$). However, **the relationship was not statistically significant** ($p=0.47$, $n=16$), meaning that we cannot be certain that attendance at tutoring sessions is a predictor of attainment outcomes. It is worth noting that this size of sample was very unlikely to achieve statistical significance; it would be worth exploring this in future evaluations and aiming to collect a larger sample size.

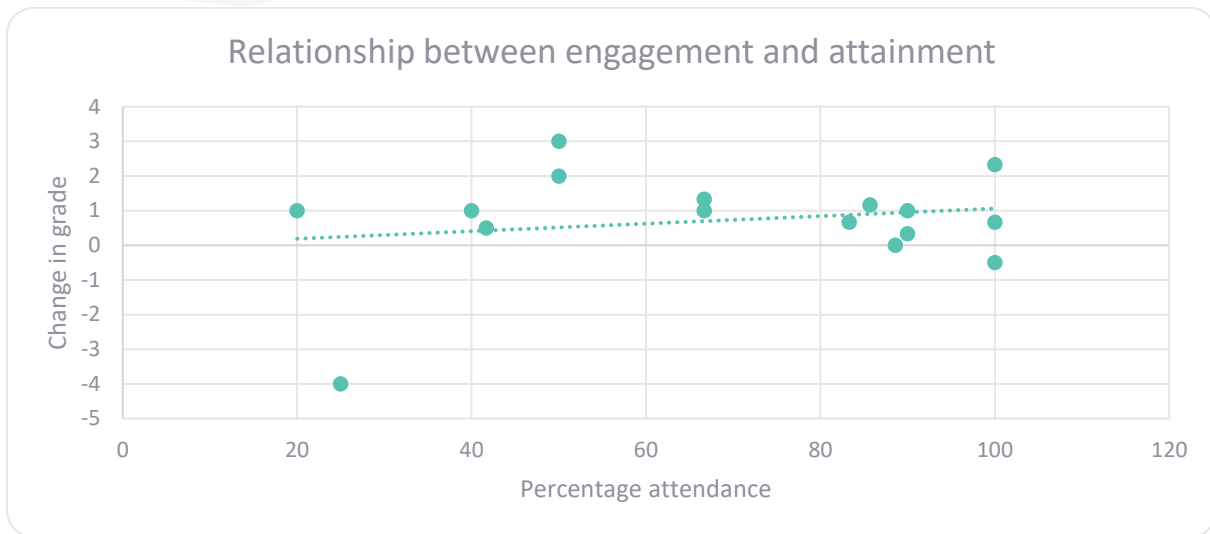


Figure 15: Scatterplot showing the relationship between percentage attendance and change in grade from baseline (mock grade) to endline (GCSE result). All matched pupils (n=16).

5.3 Engagement in learning

Key finding: According to tutors, pupils were well behaved and engaged during tuition sessions. Their engagement in learning improved in the classroom too.

The majority of the tutors interviewed mentioned they **hadn't had issues with their pupils' engagement with learning during the sessions:**

bb *I say all the students I've worked with are engaging really well. I've not had an issue where they're not willing to do tutoring, or they don't want to be in the session."*

Tutor 1, TP

A tutor highlighted the importance of this, explaining that for these pupils' attendance is optional, hence engaging with the session was something enjoyable for them:

bb *And they would attend, that's the main thing it like, a lot of these pupils, if they aren't willing to engage with something, they don't have to engage with it, which makes sense, because it's putting them in a position they don't want to be in."*

Tutor 4, TP & TRA Project

One tutor did observe an increase in a pupil's engagement with learning during their TP session:

bb *...I think the more thing is perhaps concentration during a session. So sometimes I find with Tutoring Plus, they kind of drift off topic a bit more or try to avoid doing the questions or doing the work. I feel like they get better as the sessions go on."*

Tutor 1, TP

Interestingly, engagement with the **TP and TRA Project sessions did have an effect on pupils' engagement with learning** outside of the sessions. For example, the tutors below explain how pupils started engaging more with learning **during the school classes**:

“...And it's good, really, that she does want to interact with the activities in the classroom more because that was a thing that was a bit of a problem before...”

Tutor 2, TP

“...there has been times when people's like, I've been told that they've been safe, doing better in class, or they haven't been reacting out as much. And I've been told that quite late on in our time together. So I can't say it's causal. But I'd like to think it's at least a little bit linked.

Tutor 4, TRA & Tutoring Plus

5.4 Sense of connection to others and belonging

Key finding: Pupils were able to connect with their tutors due to a higher perceived level of relationship-building within their tutoring session.

A common theme amongst the interviewees' statements was that **the nature of pupils' relationship with the TP and TRA tutors enabled them to connect with people through opening up more and feeling more comfortable to be themselves**. This was bidirectional, as pupils would feel more comfortable with their tutors, but tutors were also willing to engage with them in different ways than someone in mainstream education.

Tutor 2 mentioned that pupils might feel a **higher level of confidentiality within their tutoring session** that allows them to open up more:

“...maybe that's the reason why she might not mind talking to me, as opposed to somebody who's in school all the time. You know, she feels that might be a bit more confidential somehow.”

Tutor 2, TP

Similarly, the Learning mentor suggested that pupils felt more comfortable expressing themselves to the **tutors** because they **wouldn't know everything about them already through school**:

“...they have got teaching assistants that can work with them. But I think because it was somebody from outside of school as well I think that helped them to be themselves really because it was somebody that didn't know them. Whereas obviously, in school, they're thinking that everybody knows everything about them.”

Learning mentor, TRA Project

Tutor 4 suggested that pupils' higher level of comfort with them was partly due to **the tutor willing to engage with them in alternative ways to mainstream education**:

“...because where anybody that they are interacting with other than a key worker is someone that they're looking at as that is an adult...a professional, they engage with me and I am a professional, but I'm willing to engage with them in terms that are maybe a little different

than what they're used to in a classroom environment...And the nature of that relationship, I think, does a lot to open them up as well."

Tutor 4, TRA & Tutoring Plus

Despite **most tutors not having enough insight into pupils' connection to other people, they described the pupil's connection to them as improving**. For example, Tutor 1 said:

bb *...because it's one-to-one, it's hard to explain, but I mean, in terms of their connection to me, they definitely get better."*

Tutor 1, TP

Tutor 2 mentioned that their tutee had made a map of people she could speak to and had included them:

bb *The Pastoral TA was talking to her, she [the pupil] was upset one day. And she decided to sit down and do like, again, like a kind of mind map of all the people who she might go and speak to if she was feeling upset or unhappy. And she [the Pastoral TA] called me to one side and said, oh, you're in this list. So she's [the pupil] picked a few people in school, and you're one of them...So I do think that was really positive..."*

Tutor 2, TP

From a school's perspective, the LAC Officer also suggested that **the tutor had built a relationship with their tutee despite it being over a camera**:

bb *...and they [the tutor] have built a relationship with him [the pupil] as well, which I think that's really difficult to do over zoom or over a camera, but they have actually built a relationship with him, which I think's been fantastic."*

LAC Officer, TP

A few references were made to suggest that pupils **had formed connections with others outside of their tutoring sessions**. For example, Tutor 2 explained that their tutee appeared a lot more chatty and struggled less with friendship fallouts:

bb *...she's a lot more confident and comfortable in class, she was having quite a few fallouts with her friends. Initially, she was quite shy, and I'm just seeing her a lot more happier, confident, chatty."*

Tutor 2, TP

5.5 Pupil satisfaction with the TRA Project and TP

Key finding: Pupils highly value tuition and think that it has a positive impact on their grade.

Pupils have very high satisfaction levels. They answered the most positively to the statement 'My tutor encourages me in my sessions' (average 9.0/10), followed by 'I feel I have made progress' (8.8/10), and 'The tutor makes sessions fun and engaging (8.7/10). This suggests that the **pupils value extra support and think that it has a positive impact on their grade.**

The questions to score the lowest were 'I enjoy tutoring sessions' (8.2/10) and 'feel more confident in lessons' (8.3/10), perhaps unsurprising given we are working with young adults who are likely to lack confidence and perhaps express their 'enjoyment' of school. Despite this, the scores are still very high - both averaging above 8 out of 10 – suggesting that pupils do enjoy sessions and think it does increase their confidence.

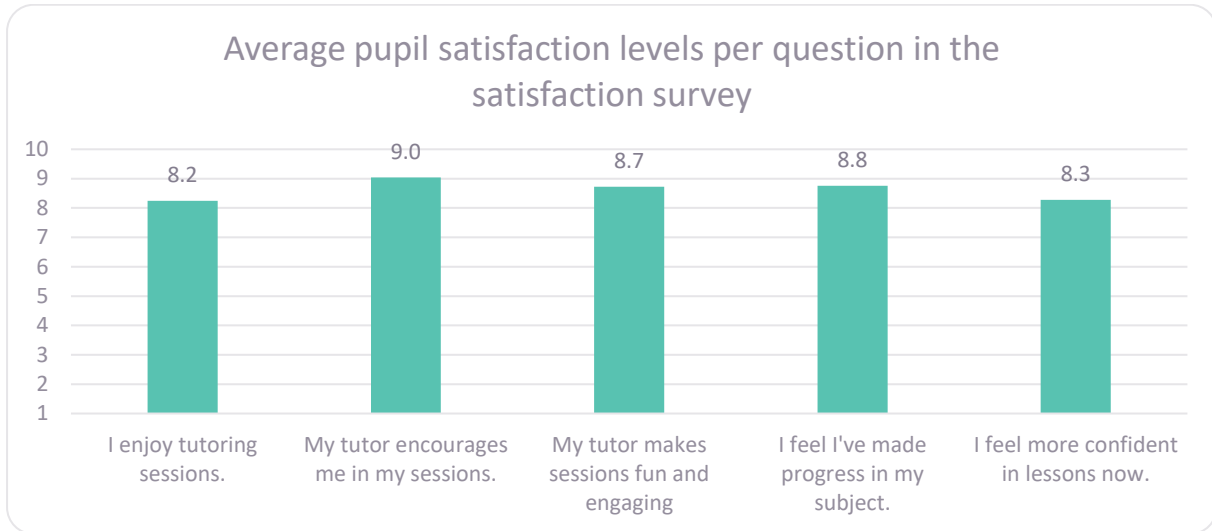


Figure 16: Average pupil satisfaction levels per question in the satisfaction survey. All pupils (n=25).

Key finding: TRA Project pupils scored on average 5 percentage points higher in the satisfaction survey than TP pupils.

When we look at the differences across programmes, we find that on average, TRA pupils score 8.96 out of ten, 5 percentage points higher than TP pupils who score 8.46 out of ten. TRA pupils consistently scored higher, and the difference between the two groups was the most apparent for the statements, 'My tutor makes sessions fun and engaging' and 'I feel I have made progress in my subject'.

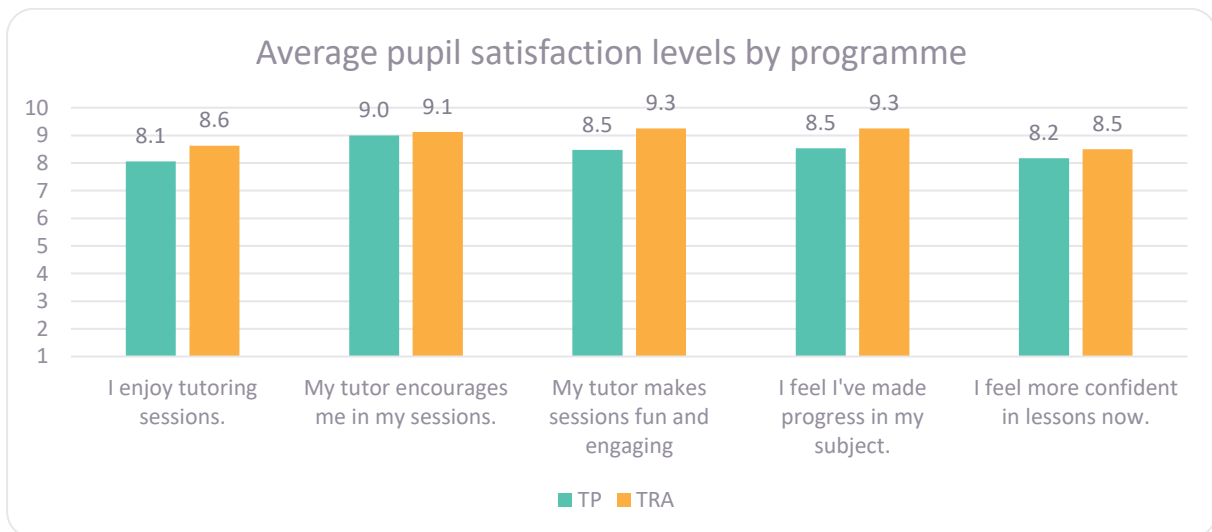


Figure 17: Average pupil satisfaction levels by programme. TP (n=17), TRA (n=8).

Key finding: The pupil satisfaction survey data suggests that LAC perceive the programme to be having a greater impact on their grade and their confidence levels than non-LAC.

When we look at the various sub-groups, we see that LAC pupils score 8.6, 8 percentage points higher than non-LAC pupils whose scores average 7.8. The difference between the two groups was the most stark for the statements, 'I feel I have made progress in my subject' and 'I feel more confident in lessons now'. This suggests that LAC pupils perceive a greater impact on their attainment and social and emotional outcomes than non-LAC pupils.

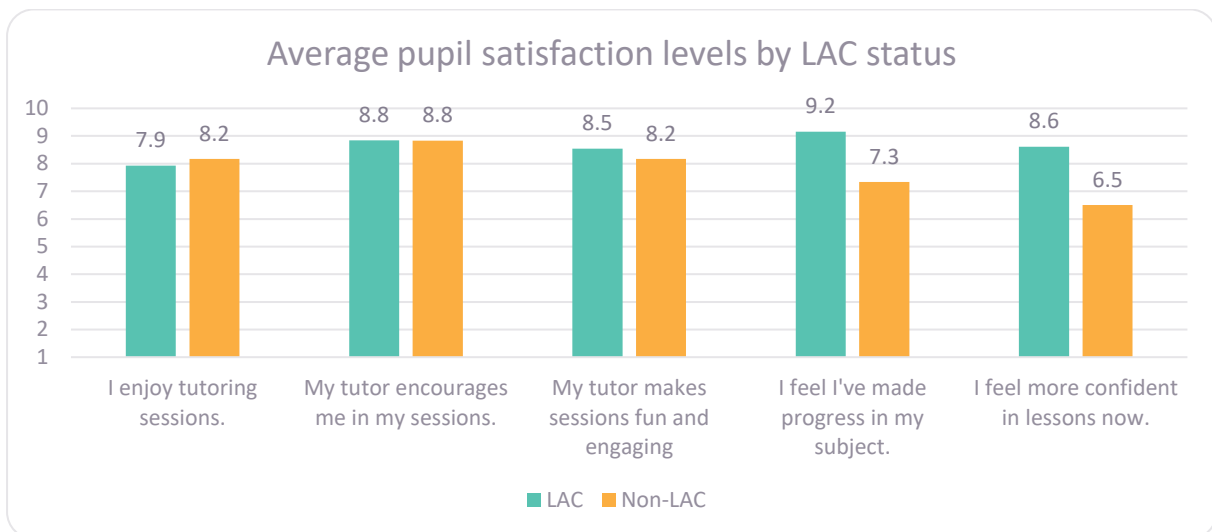


Figure 18: Average pupil satisfaction levels by LAC status. LAC (n=13), non-LAC (n=6).

Key finding: Pupils in mainstream schools scored 20 percentage points higher in the satisfaction survey than pupils in alternative provision.

Pupils in mainstream scored an average of 8.9 in response to the pupil satisfaction survey, 20 percentage points higher than pupils in alternative provision whose scores averaged 7.1.

The differences between the two groups' responses were most considerable for the statements, 'I enjoy tutoring sessions' and 'My tutor makes sessions fun and engaging'. The data appears to suggest that pupils in alternative provision do not like, or engage in, the tutoring sessions as much as pupils in mainstream.

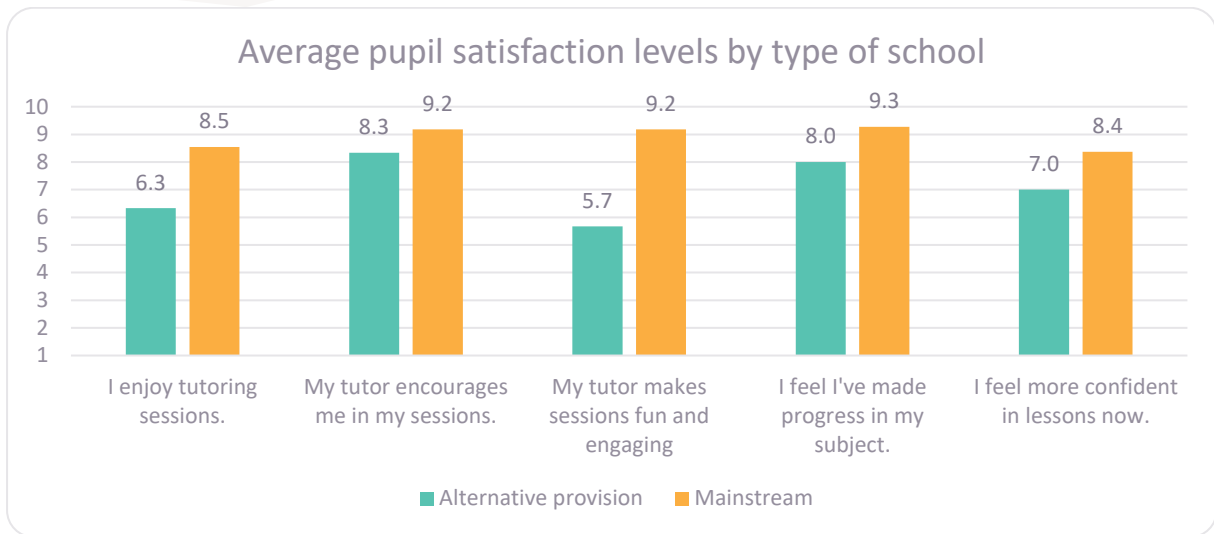


Figure 19: Average pupil satisfaction levels by type of school. AP (n=3), Mainstream (n=11).



6. Conclusion

To conclude, this report presents evidence around the impact of TP and TRA Project and focuses in particular on outcomes for pupils. **While attempting to sit the exams is a success in itself for many** of the TP and TRA Project pupils, an increase in the cohort's average GCSE grade by 0.5 grade points and Socrative assessment score by 16.4 percentage points suggests that **on average pupils improved their grades**. The tuition programme appears to be **working best for pupils with lower prior attainment**, who made the most progress.

Qualitative participants suggested an **increase in pupils' confidence** indicated by their acquired comfort in a mainstream education setting and their ease in speaking up. While **pupils' grit was quantitatively found to decrease**, qualitative statements suggest that pupils did show an improvement in grit or resilience levels. It would be interesting to explore further what sub-group of pupils this finding applies to the most.

Qualitative statements supported that pupils' **psychological distress decreased** over the course of the programme as pupils learned to regulate their emotions better. This was in line with pupils' **wellbeing scores which increased across sub-groups** (LAC, non-LAC, AP and mainstream education).

TP and TRA Project pupils **attended on average 67% of the tuition**. Pupils' attendance was described as a **'hit or miss' by interviewees**, meaning that pupils either entirely rejected the tuition or attended many of the sessions. External factors often account for pupils' lack of attendance, but interviewees emphasised the **importance of not giving up when supporting pupils to engage in tuition**. According to interview statements, engaging with tuition helped pupils to improve their engagement in learning overall.

Furthermore, interviewees suggested that **one-to-one tutoring sessions enabled pupils to form better connections with their tutors** due to perceiving tutoring sessions as **more confidential**. Overall, pupils' scores in the satisfaction questionnaire suggest **they were satisfied with TP and TRA Project**.

We have summarised the findings by programme and sub-group below.

Tutoring Plus (TP) pupils

TP pupils **increased their GCSE grade on average by 0.53 grade-points**, and Socrative assessment score by 15.2 percentage points. Interestingly, **interviewees** involved in TP mentioned pupils' **psychological distress decreasing and their motivation to learn increasing**.

On average TP pupils attended 70% of the tutoring sessions. TP pupils' **grit score decreased by 8 percentage points**, dropping visibly below the ImpactEd benchmark. TP pupils' **wellbeing slightly increased** – although it was **already above the ImpactEd benchmark at baseline**. TP pupils scored slightly lower than the average across most satisfaction questionnaire questions.

The Right Angle (TRA) Project pupils

Pupils on TRA Project **increased their Socrative assessment score by 18.9 percentage points and made 3.7 percentage points more progress than their TP counterparts**. Pupils who took part in TRA Project saw a smaller decline in grit levels than those in TP (2 percentage points), equalling the ImpactEd benchmark at endline.

Whilst pupils who took part in TRA Project began with lower wellbeing levels than those who took part in TP, they experienced a slightly higher increase. Seventy-four percent of TRA Project pupils completed their counselling course and TRA Project pupils scored on average 5 percentage points higher in the satisfaction survey than TP pupils. **The above observations perhaps indicate counselling's protective role in pupils' resilience and an increase in pupil wellbeing.**

Looked After Children (LAC)

LAC made the **most progress of any sub-group in their Socrative assessment** (21.2 percentage points) but decreased their GCSE grade by 1. Their wellbeing and grit levels remained stable, and their rates of attendance at tuition (73%) and rates of counselling completion (70%) were either in line with, or above, average levels. They score **highly on the satisfaction questionnaire (8.6/10)**, suggesting that **they value the programme and recognise its impact**.

Non-LAC

The picture is also mixed for non-LAC pupils. **They made progress in their attainment outcomes** (Socrative score rose by 10.7 percentage points, and GCSE score increased by 1.13 grade-points), and their wellbeing levels increased (0.6 percentage points). However, **their grit levels decreased by a relatively large amount** (14 percentage points). They also have a **particularly low attendance at tuition sessions (59%)**, and a below-average proportion of them finish the counselling course (70%). This mixed picture is reflected in the slightly low average satisfaction score of non-LAC pupils (7.8 percent).

Mainstream education

Pupils in mainstream education have low levels of attainment when they begin tutoring. They appear to make rapid progress in their **Socrative assessments (increasing their score by 20 percentage points)** but not in their GCSEs (grades decreased by 1 grade-point). They were the **only group observed to increase** their wellbeing and **grit levels** and have **some of the highest satisfaction rates of any group**. These findings are in line with qualitative statements often referring to pupils in mainstream settings. This evaluation suggests that **both TP and TRA Project are working well for lower prior attaining pupils in mainstream schools**.

Alternative Provision (AP)

Whilst the attainment analysis suggests that pupils in AP have a lot to benefit from tutoring; their Socrative assessment score increased by 15.0 percentage points, **their GCSE grades went up by 1.13 grade-points**, and their wellbeing levels rose by 8 percentage points. However, it appears that they have **the lowest satisfaction levels and are least likely to attend counselling** (only 50% finished the course). This suggests that whilst the programme has a positive impact on pupils in AP, it can be **harder to engage them in tuition and counselling**.

Recommendations for TP and TRA Project

According to the findings outlined in the section above, the following recommendations for the two tutoring programmes have been made:

- ▶ The TP and TRA Project's tuition appears to help pupils with lower prior attainment increase their attainment scores most. For this reason, it is recommended that **pupils with lower attainment scores keep being selected to participate** in either programme alongside those who have more promising attainment scores.
- ▶ Qualitative participants during the interviews emphasised the importance of trying to engage again the pupils who have stopped attending the tutoring sessions as a means of helping them return to mainstream education. It would therefore be important to highlight during the tutors' training that although external factors may be discouraging pupils from attending the sessions, **staying flexible and overcoming these 'hurdles' alongside the pupils** may be particularly **beneficial for their re-integration into mainstream educational settings**.
- ▶ Considering that pupils in TRA Project had a smaller decrease in their grit score, **TRA Project's combined approach may play a protective role in pupils' grit as opposed to TP pupils who only do tuition**. Therefore, it is suggested that for pupils who struggle more with being resilient, the TRA Project might be a better fit.

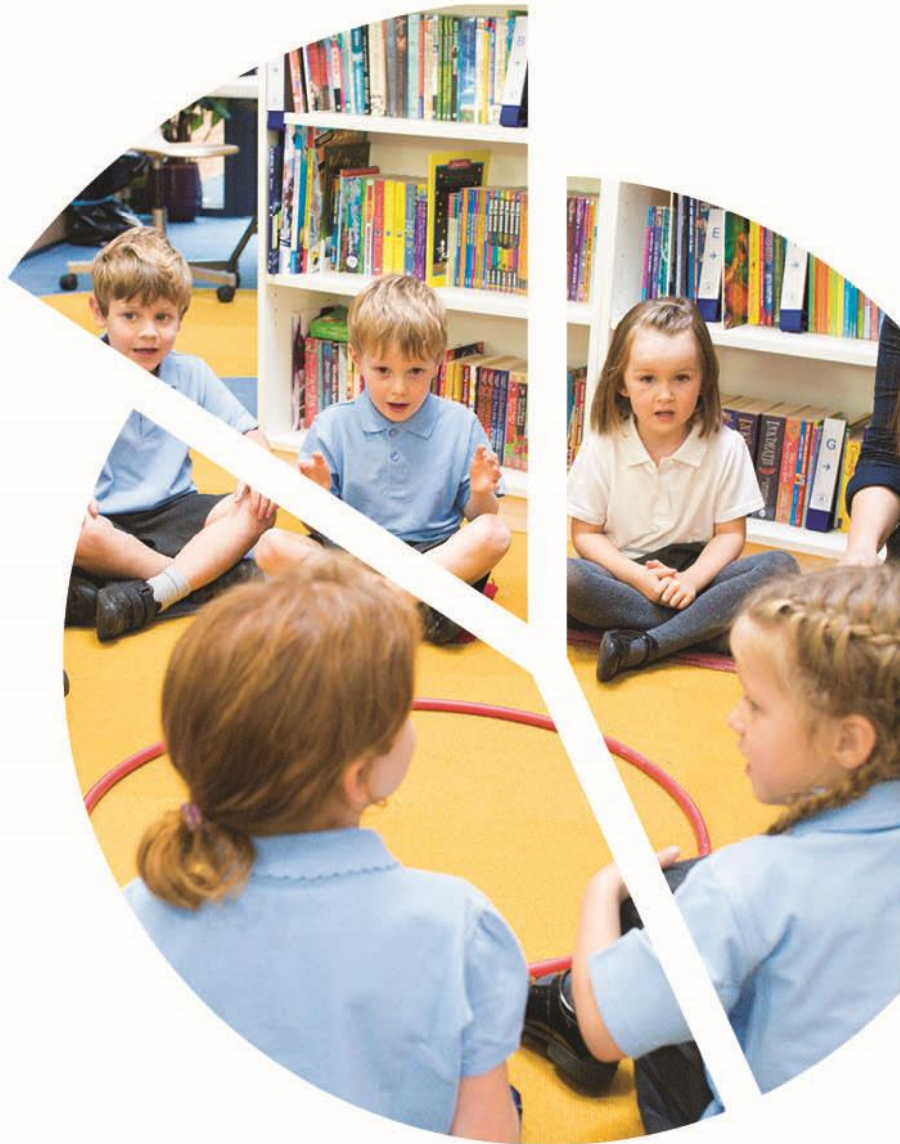
Next steps for the evaluation

- ▶ **Increasing the sample size:** The sample sizes for all the cohorts were relatively small. Therefore, a larger sample size across the various subgroups (TRA Project pupils, TP pupils, LAC, non-LAC, pupils in AP and in mainstream education) would allow us to draw more definitive conclusions about the findings presented. It would also allow for the conduction of t-tests which would establish whether the changes observed were unlikely to be due to chance (i.e., natural fluctuations in the data).
- ▶ **Collecting GCSE grades of TRA Project pupils.** This would enable us to analyse the attainment outcomes of TRA Project pupils, compare them to TP pupils, and measure the link between counselling engagement and attainment outcomes.
- ▶ **A comparison group design.** It would be beneficial to collect attainment, engagement and social and emotional outcome data for pupils in the various sub-groups (e.g. LAC and non-LAC) that did not take part in TP and TRA Project. A comparison group design such as this one would strengthen the assumption that the changes observed are due to the intervention itself, rather than some other background factor.
- ▶ **Interviews with classroom teachers.** As many of the interviewees mentioned that an improvement in pupil outcomes was more often observed within classroom settings, interviews with classroom teachers of the pupils in the TP and TRA Project would allow us to further explore the impact of TP and TRA on pupil outcomes and especially their connection to others and wellbeing.
- ▶ **A quantitative measure of pupils' motivation to learn.** A quantitative measure of pupils' motivation to learn would improve the evaluation's design. While pupils' motivation to learn was pointed out by several interviewees, a pre- and post- survey assessing pupils' intrinsic

motivation would allow us to explore whether pupils' motivation to learn increased over the course of the tuition. The 'Motivated Strategies for Learning – Intrinsic Subscale' is suggested.

- ▶ **Interview guide questions asking about differences between pupils in sub-groups.** It would be important for a revised interview guide to include questions that directly ask about outcomes for LAC and non-LAC, as well as pupils in AP and mainstream education, to better support (or contradict) more narrow trends found in the quantitative data. For instance, while pupils' grit was quantitatively found to decrease, qualitative statements suggest that pupils did show an improvement in grit. It would be interesting to explore further what sub-group of pupils this finding applies to the most.
- ▶ **Longer interview sessions.** Although shorter interviews may attract more people to participate and therefore offer us different perspectives, they also limit the extent to which an interview discussion can truly explore qualitative themes. For this reason, a few 45-minute or hour-long interviews would enable a more in-depth conversation on the themes of interest to the evaluation, for instance changes in pupils' confidence and attainment as a result of TP and TRA Project.





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