EQUAL EDUCATION 2022/23
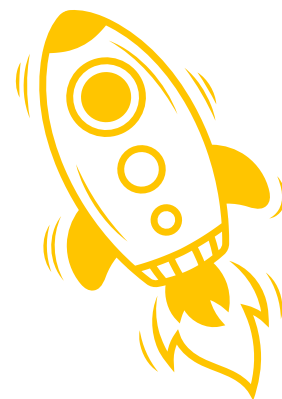
IMPACT REPORT

National Tutoring Programme — Equal Education

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1. MESSAGE FROM OUR CEO PAUL SINGH

Equal Education continues to evolve as a groundbreaking and exciting organisation. We have built a community, and an inspired team with the ability, the technology and the vision to transform lives with education. Our passion is to be ever evolving and growing to meet the needs of under-resourced children.

Equal Education was founded in 2012, with my sister joining into the venture shortly afterwards, to become a driving force behind expansion through partnerships. As siblings we are both beneficiaries of social mobility and this amplifies the strong push behind Equal Education and the desire to become part of the solution for young people. We have deliberately had a focus on care experienced young people, and those with special education needs and disabilities.

Equal Education understands the power that one tutor can have. The power to see true potential achieved. Equal Education was built with a vision behind it. A vision where no young person is disadvantaged, sidelined or disempowered by the circumstances of their upbringing. In an age of information children should have access to the same education opportunities.

Over the past three years with COVID lockdowns, economic volatility and the lasting disruption to their education, vulnerable children have suffered from this already exacerbated situation. We believe Equal Education can continue to change this and grow because with the right support, nothing is insurmountable. We will continue to build a different kind of teaching community; one built on a foundation of resourceful, resilient, caring qualified tutors, who are driven by the profound impact they can have on young lives.

We strive to continue to empower tutors to provide effective, empathetic, and life-changing tuition to learners. To provide a space to advocate for their needs through strong multi-agency working.

With a constant view to investigate impact monitoring and evaluation, we will continue to share lessons across the education sector, and partner with mission-aligned organisations to further increase the impact of our programmes.

Paul Singh
Chief Executive

2. INTRODUCTION TO EQUAL EDUCATION

About us

Equal Education is a social enterprise, offering a range of specialist tutoring programmes that provide extra support for under-resourced and vulnerable students, including Children Looked After (CLA), those with Special Educational Needs and Disabilities (SEND), those excluded from school (PEX) and Unaccompanied Asylum Seeking Children (UASC). We are working to narrow the attainment gap and improve outcomes for these learners.

Our Services

We offer 1:1 tuition programmes, both online and in-person, tailored to the student's needs. We work with students anywhere between 1 to 20 hours a week. Through partnerships with schools, Virtual Schools, Local Authorities and charity partners, we receive referrals for young people who need additional educational support or bespoke education provision. We work closely with parents/carers, teachers, social workers and other professionals to best understand the background and needs of each young person we support.

Our dedicated team expertly pairs students with qualified tutors, tailoring personalised schedules and seamlessly handling all logistical details. Our tutors are all qualified teachers, experienced at addressing diverse age groups and learning requirements. We ensure continuous support during the tutoring process through regular check-ins with parents/carers and teachers, providing customised progress reports, robust safeguarding updates, and comprehensive exam support.

As part of our dedication to addressing educational inequality, we actively work to bridge the digital divide. To achieve this, we provide students with technology resources, such as managed iPads, and WiFi dongles enabling remote learning opportunities.

We are also proud to enter our third year of the Department of Education's National Tutoring Programme (NTP) as an approved Tuition Provider. The NTP supports schools by providing funding to spend on tutoring for pupils to catch up on missed learning due to the pandemic.[1]

National Tutoring Programme

OUR MISSION

We want to see a society where no young person is disadvantaged, sidelined or disempowered by the circumstances of their upbringing. Instead, we want to see under-resourced children accessing the same opportunities and carrying the same aspirations as everyone else, so that they can fulfil their potential and enrich and advance our world.

OUR VALUES

CHILD-CENTRED

The children we serve are always our priority. They are not faceless statistics, but promising young people, each full of unique potential. We put them at the heart of every decision and action we take, even if this means making difficult decisions for our organisation.

RESTLESS

We are impatient to see social justice done and educational equity achieved. This makes us determined and bold in our mission to change this broken system. Tutoring children is an essential step, but it's just the beginning of our journey to achieve our ambitious goals.

EFFECTIVE

We pursue excellence in all we do, because of the impact our success will have on many young lives and futures. So we work smart, seeking unconventional, innovative ways to confront age-old obstacles in the structures within which we operate. We learn fast and continue evolving at pace.

HUMAN

We work in a high pressure, low resource sector, so we want to be empathetic and kind in all our working relationships and interactions. We also own our learning opportunities, recognising that they help us develop, grow and become more resilient. In turn, we want to foster a culture amongst our tutors and students where mistakes are not feared, but grown from.

3. HEADLINE FIGURES

In 22/23, we worked with a total of **233 different clients** including schools, Local Authorities, Virtual Schools and charity partners across the country. Our dedicated partnerships team provides bespoke support to each client.

97%
of our clients said they **were "very likely" to recommend our services.**

We are proud to offer an exhaustive range of tuition subjects, **providing tuition in 39 distinct subject areas in 22/23.**

90%
of our students said they **would recommend Equal Education tuition to other students.**

We worked with a total of 697 young people during the 2022/2023 academic year, from ages 5-25.

When asked how likely they are to **recommend Equal Education and our tutors** to others,

91%
of parents /carers/teachers responded either **"likely" or "very likely"**.

We have delivered a total of 23,964 hours of tuition across 14,563 1:1 tuition sessions.

62% of tuition hours were delivered in-person and **38% were delivered online.** Studies of the effectiveness of 1:1 tuition in-person vs online show broadly similar effects.[2] **By offering both methods of delivery, we are able to tailor provision to closely match the needs of each young person.**

We recognise the importance of our young people gaining strong foundations in the core subject areas of **English, Maths and Science** and as such, **81% of hours delivered in 22/23 were in these subjects.**

We are delighted that **the remaining 19% of hours have supported students in other national curriculum subjects**, and more specialised subject areas such as game design, Japanese, and coding to name a few. This has enabled Equal Education students to follow their interests and gain specialised skills in cutting edge and forward-thinking fields.

Not only this, but we are also proud to have offered tuition in mentorship and life skills, providing vital social and emotional well-being support and helping prepare students for adult life.

22/23 has seen our **largest mobilisation** of the **Equal Education Equipment Supply Programme** in which we leased and distributed **38 device-managed iPads and keyboards,** as well as dongles and cellular devices to provide internet access to households without WiFi. **This programme directly targets the digital divide and has ensured no young person that we support is denied online education due to lack of access to a device or the internet.**

We are pleased to report strong growth this year in all areas of our business operations, highlighted in the two graphs below:
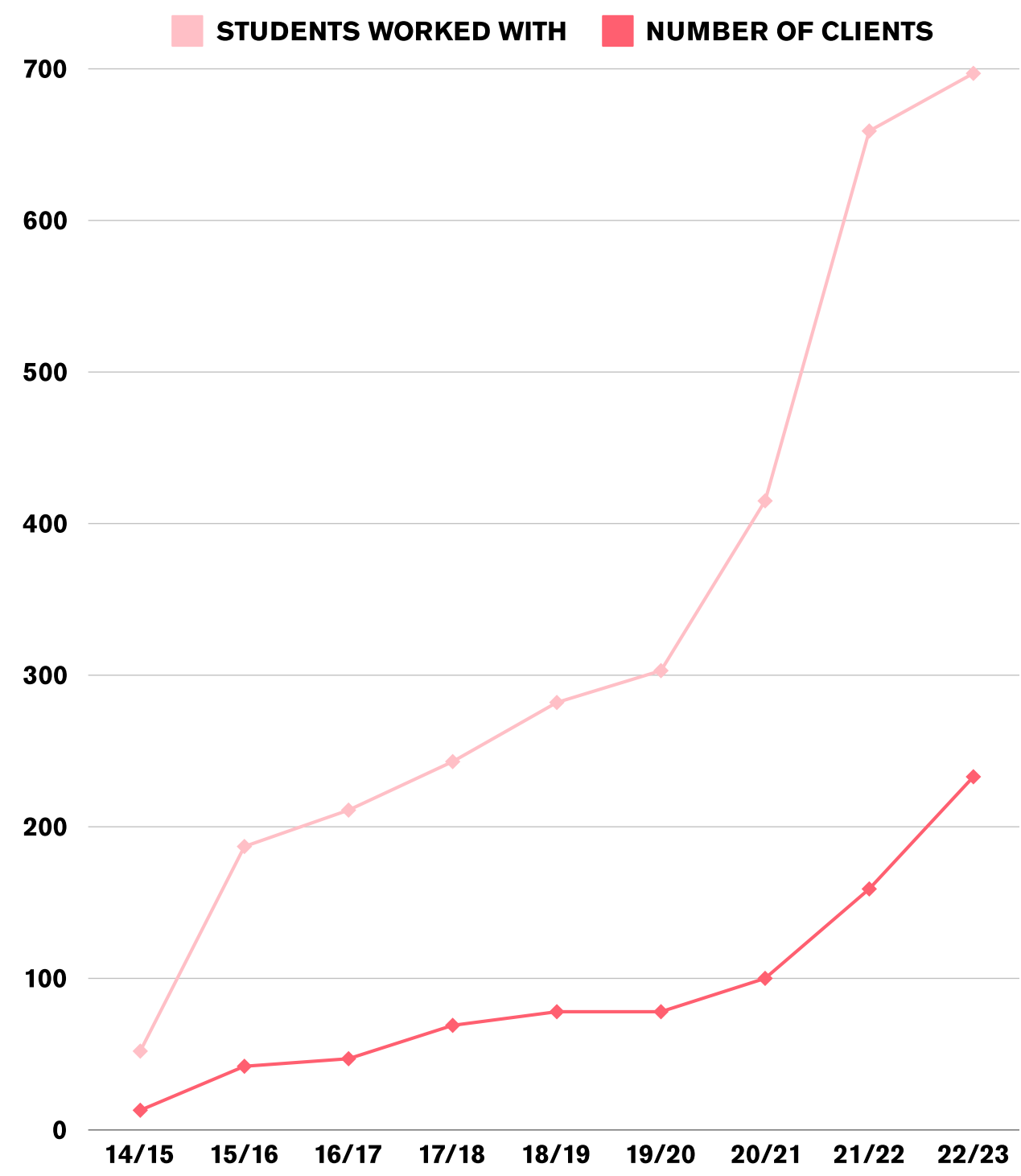
Compared to the previous academic year (2021/2022)
- The number of active tutors worked with increased by 24%
- The number of students worked with increased by 6%
- The number of clients worked with increased by 47%
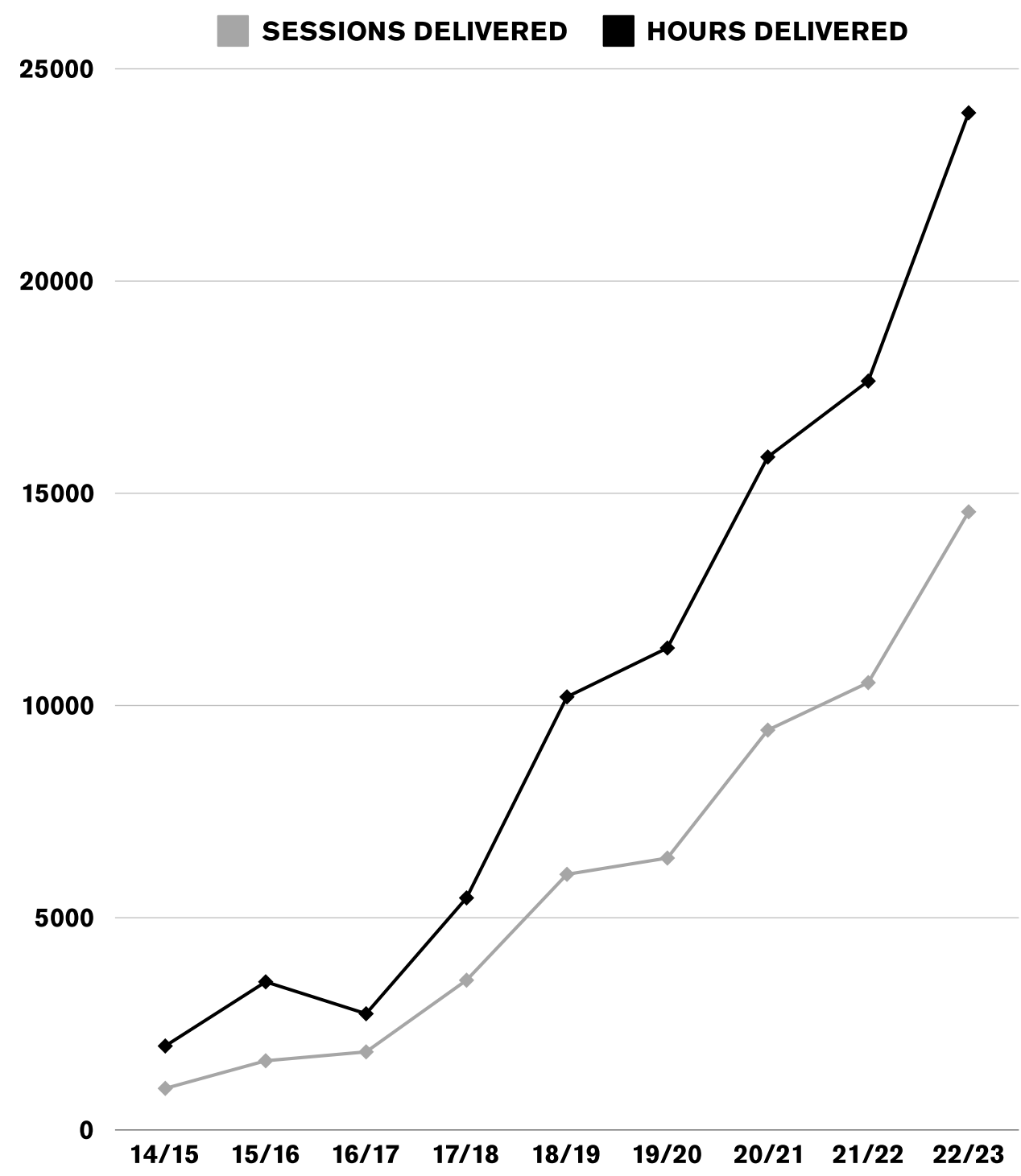
Compared to the previous academic year (2021/2022)
- The number of tuition hours delivered increased by 36%
- The number of sessions delivered increased by 38%

4. WHY WE ARE NEEDED

Children Looked After (CLA)

CLA have consistently been found to achieve lower academic outcomes than the general population.[3] They are less likely to have a good primary or secondary education and will consistently achieve lower grades than their peers. What's more is that this continues into higher education; children looked after are 50% less likely to have a university degree by their mid-twenties.[4]

Additionally, as per the Children's Commissioner Report 2023, over 1000 CLA were recognised as "missing from education".[5]

Furthermore, Children In Need and CLA often achieve 25-30% lower grades than their peers by the age of 7.[6] This difference will continue with age, unless they are placed in care when the gap stops increasing but does not reverse.[7] The evidence indicates there is a real need for educational intervention from a very early age in order to bring these young people to the level they should be at.

It has also been shown that care experienced adults are two times more likely to have negative life outcomes when looking at measures of education, employment, economic status, and mental health profiles.

Children with Special Education Needs and/or Disabilities (SEND)

Young people with SEND often have higher rates of school absence due to a lack of suitable provision for their needs.[8] Furthermore, there is consistently a delay in suitable educational provision for young people with SEND when they move Local Authorities, due to poor Education, Health and Care Plan (EHCP) communication across authorities and a lack of cohesion across responsibilities towards the young person.[9] Collectively, this results in a loss of education for children with additional needs.

This was heightened during the COVID-19 pandemic, where 40% of parents/carers felt that their young peoples' SEND needs were not being met due to lack of access to support. Accordingly, students with SEND often feel that their educational needs are not met which can result in feelings of anger and frustration.[10]

Overall, there are evidently areas in which provision for young people are lacking and there is a strong need for consistent specialist support for those with additional needs.

Unaccompanied Asylum Seeking Children (UASC)

Of all the UASC in the UK, 21% are missing from education.[11]

Furthermore, 52% of unaccompanied children who were accessing education in 2022, were not in school. Unaccompanied minors are often placed within alternative provision settings who can tailor their educational approach to each young person's individual needs.[12]

Refugee students are frequently reaching below their age-related expected level, not due to academic difficulties comprehending the curriculum but rather due to the simple fact that English is not their first language. As one refugee student has said "If you do ESL [English as a Second Language], it doesn't mean you're dumb"; these young people are simply unable to show their full capabilities due to a language barrier.

Approximately 50% of unaccompanied young people who enter the country the year before exams are found to achieve exam scores lower than the general population.

This is where 1:1 tutoring interventions are vital for refugee students. Intensive and instructive tuition is so important to bridge the gap for children who are not fulfilling their potential because they have been forced to flee their own country to a place where they do not speak the language. Furthermore, tutors offer a level of support and encouragement that can be achieved in a 1:1 environment. In a large class of 30+ children, it is unrealistic to expect a teacher to be able to offer the level of support that refugee students need alongside regular teaching methods.

"The attendance of these children needs to be at the top of every policymaker's agenda – we cannot wait until they leave care to start trying to transform their outcomes. It starts with education."

- *Dame Rachel de Souza, Children's Commissioner for England.*[13]

Wider landscape of education within the UK and challenges faced

With repercussions of the COVID-19 pandemic's forced closure of schools still being felt, younger students and students from families of a lower socioeconomic status (SES) face increased challenges to accessing education.

It was found that young people of a lower SES spent significantly less time learning during the first lockdown when compared to children of a higher SES. As a result, they are not reaching the academic milestones that they are expected to. Research has shown that the young people who had good school attendance were also the ones who had achieved better outcomes in Key Stages 2 and 4. This suggests accessing education regularly - in both Primary and Secondary education - is directly linked to academic achievement.[14] Consequently, ensuring children do not go missing from education is vital and, as such, tuition - even as an interim measure of alternative education - plays a key role for the UK in managing the current challenges.

5. THE IMPACT OF TUTORING

Tutoring is an extremely effective intervention that can help to improve a young person's outcomes, enjoyment of learning and ensure they have the same opportunity and carry the same aspiration as everyone else.

In a key study, the Education Endowment Foundation (EEF) noted that 1:1 tuition can provide *"five additional months' progress on average...[and] one to one tuition is very effective at improving pupil outcomes"* and a way in which to support *"pupils that are identified as having low prior attainment or are struggling in particular areas."*[15]

We have always placed this model at the the heart of our work since we started in 2012, working with qualified teachers to provide 1:1 tuition to young people who have been identified as needing support.

Finally, the EEF's study found that *"one to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding."*[16]

Working with young people ranging from 5 to 25 years old, we support across primary, secondary and post-compulsory settings to ensure a wide-reaching impact. One way in which we do this is by matching a tutor's teaching qualification and pastoral experience against the level each young person is working at and their needs.

Furthermore, tutoring programmes have been shown to consistently improve learning outcomes in young students and *"is one of the most versatile and potentially transformative educational tools in use today."*[17] Specifically, after classroom teaching, tutoring has been found to be the most impactful educational intervention for children looked after.[18] Importantly, the positive effects of tutoring are increased when the programmes are run by teachers and teaching professionals compared to non-professional tutors.[19] More specifically, children looked after who undergo tutoring intervention, and who were working below the levels of their peers have been found to make significant improvements in reading

comprehension and fluency, and in maths calculations, showing the direct educational gains that can be achieved by tutoring.[20]

As outlined, there are a set of extensive and unique challenges facing access to education for young people. These become particularly pronounced for under-resourced and vulnerable students, including Children Looked After (CLA), those with Special Educational Needs and Disabilities (SEND) and Unaccompanied Asylum Seeking Children (UASC).

Tuition is a key intervention in ensuring each young person receives the support they deserve. As we will explore, our own impact analysis and extensive feedback showcases the positive life changing impact we are having across multiple aspects of our students' lives.

6. STUDENT OVERVIEW

The experience of our learners is central to everything we do at Equal Education. As such, we have measured the impact of tuition on both academic performance as well as non-cognitive outcomes through a variety of quantitative and qualitative means.

NON-COGNITIVE OUTCOMES:

Studies from the NTP have evidenced the impact that tutoring can have on non-cognitive outcomes such as self-confidence, intrinsic motivation and self-efficacy, by offering students a safe space to learn and communicate at their own pace.[21] Not only are such skills important in their own right, there are many studies evidencing the positive correlation between non-cognitive outcomes and academic attainment.[22]

The following outcomes were measured in the Equal Education student voice pre-tuition survey and student voice post-tuition survey by utilising statements from academically validated scales which are known to have high reliability and validity.[23]

INTRINSIC MOTIVATION

1) **Intrinsic motivation** is defined as doing an activity for fun or challenge rather than external reward. Students were asked to rate how much they agree with the following statements at the start and end of tuition to measure intrinsic motivation:
   - *I prefer work that is challenging so I can learn new things.* This found an average percentage **increase of 21%** by the end of tuition.
   - *I often choose topics I will learn something from even if they need more work.* This found an average percentage **increase of 10%** by the end of tuition.

SELF-EFFICACY

2) **Self-efficacy** is a measure of pupils' belief in their ability to achieve a specific task in the future. It is correlated with higher academic achievement and persistence. Students were asked to rate how much they agree with the following statement at the start and end of tuition to measure self-efficacy:
   - *How would you rate your confidence in this subject?* This found an average percentage **increase of 21%** by the end of tuition.

STUDENT ENGAGEMENT

3) Student engagement has multiple interlinking aspects: behavioural, emotional, and cognitive. It is primarily measured through observable behaviours such as participation and time on a task along with student's enjoyment and interest in the subject. Student engagement has been measured through data taken from Equal Education progress reports, completed by the tutor at the end of each session:

- Tutors were asked to rate the engagement of their students during the session. The average **engagement** score reported across all session reports in 22/23 was **4 out of 5**.

Additionally, in our student voice survey, students were asked to rate how much they agree with the following statements:

- **How would you rate your enjoyment in this subject?** This found an average percentage **increase of 21%**.
- **I think that what we are learning this year is interesting**. This found an average percentage **increase of 19%**.

OVERALL EXPERIENCE OF PROGRAMME DELIVERY

4) Overall experience of programme delivery has been measured by collecting feedback on what students enjoyed, areas of improvement and opinion of their tutors in our student voice post-tuition survey.

- When asked, '*Overall, how much do you think tuition has helped you?*', the average response was **4.3 out of 5**.
- There were several key themes identified from comments students have made about why they enjoy tuition. These were "*1:1 support*", "*playing games*", "*the tutor*" and "*being able to understand [subject] better*".
- There were also a few areas of improvement mentioned such as "*more fun*" and "*shorter lessons*". Taking this feedback into consideration, we will continue to work with parents/carers and teachers to discuss the length of sessions on a case-by-case basis and will encourage a flexible approach from our tutors to adjust this as needed. We will also be developing tutor training based around gamified learning and digital learning tools.
- When asked the following question, '*Thinking about your tutor, please rate: how well they helped you understand and improve in this subject*', **93%** of students responded **"good" or "excellent"**.
- This finding is strengthened by qualitative feedback received such as "*my tutor is very understanding of my needs and is positive and helpful*", "*overall, I have been very happy

with my learning and feel I have learned a lot this year...[tutor name] is one of my favourite teachers" and "*tutor has been brilliant, couldn't ask for any better. Hope to have him in September!*"

STATISTICAL ANALYSIS

5) Statistical analysis of these scores has revealed that students experience a significant increase in confidence and enjoyment of their tutored subject after tuition has been delivered, compared to before they started tuition. This statistical significance is evidence that the improvement seen is due to the impact and hard work of our tutors. Therefore, our students' perceptions of their own abilities objectively improve after they have received tuition with one of our highly trained tutors.

Furthermore, the increases seen for both confidence and enjoyment were of a moderate to large effect size (confidence $d = 0.77$, enjoyment $d = 0.71$). An effect size is a measure of how important a difference is; the moderate to large effect sizes found indicates that the increases found were not negligible but rather they were large and impactful. Therefore, the increases in confidence and enjoyment are evidence of the incredible improvement of our students through tuition.

ACADEMIC PROGRESS

Alongside positively impacting non-cognitive outcomes, we recognise the importance of supporting each student to reach their academic potential.

For students in school, studies from the NTP show that tutoring is most effective when content is aligned with classroom learning. We encourage and facilitate active communication between tutors and the students' teacher to ensure learning is in line with the curriculum and relevant exam board as well as the class teacher's requirements.

With students who are not in school, we provide an exam support service, whereby our support team works with an accredited exam provider to facilitate the student sitting exams - in most instances GCSEs and Functional Skills. For these students, we ensure that our tutors guide the level of exam that is appropriate for the student and work closely with the exam referrer to ensure each student has every chance of success. We also offer career guidance sessions for students to help them identify a suitable education and training path that leads to their vocational interests and goals.

With every student facing their own challenges and working towards their own goals, we're delighted to shine a spotlight on just some of the students who achieved and surpassed their target grades with us!

*(N.B. All student initials are randomised to ensure anonymity of our students.)*

TUTOR FEEDBACK

"Just delighted to be able to report that S has had his mocks back and achieved a Grade 6 in both English Language and English Literature. I am truly thrilled and delighted for my student!"

PARENT FEEDBACK

"R and I are delighted to let you know that C got a 6 for her GCSE Art and has been able to secure her place at her chosen college / courses."
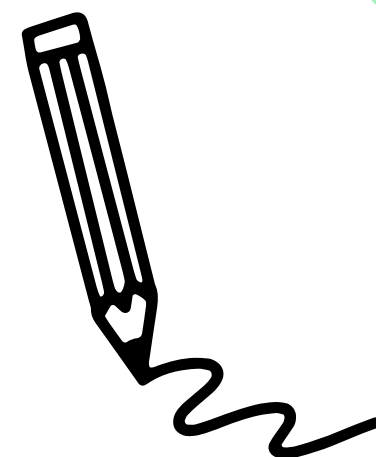
LOCAL AUTHORITY FEEDBACK

"Y was working at a level 5 for Maths and 4s for English Literature & Language during the spring term. She achieved an 8 for Maths and 6s for English! Y is now studying Sciences at 6th form along with Further Maths!"

STUDENT FEEDBACK

"I just thought I'd let you know I have passed English with a strong 5 and Maths too and I passed all my other subjects. I couldn't be happier. I've gotten into my chosen course now at college and start in September."

SCHOOL FEEDBACK

"J has received her mock exam results and was very keen to show me her English results! She achieved: Literature – L3 and Language – L4! She then showed me her Y10 mock results, which were: Literature – L1 and Language – L2. I really praised her for her achievements and for her hard work and encouraged her to continue working as hard as she has been."

7. STUDENT CASE STUDIES

EQUAL EDUCATION CASE STUDY:

At the time of referral, B was in Year 8. They had diagnoses of ASD, ADHD, and a chromosome disorder that impacted their behaviour. In their everyday life, they struggled with conversation and engagement with their peers and were below the expected working level for their chronological age.

From their previous educators we knew that the environment in which they learned best was with carefully pre-planned tasks that were designed to sustain their attention for longer periods of time. However, oftentimes, this had been difficult to enact as B's motivation to learn was very limited, which was exacerbated when they struggled to comprehend the task.

A key barrier to learning was their difficulty in applying learned knowledge to new topics; the school system is set up so that one consistently uses previously learned information to understand new information. This meant that a typical classroom environment was struggling to provide the appropriate support that B needs to learn. Additionally, B struggled with transitions and so the movements built into the school day - from classroom to playground and back - could be a significant stressor for them.

The referrer's desired outcomes for tuition were; to see an improvement in B's ability to build positive relationships with trusted adults, that they reengaged with their core education, and for B to increase their confidence and self-esteem in their own ability.

The subjects taught were; English, maths, geography, and history. The first two were chosen to meet the referrer's desire to help B engage with core education, whereas the latter two were based on B's own personal interests.

B started on a schedule of 6 hours of lessons a week (3 hours per day across 2 days). Our tutor worked closely with B to provide an individualised learning pathway, that incorporated their likes and interests. This tuition took place at home where B was most comfortable, and to ensure that their mother can be around to supervise tuition.

B's first lesson was a casual introductory lesson where B could start to feel comfortable with the tutor before more structured learning activities commenced. Accordingly, in this 3 hour lesson, the tutor dedicated time for them to introduce themselves to each other and discuss B's interests. They showed the tutor their complex Dutch history reading book and expressed their desire to to learn more about geology, World War One and World War Two and mediaeval history. For the rest of the lesson, they played games that involved strategy, number bonds, and thinking ahead. At points during this time, B did disengage and moved to be by themself, however they did later re-engage with the tutor. At the end of the session, B expressed interest in building a sundial and so the tutor incorporated this into their next lesson. By doing so the tutor was able to establish themselves as a trustworthy individual who listens to B's interests and follows through on promises. These initial stages to the

relationship building between tutor and student are vital for ensuring that the student is willing to engage in education.

During later sessions, across a total of 18 hours, B continued to cover English and maths topics. This ensured that their knowledge of the core subjects was solid and that they were building a secure foundation that they had missed out on in their previous provision. As this was 1:1 provision and intended to be tailored to B's interests, the tutor was able to create a unique balance between the core subjects and B's interests. In addition, based on their tutor's advice, B identified colouring as a good technique to calm down when they were feeling overwhelmed and agitated.

When B was referred to us, it was explained that they had consistently struggled with a more traditional educational environment, were prone to physical outbursts due to their emotional regulation tendencies in that environment, and had a very limited attention span. During their time with their Equal Education tutor, they did not display any physical outbursts; their emotional needs could be met directly by their 1:1 tutor who was able to help at the exact moment B began to feel dysregulated. B was able to actively engage in their core subjects and establish a good foundational understanding of maths and English techniques. B also had the freedom to actively explore their own passions in history, specifically the World Wars, in a manner that was educational and instructive due to the guidance of their tutor.

Their referrer provided feedback on B's educational experience after 4 sessions with us:

- "*Just wanted to say a huge THANKYOU to the tutor. I have never had such a positive conversation with Mum about B. She told me they have really engaged and are thoroughly enjoying the sessions. Yes, it's early days but I couldn't have wished for a better start. Thank you again so much, I was really worried about B and it's great to have such positive feedback.*"

Given the excellent feedback from their referrer about the brilliant support B had received through Equal Education, we were commissioned to continue to provide education for the next academic year.

EQUAL EDUCATION NTP CASE STUDY

The NTP published the following <u>case study</u> about our work with UASC. [25]

Since last academic year, we have supported Erdington Academy through 1:1 tuition for students. Erdington Academy prides itself on its core values and their ability to give students the resilience to overcome life's inevitable obstacles and integrate into an ethnically diverse and multicultural society. As well as teaching students to make informed choices, decisions and be accountable for their actions. Together these values ensure that

pupils are able to maximise their levels of achievement both inside and outside the classroom. They are committed to their belief that all children are entitled to a relevant and worthwhile education.

When working with Erdington Academy, we were commissioned to support some of their UASC. Specifically, the school was looking to build pupils' confidence and English speaking skills in time for September through commissioning us for English as an Additional Language (EAL) tuition. In addition, we also delivered some maths tuition to further boost confidence and reduce the attainment gap. These children were new to the country and not yet able to speak English, so this 1:1 personalised tuition was imperative to their success and understanding throughout the rest of their schooling. With UASC, it was important that our tutor took a trauma-informed approach and spent time building rapport and resilience. Focus was then on helping the students to learn grammar, pronunciation, and build their confidence and speaking skills.

Lessons consist of student-centred learning, where our tutors take time building a comfortable environment and good rapport with students. Our tutors set out with a specific topic to accomplish by the end of the lesson and assist the student in this however they can. A past example of this is seen when teaching reading comprehension. The student is asked to read an article then answer several questions by referring to texts and images in the article. In doing this the student is learning new words and phrases, as well as developing reading and comprehension skills. This all is key to building students' confidence in their English language abilities.

In mid July, we received a referral form for an unaccompanied asylum seeker from Afghanistan. The student's first language is Pashto, with identified communication, interaction, cognition and learning needs. The student had low academic performance and was a child looked after. Erdington Academy requested in-person EAL tuition, beginning in the summer. Throughout the summer, tuition ran very well. The tutor built a strong connection with the student and they worked well together. Learning was focused on a short passage/text and drew upon a range of literature. As our tutor gained further understanding of the pupils' interests, he was able to begin incorporating these into the students' lessons. For example, this student took a particular interest in cricket. The tutor was able to source reading passages on this topic, further increasing the students interest and engagement in his lessons. Tuition was running so well that Erdington Academy requested that it continue into the Autumn and Spring terms. Throughout this time, the student displayed consistent and excellent engagement with the sessions, making steady progress in advancing their English.

8. WHAT OTHERS HAVE TO SAY ABOUT US

To maximise the impact and effectiveness of our tuition programmes, we place great importance on collaborating with key individuals in each student's life. This multi-agency approach is crucial in promoting meaningful engagement across our services.

PARENTS, CARERS AND TEACHERS

The parent/carer/teacher post-tuition survey measured the following outcomes to gain an overall view of the effectiveness of our tuition programmes. The survey allowed each respondent to identify the diverse ways in which our tutors helped progress students, thereby providing valuable insight into the impact of our programmes.

When considering the academic progress of students, we received the following feedback:

They received adequate academic support during the tuition sessions
- 85% of parents/carers agreed or strongly agreed

The tuition has had a positive effect on their academic performance
- 72% of parents/carers agreed or strongly agreed

The tuition has had a positive effect on their attitude to learning
- 78% of parents/carers agreed or strongly agreed

The tuition has had a positive effect on their self-confidence
- 77% of parents/carers agreed or strongly agreed

In response to questions regarding the student's motivation towards and enjoyment of the sessions, it was noted that:

They were motivated to attend the Equal Education tuition sessions
- 77% of parents/carers agreed or strongly agreed

They enjoyed the tuition sessions
- 80% of parents/carers agreed or strongly agreed

Finally, the overall experience was reflected on extremely positively:

What rating would you give Equal Education in terms of working with us?
- This saw an average score of 4.5/5.

What rating would you give for how beneficial the tuition has been for the student?
- This saw an average score of 4.5/5.

How likely are you to recommend Equal Education and our tutors to others?
This saw an average score of 4.6/5.

The positive findings from our post-tuition survey have been further reinforced by our parent/carer/teacher check-in calls which are conducted at regular intervals throughout tuition.

Overall, how satisfied are you with the student's tuition at the moment?
- **99%** answered **4 or 5**.

What rating would you give the tutor's communications and relationship with you so far?
- **93%** answered **4 or 5**.

One of the most encouraging trends we observed, is the feedback from various individuals within each students' life.

This included social workers, teachers, care workers and support staff - with some examples noted on the following page.

"I would like to say a huge thank you for the tuition, it changed his entire learning. They were not accessing school due to severe problems, however his tutor was fantastic in re-engaging him, supporting him, teaching him in the way that he could understand. He had brilliant communication with the tutor and was able to sit his GCSE's which a few months ago would not have been possible. I cannot recommend the tutor highly enough for how amazing she has been teaching the student, making it possible for him to have a chance again for education to be part of his life. Thank you."

"I have been very pleased with all the support both my children and myself have received through Equal Education. Fantastic tutors and so much support when needed which often was above and beyond."

"No improvements needed from the tutor herself. She was very professional, caring, calm and patient with T. T was given short breaks. T learnt quite a lot from his home learning and it has given him a good start for when he starts school."

"The support that M has been able to receive from the tutor has been nothing short of outstanding! I could not speak highly enough of her work and regular communication which has also been invaluable to myself."

"The difference in E's attitude to work from when tuition started to now has changed dramatically and his confidence has really grown."

"The tutor has been a massive positive for the student, who was fully engaged during his lessons. The tutor is an incredible teacher who made his lessons fun and went above and beyond expectations to engage the student, making his lessons fun. We enjoyed listening to them laugh during lessons. The tutor was the only one who was able to engage the student and we would like to thank him for everything he has done."

"The tutor is amazing. He understands W's medical issues, even reading up on them to educate himself and see how he can help by adjusting lessons accordingly. W absolutely loves working with him, his way of teaching is exciting, engaging and W really relates so well to his teaching style. We couldn't ask for a better suited tutor!"

"The tutor was amazing in his application and patience with the student. There were high levels of refusals from the student but this was not in relation to the level of tutoring as it was more to do with the student's emotional state in regards to where they were living. Tutor always went above and beyond and was extremely supportive towards the student and all the staff working with the student."

9. TUITION REFERRERS

Fostering strong, positive relationships with our partners is central to our work. We partner with a range of tuition referrers, who have identified a need for tuition for certain young people within their wider care. In 22/23 we worked in partnership with over 230 tuition referrers, including Local Authorities, Virtual Schools, schools, and charity partners.

We deliver effective interventions and ensure a joined up approach alongside other organisations and contacts. Across all Equal Education teams, we have a close working relationship with each tuition referrer and take great pride in:

☑ Meticulously processing a detailed and accurate tuition referral form

☑ Implementing a rigorous allocation procedure to ensure an optimal match between the tutor and each young learner

☑ Working closely with and providing clear and timely communication throughout the entire tuition lifecycle

☑ Addressing any concerns raised by tutors through a designated support officer

☑ Participating in dedicated review meetings, alongside annual review, EHCP and safeguarding meetings

In response to our end of year referrer survey, referrers shared wide ranging and positive feedback:

How satisfied were you with the service(s) Equal Education provided during this academic year?
This saw an average score of **4.6**/5

Overall, how beneficial was the tuition we put in place for your students?
This saw an average score of **4.4**/5

How likely are you to recommend Equal Education to other schools, Local Authorities and Virtual Schools?
97% responses answered 'very likely'

What was improved for students?
81% noted self confidence
78% noted academic attainment
Other key improvements were: study skills, routine, reliability and trustworthy adult

Further comments within the survey highlight why these scores were given:

"Communication, knowledge, experience of staff, efficiency, tutors, sense of urgency, have all been exceptional – nothing is too much trouble. Excellent support provided to parents and great feedback to LA. Any issues or delays are kept to a minimum and/or dealt with, or communicated immediately. Excellent support and arrangement made for pupils requiring exam entry when not on roll at a school."

"The service was extremely well organised and provided an excellent educational experience for our learners. Educational progress was good and they provided regular updates through detailed reports."

"Excellent working relationship established at pace between our organisations to meet a strategic critical priority. Quality of delivery, reporting and communications is excellent. Pupils and families have provided good feedback. Focus on outcomes and impact of delivery is strong."

"Excellent communication, simple application process, quick start time from point of application and very detailed monthly reports."

"Outstanding teaching, committed tutors, fantastic communication from Equal Education ."

"Tutors have been well matched to the needs and learning styles of pupils. Prompt reporting of reasons for sessions not taking place – safeguarding concerns and other issues flagged timely through upward escalation as appropriate. Communication channels are quality of information excellent across all operational elements."

"Tutors have been very patient and adaptable. Communication regarding allocations and updates have been excellent. Safeguarding taken seriously."

"Excellent communication, easy application process and quick allocation of tutors. Equal Education goes the extra mile and has supported me throughout the year."

"I have found working with your service really easy so I just wanted to say thank you."

10. PARTNERSHIP CASE STUDY

In the summer term of 22/23, Lincolnshire County Council and Equal Education entered a partnership to provide support to a number of permanently excluded children and young people (PEX). This was particularly due to the impact of the pandemic and increasing Social, Emotional and Mental Health (SEMH) needs.

The partnership was for Equal Education to provide up to 200 hours of online tuition per week, as Alternative Provision (AP) for the summer term 2023. Each student was to receive a core offering of 10 hours of tuition in English and maths per week. This tuition was delivered to predominantly key stage 3 students, with a selection of key stage 4 students also supported.

TUITION DELIVERED:

In total we worked with 54 students providing bespoke support across varying timeframes in the summer term. We delivered more than 800 sessions of tuition, collaborating closely with Lincolnshire County Council to customise each tuition program according to the unique needs and home environments of individual students.

With all tuition taking place online, it was vital that students had a secure device through which they could access sessions. Through our Equipment Supply Programme, we leased and distributed 37 device-managed iPads and keyboards as well as dongles to provide internet access to households without WiFi.

THE IMPACT OF TUITION:

Among those who participated in the end-of-tuition survey, the average rating for students' confidence in the subject matter was 4 out of 5. Similarly, when asked to assess the extent to which tuition had been beneficial, the average score was 4.1 out of 5.

In addition to students' perspectives on the effectiveness of tuition, the parent post-tuition survey assessed the following outcomes:

- **What rating would you give for how beneficial the tuition has been for the student?**
This saw an average score of 4.6

- **What rating would you give Equal Education in terms of working with us?**
This saw an average score of 5

- **How likely are you to recommend Equal Education and our tutors to others?**
This saw an average score of 5

Parents also provided feedback on how specific students benefited:

"E was surprised at how much he enjoyed his lessons and how much he was able to engage with his tutor. He didn't have a great experience of mainstream schooling but really enjoyed the one to one support he received".
- *Parent feedback*

"I believe the reason why U enjoyed her lessons was because the teacher was very pleasant, encouraging, fun to work with, explained things clearly and helped U understand things if they were struggling. U enjoyed working with their teacher."
- *Parent feedback*

WHAT LINCOLNSHIRE COUNTY COUNCIL HAD TO SAY:

"The close collaborative working with Equal Education has enabled bespoke learning packages to be put in place that are individual to student's needs and home situation. Equal Education's prompt responses, creative application and quality of tuition and clear focus on ensuring children and young people remain at the centre has enabled this partnership to continue to grow and strengthen."

11. TUITION: INDIVIDUALISED LEARNING PROGRAMME

A key project we have delivered this year has been Tuition: Individualised Learning Programme (TILP). TILP provides bespoke and individualised literacy intervention by utilising teachers from the students' own school to improve attainment whilst simultaneously supporting any emotional needs.

The Programme

In September 2022, Surrey's Local Authority identified five pupils across five schools who would benefit from the 25 week TILP intervention. The Tutors were inducted into the programme through a 1:1 session in the Autumn term. In this session they were trained to use ReadingWise, an online literacy platform designed to address gaps in learning. Support sessions for the tutors were offered regularly throughout the programme to allow issues to be discussed and addressed, and ensure that tutors were tailoring their sessions appropriately with each pupil as their language acquisition developed.

To start the intervention, the TILP tutors used the Granada Learning (GL) Assessment to evaluate the student's reading age, sentence completed and passage completion to give a baseline measure of their ability, focus, and application. This assessment was repeated at the midpoint and at the end of the programme to track progression.

THE ANALYSIS

5 Pupils completed the New Group Reading Test (NGRT) for baseline, mid-point, and the final assessment.

Table 1 displays the NGRT assessment results for each assessment.

Pupil	Baseline	Mid-Point	Final	Progress
1	7:04	7:07	8:01	+0.9
2	7:03	6:08	10:00	+3.0
3	7:05	7:02	8:06	+1.2
4	7:01	7:04	7:05	+0.4
5	7:05	7:05	7:08	+0.3

OVERALL ANALYSIS

Pupil 1 engaged well and showed steady academic improvement over the programme, starting below the average for their peers and progressing to average over the course of the academic year. Their comprehension in particular showed good improvement over the three NGRT tests. Their tutor noted during the regular check-ins that the pupil was becoming increasingly confident with using ReadingWise and they were happy to see this confidence translate into the classroom.

Pupil 2 demonstrated a significant level of progression from baseline to final assessment on the programme, particularly in regards to their passage comprehension. Their spring term assessment did measure lower than their baseline assessment. This could be attributed to a multitude of factors, however during a check-in, the tutor relayed that sometimes the pupil rushes the questions in the NGRT assessments so strategies were discussed to avoid this happening in the future. Pupil 2 consistently spent the most time on ReadingWise from the whole cohort throughout the academic year. Additionally, they really enjoyed the sessions from a SEMH perspective, and their tutor was ensuring that this was a focus during their time together, alongside focusing on the ReadingWise platform.

Pupil 3 showed a steady increase in their ability to complete the assessments and developed confidence over time both academically and socially. At the end of the programme, they had made significant progress to be working at an average for passage comprehension. They used 'Vocab' and 'Comprehension' within ReadingWise (7+ hours) consistently and their tutor used ReadingWise regularly too. By focusing on 'Comprehension', the pupil was able to make significant progress between the midpoint and the end assessment.

As well as taking part in TILP, Pupil 4 was also accessing SEND support within school. Their tutor relayed that due to outside pressures, it was hard to have the dedicated 1:1 time with the pupil throughout the programme and therefore they did not receive the full amount of time allotted for TILP. Nevertheless, they still made progress on their NGRT scores, moving up by 0.4 on their reading age.

Pupil 5 showed moderate qualitative improvement during the programme but showed extensive improvement through qualitative feedback. They highly benefited from the 1:1 time focusing on SEMH with their tutor. In one tutor check-in, the tutor relayed that the pupil said they *"really enjoyed the sessions with [tutor]"*. At the end of the intervention, the pupil had made higher than expected progress on their sentence completion, showing consistent improvement over the programme. They also continued to make expected progress on passage comprehension.

EVALUATION AND COMMENTS

Tutors who engaged in 1:1 sessions with the TILP Lead commented how much they enjoy the

time to make a difference with their student's by understanding their whole situation and supporting their progress and development.

Tutors have also remarked on how they have particularly liked seeing the confidence in their sessions translated into the classroom, which is a real benefit to primary teaching that the TILP programme hasn't been able to explore with previous secondary cohorts.

Feedback from tutors has been positive in terms of the support and communication that they have received whilst taking part in TILP. During the final check-ins, a majority of tutors stated that they would be happy to take part in the programme again and feel that it benefited their students.

CONCLUSION

The feedback for this intervention is overwhelmingly positive; all students who completed the programme made progress, with some improving their reading age by a number of years. The students who used ReadingWise regularly and for longer periods of time showed more of an increase in comprehension skills and improved their reading levels further than their peers. The NGRT report gives suggestions of how to support each element of the pupil's learning, and TILP Tutors were able to share the report with the pupil's subject teachers.

12. TUTOR COMMUNITY ANALYSIS

As experts within the field of education, our qualified teachers provide education, support and vital interventions for each student we work with. They serve as the cornerstone of our mission, and therefore, we have established a specialised in-house tutor community team dedicated to nurturing and assisting our tutors in their professional growth and development.

SKILLS AND DEVELOPMENT

Throughout 22/23, our tutors provided support across an extensive spectrum of 39 distinct subject areas. In addition to core subjects, sessions were delivered on; humanities, languages, Information Communication & Technology (ICT), Early Years Foundation Stage (EYFS), British Sign Language, English as an Additional Language, and the arts. Their expertise spans a wide array of specialisations, including dyslexia, the engagement model (P scales), Picture Exchange Communication System (PECS), Trauma-Informed care, and Social, Emotional, and Mental Health (SEMH) needs.

It is important for us to provide learning and development opportunities to our tutors not only to support their professional development but also to ensure we are proactively targeting areas in which our tuition provision can be strengthened.

Drawing upon the wider skill set within the Equal Education team, in the past year, we have delivered training sessions in:
- Safeguarding
- Changes in the educational world
- Lesson planning
- How to work best with challenging students
- Online safety
- Supporting your students in a post-Covid world
- Qualifications and exam support for SEND pupils
- Multi-agency working to provide the best student outcomes
- Technology and changes in IT provision

BESPOKE LEARNING PLATFORM

Earlier this year, our community team put significant investment in the creation of a cutting-edge, tailored, and interactive learning platform exclusively for our tutors.

This platform was developed to optimise our induction and onboarding processes, create a central repository of our learning resources, essential documents and facilitate tutor community training events. It also has enabled us to create and standardise a rigorous and mandatory in-house safeguarding and Prevent training.

TUTOR VOICE

In order to grow, we take extensive steps to hear the voice of our tutors. In the annual end of year survey, our tutors noted the following average scores (out of 6):

- How fulfilling do you find your work with Equal Education? **5.4**
- How valued do you feel as a tutor? **5.3**
- How effective is the level of support provided by the Equal Education team for your tuition? **5.1**

Furthermore, during temperature checks throughout tuition, our tutors noted the communication rating between all contacts involved in the tuition was 4.2 out of 5.

TUTOR REFERRAL SCHEME

As we've come to appreciate the significance of our tutors' broader connections, we have actively endorsed our tutor referral program. As a result, we currently have 24 tutors who are either already part of the Equal Education team or are in the final stages of the onboarding process, all thanks to recommendations from their peers within our tutor community.

TUTOR COMMUNITY FEEDBACK

"I also just wanted to take the time to say what an amazing experience it has been to be able to work for Equal Education. At every step throughout my journey, I have had a warm welcome and lots of helpful members of staff in each department going the extra mile. I have been so blessed to have had a brilliant experience over the last few months and for that, I thank you all so much. I wish I had found you sooner!"
Tutor feedback

"I have to say it still amazes me how different Equal Education is, and its staff are compared with other agencies/organisations I have worked with in the past. I really do hope you can understand how brilliant it is to feel heard...I can honestly say that I am over the moon."
Tutor feedback

"Working with Equal Education as a tutor has been one of the most important decisions I have taken. The team has been wonderful and responsible. I am able to work conveniently around my family commitments and most importantly I get to work with the most amazing set of children. This is the highlight of my work. Also I need to say Equal Education has the best tutors you can find. I have been on the receiving end of 2 of these tutors for my son. At a time when his self-esteem was on an all time low, his tutors went over and above tutoring to help build his self-esteem and confidence. He became a completely new child. Thank you so much."
Tutor feedback

"I wanted to provide feedback on our maths tutor. M has been very accommodating, patient and very supportive of our student over the last few months. Nothing was ever too much trouble, whether that was a last minute venue change or a change of time, M would respond effectively and we would always come to an arrangement. The student has also benefited greatly from M's tuition and would not be in a good position for her maths exams otherwise. M has been fantastic and I would definitely recommend her to anyone needing a maths tutor, and I hope that she will tutor another of our students in the future."
Parent/carer feedback

13. TUTORING RECCOMENDATIONS

WE WANT TO KEEP PURSUING EXCELLENCE IN TUITION THROUGH…

1. Ensuring accessibility for students who need it most
- A tutor base comprised of specialists working with under resourced groups (CLA, UASC, students with SEND, PEX)
- Provide equipment for those without devices and/or internet to combat digital inequality
- A wide geographic spread of tutors across the country including in 'cold spots' and areas of high deprivation
- Working alongside government initiatives, such as the National Tutoring Programme, to provide the most cost effective service for schools and local councils
- Close partnerships with Virtual Schools and SEND professionals ensuring children who are looked after and/or those with SEND are having their educational needs met

2. Ensuring teaching is high quality
- Tutors have qualified teacher status (QTS) or equivalent
- Tutors pass a rigorous safer recruitment process
- Tutors complete regular continued professional development (CPD)
- Teaching is subject to quality assurance checks
- Staff have the right understanding, equipment and resources to ensure they can provide the best support

3. Providing a child-centred approach
- 1:1 tuition for bespoke support
- Student views on how they learn are considered and implemented
- Detailed referral process and in-depth conversations with key adults to ensure all aspects of student life are understood
- EHCP and PEP documents are integrated into tuition planning
- Location of tuition and delivery methods are adapted to student needs
- Both term time and school holiday tuition available
- Wide breadth of subjects on offer to meet student-requested subjects, including mentoring/life skills, to ensure a holistic approach
- Agile approach to tuition delivery in line with student needs and preferences

4. Supporting academic success
- Maths and English tuition prioritised
- Focus on packages of tuition that run without long breaks
- Tutor/student relationships remain consistent

5. Prioritising safeguarding
- Rigorous and robust safeguarding policies
- Active and effective information sharing between all parties for quick escalation of safeguarding concerns the day they are received
- A recruitment policy in line with Keeping Children Safe in Education

6. Effective multi-agency collaboration
- Providing monthly reports detailing attendance, engagement, and learning for referrers to track the student's progression
- A full support team dedicated to monitoring and improving sessions
- Consistent communication between school and tutor to ensure tutoring content directly supports the curriculum covered in the classroom
- Regular communication between the tutor and the parent/carer to discuss student needs
- Rigorous administrative support is provided to underpin the teaching - taking into account the funding and staffing constraints of the wider sector

7 Commitment to measuring impact
.
- Tuition delivery measured from the first session through to a post tuition evaluation survey
- Feedback gathered from everyone involved in the tuition - notably parents/carers, schools, tuition referrers and tutors
- Quantitative and qualitative feedback are gathered
- A student's voice is placed the heart of evaluating impact and drive any changes

8. Tutoring sessions are valued as an integral part of a student's schedule
- Whether tuition is supplementing a child's education, or acting as the main form of schooling, it is vital that everyone involved supports the provision. This 'buy in' will help ensure each tuition runs as effectively as possible

"By embracing technology and embracing a culture of continuous improvement, we strive to maximise our resources and deliver tangible outcomes for the children who rely on us."

-Paul Singh, CEO of Equal Education.

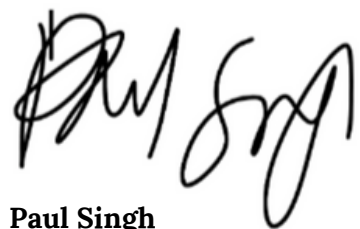# 14. LOOKING FORWARD - THE YEAR AHEAD FOR EQUAL EDUCATION

The landscape has changed significantly over the past few years. This uncertainty and rapid changes only highlights the difficulties and needs of the students we serve.

We continue to invest in our team, technology and our impact. My fundamental belief has been to leverage technology to provide a foundation for increased social impact. Over the last few years, the landscape has experienced a profound shift. Amidst this uncertainty and rapid flux, the challenges faced by our students have only been further exacerbated, underscoring the critical need for our unwavering dedication.

Investing in our team, technology, and impact remains a core tenet of our approach. I firmly believe in harnessing the transformative power of technology to establish a robust foundation for expanding our social impact. By leveraging cutting-edge innovations and empowering our remarkable team, we can create meaningful and lasting change in the lives of the children we serve.

This unwavering commitment to innovation and excellence has been a guiding principle throughout my tenure. We are constantly seeking new ways to optimise our operations, streamline processes, and enhance our impact measurement systems. By embracing technology and embracing a culture of continuous improvement, we strive to maximise our resources and deliver tangible outcomes for the students who rely on us.

Ultimately, our goal is to build a sustainable and scalable model that can be replicated and adapted to address the needs of vulnerable children across different contexts. By investing in our team, technology, and impact, we are laying the groundwork for a brighter future, where every child has the opportunity to thrive and reach their full potential.

Paul Singh
Chief Executive
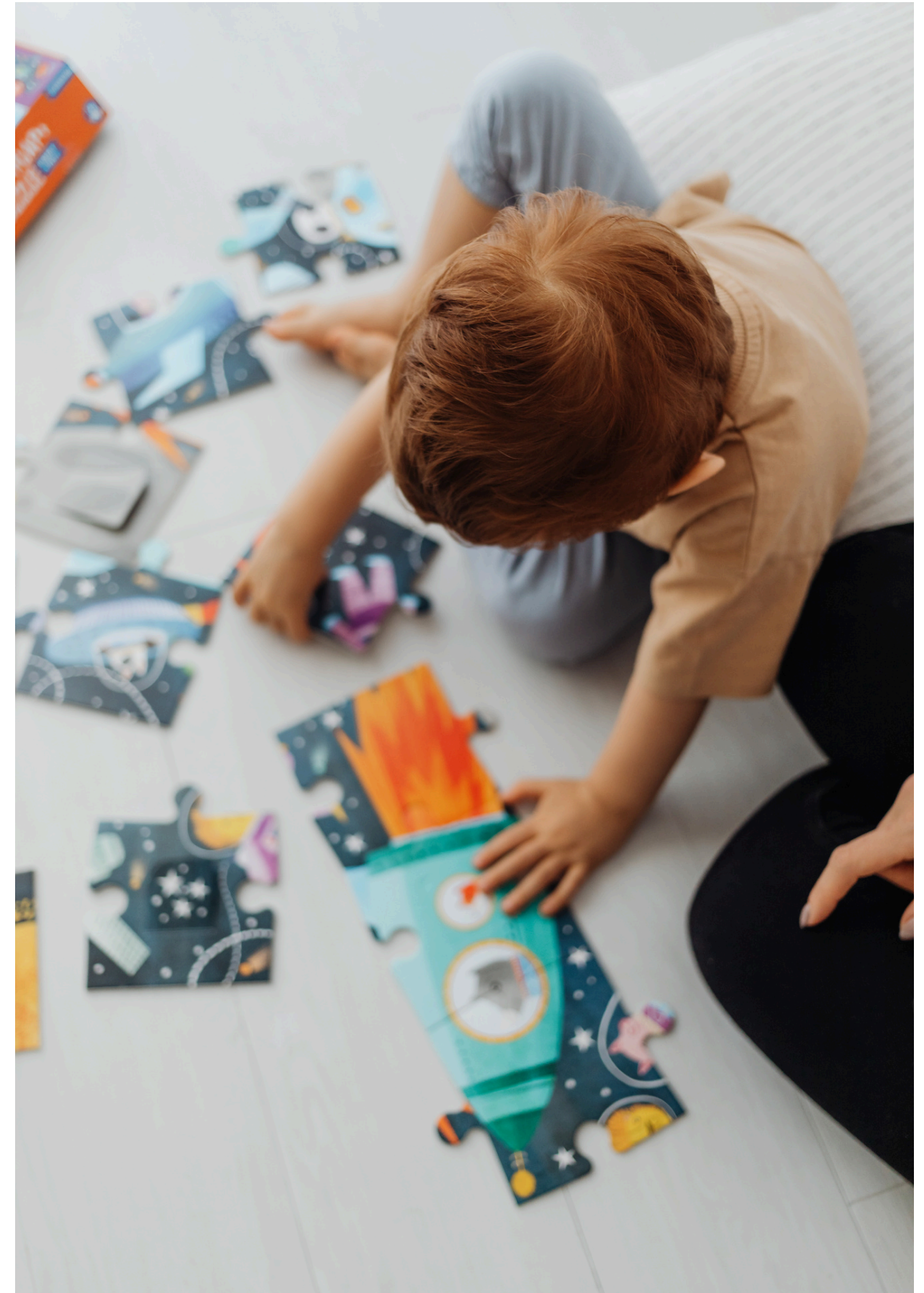
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National Tutoring Programme

Equal

Education