

Tutoring Plus Impact Report 2024/2025



543

Pupils engaged
with tutoring

75%

Average tuition
attendance

396

Pupils accessing
12+ hours of
tuition

+16pp

Average tuition
attendance
compared to
school

80%

Increase in
SEND pupils
supported

About us

At Tutor Trust, we are a proudly Northern charity with a mission to transform lives through tutoring. We provide high quality 1:1 and small group tuition to improve young people's life chances regardless of family income. We remain the only charity in our sector to have secured two positive Randomised Control Trials from the Education Endowment Foundation (EEF) and are proud to be an Impetus partner charity.

Our **Tutoring Plus** team was established in 2018 to support pupils with an individual need that may not be served by our mainstream tuition offer. This enabled us to offer bespoke 1:1 tuition to ensure that those needs could be met, both in mainstream education settings and beyond. Tutors act as mentors for their pupils and provide more than academic support alone, helping pupils build confidence, resilience and a positive attitude towards education.

Tutoring Plus context

Tutoring Plus was developed in response to the fact that many pupils require a holistic approach in order to fully access their learning. Our dedicated team focuses on those who may benefit from more individually tailored or diversified support, primarily investing in tutoring pupils who are:

- **Cared for children (CfC)**
- **In alternative provision (AP)**
- **At risk of exclusion**
- **Pupils with additional needs e.g. Special Educational Needs and Disability (SEND) or English as an Additional Language (EAL)**
- **Those with Social, Emotional and Mental Health (SEMH) needs**
- **Persistently or severely absent from school**

As our interventions are individualised, these can be costly and rely heavily on the subsidy provided by generous funders. This academic year, Tutoring Plus have supported 543 young people, this is over 100 more than were supported in the previous year, and demonstrates the continuation of our growth. Over the past two years, the number of pupils reached has increased by over 185%. As these figures rise, so too does the breadth of support we offer, as we adapt to meet needs in a way that is both proactive and demonstrates measurable impact.

Currently the Tutoring Plus pathway is comprised of four tutoring packages:

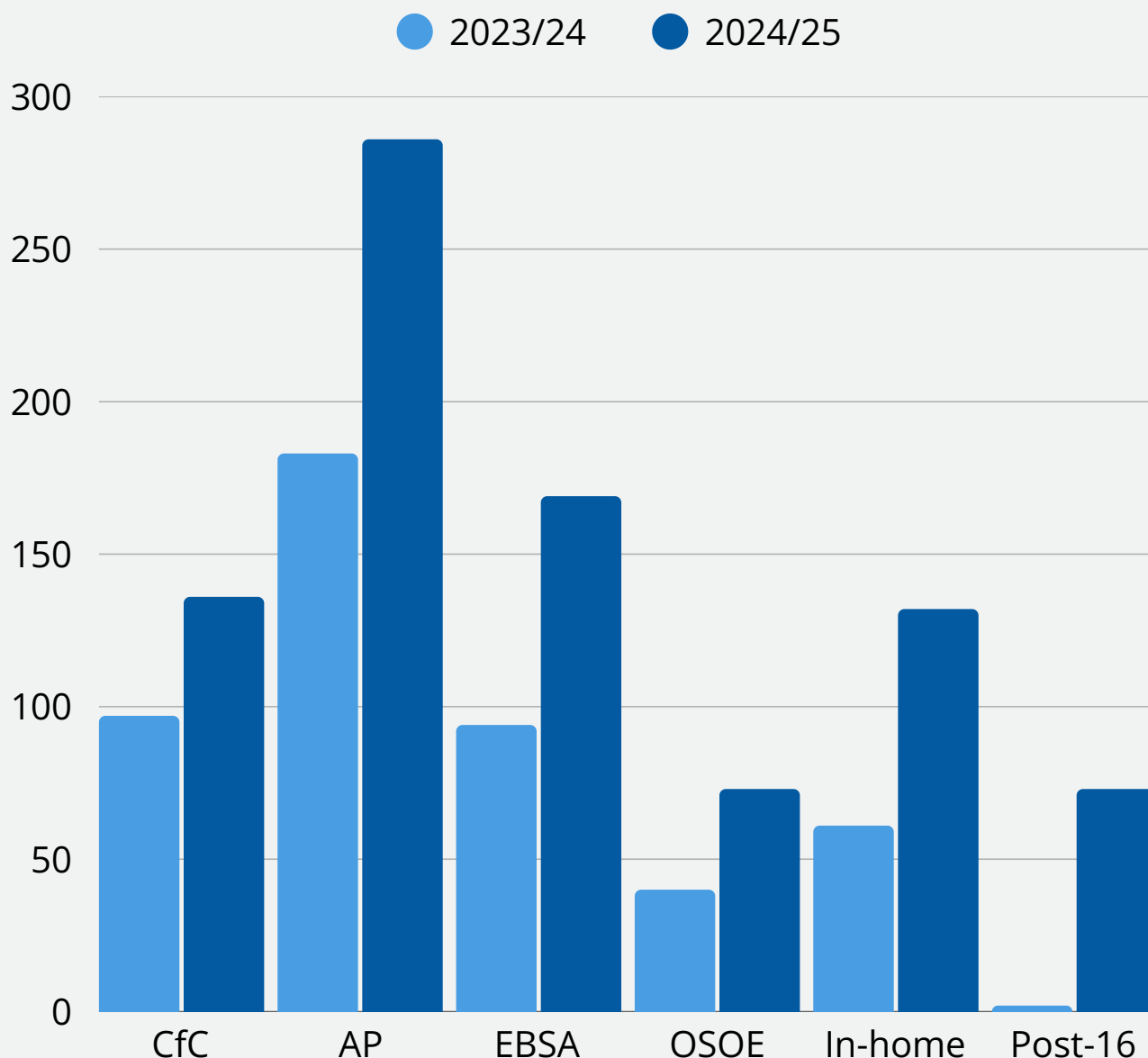
- Bespoke tutoring tailored specifically to the needs of each young person
- Post-16
- Alternative Provision
- The King's Trust: offering their Achieve programme in combination with tutoring, which includes the opportunity to achieve GCSE equivalent qualifications and focus on future career prospects

Overview of pupil population

	2024/25	2023/24	Target	Change
Total Pupils	543	434	482	25%
Attendance (average)	75%	72%	70%	4%
Total Schools	63	53	48	19%
Total hours	6,570	5950	5000	10%
Pupils with SEND	318	177	n/a	80%

Pupil population breakdown

Below is a bar graph breaking down our Tutoring Plus pupil population into a number of key groups. We have seen marked increases in the number of young people receiving tuition at home, post-16, and in alternative provision. We note a further increase in pupils accessing tuition who are emotionally based school avoiders (EBSA), as well as those for whom tutoring is their only source of education.



Attendance

The number of pupils we support who are severely, persistently or entirely absent from school continues to rise. The Department for Education defines persistent absence as 'overall absence equating to 10% or more of total sessions', while severe absence is 'overall absence equating to 50% or more of total sessions' [1].

This year, pupils' average school attendance was 16 percentage points lower than their attendance at tuition, highlighting the effectiveness of tutoring as a tool for re-engagement in education. Even pupils who have been absent from school for months show a willingness to attend tuition consistently, with tutors helping them close knowledge gaps and rebuild the confidence needed for reintegration.

**Average School
attendance**

59%

**Average Tuition
attendance**

75%

**Number of
Persistent
Absentees**

221

**Number of
Severe
Absentees**

246



[1] Persistent absence and support for disadvantaged pupils, UK Parliament, 2023

Why it works

With 85% of our pupils persistently or severely absent from school, a large part of our mission is to re-engage pupils with learning, starting with regular attendance at tutoring sessions.

Individualised:

What sets us apart is our tailored approach. We understand that each young person will respond to learning differently and that grounding tuition in pupils' personal interests makes learning more relatable and meaningful.

Mentoring:

Our model allows us to match each pupil with the right tutor. Tutors build rapport from the outset, taking time to understand what motivates their pupil and using this to plan bespoke sessions that are both engaging and impactful.

Flexibility:

Many of the pupils we support face significant barriers to school attendance. While consistency is key, our approach is never rigid. Tutors trial different strategies to ensure tuition aligns with each pupil's routine, learning style, and aspirations for the future.

Reintegration:

Whenever we work with a young person who is absent from school, our ultimate goal is to get them to a point where they feel ready to reintegrate. The mentoring aspect of tuition is a crucial part of this, building confidence and resilience through compassionate exploration of learning gaps. Tutors can also continue tutoring pupils through the reintegration process so they feel supported during that transitional period.

Adaptability:

Much of our tutoring in Alternative Provision relies on tutors' ability to adapt. Attendance can be sporadic and pupil groupings may change to suit the needs of the school. Pupils respond well to our approach as their opinion and preferences are valued, giving them the agency over their learning.

Our holistic approach to supporting the child:

King's Trust Achieve



We continue to partner with The King's Trust to deliver their Achieve programme. Tutors work with each young person to identify interests and structure sessions around real life applications of learning.

This appeals to individuals who value a practical approach, with a range of topics available to explore, such as managing money, career planning, digital skills, wellbeing, sustainability and many more.

Through this, we can also support pupils to gain recognised, GCSE-equivalent qualifications. These are evidence-based and aimed at those who may find assessment-based learning more challenging.



Special Educational Needs and Disabilities

The majority of pupils we support have special educational needs (318) and many have education healthcare plans (EHCPs). Based on what is in the EHCP, we adjust our delivery accordingly to best suit the needs of each young person.

From data collected, we know that this year we supported **56** pupils with cognition and learning needs, **29** with communication and interaction needs, **7** with sensory and physical needs and **226** with social, emotional and mental health needs.

Our partner schools continue to refer children with complex needs to us because they trust that we will provide timely, impactful intervention that supports the needs of the individual.



Tutors make a difference

The below quotes are taken from tutors who have worked in schools, homes and APs this past year.

“My favourite moment was when she told me how happy she was to be back in school, and her teacher said she was progressing well. She said she was grateful for the tuition sessions that helped build her confidence and helped prepare her for her Year 10 mocks. As of the following week, she would be returning to school on a full timetable. This meant she would be back in school in time for Year 11 as she had hoped.”

Tutoring Plus tutor

“Our job as a tutor, particularly in Tutoring Plus, is far more than just an educator. We can support pupils in many areas of life, particularly as their education greatly impacts how they perceive themselves. I am grateful to work in places where the additional support we provide has a lasting impact on the pupils.”

Tutoring Plus tutor

Pupil Voice Quotes:

“It is nice to have 1:1 time outside of class to get help and focus on specific learning.”

“When I got my mock grades back and I have improved a lot.”

“It’s good to have another point of view.”

“My tutor is good at explaining.”

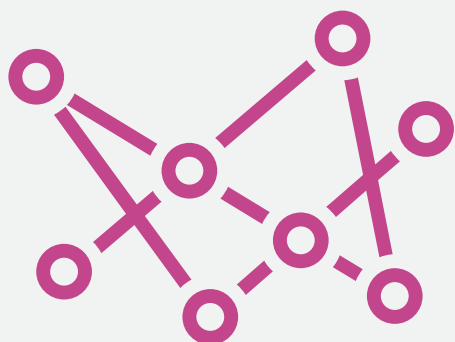
“Helped build [my] confidence.”



Challenges

High Demand

- As the number of pupils we support increases, we have to work hard to meet demand.
- Capacity can be stretched thin during busy parts of the year.
- Most requests we receive ask that tuition starts as soon as possible.

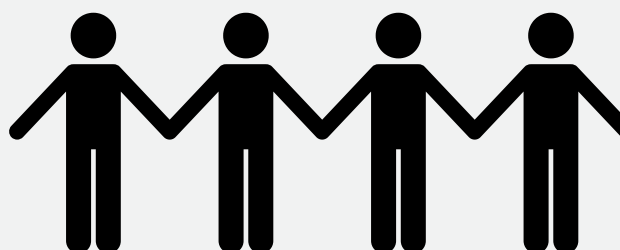


Liaising with a range of stakeholders

- We work with schools, families, local authorities and often social workers. The amount of communication required is key to setting up good programmes, but can be time consuming.
- Sometimes it takes some time to clarify information if the school and the home are not openly communicating.
- Coordinators may support by bridging these gaps in communication.

Emotional Support

- We constantly check in with tutors to ensure they feel secure in their role as mentor and are taking care of their own wellbeing.
- Tutors are trained to deliver emotional as well as academic support, with the assurance that they can ask for advice or help at any time from our team.
- Additional support can be accessed through our training platform Thinqi, which has a bank of resources and training available.



Looking ahead

- **Special Educational Needs and Disabilities**

We are proud of the work we do supporting SEND pupils and we want to do all that we can to ensure every young person has access to timely, high quality education that works around their needs. We continuously track and update our training so that tutors have the tools to help their pupils progress. We hope to introduce more specific pathways that will provide a breadth of options to suit all educational needs.

- **Pupil Referral Units (PRUs) and AP settings**

AP settings want to work with us and the number of pupils we have tutored who attend PRUs has increased significantly again this academic year. Tutors become embedded in the setting and develop strong working relationships with staff and pupils. Working in PRUs requires flexibility, particularly with lesson planning and timetables, so our team works to find the balance between flexibility and preparedness.

- **Attendance and Reintegration**

We know schools are facing challenges with attendance and we want to continue to help tackle this ongoing problem. Tutoring is a useful way of reintroducing a pupil to learning if they have been resistant to attending school. We know that the right tutor can encourage a young person to reintegrate and help them through that transition and we aim to formalise and structure this process even further.



97%

of our partners would
recommend us to another
school or college

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would recommend us to a new
school or college.**

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