



**THE
TUTOR
TRUST**



The Tutor Trust
Impact Report 2024/25

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Welcome

We're delighted to welcome you to The Tutor Trust's 2024/25 Impact Report, and to share what has been another remarkable year for our charity.

Every page that follows is about people: the pupils who have worked so hard to reach their goals, the tutors whose energy and commitment light up classrooms across the North, and the teachers and partners who make our work possible. Together, they tell a story of fairness, opportunity and belief in potential.

When The Tutor Trust was founded in Manchester in 2011, the challenge was that great tutoring was a privilege for a few. Fourteen years on, we're proud to have supported thousands of young people, each one a reminder of why this mission matters.

In the 2024/25 academic year, nearly 5,500 pupils took part in our high-quality and impactful programmes, across 183 education settings. From Bolton to Bradford, Halton to Hartlepool and Wakefield to the Wirral, their progress and confidence show that high-quality tutoring really can transform lives.

We're especially proud of the partnerships that sit at the heart of this work, with schools, universities, funders and Local Authorities all supporting our mission. We are also grateful to our incredible tutors, who act not just as educators but as role models and mentors for the young people we support.

As we look ahead to the next chapter of our journey, our purpose remains the same: to ensure that every young person, no matter where they grow up, has the support they need to thrive.

Thank you for being part of this mission.



Ed Marsh, Chief Executive Officer
Abigail Shapiro, Co-Founder and Executive Director



Our mission is to transform lives through tutoring

We're a proudly Northern charity providing small group tutoring, with the aim of closing the attainment gap between socially disadvantaged young people and their peers.

By providing great tutors in a growing number of regions across the North, where the attainment gap for socially disadvantaged young people remains a concern, our vision is:

- To be a part of an education system that provides excellence, equity and opportunity to every child and young person in the UK.
- For all pupils to receive the support they need to overcome any barriers they face in achieving their full potential.
- For our tutoring model to play a positive part in the school system in every area of the country.

This is why we are committed to growing our work across and beyond the North of England.

We were founded in Manchester in 2011 with a grant from the Education Endowment Foundation (EEF), and have since provided tuition to almost 45,000 pupils from Years 1 to 13, across 28 Local Authorities. We operate across Greater Manchester, Lancashire, Cheshire, West Yorkshire, Merseyside, and we also expanded into the North East, through our work in Tees Valley.

A history of proven impact for young people

We're uniquely well-placed to evidence the effectiveness of our approach, having already conducted two randomised controlled trials (RCTs) with the EEF which resulted in highly positive findings.

Our first RCT proved that Year 6 pupils receiving 12 hours of our tutoring made an additional three months' progress in maths, with a 'spillover effect' of improved performance in reading. The most progress was made by pupils on Free School Meals, and those with low prior attainment. These findings informed the Department for Education's design of the National Tutoring Programme. A second RCT, commissioned as part of this work, proved that the engagement tools we have developed help to increase attendance.¹

As well as working with our education partners to improve educational outcomes for young people in the North, we bring benefits for communities too. We create employment opportunities for our tutors, who become role models for the pupils they support, and strengthen links between universities and their local areas, while working to close the attainment gap for socially disadvantaged pupils.

¹ <https://www.thetutortrust.org/impact/our-rct-evidence>



The current challenge: Tackling regional inequality amid a school funding crisis

“The attainment gap for socially disadvantaged pupils in Hartlepool is twice that in London², and one of the reasons for that is that you are twice as likely to receive private tuition if you grew up in London than you are if you grew up in Hartlepool. We know that tuition helps to close that gap, so if you consider all the reasons a parent might pay for tuition for their children, we try to replicate that for those whose parents can’t afford it.” Ed Marsh, The Tutor Trust CEO, ITV Tyne Tees, Feb 2025

The young people we support face significant challenges due to well-documented regional inequalities. This, coupled with a school funding crisis, is making our work harder for schools to access at a time when it is needed most.

By age five, socially disadvantaged children in London are already outperforming those in the rest of England, and this gap widens throughout their educational journey.³ This year’s GCSE results show that 71.6% of young people in London achieved a grade 4 or above, while this ranged from 63.6% to 64.9% in the regions we support.⁴ This attainment gap is widely acknowledged in the education sector.

There is an urgent need for support for young people in the North of England, but with schools under considerable and growing pressure, it has become more difficult for them to cover the costs of tutoring.

The Institute for Fiscal Studies (IFS) estimates that schools’ costs will outgrow available funding in the coming academic year⁵, and research by the Sutton Trust shows that 46% of school leaders report being forced to spend Pupil Premium on day-to-day running costs.⁶

“Targeted support from The Tutor Trust has helped strengthen our pupils’ knowledge in key areas, and we’ve seen a marked increase in their confidence as a result. Our pupils approached SATs with self-assurance and a positive mindset. I hope funding can be secured to enable us to continue participating in the programme.” Amanda Eldridge, Principal, Dukesgate Academy, Greater Manchester



This has created a challenging environment for us, prompting us to adopt more innovative approaches to our work, while cutting the costs of tutoring to keep it accessible for schools. In the face of this growing challenge, we remain committed to delivering high-quality tutoring to young people across the regions we work in. By providing a route into tutoring that prioritises need over ability to pay, we are making progress in closing the attainment gap.

- ² <https://epi.org.uk/annual-report-2025-regional-gaps/>
- ³ [EPI-Local-Disadvantage-Gaps-in-England-FINAL.pdf](https://www.epi.org.uk/wp-content/uploads/2024/07/EPI-Local-Disadvantage-Gaps-in-England-FINAL.pdf)
- ⁴ GCSE and Level 1, 2 results – Summer 2025 – JCQ Joint Council for Qualifications
- ⁵ Annual report on education spending in England: 2024–25 | Institute for Fiscal Studies
- ⁶ <https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2025>

Our 2024/25



We worked alongside

183

education partners



with

285

tutors



who supported

5,488

pupils



Our Tutoring Plus programme has grown by

185%

in 2 years



97%

of schools said they would recommend us to another school or college



87%

of pupils said that our tutoring helped them make progress



91%

of pupils were our target population



GCSEs

We reduced the attainment gap by 16 percentage points (pp) in science, 14pp in maths and 3pp in English.



SATs

We reduced the attainment gap by 7pp in reading and 4pp in maths

Our partners



9/10

educational partners said our tutoring was effective

78

primary schools partnered with us

105

secondary and post-16 settings partnered with us

Strong partnerships are central to delivering our mission. This year, we've demonstrated our adaptability by expanding into a new region and developing our model to meet the needs of our partners. This is a commitment we aim to continue over the coming years.

Our education partners

In 2024/25, we partnered with 183 schools, colleges and education settings, including a successful expansion into Tees Valley. Many of our partners serve lower-income communities, with above-average numbers of pupils eligible for Pupil Premium funding.

With 14 years of experience building education partnerships, we know how to work flexibly to set up programmes that maximise outcomes for pupils, while aligning with our partners' priorities.

Several of our partnerships are long-term, and despite sector-wide funding challenges, 64% of our partners re-engaged with us this year, reflecting trust we have built.

Our charity partners

We're proud to collaborate with like-minded charities to amplify our impact and make the case for tutoring.⁷ In April 2025, we co-commissioned a report on the future of tutoring, called Past Lessons, Future Vision – Evolving

State-Funded Tutoring for the Future. The report identified how a state-funded tutoring programme could help to tackle the persistent attainment gap for socially disadvantaged young people.

We have also partnered with:

- **The King's Trust** to offer their Achieve programme through our Tutoring Plus offer, helping young people to gain GCSE-equivalent qualifications focused on their future career prospects.
- **Axiom Maths**, supporting over 800 high achieving young people to foster their love of maths.
- **Teach First**, providing a pathway for tutors who are interested in teaching.
- **Fair Education Alliance (FEA)**, a cross-sector coalition of organisations tackling educational inequity.

"I have observed several positive changes in both engagement and outcomes among the students participating in Axiom Maths Circle tuition. Students are more active in discussions or problem-solving and this has reflected positively in their result."
Ebere Iwuchukwu, Maths Teacher, The Academy of St Francis of Assisi

Our funders

Without the support of our funders, none of our work would be possible. We are grateful for the long-term relationships we have secured, with all our funders deciding to continue their support of Tutor Trust this year. Their ongoing contributions ensure we can best meet the needs of the young people we serve. We welcome the opportunity for new partnerships to further our mission across the North of England.

⁷ <https://www.thetutortrust.org/news/future-of-tutoring>





Our pupils

In 2024/25 we worked with 5,488 young people across primary, secondary and post-16 settings. This reach reflects both the scale of our delivery and the depth of need in the communities we serve.

Our aim is to support young people in the North who, without our support, would not be able to afford a tutor. To ensure we're working with those most in need, we have defined our target population as pupils who fall within any or all of the following criteria:

- Eligible for Pupil Premium funding
- A cared-for young person
- In Alternative Provision (AP)
- Attending a school with a high percentage of pupils eligible for Pupil Premium
- Identified as at risk of exclusion, severe/persistent absence, or poor educational outcomes due to additional barriers to learning

Pupil voice

We take feedback from our pupils seriously. Our pupil voice model was designed in partnership with the University of Manchester and allows us to ensure that our work is shaped by our beneficiaries. When we asked our pupils how they felt about tutoring, this is what they said:

My tutor helped me do my very best

91%

My tutor encouraged me

89%

My tutor helped me make progress

87%

“In the tutor sessions it feels like a safe environment to feel free to answer questions and talk without feeling like you may get in trouble. Our tutor makes the sessions really enjoyable and does whatever is best for us whether it takes a lot of time or not. Overall, it’s amazing to have the opportunity of it all.” Year 6 Pupil



Our work

We have continued to grow across the North, and are now working in 183 education settings, up from 149 last year. We have also expanded into Tees Valley.



- 82 Greater Manchester
- 5 Lancashire
- 10 Cheshire
- 36 West Yorkshire
- 33 Merseyside
- 17 Tees Valley

“The Tutor Trust have been and continue to be a fantastic asset that aids our school curriculum and improves student outcomes.”
Zack Lewis, KS3 Achievement Director, Bishop Young Church of England Academy

Key stages 1 & 2
Ages 5-11

We provide high quality, engaging and fun sessions in maths, reading, writing and phonics for primary school pupils in Years 1-6.

Key stages 3 & 4
Ages 11-16

We offer high quality English, maths and science tutoring at all levels of attainment for secondary school pupils in Years 7-11, including our partnership with Axiom Maths, which uses group mentoring to build mathematical reasoning skills to foster a love of maths.

Key stage 5
Ages 16+

We offer high quality English and maths tutoring for pupils who need support with their GCSE resits, or Functional Skills qualifications as a more practical alternative to GCSEs.

Tutoring Plus

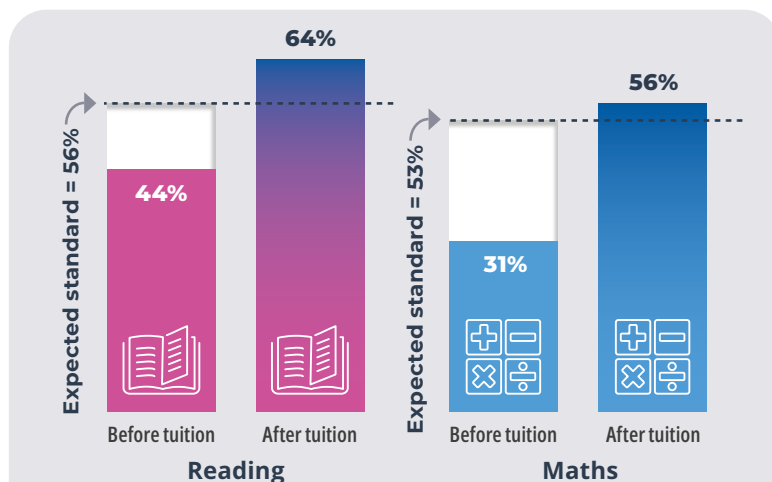
For pupils facing more complex challenges than their peers, we combine 1:1 academic tuition with other provision to boost confidence, social or emotional wellbeing, and life skills.

SATs headlines

1,273 Year 6 pupils received tutoring this year. There is clear evidence from SATs results that our pupils are making strong progress, and our work is helping to narrow the attainment gap for socially disadvantaged young people in our regions.

Progress

Progress for our pupils was strong. Pupils correctly answered significantly more questions on their final SATs papers compared to their mock paper after receiving tuition. This progress means many of our pupils exceeded the expected standard (EXS).



Reading

- Before tutoring, pupils on average correctly answered 44% of questions in their mock reading paper.
- After tutoring, pupils on average correctly answered 64% of questions in their SATs paper, exceeding the EXS.

Maths

- Before tutoring, pupils on average were getting 31% of questions correct in their mock maths papers.
- After tutoring, pupils on average were getting 56% of questions correct in their SATs papers, exceeding the EXS.

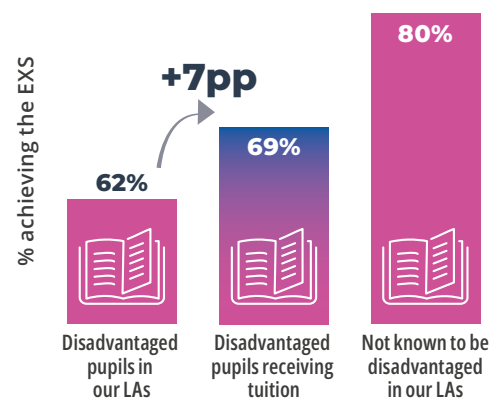
“Pupils reported feeling more prepared for their SATs. They retained more knowledge and most importantly, the majority of pupils went on to achieve the expected standard in maths.” **Melissa Callender, Year 6 teacher, St John Fisher Catholic Primary School, Merseyside**

Attainment

We have narrowed the attainment gap in reading and maths for socially disadvantaged pupils who received our tuition compared to pupils in the Local Authorities (LAs) we work in.⁸

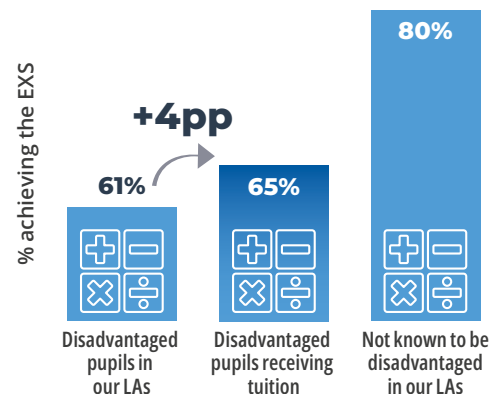
Reading attainment

In the LAs we served, only 62% of disadvantaged pupils met the EXS in reading, whilst 80% of their non-disadvantaged peers achieved the same, creating an 18 percentage point (pp) gap. However, Tutor Trust has narrowed this gap for disadvantaged pupils receiving tutoring, with 69% of pupils meeting the EXS, reducing the gap by 7pp.



Maths attainment

Similarly in maths, only 61% of disadvantaged pupils met the EXS, whilst 80% of their peers achieved it, creating a 19pp gap. However, 65% of disadvantaged pupils receiving tutoring met the EXS, reducing the gap by 4pp.



8 <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2024-25>

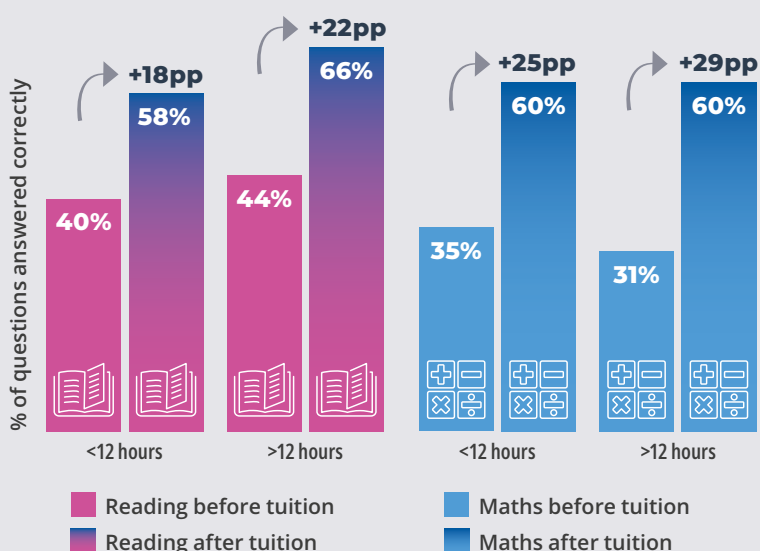
More hours, more impact

While any amount of tutoring is impactful, those who received more than 12 hours experienced the most substantial gains, showing the greatest average improvement on their final SATs papers compared to their mock scores.

In reading, pupils who received less than 12 hours of tutoring correctly answered 58% of questions in their SATs paper. This was an increase of 18pp from their mock paper. And for pupils who received more than 12 hours, they correctly answered even more questions (66%) on their SATs paper. This was an even bigger increase of 22pp from their mock paper.

This was also true for our pupils who received maths tutoring. Pupils who received less than 12 hours correctly answered 60% of questions in their SATs papers. This was an increase of 25pp from their mock papers. And for pupils who received more than 12 hours, they correctly answered 60% questions on their SATs papers and this was an even bigger increase of 29pp from their mock papers.

Pupils who received more tuition answered more questions correctly



Pupils with the lowest prior attainment make the most progress

In SATs exams, pupils receive a scaled score ranging from 80 (lowest) to 120 (highest). The expected standard is a scaled score of 100.

Overall, pupils who received reading tuition made an average of 7.1 scaled scores of progress. However, our low prior attainers (those with a starting scaled score of 80 to 89) made even greater gains. Their average starting score was 87 and they made 10.5 scaled scores of progress, which roughly equates to a 26pp increase in the number of questions answered correctly.

Pupils who received maths tutoring made an average of 7.3 scaled scores of progress. Again, our low prior attainers made even greater gains. On average, their starting score was 86, and averaged 9.3 scaled scores of progress. This roughly translates to a 22pp increase in correct answers.

SATs pupil feedback

My tutor helped me do my very best

91%

My tutor encouraged me

89%

My tutor helped me make progress

87%

“I feel very happy about tutoring because we learnt a lot more maths for our SATs. It also helped us get better at what we were struggling with. We got a say in every tutor lesson, our tutor helped us with what we needed.” **Year 6 pupil**



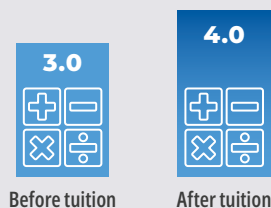
GCSE headlines

This year, 1,096 Year 11 pupils received tutoring. On average, pupils achieved one whole grade of progress after just 10 hours of tuition. Mirroring our success in SATs, tuition is narrowing the attainment gap for socially disadvantaged young people.

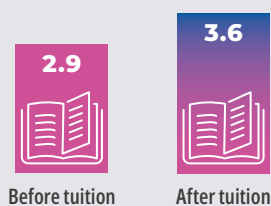
Progress

Progress for our Year 11 pupils was strong, particularly for pupils who received 10 or more hours of tuition.

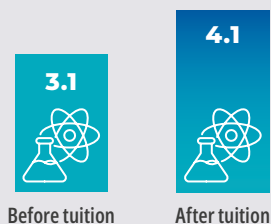
Maths: Pupils' average mock grade in maths was 3 before they started tuition. After 10 or more hours of tuition, their average grade increased to 4.0, a standard pass.



English: Pupils' average mock grade in English was 2.9 before they started tuition. After 10 or more hours of tuition, their average grade increased to 3.6.

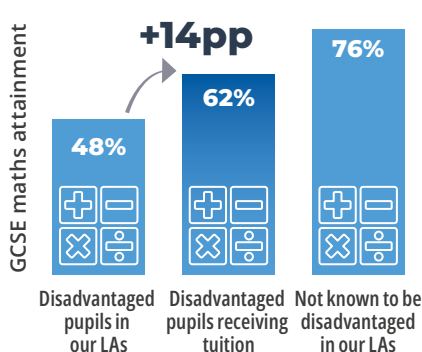


Science: Pupils' average mock grade in science was 3.1 before they started tuition. After 10 or more hours of tuition, their average grade increased to 4.1.

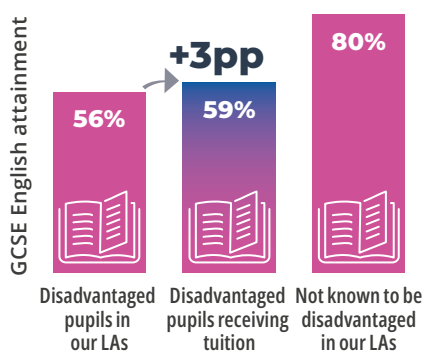


Attainment

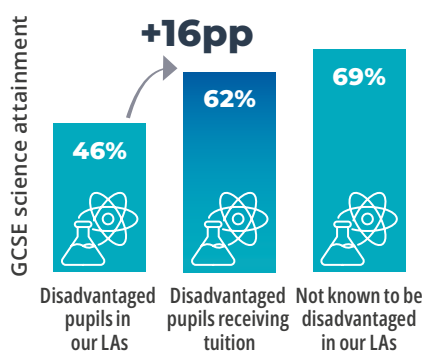
Pass rates are higher for disadvantaged pupils receiving tutoring compared to their disadvantaged peers in the Local Authorities (LAs) we worked in.⁹



Maths: Only 48% of disadvantaged pupils achieved a passing grade of 4 or above, whilst 76% of their non-disadvantaged peers achieved the same, creating a 28 percentage point (pp) gap. However, Tutor Trust narrowed this gap for disadvantaged pupils receiving tutoring, with 62% achieving a passing grade, narrowing the gap by 14pp.



English: For disadvantaged pupils receiving English tutoring, the attainment gap also narrowed. 56% of disadvantaged pupils in the LAs we served achieved a passing grade of 4 or above, compared to 80% of their peers. 59% of disadvantaged pupils we tutored achieved a passing grade, narrowing the gap by 3pp.



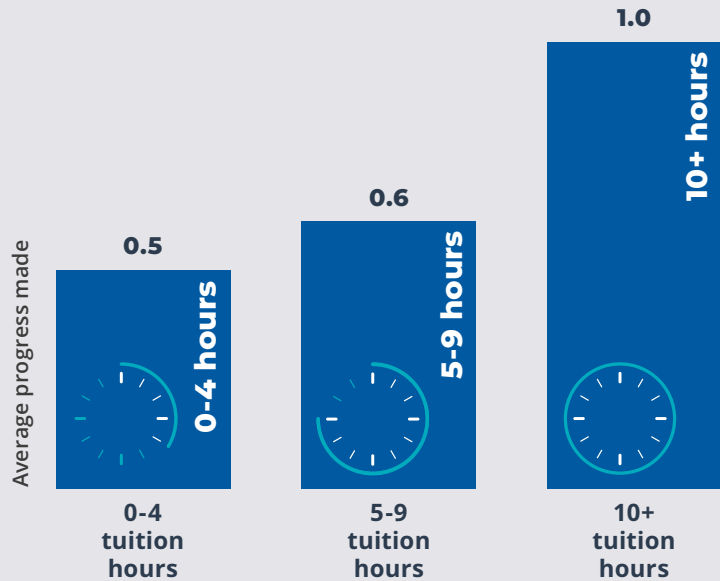
Science: Results were mirrored in science too. 46% of disadvantaged pupils in the LAs we served achieved a passing grade 4 or above, compared to 69% of their peers. 62% of disadvantaged pupils who received tutoring received a passing grade, narrowing the gap by 16pp.

9 Key stage 4 performance, Academic year 2024/25 – Explore education statistics – GOV.UK

More hours, more impact

Year 11 pupils who received 10 or more hours of tuition progressed by one whole grade on average between mock exams at the start of tuition and their final GCSE grades across English, maths and science.

Pupils who received 0-4 hours of tuition made 0.5 grades of progress, and this increases to 0.6 grades of progress when pupils receive 5-9 hours. This increases even further to 1 whole grade of progress when pupils receive 10 or more hours of tuition.



Pupils with the lowest prior attainment make the most progress

At Tutor Trust we support pupils of all starting points, not just those who are on the borderline, giving pupils of all abilities the opportunity to succeed.

Nearly 40% of the pupils we worked with in Year 11 had low prior attainment, starting their tutoring journey with us at a grade 2 or below. However, these pupils make strong progress.

In maths, pupils who received 10 or more hours of tuition made one full grade of progress on average between their mock and final grades. Low prior attainers (those with a starting grade of 2 or below) made even more progress in maths with an average of 1.3 grades.

Pupils who received 10 or more hours of English tuition made 0.7 grades progress on average. Our low prior attainers made even more progress in English with an average of one full grade.

Pupils who received 10 or more hours of science tuition made one grade of progress on average. Our low prior attainers in science made even more progress with an average of 1.4 grades.

GCSE pupil feedback

My tutor helped me do my very best

89%

My tutor encouraged me

86%

My tutor helped me make progress

80%

“The tutoring helps me gain confidence and knowledge for my maths. It also helps me understand how to do different methods and the extra tutoring will hopefully help me gain more marks in my GCSEs.” Year 11 pupil

Post-16 GCSE resit programme

Following the summer 2024 GCSE exams, there were over 340,000 entries for post-16 learners aged 16-18 taking resits. Entries have risen by over 20% for English and 13% for maths which puts pressure on the capacity to meet the need for resits.¹⁰ The national pass rate for those resitting is extremely low, which is something we are working to tackle.

The Education Endowment Foundation (EEF) is funding an evaluation of a pilot project providing Tutor Trust support for post-16 learners resitting their GCSEs. This targeted support is for learners who find themselves in this situation, and will be independently evaluated by the National Foundation for Educational Research (NFER). Initial results from 2024/25 resits are encouraging and a full report is expected in 2026.

Teacher feedback

“The Tutor Trust provided 1:1 tutoring for some of our GCSE resit students. The tutors were professional, engaging and built rapport with students quickly. 50% of the students achieved a Grade 4 or above, and some achieved a Grade 5.” **Scott Fenner, Assistant Principal and Head of Sixth Form, Ormiston Bolingbroke Academy**

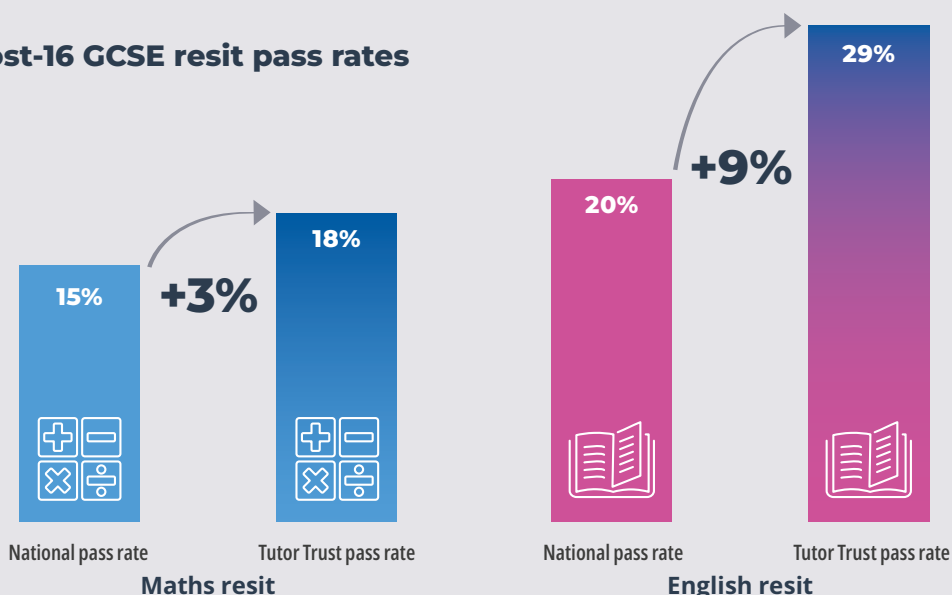
Learner feedback

“Through being able to work with someone 1:1, it was easier to take in information, and I believe that the tutoring played a role in me achieving a Grade 4 in my exams.”

Our impact

Learners on the pilot project passed their resit this year at a higher rate than that seen nationally.

Post-16 GCSE resit pass rates



¹⁰ Post-16-
GCSE-Results-
briefing-2025.pdf

Tutoring Plus

Our Tutoring Plus programme is the most valuable work we do, creating enormous impact for our most vulnerable pupils. Growing this work will be a major focus of our new strategy.



543

We supported 543 young people in 2024/25



100+

Over 100 more young people than 2023/24, and up 185% in 2 years



56%

More than half of Tutor Trust pupils have SEND

Targeted, holistic support for pupils with additional needs

Tutoring Plus provides dedicated, one-to-one support for pupils whose needs may not be served by our mainstream offer. Our tutors work flexibly, adapting to the needs of the pupil, with a focus on building strong mentoring relationships, as well as academic progress.

An area of growth

This year, we supported 543 young people – over 100 more than last year, and an increase of 185% in two years. More than half of Tutoring Plus pupils have SEND, and the number of SEND pupils grew this year by 80%. 85% of our pupils are persistently or severely absent from school.

Who we work with

- Pupils who are persistently or severely absent from schools
- Pupils with additional needs, such as SEND or English as an Additional Language
- Pupils in alternative provision
- Cared for children
- Those at risk of exclusion
- Those with Social, Emotional and Mental Health (SEMH) needs

“Tuition gave pupils a route into accessing their education again. They started attend[ing] school again, and filling in some of the gaps that had formed in their subject knowledge.” **Kirsty Carvell, Lead for Inclusion and SENCo, Manchester Communication Academy**

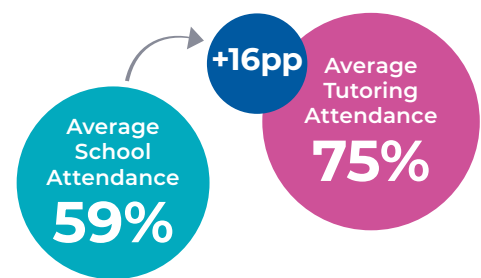
We meet young people where they are

Given the diverse needs of our pupils, Tutoring Plus takes a flexible delivery approach that puts the learner first. Whether at school or at home, we meet pupils where and how they need us most. For some, this means a focus on more practical Functional Skills qualifications as an alternative to GCSEs.

Improving attendance

Attendance is a growing problem in schools, and it is closely linked to the attainment gap¹¹ for socially disadvantaged young people. Tutoring Plus referrals for pupils who are persistently or severely absent have increased. 85% of our pupils now fall into this category.

We know that our flexible, holistic approach to tutoring helps to improve engagement in learning. Pupils’ average attendance in tutoring was 16 percentage points (pp) higher than their average school attendance.



Our goal is to support pupils to reintegrate into school, and the mentoring we provide is a crucial aspect of this work. For more information, please read our [Tutoring Plus Impact Report](#) for this 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. She met her goal of returning to school full time for Year 11.” **Tutoring Plus Tutor**

¹¹ <https://epi.org.uk/publications-and-research/breaking-down-the-gap/>

Special Educational Needs and Disabilities (SEND)

We are proud of the impact we have made towards closing the attainment gap for pupils with additional needs. The gap between pupils with SEND and their non-SEND peers receiving a pass at GCSEs is 41%, but for SEND pupils receiving Tutor Trust tutoring, this gap is just 23%.

The national context

Nationally, outcomes for pupils with SEND are significantly lower than those of their peers. In 2024/25, only 31% of SEND pupils achieved a grade 4 or above in English and maths GCSEs, compared to 72% for pupils without SEND.¹² This is similar for SATs, where only 24% of pupils with SEND met the expected standard in reading, writing and maths (combined), compared to 74% for pupils without SEND.¹³

Tutoring works for pupils with SEND

Teachers know the value of tutoring for pupils with SEND. As part of an evaluation of the National Tutoring Programme (NTP), the National Foundation for Educational Research (NFER) found that most SENCOs agreed that tutoring had a positive impact on cognition and learning (74%), communication and interaction (60%) and social, emotional and mental health (57%).¹⁴



Our tailored approach for young people with SEND

23% of the young people we supported this year had SEND. The gap between Year 11 pupils with SEND and their non-SEND peers receiving a pass at GCSEs is 41%, but for SEND pupils receiving Tutor Trust tutoring, this gap is just 23%. This means SEND pupils working with our tutors are catching up much faster than is typical nationally. SATs results mirror this trend, with SEND pupils achieving stronger outcomes after receiving targeted tutoring. Our tailored approach allows for individualised support that young people with SEND need and we are committed to continually developing our practice in this area.

“Year 11 students really appreciate the small group intervention that The Tutor Trust offers, and students who have additional needs find the programme helpful.”
Tonya Pitan, Head of Maths, Co-op Academy Leeds

¹² <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance/2024-25/data-guidance>

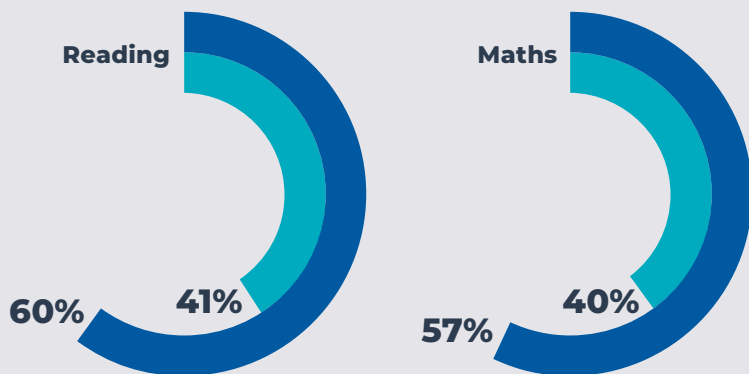
¹³ <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2024-25>

¹⁴ https://assets.publishing.service.gov.uk/media/653fd1926de3b9000da7a64b/National_Tutoring_Programme_year_3_-_implementation_and_process_evaluation_-_research_report.pdf

Our impact

Pupils with SEND who received our tutoring had significantly higher attainment than those in our matched Local Authorities (LAs) when compared with provisional Government data for 2024/25.

SATs attainment for pupils with SEND

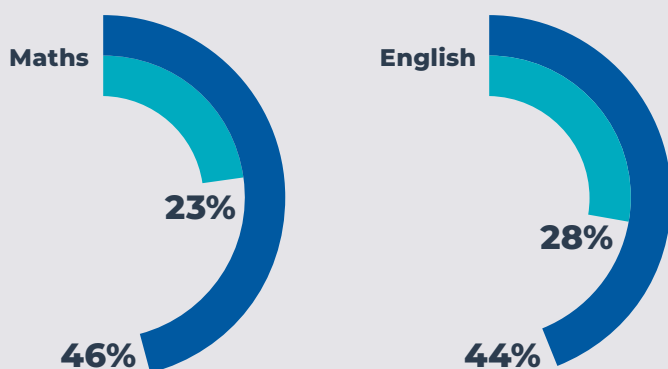


% meeting the EXS

- Tutor Trust pupils with SEND 2024/25
- Pupils with SEND in our LAs 2024/25

60% of pupils with SEND met the expected standard in reading, and 57% met it in maths, compared to only 41% in reading and 40% in maths locally.¹⁵

GCSE attainment for disadvantaged pupils with SEND



% achieving grade 4+

- Tutor Trust disadvantaged pupils with SEND 2024/25
- Disadvantaged pupils with SEND nationally 2024/25

Our GCSE pupils who have SEND and are also from socially disadvantaged backgrounds perform significantly better against the national average:¹⁶

- **Maths:** 46% achieved a Grade 4+ after tutoring, compared with 23% nationally
- **English:** 44% achieved a Grade 4+ after tutoring, compared to 28% nationally

Feedback from pupils with SEND

My tutor helped me do my very best

88%

Tutoring was fun

84%

My tutor encouraged me

84%

“Because they’re in smaller groups, we’re able to identify pupils’ strengths and weaknesses in a way that is strategic, so we work to analyse each individual child, because of course, they have different learning needs and personalities. We can really see what works best for them.”

Nadia Hanafy, Tutor



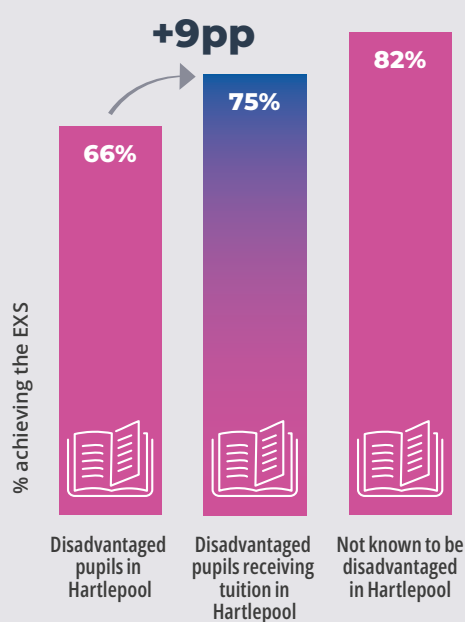
¹⁵ <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2024-25>

¹⁶ <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance/2024-25>

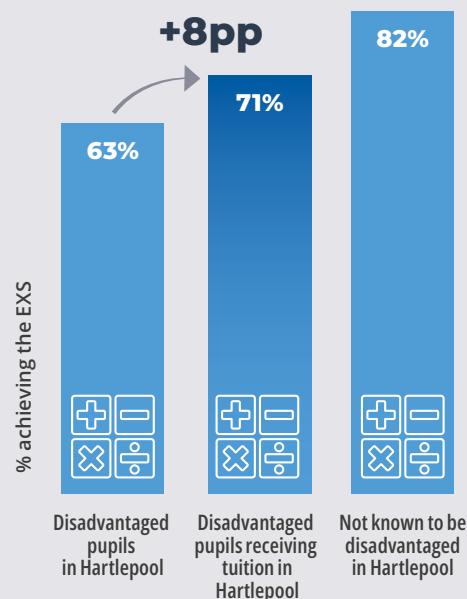
Tees Valley

We expanded into the Tees Valley town of Hartlepool in 2025, where we supported 530 primary school pupils across 16 educational settings to reduce the attainment gap. 73% of disadvantaged Year 6 pupils who took part in the programme achieved the expected standard in their SATs exams.

SATs reading attainment in Hartlepool



SATs maths attainment in Hartlepool



This project was developed in response to a direct request from a funding partner. Following its success, we have secured funding to continue this work until June 2027. We're now building on the foundations we developed in the first year, expanding our offer to secondary schools, and exploring opportunities in the North East.

Attainment

Provisional data released by the DfE for 2024/25 shows a higher proportion of disadvantaged pupils met the expected standard (EXS) in reading and maths after receiving our tuition,

compared with all disadvantaged pupils in Hartlepool.¹⁷

In Hartlepool, only 66% of disadvantaged pupils met the EXS in reading, whilst 82% of their non-disadvantaged peers achieved it, creating a 16 percentage point (pp) gap. However, Tutor Trust has narrowed this gap for disadvantaged pupils receiving tutoring, with 75% of pupils meeting the EXS, reducing the gap by 9pp.

Similarly in maths, only 63% of disadvantaged pupils met the EXS, whilst 82% of their peers achieved it, creating a 19pp gap. However, 71% of disadvantaged pupils receiving tutoring met the EXS, reducing the gap by 8pp.

17 <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2024-25>



Tutor feedback

“As a local tutor to the Teesside area I really appreciate how valuable the support from a charity like The Tutor Trust is and how beneficial it can be to students in Teesside. As a local to the North East it was important for me to help meet the needs of students who may often get overlooked in the community.” **Megan Dixon, Tutor**



School feedback

“From the outset, our partnership with The Tutor Trust has been excellent, characterised by clear communication, joint planning and a shared commitment to improving outcomes. Our allocated tutor has been exceptional. This collaborative approach has enabled the programme to have maximum impact.” **Sarah Greenan, Headteacher, Brougham Primary School**

A word from our funder

“We’re very pleased to have been able to support The Tutor Trust moving into Hartlepool, an area which hasn’t been on the map for charitable activity. It is great to see the children they have been supporting already making such good progress.” **Angela Kail, John Armitage Charitable Trust**

Feedback from Tees Valley pupils

My tutor helped me do my very best

95%

Tutoring was fun

94%

Tutoring helped me make progress

90%

I feel confident going to secondary school after tutoring

74%

“It makes me smart so I can be proud of myself.”

“It is good for our learning and I really enjoy it.”

“I think that it is helping us to get better at some of the stuff that we’re struggling in or need help in.”

Our tutors

This year our 285 tutors delivered 23,050 hours of inspiring tutoring to pupils across our regions.



Our tutoring pool reflects who we work with

We know that pupils respond best to tutors who they can relate to, so we're continuously striving to reflect the communities we work with. We're clear about this when we recruit, actively encouraging applications from those with lived experience of social disadvantage or marginalisation, and placing our social impact goals front and centre. This year, 45% of our tutors told us that they had a similar lived experience to the young people we support.

“Being a tutor has helped me build confidence, find passion in work, and develop transferable skills. For the pupils, I think it offers them a safe space where they can get focused attention, while building a relationship with them helps them feel recognised as not just a student, but a person.” **Asha White, Tutor**

Why we pay our tutors

Our tutors are predominantly undergraduates, and many are from socially disadvantaged backgrounds. Paying them for their time and skills recognises the transformative impact they have on young people's lives, while providing a pathway for students to contribute meaningfully to their communities.

Our tutors are self-employed, meaning they can choose how many hours they work, and organise tutoring with us around other commitments.

According to a recent survey by Advance HE, 68% of students work part-time to fund their studies¹⁸, often in low paid roles requiring long hours which detract from their studies. This is especially common for students facing financial challenges, many of whom cannot afford to volunteer. We want great students as tutors, regardless of their backgrounds.

¹⁸ <https://www.advance-he.ac.uk/knowledge-hub/student-academic-experience-survey-2025>

This helps us to attract people who understand why we do what we do. When asked why they want to tutor with us, more than half of tutors said they wanted to support their local community.

Applicants were motivated by:

57% Supporting local community

51% Transferable skills

74% Flexible work

University partnerships

Our university partnerships are a cornerstone of our success. They enable us to tap into a rich pool of talented tutors while creating meaningful wider benefits for learners, institutions and communities.

We create opportunity

Our Widening Participation (WP) scheme offers a guaranteed interview to applicants who are eligible for university access schemes. This year 45% of our newly recruited tutors were from WP backgrounds, meaning they're more likely to be from socially deprived backgrounds and are therefore at the highest risk of dropping out of university.

Tutoring into teaching

Tutoring is a key pathway into teaching, giving tutors the opportunity to gain experience in the education sector. 40% of surveyed tutors report that their experience of being a tutor has either sparked or strengthened their interest in teaching, and 37% are motivated by achieving impact on pupils.

We connect communities

Tutoring creates a meaningful link between students and their communities. This year, 84% of our tutors rated their connection to the local community as Good or Excellent, and this was even higher among our WP tutors, at 86%.

“The Tutor Trust mission means a lot to me because being able to give students an opportunity to learn and be educated is an opportunity not everyone has. So, being able to give back and help develop our community is rewarding to say the least.”
Madiha Ahmed, Tutor

We are grateful for our partner Universities who are supporting us to recruit high quality tutors who are making a significant impact to the young people they support.

University of Manchester
Manchester Metropolitan University
University of Salford
Royal Northern College of Music
Teesside University
Leeds Beckett University
University of Leeds
University of Bradford
Liverpool John Moores University
University of Liverpool
Liverpool Hope University
Edge Hill University





Case study: University of Salford partnership

This year we launched a new partnership with The University of Salford through a unique, directly funded project which enabled us to recruit Salford students to deliver high quality tutoring for over 400 young people across 15 primary schools in Salford.

Attainment

Through this partnership we narrowed the attainment gap for socially disadvantaged pupils in our 15 partner primary schools, according to provisional data released by the DfE for 2024/25.¹⁹

In Salford, only 59% of disadvantaged pupils met the expected standard (EXS) in maths, whilst 82% of their non-disadvantaged peers achieved the same, creating a 23 percentage point (pp) gap. However, Tutor Trust has narrowed this gap for disadvantaged pupils receiving tutoring, with 65% of pupils meeting the EXS, reducing the gap by 6pp.

Similarly in reading, only 63% of disadvantaged pupils met the EXS, whilst 81% of their peers achieved it, creating an 18pp gap. However, 64% of disadvantaged pupils receiving tutoring met the EXS, reducing the gap by 1pp.

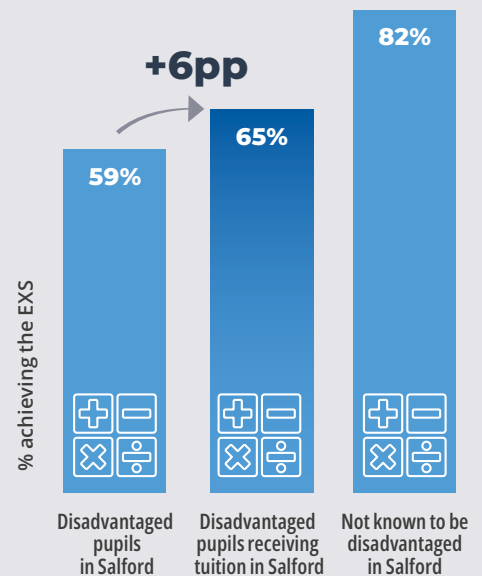
¹⁹ <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2024-25>



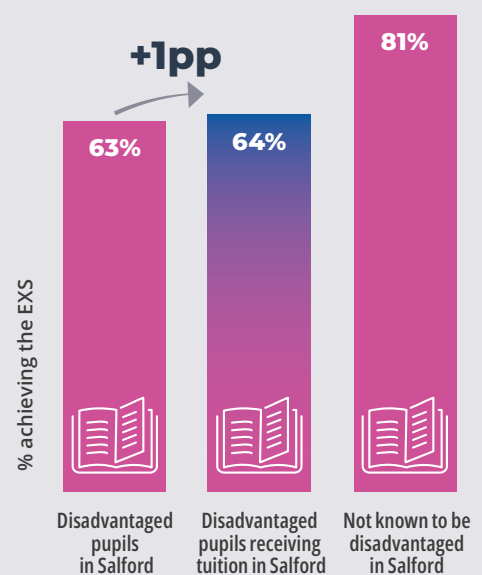
“This partnership with The Tutor Trust exemplifies the civic purpose that should sit at the heart of UK higher education. By embedding tutoring within our students’ experience, we are not only enriching their skills and confidence, but also helping to narrow the attainment gap in our local schools. It shows how universities can use their knowledge, energy and people to create social value beyond the campus. It is one of the most direct ways we can make education fairer for all.”

Professor Nic Beech, Vice Chancellor, University of Salford

SATs maths attainment in Salford



SATs reading attainment in Salford



Tutor feedback

In surveys tutors told us that:

- Taking part in the programme had a positive impact on their future aspirations
- Their confidence improved
- They felt less lonely and more connected to the local community because of tutoring

There was consensus among our lead tutors that the programme helped them to feel more confident as leaders and increased their team working and collaboration skills.

“Joining the Tutor Trust has felt rewarding both in a social and professional sense. The training and support has helped me to feel confident in my tutoring. When I moved here I was completely unfamiliar with the Salford community but now I feel more included and connected to the area I’m living in.”

Ella, University of Salford student and Tutor Trust tutor

School feedback

“The tutors have been high quality and worked really well with our school staff for the benefit of the children. They have been an asset for our school.” **Hayley Tyldesley, Headteacher, St Gilbert’s RC Primary School**

A word from the University of Salford

“We have seen a remarkable impact on both the students who have taken on tutoring roles and the pupils they support. Many of our tutors come from the local community, meaning they understand the barriers their pupils face.”

Lynne Barrow, Director of Student Recruitment, University of Salford Business School

Feedback from pupils in Salford

My tutor helped me do my very best

92%

My tutor encouraged me

91%

Tutoring helped me make progress

86%

Tutoring was fun

84%

“In my opinion, tutoring helps with maths and gives you confidence.”

“I like how it helps us for SATs and for the future life we all have ahead.”

“Every day I look forward to tutoring, I think it’s awesome and my tutor is amazing.”

Tutoring built into the curriculum

Following this success, we’re working with the university to establish a credit-bearing module in tutoring. This will embed tutoring as a practical learning opportunity as part of University of Salford degree programmes.



Attendance

An external evaluation from ImpactEd showed our targeted tutoring intervention plays a role in improving school attendance and behaviour, with the greatest gains for pupils eligible for Pupil Premium and those with SEND.

The link between attendance and behaviour

Attendance issues are closely linked to behaviour. A review of attendance interventions by the Education Endowment Foundation (EEF) found that extended absence from school is linked with behavioural and social problems which can have long lasting effects.²⁰

How our tutoring can help

An evaluation conducted by ImpactEd found that attendance improved for nearly 1 in 5 pupils (17.4%) who received tutoring, with even greater gains observed among Pupil Premium and SEND pupils. One pupil's attendance rose dramatically from 67.2% to 93.2%.

Behaviour also improved on average, with Pupil Premium and SEND pupils again showing the most positive changes, indicating that tutoring may be especially effective for those facing additional barriers to learning. Pupils who received 10 or more hours of tutoring saw a reduction in exclusions. Furthermore, the Spring cohort, whose outcomes were measured after completing tutoring, showed no increase in exclusions, highlighting the potential long-term benefits of sustained support.



“We’ve partnered with Tutor Trust for several years where last year tutors supported over 100 pupils, including 41 pupils who had Tutoring Plus tuition. When we were asked to be part of an evaluation looking into the impact of tuition on attendance and behaviour, we said yes because we know attendance is a complex issue and any evidence we have to support pupils’ attendance is really useful. That’s why it was reassuring to find out the impact tutoring has, especially for our Pupil Premium pupils who made up nearly 60% of tutees.” Farha Hussain, the lead for tuition, Oasis Academy Oldham



²⁰ <https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance>



Technical notes

SATs scaled scores:

Scaled scores range from 80 (lowest) to 120 (highest). The national expected standard is 100 scaled scores. This makes results comparable year on year to account for variation in assessment difficulty. The single reading paper has a maximum of 50 raw marks that can be achieved and the 3 maths papers have a maximum of 110 marks that can be achieved.

SATs % of questions correct:

This method was used for illustrative purposes and provides an approximate demonstration of progress. Pupil progress was measured using the 2024/25 Key Stage 2 scaled score conversion charts. Average mock scaled scores for reading and maths were converted into raw marks using these charts and were recorded as a percentage. Progress was then calculated as the average increase in scaled scores. To estimate the increase in questions answered correctly, the average scaled-score increase was applied to the conversion chart by counting upward through the scaled score ranges. The raw mark associated with this adjusted scaled score was taken from the chart and expressed as a percentage. This allowed progress to be shown as a change in percentage of total questions answered correctly across reading and maths papers.

Government Benchmarking – SATs (Disadvantaged Pupils):

Provisional data from the DfE was used as a benchmark to compare attainment (KS2 Explore Education Statistics, 11/09/2025). Attainment for disadvantaged pupils was analysed separately for reading and maths across local authorities where we delivered those subjects in 2024/25. The benchmark percentage was calculated separately for each subject as: (Disadvantaged pupils meeting expected standard ÷ Total eligible disadvantaged

pupils) across relevant local authorities. 'Disadvantaged' follows DfE criteria (FSM6, looked after, or previously looked after). Tutor Trust pupils were categorised as disadvantaged if receiving Pupil Premium and/or cared for.

Government Benchmarking – SATs (SEND Pupils):

The same approach was applied using the DfE 'All SEN provision' filter instead of 'disadvantaged' (data released 11/09/2025).

Government Benchmarking – GCSE (Disadvantaged Pupils):

Provisional data from the DfE was used as a benchmark to compare attainment (KS4 Explore Education Statistics, 16/10/2025). Attainment for disadvantaged pupils was analysed separately for English, maths, and science across local authorities where we delivered those subjects in 2024/25. The benchmark was calculated as: (Disadvantaged pupils achieving grade 4+ in [EBacc subject] ÷ Total disadvantaged pupils at end of KS4). For science: (Disadvantaged pupils achieving grade 4+ in EBacc [science] ÷ Disadvantaged pupils entered for EBacc [science]). Tutor Trust pupils were categorised as disadvantaged if receiving Pupil Premium and/or cared for.

Government Benchmarking – GCSE (Disadvantaged Pupils with SEND):

National benchmark data for 2023/24 was provided by the DfE via a Freedom of Information Request; local authority breakdowns were unavailable.

Post-16 benchmarking data:

As full 2024/25 data is not yet published for all retake age groups, we have benchmarked against 2024/25 data for 17–19 year olds. GCSE results 2025: The main trends in grades and entries – FFT Education Datalab.



Our Strategy 2025-2028

Our Next Chapter

As this year's report has shown, tutoring transforms lives. But the challenge ahead is clear: the attainment gap is widening, schools are under financial pressure, and too many young people in the North are still being left behind.

That is why we have launched a bold new three year strategy to maximise our impact and ensure tutoring remains a permanent force for fairness in education.

Our priorities are:



Broadening our reach

Growing our partner schools by 20% by 2028 so that more pupils access life-changing tuition.



Building new university partnerships

Embedding tutoring into the student experience, creating future role models while supporting pupils to raise aspirations.



Regional expansion

Launching in at least one new area by 2027, learning from our successful growth into Tees Valley.



Growing Tutoring Plus

Developing our tailored support for pupils facing the greatest barriers, with a dedicated strategy to be published in 2026.



Advocating for system change

Building a national coalition to secure a long-term, state-funded tutoring entitlement for disadvantaged young people.

By 2028, our ambition is to support more than **7,500 pupils each year** across the North, with a growth trajectory to reach **10,000 by 2030.**

2028: 7,500

2030: 10,000

This strategy is also an invitation: to schools, colleges, universities, funders, tutors and policymakers who share our vision. Together, we can ensure that where a child grows up does not determine where they end up.

Our supporters



The work demonstrated throughout this report would not be possible without the generous support of our funders. Their funding has ensured we can keep costs as low as possible for our education partners, ensuring that tutoring remains accessible to all young people despite parental ability to pay. We're grateful to the partnerships we have developed and look forward to continuing our work together.



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Support our work

If you'd like to donate to support our work, please scan the QR code, or get in touch at mail@thetutortrust.org

The logo for The Tutor Trust is located in the top left corner, consisting of three stacked rectangular boxes. The top box is blue with the word 'THE' in white. The middle box is white with the word 'TUTOR' in blue. The bottom box is blue with the word 'TRUST' in white. The background of the entire page is a dark blue-grey color, overlaid with a pattern of colorful, 3D-style geometric shapes. These shapes are primarily blue, but include accents of yellow, pink, and teal. They are arranged in a way that creates a sense of depth and movement, resembling a stylized architectural or molecular structure.

THE TUTOR TRUST

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Co-Founder and Executive Director: Abigail Shapiro

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