

**EVALUATION OF YEAR 1 OF THE TUITION PARTNERS  
PROGRAMME: IMPLEMENTATION AND PROCESS  
EVALUATION**

Evaluation Report

The implementation and process evaluation was carried out  
by Kantar Public with NFER

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The overarching evaluation was commissioned by the Education Endowment  
Foundation (EEF) and undertaken by a consortium led by NFER

## About the evaluator

The implementation and process evaluation (IPE) was conducted by a team at **Kantar Public** as part of the consortium of evaluators led by the National Foundation for Educational Research (NFER) for the evaluation of the first year of the Tuition Partners (TP) programme (2020/21). NFER administered the IPE surveys, assisted with programme monitoring data analysis, and conducted the cost evaluation.

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# About the first year of the National Tutoring Programme Tuition Partners

The National Tutoring Programme (NTP) Tuition Partners (TP) programme was designed to offer tutoring support for pupils as a response to the Covid-19 pandemic and to provide a longer-term contribution to closing the attainment gap.<sup>1</sup> The focus was on supporting disadvantaged pupils, including those eligible for Pupil Premium (PP-eligible) funding, Free School Meals (FSM) or those identified by schools as having an equivalent need for support.<sup>2</sup> Participating schools had discretion to identify which of their pupils they felt would benefit from additional support and decide whether face-to-face or online tuition would be more suitable for them in the current environment.

There was also a second strand to the first year of the NTP—Academic Mentors (AM) — which placed trained staff in schools to provide within-school tutoring. This part of the NTP was delivered by Teach First. This report focuses specifically on the TP part of the NTP.

The Education Endowment Foundation (EEF) oversaw the delivery of this programme in the academic year 2020/2021, starting on 2nd November 2020 and finishing at the end of August 2021, which included selecting and managing the Tuition Partners (TPs). Thirty-three approved TPs delivered the tutoring, offering a range of tutoring approaches to state-maintained schools throughout England. These approaches included online and face-to-face models, and small-group and 1:1 tuition.

## About this study

The EEF commissioned an independent evaluation of the TP programme led by the National Foundation for Educational Research (NFER) along with Kantar Public and the University of Westminster. The evaluation aimed to quantify the overall impact of year 1 of the TP programme on pupil attainment/learning outcomes and how this varied by different types of tutoring, and by pupil, and school characteristics. The study also evaluated the implementation of the programme, including the experiences of schools, tutors, and pupils, in order to improve the delivery of similar programmes in the future.

## About this report volume

This report covers findings from the implementation and process evaluation (IPE) of year 1 of the TP programme (2020/21). The IPE had five overarching research questions (RQs) evaluating the programme's implementation (RQ7), reach (RQ8), quality (RQ9), perceived impact (RQ10), and the moderators that were perceived to influence outcomes (RQ11).<sup>3</sup>

The programme had five broad phases of implementation: Design, Develop, Mobilise, Deliver, and Legacy. The evaluation team created a logic model for each phase describing the programme's intended inputs, activities, outputs, and outcomes (see technical appendix). The report explores each phase in turn before reflecting on the IPE research questions.<sup>4</sup> Findings within each phase section are structured according to three areas (informed by and reflecting on each phase-level logic model):

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<sup>1</sup> Additional information from EEF: The TP programme was designed to encourage the uptake of tutoring with the intention of supporting tutoring to become a 'go to' choice that schools make to support pupils in the future. In the long term, and due to the strong evidence around the potential impact of tutoring, it was intended that tutoring would contribute to closing the attainment gap. With evidence that the attainment gap has grown over the academic years 2019/20 and 2020/21 and with restricted attendance in schools over both of these years it was not expected that the TP programme would contribute to the closing of the attainment gap in the shorter term but it was hoped that it would ameliorate some of the negative effects of schools closures in year 1 of the programme.

<sup>2</sup> Additional information from EEF: School freedom around the choice of pupils was an important design feature of year 1 of the TP programme. Due to the unique circumstances of the 2019/20 and 2020/21 academic years it was clear that many families had changing circumstances and pupils would be facing a range of new challenges such as becoming newly-disadvantaged due to socio-economic family pressures, issues surrounding remote learning, and missing face-to-face teaching due to the two periods of systemic school closures to most pupils—but also their own individual circumstances (for example, illness or being in a Clinically Extremely Vulnerable category) or other changes to family circumstances such as the death or long-term illness of family members. As PP status is determined in the January of the previous school year, many of these factors would not yet have impacted on PP status.

<sup>3</sup> The impact volumes cover RQs 1 to 6.

<sup>4</sup> The reason for adopting this structure (rather than focus solely on the research questions) is to allow sufficient coverage of the complex design and implementation of the programme and to focus on different aspects of the implementation to support the development of future programmes.

- phase design—description of the intended activities for that phase;
- phase implementation—participants’ perceptions about how the phase was implemented, including variations by key moderators; and
- phase implications—effects of implementation on outcomes and lessons learned.

Note that the IPE commenced after the first two programme phases had been completed. While the report covers all five programme phases, it predominantly focuses on the three later phases (Mobilise, Deliver, Legacy). For the first two phases (Design, Develop) we have drawn on data from the TP programme team with the limitation that we are unable to assess the extent to which these phases were implemented as intended.

The IPE draws on participants’ perceptions and experiences shared through qualitative and quantitative data collection methods including interviews, focus groups, and surveys. These covered subsamples of participants including tutors, school leads, classroom staff, and pupils as well as interviews with all of the Tuition Partners. It also draws on monitoring information provided by Tuition Partners to the evaluator about all of the participating pupils and schools.

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## Other volumes in the series

This report is part of a series of volumes on the evaluation of year 1 of the Tuition Partners programme. Other volumes in the series are:

- Evaluation of year 1 of the Tuition Partners programme: **Impact evaluation for primary schools**
- Evaluation of year 1 of the Tuition Partners programme: **Impact evaluation for Year 11**
- Evaluation of year 1 of the Tuition Partners programme: **Summary and interpretation of key findings**

# IPE Executive summary

## The project

The National Tutoring Programme (NTP) Tuition Partners (TP) programme was designed to provide additional support to schools and teachers to supplement classroom teaching through subsidised, high quality tutoring for pupils from an approved list of tutoring organisations, the Tuition Partners. This evaluation covers the TP programme as delivered in its first year by the Education Endowment Foundation (EEF), from November 2020 to August 2021. Tuition Partners was one arm of the NTP. The NTP aimed to support teachers and schools in providing a sustained response to the Covid-19 pandemic and to provide a longer-term contribution to closing the attainment gap between disadvantaged pupils and their peers. The NTP (available to state-maintained schools in England) was part of a wider government response to the pandemic, funded by the Department for Education and originally developed by the EEF, Nesta, Impetus, The Sutton Trust, and Teach First, and with the support of the KPMG Foundation.

The EEF appointed 33 approved 'Tuition Partners' (TPs)—tutoring organisations that schools could select from to deliver tuition. Schools could access 15 hours of tutoring per selected pupil (with a minimum of 12 hours being considered a completed block of tuition). Tuition was provided online or face-to-face, was 1:1 or in small groups (1:2 or 1:3), and available in English/literacy, maths, science, humanities, and modern foreign languages. Tuition was expected to be delivered in schools (before, during, and after school) in addition to usual teaching and, in certain circumstances, at home. The programme was targeted at disadvantaged pupils attending state-maintained schools in England, including those eligible for Pupil Premium (PP-eligible) funding, Free School Meals (FSM), or those identified by schools as having an equivalent need for support. Participating schools had discretion to identify which of their pupils they felt would most benefit from additional tuition support. Pupils in Years 1 to 11 were eligible (5 to 16 years old). The programme aimed to reach 215,000 to 265,000 pupils, across 6,000 state-maintained schools in England, and it was expected that approximately 20,000 tutors would be recruited by the Tuition Partners.

The implementation and process evaluation (IPE) sought to examine the implementation of the TP programme against the programme design to help understand what happened, why, and the implications of this for the programme outcomes. The IPE used a logic model as the framework for design and analysis incorporating views via surveys and interviews from the range of stakeholders involved (TP programme managers, TPs, school leads, classroom teachers, tutors, and pupils), analysing monitoring information data provided by the TPs, collecting information on costs, and taking a formative approach so that learning was fed back into the programme during the course of the year. Primary data collection for the IPE included over 280 in-depth interviews (with TPs, school leads, classroom teachers, and tutors), 34 focus groups (with pupils and tutors), and five online surveys with tutors (over 10,000 responses across two waves), school leads (over 1,800 responses across two waves), and school staff (over 800 responses).

Table 1: Key conclusions

### Key conclusions

**RQ7 (implementation).** Despite being developed and delivered within a relatively short timeframe for a programme of this scale and in the context of ongoing disruption due to the pandemic, the programme was broadly implemented as intended (and as outlined in the logic model). However, TPs and schools responded to relatively open aspects of the TP programme by implementing it in different ways. This allowed them to adapt delivery to their varying needs and circumstances but it also resulted in variations in reach and perceived quality and impact.

**RQ8 (reach in relation to disadvantaged schools and pupils).** Schools used their discretion when selecting pupils to prioritise those they considered most likely to need, engage with, and benefit from tuition, rather than focusing primarily on socio-economic disadvantage (indeed, pupils could be identified within a wide definition of 'disadvantage' as Pupil Premium was not the sole eligibility criteria). Fewer than half (46%)<sup>5</sup> of individual pupils who received tuition as part of the programme were eligible for Pupil Premium<sup>6</sup> and around three-fifths (59%) of schools that signed up to the programme had 24% or more pupils eligible for Pupil

<sup>5</sup> Where Pupil Premium data was provided. Note that when pupil data provided by TPs was matched to the National Pupil Database (NPD), via the Office for National Statistics (ONS) Secure Research Service (SRS), 43% of the 188,250 pupils that could be matched were identified as in receipt of Free School Meals (FSM) (the NPD does not record Pupil-Premium eligibility in one field; FSM was the most relevant field for this purpose). Note, this is the only data accessed through the SRS that is presented in this report; no other SRS held data is presented in this report.

<sup>6</sup> While this was below expectations, pupils eligible for Pupil Premium were still overrepresented among those receiving tutoring compared to the national average of 24% Pupil Premium eligibility.

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Premium (the disadvantage category that TPs and the EEF reported on for the programme, and where this data was provided); this compares to 46% nationally.

**RQ9 (high quality tutoring).** The majority of schools were satisfied with the quality of tuition (80% either very or somewhat satisfied), although this varied by mode, school size, and phase. Face-to-face tuition was perceived to be higher quality than online although online tuition was appealing due to greater flexibility. Primary schools and smaller schools were more satisfied with the quality of tuition than larger schools and secondary schools (this could reflect that the former were more likely to use face-to-face tuition).

**RQ10 (perceived impact).** Ongoing disruption due to Covid-19 affected evaluation participants' perceived ability to achieve and report impact (at the point of IPE data collection), however, the majority of school leads and staff were of the view that the programme had both helped pupils catch up with their peers and improved pupils' confidence.

**RQ11 (moderators).** Schools, TPs, and tutors taking part in the qualitative interviews identified factors they felt led to better perceived outcomes for pupils. These included delivery in smaller schools and primary schools (due to greater teacher engagement and attendance monitoring), face-to-face tuition (due to better attendance and perceived quality associated with this mode of delivery), and maths (due to the perception that relatively discrete topics were better suited to limited tuition sessions).

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## Additional findings

Ongoing disruption due to the Covid-19 pandemic affected implementation of the programme. School closures to most pupils in early 2021 resulted in a larger proportion of tuition being delivered later in the academic year than anticipated (largely compressed into the summer term), which increased pressure on school and TP scheduling of tuition and affected tutor availability. Additional implications of Covid-19—for example, on pupil and tutor absence, school bubbles, and school accessibility—acted as a further barrier to programme delivery and assessment. A condensed and delayed delivery period also meant that there was less time for outcomes to be measured and analysed by schools and TPs (at the time of IPE data collection).

According to the data provided by Tuition Partners, a total of 26,191 tutors were recruited to deliver tuition and 6,082 schools signed up to the programme of which two thirds (67%) were primary and over a quarter (29%) were secondary; 240,039 pupil-enrolments were recorded comprising 232,892 unique pupils.<sup>7</sup> Of these unique pupils, 56% (129,876) received 12 or more hours of tuition, 31% (73,313) received between one and 11 hours of tuition, 4% received less than an hour of tuition, and for 8% of pupils there was missing data so we could not identify the amount of tutoring received.<sup>8</sup> There was a higher ratio of face-to-face sessions completed—attended by pupil(s) and tutor—than online (70% vs 40%). Over half of pupils that took part were in their final years of primary or secondary education (Years 5–6 or 10–11) and 20% had a SEND.<sup>9</sup> The most common tuition subjects were English (47%) and maths (43%) and the most common ratio for delivery was in small groups of 1:3 (over 70%).

There was a roughly equal split between sessions being booked online (51%) and face-to-face (49%). Primary school pupils were more likely to have face-to-face tuition than secondary school pupils. School leads valued the opportunity to select the mode of delivery that best suited their school and pupils, identifying benefits and disadvantages for both modes: face-to-face was viewed as more engaging for pupils while online delivery offered greater flexibility. Both were felt to present logistical challenges including lack of space or equipment in schools and, for online delivery, technological issues. Scheduling tuition sessions was a common challenge reported by school leads and TPs as demand was high for particular time slots, for example, at the end of the school day. Rotating timetables helped to ensure that the same lesson was not missed each week.

Schools' selection of pupils to receive tutoring was based primarily on the perceived need for academic support (including judgements as to whether pupils would likely engage with tutoring and who would benefit from the tuition) followed by Pupil Premium or Free School Meal eligibility. This suggests that more could have been done to promote awareness and ensure a unified understanding of the aims of the programme, particularly around the stated intervention design—to provide high quality tutoring targeted at disadvantaged schools and pupils in order to address the increased

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<sup>7</sup> A small proportion of pupils (6,647 pupils; 2.9%) appeared more than once on the dataset, either because they received tuition through multiple tuition blocks/TPs or due to TPs providing multiple data entries about the same pupil.

<sup>8</sup> For pupils where any tutoring was recorded (i.e. excluding zero, missing, blank, withdrawn) (n=203,374), 64% (129,876) had 12 or more hours of tutoring. Additional information from EEF: The EEF reported to the DfE that 206,855 pupils had received at least one session of tutoring through the TP programme and this figure appears in **DfE statistics**. This figure is slightly different to the figure reported here. The evaluation relied on a different source of data compared to the monitoring data collected by the EEF, and excludes pupils whose personal data was withdrawn from the evaluation.

<sup>9</sup> Where TPs provided data on year group and on SEND, respectively.

attainment gap between disadvantaged pupils and their peers due to school closures to most pupils and the loss of teaching time due to Covid-19.

Once pupils were selected for tutoring, the level of information schools shared with TPs about the pupils varied. At the start of the programme nearly a quarter (23%) of tutors said they rarely or never had enough information on pupils prior to tutoring and many wanted more information to better prepare for and tailor sessions. Meanwhile, schools had not always anticipated the extent of resource required to support tuition meaning the programme was often under-resourced or unexpectedly burdensome.

The majority (74%) of surveyed school leads and school staff were 'very' or 'somewhat' satisfied with the programme overall. By the end of the programme, the majority of school leads surveyed felt that the programme had 'helped pupils catch up with their peers' (81%) and 'improved pupils' confidence' (80%). The majority of school leads were at least 'somewhat satisfied' that the tuition aligned with classroom teaching (71%), the school curriculum (76%), and pupils' learning needs (81%).

Looking across the IPE findings, there are three considerations that might be useful when designing similar programmes: the need to clearly define who the programme is designed for—both for delivery and subsequent evaluation, the need to respond quickly to changing circumstances, and the importance of clarifying expectations for school involvement in setting up and monitoring tuition.

## Cost

The per pupil cost for 15 hours each year over three years is £352.43 (£23.50 x 15 hours).<sup>10</sup> This is an estimate of the market cost of the programme and includes the 25% hourly rate paid by the school, the 75% subsidy paid by the government, the management costs of the programme and any additional costs incurred by the school to run the tutoring. This places tutoring (as delivered through the NTP) at the 'moderate' level on the EEF's cost rating scale when considering the estimated market cost (including the government subsidy).

Continuing the programme as funded during the inaugural year, this would cost the school £119.65 (£7.98 x 15 hours) per pupil with the remainder subsidised by the government. This cost to the school is 25% of the hourly rate of tuition and any other additional costs faced by the school to facilitate the delivery of the tutoring such as extra equipment or more staff. Considering only the costs to the school, tutoring (as delivered through the NTP) is of low cost according to the EEF's cost rating.

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<sup>10</sup> This uses the slightly lower estimate for market value. The per pupil cost using for the higher estimate is £383.16. Cost figures presented here are rounded to 2dp; calculations were made to 4dp.



# Introduction

## Background

In response to the Covid-19 pandemic, the government asked all schools in England to close in March 2020. Reopening for some year groups was possible during June and July but full reopening was not possible until September 2020. Research highlighted that children were behind in their learning, with attainment gaps and issues relating to access to remote learning provision felt to be more acute in the most deprived schools (EEF, 2020; Cullinane and Montacute, 2020; UCL, 2020; Sharp et al., 2020). The government launched a one-off universal **£650 million catch-up premium** for the 2020/21 academic year to support schools to provide catch up activities to help pupils make up for lost teaching time. The government committed to spend £350 million on education recovery programmes over two years. As part of this, the government launched a **National Tutoring Programme**<sup>11</sup> to provide additional, targeted support for those children and young people who needed the most help (for example, the disadvantaged and vulnerable groups that will have been affected most). The NTP was made up of two pillars: the Tuition Partners (TP) programme (which provided tutoring support to pupils), and Academic Mentors (in which mentors were placed in schools to work with small groups of pupils). The EEF was awarded £80,153,065 for delivery of TP during the 2020/2021 academic year.

In their review of the evidence on Covid-19 disruptions and the impact on attainment, the EEF highlighted tuition as a route for providing support—in addition to high quality teaching and learning in the classroom. There is a large body of evidence that 1:1 tutoring (EEF, 2021a) and small-group tuition (EEF, 2021b) are effective (with average effect sizes equivalent to five months and four months respectively), particularly where they are targeted at pupils' specific needs. Meta-analyses show positive impacts of tutoring on learning outcomes to the order of 0.3 standard deviations and that tutoring can be particularly effective for disadvantaged pupils (Torgerson et al., 2018 and Dietrichson et al., 2017). Given the unprecedented circumstances, researchers also highlighted that 'recovery' or 'catch up' research should take into account context, and in particular 'lockdowns', recovery strategies, and moderating features (such as online access).<sup>12</sup>

## Intervention

This evaluation is on year 1 of the TP programme, which is summarised below using EEF's TIDIER framework.

- **Why.** Research shows that pupils' learning has been affected by school closures to most pupils/restricted attendance in schools related the Covid-19 pandemic, and that tutoring is an effective means of support.
- **Who.** The programme was available to all state-maintained schools in England. The programme was designed to provide additional support to schools to help disadvantaged pupils, including those eligible for PP funding, free school meals, or those identified by schools as having an equivalent need for support.<sup>13</sup> Schools had discretion to identify which of their pupils they felt would most benefit from additional tuition.
- **What (resources).** Tuition was provided to schools at a 75% subsidy, with schools paying 25% of the cost.
- **Who (provider).** The NTP appointed 33 approved TPs who were expected to deliver tutoring via 20,000 tutors. Schools would be able to access high quality tuition from these approved partners.
- **How (format).** A range of tutoring models were provided, including those suitable for pupils with SEND or in alternative provision. It was provided online or face-to-face, was delivered 1:1 or in small groups (1:2 or 1:3), and available in English/literacy, maths, science, humanities, and modern foreign languages.
- **Where (location).** Tuition was expected to be delivered in schools (before, during, and after school) in addition to usual teaching and, in certain circumstances, at home.<sup>14</sup>
- **When and how much (dosage).** Tutoring took place in the academic year 2020/21. Schools could access 15 hours of tutoring per selected pupil (with a minimum of 12 hours being considered a completed block of tuition).<sup>15</sup>

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<sup>11</sup> Information on the first year of NTP can be found on this archived site: [National Tutoring Programme | NTP \(archive.org\)](https://www.educationendowmentfoundation.org.uk/projects-and-evaluation/projects/online-tuition-pilot?utm_source=/projects-and-evaluation/projects/online-tuition-pilot&utm_medium=search&utm_campaign=site_search&search_term=online)

<sup>12</sup> The EEF carried out an online feasibility pilot in preparation: [https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/online-tuition-pilot?utm\\_source=/projects-and-evaluation/projects/online-tuition-pilot&utm\\_medium=search&utm\\_campaign=site\\_search&search\\_term=online](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/online-tuition-pilot?utm_source=/projects-and-evaluation/projects/online-tuition-pilot&utm_medium=search&utm_campaign=site_search&search_term=online)

<sup>13</sup> See Additional information from EEF in footnote 2.

<sup>14</sup> See Table 4 for details of changes to the programme in response to the pandemic.

<sup>15</sup> See Table 4.

- **Tailoring.** A range of models were offered and TPs could adapt their models with capacity building support from Nesta/Impetus throughout the year.

Further information about the programme design and its development is provided in later sections in this report.

## Evaluation objectives

The primary objective of the IPE was to examine the implementation of the programme against the programme design to help understand what happened, why, and the implications of this for the programme effects.

The IPE had five overarching research questions:

- RQ7 (implementation): How well has the programme been implemented?
- RQ8 (reach): To what extent has the programme both reached and engaged disadvantaged schools and pupils? Why/why not?
- RQ9 (high quality tutoring): How well has the programme delivered high quality tutoring?
- RQ10 (perceived impact): What is the perceived impact of the programme?
- RQ11 (moderators): What factors (moderators) influence—or are perceived to influence—outcomes?

Subsidiary questions—specific and related lines of enquiry—were also considered for each phase of implementation and research audience. These are documented in the evaluation study plan.<sup>16</sup>

## Ethics

The study adheres to NFER's Code of Practice and was approved by NFER's Code of Practice group at project set-up in September 2020.

All IPE research conducted by Kantar Public adhered with the **Market Research Society's (MRS) Code of Conduct**, the **Social Research Association's Ethical Guidelines**, and the **Government Social Research (GSR) ethics guidelines**.<sup>17</sup>

The IPE approach was based on the following ethical principles.

- **Principle 1: Sound application and conduct of methods and interpretation of findings.** Our research was based on sound research methods and delivered to the highest quality standards.
- **Principle 2: Participation based on informed consent.** Consent was informed, specific, and freely given. This involved us providing clear information on the purpose of the research (including what was required, the voluntary nature of participation, adherence to the MRS Code of Conduct, and data security), ensuring that consent processes were tailored for vulnerable groups (including pupils), describing how data would be handled and providing details to follow-up for further information, and collecting consent in writing and verbally ahead of interviews.
- **Principle 3: Enabling participation and inclusivity.** The approach was flexible to facilitate participation. This involved offering multiple modes, times and dates, ascertaining needs in advance of fieldwork, interviewing in accessible locations/channels, and using trained researchers with experience of engaging vulnerable audiences.
- **Principle 4: Avoiding personal and social harm.** All Kantar Public researchers had Disclosure Scotland clearance; they were trained to deal with situations where respondents become distressed or raise issues of harm and signposted towards appropriate support where needed.
- **Principle 5: Non-disclosure of identity.** The measures we took to ensure confidentiality and anonymity included: (i) personal contact details stored in a separate file from main data during fieldwork, (ii) files containing personal

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<sup>16</sup> Evaluation study plan: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-tuition-partners>

<sup>17</sup> Kantar is also accredited to ISO 20252, the international market research quality standard, ISO 9001, the international standard for quality management systems, and ISO 27001, international standard for data security.

contact details stored in password-protected files and held in restricted access directories, and (iii) a commitment to all personal information being deleted as soon as possible after the end of the project in line with Kantar Public's standard retention policy.

## Data protection

All work conducted by Kantar Public as part of the IPE was compliant with GDPR and adhered to the MRS Code of Conduct. Kantar Public holds a current Cyber Essentials Certificate and is certified to ISO 27001, the international Information Security Management Standard. It is also compliant with ESOMAR Code of Marketing and Social Research Practice and holds ISO 20252, the quality standard for social and market research.

Specific aspects of data protection relevant to this IPE are outlined below.

- **Informed consent.** At the initial point of contact and throughout recruitment and fieldwork, participants were provided with information about the purpose and nature of the research, the client, and what would be done with the data they provided. Informed consent was obtained and recorded at the earliest opportunity and we made it clear participants could withdraw from the research at any point.
- **Data collection, transfer, and storage.** Data collected consisted of digital audio recordings of interviews and group discussions, online survey responses, and materials gathered from TP programme managers. Where required, all personal data was transferred securely using a FIPS 140-2 Certified Secure Socket Layer system and stored on our encrypted servers with access restricted to the project team.
- **Data reporting.** All reporting is anonymised to avoid identifying individuals (unless we obtained consent for this in advance, for example, when gathering materials from TP programme managers).
- **Data destruction.** Kantar Public will securely delete any personal data relating to the IPE 12 months after the publication of the final report (currently expected to be September 2022).

Survey and monitoring information data was shared securely between NFER and Kantar Public via NFER's secure data portal. Pupil monitoring data was pseudonymised (names, DoB, UPNs were not shared with Kantar Public).

## Legal bases

The legal basis for processing personal data, as determined by the EEF, NFER, and Kantar Public is GDPR Article 6 (1) (f) which states: 'Legitimate interests: the processing is necessary for your (or a third party's) legitimate interests unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.'

We carried out a legitimate interest assessment. This demonstrates that the evaluation fulfils the evaluator's core business purposes: undertaking research, evaluation, and information activities. It has broader societal benefits and will contribute to improving the lives of learners by providing evidence for the most effective ways of providing catch-up tuition. The evaluation cannot be done without processing personal data but processing does not override the data subject's interests.

## Project team

The IPE was delivered by the following staff at Kantar Public:

- Benjamin Collins, Commercial Director
- Alice Coulter, Senior Director
- Rosie Giles, Director
- Rosaline Sullivan, Associate Director
- Sheyi Ogunshakin, Senior Research Executive
- Charis St. Clair Fisher, Senior Research Executive
- Richard Matousek, Senior Research Executive
- Samantha Outhwaite, Associate Director
- Deborah Roback, Project Coordinator

They were supported by the operations and research team at NFER for survey administration (to schools, teachers, and tutors) and for the collation of monitoring data about the schools, tutors, and pupils taking part. The NFER team included:

- Jishi Jose, Project Manager
- Pippa Lord, Trials Director and Consortium Lead
- Kathryn Hurd, Head of Survey Operations
- Guido Miani, Project Manager
- Matthew Walker, Research Manager
- Amanda Barber, Data Management Administrator
- Shazia Ishaq, Senior Data Manager
- Daniel Finn, Data Management Unit Lead
- Tom Shipston, Junior Data Manager
- Chirag Chitroda, Senior Data Manager
- Matthew Ryan, Junior Project Manager
- Sarah Tang, Research Manager
- Ruth Staunton, Senior Statistician
- Emma Hawkins, Project Coordinator and Senior Business Support Manager

## IPE methods

The data collection and analysis methods for the IPE are detailed in the evaluation study plan.<sup>18</sup> Here we provide a summary to aid reading of this report.

### Research methods

The approach for the IPE was designed to respond to two dynamics: the implementation phases of the programme (see Figure 1, page 23) and the evidence needs (the research questions). Table 2 summarises the primary data collection methods organised by data source (research audience), including the primary research purpose and coverage of research question and which of the implementation phases it relates to.

IPE fieldwork was conducted over three waves of research ('W1' to 'W3' in Table 2) activities based around the three school terms covered by the programme and to cover the evolution of the programme over time. This included a rolling programme of mixed-methods data collection to allow for coverage of each of the five phases of programme delivery and the broad range of characteristics and factors of interest for each research audience. The considerable scale of data collection was designed to allow coverage of the full range of stakeholders, programme phases, and research questions, as well as evolutions over the course of the programme (see Research Question Matrix in Appendix A).

The three-wave approach, which is aligned to the programme roll-out, was adjusted to the changing context, for example, to capture experiences of online at-home delivery. The rate of completion of interviews with schools slowed during January and February 2021 as fewer tuition sessions took place due to school closures to most pupils. The first wave of fieldwork was extended. And as a result of the reduced timeframe for delivery, there was some overlap in timing between waves.

Table 2: Primary data collected—broken down by data source

Data sources	Data collection methods	Research purpose	RQs addressed	Implementation/ logic model relevance
Programme managers (EEF, Nesta, Impetus)	Weekly evaluation meetings 10+ IPE workshops/meetings Three IPE 'feedback loop' workshops	To build understanding of the programme, refine the logic model and research questions, finalise the evaluation plan, and evaluate the early implementation phases of the logic model.	All RQs (7–11)	All five phases
Tuition Partners	60 in-depth interviews: W1 (x20): 20 Jan–8 Feb 2021 W2 (x20; 13 new, 7 repeats): 10 Mar–12 May 2021 W3 (x20; all repeats): 28 Mar–20 Aug 2021	To gather feedback on all activities and implementation progress, what is working and not, what makes for successful tutoring, and suggestions for improvements.	All RQs (7–11)	All five phases
Tutors	90 in-depth interviews: W1 (x30): 21 Jan–22 Feb 2021 W2 (x30): 8 Mar–7 Apr 2021 W3 (x30): 1 Jun–6 Aug 2021 10 online focus groups: W2 (x5): 12–26 May 2021 W3 (x5): 3–18 Aug 2021 Two online surveys:	To capture tutor experiences (e.g. training, delivery), their perspectives on the role of TPs, schools, and teachers in helping tutors fulfil their role, and their views on perceived benefits to pupils' learning and other outcomes.	All RQs (7–11)	Mobilise, Deliver, Legacy

<sup>18</sup> Evaluation study plan: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-tuition-partners>

	W1: Dec 2020–May 2021 (6,668 responses) W2: May 2021–July 2021 (3,790 responses)			
School leads	79 In-depth interviews: W1 (x30): 12 Feb–14 May 2021 W2 (x25): 4 May–19 Jul 2021 W3 (x24): 14 Jun–20 Jul 2021 Two online surveys: W1: Mar–May 2021 (797 responses) W2: May–July 2021 (1,018 responses)	To capture school views and experiences of the programme, including how successfully each has been implemented, their views on barriers/facilitators and perceived benefits, and suggestions for improvements.	All RQs (7–11)	Mobilise, Deliver, Legacy
School staff (classroom teachers, SENCos, etc.)	52 in-depth interviews: W2 (x26): 12 May–30 Jul 2021 W3 (x26): 30 Jun–20 Aug 2021 One online survey: June–July 2021 (847 responses from 536 schools)	To capture school staff views on the implementation and success of the programme—the perceived quality of tutoring and how tutors are integrating the classroom curriculum and benefiting pupils.	RQ8 (reach); RQ9 (high quality tutoring); RQ10 (perceived impact).	Deliver, Legacy
Pupils	24 online discussion groups (with a total of 84 pupils): W2 (x17): 8 May–15 Jul 2021 W3 (x7): 9–22 Jul 2021	To capture pupils' experiences of tutoring and how well this approach has helped them with their learning.	RQ9 (high quality tutoring); RQ10 (perceived impact).	Deliver, Legacy

Fewer interviews and group discussions took place with some research audiences than was planned. As Table 2 shows, a total of 79 interviews took place with school leads and 52 with school staff, but 90 interviews had been planned with each. Similarly, 24 group discussions took place with pupils but 60 had been planned. This was due to challenges with school recruitment—particularly during the summer term when many schools reported feeling less able to support with the research due to other priorities—which meant that we were not able to achieve these targets. This has implications for the research and how confident we can be that data saturation was reached. However, our purposive sampling approach (see below and appendices) was designed to ensure an inclusive research population that reflects key characteristics of the target population and minimise the risk of bias.

All IPE research design and delivery was carried out by Kantar Public in its role as a member of the evaluator consortium. Surveys were administered through NFER's online system, Questback. NFER collated and cleaned the monitoring data provided by Tuition Partners and shared this securely with Kantar Public.

### About the monitoring data

The IPE reviewed the following monitoring data collected and provided by Tuition Partners:

- pupil monitoring data—provided termly by TPs: detailing the number of pupils reached, the mode and amount of tuition received, and pupil demographics;<sup>19</sup>
- tutor monitoring data—provided termly by TPs: detailing tutor demographics, tutor occupation, training received and qualifications; and
- school monitoring data—provided fortnightly by TPs: detailing the phase of school, school size, Ofsted rating, and percentage (above or below 24%) of PP-eligible pupils.

<sup>19</sup> TPs also reported data to EEF (and EEF to DfE) at an aggregate level.

The pupil monitoring data was provided by each of the 33 individual Tuition Partners; it was collected at three timepoints throughout the course of the evaluation: December 2020, March 2021, and August 2021.<sup>20</sup> The TPs were provided with a template that they were asked to complete for all the pupils they were working with. At each termly submission, TPs were asked to update the existing pupils' attendance records and to include data about any new pupils enrolled onto the TP that term.

It is worth noting that the template that was used in August was updated to request specific data around dosage to allow for the analysis to consider how many sessions a pupil had completed when they sat their endpoint assessment. This particular data will be used in the impact analysis; it is not used in this report.

The quality of the data provided by TPs varied widely depending on the systems that individual TPs had in place. Some provided very comprehensive datasets but others provided very little data other than the pupil and school details. Although we followed up with the TPs with regard to this missing data, TPs did not always provide the data or the updated files.

The data was collated by the evaluator and cleaned as far as possible in terms of ensuring each data field either had an entry (as entered by the TP), a zero (as entered by the TP), or was marked as 'missing', 'blank', or 'withdrawn'. If a pupil had withdrawn from the evaluation, the TP was asked to select 'Withdrawn\_Evaluation=Y' and remove all personal data from that row by replacing personal data fields with 'withdrawn' but to retain the row so that any non-personal data could still be 'counted'. We noted in the dataset that when selecting the 'Withdrawn\_Evaluation' flag, sometimes TPs used 'missing' or 'blank' to remove the personal data. There are also cases in the dataset where the TP has removed personal data fields and recorded the fields as 'withdrawn' but has not selected the 'Withdrawn from the Evaluation' flag. In all such cases, the personal data is not present in the dataset and therefore not used in the analyses of the monitoring dataset. To account for the various records described above, we treated missing/blank/withdrawn as one category.

While TPs were asked not to delete any existing pupils between submissions but to just update their attendance records, there are cases where pupils appear more than once in the dataset. While most of these cases appear to be pupils booked onto more than one 'subject/booking' (for example tutoring in maths and in English), a small proportion seemed to be repeated records. However, inconsistencies in the data meant there was no clear indication of which records were the most accurate/up-to-date data; all such cases were maintained in the dataset that was collated.

Unique pupil identifiers were assigned to the dataset; if a pupil appears more than once they can be identified in the dataset. Withdrawn pupil rows were assumed to be unique: each counted as a unique pupil but no personal data was processed as it was not present in the dataset.

In terms of analysis, we used entries per 'row' to analyse information about the sessions (for example, sessions booked or bought, the mode of delivery, and group size). We used entries per unique pupil to analyse data about pupils (for example, PP, SEND, and number of hours completed).<sup>21</sup>

In summary, the pupil monitoring dataset contains:

- 240,039 rows of data—akin to 'pupil-enrolments' or 'booking rows';
- 232,892 unique pupils;<sup>22</sup> and
- a small proportion of cases where pupils appear more than once in the dataset: 6,647 pupils (2.9%) had multiple rows (retained in the dataset, see footnote 21).

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<sup>20</sup> This data collection point was originally planned for the end of July 2021. This was amended to the end of August 2021 as the programme was extended to include summer holiday delivery. The final data was received during September, to accommodate late data provision from TPs.

<sup>21</sup> As part of sensitivity checks, analyses of completed hours were run both with and without pupils with multiple rows. Excluding pupils with multiple entries did not appear to change the distribution of hours completed in any meaningful way. Further details can be found in the section on Monitoring Attendance.

<sup>22</sup> As noted, withdrawn pupil rows were assumed to be unique as there was no way of ascertaining whether there were any duplicates among them as no personal data was present in the dataset.

In terms of completeness,<sup>23</sup> the data contains the following entries by the TP (not zero, not missing/blank/withdrawn): forename (for 84% of unique pupils), surname (84%), UPN (79%), date of birth (78%), tuition subject (91%), and year group (84%). The monitoring data analysis is descriptive of the whole dataset.

## Surveys and interviews

Surveys were conducted on a census basis; the online approach facilitated broad coverage of each stakeholder group. To encourage good response rates and reduce bias, the evaluators used a series of reminders<sup>24</sup>—as well as publicising the surveys via headteachers and TP newsletters—and surveys at different timepoints, during different waves of research, to give plenty of opportunities for participation and feedback. The surveys achieved the following completion rates: wave one tutor survey, 32%; wave two tutor survey, 18%; wave one school lead survey, 26%, wave two school lead survey, 24%; and school staff survey, 21%.

Using the demographics from the surveys and the monitoring data, the researchers assessed the extent to which survey respondents were representative of schools and tutors who had taken part in the programme. The school leads survey and school staff survey<sup>25</sup> were representative of schools participating in the programme according to school phase, the ratio of pupils eligible for PP (above or below 24%), the school size, and the Ofsted rating. The surveys were, therefore, unweighted. Respondents to the tutor survey were representative of tutors according to their gender and occupation but it was not possible to establish the extent they were representative of years of experience as different response categories were used in the survey and monitoring data; the survey data is, therefore, unweighted.

For the in-depth interviews and group discussions, participants were purposively sampled to reflect the profile of the different research audiences across the course of the IPE (see Table 3 below and appendices for achieved samples). As noted above, our purposive sampling approach was designed to ensure an inclusive research population and minimise the risk of bias.

Table 3: Sampling criteria for the qualitative research by data source

TPs	Tutors	School leads/staff/pupils
Note: all 33 TPs took part; purposive sampling was used for follow-up interviews		Note: school leads were asked to identify staff and pupils to take part
EEF TP quality ranking (1–33)	EEF TP quality ranking (1–33)	Primary/secondary
Capacity building support provider (Nesta/Impetus)	Employment status (employed, self-employed, volunteer)	Ofsted rating
Status (not for profit, for profit, other, academic institution)	Highest qualification	Proportion of pupils eligible for PP (below/above 24%)
Type of provision (online, face-to-face, hybrid)	Prior experience of tutoring	Type of provision (mainstream, special/AP)
Specialist area (subject, SEND)	Specialist area (subject, SEND)	School size
	Location (urban, rural)	Number of pupils enrolled
	Region	Number of TPs
	Gender	Academy/maintained
	Age	Location (urban, rural)
		Region

Tutors and school leads participating in the TP programme were identified using data collected by TPs and shared with the evaluator. They were then contacted by the evaluator and invited to complete a survey, distribute a classroom

<sup>23</sup> This is a record of completed fields, as entered by the TP, and not a record of accuracy (for example, there may be data entry errors or spelling errors).

<sup>24</sup> Two email reminders were sent for each of the school lead and classroom staff surveys, at each wave. Three email reminders were sent for each of the tutor surveys.

<sup>25</sup> The school staff survey had multiple respondents from schools so the researchers checked representativeness by unique schools.



teacher survey (school leads only), and, for a small sample, to take part in an in-depth interview or focus group. Interviews with classroom teachers and online discussion groups with pupils were organised via school leads.

Development of data collection instruments was led by Kantar Public with input and review from NFER, the University of Westminster, and the EEF. These instruments were designed to reflect the logic models developed at the start of the IPE aiming to explore the intended activities, outputs, and outcomes for each phase of the programme.

## Analysis

Data collected as part of the IPE included audio recordings of interviews and group discussions, online survey responses, materials gathered from TP programme managers, and monitoring data collected from TPs.

The following approaches informed our analysis of the data:<sup>26</sup>

- The primary framework for all analysis was the overarching research questions—ensuring that it links directly to the main objectives of the IPE.
- The secondary analysis framework was the IPE research question matrix (see Appendix A); in order to further focus analysis on the predetermined lines of enquiry, researchers mapped their analysis to the research question matrix as part of populating our analysis database.
- The IPE analysis was guided by the following approaches:
  - realist evaluation<sup>27</sup>—for understanding *what works, for whom, why, and in what circumstances*; and
  - contribution analysis<sup>28</sup>—to support assessing and inferring causality; it explores a wide range of data sources to interrogate the underlying assumptions of the logic model and to trace observed outcomes back to interventions.
- The IPE analysis covered a further set of analytical and learning objectives linked to the overarching research questions:
  - process (fidelity/quality)—monitoring actions, processes, and systems (including assessing against the programme design and intended approaches), identifying best practice, and understanding how well implementation is working;
  - reach and engagement (including responsiveness)—exploring take-up (including barriers and facilitators);
  - moderators and other contextual factors—exploring the role and influence of a range of moderators and factors that might be expected to affect take-up, engagement, and pupil outcomes;
  - barriers and facilitators—identifying barriers to implementation and to programme outcomes and impacts;
  - perceived benefits—perspectives on enablers and barriers to pupils' learning and wider outcomes;
  - mechanisms—identifying and helping to understand causal effects (or lack of) within the programme, including implications for mid- to long-term effectiveness;

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<sup>26</sup> Note that the Evaluators combined these techniques and principles to inform the analytical approach (as outlined in the Research Question Matrix (see Appendix A) and Study Plan (<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme>) rather than performed as separate analyses.

<sup>27</sup> Based on the work of Tilley and Pawson (1997), Realist evaluation emphasises the contextual conditions, the precise mechanisms of change, and the desired / observed outcome patterns of a programme to be evaluated (C+M=O formula).

<sup>28</sup> [https://www.betterevaluation.org/en/plan/approach/contribution\\_analysis](https://www.betterevaluation.org/en/plan/approach/contribution_analysis)

- formative findings and suggested improvements—asking participants to identify key events, issues, or actors within the programme that should be followed up on or drawn out in our analysis, and any recommendations for the design and implementation of the TP programme; and
  - cost evaluation—helping to collect data and information to assess the cost of delivery (including unintended costs) and value of the programme.
- Analysis was conducted using Kantar’s systematic framework analysis approach to give structure not just to how analysis is broken down, but also the process followed (see below).
  - Analysis also included open, iterative phases involving group brainstorms and findings mapping where we identified features and patterns within the data; this involved mapping the range and nature of data, finding associations, defining concepts, creating typologies, and undertaking subgroup analysis.

Researchers conducted analysis on an ongoing basis through independent and joint review of all material collected. This allowed us to examine existing hypotheses and assumptions and develop, test, and refine new hypotheses over the course of the project. This also means we were better able to provide early sight of thinking and evidence during feedback loops with TP programme managers, the Department for Education, and TPs.

Our analytical process used a content analysis method known as framework analysis—a process that is both flexible and systematic. It involves constructing a thematic framework against which data is synthesised and then mapped to identify features and patterns: it involves defining concepts, mapping the range and nature of phenomena, creating typologies, finding associations, and providing explanations. This is followed by a process of weighing up the salience and dynamics of issues and searching for structures within the data that have explanatory power rather than simply seeking a weight of evidence.

We analysed the IPE data thematically and inductively, building up our analysis to address the main research questions. We conducted ‘cell’-level analysis of lines of enquiry (as mapped within the Research Question Matrix; see appendix A) within phases of activity by stakeholder group; for example, looking at the evidence from tutors in relation to early programme processes or classroom teachers on moderators.<sup>29</sup> We also conducted thematic analysis across phases and stakeholders (for example, looking across the stakeholder groups at the role that communication from programme partners and other organisations played in facilitating delivery).

We also analysed the data deductively in relation to the logic model, including factors that influenced the strength of the relationship between the intervention and the outcome. This process was informed by contribution analysis principles, applying reasoned interpretation of evidence from multiple sources and the use of multiple perspectives, including external experts and those involved in the programme.

A requirement of the IPE was to provide formative feedback on the implementation of the TP programme as it progressed—what happened and why, barriers and facilitators to achieving the intended programme outcomes, and implications for ongoing design and effectiveness. We therefore took an iterative approach to analysis, which reflected our approach to fieldwork and involved our researchers conducting analysis on an ongoing basis through independent and joint review of all material collected (survey data, qualitative interview notes, audio files, video, and documentary evidence). Interim findings were then shared with the EEF, the Department for Education (DfE), and TPs through feedback presentations.<sup>30</sup> Information on how the feedback affected programme implementation was not systematically collected or assessed in the IPE.

## Costs

### *Estimate of cost to school*

The main source of data for the cost evaluation was the school leads survey that took place as part of the first wave of IPE data collection (March to May 2021) and the second wave (May to July 2021). The average per school and per hour

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<sup>29</sup> Or, where necessary, drilling down into sub-cells.

<sup>30</sup> This includes three feedback sessions delivered to TP programme managers (on 21 January, 27 April, and 16 September 2021), two feedback sessions for the DfE (on 12 May and 23 September 2021), and two feedback sessions for TPs (on 20 May and 29 September 2021). Feedback in September 2021 was also shared with Ofsted, and with Randstad to inform the year 2 programme.

cost per pupil of the tutoring on the school were estimated based on survey responses from schools involved in the TP programme as well as management information collected by the TP programme team and NFER via individual TPs. Questions were asked about monetary costs and also time needed by school staff to implement the programme. The same survey questions relating to the costs associated with the TP programme were asked in both waves of the school lead survey. Where a school lead had completed the cost questions in the first wave of the survey they were not asked them again in wave two. Due to tuition starting for individual schools at different times, some school leads completed the survey questions before tuition had started in their school. In these cases school leads were asked to estimate what additional costs they anticipated. Where individual schools were working with more than one TP, school leads were asked to complete the cost questions relating to the TP that they had worked with (or were planning to work with) the most.<sup>31</sup> Both waves of the survey were combined and analysed together. In order to calculate some of the required estimates, data was needed on the number of tutoring hours schools completed as well as which TP delivered the sessions and what form they took (online or face-to-face and the tutor-pupil ratio).

Interviews and focus groups were carried out with school leads, school staff, tutors, and TP staff and enabled further exploration of the direct and indirect costs faced by schools.

The programme varied in terms of the type of tuition provided both within and across different providers. The variations in tuition that were considered likely to affect the costs of the programme were the mode of delivery (online or face-to-face) and the tutor-pupil ratio. Different school phases—primary or secondary—were also considered separately as the school-level costs were thought to vary across phases, in part due to the different school sizes associated with each phase.

#### *Estimate of market cost*

The programme was heavily subsidised by the government, which paid 75% of the hourly tuition rate, leaving only 25% to be paid by schools. The market cost of the tuition programme was calculated using TP accounting data and management information on the number of hours of tuition completed as part of the programme. In addition to the hourly tuition rate there were start-up costs for each of the TPs ('set-up and participation costs') that were included in estimating the market cost. Overspend reported by TPs to the TP programme team and NTP management costs are also included in the overall cost calculations.

#### *Business as usual costs*

The comparison schools used for the impact analysis were asked for any monetary costs associated with any tuition or small-group work they were offering as part of their 'business as usual' practice. These schools were asked to submit a simple proforma giving headline costs.

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<sup>31</sup> This was defined in the survey as the TP that was delivering tuition to the greatest number of pupils in their school. Where the number of pupils was equal, school leads were simply asked to choose one TP to answer the cost questions about.

## Timeline

Table 4: IPE Timeline

Dates	Activity	Team responsible / leading
Oct 2020	Project set up, logic model development, materials development, study plan development.	Consortium
Early Nov 2020	TPs launch. TP evaluation guidance pack launch. TPs can start contacting schools.	NFER and EEF
Nov 2020–Jul 2021 (extended to Aug 2021)	Tutoring period (whole programme).	TPs
End Nov–Dec 2020	Study plan finalisation and publish v1.	Consortium
Dec 2020–Apr 2021	W1 IPE fieldwork: surveys with school leads (March to May) and tutors (December to May); interviews with TPs, school leads, and tutors.	Kantar Public
21 Jan 2020	First formative feedback presentation to the EEF: focusing on programme design, development and mobilisation, and reach in the first term (and any early delivery).	Consortium
5 Jan–8 Mar 2021	National lockdown period. Many pupils learning from home, schools only open to children of keyworkers and vulnerable children. Schools either paused delivery or focused on online delivery.	
Mar–Jun 2021	W2 IPE fieldwork: interviews with TPs, school leads, classroom teachers, tutors, and pupils.	Kantar Public
27 Apr 2021	Second formative feedback presentation to the EEF: focusing on reach in the second term, delivery challenges, facilitators, and moderators, and schools' and tutors' views. Further presentations to the evaluation advisory group (10 May), DfE (12 May), and TPs (20 May).	Consortium
May–Aug 2021	W3 IPE fieldwork: surveys with school leads (May to July), classroom teachers (June to July), and tutors (May to July); interviews with TPs, school leads, classroom teachers, tutors, and pupils.	Kantar Public
16 Sep 2021	Third formative feedback presentation to the EEF: focusing on delivery moderators, perceived benefits, and capacity building; incorporating the views of schools, tutors, TPs, and managers. Further presentations to DfE (23 Sept) and TPs (29 Sept).	Consortium
Aug–Dec 2021	IPE final analysis and draft reporting.	Kantar Public

## Programme depiction

To support the IPE (and wider evaluation), the first task of the IPE was to establish a programme theory of change, phase and sub-phase process depictions, and phase-level logic models.<sup>32</sup> These were intended to capture the programme objectives, processes, intended effects, and mechanisms for change. A summary of the content of these depictions are included below to aid reading this report and the full 'logic model' presentation is included in the appendix.

### Theory of change

As noted previously, the programme theory is based on an intervention need—*that school closures to most pupils and loss of teaching time due to Covid-19 increased the attainment gap between disadvantaged pupils and their peers*—and an intervention design—*subsidised high quality tutoring for schools from an approved list of Tuition Partners, targeted at disadvantaged pupils*.

There are two core elements of the programme theory required to help address the intervention need:

- **reach**—programme activities are focused on ensuring the subsidised tutoring is delivered to target (disadvantaged) pupils and meets the programme expected scale (215,000–265,000 pupils);<sup>33</sup> and
- **high quality tutoring**—programme activities are focused on ensuring the subsidised tutoring is of high quality (defined below) to maximise its effectiveness and the impact achieved (increased pupil attainment).

To support the IPE, the evaluators worked with the TP programme team to develop a definition of high quality tutoring based on existing evidence of best practice. The TP programme team conducted analysis of existing literature and drew up an initial definition that included a number of key concepts and components. In conjunction with the TP programme team, the evaluators refined this definition and applied a structure of three aspects of high quality tutoring—dosage, focus, experience (outlined below).<sup>34</sup>

- **Dosage.** Tutoring sessions should be short, regular, conducted over 6 to 12 weeks, and involve an appropriate number and mix of pupils.
- **Focus.** The content of tutoring sessions should be:
  - well planned and structured around clear learning objectives;
  - linked to the curriculum;
  - additional to existing teaching;
  - delivered by tutors with the necessary skills and knowledge;<sup>35</sup> and
  - developed and refined in response to ongoing diagnostic assessment and feedback.<sup>36</sup>
- **Experience.** The process of tutoring should involve:

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<sup>32</sup> These were informed by existing programme documentation (including a provisional theory of change, logic model and dark logic model) and scoping work with EEF, Nesta, and Impetus.

<sup>33</sup> Additional information from EEF: The EEF projected, based on market mapping and surveying of likely school uptake, that 235,000 pupils could be reached in the first year of the National Tutoring Programme. This was based on the assumption that wide-spread school closures would not occur. To account for uncertainties in this estimate the EEF were originally contracted to reach between 200,000 – 250,000 pupils by the Department for Education. When contracting with Tuition Partners, and assessing the amount of high quality tutoring that could be delivered by providers, the EEF contracted for over 250,000 pupils to be reached. This was also facilitated by the average cost of an hour of tutoring being lower than the original market mapping suggested. In October 2020, a small amount of additional funding (£4m) was made available from the Department for Education to support additional capacity for the programme to reach 215,000-265,000 pupils, taking the total funding allocation to approx. £80 million. However, with school closures to most pupils in Spring 2021 it was clear that reaching the top of the range would be challenging with schools facing many competing demands on their time and with many schools choosing to delay the start of tutoring until pupils were back to face-to-face teaching. Tuition Partners were only paid for the sessions delivered.

<sup>34</sup> Note that the Evaluators refined some of the wording but did not substantially change the content of the definition, as we did not conduct any separate literature reviews.

<sup>35</sup> Includes: (i) theoretical knowledge, (ii) applied knowledge (including relevance from beyond teaching/tutoring), and (iii) pedagogical knowledge

<sup>36</sup> Including reflection on previous sessions and in response to external monitoring

- a positive relationship between tutor and pupil;
- activities and dynamics that encourage pupil engagement;
- good communication on pupil needs, curriculum, and logistics;
- facilities, environment ,and technology that supports the sessions;
- sessions that are punctual (start and end) and include cognitive breaks; and
- sufficient safeguarding protocols.

The mechanisms and assumptions underpinning the programme theory are that:

- direct tutoring provides additional teaching, in particular in English and maths, to disadvantaged pupils—including those eligible for PP funding, free school meals, or those identified by schools as having an equivalent need for support—to support schools in providing a sustained response to the Covid-19 pandemic and to provide a longer-term contribution to closing the attainment gap;<sup>37</sup>
- 75% subsidy encourages schools and tuition providers to participate in the programme;
- quality and evidence standards used to select the list of approved TPs are fit for purpose and supported selecting appropriate TPs;
- capacity-building support helps TPs reach the expected scale of 215,000 to 265,000 pupils; and
- 12 to 15 hours of tutoring for each pupil is of sufficiently high quality to unlock attainment benefits.<sup>38</sup>

Anticipated outputs and effects of the intervention were identified at the start of the evaluation as follows:

- 215,000 to 265,000 disadvantaged pupils—including those eligible for Pupil Premium funding, Free School Meals or those identified by schools as having an equivalent need for support—receive additional teaching via 12 to 15 hours of small group (3:1, 2:1) or 1:1 tutoring;
- high quality tutoring reduces the attainment gap between disadvantaged pupils and their peers;
- the programme builds capacity and quality in the tutoring sector and lasting connections between schools and tutors and tutoring providers; and
- the programme and evaluation delivers additional evidence of what works and moderators of effects.

## Programme logic models—five phases

The evaluation team identified five phases of the programme design—Design, Develop, Mobilise, Deliver, and Legacy (Figure 1)—and created a logic model for each. The logic models described the programme’s inputs, activities, outputs, and outcomes, drawing on existing logic models created by the TP programme team. The logic models helped to illustrate the mechanisms for change and how activities would be translated into outcomes. The overarching programme theory of change assumed that each phase was dependent on the successful implementation of the previous phase.

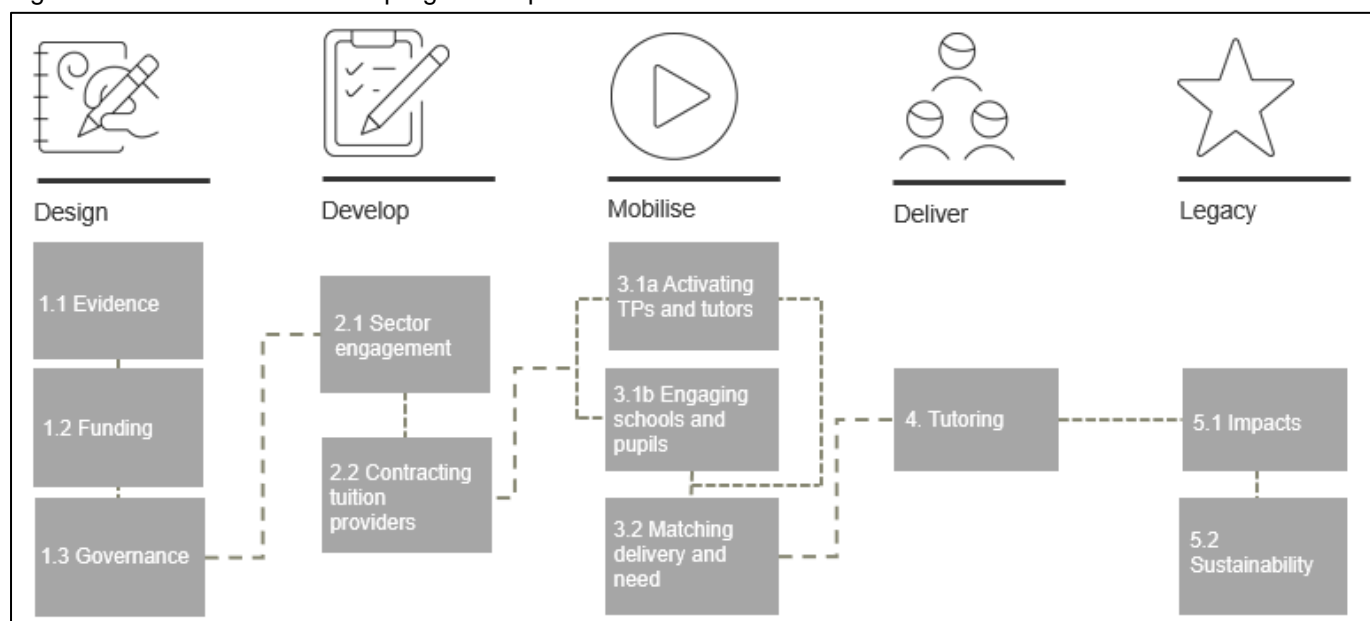
Each phase consisted of different activities. These are discussed in the sections outlining each phase.

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<sup>37</sup> Note that tutoring was also available in other subjects, such as science, humanities, modern foreign languages. However, the overarching evaluation focuses on English and maths

<sup>38</sup> Tutor Trust evaluation: [https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/tutor-trust-effectiveness-trial?utm\\_source=/projects-and-evaluation/projects/tutor-trust-effectiveness-trial&utm\\_medium=search&utm\\_campaign=site\\_search&search\\_term=trust](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/tutor-trust-effectiveness-trial?utm_source=/projects-and-evaluation/projects/tutor-trust-effectiveness-trial&utm_medium=search&utm_campaign=site_search&search_term=trust)

Figure 1: Tuition Partners—five programme phases



## Changes to the programme design

The EEF made some changes to the programme design throughout the evaluation period in response to Covid-19 restrictions and feedback from programme participants. Table 5 (below) shows the timing and detail of these changes.

On 4 January 2021, part-way through the tutoring programme, another national lockdown was announced and schools were told to close to pupils other than those whose parent(s) were keyworkers or who were identified as vulnerable. All other pupils returned to home-schooling/remote learning. This had a significant effect on the delivery of tutoring, which had been planned to expand in earnest in January 2021. During this period, the EEF agreed to allow providers to deliver at-home online tutoring in specific circumstances. This resulted in some schools taking up online at-home tutoring instead of the designed in-school tutoring model. However, many schools chose to wait to commence tutoring until schools reopened in March 2021 and, therefore, started tutoring later than planned. A number of key programme changes were made from this point in order to respond to the changing circumstances. These included:

- delivering online tutoring at home in specific circumstances during the period(s) of school closures to most pupils (early January 2021); this included some TPs that previously only offered face-to-face tutoring introducing an online offer—this change in provision had to be approved by the EEF for each TP including providing appropriate safeguarding arrangements;
- allowing TPs greater flexibility in online and face-to-face delivery targets (mid-January 2021); and
- expanding online, at-home delivery into weekend provision (end of January 2021).

The January 2021 period of school closures to most pupils resulted in a larger proportion of tuition being delivered later in the academic year than anticipated (largely compressed into the summer term), which increased pressure on school and TP scheduling of tuition and tutor availability. Delivery was also disrupted during the summer term of 2021 due to Covid-related absences of pupils and tutors. This affected the delivery of tutoring sessions and attendance levels, including group sessions, and whole year-group absences in cases where all pupils were recommended to self-isolate. To support increased tuition delivery in the shorter time available once schools reopened fully, the EEF made further changes to the programme:

- extending tuition delivery into the summer holidays (early March 2021)—noting that most schools chose to delay delivery until they re-opened rather than move to online tutoring; and
- allowing shorter blocks of ten hours of tuition for schools that had not yet started tuition later in the summer term so they could fit in blocks of tuition before the end of term (mid May 2021).

A condensed and delayed delivery period also meant that there was less time for outcomes to be measured and analysed by schools and TPs (at the time of IPE data collection).

Individual TP targets were amended as the programme progressed—both upwards and allowing greater flexibilities for TPs in key stage and regional targets.<sup>39</sup> These numbers in themselves did not affect the evaluation design.

In spring 2021, the government announced that the summer exams—including GCSEs and Year 6 statutory assessments—would be cancelled. On 25 February 2021, it was confirmed that GCSEs would be awarded based on teacher assessed grades. This had implications for the design of the impact evaluation (reported separately) and also for programme delivery in terms of how schools selected pupils for tutoring: for example, fewer Year 6 and Year 11 pupils were identified for tutoring. These numbers in themselves did not affect the evaluation design.

Table 5: Programme changes as communicated by the EEF to TPs

Programme changes announced by the EEF	Date	Further comments provided by the EEF (where relevant)
More flexibility with numbers of pupil for secondary schools	17/12/2020	NTP programme managers encouraged TPs to be more flexible with secondary school pupil numbers and confirmed that provision can be spread over fewer schools than originally suggested in their delivery plans. Originally there was a concern that schools would sign up large numbers of pupils (especially large secondary schools) so potentially fewer schools than anticipated would benefit. This demand did not materialise so guidance around numbers of pupils per school was relaxed. Requests for over 200 pupils should still be flagged but there was confirmation that these are very likely to be approved.
Delivering online at home during the period of school closures to most pupils or in specific circumstances	04/01/2021	At-home online delivery was first offered to TPs on 24/11/20 (although it was only expected to be delivered under very exceptional circumstances). On 04/01/21 TP programme managers confirmed that school closures to most pupils were an exceptional circumstance and encouraged TPs to continue with at-home, online delivery where appropriate. Note that not all TPs were approved for such delivery at the same time.
Full flexibility on delivery targets: key stages, online or face-to-face, and subjects	19/01/2021	TP programme managers encouraged TPs to meet school requests across any of these areas (key stages, online or face-to-face, and subjects) while sticking to regional delivery targets in the main (allowing a small 10% variation) to ensure a spread of provision across the country. Originally TPs had very specific targets (for example, 800 pupils online provision in the North East). Greater flexibility was granted to recognise remote delivery and differing demand from schools.
Extending the NTP during half-term breaks	27/01/2021	Confirmed that TPs could plan for schools to have in-school delivery during the Easter and May half-terms and the summer holidays if this is agreed by all.
Expanding online at home into weekends	27/01/2021	Confirmed that TPs could plan for at-home, online delivery continuing during the Easter and May half term break as well as the summer holidays, if the TP, school, and parents/guardians involved agree to this.
February funding round: additional pupils	12/02/2021	Application deadline: 5 February; application outcomes shared: 12 February.

<sup>39</sup> Additional information from EEF: The EEF projected, based on market mapping and surveying of likely school uptake, that 235,000 pupils could be reached in the first year of the National Tutoring Programme. This was based on the assumption that widespread school closures would not occur. To account for uncertainties in this estimate, the EEF was originally contracted to reach between 200,000 and 250,000 pupils by the Department for Education. When contracting with Tuition Partners, and assessing the amount of high quality tutoring that could be delivered by providers, the EEF contracted for over 250,000 pupils to be reached. This was also facilitated by the average cost of an hour of tutoring being lower than the original market mapping suggested. In October 2020, a small amount of additional funding (£4m) was made available from the Department for Education to support additional capacity for the programme to reach 215,000 to 265,000 pupils, taking the total funding allocation to approximately £80 million. However, with school closures to most pupils in spring 2021 it was clear that reaching the top of the range would be challenging with schools facing many competing demands on their time and with many schools choosing to delay the start of tutoring until pupils were back to face-to-face teaching. Tuition Partners were only paid for the sessions delivered.



		TP programme managers opened a short application round allowing approved tuition partners to apply for extra funding (from NTP funds still available after the initial funding round) to reach more pupils with NTP tuition in the academic year. Applicants had to demonstrate that they could fulfil their current allocation given the school closures to most pupils, as well as deliver to any extra pupils proposed. Due to school closures, fewer applications than initially anticipated, were received.
Up to 25% flexibility for specific regions	24/02/2021	Introduced flexibility for TPs to exceed their regional targets by up to 25% to meet school demand in the North East, Yorkshire and Humber, West Midlands, and South West.
Additional funding support following school closures to most pupils	03/03/2021	<p>Application deadline: 19 February 2021; application outcomes shared: 03 March.</p> <p>Due to school closures to most pupils, some TPs incurred extra costs, for example, an unexpected need to hire more tutors later in the year to cover more condensed and concurrent delivery than planned.</p> <p>TPs were able to apply for a small amount of extra funding (from NTP funds still available after the initial funding round) to cover such needs, including:</p> <ul style="list-style-type: none"> <li>• additional recruitment and training costs;</li> <li>• extra costs associated with at-home delivery and the scale-up of this, or costs incurred as a result of other delivery adjustments; and</li> <li>• extra school recruitment costs.</li> </ul>
Extending the NTP during summer holidays	05/03/2021	As there were some pupil places left, the EEF took the decision to extend NTP tutoring to be delivered over the summer holidays in order to provide maximum flexibility to support the DfE's summer catch-up plans and to ensure as many pupils as possible benefitted from the NTP offer.
March funding round: additional pupils	19/03/2021	<p>Application deadline: 12 March; application outcomes shared: 19 March.</p> <p>The second of two funding rounds was run in early 2021 to give TPs with capacity the opportunity to apply to support more pupils. TP programme managers only funded a small number of grants for TPs that were confident that they could meet their original delivery targets, and the extra proposed, within this academic year—including during the summer holidays.</p>
Shorter blocks of ten hours accepted in specific circumstances	18/05/2021	Given the limited time remaining in the school year, TP programme managers outlined some accepted circumstances for allowing schools to access shorter blocks for some pupils. This only applied to new blocks being booked by schools and not pupils already enrolled on the programme.

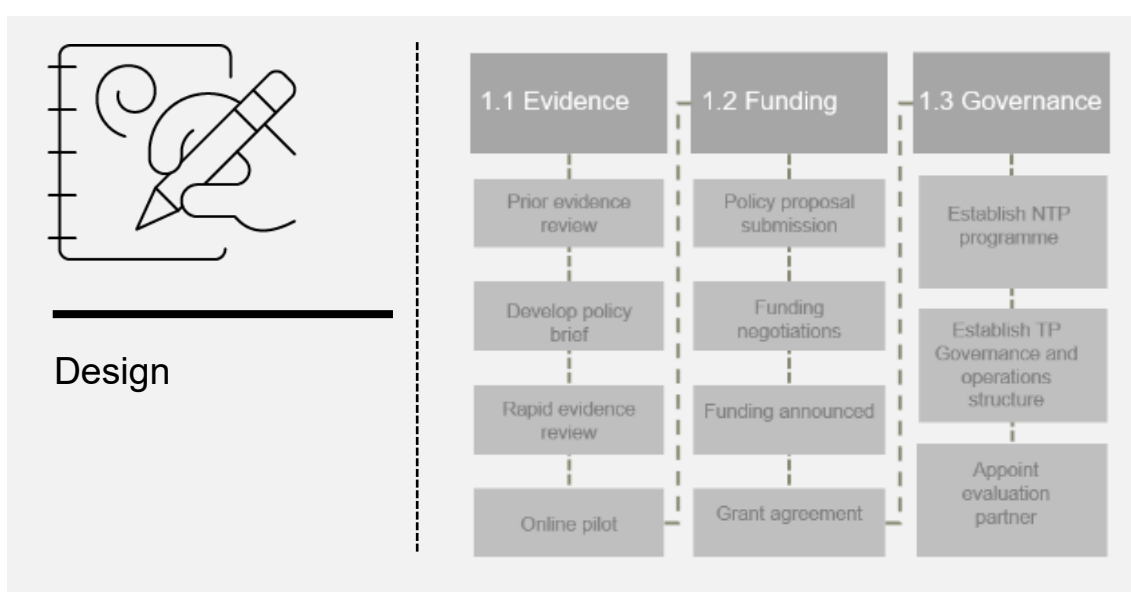
## Phase 1: Design

In this section we outline the design, implementation, and implications of the Design phase of the programme. This phase involved identifying the need for an intervention to address the impact of Covid-19 on the attainment gap between disadvantaged pupils and their peers and designing a programme to obtain funding and participation from relevant organisations and individuals.

As noted, this phase took place prior to the start of the evaluation. The IPE therefore included a retrospective review of phase activities based on interviews and workshops with TP programme staff and materials shared by the TP programme team.<sup>40</sup> The purpose of the review was to identify and document activities to inform the development of the logic model and programme phasing depiction (see previous section) rather than to assess how effectively these activities were conducted.

### Phase design

The Design phase comprised three sub-phases: evidence-based intervention development, funding application and award, and establishment of programme structures and governance arrangements.



### Phase implementation

As this phase was completed prior to the start of evaluation, we must assume that the implementation of the phase activities matches the description of the design provided by the EEF, as briefly discussed here.

Activities in the 'evidence' sub-phase, as described by the EEF project team, included the EEF reviewing existing data on affordable tutoring prior to developing a policy briefing (March 2020) on the potential impact of school closures to most pupils on learning and the attainment gap between disadvantaged pupils and their peers. This briefing outlined measures that could be taken to support schools and pupils, including the recommendation to engage a network of tutors to supplement support provided by teachers. The EEF also conducted rapid evidence reviews (April to May 2020)<sup>41</sup> to estimate the scale of the impact of school closures to most pupils on the attainment gap between disadvantaged pupils and their peers and organised an online tutoring pilot (June 2020)<sup>42</sup> to test how effectively disadvantaged pupils could be reached through online tutoring during school closures.

<sup>40</sup> See appendices for 'Approved Partners Induction Pack' and archived Year 1 website: <https://web.archive.org/web/20210227104833/https://nationaltutoring.org.uk/>.

<sup>41</sup> [https://educationendowmentfoundation.org.uk/public/files/EEF\\_\(2020\)\\_-\\_Impact\\_of\\_School\\_Closures\\_on\\_the\\_Attainment\\_Gap.pdf](https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf)

<sup>42</sup> <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/online-tuition-pilot>

Activities conducted in the 'funding' sub-phase included the DfE announcing a policy proposal for a National Tutoring Fund (June 2020) and a subsequent funding announcement (June 2020). This was followed by funding negotiations at the DfE to establish a National Tutoring Programme resulting in a grant agreement between the EEF and the Secretary of State for Education (July 2020) to develop and run the NTP Tuition Partners programme (or pillar) and between the DfE and Teach First to run the Academic Mentors programme (or pillar).

Prior to launching the NTP (August 2020), the DfE, the EEF, and Teach First established structures for governance and operations. This included a joint steering group for both the Tuition Partners and Academic Mentors programmes, with an overarching secretariat responsible for co-ordination between the two programmes, as well as branding, communication and stakeholder engagement and school recruitment support. The EEF also established a Tuition Partners delivery team with responsibility to run the TP programme, award and manage grants to providers, determine quality and evidence thresholds for providers, monitor and evaluate provision, manage communications with providers and schools, and work with providers to expand provision (with support from Impetus and Nesta). The final activity in this phase involved the EEF appointing NFER, the University of Westminster, and Kantar Public (the evaluation consortium, also referred to as 'the evaluator' in project documentation) to evaluate the programme.

## **Phase implications**

The outcomes of this phase were that the EEF reached a funding agreement with the Department for Education for the programme (in July 2020), identified a delivery team and governance structure, and contracted a programme evaluator (in September 2020).

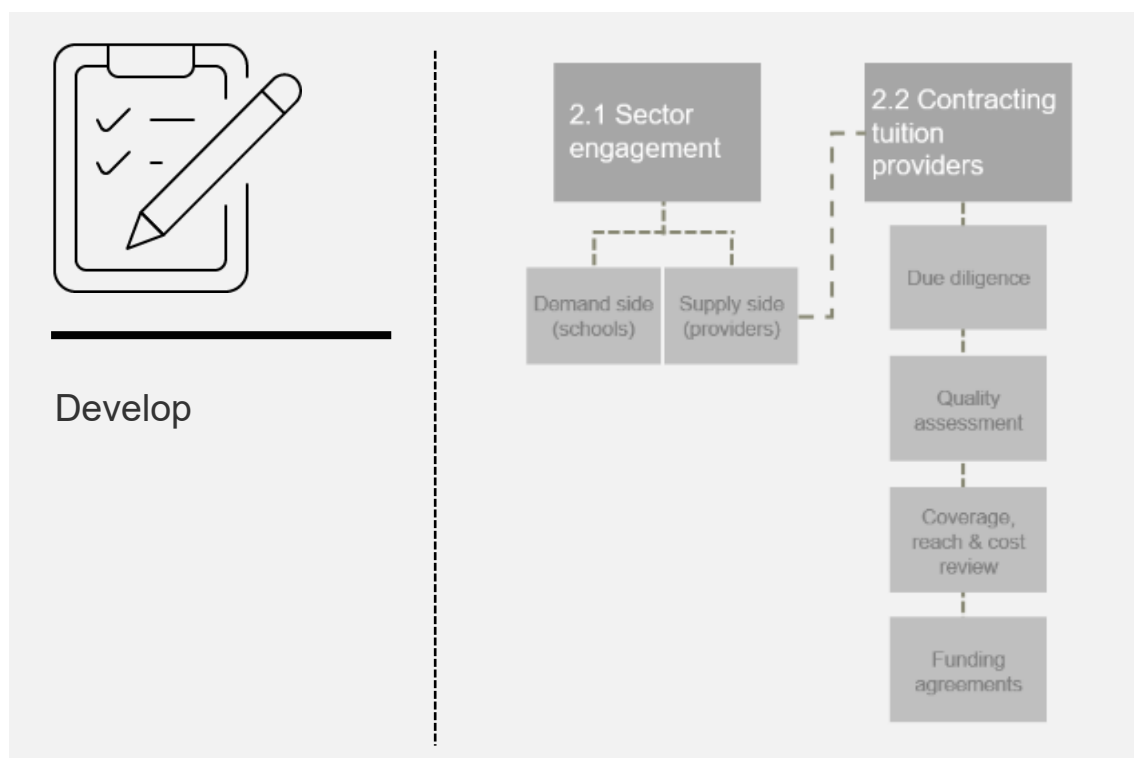
## Phase 2: Develop

In this section we outline the design, implementation, and implications of the Develop phase of the programme. This phase involved establishing the necessary infrastructure for programme delivery, including sector engagement to map tutoring supply and school demand, invite interest from schools and applications from tutoring providers, including a three part assessment of the eligibility, quality and capacity of providers.

Note that 'sector engagement' activities were completed prior to the start of evaluation, therefore we have limited findings regarding how these were implemented beyond reflecting high-level information provided by the TP programme team and findings about participants' awareness of the programme. The focus of this section is, therefore, on providers' experiences of applying for and being contracted to the TP programme.

### Phase design

The Develop phase comprised two sub-phases: sector engagement to understand supply from tutoring providers and demand from schools; and contracting tuition providers.



**Sector engagement** activities to understand tuition supply included the EEF mapping the tutoring market, surveying tutoring organisations, and hosting webinars to raise awareness of the programme among providers. Activities to understand school demand for tuition included the EEF conducting surveys and user research with schools, launching the NTP website, and hosting webinars, again to raise awareness of the programme and gauge interest.

Activities to **contract tuition providers** to the programme included issuing an application round (application form and guidance notes), reviewing bids (assessing eligibility, quality, reach, and value for money), followed by notification of successful bids and signing of grant agreements and finally populating the NTP website with information about contracted TPs to support school engagement.

### Phase implementation

The ways in which participants perceived the activities described above are outlined by sub-phase below.

## Sector engagement

As noted above, the IPE gathered limited data on 'sector engagement' activities. TPs and some schools recalled being contacted about the programme prior to the launch, including some recall of completing surveys and discussions about their interest in taking part. However, this was not explored in depth.

Most tutors, TPs, and school leads who took part in qualitative interviews for this evaluation were aware of, and understood, the broad aims of the programme. The exception here was some tutors that, early in the programme, reported not being aware of the programme prior to taking part in an IPE interview and were unaware which of the sessions they were delivering came under its remit.<sup>43</sup> That aside, across TPs, tutors, and schools the programme's aims were similarly perceived and broadly aligned with the core aim of the programme—to provide catch up tuition for pupils who had lost learning time because of the pandemic.

*'It's about supporting pupils catching up due to school closures and limited teaching and limited learning opportunities due to Coronavirus' (TP).*

*'My understanding is that it's the idea of catch-up programmes for individual students who have really lost out because of the pandemic' (tutor, maths).*

Participants in the qualitative interviews were generally able to recall the unique elements of the programme, including that it was delivered either 1:1 or in small groups (1:2 or 1:3), that sessions should be offered in blocks of around 15 hours, and that the programme included a focus on disadvantaged pupils.

Despite this broad alignment, there were differences in how TPs, tutors, and schools perceived the programme. TPs' understanding of the programme aims focused more on the programme targeting 'disadvantaged pupils' than either schools or tutors (as illustrated in the quote below). There was also a strong sense amongst TPs that evaluation was a key aspect of the programme; with evaluation being understood to be working to build an evidence base of impact and eventually embed tuition as an accepted intervention within the education system, widening access as a result.

*'It's an attempt to boost the learning that was lost by school closures, to bridge the gaps that have increased in terms of attainment, particularly between more advantaged and less advantaged pupils' (TP).*

Comparatively, schools' understanding of the programme aims focused more on its role in supporting in-school teaching. Here, it was understood to provide pupils with an opportunity to consolidate learning and focus on gaps in their knowledge as well as playing a role in building pupils' academic confidence.

*'It's about closing some of those gaps, but also boosting their confidence, giving students that contact when they have that opportunity to ask questions' (secondary school lead).*

Tutors who were aware of the programme emphasised the aim of the programme as addressing the missed learning due to school closures to most pupils. Similarly, classroom teachers primarily saw the programme as helping pupils 'catch up' through supporting their learning.

## Contracting tuition providers

The EEF received 393 grant applications from prospective Tuition Partners by the application deadline of 18 September 2021.<sup>44</sup> Organisations were assessed against EEF's eligibility and quality criteria then on reach and value for money and ranked. The quality criteria included:

- experience of working with schools;
- tutor recruitment and qualifications—including varied models, for example, TPs that solely recruited tutors with Qualified Teacher Status (QTS) and others that recruited and trained students with no prior experience of tutoring;
- tutor training;
- systems and processes for school and pupil communication;

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<sup>43</sup> Note that during the first wave of tutor interviews (spring 2021) some tutors may not have started delivering tuition through the NTP at the point of interview.

<sup>44</sup> See 'Application form and guidance notes' in separate Appendices document.

- experience of working with disadvantaged pupils;
- monitoring delivery;
- quality assurance and tracking progress; and
- evidence of impact.

If they passed these stages, then they were subject to detailed due diligence assessments in the areas of:

- safeguarding—safeguarding policy and procedures, safeguarding training and development, organisational structure and governance, safer recruitment policies and procedures, and specific practices for online tuition;
- financial health and governance;
- data protection governance and practice; and
- specific national security checks and compliance with employment agencies act and conduct regulations.

Due diligence checks were carried out in October 2020 followed by negotiations over the scale of organisations' proposals to address any 'cold spots' (geographical, subject, specialisms). Ultimately, 33 organisations achieved a grant agreement with the EEF and were formally announced via the NTP website on 31 October 2020.

Organisations that were successful in their application (referred to as TPs) typically described the application and contracting stages of the programme as straightforward. However, there were elements that some found challenging, including the perceived inflexibility of the application process and programme structure, lack of understanding of the assessment and selection process, and the short timeframe between selection and delivery. TPs experiences in these areas are outlined below.

The **application process** was described as thorough, appropriate, and as expected for many TPs. However, smaller TPs and those with less experience of formal procurement processes, including some new or non-profit TPs, reported challenges. These TPs described finding the process lengthy and detailed. They specifically mentioned that the level of detail required in preparing necessary paperwork was challenging for smaller TPs with relatively fewer resources.

*'We didn't have any additional resource for submission but it was pretty all-consuming while it was happening ... Every component seemed to take longer than we realised it would' (TP).*

Smaller TPs felt the application was designed with larger providers in mind, reflected in the language used; for example, references to 'responsible person for specific functions', which in relatively smaller organisations was unrealistic. They described it as frustrating to fit their organisations' structure into the application. Less experienced TPs also described struggling to forecast or anticipate the scale of school engagement, as well as school and/or pupil needs to inform their application. These TPs subsequently described feeling tied to targets they felt were based on limited information.

The **programme structure** set out that 15 hours of tuition should be provided either 1:1 or in small groups (1:2 or 1:3) and in school. While this aligned with the existing model of tuition offered by some TPs, for others the lack of flexibility in the programme structure was unusual. For example, they expected flexibility to offer more or fewer hours or at-home sessions to meet pupils' needs. These TPs were surprised by the perceived rigidity of the programme as they were used to working with schools in a more flexible way.

*'As a business we try to be as flexible as possible, so it's been odd for us not to be able to say, "Oh we can work with a child at home that's no problem . . . we can do it out of hours, that's no problem.' So it's different for us working in quite a structured manner' (TP).*

*'We had experience in it so it wasn't really a problem for us, it was a small change to the model' (TP).*

TPs' awareness of the **assessment and selection criteria** for providers was mixed. Those who felt uncertain about the criteria said that more information would be helpful to applicants. For example, one reported a lack of clarity about how tuition quality would be assessed, which left them with the sense of 'not knowing where the goal posts were'. Linked to this, while most TPs interviewed in the early stages of the programme felt the selection process was sufficiently transparent, a number of (smaller) TPs highlighted a desire for greater transparency. These TPs reported a perceived lack of feedback from the EEF about how they met the criteria and suggested that more detailed feedback would help them with future applications if the programme was extended.

Many TPs commented on the **short turnaround period** between final notification of selection (20 October 2020) and the expected commencement of delivery (4 November 2020), expressing that the period was insufficient and resulted in planning challenges. Smaller TPs in particular found it difficult to quickly mobilise once they had been selected.

*‘Our biggest challenge was the timelines between the procurement process opening, decisions being made, and being able to really get things going’ (TP).*

## Phase implications

Develop phase activities resulted in 33 TPs contracted to meet projected demand. The TPs varied by size, type (for profit or non-profit), region, coverage, and mode (face-to-face, online, or hybrid). As a result, the Develop phase successfully established the intended outcomes for this phase, as described by the TP programme team.

Below we reflect on the implications of the findings across both sub-phases.

### Sector engagement

As noted, the IPE had a limited focus on this aspect of the TP programme. The experiences and understandings reported here suggest a varied picture in terms of awareness of the programme as well as aligned understandings and perceived aims of the programme amongst TPs, tutors, and schools. This suggests that more could have been done to promote awareness and ensure a unified understanding of the aims of the programme, particularly around the stated intervention design—to provide high quality tutoring targeted at disadvantaged pupils, to address the increased attainment gap between disadvantaged pupils and their peers due to school closures to most pupils and the loss of teaching time due to Covid-19—for example, by providing more explicit guidance to schools about selecting socioeconomically disadvantaged pupils.

This is worth reflecting upon given the potential implications for the quality, effectiveness, and impact of tutoring and the programme as a whole, considered in greater depth in later sections of the report (see Mobilise: pupil selection and RQs: Reach). Learnings may be taken from this for future programmes to ensure an enhanced focus on driving awareness and depth of understanding of the programme aims and objectives across all stakeholders (TPs, tutors, and schools).

### Contracting tuition providers

Overall, TPs experiences of the contracting process were positively reported. However, TPs’ feedback also highlighted relevant learning points.

TPs identified challenges with the application design, which they felt lacked flexibility and indicated limited understanding at a programme level of the divergent organisational structures and internal arrangements of TP institutions. Subsequently, for future programmes and contracting opportunities, TPs felt it would be advisable to design a flexible application, where feasible, to suit these divergent institutional arrangements. Not only would this improve TPs’ application experience but it would demonstrate an understanding of the supply side landscape, which in turn may build greater trust and rapport within these contractual relationships.

Furthermore, TPs expressed a desire for greater transparency around the selection process and application feedback. This suggests that awareness of the assessment criteria was limited and greater provision of information would be helpful to applicants.<sup>45</sup> Future programmes could improve providers’ experience of the application process by providing (a) clear communication of the assessment criteria and selection process and (b) detailed application feedback on criteria grading.

Finally, TP feedback highlighted challenges with the short turn-around period between notice of selection and the delivery start date. Although there is no evidence to suggest a significant effect on the quality, effectiveness, or impact of programme delivery, increasing the period between selection and delivery was a clear preference for participating TPs to allow a longer mobilisation period.

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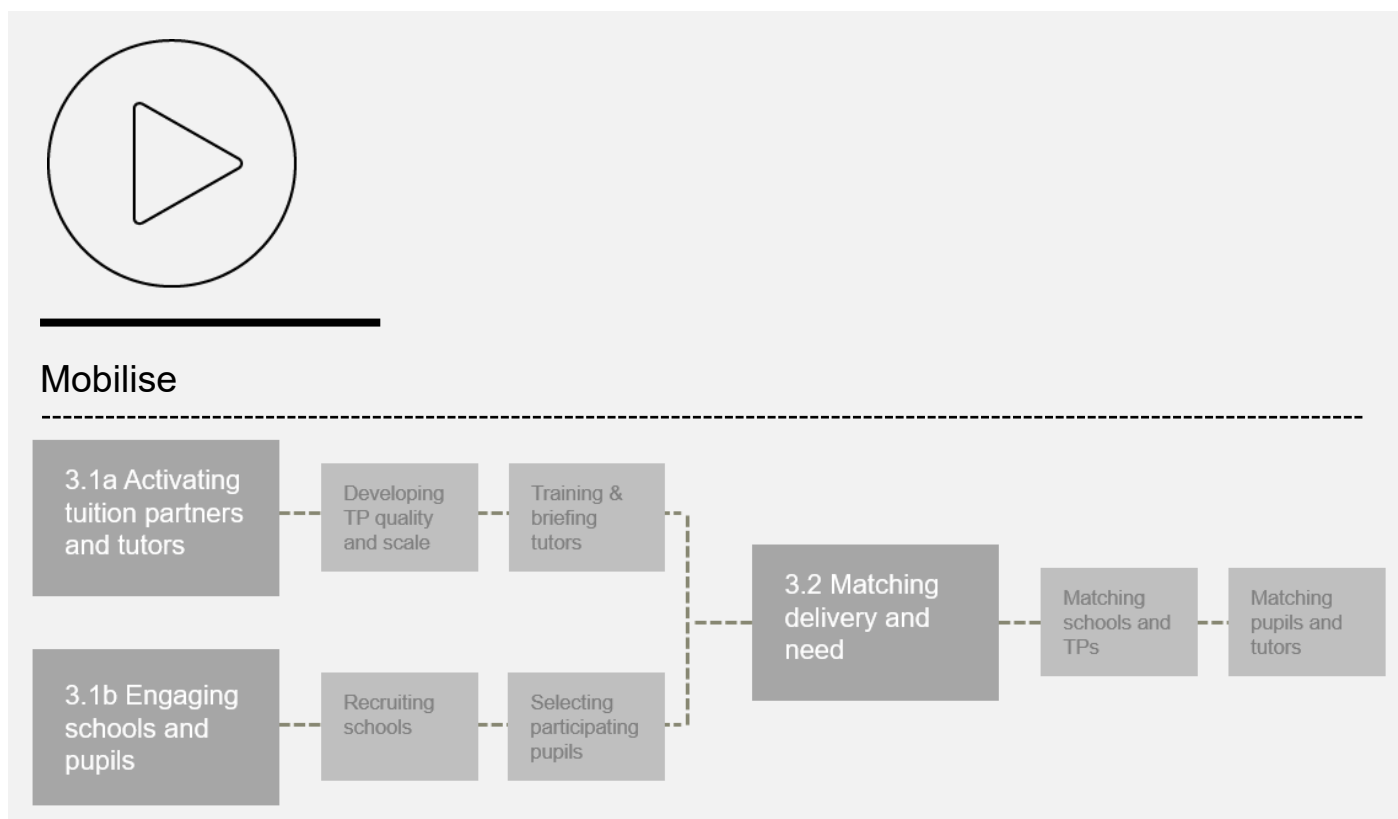
<sup>45</sup> Assessment criteria were specified in the application form and guidance notes within the online application form.

## Phase 3: Mobilise

In this section we outline the design, implementation, and implications of the Mobilise phase of the programme. This phase involved putting in place the necessary resources, processes, guidance, training, standards, and reporting protocols to ensure sufficient delivery capability, quality, and scale amongst tutoring providers, participation of schools, and suitable matching of provision and supply.

### Phase design

The Mobilise phase comprised three sub-phases: activating tuition partners, engaging schools and pupils, and matching delivery and need.



The first sub-phase, to **activate TPs and tutors**, sought to develop TP supply to meet projected scale and quality requirements. The outcomes this sub-phase sought to achieve included the recruitment, training, and briefing (to meet EEF requirements and grant agreement terms) of a sufficient volume of tutors to meet anticipated demand. Activities designed to achieve these outcomes included capacity-building support for TPs (delivered by Nesta and Impetus) and TP training and briefing of tutors. Capacity-building activities were designed to deliver generic support for all TPs, best practice guidance, four workshops, review meetings, coaching responsive to individual TPs' needs (consisting of three two-hour sessions) and a review meeting at the end of the academic year, together with peer-to-peer support. Outputs of this sub-phase were anticipated to include (a) tutoring best practice guidance, (b) safeguarding protocols, and (c) TP development resources.

The second sub-phase aimed to **engage schools and pupils** to participate in the programme. The outcomes this sub-phase sought to achieve included the recruitment of sufficient numbers of schools, signed up to an MoU with a TP, and pupils being selected to participate. Activities through which this was designed to be achieved included school engagement via the NTP website (to register interest), information-giving events, reach and engagement research (what works to reach schools), and TP marketing and engagement activities. Following recruitment activities focused on school participation, schools were required to identify pupils to participate together with target subjects. Finally, schools were asked to share information with TPs regarding the pupils engaging in the programme.



The third sub-phase aimed to **match delivery and need** by establishing connections between TPs and schools and then within schools between tutors and pupils. The intended outcomes were successful tutor-pupil matching<sup>46</sup> and TPs able to meet demand (matching with tutors with sufficient coverage, skillset) and programme able to meet demand (sufficient funding). Activities designed to achieve these outcomes included pupil grouping for tuition (completed by schools) and tutor-pupil matching (by subject, age range, mode) anticipated to be a collaborative effort between schools and TPs.

## Phase implementation

The three sub-phases of mobilisation were in-part conducted concurrently, although there were some sequential elements. Mobilise was a rolling phase that overlapped with the subsequent phase, Deliver, as schools signed up to the programme throughout the 2020/21 academic year.

The ways in which participants perceived the activities is outlined by sub-phase below.

### Activating TPs and tutors

This sub-phase covered two distinct elements: developing TP quality and scale (comprising both NTP TP programme management and capacity building support provided by Nesta and Impetus); and recruiting, training and briefing tutors.

#### *Developing TP quality and scale*

**The TP programme management** was broadly viewed positively by TPs throughout the programme. TPs appreciated having an individual programme manager assigned to them who could answer questions and provide guidance on specific issues. TPs described good working relationships with programme managers, generally finding them helpful and responsive to questions. Although some TPs reported finding responses from their manager to be slow at times, TPs recognised that delivery took place during unprecedented circumstances. It is worth noting that TPs were not always clear on the difference between the relationship with their programme manager and the 1:1 Nesta/Impetus capacity-building support (more detail provided below under 'capacity building').

*'EEF did a great job [managing the programme] and actually a job I'm not sure many others could have done in the timeframe—they were very good to work with throughout. Really nice people who desperately want to make a difference' (TP).*

A stated challenge for TPs was the administrative burden and resource-intensity of programme reporting requirements (collection of monitoring data) in terms of the detail, length and frequency required. This was particularly acute for smaller teams and those unable to automate the reporting of monitoring data. Some TPs, while recognising the importance of reporting, questioned the frequency requirements, highlighting that the differences in data were often minor between reporting intervals.

Reporting processes also presented challenges, with some TPs saying they found the templates difficult to use. TPs said they would have benefitted from knowing the reporting requirements in advance, and for data requirements to remain consistent throughout the programme, as some struggled when monitoring information requirements were changed.

*'The big headache is the data submissions and the requirements around that. It's super onerous, and we're a small team' (TP).*

A common view among TPs was that the EEF could have played a bigger role in communications about the TP programme across three areas. First, TPs thought that the EEF could have provided examples of good communications to help engage schools and parents. Second, some would have preferred more programme-wide announcements to come centrally from the EEF, rather than TPs communicating individually to schools (such as the expectations of participating schools and the introduction of 'online at home' in response to further school closures). Third, some TPs wanted the EEF to promote the programme more with the press. TPs noted that there were some negative reports about

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<sup>46</sup> Note that this was not defined, and for the purpose of this evaluation was assessed based on participant perception.

the NTP and a few occasions where TPs themselves experienced negative press. In these cases, TPs were grateful for support from the EEF and guidance on how to respond.

*'I think the media has been negative. I think the EEF has done a superb job of administering and running the programme in every respect, but the one area I'd say that I would have liked to have seen the organisation do better is in PR' (TP).*

**Capacity-building support** was provided by Nesta and Impetus, with activities including six workshops, 1:1 support, and eight facilitated peer support sessions. Overall, TPs described mixed levels of perceived need for individual capacity-building support from Nesta/Impetus and most valued opportunities for peer learning and knowledge-sharing about common challenges.

Capacity-building **workshops** included sessions on implementation planning (including ensuring programme fidelity when scaling up, online safeguarding, and data protection), programme refinement (including supporting tutors moving online and parental engagement), and impact management (including student baselining, tracking delivery, and governing for impact). TPs that attended the workshops reported positive experiences with most saying they found the sessions interesting. However, feedback suggests that as TPs' needs were so varied (for example, different levels of experience of delivering online tuition or of assessing the impact of tuition), TPs recognised it was sometimes challenging for Nesta and Impetus to pitch workshops at the right level. Some TPs reported feeling that the workshop material did not cover new information while others felt the content was too advanced.

Engagement with workshops also varied with smaller TPs more likely to report that they did not always have sufficient time to attend. Others reported feeling the content was not relevant to them, usually based on their size or type of delivery model. Despite these issues, there was a sense that the workshops became more tailored to TPs' specific needs over time and TPs particularly appreciated workshops that had a specific focus (for example, online delivery of tuition).

*'There could have been really useful learning but we just didn't have that time ... Ironically now, I'd quite like to go back and talk about what we might do over the next couple of years to scale up further' (TP).*

The perceived value of the capacity-building **1:1 support** varied across TPs. More established TPs reported minimal benefit from 1:1 coaching, believing that they had more direct experience than Nesta/Impetus. Some of these TPs described feeling that Nesta/Impetus were getting more out of the sessions than themselves in terms of learning about programme delivery to support less well established TPs. However, TPs that recognised they needed support found the sessions useful and sought more frequent contact. These felt the sessions helped them find solutions, for example, to refine and improve their marketing strategy. There was a sense among some TPs that the usefulness of the sessions was somewhat limited by the timing as sessions took place in the midst of delivery so it was too late to make changes.

*'You're in the thick of it and there is nothing you can change at that point to change delivery' (TP).*

As noted above, there was occasionally some confusion among TPs regarding the difference between their Nesta/Impetus mentor and their TP programme manager and some wanted greater clarity about the relationships between them. For example, TPs were uncertain about whether information given to Nesta/Impetus was automatically shared with their TP programme manager or if it needed to be communicated to both parties.

Capacity-building **peer support** was the most valued element of the capacity-building activities among TPs. There was a sense that Nesta/Impetus had created a collaborative, rather than competitive, environment where TPs could come together and discuss challenges and solutions in a supportive atmosphere. Not only did TPs value the forum as a sounding board and a place to share best-practice, they also reported a sense of belonging and felt reassured that other TPs were experiencing similar issues.

*'Where I think Nesta have played a very important role is facilitating and nurturing the community of TPs and giving them a forum to discuss' (TP).*

TPs shared a number of suggestions for improvements to capacity-building support:

- workshop sessions tailored by TP size and delivery model, to be shorter or more frequent, and with a clear focus area so TPs could decide which are relevant to attend;
- retain the peer-to-peer element of the support while addressing concerns about sharing commercially sensitive information with other TPs and Nesta/Impetus;
- resources to support less experienced TPs with establishing evaluation and monitoring tools;

- more definitive guidance on tuition best practice; and
- Q&A sessions with Nesta/Impetus—for prompt and direct responses to queries.

### *Recruiting, training, and briefing tutors*

According to the tutor monitoring data, a total of 26,191 tutors were recruited to deliver tuition through the programme. A higher proportion of female tutors were recruited (70% vs 29% male). A small proportion of tutors (6%) worked for multiple TPs.

Despite high interest from tutors and a high volume of applications, some TPs found it challenging to attract sufficient tutors for several reasons. Some TPs, particularly those requiring qualified teacher status (QTS) or higher levels of experience, struggled to find tutors with the skills or experience they sought. TPs also faced difficulties finding tutors who were willing to work face-to-face after lockdown. TPs that struggled with tutor recruitment adapted by bringing on more staff to oversee recruitment (for example, employing more people or moving internal resource to focus on delivering NTP tuition) and relaxing eligibility criteria, for example dropping the QTS requirement.<sup>47</sup>

*'We changed the type of person we were looking for to become a tutor' (TP).*

The range of tutors participating in the TP programme is reflected in the variation of tutor qualification and experience outlined here. Note that the following data reflects the varied models for recruiting and training which TPs contracted through the programme applied; for example, some TPs solely recruited tutors with QTS status while others recruited and trained students with no prior experience of tutoring. According to the tutor monitoring data, teacher or student were the most common occupations—three in ten (30%) were teachers (including SENCo) and a third (34%) students. The next most common was the occupation of tutor at 7%. A substantial proportion of tutors had worked as a tutor for less than a year (38%). Beyond that, three in ten (29%) had worked as a tutor for one to two years, 9% for three to four years, 8% for five to ten years, and 15% for more than ten.

As the programme progressed, a few TPs reported seeing applications from more experienced tutors and greater interest from teachers wanting to become tutors. This was felt to be caused by the normalisation of online tutoring.

*'It is now more of a legitimate option for teachers to do online tutoring than maybe it was before the National Tutoring Programme' (TP).*

Larger or more experienced TPs reported fewer difficulties recruiting tutors. They described using established processes including advertising, CV filtering, and interviewing. These TPs also tended to have more staff capacity to oversee recruitment and more funds available for advertising compared to smaller TPs. More recently-established TPs reported additional process challenges including establishing secure systems and legal processes required to support recruitment such as online portals to hold tutors' data securely and drawing up tutor contracts.

TPs' approaches to tutor training varied considerably, ranging from one-off sessions to more intensive programmes, and TP training did not consistently cover the NTP. TPs described providing training that ranged in length from a few hours to three weeks. Training typically included required modules, which also differed across TPs, and some TPs offered optional modules such as subject-specific training or sessions on teaching styles and methods. In wave two of the tutor survey (n = 3,317), the most common types of training that tutors reported receiving were safeguarding (93%) and guidance on how to tutor pupils online (86%). As the programme progressed, some TPs offered follow-up webinars and peer-learning sessions and a number of TPs reported updating their training for tutors on online delivery for tutors who were less experienced with technology or when online platforms were updated. TPs' approach to training tutors specifically for NTP delivery ranged from not making changes to normal training (except for moving delivery online), tailoring existing training by adding a module or section about the TP programme, through to the wholesale development of a bespoke training plan for the programme.

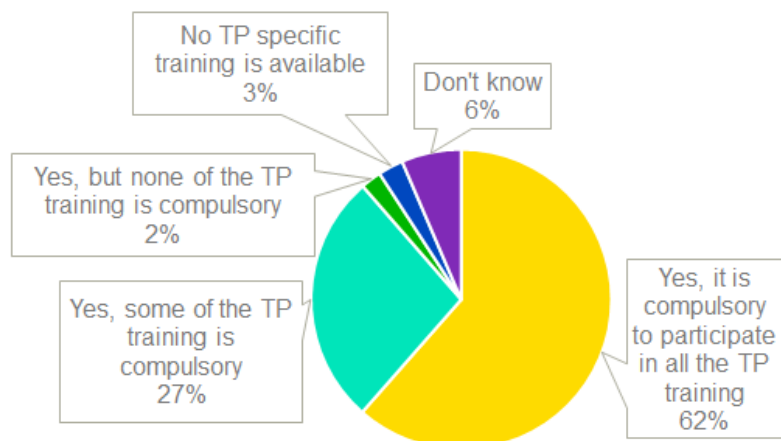
According to the tutor monitoring data, 99% of tutors were offered training. As shown in Figure 3.1, in the tutor survey (n = 3,741, tutor survey wave two), 91% of tutors said they were offered training with 62% reporting that it was compulsory to participate in all training. This was an increase from the wave one survey (n = 6,513) where just over half (53%) of tutors said that it was compulsory to participate in all training. In the qualitative interviews, tutors described

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<sup>47</sup> Additional information from EEF: Note that this example was not an EEF requirement, and the TP would have discussed the issue with EEF, including in relation to tutoring price.

more mixed awareness and engagement with training, with some unaware of what was offered by their TP beyond initial safeguarding requirements as part of their recruitment process.<sup>48</sup>

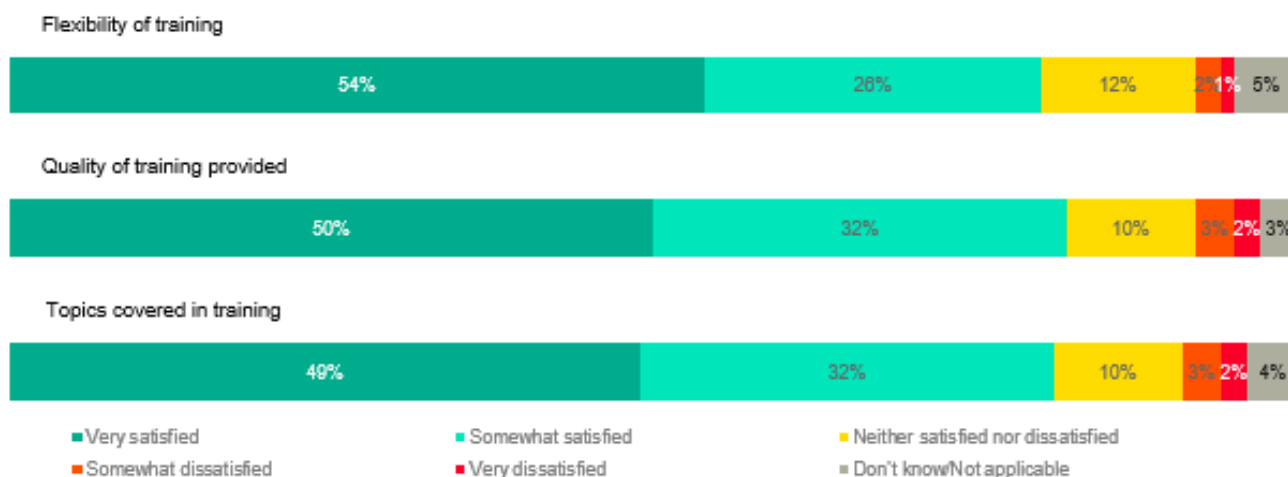
**Figure 3.1: Tutors offered training, according to the tutor survey**



Source: tutor survey wave two.  
Base: wave two: 3,741.

As shown in Figure 3.2, tutor satisfaction with the training offered was high, with around 80% of respondents saying they were somewhat or very satisfied, and approximately half reporting to be 'very satisfied' for each metric tested—flexibility of training, quality of training provided, topics covered in training.<sup>49</sup>

**Figure 3.2: Tutor satisfaction with training**



Source: tutor survey wave two.  
Base: varied per statement.

Corresponding to the positive responses about training, about three quarters (76%) of tutors in the second wave survey (n = 2,219) reported feeling 'very well' or 'well' prepared to tutor pupils. However, feelings of preparedness were lower among secondary school tutors (72%) compared to primary (84%). Differences in levels of preparedness were also linked to tutor experience, with 38% of tutors with QTS status reporting that they felt 'very well prepared' to deliver tuition compared to 25% of those without (tutor survey, wave one, n = 4,114).

In the qualitative interviews, more experienced tutors and those with QTS status reported lower training needs, while less experienced tutors reported wanting more help in terms of planning sessions, mock session role-play, and greater

<sup>48</sup> The NTP application quality assessment included a minimum requirement for training on how to use systems and safeguarding. The highest quality assessment also covered training on best evidence on good tutoring, and comprehensive cover on all aspects of pedagogy/curriculum design.

<sup>49</sup> Base sizes varied per statement but was at least n = 6,349.

peer support. A desire for additional practical training to deliver tuition online was reported across tutor types early in the programme, although the second wave tutor survey suggests that tutors became more aware of training in this area over the course of the programme. Some experienced teachers who were new to tutoring reported wanting more training on the differences between classroom teaching and 1:1 or small group tuition. Just over half (56%) of tutors said that tutoring small groups was included in the training they were offered (wave two tutor survey, n = 3,317).

As noted, awareness of the TP programme among tutors was mixed. Some TPs included specific information about the purpose and features of the programme as part of their training; in the wave two tutor survey (n = 3,317), 59% of tutors mentioned this. However, this was not universal and the qualitative interviews highlighted that while some tutors were aware of the purpose and features of the programme, others only had a vague understanding or were unaware of the programme until contacted to take part in the evaluation. Even among those who were aware, it was not always clear whether their pupils—or which of their pupils—were part of the programme.

## Engaging schools and pupils

This sub-phase of Mobilise covered activities to encourage schools to sign up for the programme and then, within schools, to identify pupils to participate.

### *Recruiting schools*

#### About the schools involved

According to the monitoring data provided by TPs to the evaluator, 6,082 schools signed up to the TP programme during the academic year 2020/21. The majority were primary schools (67%) followed by secondary schools (29%) with a few all-through schools, alternative provision, and other providers (less than 5%). However, as shown in Table 6, the secondary school proportion (29%) was greater than the proportion of secondary schools in England (14%): 54% of secondary schools in England signed up. A smaller proportion of primary schools (67%) signed up to the programme compared to the proportion of primary schools in England (75%): 24% of primary schools in England signed up.

**Table 6: School type**

School type	TP programme schools*		All schools in England**	
	N	%	N	%
Primary	4,074	67	16,785	75
Secondary	1,747	29	3,248	14
All-through	93	2	158	1
Other: PRU, alternate provision, etc. or unknown	168	3	2,262	10

\* Source: Data from school sign-up MoUs provided by TPs to NFER (academic year 2020/21), matched to GIAS information (the government's 'Get Information About Schools' service) using school URN.

\*\* Source: GIAS data accessed 23 March 2022. Schools defined as 'open' and not 'colleges', 'independent schools', 'universities', or 'Welsh schools', not having only 'Nursery' or only '16 plus' as their phase of education, and not having 'Welsh (pseudo)' or 'Not Applicable' as their region.

There were more larger schools involved in the primary phase than there are large primary schools in England (and similarly, fewer small TP primary schools than there are small primary schools in England). The proportions of small, medium, and large secondary schools that signed up reflected the national picture.

Most schools participating, 61%, were rated as 'good' by Ofsted, 12% as 'outstanding', and 10% as 'requires improvement' (Table 7). Schools that signed up to the programme covered the range of Ofsted ratings—representative of the national picture.

**Table 7: Ofsted rating**

Ofsted rating	TP programme schools*		All schools in England**	
	N	%	N	%
Outstanding	700	12%	2,935	13%
Good	3,736	61%	13,652	61%
Requires improvement	627	10%	1,794	8%
Inadequate	46	1%	160	1%
Unknown	973	16%	3,912	17%

\*Source: Data from school sign-up MoUs provided by TPs to NFER (academic year 2020/21), matched to GIAS information (the government's 'Get Information About Schools' service) using school URN.

\*\*Source: GIAS data accessed 23 March 2022, as above (note to Table 6).

The programme aimed to reach disadvantaged schools, which, for the programme reporting purposes of TPs and the EEF, meant schools with 24% or more pupils eligible for PP. As shown in Table 8, around three-fifths (59%) of schools met this definition.<sup>50</sup> This compares to 46% of schools nationally, that is, there were more schools in the 'disadvantaged' category taking part in TP programme (which might be expected).

**Table 8: School-level Pupil Premium programme reporting categories**

PP percentage	TP programme schools*		All schools in England**	
	N	%	N	%
Below 24%	2,422	40%	10,976	49%
24% and above	3,596	59%	10,440	46%
Unknown	64	1%	1,037	5%

\* Source: Data from school sign-up MoUs provided by TPs to NFER (academic year 2020/21), matched to GIAS using school URN and to government publications of Pupil Premium allocations (2020/21).<sup>51</sup>

\*\* Source: GIAS accessed 22 June 2022 and government publications of Pupil Premium allocations (2020/21).

Of note, 436 of the TP programme schools were recorded on the TP dataset as also being involved in the Academic Mentors programme (7.2%).

While there were more primary schools involved in the programme, according to the school leads' survey, secondary schools (on average) put forward more pupils for tuition than primary schools (means of 74 and 35 pupils respectively).

**Activities to engage schools** in the programme included TPs working with schools with which they had existing relationships, TPs conducting their own marketing efforts, as well as responding to school interest expressed through the NTP website. According to the school leads survey (n = 1,380), the most common ways schools heard about the programme was through the NTP website (47%), followed by press coverage (23%).

<sup>50</sup> As schools signed up to the programme, TPs recorded schools' Pupil Premium figures and provided the data to the evaluator as part of the school-level monitoring data. On that dataset, 48% of TP programme schools were recorded as having 24% or more pupils eligible for Pupil Premium (out of schools where this was known). We report the data matched to that of the GIAS here as there is only 1% missing data as a result of this matching.

<sup>51</sup> <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021>

Interest from schools was initially higher than anticipated and TPs described needing to carry out less direct marketing than originally planned. Existing relationships between schools and TPs was a key source of information exchange about the programme, with schools that already had experience working with TPs seeing the programme as an opportunity to expand tutoring and reach more pupils.

*'It made sense, we were already using [TP], we were happy with them, we thought they did a good job, and this helped support us' (primary school lead, urban, London).*

As part of the wider TP programme evaluation, NFER conducted additional research into the effectiveness of different types of school recruitment emails (Harland et al., 2021). This research highlighted that schools' decisions to sign up to the programme were influenced by three factors: the perceived educational value of tutoring, considerations about the practical delivery of tutoring, and the affordability of tuition provision. Future school recruitment emails could, therefore, be enhanced by providing greater clarity about logistics, the flexibility to adapt the support to schools' and pupils' needs, and cost information. In addition, brief examples of how other schools have implemented the support could be included.

While tutors' involvement in school engagement was minimal, schools reported buying more tuition places when they had good experiences, indicating that positive experiences with tutors might have helped to keep schools engaged.

In relation to **school sign-up**, interest from schools was high from the outset of the programme with requests for more pupils per school than expected by TPs. In response, several TPs described setting maximum pupil limits per school to ensure schools were selecting pupils with the highest needs or instituted a 'first come first served' policy.

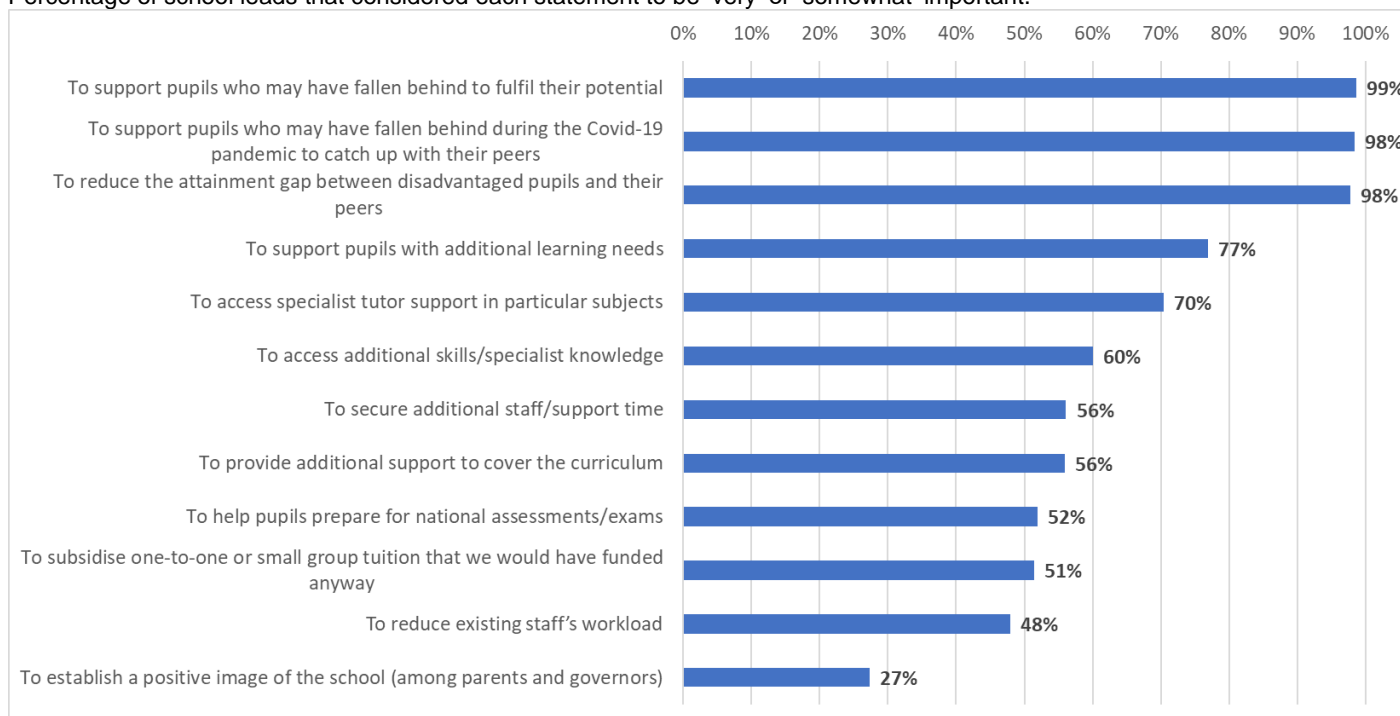
*'For us, the decision was just taken that as a one-to-one Tuition Partner we're not going in there to teach a whole class of children, we're there to help the most vulnerable learners, so 15 to 20 [pupils per school] sounded like a reasonable maximum' (TP).*

According to the school leads survey, the majority (58%) found the process for signing up to the programme either very good or good, with just 4% rating it as poor or very poor (n = 2,238; school leads survey waves one and two). In the qualitative interviews, schools expressed some frustration with sign-up timings and TPs taking time to match schools with tutors. These experiences are likely to reflect the changing context of school closures and associated fluctuations in school demand (more detail provided below).

In the qualitative interviews, school staff reported feeling immediately motivated to take part upon hearing about the programme, seeing it as an extension of existing catch-up work they were undertaking. The top three factors school leads cited in the survey as reasons to take part in the programme were to support pupils to catch up, support pupils to fulfil their potential, and reduce the attainment gap for disadvantaged pupils (all 98%–99%, school lead survey wave two, n = 973; see Figure 3.3). Secondary schools put more emphasis on helping pupils prepare for exams (40% vs 9% for primary schools) and accessing specialist support (51% vs 33%) while primary schools placed more emphasis on the importance of securing additional staff time (32% vs 15%; school lead survey wave two).

**Figure 3.3: Motivating factors for involvement in the TP programme**

Percentage of school leads that considered each statement to be 'very' or 'somewhat' important.



Source: school lead survey, wave two.

Base: 973.

While interest was initially high, TPs reported that the subsequent lockdown and school closures to most pupils (January to mid March 2021) slowed down demand as many schools chose to pause tuition. Many TPs adapted by offering online tuition and some chose to focus efforts on the schools that wanted online delivery. TPs were later 'inundated' with requests to restart when schools reopened after Easter. As there were just 15 weeks of term remaining, this added pressure to the 15-hour block size and some TPs and schools had to flex their design to complete the 15 hours within the academic year, for example, by running longer sessions, offering multiple sessions per week, or intensive tutoring programmes over a shorter period.<sup>52</sup>

*'I will definitely say the interest has slowed down. But I think that's more to do with the school closures and the fact that schools are trying to deal with the immediate issue of moving to online lessons' (TP).*

*'It didn't make sense to be looking for on-site provision ... when there was every chance or possibility that we would end up in a situation where they weren't going to be able to be on site, or the children wouldn't be on site' (secondary school lead, East Midlands).*

*'There was no way we could deliver a 15-week programme when you're starting it in May or June. We became more flexible around the way we delivered some of that' (TP).*

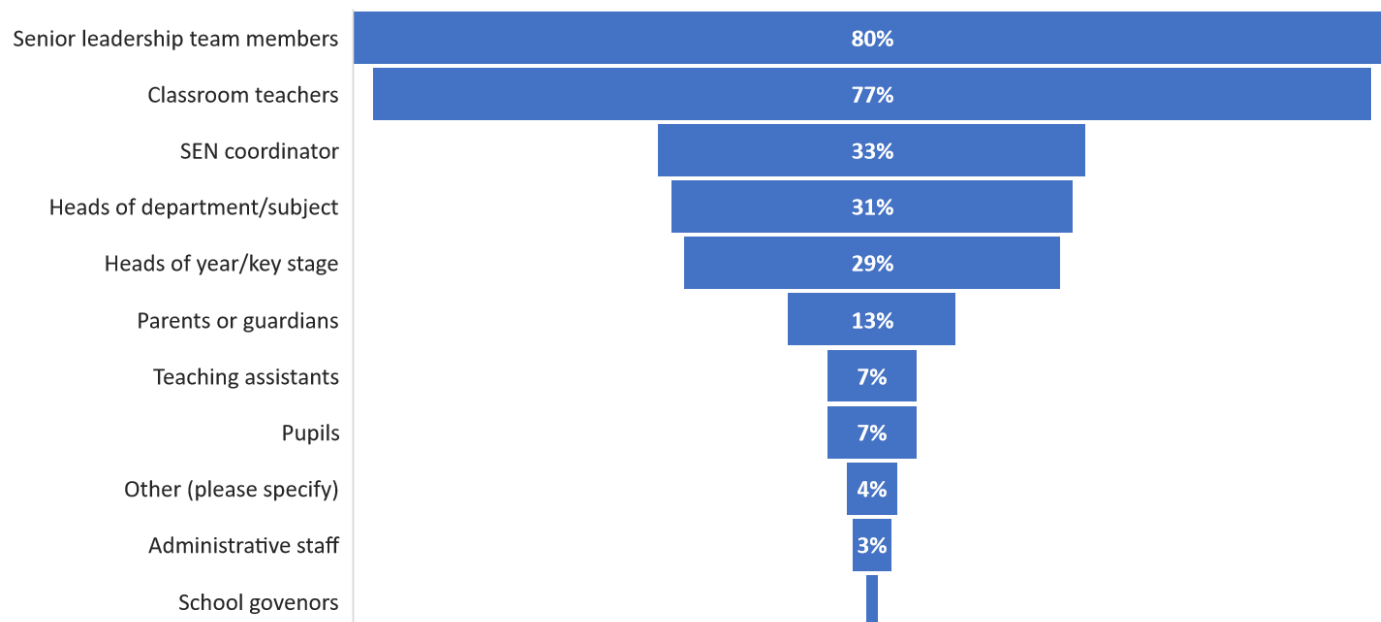
#### Selecting participating pupils

Schools were responsible for selecting pupils for tuition. In the school leads survey (see Figure 3.4), 80% said that pupil selection involved senior leadership team members and 77% said that classroom teachers were involved. Primary schools were more likely than secondary schools to involve classroom teachers in pupil selection (87% vs 51%) while secondary schools were more likely to involve heads of departments or subject leads (82% vs 11%).

<sup>52</sup> The reduction to ten-hour minimum block size was introduced later in the programme (18 May 2021) and could only be used for new blocks of tuition.



**Figure 3.4: School leads' perception of who was involved in pupil selection**



Source: school lead survey, waves one and two.  
Base: 1,329.

When selecting pupils, schools were encouraged to focus on disadvantaged pupils, including those eligible for PP funding, free school meals, or those identified by schools as having an equivalent need for support.<sup>53</sup> However, of the individual pupils who received tuition as part of the programme (with data on PP profile, n = 184,597) only 46% were in receipt of the PP (note, there was missing/blank or withdrawn data for 20% of the 232,892 pupils for this field on PP).<sup>54</sup>

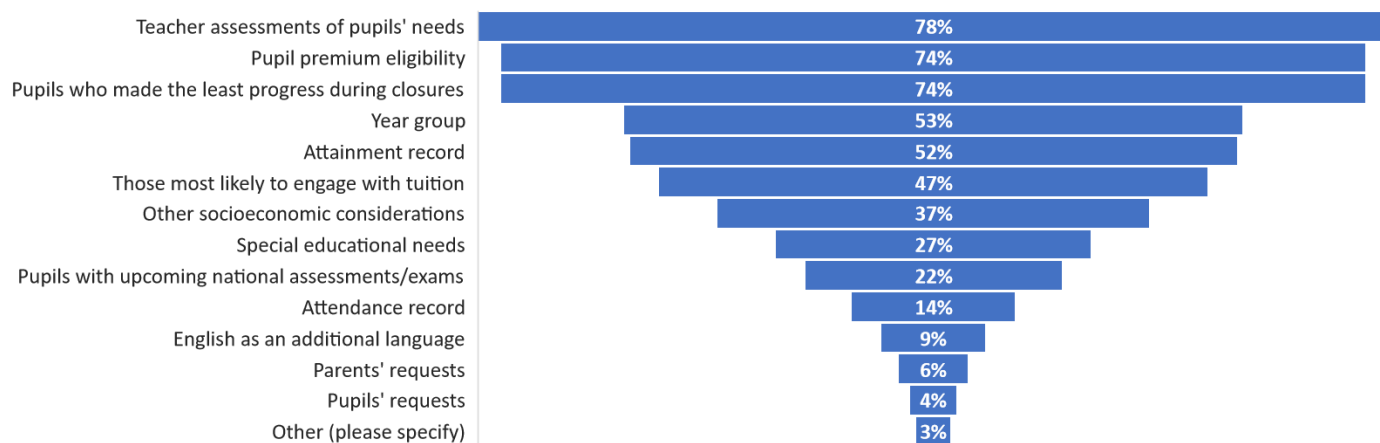
In the qualitative interviews, there was a widespread view among school leads and school staff that all children would benefit from additional academic support, not just children from specific groups. Pupil selection was said to be based primarily on the perceived need for such support with PP eligibility being secondary. This is reflected in the school lead survey where the most common factor used to identify pupils for tuition was teacher assessment of pupils' needs<sup>55</sup> (78%), followed by PP eligibility (74%) and pupils who were believed to have made the least progress during school closures (74%) (see Figure 3.5 below). According to the school staff survey, PP eligibility was a less important factor driving pupil selection among school staff, who agreed with school leads that teacher assessment of pupils' needs was the factor most used (79%). The second most common factor was attainment record (66% compared to 52% of school leads) followed by pupils who struggled with remote learning during lockdown (64%) (School staff survey, n=661).

<sup>53</sup> While schools had discretion to decide which of their pupils should receive tuition, NTP guidance asked schools to focus on 'disadvantaged pupils, including pupils eligible for Pupil Premium funding, Free School Meals or those identified by schools as having an equivalent need for support'. See NTP guidance on signing up schools to Tuition Partners in separate appendices document.

<sup>54</sup> Where Pupil Premium data was provided. Note that when pupil data provided by TPs was matched to the National Pupil Database (NPD), via the Office for National Statistics (ONS) Secure Research Service (SRS), 43% of the 188,250 pupils that could be matched were identified as in receipt of Free School Meals (FSM) (the NPD does not record Pupil-Premium eligibility in one field; FSM was the most relevant field for this purpose). Note, this is the only data accessed through the SRS that is presented in this report; no other SRS held data is presented in this report.

<sup>55</sup> The qualitative interviews with school leads suggest that 'teacher assessments' include existing reports and grades rather than the direct involvement of teachers in the selection process.

**Figure 3.5: School leads' factors used to identify pupils for tuition**



Source: school lead survey, wave one.  
Base: 739.

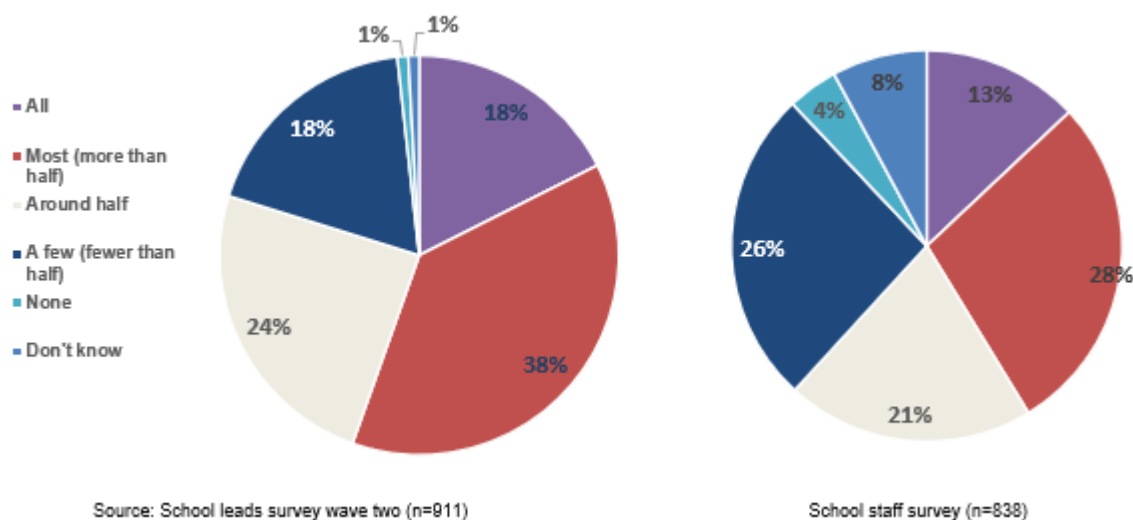
According to the school lead survey, primary schools were more likely to select pupils based on teachers' assessments of pupils' needs (82% vs 71%) while secondary schools were more likely to use PP eligibility (83% vs 72%). In the qualitative interviews, primary school leads described the importance of whether pupils had appropriate concentration levels and could work with other adults. Secondary school leads said that the likelihood that pupils would engage and attend was a reason to select them, as well as pupils' predicted grades, favouring pupils who were 'borderline' and likely to progress to a higher grade. According to school lead survey respondents, there was little difference in the factors used to identify pupils across schools with higher ( $\geq 24\%$ ) and lower ( $< 24\%$ ) levels of PP-eligible pupils.

*'We didn't get kids who we thought really needed it but will not engage, because that's just a waste, and it just becomes a battle, and we didn't want loads of confrontation' (secondary school head and TP lead, London).*

When asked in surveys what proportion of selected pupils could be defined as 'disadvantaged', 56% of school leads and 41% of school staff responding thought that all or most pupils selected were disadvantaged; however, 19% and 32%, respectively, believed that fewer than half were disadvantaged, as shown in Figure 3.6 (school lead survey, wave two,  $n = 911$ ; school staff survey,  $n = 838$ ). School leads from secondary schools were more likely to believe that all or most of the pupils identified for tuition were disadvantaged than those from primary schools (61% and 52% respectively). The majority of school leads (96%) and staff (93%) defined 'disadvantaged' as pupils in lower socioeconomic groups (such as those eligible for free school meals) followed by Looked After Children (68% and 52% respectively) while around half (54% and 53%) said any pupil whose attainment had suffered was disadvantaged.<sup>56</sup>

<sup>56</sup> This was a multi-response question where respondents were asked to 'select as many as apply' to the question, 'How do you define disadvantaged?'

**Figure 3.6: School leads' and school staff's perceptions of proportion of disadvantaged pupils receiving tuition**



In the qualitative interviews, some school staff said that they felt that pupils eligible for PP or with SEND were not necessarily a priority for the TP programme as there were other targeted interventions in place to support them. For these schools, the priority was to identify pupils based on their need for (and potential benefit from) tuition rather than whether they met other criteria. The two quotes below illustrate, first, how school leads perceived disadvantage and, second, that in some cases schools were selecting pupils based on perceived need for additional support rather than their identification within a particular group.

*'These pupils [selected to take part] don't sit in nicely identifiable groups but nonetheless they are disadvantaged in the sense that their experience of learning during lockdown means they're not in a good place' (secondary school lead, West Midlands).*

*'We're giving it to the children we feel need it. We're not just giving it because they fall within a group' (primary school lead, North West).*

Year group was flagged by school leads in both surveys and qualitative interviews as being an important consideration when selecting pupils. This was a particular focus in the first wave of qualitative interviews with school leads (spring term, 2021) where some schools described prioritising pupils in their final years of school in order to address their needs in the limited time they remained in the school. Year group appeared to be a lower priority in later waves of school lead interviews (summer term, 2021), perhaps reflecting that by that point in the school year these pupils had been supported in other ways or that schools had a reduced focus on examination outcomes following the cancellation of summer exams (announced on 25 February 2021).

*'[It's] about giving them that catch-up time and support them towards their exams' (special school, primary and secondary provision, Yorkshire).*

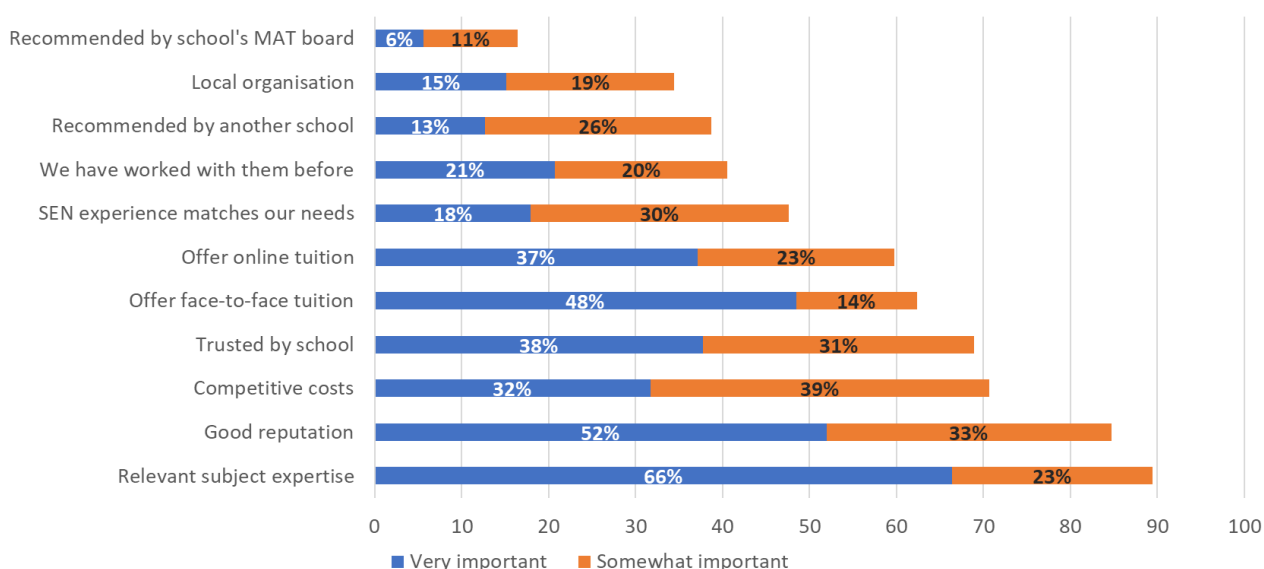
### Matching delivery and need

This third sub-phase of Mobilise included establishing connections between tuition partners and schools, and then within schools between tutors and pupils

#### Matching schools with TPs

School leads were asked to specify the importance of different factors when deciding which TP to work with. As shown in Figure 3.7, the most common factors considered 'very' or 'somewhat' important were the TP's relevant subject expertise (89% of school leads) followed by a good reputation (85%) and whether costs were competitive (71%).

**Figure 3.7: The most important factors considered by school staff when deciding which TP to work with**



Source: school lead survey, wave one; n = 747.

When responses were analysed by school phase, it was found that factors considered important varied. For example, primary schools placed greater emphasis on the TP's ability to offer face-to-face tuition (68% vs 46%), while secondary schools placed greater emphasis on the TP's ability to offer online tuition (85% vs 49%). According to the qualitative interviews, as the programme progressed, practical factors became a stronger influence on schools' choice of TP, including mode (online or face-to-face), cost, the time-slots available, and the perceived quality of tutors.

*'I was keen to expand [the programme to include more pupils] once we were happy with the tutors' (primary school lead, South East).*

#### Matching pupils with tutors

In the qualitative interviews, TPs described different approaches to matching pupils with tutors, with larger TPs using automated systems while others relied on individuals for manual matching. Key criteria for matching were tutor and school availability, subject requirements, pupils' specialist needs (for example, tutors specialising in SEND), location (for face-to-face), group size, key stage, and gender. TPs noted that tutor-pupil matching was part of their standard offer and they did not conduct any specific process for the TP programme.<sup>57</sup>

*'It's a neat simple process to say this student needs tuition in maths using Edexcel. Which tutors have we got who are qualified to teach that? ... and they can only do Thursday at 2pm' (TP).*

TPs typically managed tutor-pupil matching with little input from schools. Less than a third (30%) of school leads responding to the survey said that their school had been involved in the process of matching pupils to tutors. Small schools (with less than 500 pupils) were slightly more likely to be involved in the process (34%) compared to medium schools (500 to 1,000 pupils) at 25% and large schools (more than 1,000 pupils) at 30% (school leads survey, waves one and two, n = 1,179). The role of schools was limited to selecting tutor-pupil ratios and matching pupils for group

<sup>57</sup> The EEF commissioned NFER and the Behavioural Insights Team (BIT) to run nimble randomised controlled trials (RCTs) with approved NTP Year 1 (2020/21) TPs to evaluate different strategies to reach and engage both schools and pupils in the programme, looking at the most effective ways to get schools signed up and pupils to attend tutoring sessions. This included leveraging similarity between tutors and pupils to improve pupil attendance at tutoring sessions. The intervention involved a web-based survey (Snap Survey) in which pupils and tutors were asked about their personal interests, hobbies, and preferences. Once completed, both tutors and pupils received instant feedback on their similarities. Tutors also received reminders of their similarities with their pupils for the subsequent five weeks, including some suggested conversation prompts. Pupils involved in the treatment arm of the trial had an attendance rate at tutoring sessions that was 4.2 percentage points (pp) (95% CI: 1.5pp, 6.8pp) higher than those in the control group, meaning that the relationship-building activity performed better than the TPs' 'business-as-usual'. However, this positive effect was larger for two of the four TPs involved in the trial and negligible for the other two, suggesting that a wider exploration of variation between tutoring organisations and implementation factors is also helpful.

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-nimble-rcts>

sessions. According to TPs, some schools made specific requests for tutors (for example, to support specific languages) and in one case a TP noted that some schools asked to interview tutors prior to starting.

School leads and school staff were asked in the surveys what **pupil information** they shared with TPs to support the tutor matching process. School leads reported being most likely to share information on the pupils' age or year group (96%) followed by the pupils' learning needs (84%), any special educational needs (68%), their gender (67%), and ethnicity (18%) (school leads survey, waves one and two, n = 1,193). There were fewer reports of schools providing more detailed information such as samples of classwork or notes on personality or behaviour. In the qualitative interviews some schools described holding introductory sessions with tutors, which were perceived to be time-consuming but beneficial. Those responding to the school staff survey said they had shared areas pupils were struggling with (64%) followed by pupils' learning needs (55%) and topics being covered in class (42%) (school staff survey, n = 847).

Despite TPs requesting information about pupils from schools, the level of response and information shared varied: 15% of school staff responding to the survey reported that they did not share information with the tutor or TP; these were more likely to be from secondary schools than primary schools (22% vs 12%), were more likely to be from schools that had an Ofsted rating of 'requires improvement' (23%) than 'good' or 'outstanding' (14%), and more likely to be from schools with above 24% PP eligibility (17%) than below 24% PP eligibility (13%). In the qualitative interviews, school leads reported that the key barriers to providing information were capacity-related or internal information blockages—for example, where school leads did not know or work directly with the selected pupils. When it came to pupil information gathered by TPs, some reported only sharing limited information with tutors as it was not perceived by TPs to be relevant for delivery. However, tutors themselves may have benefited. Indeed, in feedback from tutors, nearly a quarter (23%) of tutors who had started tuition said—in the wave one survey (n = 3,988)—that they rarely or never had enough information on pupils prior to tutoring with under half (46%) saying they felt they had enough (always or often). In wave two this increased slightly with 55% reporting that they had enough information and 17% saying that they rarely or never did.

*'I've not seen any background information provided by the school nor my company regarding background information on the students' (tutor, English).*

The key information gaps tutors highlighted included specificity about the topics to cover (with information from schools often being regarded as too generic), information about pupil learning style and personality, and any relevant information about pupil disadvantage. Only 50% of tutors said they had received information about pupils' gaps in knowledge or skills before starting tuition (tutor survey, wave two, n = 3,490). A handful of tutors in the qualitative interviews described instances where pupils had specific additional needs (for example, hearing issues, dyspraxia) that they had not been notified about in advance. On the other hand, some tutors were given information about pupils' interests or hobbies and felt this was helpful for building rapport more quickly and incorporating related activities into sessions to improve engagement.

*'The amount of information that we got on the report [provided by the TP] at a very basic level, it is enough, but ... we [tutor and school] went through each child going "this one might have attendance issues", "this one responds really well to praise"—that set me up a little bit more' (tutor, English).*

Where tutors felt they lacked information, they described asking pupils what they wanted to focus on and what they were learning in class. However, this approach relied on pupils being engaged in tuition and knowing specific details such as the exam board they would be assessed under. Some tutors proactively sought information directly from schools although that was not always possible—for example, some tutors had limited contact with schools or felt unconfident or unable to approach teaching staff. This was more likely when tuition was delivered online or by younger tutors or those early in their careers.

*'With the group, I didn't really receive much information prior to actually starting, but I think I made the best of it getting to know each other in the first session' (tutor, science).*

Schools were responsible for **matching pupils for small group tuition**. When establishing groups, schools typically aimed for positive interactions between pupils at similar ability levels. Schools compiled a group list which was shared with their TP that then matched the pupil groups to tutors. When grouping pupils, school staff described matching pupils according to three main criteria:

- academic ability—matching pupils based on their academic compatibility to ensure cohesion;
- group compatibility—considering the dynamics of the group, aiming to group pupils who would get along; and

- Covid-19 bubbles—making pragmatic decisions to align with school prevention measures, with some school staff reporting they would have organised groups differently if they had not been restricted in this way

Despite schools describing careful consideration when selecting pupils for groups, some tutors reported experiencing mixed ability groups that made it difficult to tailor sessions to pupils’ needs. This was particularly the case for English sessions where tutors felt the nature of the subject made it difficult to manage different levels within the group.

## Phase implications

Below we reflect on the implications of the findings across the three sub-phases—activating TPs and tutors, engaging schools and pupils, and matching delivery and need.

### Activating TPs and tutors

TPs described mixed experiences of being able to **scale-up to meet delivery requirements**. There was variability across TPs’ capacity to meet demand comfortably and the degree of programme support required to meet reporting and administrative requirements. All TPs were hampered by Covid-19 lockdowns and unanticipated reporting requirements. Generally, it was found that larger and more well-established TPs were seemingly better able to meet demand and delivery requirements comfortably and without much capacity-building support from Nesta and Impetus. Smaller and more recently established TPs were more hampered by the short lead-in period and more reliant on capacity-building support.

The evidence also highlighted challenges for TPs in **tutor recruitment**. While TPs largely felt able to recruit sufficient numbers of tutors to meet the programme demand, some struggled to adapt to initially high school demand (combined with short lead-in period) and subsequent changes in demand due to Covid-19 and end of year pressures. Some TPs also struggled with recruitment processes, handling large numbers of applicants of variable quality. Lastly, TPs’ training and briefing of tutors varied considerably, and the delivery of tutor training to expected standards of the programme is unclear.<sup>58</sup>

The issues presented in these first two outcomes reflect a potential issue with the programme projections or weakness in understanding and anticipating market demand (together with potential fluctuation) and the supply landscape. As such, future programmes would benefit from a more thorough understanding of the supply landscape and demand market. However, it should be recognised that the programme and TPs were working in unprecedented circumstances and the full lockdown (January to early March) and associated school closures to most pupils were not anticipated.

Further lessons that can be learnt from this sub-phase include providing more tailored support to more newly established or smaller TPs together with a longer lead-in period for TPs to become familiar with the programme and its requirements and to develop plans and strategies for delivery. Finally, future programmes may benefit by providing clearer expectations about reporting requirements and upfront clarity about tuition standards (to encourage more consistent training and quality requirements).

### Engaging schools and pupils

Interest from schools was high from the outset of the programme and 6,075 participated. Demand within schools was also high with schools selecting higher numbers of pupils to enrol than anticipated.

Of the individual pupils who received tuition as part of the programme (with data on PP profile, n = 184,597), 46% were in receipt of the PP (note, of the 232,892 unique pupils in the dataset, there was 20% missing/blank/withdrawn data for this field). Schools had discretion to select disadvantaged pupils and used a broader definition than was anticipated in NTP guidance, where schools were encouraged to focus on criteria including pupils eligible for Pupil Premium funding, free school meals or those identified by schools as having an equivalent need for support.<sup>59</sup>

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<sup>58</sup> As outlined in application assessment criteria relating to training and ‘Best tutoring practice: Briefing for tutoring organisations’ (including in separate Appendices document)

<sup>59</sup> While schools had discretion to decide which of their pupils should receive tuition, NTP guidance asked schools to focus on ‘disadvantaged pupils, including pupils eligible for Pupil Premium funding, Free School Meals or those identified by schools as

These findings highlight gaps between programme expectations and process reality. Lessons that can be learnt to mitigate these gaps are two-fold: first, through (again) a more thorough understanding of the demand (highlighted in the above sub-phase) and, second, by working to either set clear definitions and expectations regarding pupil participation criteria or by opening the definition to wholly trust schools on how many and which pupils to prioritise based on their judgement about which pupils are most likely to need and benefit from this form of intervention.

### **Matching delivery and need**

Tutor-pupil matching appears to have been carried out successfully with evaluation participants seemingly comfortable with the process by which this took place and expressing generally positive assessments of pupil-tutor relationships (see Deliver). However, there were no criteria established by which this may be measured or assessed by the programme aside from rating scale questions in the survey and qualitative interview questions (see Deliver phase). Consequently, it is not possible to accurately evaluate matching—the apparent success is solely derived from positive pupil/tutor relationship feedback (in Deliver/Legacy). The evidence also suggests that TPs were able to meet the demand of the programme, despite some qualitative interviewees flagging challenges around TPs allocating tutors.

These sub-phase outcomes highlight lessons regarding a need to establish criteria for guiding and assessing successful tutor-pupil matching and matching pupils for group sessions. Again, a more thorough and ongoing process for understanding the supply and demand market (similarly highlighted in the above sub-phases) may be beneficial for future programmes, particularly in uncertain or potentially changing circumstances such as Covid-19 lockdowns and restrictions that present multiple difficulties and challenges for the programme.

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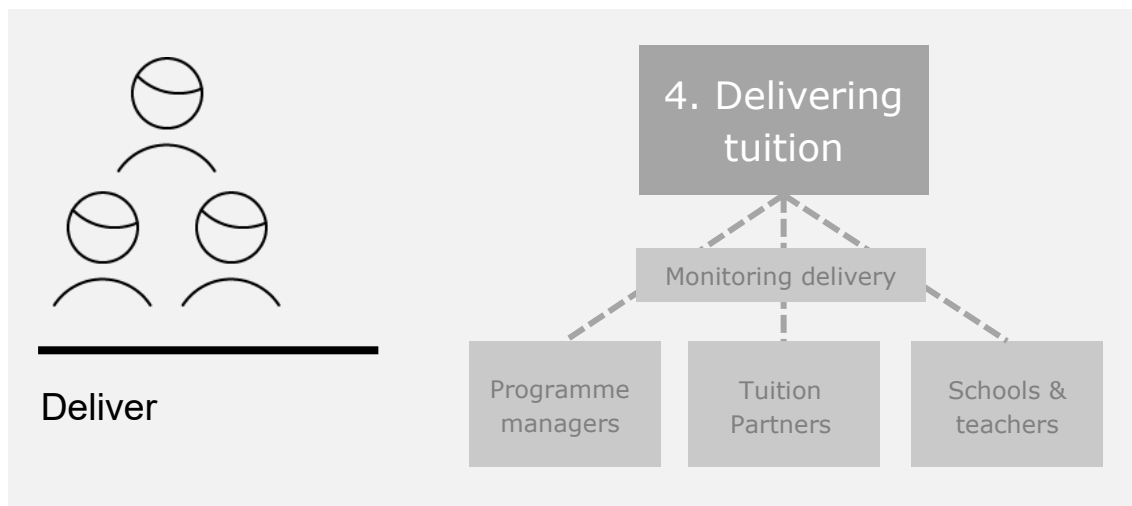
*having an equivalent need for support'* See NTP guidance on signing up schools to Tuition Partners in separate Appendices document.

## Phase 4: Deliver

In this section we outline the design, implementation, and implications of the Deliver phase of the programme. This phase involved delivery of tutoring for each selected pupil (either in person or online, and in 1:1 or small group settings), facilitated by tutoring providers, tutors, school leads and teachers, and TP programme managers, plus pupils and parents.<sup>60</sup>

### Phase design

The Deliver phase involved two sub-phases: delivering tuition and monitoring delivery.



The design of this phase involved tutors delivering 15 hours of tutoring per selected pupil (a minimum of 12 hours was considered as a completed block of tuition).<sup>61</sup> The programme intended that TPs would monitor pupils' attendance and quality of tutoring to develop their ongoing tutor training and wider offer, as well as for evaluation purposes. Planned monitoring activities included TPs gathering information via school feedback and ongoing diagnostic assessment. TPs were to share attendance data with evaluators on a termly basis. Pupil progress was to be shared by tutors with schools, while schools monitored pupil and parent feedback. The aim was for TP programme managers to monitor reach and quality.

One of the underlying assumptions of this phase was that tutoring would support, rather than replace core lessons, so would represent increased learning time. It was also assumed that schools would be able to coordinate sessions and provide equipment, space and supervision as necessary.

### Phase implementation

The ways in which participants perceived the above activities are outlined by sub-phase (delivering tuition, monitoring delivery) below. Before that we provide a snapshot of tuition delivered through the programme based on monitoring data collected and shared by TPs.

#### Snapshot of tuition delivered

According to the monitoring data provided by TPs, 240,039 pupil-enrolments were recorded on the programme, comprising 232,892 unique pupils.<sup>62</sup> Of the individual pupils where there is the relevant data,<sup>63</sup> 46% were eligible for PP (84,169 of n = 184,597), 20% had a SEND (34,920 of n = 176,611), and over half were in Years 11,10, 6, or 5 (108,839

<sup>60</sup> This research did not collect views directly from parents.

<sup>61</sup> As noted in the introduction, this was reduced to a minimum of ten hours from 18 May 2021 due to the limited time remaining in the 2020/21 school year to complete tuition. These shorter blocks of ten hours only applied for new blocks booked by schools and did not apply to pupils already enrolled on the programme.

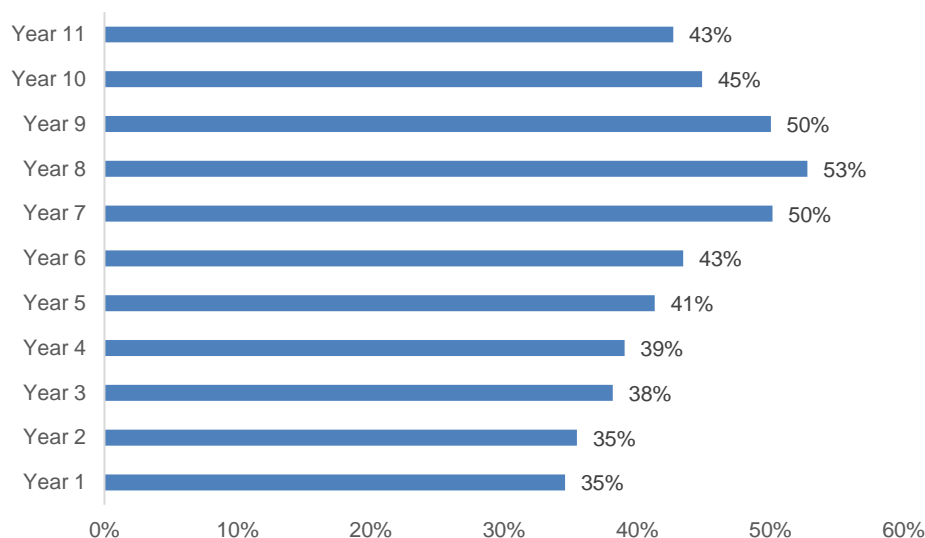
<sup>62</sup> A small proportion of pupils (6,647, 2.9%) appeared more than once on the dataset, either because they received tuition through multiple tuition blocks/TPs or due to TPs providing multiple data entries about the same pupil

<sup>63</sup> That is, where there is a 'yes' or 'no' in the monitoring data rather than blank/missing/withdrawn fields



of n = 195,780).<sup>64</sup> There was some variance in the percentage of PP-eligible pupils by year group, with fewer primary pupils eligible for PP, as shown in Figure 4.1.

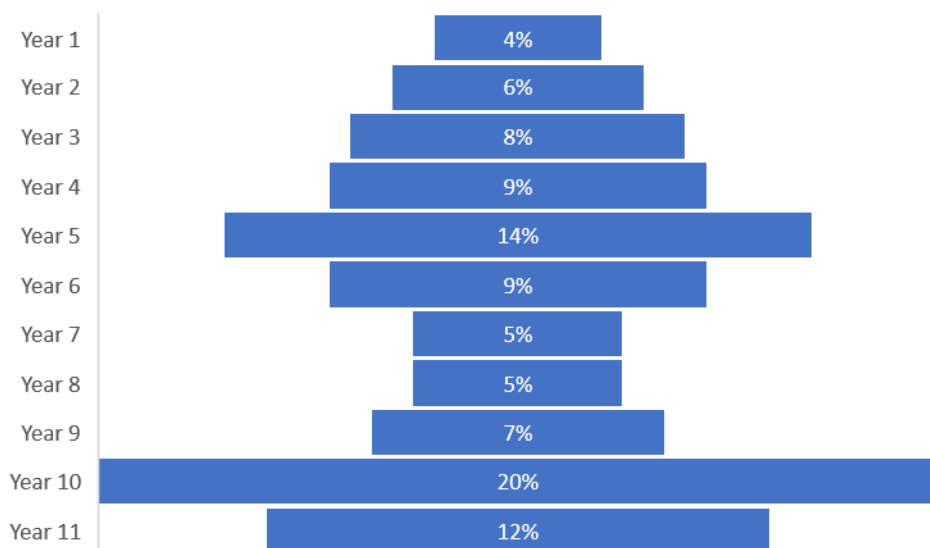
**Figure 4.1: Percentage of Pupil Premium eligible pupils by year group**



Source: TP monitoring data (n = 184,292 pupils with PP-eligible and year group data), with percentage of the number of pupils in each year group.

According to the pupil monitoring data, pupils enrolled on tuition tended to be in their final years of secondary or primary education with over half in either Year 5, Year 6, Year 10, or Year 11, as shown in Figure 4.2.

**Figure 4.2: School year of pupils enrolled**



Source: Pupil monitoring data (n = 195,780, where data on year group is provided).

Across all pupils enrolled,<sup>65</sup> the most common subject taught was English (47%) followed by maths (43%), with just 3% receiving tuition on science (pupil monitoring data, n = 218,646).

<sup>64</sup> Of the 232,892 unique pupils recorded there was 20% missing/blank/withdrawn data for Pupil Premium, 25% missing/blank/withdrawn data for SEND, and 16% missing/blank/withdrawn data for year group, according to the data provide by TPs to the evaluator.

<sup>65</sup> Including pupils who received tuition from multiple TPs, tutors, or on different subjects.

According to the pupil monitoring data, 51% of recorded sessions were due to take place online and 49% face-to-face (n = 227,157 booked blocks with more than 0 hours booked online and/or face-to-face). The proportion of face-to-face sessions increased from the reporting period in April 2021 (where 89% of sessions took place online and 11% of sessions took place face-to-face), likely attributed to the reopening of schools.

### Delivery of tuition

This sub-phase covers delivery mode (face-to-face and online), tuition group sizes, pupil-tutor relationships, scheduling tuition, information sharing, and support.

#### *Delivery mode—face-to-face and online*

As noted, around half of recorded tuition sessions were booked to take place face-to-face and around half online.<sup>66</sup> Primary school pupils were more likely to have face-to-face sessions than secondary pupils—69% of primary sessions booked were face-to-face; 14% of secondary. (Tuition of more than 0 hours booked for primary school pupils, n = 96,331; tuition of more than 0 hours booked for secondary school pupils, n = 96,357.)

In the qualitative interviews, school leads who selected **face-to-face tuition** reported doing so because they felt it would be the most engaging mode of delivery for their pupils. These school leads felt face-to-face delivery was more appropriate for primary school pupils and for secondary pupils who had struggled with remote learning online. For these pupils, school leads felt a tactile approach where pupils could engage in multi-sensory learning (for example, using props such as dominoes in maths) would be more engaging.

*'Having seen both remote and in-person, the in-person is the way forward, especially when you're dealing with students who struggle with remote learning. In-person every time for me' (secondary school lead, East Midlands).*

Schools that opted for face-to-face delivery cited a further advantage in that they could more easily monitor tuition quality by observing sessions. They welcomed opportunities for ad hoc conversations with tutors before, between, and after sessions when tuition was face-to-face in school, which allowed for ongoing conversations about pupils' progress.

Some tutors described finding it easier to build relationships with pupils and school staff when tuition was face-to-face. Similarly, they reported finding it easier to pick up on non-verbal cues from pupils, for example, body language and noticing when pupils were distracted, and were able to use tactile learning resources in tuition sessions.

Despite these benefits, tutors, classroom teachers, and school leads noted logistical challenges with face-to-face delivery. School staff said that finding a regular space to deliver tuition could be difficult, particularly when tuition was delivered during lesson time. When tuition was delivered before or after school hours, some tutors reported difficulty travelling between schools and coordinating with other tuition, making short sessions at these times less appealing for them. Covid-19 also presented a substantial challenge to face-to-face delivery, affecting pupils and tutors who missed sessions because they needed to self-isolate, limiting how tutors and pupils could move around the school and interact due to Covid-19 prevention measures, and, most crucially, ongoing restrictions to school attendance including partial school closures affecting school decisions about how and when tuition could take place.

The flexibility and accessibility of **online delivery** was appealing to schools, as well as to TPs and tutors that offered it. Pupils and schools were often familiar with online learning due to recent experiences of remote learning during periods of school closures to most pupils. Another advantage of online delivery for schools was in helping them manage logistics. School leads described booking ICT suites or the library for online delivery, which was easier than finding multiple vacant rooms in the school for face-to-face delivery.

TPs and tutors also noted benefits to online delivery. TPs reported that quality monitoring was easier for them when tuition was delivered online as they could log into sessions remotely and observe tutors in real time. For tutors working remotely, scheduling sessions was relatively straightforward as travel time did not need to be factored in. Similarly, tutor and pupil locations were not a barrier to delivery when tuition was online. Tutors reported having greater reach as they were tutoring pupils across the country rather than being restricted to their local area.

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<sup>66</sup> Pupil monitoring data n=227,157 booked blocks of more than 0 hours for face-to-face and/or online tuition

Despite the logistical advantages, there were also several barriers to delivering online sessions successfully. In the qualitative interviews, tutors, school staff, and pupils reported experiences of technical issues with TP platforms, school firewalls, and equipment affecting sessions. Some school leads reported difficulty getting the necessary equipment so pupils could access sessions. Tutors reported that some schools were not set up to engage with online delivery, particularly at the start of the NTP. In some cases, pupils were attending their tuition session with laptops that did not have microphones or cameras, which made it hard to run effective sessions. A few classroom teachers noted that their pupils sometimes forget their TP platform login details, slowing down the set-up process at the start of a session.

A common frustration reported by pupils more typically linked to online tuition (rather than face-to-face) was inconsistency of tutors. In some cases, pupils described working with a tutor for two or three sessions before they were replaced by someone new. Older pupils in particular thought this lack of consistency disrupted their learning as they had to get to know the new tutor and build a relationship. While pupils were typically unaware of the reasons for tutor inconsistency, school leads, TPs, and tutors discussed issues with tutor health (for example, due to Covid-19), staff turnover, and difficulty scheduling sessions due to tutor availability.

*'[The tutor] was only with us for a few weeks so we didn't get to know her' (secondary school pupil, London).*

As discussed above, tutors noted that it was harder to pick up non-verbal cues from pupils during online sessions, particularly those with additional needs. This was echoed by some classroom teachers who felt online delivery was not the most appropriate delivery mode, especially for primary-aged pupils who would benefit from more tactile learning. A few classroom teachers also expressed concern about pupils' level of screen time, given the extent of home learning during lockdown, and so were reluctant for pupils to spend extra time online for tutoring.

*'I think for some pupils it's quite hard to focus on a voice in your ear, rather than somebody in front of you' (primary school lead, South East).*

Additional challenges were reported by tutors and schools when online tuition took place at home. In some cases, pupils did not have sufficient access to technology, for example, they were sharing a device with siblings or had limited access to Wi-Fi. In some instances, pupils were accessing tuition from a mobile phone. Low parental engagement in the NTP was an additional challenge faced by some schools as they felt parents did not understand the value of the programme so were not encouraging their child to participate. As outlined in the Deliver phase, school leads also felt that low parental engagement was linked to parents working from home and managing competing priorities, including more than one child engaging in home learning, and the lack of childcare or additional support.

Overall, school leads felt that having flexibility to select the right mode for their school and pupils was a positive element of the programme. This was particularly important during lockdowns and self-isolation when face-to-face sessions could move online and for schools that had selected online tuition during the second lockdown and valued the opportunity to switch to face-to-face when schools were able to reopen.

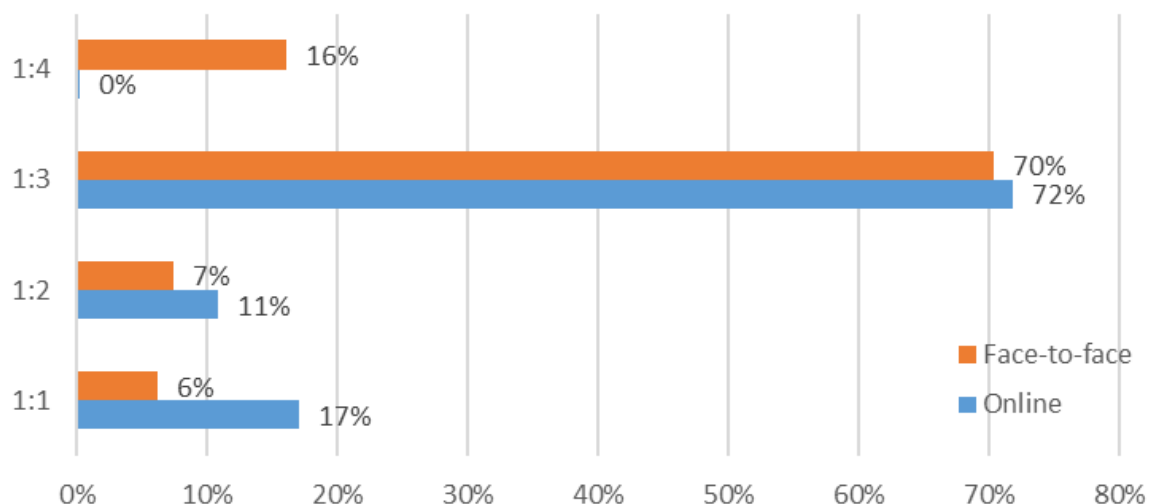
#### *Group size*

Schools had the choice of selecting 1:1 tuition or small group sessions (1:2 or 1:3) for their pupils.<sup>67</sup> As shown in Figure 4.3, according to the pupil monitoring data the most common ratio for delivery was 1:3, followed by 1:1 and 1:2.

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<sup>67</sup> Additional information from EEF: the EEF planned for the majority of tuition to be 1:3 as that group size was felt to represent good value for money while the evidence shows it maintains strong impact. 1:1 and 1:2 tutoring was encouraged for pupils with specific needs such as a SEND or being in alternative provision. Not all TPs offered all sizes: schools could filter and view on the website different providers and the group sizes they offered.

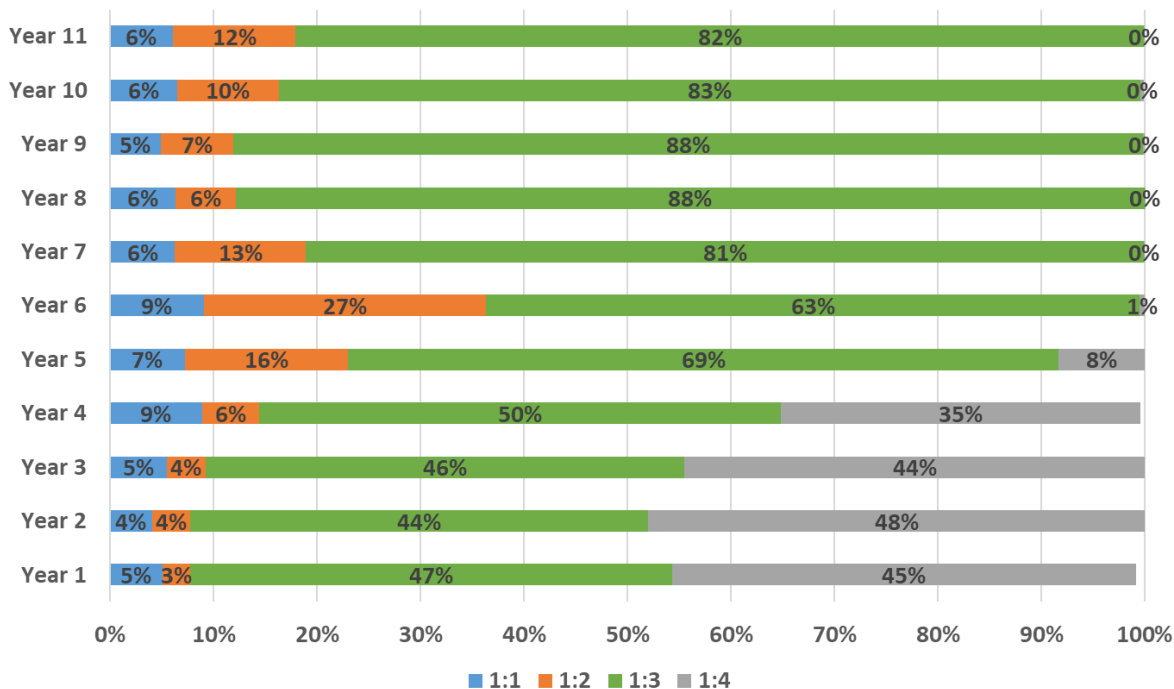
**Figure 4.3: Group size of tutoring by mode of tuition**



Source: pupil monitoring data (n = 223,395 pupils with data on mode and ratio of tuition booked).

There was some variance in the pupil to tutor ratio by year group. According to the monitoring data, those in the final years of primary or secondary school were more likely to have 1:1 or 1:2 tuition than those in the lower years, as shown in Figure 4.4 below.

**Figure 4.4: Tutoring group size by year group**



Source: Pupil monitoring data (n = 144,179 pupils with data on ratio and year group).

**Small groups** were seen to have several advantages over 1:1 tuition. Schools regarded them as better value for money (with more than one pupil benefitting per session) and good opportunities for group work. Schools also felt that small groups could encourage attendance and engagement if pupils were grouped with friends. This aligned with the views of pupils who were grouped with their friends, who tended to describe positive experiences of tuition.

*'It's a lot more relaxed and a lot less intense than normal learning so you don't really dread it' (secondary school pupil, mainstream school, North West).*

On the other hand, both school staff and tutors acknowledged that the nature of group tuition meant that tutors were less able to give pupils personalised support or to tailor sessions to pupils' individual needs. Pupils described feeling

frustrated when working in mixed ability groups, finding it ‘annoying’ when tutors recapped things they already knew for the benefit of others. In addition, if a session had to be cancelled due to tutor absence or technical issues, or if the quality of the tutor was poor, more pupils were affected.

In the qualitative interviews, school leads outlined two advantages of **1:1 tuition**, namely the ability to tailor tuition to respond to pupils’ individual learning gaps and to cater for those with special needs—SEND pupils and pupils with EAL. School staff and some tutors felt that 1:1 tuition was better for building a relationship between the tutor and pupil. School leads also felt that pupils were less likely to be distracted by others as the session was more focused, and tutors found that pupils were more likely to engage. Where pupils in 1:1 sessions felt tuition was tailored to their needs, they were particularly positive, for example, feeling able to ask any questions and explore topics in their own ways.

*‘My tutor gave me full liberty of what I wanted to do so it’s not like a normal lesson where I’m limited to do what the teacher says. She gave me my own freedom and I could have my own opinion throughout my creative writing’ (secondary school pupil, mainstream school, East of England).*

Key drawbacks of 1:1 tuition were linked to tutors’ pay and travel time. According to tutors, some TP models linked pupil attendance to tutors’ pay so that if a pupil was absent for a 1:1 session the tutor did not get paid. In some cases, tutors only discovered their pupil was absent at the scheduled session time and were unable to make alternative arrangements. Linked to this, when 1:1 tuition was also face-to-face, tutors weighed up whether attending one school for a 1:1 slot was worth their time considering travel costs and the time it would take to travel to their next session.

#### *Pupil-tutor relationships*

The majority of school leads (83% in wave two) reported that they were either very or somewhat satisfied with tutors’ relationships with pupils (n = 856). This was reflected in the pupil focus groups where pupils typically described positive relationships with their tutors. This included feeling that their tutors listened to them, understood them, encouraged them to learn in different ways, and made sessions fun. Where pupils described less positive relationships, this tended to be where the tuition approach was more structured (for example, working through a set programme) with little opportunity to discuss or tailor sessions, or where pupils felt sessions were rushed or the tutor was not focused on their learning.

*‘She understood me in a way that no other teacher did because I personally don’t like English but when I was doing the sessions with her I used to be way more comfortable in answering questions, reading and doing things with her. To be honest she was a great tutor’ (secondary school pupil, mainstream school, East of England).*

*‘Sometimes [the tutor] doesn’t explain things properly and goes too fast ... Once the [tutor] was making dinner in the background’ (secondary school pupil, mainstream school, South East).*

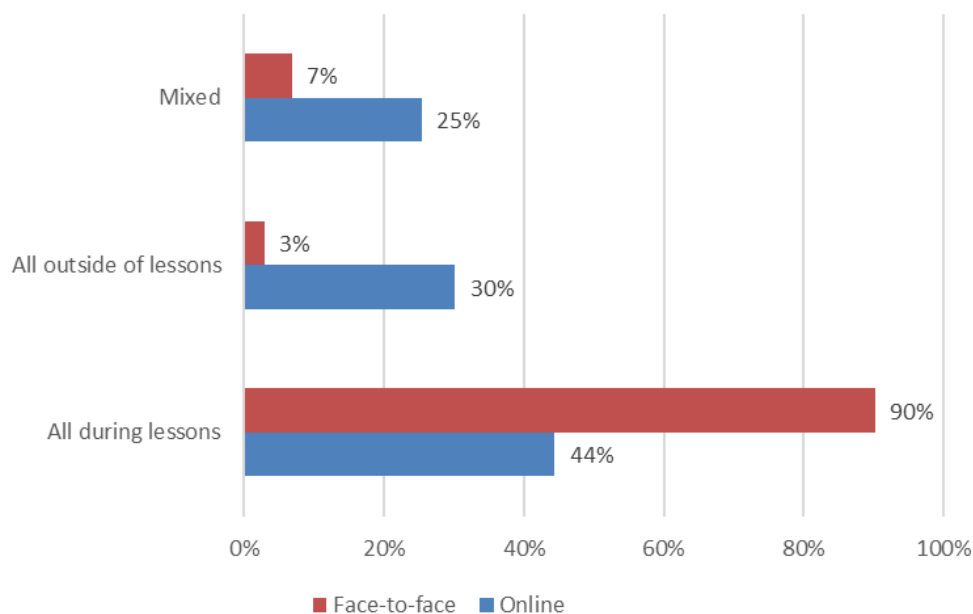
#### *Scheduling tuition*

According to the pupil monitoring data, the majority of tuition was booked to take place during lesson times only (63%) followed by outside lesson times (19%) or a mix of outside and inside lesson times (18%) (n = 205,046 pupils with sessions booked and data on specific time).<sup>68</sup> Face-to-face sessions were more likely to be held during lesson times and while online sessions were also held mainly during lesson time a substantial minority were not, as shown in Figure 4.5.

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<sup>68</sup> Additional information from EEF: the EEF encouraged sessions to be booked within the school day, so this could be in lesson time—the equivalent of a teaching assistant doing a targeted intervention with a small group.

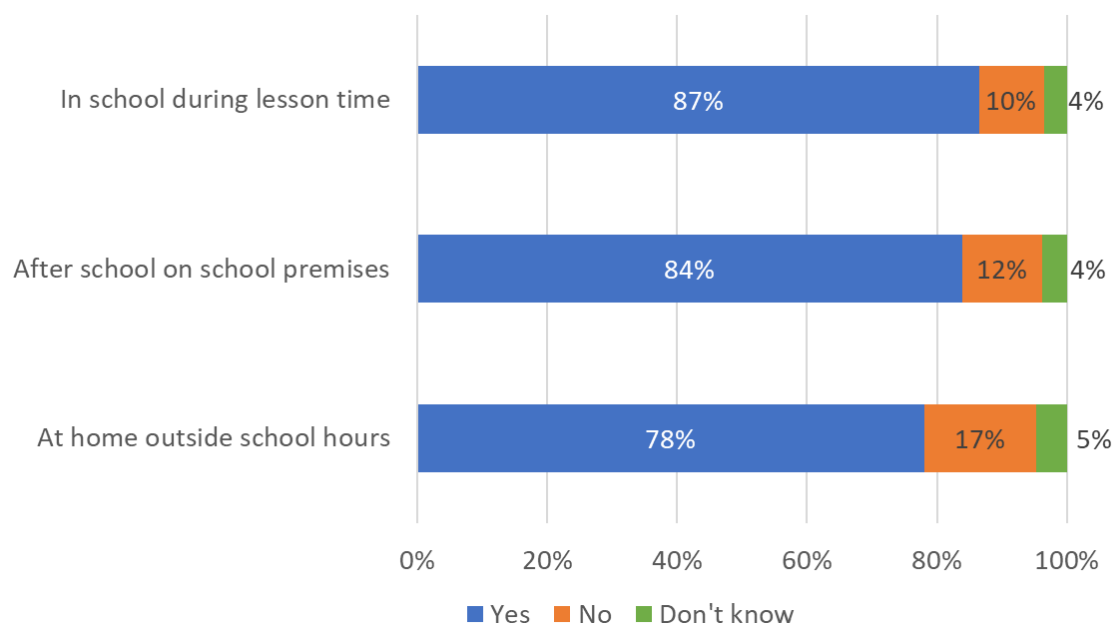
**Figure 4.5: Timing of tuition by mode of delivery**



Source: pupil monitoring data (n = 205,046 of pupils with data on timing of tuition and mode of delivery).

School leads were asked whether the timing (and location) of tuition they organised for their pupils was the most suitable for them. As shown in Figure 4.6, school leads whose pupils received tuition in school during lesson time were more likely to believe this was the most suitable way for tuition to be delivered than those whose pupils received tuition at home outside school hours (87% vs 78%). This was reflected in the school staff survey: only 58% of respondents expressed a preference for tuition at home during school hours whereas 76% preferred tuition after school on school premises and 80% favoured tutoring in school during lesson time (school staff survey, n = 765).

**Figure 4.6: School leads' preferred options in terms of tuition timing and location**



Source: School leads survey, wave two (n = 852).

Scheduling tuition sessions was a common challenge reported by school leads in the qualitative interviews. They described the factors they considered when deciding when to schedule tuition. Although tuition after school had the benefit of not clashing with lessons and being more discreet should pupils not want peers to know they were having tuition, it could also mean poorer attendance as pupils may not want to do additional hours, parents may not be able to drop off or collect them at different hours, and it could mean long days for the pupil.

Tuition during school hours, on the other hand, was not reliant on parental engagement, was easier for schools to monitor attendance and chase pupils if needed, and meant pupils were more likely to engage. However, where sessions took place in school during lesson time, pupils and classroom teachers were concerned about pupils missing lessons and school leads aimed to mitigate this by rotating timetables or, if they were unable to, making decisions about which lessons would cause the least impact or disruption to classroom learning if missed (see Monitoring Delivery below for further discussion on additionality of tuition to classroom learning).

*'It's a real balance ... there's a real kind of, "What's more important, them being in this lesson or having this intervention?" and we're having to make compromises' (primary school lead, West Midlands).*

School leads also described needing to work with tutors' availability, which in some cases was limited, particularly at peak times such as afternoons and immediately after school. TPs acknowledged high demand for these timeslots and described challenges recruiting tutors to match school demand (see Mobilise: Tutor Recruitment).

#### *Resources for tuition*

One area that affected tutors' experience of delivery was the process of preparation for tuition sessions and the information and support they received to do so. In the qualitative interviews, some tutors described planning for sessions as 'time-consuming', with time spent ranging from 10 to 15 minutes to one to two hours per session. Tutors said they spent longer planning if they were teaching a subject that was not their specialism, or where schools were less flexible in terms of content (for example, had stipulated specific learning objectives). Where TPs provided learning materials, tutors reported spending less time preparing for sessions.

Resources and materials provided by TPs varied considerably, ranging from examples and advice on how tutors might develop their own resources to templates, workbooks, and structured resource packs. Experienced tutors and tutors with qualified teacher status reported having a career back-catalogue of their own resources to draw on and therefore spent less time preparing and planning sessions compared to other tutors who were required to use less familiar resources.

TP resources and support for tutors were also important to schools. Some reported selecting TPs on the basis that their resources were standardised across tutors and aligned to the curriculum, while others prioritised tutors tailoring resources and materials in response to pupils' needs.

#### *Information sharing during delivery*

A recurring challenge for school staff and tutors was around information sharing during delivery. In the qualitative interviews, classroom teachers commonly complained of not receiving enough information from school leads or tutors about tuition taking place or about pupils' progress. In cases where classroom teachers did receive information, they did not always feel it was relevant, for example, receiving updates on attendance when they wanted updates on pupils' progress.

Meanwhile, school leads reported feeling overwhelmed by the amount of information they received from tutors and TPs. In some cases, they felt the information shared was too personalised, particularly in secondary schools where school leads were less likely to know individual pupils taking part and felt they could not do much with the information. Schools leads also said they found it time consuming to share information with classroom teachers and pupils so often did not engage.

*'The email load in school is ridiculous in the first place, and then you add [NTP] emails on—some days we had 20 different tutoring sessions going on. I can't physically acknowledge every one, print every resource, give it to the right child at the right time' (secondary school lead, Yorkshire and the Humber).*

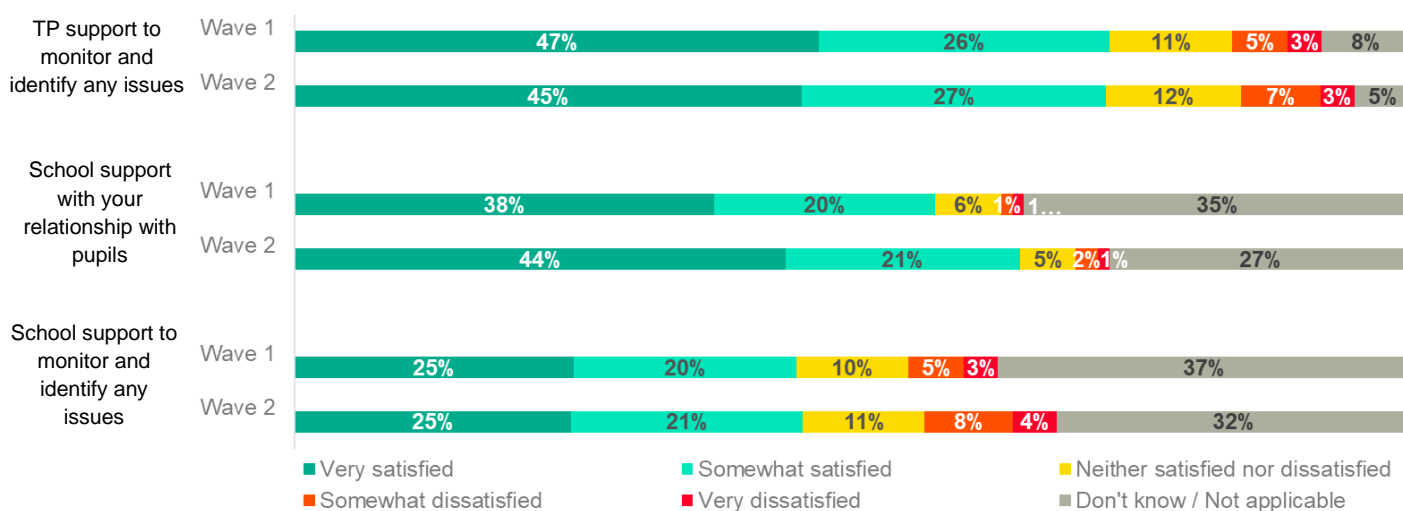
School leads also felt that information was not always shared by TPs in an accessible format for school staff to engage with quickly. For example, information shared via TP platforms could be burdensome for school staff to access as they would have to log in each time to check on pupils' progress. School leads were also critical of information being shared via email as they felt this could overload school staff.

#### *Support for tutors during delivery*

According to the tutor surveys, there were high levels of satisfaction with TP support to monitor and identify issues during delivery. As shown in Figure 4.7, almost three quarters of tutors (72%) in the wave two survey reported that they were

very or somewhat satisfied. Support from schools was rated lower with just under half of tutors (46%) reporting being very or somewhat satisfied. However, this was due to a higher proportion saying that they did not know or that it was not applicable, with a third of tutors reporting this (32%). This suggests that tutors may have had fewer direct interactions with, or lower awareness of, school support. Similarly, in terms of school support with tutors' relationships with pupils, two-thirds of tutors (65%) reported being very or somewhat satisfied in wave two, an increase from 58% in wave one, but with over a quarter (27%) saying that they did not know or it was not applicable, again suggesting variation in schools' interaction with, and role, supporting tutors.

**Figure 4.7: Tutor satisfaction with support received from TPs and schools**



Source: Tutor survey wave one and wave two; wave one: n = 6,011; wave two: n = 3,332.

## Monitoring delivery

This sub-phase considers pupil attendance, mechanisms to monitor quality, alignment of tuition with classroom learning, and the additionality of the NTP programme to classroom learning.

### *Pupil attendance (including mechanisms to monitor attendance)*

We analysed the monitoring data in terms of the number of hours tuition pupils received. Total hours was calculated as the sum of the online and face-to-face hours completed (summed across all rows where an individual pupil was recorded). For four of the TPs, it appeared that 'number of sessions' rather than 'hours' had been recorded in the 'hours completed' fields. For these four TPs, we calculated number of hours using their information on 'session length in minutes'. Table 9 summarises the number of hours received and Figure 4.8 presents a distribution of the data. In summary, of the 232,892 unique pupils in the monitoring information dataset:

- 129,876 (56%) received 12 or more hours of tuition;<sup>69</sup>
- 71,254 (30%) received 15 hours of tuition (using the category greater than or equal to 15 but less than 16);
- 203,189 (87%) received at least one hour of tuition<sup>70</sup>;
- 73,313 (31%) received less than 12 hours of tuition (and one hour or more);
- 9,987 pupils (4%) received less than one hour of tuition, of which 9,802 were recorded as 'zero'; and
- there was 8% (19,716) missing data (marked as missing/blank/withdrawn).

<sup>69</sup> For pupils where any tutoring was recorded, that is, excluding zero, missing, blank, and withdrawn (n = 203,374), 64% (129,876) had 12 or more hours of tutoring.

<sup>70</sup> Additional information from EEF: The EEF reported to the DfE that 206,855 pupils had received at least one session of tutoring through the TP programme and this figure appears in **DfE statistics**. This figure is slightly different to the figure reported here. The evaluation relied on a different source of data compared to the monitoring data collected by the EEF, and excludes pupils whose personal data was withdrawn from the evaluation.



Some pupils appear to have received over 15 hours of tuition (14,013, 6%, using the data categories for 16 hours or more, see Table 9 footnote), and indeed a small number were recorded with 31 hours or more (775, 0.3%). These appear to be a mixture of bookings onto two different sets of tuition (for example, one in English, one in maths), multiple entries for the pupil (all their hours were included in this analysis), or data entry errors (for example, one outlier shows one pupil recorded as having 114 hours). For ease of presentation, we have therefore cut the data distribution at 30 hours and presented all those with 31 or more hours in one category.

As an additional check, we ran the analysis excluding multiple rows (multiple entries per pupil), and this does not appear to change the distribution in any meaningful way.

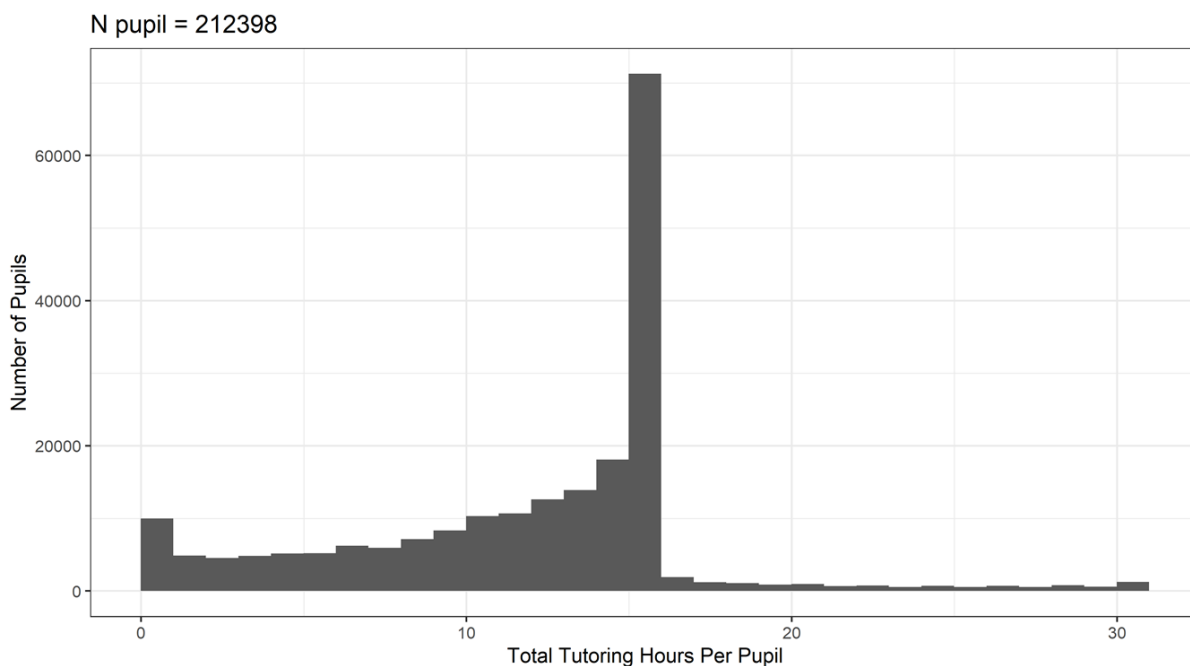
**Table 9: Number of hours tuition received per pupil**

<b>Hours of tutoring</b>	<b>Number of pupils</b>	<b>Percentage of pupils (%)</b>
Missing/Blank/Withdrawn	19716	8.5
[0-1)*	9987	4.29
[1-2)	4894	2.1
[2-3)	4537	1.95
[3-4)	4849	2.08
[4-5)	5146	2.21
[5-6)	5214	2.24
[6-7)	6242	2.68
[7-8)	5942	2.55
[8-9)	7153	3.07
[9-10)	8331	3.58
[10-11)	10328	4.43
[11-12)	10677	4.58
[12-13)	12625	5.42
[13-14)	13887	5.96
[14-15)	18097	7.77
[15-16)	71254	30.6
[16-17)	1925	0.83
[17-18)	1197	0.51
[18-19)	1096	0.47
[19-20)	900	0.39
[20-21)	982	0.42
[21-22)	679	0.29
[22-23)	753	0.32
[23-24)	533	0.23
[24-25)	721	0.31
[25-26)	534	0.23
[26-27)	710	0.3
[27-28)	539	0.23
[28-29)	791	0.34
[29-30)	608	0.26
[30-31)	1270	0.55
31 or more	775	0.33
Totals	232892	100.02

Source: pupil monitoring data: unique pupils, base 232,892.

\*[X-Y) corresponds to greater than or equal to X and less than Y.

**Figure 4.8: Distribution of number of hours tuition received per pupil**



Source: pupil monitoring data: unique pupils up to and including 30 hours tuition, base 212,398.

When broken down into primary and secondary schools (Table 10), we see that a greater proportion of primary school pupils taking part in the TP programme received 12 or more hours of tuition than their peers in secondary schools (68% versus 42%).<sup>71</sup> Figures 4.9 and 4.10 present the distributions of this data.

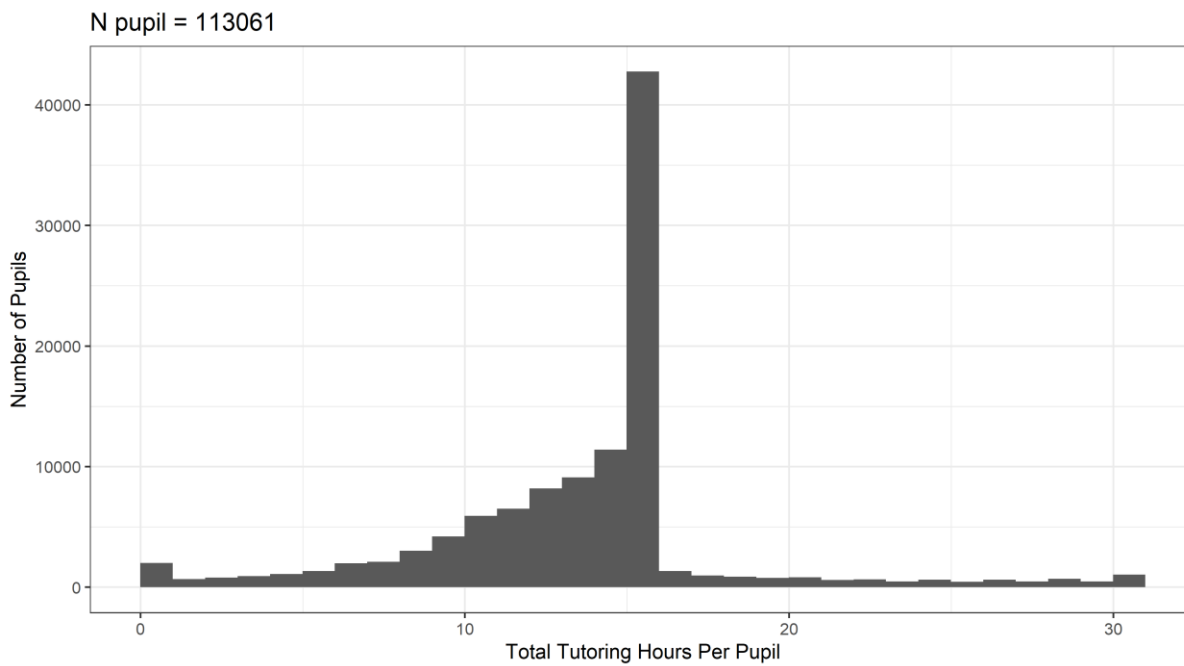
**Table 10: Hours of tuition received by pupils in primary and secondary schools**

	Overall N	%	Primary N	%	Secondary N	%
Less than 1 (<1)	9,987	4%	2,016	2%	7,463	7%
Between 1 and 12 (1-<12)	73,313	31%	28,611	23%	41,596	41%
12 or more (12+)	129,876	56%	83,133	68%	42,877	42%
Missing/blank/withdrawn	19,716	8%	9,261	8%	9,959	10%
Totals	232,892	100%	123,021	100%	101,895	100%

Source: pupil monitoring data. Total unique pupils, 232,892; unique pupils at primary school, 123,021; unique pupils at secondary school, 101,895. Values of primary and secondary do not sum to the overall number of pupils as there were also pupils in other settings (all through, PRUs, etc.) not detailed on this table.

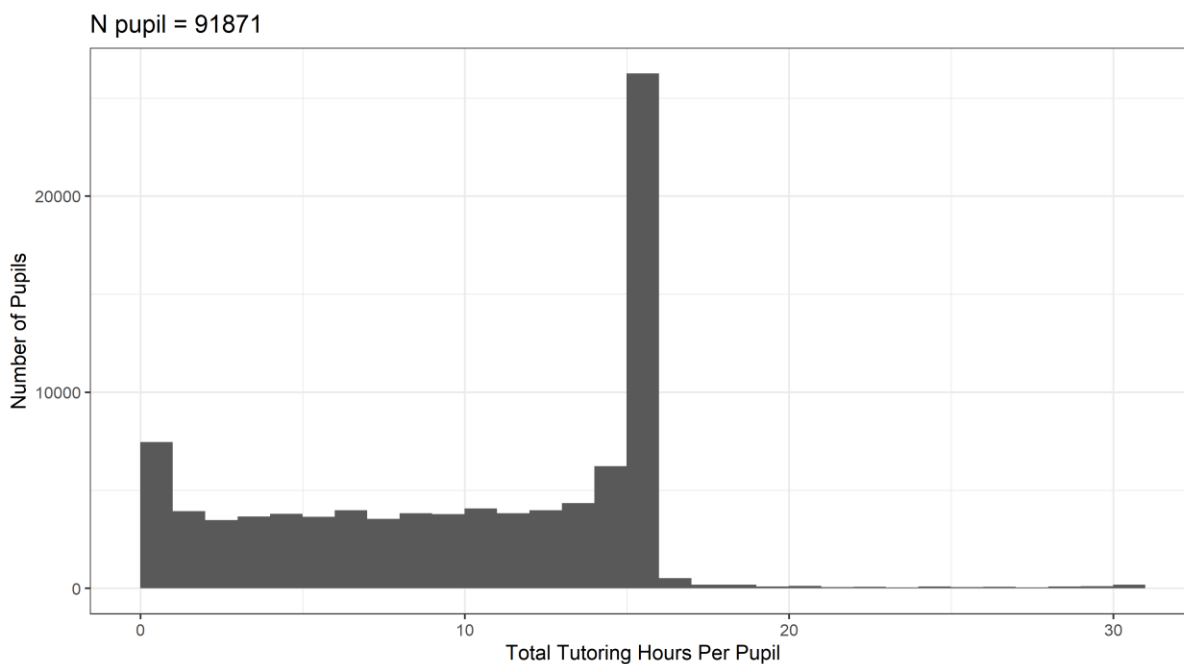
<sup>71</sup> For primary schools, pupils where any tutoring was recorded (that is, excluding zero, blank, missing, or withdrawn) (n = 111,806), 74% (83,133) had 12 or more hours of tutoring. For secondary school pupils where any tutoring was recorded (n = 84,587), 51% (42,877) had 12 or more hours of tutoring.

**Figure 4.9: Distribution of number of hours tuition received by primary school pupils**



Source: pupil monitoring data: unique primary school pupils up to and including 30 hours tuition.

**Figure 4.10: Distribution of number of hours tuition received by secondary school pupils**



Source: pupil monitoring data: unique secondary school pupils up to and including 30 hours tuition.

Exploring the data on session bookings, there was a higher ratio of individual face-to-face sessions completed<sup>72</sup> (70%) than online (40%) according to pupil data with face-to-face or online tuition recorded. This was reflected in the qualitative interviews where tutors and school leads reported that mechanisms schools employed to monitor and support attendance worked better when tuition was delivered face-to-face. Primary and secondary schools undertook several

<sup>72</sup> Here, by completed here we mean individual sessions completed (i.e. attended by both the pupil and the tutor) – rather than ‘completed’ when it refers to a booking block or 12 or more sessions

actions to try to ensure good attendance, including selecting pupils who were more likely to attend and engage and framing tuition to pupils as an opportunity and a privilege instead of a corrective to underperformance. Schools also described briefing parents so they knew how to support tuition, particularly when it was outside school hours or at home. Some schools incentivised attendance; for example, by offering raffle tickets for each session attended or providing drinks and snacks, again particularly when tuition was after school. Attendance was reported to be better if sessions were held twice a week (rather than once) as pupils were more likely to remember to attend.

School leads noted that it was easier for them to ensure pupils attended tuition when it took place during school hours as they were able to collect pupils from classrooms and escort them to their session (sometimes done by tutors or other school staff) or have staff on hand to chase absent pupils. Schools leads often used email to remind teachers that their pupils had a session coming up and some also used text messages to remind pupils and their parents.

*'Also on the calls [about attendance] are classroom assistants so if there are any problems we've got boots on the ground. It's made a massive, huge difference to us ... that's taken engagement up to 95%' (TP).*

Despite these activities, some schools experienced variable attendance, which impacted tuition delivery. Absences required tutors to reorganise sessions or quickly adapt to groups that were smaller than anticipated, affecting their lesson plans, or meant they had to cater to different pupils altogether. Some schools removed pupils who missed consecutive sessions, offering their place to other pupils so as not to 'waste the opportunity'.

Frequent absence from tuition was often attributed to lack of engagement from pupils or parents, particularly when tuition was online at home or in school but out of school hours. Schools felt that low parental engagement was linked to parents working from home and managing competing priorities (such as more than one child engaging in home learning or a lack of childcare or additional support) and not understanding the value of the programme. Schools with high attendance outside school hours felt that communicating the value and purpose of the programme, through emails and phone calls to parents, was crucial to good engagement.

Some school leads also felt that low attendance was a consequence of tutors failing to establish a good rapport with pupils. Others cited a lack of equipment for online tuition at home in initial weeks of the programme. Covid-19, self-isolation, and the need for bubbles were also reasons for lower attendance, though these were mitigated by online tuition from home.

Tutors and tutors formally monitored pupil attendance by tutors taking a register at each session and sharing data with their TP or sometimes directly with the school. Tutors then shared daily or weekly attendance reports with schools via the TP portal or by email.

Schools that took a proactive approach to chasing attendance by monitoring live registers, tracking down absent pupils, and following up reasons for non-attendance reported good attendance. However, some schools claimed this was not always possible due to staff capacity. School leads commonly reported that they had not anticipated the administrative burden of managing attendance. They felt the programme could provide more administrative support with this.

Schools found monitoring attendance more difficult with online, at-home tuition as this relied more on pupil and parent engagement. It was hard to monitor 'in the moment' so schools sometimes discovered attendance issues via a TP report, when it was too late to intervene.

Around a third of tutors in the second evaluation wave (36%) reported that they were satisfied with support with pupil attendance from the school and, similarly, only a third of school leads (33%) and around a third of school staff (30%) were satisfied with support received from tutors to monitor pupil attendance, with satisfaction decreasing slightly across the waves for school leads. A significant proportion of tutors reported that they were unaware of the need, or that it was not applicable, for schools to monitor attendance, which suggests a lack of clarity around roles and responsibilities for monitoring attendance.

#### *Mechanisms to monitor quality*

School leads reported high levels of satisfaction with the quality of tuition (80% either very or somewhat satisfied) in the school leads survey (wave two, n = 831). However, satisfaction varied by mode of delivery, school size, and school phase. School leads from smaller schools tended to report higher satisfaction than those from larger schools (83% vs. 73%). Satisfaction was also higher for face-to-face learning compared to online only learning (89% vs. 72%), with differences being more marked when comparing the proportions of school leads who were very satisfied with face-to-

face tuition compared to online-only tuition (61% vs. 29%). Primary schools tended to be more satisfied than secondary schools (82% vs. 74%).

TPs monitored quality through a range of formal and informal mechanisms. More formal monitoring included observing a proportion of the tuition sessions, producing impact reports, holding quality assurance sessions with tutors, and conducting pupil and school surveys to gather feedback on tutors. More informal mechanisms included ad hoc discussions with school staff via phone or email. While school leads and some classroom teachers were aware that TPs monitored the quality of tuition, they often did not engage with ongoing quality monitoring themselves. This was reportedly because school staff either assumed this was the responsibility of the TP, were satisfied by observing initial sessions, reviewed pupils' outputs from tutoring session, or did not have time to engage. School leads and classroom teachers tended to be more interested in the outcome of the baseline and end of tuition block assessments than regularly engaging with TPs' quality monitoring mechanisms.

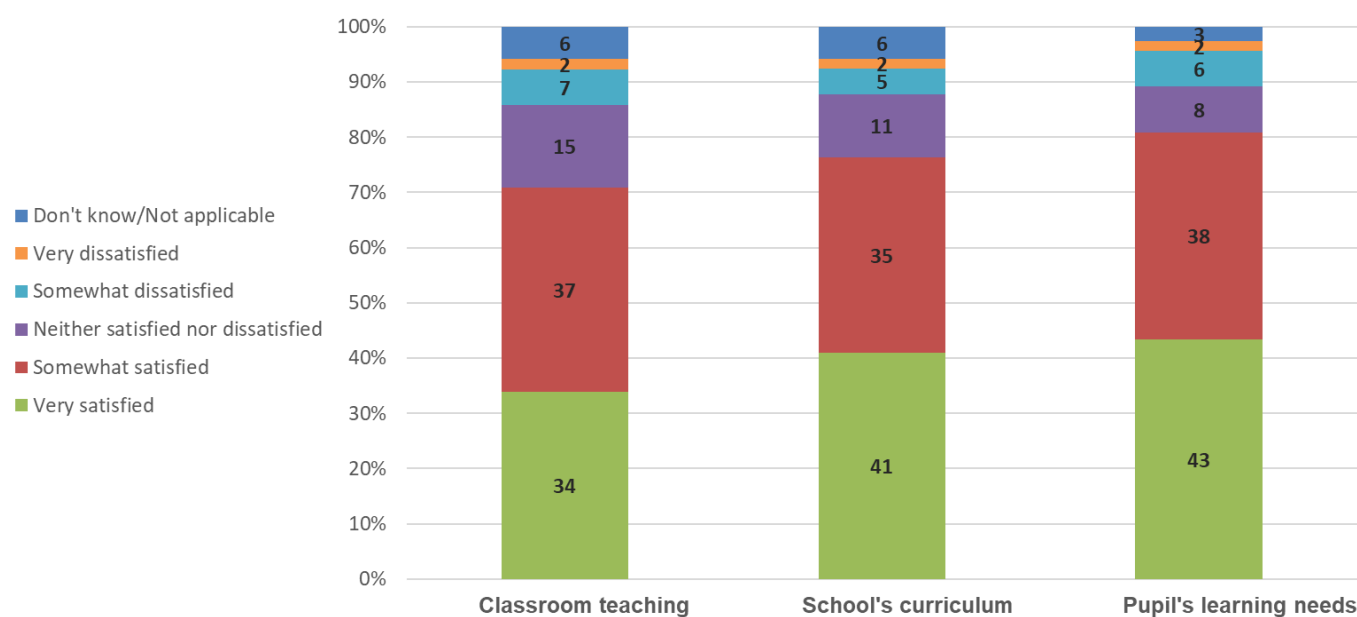
*'The reports are evidence as to whether the tutoring has enabled the pupil to make progress, so the QA of those reports is fundamental to be able to ascertain that' (TP).*

Tutors were aware of TP quality monitoring mechanisms but had inconsistent experiences of receiving feedback. When tutors did receive feedback from their TP, they found it reassuring and said they took on board suggestions to improve. Some experienced tutors were proactive about seeking feedback from teachers and pupils, for example, by devising their own satisfaction surveys for pupils and teachers to complete. However, tutors often reported receiving little to no feedback, or only receiving feedback when something went wrong. Where tutors were not receiving formal regular feedback, they were relying on the progress observed from pupils in their session. There were instances where TPs only shared feedback with tutors when a school had complained about delivery. Tutors said they valued consistent feedback from TPs, pupils, and schools rather than ad hoc or only when things went wrong.

#### Alignment of tuition with classroom learning

School leads and school staff responding to the surveys were asked to what extent they believed the tuition provided aligned well with classroom teaching, the school curriculum, and pupils' learning needs. As shown in Figure 4.11, the majority of school leads were at least 'somewhat satisfied' that the tuition aligned with classroom teaching (71%), the school curriculum (76%), and pupils' learning needs (81%).

**Figure 4.11: School leads' satisfaction that tuition aligns with classroom teaching, the school curriculum, and pupils' learning needs**

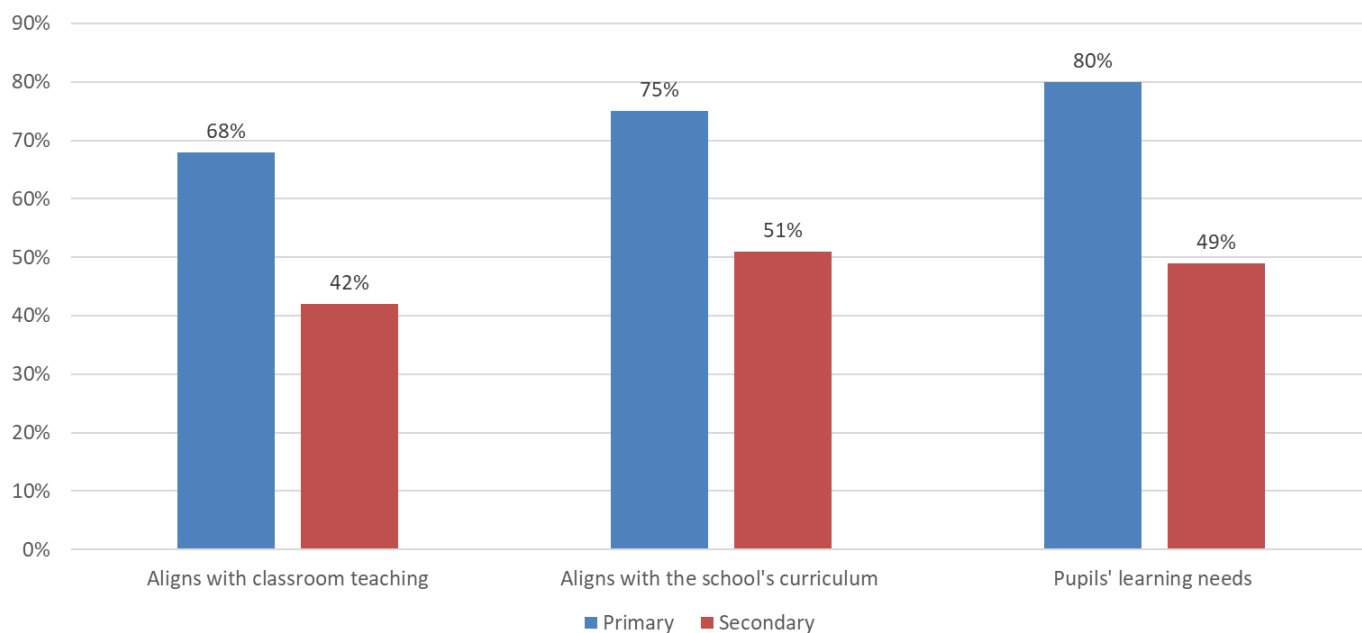


Source: school leads survey wave two (n = 856).

Most school staff were also satisfied, albeit to a lesser degree, with (1) how tuition aligned with classroom teaching (60%), (2) how well it aligned with the school's curriculum (68%), and (3) tutors' ability to meet pupils' learning needs

(70%) (n = 762). Aligning insights on satisfaction with the quality of tuition from the school leads' survey, satisfaction that tuition aligns with these three areas was greater among school staff from primary schools,<sup>73</sup> as shown in Figure 4.12.

**Figure 4.12: School staff's satisfaction that tuition aligns with classroom teaching, the school curriculum, and pupils' learning needs, by phase of school (percentage who were 'very' or 'somewhat' satisfied)**



Source: school staff survey (n = 761).

Tutors' confidence that the tuition they provided aligned with classroom teaching was mixed. Those who felt confident described being able to gauge their delivery against TP resources and their experience as a tutor or previous teaching experience. Those who were less confident tended to be less experienced tutors. However, aligning tuition with classroom teaching was generally valued less by tutors than aligning with pupils' learning needs: 87% said their tuition achieved this and in the qualitative interviews tutors tended to prioritise responding to pupils' needs in the moment rather than aligning their tuition with classroom learning. Tutors were keen to address issues picked up spontaneously, for example, if they saw that a pupil needed help with something that was outside of their session plan, they would respond.

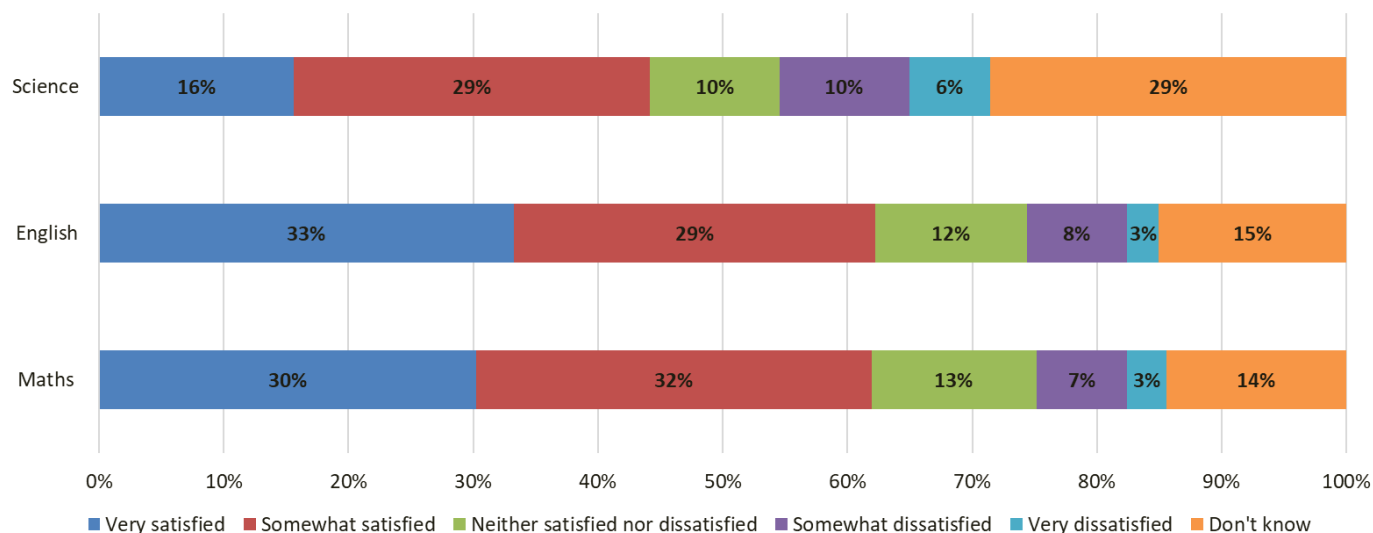
*'[Tuition] was certainly tailored around the students, whether it was fitting with the school lesson plans I don't know' (tutor, maths).*

In the qualitative interviews, school leads and teachers described differences in the importance of alignment to classroom teaching by age and subject. For English tuition, it was generally perceived to be more important that pupils had a good foundation and were confident with comprehension, reading, and vocabulary basics—meaning alignment was less important. In maths it was considered important that teaching methods were aligned with the classroom teaching method; for example, a tutor teaching long division needed to be aware of the classroom method for consistency so as not to confuse pupils. These variations were apparent when looking at school staff satisfaction with the alignment of tuition by subject.<sup>74</sup> As shown in Figure 4.13., school staff whose pupils had received tuition in maths (n = 575) or English (n = 511) were more satisfied with how tuition aligned with classroom teaching than those whose pupils had received tuition in science (n = 77). A similar pattern was found in staff's satisfaction that the tuition aligned with the school's curriculum and pupils' learning needs, with those whose pupils received tuition in maths and English more satisfied than those whose pupils received tuition in science.

<sup>73</sup> School staff from secondary schools were more likely to select 'don't know' when asked about alignment in these three areas—for classroom teaching, it was 26% vs 11%, the school's curriculum, 20% vs 10%, and pupils' learning needs, 23% vs 7%—but were still more likely to select 'dissatisfied' across the various measures.

<sup>74</sup> Note that school staff were able to select more than one subject so there is some overlap.

**Figure 4.13: School staff's satisfaction with how tuition aligns with classroom teaching, by subject**



### *Additionality of the NTP programme to classroom learning*

Ensuring the additionality of the programme—the extent to which tutoring is additional to existing classroom teaching—was a key consideration for school leads. As discussed, when tuition took place in school during lesson time, schools leads struggled to minimise the impact of missing lessons. Holding sessions after school was a clear facilitator to additionality, as was the practice of rotating timetables where possible, ensuring that the same lesson was not missed each week. Those schools that were unable to rotate timetables tended to avoid scheduling tutoring at the same time as core subjects such as English and maths.

School leads in the qualitative interviews described challenges managing pupils' and classroom teachers' feelings of frustration about missed lessons, particularly when pupils felt they were missing 'fun' lessons such as drama or physical education. In the school staff survey, 62% reported that reduced time spent by pupils in lessons was the most common challenge for the programme. Over a quarter (26%) of school staff who responded to the survey said the tuition had led to pupils falling behind in lessons (school staff survey, n = 777), which suggests there is still more to do to help schools balance classroom learning and the additionality of NTP tuition. In the qualitative interviews, school leads wanted more time to plan for the second year of the NTP to address scheduling challenges. They felt it would be helpful to have more certainty about the logistics of year 2 earlier as they were planning for, and timetabling, the 2022 academic year in the 2021 summer term.

## **Phase implications**

Below we reflect on the implications of the findings across the two sub-phases—delivering tuition and monitoring delivery.

### **Delivering tuition**

Due to the gaps in pupil monitoring data, where data on booked and completed hours of tuition are missing, we are unable to report on the true number of pupils who received more than 12 hours of tutoring by the end of the programme, though according to the monitoring data, 129,876 individual pupils achieved this.

Tuition was delivered largely within the parameters set out by the programme and with relatively high levels of satisfaction with quality among school leads and school staff. Satisfaction was higher among small schools and primary schools, rather than larger schools and secondary schools (although still positive). Face-to-face delivery was particularly welcomed and as a greater proportion of face-to-face sessions were completed than online (70% versus 40%), this suggests a greater emphasis on face-to-face delivery could be important in year 2 of the programme. At the same time, feedback suggests that mode flexibility was highly valued by schools and that the ability to undertake a mix of face-to-face and online tuition was particularly useful given Covid-19 restrictions.

A key area of concern for schools was tuition scheduling. Conducting sessions during school time was efficient for tutors and had benefits in terms of attendance and engagement as school staff were able to monitor pupil attendance more easily. However, it made scheduling difficult for school leads and meant pupils missed lessons, in some cases

undermining the additionality of tuition. Communicating the purpose and value of tuition to pupils and parents (particularly those with low engagement, as described above) could help improve attendance for sessions held outside of school time in terms of them supporting remote learning or tuition out of hours (on school premises). Providing school leads with plenty of notice about the programme could also help improve additionality as school leads would have more flexibility with timetabling.

### **Monitoring delivery**

Attendance was a challenge for the programme, with the monitoring data suggesting that 56% of pupils received 12 or more hours of tuition (for pupils for whom data was provided); a substantial minority received less than 12 hours (35%) (8% of pupils had missing/withdrawn data on number of hours). This was particularly problematic for online tuition and sessions outside of school hours, suggesting that more could be done to help schools address attendance in these areas. This could include real-time attendance monitoring that is easy for schools to use and act on, best practice examples of mechanisms that boost attendance, and guidance on how to engage pupils and families to ensure they understand and are committed to the programme.

Variations in the extent to which tuition was seen to align with classroom teaching also suggest that lessons could be learned for future delivery. For example, better, more direct communication between tutors and teachers could help to streamline learning priorities for future programmes. In addition, improved feedback mechanisms and more consistent feedback for tutors could help to improve school satisfaction. This is particularly relevant to science tuition where school staff reported lower satisfaction with tuition aligning with classroom learning, the school's curriculum, and pupils' learning needs compared to English and maths tuition. While this partially reflects the limited data on science tuition—with a relatively small base size and higher proportion of school staff responding 'don't know'—it also suggests that more could be done to support tutors to deliver high quality science tuition through the programme.

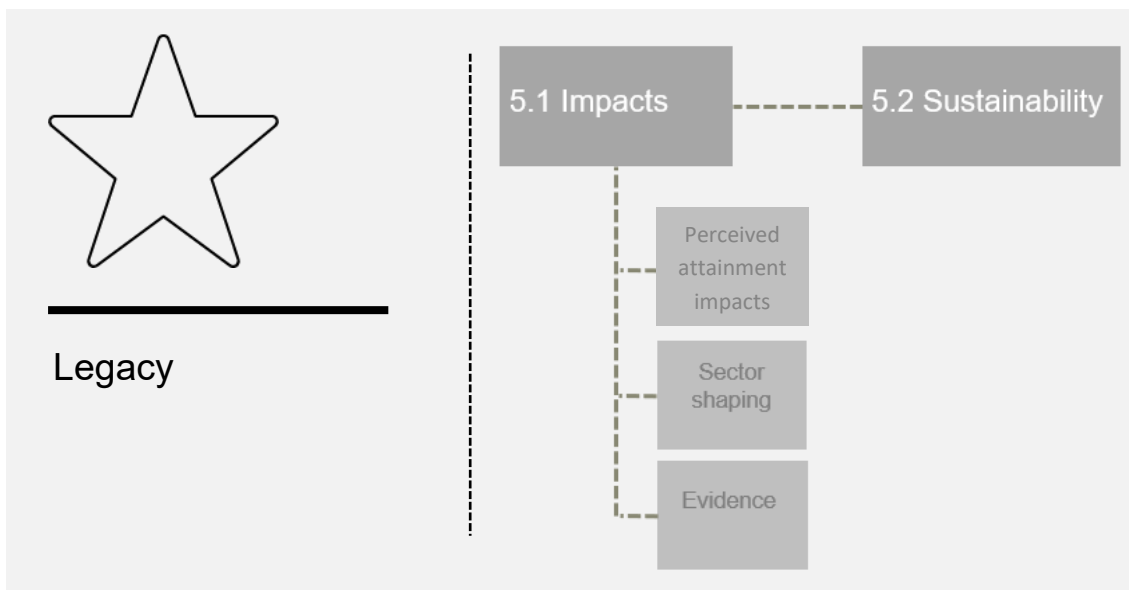


## Phase 5: Legacy

In this section we outline the design, implementation, and implications of the Legacy phase of the programme. This phase covers the long-term sustainability of systems and effects, including (perceived) programme impacts on pupil attainment, positive effects on the scale and quality of the tutoring sector, establishing connections between tutoring providers and state schools, and contributing to the evidence base on the effectiveness of tutoring (as perceived by stakeholders in the majority of cases where actual impact was not yet assessed or analysed).

### Phase design

The Legacy phase did not involve any unique activities but is rather a reflection on cumulative activities across the previous four phases. Here we focus on three overarching intended impacts—improving pupils’ attainment, shaping the tuition sector, and delivering evidence<sup>75</sup>—plus the long-term sustainability of systems effects.



### Phase implementation

The legacy of the programme is explored by considering how participants viewed its impact in each of the above three areas—on perceived pupil outcomes, tuition sector outcomes, and its contribution to evidence.

#### Perceived pupil outcomes

While improved attainment was the only intended pupil outcome of the programme, the IPE sought to gauge participants’ views about both attainment and non-cognitive pupil outcomes.

At the time of the third wave of fieldwork, participants’ perceptions of pupil outcomes were typically based on opinions and informal feedback rather than formal assessment. Some better-resourced and more data-focused schools and TPs had organised pupil assessments, although these were at an early stage and in many cases had been hindered by Covid-19 delays. Even after assessing, they had rarely analysed the data by the end of the school year (when wave three fieldwork closed).

School leads and teachers had the most extensive experiential evidence. School staff reported being able to gauge what pupils felt about tuition and the likely outcomes for their learning, even when they had not sought feedback.

Tutors’ evidence of outcomes was limited. Tutors were often curious about the impact of tuition for their pupils but had rarely received information from schools or TPs on this.

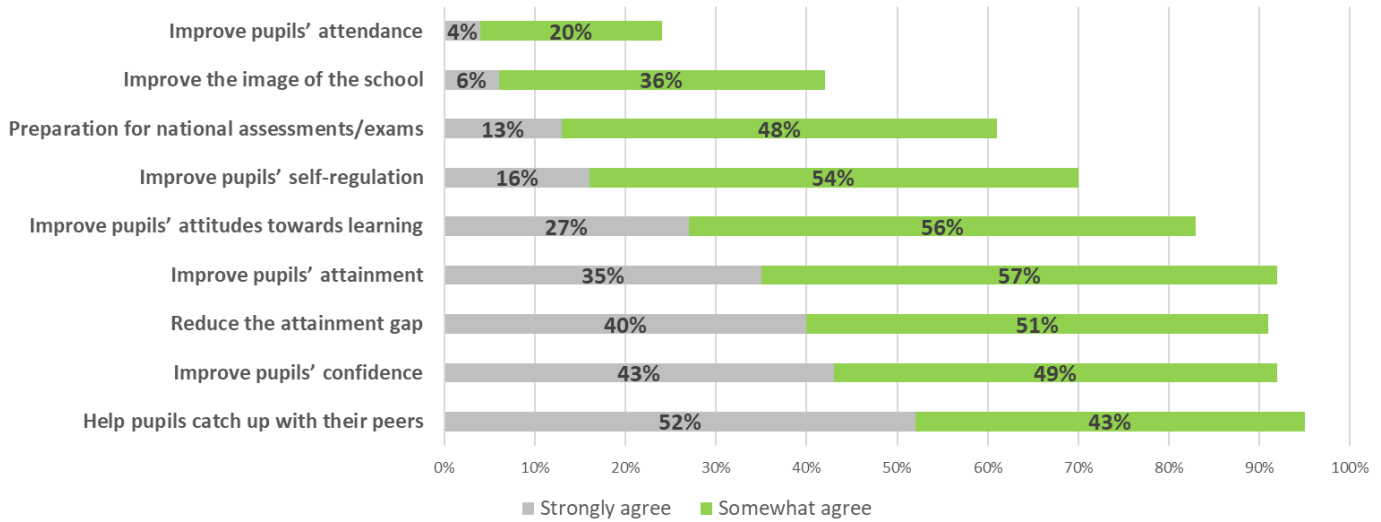
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<sup>75</sup> This report includes perceptions of impact on attainment. Findings on the impact on pupils’ attainment using standardised assessment data and national assessment grades can be found in the impact evaluation volumes for this evaluation (add refs when we have them).

## Expectations for pupil outcomes

Respondents to the wave one school leads survey were asked what they believed the outcomes of the programme for pupils would be. As shown in Figure 5.1, the vast majority agreed that the programme would enable pupils to catch up with their peers (95%), improve pupils' confidence (92%), and improve pupils' attainment (92%). Expectations varied by school phase, with a higher percentage of secondary school leads than primary school leads believing that the programme would help pupils prepare for national assessments (25% vs 8% 'strongly agree').

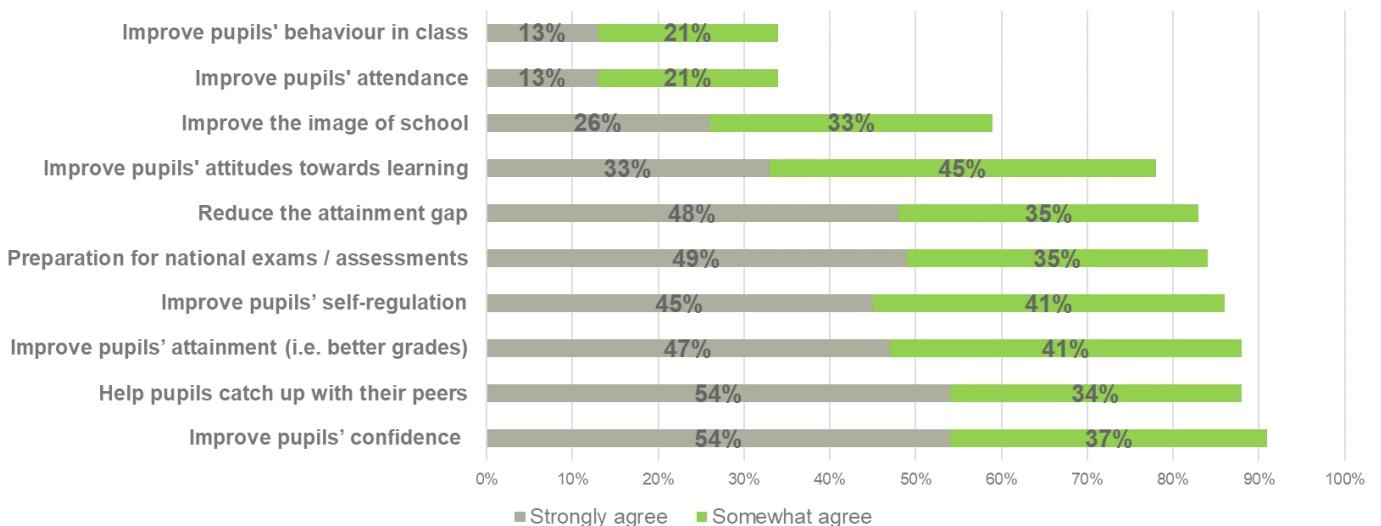
**Figure 5.1: School leads' expected outcomes of the programme for pupils**



Source: school leads survey, wave one (n = 797).

As shown in Figure 5.2, tutors' expectations for pupil attainment were similarly high. Nine in ten (88%) of those taking part in the wave one tutor survey (irrespective of whether they had already started to tutor) agreed that the programme would help pupils who may have fallen behind during the pandemic to catch up. Similar proportions were reported for expected improvements in preparing for national exams or assessments (84%), improving pupils' attainment (88%), and helping to reduce the attainment gap between disadvantaged pupils and their peers (48%).

**Figure 5.2: Tutors' expected outcomes of the programme for pupils**



Source: tutor survey wave one (n = 5,988).

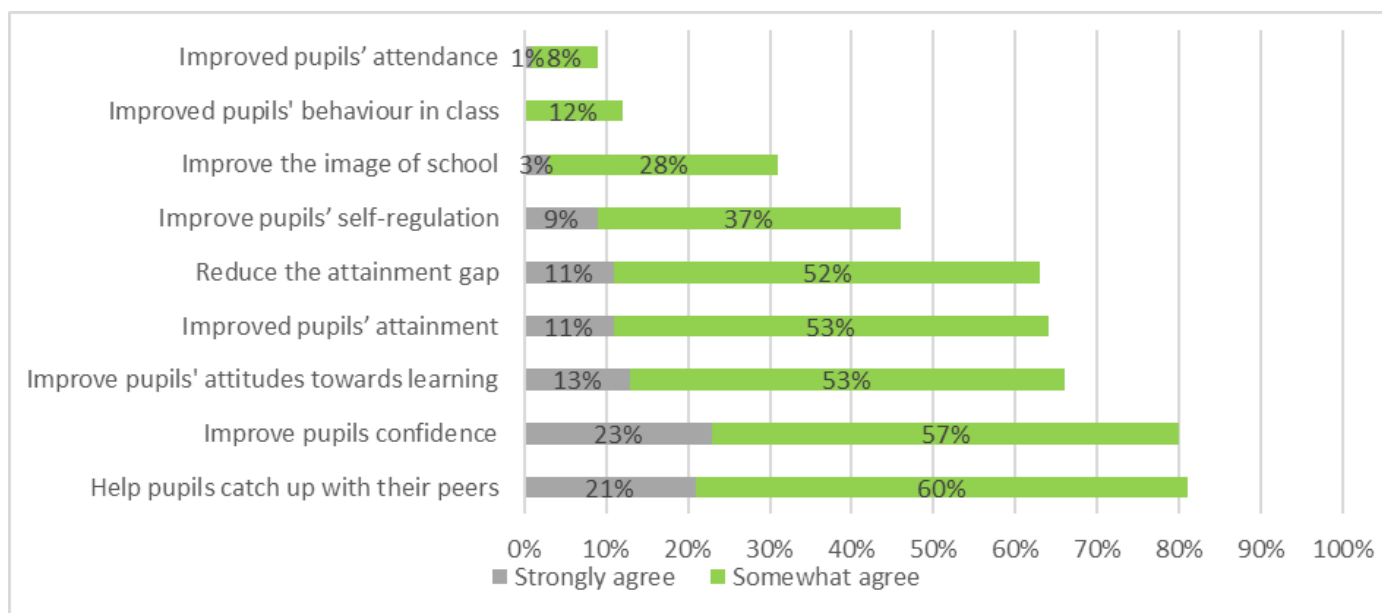
In terms of expectations for **non-attainment pupil outcomes**, the majority of tutors (91% in the wave one survey) responded that the programme would increase pupils' self-confidence; there were similarly high expectations for

improving pupils' self-regulation, way of thinking, and reasoning (86% in the wave one survey) and improved attitudes and motivations towards learning (78%).

*Actual (perceived) pupil outcomes*

According to school leads for whom tuition had finished, there were several perceived outcomes for pupils. In the wave two school lead survey, most agreed that the programme had 'helped pupils catch up with their peers' (81%) and 'improved pupils' confidence' (80%), as shown in Figure 5.3. However, these were slightly lower percentages than the expected outcomes reported in the wave one survey (Figure 5.1). Perceptions of outcomes at these two timepoints—one earlier in the academic year and one towards its end—diverged mostly in relation to general attainment and the attainment gap: in the wave one survey, 92% agreed that the programme had 'improved pupils' attainment' and 91% felt that it had 'helped to reduce the attainment gap between disadvantaged pupils and their peers'; by the second wave survey, these figures had reduced to 64% and 63% respectively. Furthermore, for both these statements, the proportion of school leads disagreeing in wave two was higher than among those taking part in wave one—12% (1% in wave one) and 13% (3% in wave one) respectively—as was the proportion who neither agreed nor disagreed.

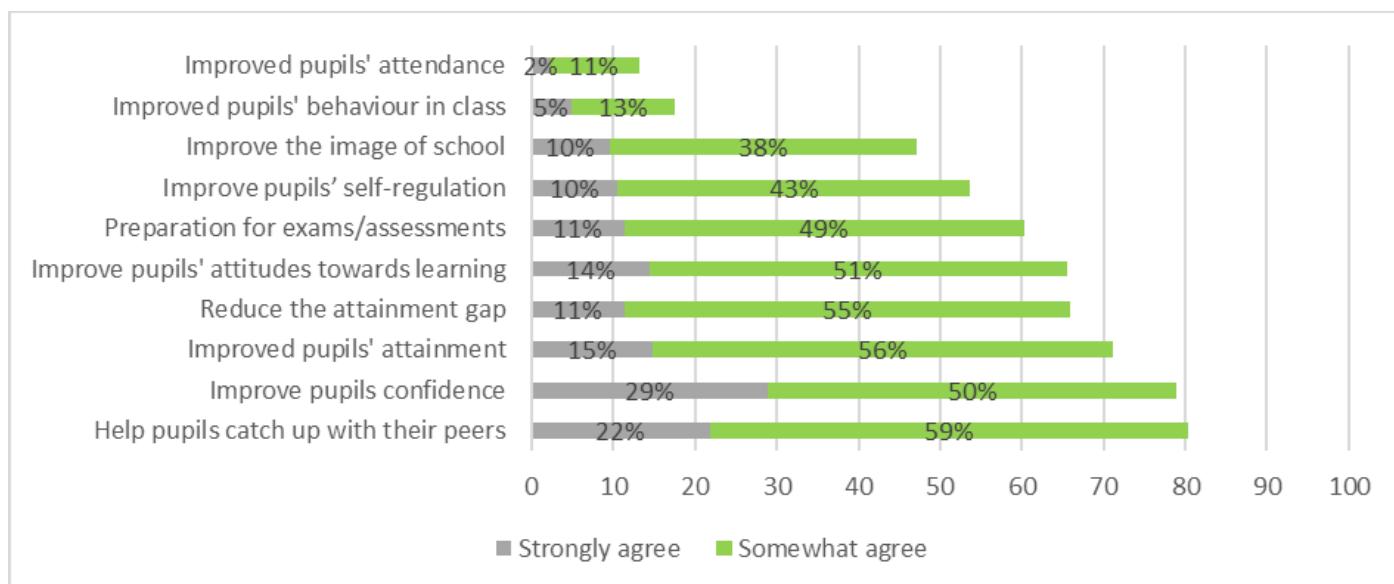
**Figure 5.3: School leads' perceptions of outcomes for pupils**



Source: school leads survey, wave two (n = 152).

School staff for whom tuition had finished agreed with school leads that the programme had helped pupils catch up with their peers (81%), improved pupils' self confidence (79%), and helped reduce the attainment gap (65%), as shown in Figure 5.4.

**Figure 5.4: School staff's perceptions of outcomes for pupils**

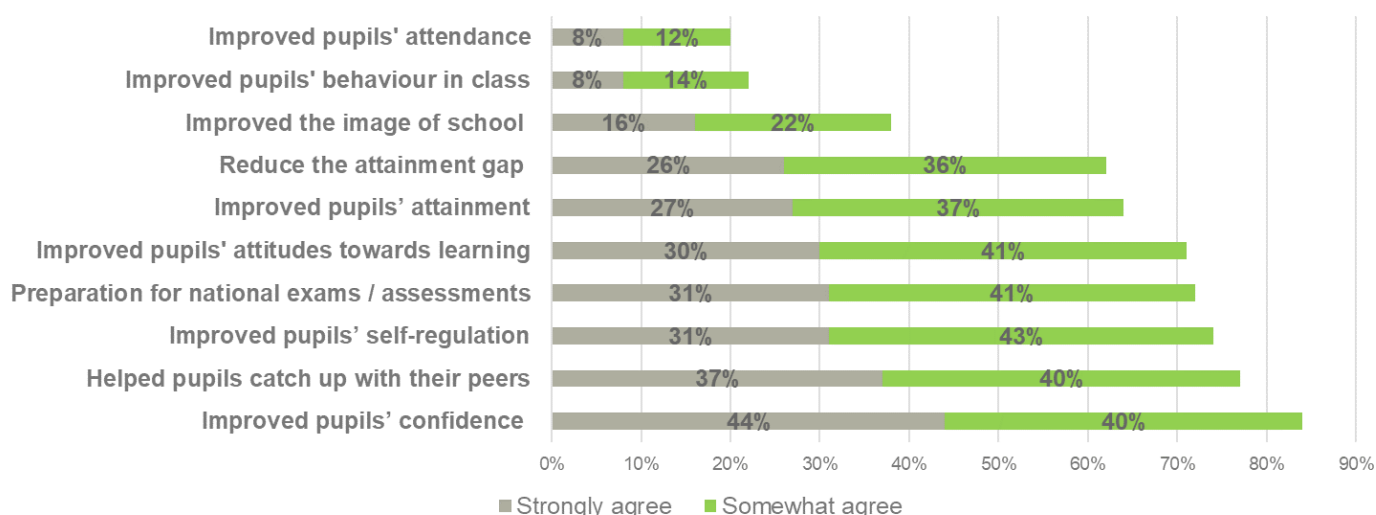


Source: School staff survey (n=229)

In the wave two tutor survey,<sup>76</sup> a smaller proportion of tutors—compared to both school leads and school staff, although still more than half (62%)—felt that the programme would help reduce the attainment gap (Figure 5.5). Compared to the previous wave, there was an increase in the proportion of tutors reporting they did not know what the pupil outcomes would be. This increase was particularly pronounced in relation to 'improved pupils' attainment' (increasing from 5% to 26%) and 'helped to reduce the attainment gap between disadvantaged pupils and their peers' (increasing from 6% to 24%). There was a smaller change for non-attainment outcomes compared to attainment outcomes. This apparent increase in uncertainty about the expected outcomes of the programme may reflect the ongoing disruption in tutoring due to Covid-19, visibility of outcomes for tutors, or tutors' changing attitudes about the efficacy of the programme—all of which were mentioned by tutors in the qualitative interviews.

*'Generally it's quite difficult to gauge because it's all online and there is no way to see how the students do afterwards' (maths, English, and science KS3–4 tutor).*

**Figure 5.5: Tutors' perceptions of outcomes for pupils**



Source: Tutor Survey wave two n=3,321

<sup>76</sup> With questions about pupil outcomes only asked of tutors who had started tuition.

In the qualitative interviews, school leads, staff, TPs, and tutors identified factors they felt led to better perceived outcomes for pupils. These included delivery in smaller schools and primary schools (due to greater teacher engagement and attendance monitoring), face-to-face tuition (due to better attendance and perceived quality associated with this mode of delivery), and maths (due to the perception that relatively discrete topics were better suited to limited tuition sessions). Variations in perceived outcomes were also identified in the school lead and staff surveys, particularly in relation to school phase and mode of tuition—although note that small base sizes mean these findings are indicative only. For example, school staff from primary schools were more likely than those from secondary schools to agree (strongly or somewhat) that tuition had ‘helped improve pupils’ self-confidence’ (89% vs. 58%), ‘improved the attainment gap between disadvantaged pupils and their peers’ (72% vs. 55%), and ‘improved attitudes and learning’ (71% vs. 55%) (primary schools, n = 149; secondary schools, n = 72). When looking at responses by mode of tuition (face-to-face only, n = 106; online only, n = 99), school staff whose pupils had received face-to-face only tuition were more likely to agree that the tuition had ‘improved pupils’ attainment’ (79% vs 65%), had ‘helped pupils to catch up’ (82% vs 78%), had ‘reduced the attainment gap between disadvantaged pupils and their peers’ (70% vs 57%), and had ‘improved pupils’ confidence’ (88% vs 71%).

Focusing on **attainment outcomes** (the main intended impact for pupils), the qualitative interviews with school leads and teachers highlighted perceived improvements in pupil attainment as a result of the programme; as noted above, this was typically based on the opinion of school staff rather than formal assessments. Teachers reported seeing improvements in pupils’ understanding in classroom lessons, which they attributed to pupils having additional time to practice and plug gaps in their knowledge.

*‘I have seen them improve hugely, especially with mathematical concepts. That can only happen with extra time and extra support’ (primary school teacher, Yorkshire).*

However, school staff were occasionally hesitant to attribute attainment increases solely to tuition, flagging that the TP programme was one of many catch-up interventions in place. A small number of schools also reported worse than expected attainment outcomes, for example, where the tuition was considered poor or where it meant pupils were missing out on classroom learning.

In the qualitative interviews, tutors were generally positive about the perceived attainment outcomes for pupils who attended regularly and who engaged. As noted above, they felt limited in reporting outcomes due to little feedback on pupil progress outside of tuition. Some described observing improvements in pupils’ grasp of specific topics over the course of tuition. This was reportedly easier to see for maths than English and more commonly noted for primary pupils.

Pupils described mixed views about the perceived impact of tuition on their attainment. Pupils who were less positive about this tended to be those who were less engaged with the programme, feeling they had been pushed into it. These pupils described sessions as ‘boring’ and struggled to recall what they had learned. However, some were able to pinpoint specific topics they felt more confident about and able to tackle—again, most commonly in maths and at primary level.

*‘I got to practice. I didn’t know one multiplication before, but now I do. I think I’m a lot more confident at maths because I didn’t like maths before’ (primary pupil, school population under 500, Yorkshire).*

*‘What made it easier—one, there wasn’t so much noise, and two, I think it tested my knowledge a bit more, which is what I like about certain lessons’ (primary pupil, school population under 500, London).*

In the qualitative interviews, participants were asked to reflect on **non-attainment pupil outcomes** associated with the programme: increased pupil **confidence** was considered to be a key one. Pupils reported feeling more confident with the subject and teachers reported pupils being more likely to raise their hand and answer questions in front of their class. Some teachers said that the tuition was beneficial to pupils’ socialisation skills at a time when many were relatively isolated and not interacting with new adults.

*‘[The tutor] understood me in a way that no other teacher did because I personally don’t like English but when I was doing the sessions with her I used to be way more comfortable in answering questions, reading and doing things with her. To be honest she was a great tutor’ (secondary pupil, East of England).*

*‘Certainly their emotional and self-confidence has increased massively, and that to me, if they believe in themselves, they will achieve’ (headteacher and school lead, East Midlands).*

Improvements in pupils' **aspirations** were also attributed to the programme. There were a few reports of pupils saying they were more willing to take their tuition subject further, for example, to A-level or university, when they would not have before. Similarly, tutors reported that pupils enjoyed hearing about tutors' experiences of living or studying around the world and that it had impacted their aspirations.

*'It opens the kids' horizons to actually know you can go and live anywhere you want. You can work online' (tutor, maths).*

On the other hand, pupils' **behaviour** and **motivation** were viewed as being relatively unaffected by the programme. As noted, schools described prioritising pupils they felt were likely to engage with tuition (see Mobilise), which suggests pupils with behavioural issues were less likely to be selected. And there was little evidence to suggest that tuition impacted pupils' behaviour or motivation once it finished. Schools and tutors reported that some pupils had to be removed from the programme due to behaviour or attendance issues, suggesting that tuition had been unable to address these challenges. This was reflected in the school staff survey where 54% of those for whom tuition had finished neither agreed nor disagreed that the programme had improved pupils' behaviour in class (n = 299).

### **Tuition sector outcomes**

In addition to pupil outcomes, the TP programme sought to achieve positive effects on the scale and quality of the tutoring sector and establish connections between tutoring providers and state schools.

As the IPE is limited to the views of those participating in the programme, it is difficult to draw conclusions on the wider effects of the programme about the **scale and quality of the tutoring sector**. However, the scale of delivery achieved in a short period suggests it has had a sizeable impact.

As noted in the Mobilise phase, TPs described substantial impacts of the programme on their workload and operation. The scale of delivery meant that many TPs needed to adapt how they worked, taking on additional operational staff, changing their management and reporting processes, and recruiting and training additional tutors. The scale of change varied considerably, with larger, more established TPs seemingly better able to adapt existing ways of working while smaller or less experienced TPs described more substantial changes.

TPs viewed the programme positively in terms of how they expected it to influence the wider tutoring sector. They expressed hopes that the programme would raise the profile of tuition and help to normalise its use in schools.

*'The concept is really being introduced to pretty much every school in the country all of a sudden, seeing the potential for using external agencies, tutors, to support their educational efforts. Hopefully the legacy of NTP is that rather than 10% of schools doing this as part of their strategy, 50%+ of schools will be considering it' (TP).*

In the qualitative interviews, tutors were similarly optimistic about the effect of the programme on the tutoring sector. Some more experienced tutors, for example those with QTS status or with specialist knowledge (such as of SEND or children's behavioural needs), expressed concerns that the programme did not give enough weight to qualified teachers thereby undermining educational standards. Otherwise, tutors largely reflected on their positive experiences of delivering tuition through the programme, with many saying they would continue tutoring and would deliver TP tuition if given the opportunity in the future.

*'Being a new tutor, I think this was a quite good experience for me, and it's having that confidence of, these students are relying on you to deliver the information that they need, and it's kind of getting that, and knowing what resources are actually useful and what aren't so much' (tutor, science).*

In terms of **establishing connections between tutoring providers and state schools**, again, the IPE is limited by its focus on those already participating in the programme. Where schools had not used tutors before, they acknowledged that the programme had been a catalyst, in some cases overriding uncertainty about whether it was the right approach for their pupils. However, the IPE is unable to draw conclusions on the perceived impact among schools that did not participate.

*'It's opened our eyes [to tuition]. A few teachers were reticent to start with' (school lead, Yorkshire and the Humber).*

Schools' experience of the programme was inevitably a key factor in whether they felt they would continue to use tuition in future. Half (50%) of school leads said the programme met their expectations to a 'very great' or 'large extent', with 38% believing it met their expectations to a moderate extent and 10% believing it did not meet their expectations at all (school lead survey, wave two, n = 973). This was higher among primary school respondents with 56% believing it met their expectations to a very great or large extent compared to 38% of secondary schools. There was little difference between schools with higher and lower levels of PP-eligible pupils, but schools with a 'requires improvement' Ofsted rating were less likely to say their expectations had been met to a very great or great extent (38%) compared to those with 'good' or 'outstanding' Ofsted ratings (50% and 57%).

Similar to the high satisfaction with tuition, 74% of school leads responding to the survey were 'very' or 'somewhat satisfied' with the programme, with 19% either somewhat or very dissatisfied (n = 856, wave two school lead survey). School leads in primary schools were more satisfied than those responding from secondary schools (78% compared to 63%). There was little difference in satisfaction among schools with higher and lower levels of PP eligibility (74% of school leads from schools with below 24% PP eligibility were satisfied compared to 76% of school leads from schools with more than 24% PP eligibility). Schools leads from schools with an Ofsted rating of 'requires improvement' had lower levels of satisfaction (63%) compared to schools rated as 'good' or 'outstanding' (74% and 73% respectively).

Mode of delivery also influenced the extent to which school leads were satisfied with the programme.<sup>77</sup> Those whose pupils received face-to-face tuition only or mainly were more satisfied (84% and 87% respectively) than those whose pupils received mainly or only online delivery (56% and 69% respectively; n = 856, wave two school lead survey).

When school leads were asked in the survey to explain why they were satisfied the most common reasons were the increased pupil confidence or enjoyment for learning (46%), the quality of tutors (22%), and the alignment to the curriculum that helped narrow the attainment gap between disadvantaged pupils and their peers (17%). Reasons given for being dissatisfied (by a minority of respondents) included poor quality tuition, poor resources, and an unsuitable teaching dynamic (which included the group size, the mixed ability of pupils, or the session length). As noted in previous sections, the qualitative interviews with school leads revealed that the programme had required more input from them than anticipated. While this did not necessarily affect their views about the quality of tuition, it is likely to affect their views about future engagement.

When asked whether they would recommend the programme to others, the majority of school leads (69%) said they would, with primary schools more likely to than secondary (73% and 60% respectively; n = 876, wave two school lead survey). Little difference was found in the likelihood of recommending the programme across schools with higher and lower levels of pupils eligible for PP.

School staff were generally satisfied with the tuition, supported by both the qualitative and quantitative data. However, this was significantly higher among primary than secondary school staff with three quarters (74%) of primary staff saying they would recommend the programme compared to half (48%) of secondary school staff (school staff survey, n = 776). In the qualitative interviews, teachers' mixed perceptions of the programme largely reflected varying levels of engagement. Those who felt the programme had been 'thrust on them' expressed some frustration at pupils missing lessons or having additional administrative workload to support the programme (for example, timetabling or managing feedback). Conversely, those who felt more invested in the programme emphasised its benefits, especially when the tutoring was allocated for pupils with behavioural issues or when there were observable positive outcomes.

*'What I thought was going to happen, happened. Somebody came in, took my children out of my hair for an afternoon, worked with them, made them better, and they came back' (primary school teacher, Yorkshire).*

Pupils were also generally satisfied with the tuition they received.<sup>78</sup> As noted above, they varied in the extent to which they felt tuition impacted their attainment. They also varied in how much they enjoyed sessions (tuition was typically in a subject they did not like) but tended to feel a sense of rapport with the tutor. Interactive sessions and informal testing were cited as key sources of enjoyment.

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<sup>77</sup> This is a different question to satisfaction with tuition, which is reported in the previous section (see Deliver phase).

<sup>78</sup> Pupils participating in the fieldwork were selected by schools and there may have been a selection bias towards more receptive or eloquent pupils.

Where pupils were less satisfied, this was linked to negative feelings about staying after school or missing subjects (where relevant), being taught separately from their friends and classmates, finding sessions boring, having tutors who did not adapt to their needs or, in rare cases, were considered too 'harsh', as well as frustration with technology. Despite this, in the qualitative interviews pupils usually told us they would agree to tuition again or recommend it to a pupil like themselves.

*'I've learnt loads of more things with [tutor]. It's so fun with her' (primary pupil, South East).*

## Phase implications

### Pupil outcomes

Over the course of the programme, tutors appeared to become less certain about the likely outcomes for pupils, particularly around attainment impact. As noted, the apparent increase in uncertainty in this area may reflect the ongoing disruption in tutoring due to Covid-19, the lack of awareness tutors had of outcomes, or tutors' changing attitudes about the efficacy of the programme. If concerns about efficacy were the cause of uncertainty, however, it will be important to share evidence of impact of tutoring on pupil attainment to bolster school engagement.

Nearly two thirds of surveyed schools that had completed tuition agreed that it had helped improve pupil attainment, despite being less positive than those surveyed at the start of the programme about the expected outcomes; schools were more certain about the perceived impact on pupils' non-attainment outcomes such as confidence and aspirations. While this was not the main intended impact of the programme, the value placed on this by schools and pupils suggests it is worth further exploration.

### Tuition sector shaping

Those participating in the programme were largely positive about its perceived impact on the tuition sector and expected the programme to normalise tuition in state education. However, it is difficult to draw wider conclusions given the IPE's focus on those participating in the programme.

Schools' experiences of the programme were largely positive, which is fundamental to establishing lasting connections with tutoring providers. However, variations in satisfaction were identified, particularly between primary and secondary schools, different modes of delivery (face-to-face vs online), and between schools with higher and lower Ofsted ratings. This suggests more could be done to ensure benefits of the programme are perceived more evenly. Reflecting on previous findings, this could include supporting schools so that they are fully committed to the programme and understand the role they will need to play as well as guidance on how to get the most out of it—for example, by reflecting on best practice in selecting pupils, scheduling, supporting attendance, and liaising with providers.

### Evidence

One area of anticipated impact among schools and tutors was to generate evidence about what works to support future iterations of the programme. As of the writing of this report, some of these learnings have been published.<sup>79</sup>

This evidence also sheds light on the various moderators that affected the programme's outcomes. The chapter entitled Research Questions (specifically, section RQ11) explores these moderators and section RQ10 explores perceived impact more widely. The impact evaluation of the programme will also provide more detail on the extent to which these moderators had an effect on outcomes.

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<sup>79</sup> EEF study plans available on <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme>



## Cost evaluation

The per pupil cost for 15 hours tuition each year over three years is £352.43 (£23.50 x 15 hours).<sup>80</sup> This estimate of the market cost of the programme includes the hourly rate paid by the school, the subsidy paid by the government, the management costs of the programme, and any additional costs incurred by the school to run the tutoring. This places tutoring (in the format that it was delivered through the NTP) as of 'moderate' cost on the EEF's cost rating scale.

The programme, as funded during the inaugural year, costs the school £119.65 (£7.98 x 15 hours) per pupil per year; the remainder is subsidised by the government. This cost to the school is 25% of the hourly rate of tuition plus any other costs incurred to facilitate delivery such as extra equipment or more staff. Considering only the costs to the school, tutoring (as delivered through the NTP) is of 'low' cost on the EEF's cost rating scale.

### **A number of assumptions have been made to come to these per-year-over-three-years estimates:**

- the three-year estimate is based on the assumption that schools remain with the same TP for the three years and that the programme has the same central NTP management;
- the cost incurred by the school assumes that the 75% subsidy remains;
- it is also assumed that the same proportion of each mode of teaching, group size, and TP are repeated in years two and three;
- the calculations presented for the main monetary cost estimates for schools are based on those NTP schools that responded to the relevant questions about spend (monetary and time) on the school lead survey; and
- in this sample, 56% of the tutoring sessions completed were face-to-face and 45% were online (as measured in hours of tuition completed per pupil);<sup>81</sup> the majority of the tutoring in this sample took place in the ratio of 1:3 (81%) with 14% of sessions being 1:1 and 5% being 1:2.<sup>82</sup>

Table 11 shows the different resources needed to run the TP programme. The grey boxes present those costs that are not borne by the schools but are substantial and contribute to the overall estimate of the market cost. The remainder of the table shows costs paid by the school.

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<sup>80</sup> This uses the slightly lower estimate for market value. The per pupil cost using the higher estimate is £383.16.

<sup>81</sup> These percentages are slightly different to those calculated from the whole monitoring information dataset as the sample is restricted to those schools that responded to the cost questions in the school lead survey.

<sup>82</sup> These proportions (for mode and group size) are based on total hour-sessions per pupil: a one-hour session at a ratio of 1:3 would count as three pupil sessions.

**Table 11: List of TP programme resources and activities having cost implications (ingredients)**

Category	Item	Type of cost	Phase	Prerequisite, start-up, ongoing cost?	Data source(s)
Programme management	Scoping time, programme set-up time (incurred by NTP central team)	Market cost	Mobilise	Start-up	Communication with NTP managers
Programme management	Programme management time (incurred by NTP central team)	Market cost	Deliver	Ongoing	Communication with NTP managers
TP management	Programme set-up costs (incurred by individual TPs)	Market cost	Mobilise	Start-up	Interviews with TPs, invoices submitted to the EEF, and final statements of spend
Training and programme-level costs	Cost of programme subsidy (75% of hourly tuition rate, incurred by individual TPs)	Market cost	Deliver	Ongoing	Invoices submitted to the EEF/MI from TPs
Personnel for training	Staff time to undertake training led by TP (e.g. training on tutoring interface)	Time cost to school	Mobilise	Start-up	School survey, headteacher and programme lead interviews
Personnel for preparation and delivery	Staff time to research TPs and set up programme in school	Time cost to school (monetary costs to school)*	Mobilise	Start-up	School survey, headteacher and programme lead interviews
	Supervision time for sessions and managing the programme in school	Time cost to school (monetary costs to school)*	Deliver	Ongoing	School survey, headteacher and programme lead interviews
Training and programme-level costs	Cost of programme to schools (25% of hourly tuition rate)	Monetary cost to school	Deliver	Ongoing	Invoices submitted to the EEF/MI from TPs
Facilities, equipment, and materials	Headsets, microphones, pcs, laptops, tablets	Monetary cost to school	Mobilise	Prerequisite	School survey, headteacher and programme lead interviews, MI from TPs
	Consumables: refreshments, pupil incentives to attend? rewards?	Monetary cost to school	Deliver	Ongoing	School survey, headteacher and programme lead interviews, MI from TPs

\* 12% of schools had a monetary cost for personnel as they employed additional staff to manage the implementation of the TP programme in schools (based on combined school lead survey results, n = 1259).

## Estimates of cost to schools

To reflect the phases of the logic model, the costs in terms of time were split into those associated with each stage of the programme. School costs all fall into the Mobilise and Deliver phases as they are associated with preparation (Mobilise) and ongoing delivery. Although this report only relates to the first year of the TP programme, costs are presented over a three-year period as three years is considered the average time that staff spend in one school and therefore can be considered a reasonable estimate for the length of a programme in a school (as per EEF cost evaluation guidance). Start-up costs are not repeated whereas ongoing costs are repeated each year that the intervention runs. This approach assumes that the school remains with the same TP over the three years.

### Indirect cost of staff time

The delivery of the TP programme primarily involved existing school staff. Table 12 shows the time estimates. Each estimate is the average per school based on data collected through the school leads survey.

Schools spent an average of around five and a half hours working on the TP programme before a particular TP was engaged. Fifty-eight percent of the school leads that completed the survey (n = 1,296) indicated that it was senior leadership team members who were spending the most time on these tasks. Examples of these activities include time researching the programme, liaising with potential TPs, applying for the programme, and choosing a provider. These initial activities have been counted as start-up activities—occurring during the first year of delivery only—and assume that schools remain with the same TP for subsequent years of the programme. After a provider was engaged there was a period of set-up activities within the school, again undertaken by senior leaders in the main. This took an average of just over six hours per school and included activities such as selecting pupils for tuition, communicating with pupils, parents, and staff, and purchasing resources. The majority of this activity would need to be repeated in subsequent years of the programme so this has been included as an ongoing cost in Table 12.

During the Deliver phase, a distinction was made between time spent by school staff on programme training—a one off (start-up) activity—and the ongoing activities which took place weekly. Over a third of schools reported there was no training (run by the TP, such as how to use their online platform) needed for their school staff. It was estimated that tuition lasted for an average of 14 weeks in schools so weekly ongoing cost estimates were multiplied by 14.<sup>83</sup>

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<sup>83</sup> The average length of time tuition ran in schools was calculated using the full monitoring information dataset. The length of time between the first and last tutoring session was calculated for each pupil who completed at least one tutoring session. The average of the maximum values from each school was then calculated. This is likely to be an underestimate as tutoring may not have run over the same time period for all pupils in a school.

**Table 12: Total time devoted by school staff for Mobilise and Delivery phases**

Programme phase			Activities (examples)	Staff role <sup>1</sup>	Mean number of hours per school per week (n=1292)	Year 1		Year 2		Year 3	
					Mean number of hours per school (n=1294) <sup>2, 4</sup>	Standard deviation <sup>3</sup>	Mean number of hours per school <sup>4</sup>	Standard deviation <sup>3</sup>	Mean number of hours per school <sup>4</sup>	Standard deviation <sup>3</sup>	
Mobilise	1	Start-up	Researching the NTP, applying for the NTP, choosing a TP	Senior leadership team member/s		5.53	8.84	0	0	0	0
	2	Ongoing	Selecting pupils, supporting pupil-tutor matching, communicating with parents, staff, pupils, purchasing materials	Senior leadership team member/s		6.35	10.03	6.35	10.03	6.35	10.03
Deliver	3	Start-up	Training run by the TP for school staff (e.g. to use the TP online platform)	Senior leadership team member/s		1.01	3.86	0	0	0	0
	4	Ongoing	Coordinating tuition, supervising sessions, booking rooms, providing data to TP, providing IT support	Senior leadership team member/s	3.38 (per week)	40.51	103.13	40.51	103.13	40.51	103.13

<sup>1</sup> This is the role of the member of staff who spent the largest amount of time on the tasks described.

<sup>2</sup> n = 1,292 for the last row of the table.

<sup>3</sup> 80 hours was the maximum number that it was possible for the school lead to select.

<sup>4</sup> The last row shows the reported weekly estimate multiplied by 14 (the mean number of weeks tutoring ran in a school—school tuition duration—see footnote 71). School tuition duration is likely to be an underestimate as it is based on the lengths of time individual pupils spent on tutoring and it is unlikely that all pupils undertook tutoring over the same weeks in all cases.

The most frequent staff category selected for all the activities was 'senior management member' although it should be noted that there was only the option to choose one staff category for each activity category. Where more than one staff category was involved, school leads were asked to select the person or staff category who spent the largest amount of time on the tasks.

The start-up activities in the Mobilise phase were undertaken by senior management or the headteacher but senior management involvement dropped for the Deliver phase where heads of year or department, other teachers, or teaching assistants contributed a higher proportion of the time.

**Table 13: Staff category spending the largest amount of time working on different phases**

	<b>Mobilise, phase 1</b>	<b>Mobilise, phase 2</b>	<b>Deliver, phase 3</b>	<b>Deliver, phase 4</b>
	All activity relating to the TP programme before starting work with a specific TP: e.g. researching the NTP, applying for the NTP, choosing a TP.	Preparing and setting up for TP to begin tutoring: e.g. selecting pupils, supporting pupil-tutor matching, communicating with parents, staff, and pupils, and purchasing materials.	Attending training run by the TP for school staff—e.g. to use the TP online platform.	Managing and running tutoring each week: e.g. coordinating tuition, supervising sessions, booking rooms, providing data to TP, providing IT support.
Headteacher	<b>25%</b>	<b>13%</b>	<b>15%</b>	<b>7%</b>
Senior leadership team member	<b>58%</b>	<b>59%</b>	<b>39%</b>	<b>40%</b>
Teacher*	<b>13%</b>	<b>20%</b>	<b>26%</b>	<b>28%</b>
Teaching assistant	<b>1%</b>	<b>2%</b>	<b>7%</b>	<b>11%</b>

\* The teacher category here includes classroom teacher and head of department/year.

## Direct expenditure

The monetary costs to schools were calculated using responses from the school lead survey (waves one and two combined) and the monitoring data from TPs. The main cost to schools was that of the tuition itself. Schools paid for tuition on an hourly rate. This was calculated by using the hourly rate of TPs tuition divided by the number of pupils that the session was planned for (that is, the hourly rate for a 1:3 session would be divided by three to get the per-pupil rate). It should be noted that this therefore provides a lower bound for the cost as the tuition sessions would have sometimes been delivered to fewer pupils than intended.

Three quarters of schools reported that no additional purchases were necessary ahead of starting tuition (n = 1,286). Table 14 summarises prerequisite costs, the ongoing costs of weekly consumables during delivery, and the cost of hiring additional staff in order to run the programme. Additional prerequisite costs, such as for hardware for delivering online tuition, have not been included in the main monetary cost estimates table—Table 15—as fewer than half of the schools responding to the survey reported that they made (or planned to make) additional purchases. As with the time estimates in Table 12, monetary costs per school are shown over a proposed three-year period with the recurring costs repeated for each year of delivery.

The costs in the main body of Table 15 are the average per school. The overall total cost per school (£11,930.63) is an estimate of the average total cost to a school over the three-year period assuming no change in TP and the same number of pupils each year. In this sample, the average number of hours per school was 499. The estimates in Table 15 are based on information from those schools that responded to the relevant questions in the school leads survey and their corresponding MI on tutoring hours completed. The costs are estimated using the sessions that were completed with one TP. This TP was the TP that the school completed the largest number of hours with. The unit cost (£7.98) is the cost to the school of one hour for one pupil under the programme.

The first block of estimated costs refers to additional staff employed by the school in order to run the programme. These estimates are based on data from the school leads survey (where additional FTE was reported) and salary estimates. The tuition programme costs row is based on the number of each type of sessions completed (online/face-to-face, group size) by the schools that responded to the survey with their main TP. The total average number of pupil sessions per school is reported. The equipment and materials costs included in Table 15 are the recurring costs for consumable items that are needed each week (such as breakfasts for morning tuition sessions). As Table 14 shows, it is worth noting that the tuition programme cost is incurred by all the schools in the programme (average of £4.54 per hour) whereas the remaining costs were only incurred by some of the schools. As a sensitivity analysis for the tuition programme cost estimate, the tuition programme cost paid by schools was estimated using the invoices received from TPs. The estimate for the 75% subsidy paid to TPs is £14.11 (see Table 17), which provides an estimate of £4.70 for the 25% rate paid by schools.

Around three quarters of schools reported using the Covid-19 catch-up premium to fund their participation in the TP programme (school leads survey, wave one: 80%; wave two: 72%) and a third used their PP grant (school leads survey, wave one: 30%; wave two: 29%). Schools were asked how they would have supported pupils if the 75% subsidy was not available: only 4% to 5% of school leads felt that they would have paid for the same number of tutoring sessions with around a quarter reporting that they would have paid for fewer hours (wave one: 28%; wave two: 21%). Higher proportions reported that they would have provided 'tailored support in the classroom' (wave one: 59%; wave two: 61%) or 'additional after school support' (wave one: 46%; wave two: 41%).

**Table 14: Summary of costs incurred by schools in addition to the tuition costs for one year**

		Cost type <sup>1</sup>	Mean quantity required (min, max)	Mean price per unit required (min, max)	Mean cost (1 week) (min, max)	Mean cost: all schools (min, max) <sup>2,3</sup>	% of schools which purchased items	Mean cost: of those which purchased (1 week) (min, max)	Mean cost: of those which purchased (min, max) <sup>2,3</sup>	n
<b>Personnel</b>	<b>Teacher</b>	R	0.07 (0, 4)			1055 (0, 59077)	5.6%		18851.28 (1476.92, 59077)	1286
	<b>Teaching/learning support assistant</b>	R	0.08 (0, 4)			418 (0, 21617)	6.4%		6561.53 (54.04, 21617)	1286
	<b>Administrative/IT support</b>	R	0.02 (0, 2)			108 (0, 10808)	1.9%		5577.17 (540.42, 10808)	1286
	<b>SEN coordinator</b>	R	0.00 (0, 1)			13 (0, 14769)	0.2%		8123.08 (1476.92, 14769)	1286
<b>Facilities, equipment and materials (recurring)</b>	<b>Breakfast</b>	R	0.37 (0, 200)	0.04 (0, 25)	0.87 (0, 500)	12.18 (0, 7000)	1.2%	74.53 (5, 500)	1043.47 (75, 7000)	1285
	<b>Other refreshments</b>	R	1.09 (0, 160)	0.16 (0, 30)	4.07 (0, 1500)	56.94 (0, 21000)	4.3%	95.02 (1, 1500)	1330.29 (15, 21000)	1285
	<b>Stationery</b>	R	0.52 (0, 100)	0.27 (0, 100)	3.65 (0, 1600)	51.13 (0, 22400)	2.9%	126.85 (1, 1600)	1775.87 (15, 22400)	1285
	<b>Other</b>	R	0.05 (0, 50)	0.01 (0, 5)	0.05 (0, 50)	0.75 (0, 700)	0.4%	13.80 (2, 50)	193.20 (30, 700)	1286
<b>Facilities, equipment and materials (prerequisite)</b>	<b>Headphones</b>	PR	5.63 (0, 200)	2.45 (0, 120)		67.01 (0, 5000)	16.3%		411.47 (5, 5000)	1271
	<b>Microphones</b>	PR	0.92 (0, 90)	0.46 (0, 60)		13.65 (0, 60000)	2.9%		474.12 (1, 60000)	1285
	<b>Desktops</b>	PR	0.07 (0, 30)	3.29 (0, 1000)		33.57 (0, 17000)	0.7%		4796.22 (1, 17000)	1286
	<b>Laptops</b>	PR	0.94 (0, 50)	20.36 (0, 1000)		272.20 (0, 22500)	6.1%		4487.87 (350, 22500)	1286
	<b>Tablets</b>	PR	0.06 (0, 35)	2.06 (0, 500)		23.76 (0, 14000)	0.6%		3818.88 (1, 14000)	1286
	<b>Software</b>	PR	0.12 (0, 75)	0.79 (0, 600)		39.03 (0, 45000)	0.9%		4563.36 (1, 45000)	1286
	<b>Other</b>	PR	0.80 (0, 175)	6.36 (0, 1000)		46.38 (0, 21760)	3.5%		1325.36 (1, 21760)	1286

<sup>1</sup> R = recurring, PR = prerequisite.

<sup>2</sup> This is the reported weekly estimate multiplied by 14 (the mean number of weeks tutoring ran in a school—school tuition duration—see footnote 71). School tuition duration is likely to be an underestimate as it is based on the lengths of time individual pupils spent on tutoring and it is unlikely that all pupils undertook tutoring over the same weeks in all cases.

<sup>3</sup> Mean cost is the mean average of the total cost paid by schools (either of all schools in the data used – the first 'mean cost' column or all schools that purchased the item – the second 'mean cost' column).



**Table 15: Recurring monetary costs to schools—average cost per school**

		Year 1				Year 2				Year 3		TOTAL per school over 3 years	n
		Mean quantity required (min, max)	Price per unit required (min, max)	Mean cost (1 week)	Mean cost (min, max)	Mean quantity required (min, max)	Price per unit required (min, max)	Mean cost (min, max)	Mean quantity required ((min, max)	Price per unit required (min, max)	Mean cost (min, max)		
Personnel <sup>1</sup>	Teacher	0.07 (0, 4)			1055 (0, 59077)	0.07 (0, 4)		1055 (0, 59077)	0.07 (0, 4)		1055 (0, 59077)	3166.31	1286
	Teaching/ learning support assistant	0.08 (0, 4)			418 (0, 21617)	0.08 (0, 4)		418 (0, 21617)	0.08 (0, 4)		418 (0, 21617)	1255.16	1286
	Administrative/ IT support	0.02 (0, 2)			108 (0, 10808)	0.02 (0, 2)		108 (0, 10808)	0.02 (0, 2)		108 (0, 10808)	325.26	1286
	SEN coordinator	0.00 (0, 1)			13 (0, 14769)	0.00 (0, 1)		13 (0, 14769)	0.00 (0, 1)		13 (0, 14769)	37.90	1286
Programme costs	Tuition costs	499 (4, 5730)	4.54 (2.03, 18.75)		2261 (33, 27315)	499 (4, 5730)	4.54 (2.03, 18.75)	2261 (33, 27315)	499 (4, 5730)	4.54 (2.03, 18.75)	2261 (33, 27315)	6782.98	1187
Equipment and materials (recurring)	Breakfast <sup>2</sup>	0.37 (0, 200)	0.04 (0, 25)	0.87 (0, 500)	12.18 (0, 7000)	0.37 (0, 200)	0.04 (0, 25)	12.18 (0, 7000)	0.37 (0, 200)	0.04 (0, 25)	12.18 (0, 7000)	36.54	1285
	Other refreshments <sup>2</sup>	1.09 (0, 160)	0.16 (0, 30)	4.07 (0, 1500)	56.94 (0, 21000)	1.09 (0, 160)	0.16 (0, 30)	56.94 (0, 21000)	1.09 (0, 160)	0.16 (0, 30)	56.94 (0, 21000)	170.82	1285
	Stationery <sup>2</sup>	0.52 (0, 100)	0.27 (0, 100)	3.65 (0, 1600)	51.13 (0, 22400)	0.52 (0, 100)	0.27 (0, 100)	51.13 (0, 22400)	0.52 (0, 100)	0.27 (0, 100)	51.13 (0, 22400)	153.40	1285
	Other <sup>3</sup>	0.05 (0, 50)	0.01 (0, 5)	0.05 (0, 50)	0.75 (0, 700)	0.05 (0, 50)	0.01 (0, 5)	0.75 (0, 700)	0.05 (0, 50)	0.01 (0, 5)	0.75 (0, 700)	2.25	1286
				Year 1	£3,976.88					Year 2	£3,976.88		
											total per school	£11,930.63	
											per hour session per pupil	£7.98	
											per 15 hour block per pupil	£119.65	

<sup>1</sup> Mean quantity is reported in FTE. Mean cost is estimated using average weekly salary multiplied by 20 (the expected number of sessions a pupil attends, 15, plus five-week period of set up) multiplied by the FTE reported. Employment costs other than salaries are not included in this estimation. Sources for average salaries: <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>, [https://www.payscale.com/research/UK/Job=Teaching\\_Assistant\\_\(TA\)/Salary](https://www.payscale.com/research/UK/Job=Teaching_Assistant_(TA)/Salary)

<sup>2</sup> Responses were not included where school leads reported spending more than £2,000 (one removed). The mean cost is reported as weekly cost multiplied by 14 (see footnote 71 for more detail about average length of time tuition occurs in school).

<sup>3</sup> The mean cost is reported as weekly cost multiplied by 14 (see footnote 66 for more detail about average length of time tuition occurs in school).

## Estimate of market cost

The estimate of the market cost relates to the activities laid out in Table 16 below.

**Table 16: Activities relating to programme expenditure**

	Cost	Activities included/ description	Source
NTP management costs	The costs of the management of the programme	Scoping and design of the NTP, recruitment of the TPs, monitoring etc.	Communication with the EEF
TP costs	The set-up costs paid to the TPs	Recruitment of tutors, marketing, recruitment of schools, submitting data etc.	Invoices paid by NTP to TPs
	The 75% subsidy on the hourly rate of tuition	Hourly cost of tuition	Invoices paid by NTP to TPs
	The reported overspend from TPs	Unanticipated costs associated with recruitment of tutors, marketing, recruitment of schools, submitting data etc.	Final statements of spend (NTP accounts)
School costs	The monetary costs borne by schools (reported in section Monetary Costs)	(see Estimate of Costs to Schools section)	(see Estimate of Costs to Schools section)

Table 17 shows the additional costs of the programme not covered by school payments. Some tutors tutored on a voluntary basis and the market value of their time has not been accounted for in these estimates. Session cost per pupil is estimated using two different estimates of the number of hours per pupil that were completed as the numerator in calculating unit cost estimate. The first uses the total number of hours paid for as the numerator (based on NTP accounts) and the second uses the total number of completed hours as captured by the monitoring information received from all TPs.<sup>84</sup> The cost per session per pupil is higher for the second estimate as more sessions were bought than were completed. The overall market cost per pupil hour is therefore the cost reported in Table 17 plus the cost paid by the school reported in Table 15 (£23.50 per hour bought, £25.54 per hour completed). The corresponding amounts for a block of 15 hour sessions are £352.43 and £383.16 per pupil.

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<sup>84</sup> These total session numbers are 2,823,961 hours (sessions bought, based on NTP accounts) and 2,494,648 hours (sessions completed, as entered in the monitoring information dataset). These are per-pupil hours so one 1:3 session would be equivalent of three hours. The number of hour sessions shown in the monitoring information dataset may be an underestimate of the actual number of completed sessions as some pupils' fields were marked as withdrawn/missing/blank and, therefore, the per-hour session cost estimate may be an overestimate.

**Table 17: Estimate of additional costs of the programme (those costs not paid by schools)**

		Year 1			Year 2			Year 3			TOTAL over 3 years	
	Start-up or Recurring?	Total cost	Cost per session per pupil (bought) <sup>1</sup>	Cost per session per pupil (completed) <sup>2</sup>	Total cost	Cost per session per pupil (bought) <sup>1</sup>	Cost per session per pupil (completed) <sup>2</sup>	Total cost	Cost per session per pupil (bought) <sup>1</sup>	Cost per session per pupil (completed) <sup>2</sup>		
NTP management costs	<b>Design and Develop</b>	start-up <sup>3</sup>	395,000	0.14	0.16						395,000	
	<b>Mobilise</b>	start-up <sup>4</sup>	160,000	0.06	0.06						160,000	
		Recurring <sup>3</sup>	295,000	0.10	0.12	295,000	0.10	0.12	295,000	0.10	0.12	885,000
	<b>Deliver</b>	start-up <sup>4</sup>	40,000	0.01	0.02							40,000
		Recurring <sup>3</sup>	1,510,000	0.53	0.61	1,510,000	0.53	0.61	1,510,000	0.53	0.61	4,530,000
	<b>Legacy</b>	[start-up] <sup>3, 5</sup>	460,000	0.16	0.18							460,000
TP costs	<b>set-up and participation costs <sup>6</sup></b>	start-up	4,962,716	1.76	1.99						4,962,716	
	<b>tuition costs (75% subsidy)</b>	recurring	39,845,759	14.11	15.97	39,845,759	14.11	15.97	39,845,759	14.11	15.97	119,537,277
	<b>overspend</b>	[start-up]	500,472	0.18	0.20							500,472
										total	131,470,465	
										per hour per pupil (bought)	14.67	
										per hour per pupil (completed)	17.57	
										per 15 hour block per pupil (bought)	22.65	
										per 15 hour block per pupil (completed)	25.54	

Notes:

<sup>1</sup> Here costs have been divided by the total number of hours paid for by the NTP programme on a per-pupil basis (i.e. a 1:3 session would count as three sessions as three pupils would have been tutored). NTP accounts show 2,823,961 hours were bought.

<sup>2</sup> Here costs have been divided by the total number of hours completed according to the MI from TPs. This is also on a per-pupil basis as defined above. Monitoring information shows 2,494,648 hours were completed.

<sup>3</sup> These costs are approximate (particularly the breakdown between phases).

<sup>4</sup> Capacity-building support (Impetus).

<sup>5</sup> While the Legacy phase is not part of the set-up, it has been considered a one-off cost here rather a recurring one.

<sup>6</sup> Under this estimation, all the 'set-up and participation' funding has been counted as start-up only. In practice it is likely that some of this funding would be needed to maintain and run the programme in later years.

## Business as usual costs

A small number (n = 28) of comparison schools (not involved in the TP programme) returned the 'business as usual' proforma outlining the cost of any external tuition or small group activities that had taken place in their schools. Only seven (27%, n=26) reported that they had provided catch up tuition through an external provider (but not through the TP programme) (two schools did not respond to this question). The average per-pupil cost to schools for business as usual activity was £11.54. It is important to note that this is the programme cost only and it is based on a very small sample.

## Sensitivity analysis

The main costs to schools were compared across different types of school (primary and secondary) and across different types of tuition (online or face-to-face) and tutor-pupil ratio. These are summarised in Table 18. Schools often took part in different types of tuition both in terms of mode and tutor-pupil ratio. In this analysis, schools were classified according to their largest number of completed hours of tutoring. The implication of this is that differences between different categories may be dampened as schools are likely to undertake a range of different modes and group sizes of tuition (and costs for all these tutoring types are included in the estimates). The estimates are similar across different modes and school phases but there is a difference between different group sizes with 1:1 tuition costing more than small group tuition.

**Table 18: Estimates of costs to schools for different groups**

	Group	N (schools)	Cost to school per pupil per hour over 3 years	Cost per pupil for 15 hour sessions
Mode	Online	605	£7.85	£117.80
	Face-to-face	581	£7.67	£115.04
Group size*	1:1	269	£11.79	£176.82
	1:2	64	£8.50	£127.55
	1:3	855	£6.63	£99.43
School phase	Primary	827	£7.88	£118.24
	Secondary	320	£7.63	£114.41

\* The estimate for the 1:2 group size is based on a small number of school as 1:2 was not the mode group size for the majority of schools.

## Research questions

This section examines the implementation of the TP programme against the programme design and the implications for the programme effects through the five key research questions that structured the IPE.

### RQ7 (implementation): How well has the programme been implemented?

Ongoing disruption due to the Covid-19 pandemic affected implementation of the programme. School closures to most pupils in early 2021 resulted in a larger proportion of tuition being delivered later in the academic year than anticipated (largely compressed into the summer term), which increased pressure on school and TP scheduling of tuition and tutor availability. Additional implications of Covid-19—for example, on pupil and tutor absence, school bubbles, and school accessibility—acted as a further barrier to programme delivery and assessment. A condensed and delayed delivery period also meant that there was less time for outcomes to be measured and analysed by schools and TPs (at the time of IPE data collection).

Despite being developed and delivered within a relatively short timeframe for a programme of this scale, and in the context of the ongoing disruption, the programme was broadly implemented as intended (and as outlined in the logic model). However, a key finding from the IPE is that TPs and schools responded to relatively open aspects of the programme by implementing it in different ways—allowing them to adapt to varying needs and circumstances while also resulting in variations in reach and perceived quality and impact.

The Mobilise and Deliver phases included a degree of flexibility for TPs and schools to implement the programme in different ways, for example, giving schools discretion to decide which of their pupils should participate, enabling different delivery models between and within TPs, and letting TPs and schools agree the level and frequency of pupil information required to support tuition. Advantages of this flexibility included greater choice of TP model for schools and tutors and schools and TPs being able to tailor delivery to their individual needs and circumstances. TPs valued being able to apply their own models for recruiting, training, and monitoring tutors. And schools valued being able to choose between TP models and adapt the level of input they gave to the programme according to their capacity. However, this flexibility also left room for variation in reach and perceived quality and impact of tuition (see RQ8–RQ10).

Overall, changes to the programme design were viewed positively in response to further Covid-19 disruption throughout delivery and TPs welcomed the increased flexibility (for example, online at home, shortened blocks) to meet school demand. At times, TPs, tutors, and schools found the programme slow to respond to Covid-19 disruption and would have liked changes introduced sooner to compensate for the compressed delivery timeline. However, many acknowledged that the programme was operating in unprecedented circumstances.

Variations in tutor and school experience and engagement with the programme persisted. Tutors continued to seek more interaction with schools and feedback from TPs. Conversely, schools had not always anticipated the extent of resource required to support tuition, meaning the programme was often under-resourced or unexpectedly burdensome. Schools with the most positive experiences were often highly engaged and involved or had lower expectations of what the tuition could achieve.

### RQ8 (reach): To what extent has the programme both reached and engaged disadvantaged schools and pupils? Why/why not?

As noted above, due to the gaps in pupil monitoring data (where data on booked and completed hours of tuition are missing for a substantial proportion of pupils) the record of the total number of pupils who received 12 or more hours of tutoring at the end of the programme might be an under-report. Of the 232,892 pupils in the dataset, 203,189 (87%) attended at least one hour of tuition (akin to 'reach', which the EEF defined as attending one session) and 129,876 (56%) received 12 or more hours of tuition (considered to be a completed block).<sup>85</sup> While the programme reached the number of pupils it set out to (within the region of 215,000 to 265,000), around a third (83,300 pupils, 36%) received less

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<sup>85</sup> For pupils where any tutoring was recorded—that is, excluding zero, missing, blank, withdrawn,  $n = 203,374$ )—64% (129,876) had 12 or more hours of tutoring. Additional information from EEF: The EEF reported to the DfE that 206,855 pupils had received at least one session of tutoring through the TP programme and this figure appears in *DfE statistics*. This figure is slightly different to the figure reported here. The evaluation relied on a different source of data compared to the monitoring data collected by the EEF, and excludes pupils whose personal data was withdrawn from the evaluation.

than 12 hours (including those that were recorded as zero, 9,802 pupils, 4%).<sup>86</sup> While the programme did not expect all those reached to complete their tuition in full, there are a number of likely reasons for this potential gap in completion—as compared to reach highlighted by participants in the qualitative research—including Covid-19 disruption, high demand for tutors, and issues with pupil attendance.

While schools had discretion to decide which of their pupils should receive tuition, NTP guidance asked schools to focus on ‘disadvantaged pupils, including pupils eligible for PP funding, free school meals, or those identified by schools as having an equivalent need for support’.<sup>87</sup> Feedback from schools suggests they prioritised pupils they considered most likely to engage and benefit, rather than focusing primarily on socioeconomic disadvantage, and only 46% of pupils who received tuition (for whom we have data) were in receipt of the PP and 32% of school staff believed that fewer than half of pupils selected for tuition could be defined as ‘disadvantaged’. While Covid-19 is likely to have impacted schools’ interpretation of disadvantage (as more children were thought to be disadvantaged by the circumstances) this is a substantial deviation from the intended focus of the programme.

The actions of TPs, and the ways in which they framed the programme to schools, could help facilitate reach and engagement. When TPs provided schools with guidance on pupil selection, TPs felt this improved the reach of the programme to disadvantaged pupils. The fact that the focus of the programme specifically aimed to catch up ‘disadvantaged’ pupils was also a facilitator for engaging with disadvantaged schools.<sup>88</sup> TPs that successfully engaged with disadvantaged pupils often framed tuition as a great opportunity and had good tutor-pupil relationships. Some TPs were successful at reaching disadvantaged schools by proactively targeting schools in deprived areas. Overall, secondary schools were more likely than primaries to use PP eligibility to inform pupil selection.

On the other hand, barriers to including disadvantaged schools and pupils related to existing resource constraints in disadvantaged schools and pupil disadvantage being exacerbated by the Covid-19 context. Disadvantaged schools were described by TPs as being slower to sign up to the programme compared to other schools or were put off by the time required to set up and administer the programme. Alongside the other interventions being run in disadvantaged schools, as well as disruption caused by Covid-19, resource was a key barrier to engagement for some disadvantaged schools.

## RQ9 (high quality tutoring): How well has the programme delivered high quality tutoring?

**Most schools were satisfied with the quality of tuition** although this varied by mode (face-to-face tuition was perceived to be higher quality than online) and school size and phase (smaller or primary schools were more satisfied than larger or secondary schools). These variations suggest the programme could benefit from more clearly defined requirements of high quality tuition.

When assessing experiences against the definition of high quality tuition developed for the evaluation (see Programme Depiction), there was variation across all three elements: dosage, focus, and experience. Session blocks were largely booked as planned albeit with adaptations due to Covid-19 partial school closures. Views on 15-hour blocks were mixed: some stakeholders questioned whether it was long enough to achieve sustained outcomes, and some wanted more flexibility to offer shorter blocks as end of term approached.<sup>89</sup> Variation was widest with regard to the quality of communication about pupil needs and the curriculum and in experiences of the practical arrangements for the sessions (**experience**). Further, there were mixed views among participants about whether tutors always had appropriate skills and knowledge and similarly mixed views about whether tuition was additional to existing teaching (**focus**).

Key elements of high quality tutoring, as outlined in the programme-level definition, include school engagement with tuition (including information sharing), tutor-pupil relationship, and tutor ability to adapt to pupils’ needs. However, there were challenges in balancing the requirements of high quality tuition with the burden on schools to engage with the programme. TPs and tutors experienced varied engagement from schools, affecting the potential for tuition to be aligned to classroom learning and tailored to pupils’ needs. School staff who engaged noted that the resource investment to

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<sup>86</sup> 19,716 pupils (8.5%) had missing/blank/withdrawn data on completed tuition.

<sup>87</sup> Year 1 website: <https://web.archive.org/web/20210227104833/https://nationaltutoring.org.uk/>  
NTP guidance on signing up schools to Tuition Partners (see separate Appendices document)

<sup>88</sup> Defined as schools with 24% or more pupils eligible for Pupil Premium funding.

<sup>89</sup> From May 2021, schools joining the programme could take up blocks of ten sessions (rather than 15).



support tuition was higher than anticipated. Setting schools' expectations upfront in relation to a minimum level of engagement could help to ensure more consistent communication between schools and tutors. In response to lack of school input, some tutors relied on pupil interactions to tailor sessions, however, their ability to do so depended on their level of experience and training.

## RQ10 (perceived impact): What is the perceived impact of the programme?

**Ongoing disruption due to Covid-19 affected stakeholders' ability to achieve, analyse, and report impact** (either through perceptions or their own assessments). Lockdown in early 2021 was the most significant disruptor, meaning that the programme could not be fully implemented as designed. In addition to the initial disruption of school closures to most pupils, the ongoing implications of Covid-19—for example, on pupil and tutor absence, school bubbles, and school accessibility—acted as a further barrier to schools and TPs achieving, analysing, and reporting impact (at the time of IPE data collection).

The **delivery timeline was delayed** due to Covid-19, being largely compressed into the summer term and also extended into the summer holidays. Less time to deliver increased pressure on schools and TPs and increased demand for tutors. A larger proportion of tuition was delivered later in the academic year than anticipated. Crucially, a condensed and delayed delivery period also meant that there was less time for outcomes to be measured and analysed by schools and TPs by the time of fieldwork.

Covid-19 also resulted in **unplanned additional flexibility** in how the programme was delivered. Activities could not be delivered as designed, often having to transition to different modes such as online sessions at home, during school holidays, or with pupil groupings being structured around Covid-19 bubbles.

Covid-19 disruptions also hampered schools' own **internal assessment arrangements**, and while a few told us about assessment data they had used to observe impacts, it is likely that most did not have their own data about the impact of tutoring. In addition, school exams for Year 11 pupils and national assessments for Year 6 pupils were cancelled (the 'impact' volumes in this series explore the impact of tutoring using Year 11 data available from the NPD and standardised assessments for primary aged pupils). Exam cancellation also had an impact on some pupils' motivation to engage.

Despite these challenges, nearly three quarters of school leads and school staff were satisfied with the programme and described **positive perceived outcomes for their pupils**. The majority of school leads surveyed felt that the programme had 'helped pupils catch up with their peers' (81%). However, school staff were reluctant to attribute improvements in attainment solely to the programme as they also had interventions in place to support pupils during the pandemic. They also felt the programme had improved pupils' confidence (80%), with interviewees particularly indicating this where sessions were tailored to pupils' needs and pupils were supported to engage (for example, by ensuring an appropriate environment and providing equipment and encouraging buy-in from the school and parents or carers). The majority of school leads were at least 'somewhat satisfied' that the tuition aligned with classroom teaching (71%), the school curriculum (76%), and pupils' learning needs (81%).

In terms of the perceived impact on **shaping the tuition sector**, those participating in the programme were largely positive about its perceived impact of the sector and expected the programme to normalise tuition in state education. However, it is difficult to draw wider conclusions given the IPE's focus on those participating in the programme.

## RQ11 (moderators): What factors (moderators) influence (or are felt to influence) perceived outcomes?

**Quality of tuition was identified as a key factor leading to better perceived outcomes.** As discussed above, tuition was perceived as high quality when its content (focus) and process (experience) were tailored to pupils' needs, which ultimately was facilitated by schools, TPs, and tutors sharing information. Of the three elements of high quality tuition, dosage was the most well-defined and consistently delivered whereas there was more flexibility, and therefore variation, in terms of focus and experience. While variation could be a positive in terms of allowing schools to tailor the programme, it also led to inconsistent delivery, undermining quality in some cases.

**Covid-19 was a key external moderator, disrupting programme delivery (as well as the measurement of outcomes, as mentioned).** Changes to the programme design in response to Covid-19 disruption allowed greater capacity to meet school demand (for example, allowing tuition to be delivered online at home).

Beyond this, **better perceived outcomes** were reported by smaller schools and primary schools where it was easier to engage teachers effectively and chase non-attending pupils. Face-to-face tuition was associated with better attendance and higher perceived quality by some, and maths tuition was felt to be more successful than other subjects (due to relatively discrete topics being deemed better suited to limited tuition sessions than other subjects).

# Conclusion

Key conclusions from the IPE are summarised in the table below.

Table 19: Key conclusions

## Key conclusions

**RQ7 (implementation).** Despite being developed and delivered within a relatively short timeframe for a programme of this scale, and in the context of ongoing disruption due to the pandemic, the programme was broadly implemented as intended (as outlined in the logic model). However, TPs and schools responded to relatively open aspects of the TP programme by implementing it in different ways. This allowed them to adapt delivery to their varying needs and circumstances but it also resulted in variations in reach and perceived quality and impact.

**RQ8 (reach in relation to disadvantaged schools and pupils).** Schools used their discretion for pupil selection to prioritise pupils they considered most likely to need, engage with, and benefit from tuition rather than focusing primarily on socioeconomic disadvantage (indeed, pupils could be identified within a wide definition of disadvantage as Pupil Premium was not the sole eligibility criteria). Fewer than half (46%)<sup>90</sup> of individual pupils who received tuition as part of the programme were eligible for Pupil Premium<sup>91</sup> and around three-fifths (59%) of schools that signed up to the programme had 24% or more pupils eligible for PP (the disadvantage category that TPs and EEF reported on for the programme, and where this data was provided); this compares to 46% nationally.

**RQ9 (high quality tutoring).** The majority of schools were satisfied with the quality of tuition (80% either 'very' or 'somewhat' satisfied), although this varied by mode, school size, and phase. Face-to-face tuition was perceived to be higher quality than online although online tuition was appealing due to greater flexibility. Primary schools and smaller schools were more satisfied with the quality of tuition than larger schools and secondary schools (this could reflect that the former were more likely to use face-to-face tuition).

**RQ10 (perceived impact).** Ongoing disruption due to Covid-19 affected evaluation participants' perceived ability to achieve and report impact (at the point of IPE data collection), however, the majority of school leads and staff were of the view that the programme had both helped pupils catch up with their peers and improved pupils' confidence.

**RQ11 (moderators).** Schools, TPs, and tutors taking part in the qualitative interviews identified factors they felt led to better perceived outcomes for pupils. These included delivery in smaller schools and primary schools (due to greater teacher engagement and attendance monitoring), face-to-face tuition (due to better attendance and perceived quality associated with this mode of delivery), and maths (due to the perception that relatively discrete topics were better suited to limited tuition sessions).

## IPE discussion

Looking across the IPE findings, there are three considerations that might be useful when designing similar programmes.

1. **The importance of clear definitions of who the programme is designed for—both for delivery and subsequent evaluation.** The lack of clarity in the pupil selection guidance for the TP programme resulted in failure to achieve the intended focus on socioeconomically disadvantaged pupils with fewer than half (46%) of participating pupils being eligible for PP.<sup>92</sup> Future programmes either need to provide clearer goals (and associated guidance) on pupil selection or acknowledge that schools may have different views about which of their pupils most need and would benefit from this form of intervention.
2. **The importance of responding quickly to changing circumstances.** TPs valued the flexibility of the TP programme in allowing them to respond to changing circumstances, including school closures to most pupils/restricted attendance in schools, and to respond to early feedback from programme participants.

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<sup>90</sup> Where Pupil Premium data was provided. Note that when pupil data provided by TPs was matched to the National Pupil Database (NPD), via the Office for National Statistics (ONS) Secure Research Service (SRS), 43% of the 188,250 pupils that could be matched were identified as in receipt of Free School Meals (FSM) (the NPD does not record Pupil-Premium eligibility in one field; FSM was the most relevant field for this purpose). Note, this is the only data accessed through the SRS that is presented in this report; no other SRS held data is presented in this report.

<sup>91</sup> While this was below expectations, pupils eligible for Pupil Premium were still overrepresented among those receiving tutoring compared to the national average of 24% Pupil Premium eligibility.

<sup>92</sup> While this was below expectations, pupils eligible for PP were still overrepresented among those receiving tutoring compared to the national average of 24% PP eligibility.

However, they suggested that the limited delivery timescale in schools means this flexibility needs to be as rapid as possible to avoid impact on implementation.

3. **Clarity of expectations for school involvement.** The IPE highlights that where schools are required to play a substantial role in delivery of an intervention, it is important to be clear about programme assumptions about that role and risk-assess their capacity and capability. In the implementation of the TP programme, many school leads felt 'overwhelmed' by the largely unanticipated role they were required to play in setting up and monitoring tuition yet tutors wanted more input from schools to better prepare for and tailor sessions. The context of an unprecedented pandemic made it more important that schools understood the requirements and expectations for high quality tutoring.

## Limitations

- The IPE only included stakeholders participating in the programme.
- The programme was delivered in unique circumstances, meaning there are potential limitations regarding the generalisability and transferability of findings.

## Future research and publications

- Given the breadth of focus of the IPE, it may be beneficial to conduct more in-depth research into the moderators that are perceived to affect implementation most substantially—including mode (face-to-face vs online), school phase (primary vs secondary), school size (small vs large), and subject (maths vs others).
- For future pupil interventions, it may be beneficial to conduct research with parents of participating pupils to explore barriers and enablers to parental engagement.

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## Appendix A: IPE research question matrix

The primary objective of the IPE was to examine the implementation of the programme against the programme design to help understand what happened, why, and the implications of this for the programme effects.

**Implementation RQ: How was TP implemented and what are the implications for the programme theory, design, and effects?** (this was investigated through a number of qualitative and quantitative research activities with programme participants and beneficiaries across the five phases of the programme).

**RQ7: How well has the programme been implemented?** *[Implementation]*

- What approaches have those delivering the programme adopted at each phase, and why?
- For each phase, how have actual activities matched to or differed from the programme design?
- What are the experiences of those delivering the programme at each phase?
- What were the key barriers and facilitators of successful implementation at each phase? How can/are these barriers being overcome?
- What implications do these experiences have for the:
  - Programme theory?
  - Programme design?
  - Programme effects?

**RQ8: To what extent has the programme both reached and engaged disadvantaged schools and pupils?**

**Why/why not?** *[Reach]*

- What is the profile of schools and pupils receiving tutoring as part of the programme?
  - How many schools/pupils has it reached?
  - To what extent is the programme reaching the target disadvantaged schools/pupils?
  - What proportion of TP schools/pupils have high PP?
  - To what extent is the programme reaching pupils with SEND?
- To what extent are pupils completing their allotted tuition?
- How has the design of the programme supported or hindered reaching and engaging with disadvantaged schools and pupils?
- What were the key barriers and facilitators of reaching the target numbers and profile of schools and pupils? How can/are these barriers being overcome?
- What implications are there for the intended effects of the programme if reach aspirations have not been met?

**RQ9: How well has the programme delivered high quality tutoring?** *[High Quality Tutoring]*

- What are the programme processes and activities designed to help achieve High Quality Tutoring?
- Have those processes been implemented as expected? (Why/why not?)
- How well are the core elements of high quality tutoring (dosage, focus, experience) being delivered?
- What are the key barriers and facilitators of delivering high quality tutoring? How can/are barriers being overcome?
- How has the design of the programme supported or hindered delivering high quality tutoring?
- What implications are there for the intended effects of the programme if high quality tutoring has not been (fully) delivered?

**RQ10: What is the perceived impact of the programme?** *[Impact]*

- How has the programme performed against original expectations?
- What have been the barriers and facilitators of success?
- What recommendations would programme participants make for future iterations of the programme?

**RQ11: What factors (moderators) influence (or are perceived to influence) outcomes?** *[Moderators]*

- Which of the predetermined moderators are most important, and why?
- What other moderators are there?
- What implications are there for the intended effects of the programme?

These research questions were supplemented by a set of sub-research questions – specific lines of enquiry – for each phase of implementation and research audience. These are documented in the *IPE Research Questions Matrix* below.

Table: IPE research questions matrix

<b>Programme phase</b>	<b>Design</b>	<b>Develop</b>	<b>Mobilise</b>	<b>Deliver</b>	<b>Legacy</b>
IPE analytical/learning objectives covered in each phase	Process (fidelity / quality)	Process (fidelity / quality)	Process (fidelity / quality); Reach and engagement (incl. responsiveness); Moderators; Barriers / facilitators	Process (fidelity / quality); Reach and engagement (incl. responsiveness); Moderators; Barriers / facilitators; Programme differentiation; Perceived impact	Process (fidelity / quality); Reach and engagement (incl. responsiveness); Moderators; Barriers / facilitators; Perceived impact
Cross cutting dimensions	Logic / theory review; Cost evaluation; Formative findings / improvement recommendations				
Common RQs for each phase	What was expected (focus on key expectations/risks)? What happened and why (focus on facilitators / barriers to implementation)?				
Programme Managers lines of enquiry	Experiences of establishing the evidential basis for the TP programme  Experiences of collaborating with DfE to agree funding settlement  Establishing governance structures	Activities to develop intervention supply (sector engagement, grant agreement process)  Activities to develop intervention demand (sector engagement)  Activities to establish key concepts and tools, including scoring criteria for high quality and best practice guidance.	Experiences of activating TPs (incl. using best practice guidance, capacity building and support approaches, tools, and delivery by Nesta/Impetus and experienced otherwise)  Activities to engage schools (reach and engagement research, information events)  Activities to match delivery and need	Ongoing capacity building activities  Experiences of monitoring TP delivery (gathering data)	Perceptions of TP programme (incl. extent to which it meets PM expectations)  Views about the programme's contribution to the evidence base on the effectiveness of tutoring  Perceptions of long-term sustainability of systems and effects
Tuition Partners lines of enquiry	n/a	Experiences of applying to the TP programme (incl. motivation, expectations, facilitators/barriers)  Expectations of the TP programme (incl. perceptions, understanding)	Activities to reach quality / scale requirements specified in grant agreement – including tutor recruitment, briefing and training	Experiences of delivery (school take up, school facilitation)  Experiences of monitoring attendance and quality  Perceptions of ongoing capacity building support (Nesta/Impetus)	Perceived sustainability of TP offer with disadvantaged schools and pupils - plans for the future  Perceptions of change to capacity/quality of tutoring



<b>Programme phase</b>	<b>Design</b>	<b>Develop</b>	<b>Mobilise</b>	<b>Deliver</b>	<b>Legacy</b>
			<p>Perceptions of capacity building support (Nesta/Impetus)</p> <p>Perceptions of EEF support to reach scale requirements and deliver high quality tutoring</p> <p>Experiences of engaging schools</p> <p>Experiences of tutor-pupil matching</p>	<p>Perceptions of delivery – what is working well / less well; whether meeting expectations; suggestions for improvements</p>	<p>Extent to which TPs have built networks / peer support</p> <p>Perceptions of TP programme (incl. extent to which it meets TP expectations)</p>
School leads lines of enquiry	n/a	n/a	<p>Expectations of the TP programme (incl. perceptions, understanding)</p> <p>Reasons for taking part</p> <p>Experiences of engaging TPs</p> <p>Experiences of identifying (and potentially matching) pupils</p>	<p>Experiences of delivery (pupil take up, scheduling, equipment, supervision)</p> <p>Role in monitoring pupil / parent feedback</p> <p>Perceptions of quality</p> <p>Perceptions of delivery – what is working well / less well; whether meeting expectations; suggestions for improvements</p>	<p>Perceived impact on pupil outcomes (cognitive attainment, other)</p> <p>Perceptions of tutoring, and likelihood of future use</p> <p>Perceptions of TP programme (incl. extent to which it meets school expectations)</p>
Tutors lines of enquiry	n/a	n/a	<p>Expectations of the TP programme (incl. perceptions, understanding)</p> <p>Reasons for taking part</p> <p>Experiences of working with TP(s) (incl. recruitment, training/briefing)</p> <p>Experiences and views of quality processes</p> <p>Role (where relevant) in TP-school engagement and tutor-pupil matching</p>	<p>Experiences of delivery (incl. school facilitation, pupil attendance, channel and format of delivery, session quality)</p> <p>Experiences of monitoring quality and attendance (and ongoing engagement with TP in this area)</p> <p>Perceptions of pupil (and parent) engagement with tutoring</p>	<p>Perceived impact on pupil outcomes (cognitive attainment, other)</p> <p>Perceived impact of TP programme on future plans</p> <p>Perceptions of TP programme (incl. extent to which it meets tutor expectations)</p>

<b>Programme phase</b>	<b>Design</b>	<b>Develop</b>	<b>Mobilise</b>	<b>Deliver</b>	<b>Legacy</b>
				Perceptions of how tutoring aligns with classroom teaching	
Classroom teachers lines of enquiry	n/a	n/a	<p>Expectations of the TP programme (incl. perceptions, understanding)</p> <p>Experiences (where relevant) of identifying (and potentially matching) pupils</p>	<p>Experiences of delivery (pupil take up, scheduling, equipment, supervision)</p> <p>Role in monitoring pupil / parent feedback</p> <p>Perceptions of quality (incl. tutor matching, subject, monitoring / feedback, alignment with classroom teaching)</p> <p>Perceptions of delivery – what is working well / less well; whether meeting expectations; suggestions for improvements</p>	<p>Perceived impact on pupil outcomes (cognitive attainment, other)</p> <p>Perceptions of tutoring, and likelihood of future use</p> <p>Perceptions of TP programme (incl. extent to which it meets teacher expectations)</p>
Pupils lines of enquiry	n/a	n/a	<p>Expectations of the TP programme (incl. perceptions, understanding)</p> <p>Reasons for taking part</p> <p>Experiences of signing up to the programme</p>	<p>Experiences of delivery (incl. relationship with tutor, quality, monitoring / feedback, alignment with classroom teaching)</p> <p>Perceptions of delivery – what is working well / less well; whether meeting expectations; suggestions for improvements</p>	<p>Perceived impact on pupil outcomes (cognitive attainment, other)</p> <p>Perceptions of tutoring, and likelihood of future use</p> <p>Perceptions of TP programme (incl. extent to which it meets pupil expectations)</p>

## **Further appendices:**

These are published as a **separate document**.

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