

Evaluation of Tutor Trust Targeted Tutoring Pilot for Post-16 GCSE Maths and English Resit Learners, 2024-25

College/School Information Sheet

About the Targeted Tutoring pilot

[Tutor Trust](#) (TT) have received funding from the [Education Endowment Foundation](#) (EEF) to deliver a pilot programme of one-to-one tutoring to students resitting GCSE maths and English during 2024-25. Students will have access to 15 hours of tutoring in either maths or English, alongside mentoring support. Most sessions will be delivered online (75%) to maximise flexibility, with a smaller proportion (25%) delivered in-person in the college/school (including initial and final sessions).

Tutees' tutoring will be tailored to need and tracked based on a screening assessment administered at the start and end of tutoring which will inform the development of a personalised plan, alongside data provided by the college/school and discussions with the student. The screening assessment identifies students' common misconceptions and priority topics for tutoring. A short Snap Survey will also be administered to identify areas of common interest between the student and their tutor to support the development of a productive relationship. The tutoring sessions will combine personalised academic support with confidence building and support to overcome barriers to learning.

The pilot will involve 20 colleges/schools in Yorkshire and the North West regions serving disadvantaged communities. Up to 12 students will be supported in each college/school who will undertake their resit GCSEs in English or maths in November 2024 or June 2025. All learners will have not yet achieved a Grade 4+ in GCSE maths and/or English and at least 75% of participating students will be eligible for the 16-19 Bursary Fund. Most colleges/schools will be new to working with TT (15), while some (five) may build on an existing relationship. Each college/school will be assigned a TT Programme Coordinator to understand specific needs and support initial set up before assigning tutor/s. Each college/school will nominate a Partnership Lead as a key contact for the pilot to: identify students based on tutoring criteria; provide information on students' needs; facilitate the organisation of tutoring sessions; and encourage participation in the tutoring sessions and evaluation activities.

Benefits of participating in the pilot

All tutoring sessions are fully funded by the programme. Tutor Trust are an experienced tuition provider with expertise in tutoring post-16 students, including vulnerable learners. There is

robust evidence on the impact of tutoring for other age groups and TT have a strong reputation amongst schools^{1,2}.

The programme aims to address gaps in students' understanding of maths/English, increase engagement in lessons, build confidence and lead ultimately to increased GCSE attainment. Learning from the pilot will lead to decisions on Tutor Trust's further roll-out of post-16 tutoring to the benefit of larger numbers of students resitting GCSEs in English and maths.

About the evaluation of the Targeted Tutoring pilot

EEF have commissioned the [National Foundation for Educational Research](#) (NFER) to evaluate the effectiveness and outcomes of the tutoring. The evaluation will inform the future development of post-16 targeted tutoring.

The evaluation will include three key activities for colleges/schools:

- an online baseline and endpoint student attitude survey
- college/school case studies and interviews
- collection of monitoring data on students' participation in tutoring and GCSE grades.

Further details on each of these activities is provided below.

Baseline and endpoint student attitude survey

The student survey will be administered with all participating students at the start and end of tutoring. The baseline survey will be administered by their tutor in the first session and the endpoint in their fourteenth session.

At baseline and endpoint, the survey will explore students':

- confidence and motivation for, and enjoyment of, learning English and maths
- knowledge/skills/confidence in English and maths
- perceptions of their progress in English and maths
- motivation to achieve at college/school
- attendance in their main course.

At endpoint, the survey will also capture students' views on the tutoring they have received.

The survey will be short and include primarily closed questions.

Students will receive a £10 voucher as a thank you for each survey completion.

College/school case studies and interviews

To explore how the tutoring has been delivered in different settings and the outcomes that have been achieved, the evaluation will also include case studies with ten participating colleges/schools, five carried out virtually and five face-to-face. To explore differences between the two possible resit periods, some case studies will be undertaken after

¹ Tutor Trust 2023 Impact report: [Our 2023 Impact Report | The Tutor Trust](#)

² Tutor Trust RCT evidence: [Our RCT evidence | The Tutor Trust](#)

November resits, and the remainder after June resits. The case studies will also explore how the tutoring intersects with colleges'/schools' English and maths resit provision.

The case studies will include:

- an interview with the college/school TT Partnership Lead
- an interview with the Head of Literacy/Maths and a tutor(s)
- interviews/focus group with students.

Students will receive a £10 voucher and colleges/schools a £100 voucher as a thank you for their participation in case studies.

Telephone/virtual interviews will also be conducted with Partnership Leads in the remaining colleges/schools, thereby capturing insights from all 20 establishments engaged in the intervention.

Collection of monitoring data

Ongoing data will also be collected on students' participation in tutoring, including the length, content and format of the sessions they attend. This data will be provided to the TT and NFER by the student's tutor.

The TT will also collect a range of other data on students through the screening assessment and Snap Survey described above and will ask institutions to provide data on students' previous grades in GCSE English and maths and the grades they achieve in their resits, as well as their levels of attendance at college/school during the academic year. This data will also be shared with NFER.

Further information about the evaluation can be found on the project web page [here](#):

Timetable

Timescale	Activity
April-October 2024	<ul style="list-style-type: none"> • Colleges/schools complete Expression of Interest form • Headteacher/Principal commits to taking part and signs MoU • Colleges/schools identify students and share data with TT
September 2024-July 2025	<ul style="list-style-type: none"> • Students complete TT screening assessment and Snap Survey prior to tutoring • Students complete the evaluation baseline attitude survey in their first tutoring session • Students receive tutoring sessions • Students complete the evaluation endpoint attitude survey in their 14th tutoring session • Evaluation case studies completed with colleges/schools (January and June/July 2025) • Data collected on tutoring delivered, student attendance in their main course and GCSE grade achieved following tutoring

Winter 2025/Spring 2026	<ul style="list-style-type: none">• Data analysis and report drafting• NFER evaluation report published and shared with participating colleges/schools
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Data Protection

Any information collected about colleges/schools and students through delivery of the programme and its evaluation will be processed in accordance with the Data Protection Act 1998 and the General Data Protection Act (the GDPR). Data will be collected from schools on Tutor Trust's password protected Tuition Request Forms. For more information, please see Tutor Trust's privacy notice for programme implementation. NFER privacy notices for the evaluation include: college/school staff privacy notice, tutor privacy notice and student privacy notice - they can be found on the project web page [here](#).

The Tutor Trust team will use information supplied by the colleges/schools for the delivery of tutoring and to record and manage students' participation. Data on colleges/schools and students involved in the tutoring and the tutoring they undertake will be transferred between Tutor Trust and NFER for the purposes of the evaluation. A data sharing agreement will support the transfer of data from Tutor Trust to NFER. All data sharing between NFER and Tutor Trust will be via a NFER secure data portal.

Who should I contact if I would like to take part?

If you would like to take part in the programme or would like further information, please contact Mark Wyss, TT Programme Director: mark.wyss@thetutortrust.org Alternatively, you can complete an [Expression of Interest](#) form. Following this, if you would like to go ahead, you will be asked to agree a Memorandum of Understanding.

If you would like any further information about the pilot evaluation, please contact tutortrustevaluation@nfer.ac.uk