

The Tutor Trust Post-16 Tutoring Programme

Evaluation Protocol

Evaluator (institution): NFER

Principal investigator(s): Suzanne Straw



PROJECT TITLE	The Tutor Trust Post-16 Tutoring Programme
DEVELOPER (INSTITUTION)	Tutor Trust
EVALUATOR (INSTITUTION)	National Foundation for Educational Research (NFER)
PRINCIPAL INVESTIGATOR(S)	Suzanne Straw
EVALUATION PLAN AUTHOR(S)	Suzanne Straw, Sarah Lynch, Gemma Schwendel
PUPIL AGE RANGE AND KEY STAGE	16-19
NUMBER OF SCHOOLS/ SETTINGS	20 post-16 institutions
NUMBER OF STUDENTS	240 students

Evaluation plan version history

VERSION	DATE	REASON FOR REVISION
1.2 [latest]		
1.1		
1.0 [original]	31 st May 2024	
2.0 [second draft]		

Background

[Tutor Trust](#) is a well-established tutoring charity with extensive experience in the English education system, including through the National Tutoring Programme (NTP). The organisational aim is to provide quality tutoring for pupils, regardless of background, with a particular focus on disadvantaged communities in the North of England. Historically, the Tutor Trust has worked more exclusively with primary and secondary schools and alternative provision providers, rather than post-16 settings. This pilot offers the opportunity to build on their existing tutoring model but with a focus on students who are resitting GCSE maths and English in post-16 settings.

There is a large body of evidence that small-group tuition is effective pre-16, particularly where it is targeted at pupils' specific needs. The EEF toolkit pages on [small group tuition](#) show that it can be an effective intervention, and that training and support are important in the effectiveness of the tuition. Effect sizes vary across studies, with an average impact of two months additional progress for secondary schools and four months additional progress for primary schools. A key finding is that the smaller the group and the more aligned it is to pupils' needs, the more effective the intervention.

In addition, [one-to-one tuition](#) has been found to provide approximately four additional months progress in secondary schools. However, effects in maths appear to be substantially lower than in literacy. It is more likely to make an impact if it is delivered by an experienced teacher and additional to or explicitly linked with normal lessons.

Meta-analyses have shown that tutoring programmes yield consistent and substantial positive impacts on learning outcomes: Nickow, Oreopoulos and Quan, (2020) found an overall pooled effect size estimate of 0.37 SD; Dietrichson *et al.*, (2017) found a pooled effect size of 0.36 SD; and Ritter *et al.*, (2009) found a pooled effect size of 0.30 SD.

There is evidence to suggest that the advantages of small group tuition may be particularly relevant for disadvantaged pupils (Dietrichson *et al.*, 2017; Torgerson *et al.*, 2018). These pupils may suffer in the classroom due to comparison to their peers. A perceived sense of failure may result in low motivation and low self-efficacy, leading to poor learning outcomes. In contrast, teaching these pupils in homogenous small groups allows favourable comparisons between pupils and allows teachers to readily communicate pupil improvements (Mischo and Haag, 2002). These incentives, in turn, help maintain high levels of motivation (Pintrich and Schunk, 2002). In terms of one-to-one tuition, [studies in England](#) have shown that pupils eligible for free school meals typically receive additional benefits and low attaining pupils are particularly likely to benefit.

In the evaluation of the first year of the NTP, secondary schools which tutored more than 70% of Pupil Premium-eligible pupils in the Tuition Partners programme showed a positive impact on Year 11 Teacher Assessed Grades in English and maths (Lord, Poet and Styles, 2022). The evaluation of the second year of NTP found that participation in school-led tutoring (SLT) was associated with small improvements in Key Stage 2 and Key Stage 4 maths outcomes. There was also some more limited evidence that participation in SLT was associated with small improvements in Key Stage 2 and Key Stage 4 English outcomes (Lucas *et al.*, 2023).

Relating to the Tutor Trust programme specifically, there is [evidence](#) of it being effective in primary settings. An EEF-commissioned trial of the Tutor Trust programme (Torgerson *et al.*, 2018) found that children in Year 6 who received tutoring made three months' additional progress in Key Stage 2 maths scores compared to children in control schools. This was also

the case for pupils eligible for free school meals. More recently, another EEF-funded trial of the Tutor Trust programme (involving three other tutoring providers involved in the NTP) aimed to boost engagement in tutoring sessions in secondary schools (Tagliaferri *et al.*, 2022). The target was to increase attendance at tutoring sessions in the intervention group by 5 percentage points compared to the control group and this target was slightly exceeded. These findings suggests that the Tutor Trust programme offers a promising approach.

There is, however, no clear evidence on the impact of tutoring in general (or the Tutor Trust programme specifically) for post-16 learners. This project will contribute to the evidence base for tutoring with the 16-19 age group and for GCSE maths and English resit learners in particular. In addition, the project will explore the use of coaching and mentoring as part of the tutoring relationship. This is an untested element (further details are provided on page 6).

Intervention

The Tutor Trust programme is a one-to-one virtual and in-person tutoring programme targeted at disadvantaged GCSE English and maths (post-16) resit learners. During the academic year 2024/25, students will receive 15 hours of support (12 hours as a minimum) in GCSE maths or English which reinforces classroom learning and targets their individual learning gaps, leading up to them resitting the GCSE exams in either November or May/June of the academic year. Further details are provided in Table 1 below.

Table 1: TIDieR Framework

Aspect of TIDieR	Exemplification relating to the evaluation
Brief name	The Tutor Trust Targeted Tutoring Programme for Post-16 GCSE Resit Learners
Why: Rationale, theory and/or goal of essential elements of the intervention	Achieving a grade 4+ in GCSE English and maths is critical in supporting positive study, training and work transitions beyond formal education, with students not achieving this level at the end of Key Stage 4 required to continue studying these subjects post-16. However, the proportion achieving a grade 4+ in resits remains low, with just 16.4% of those aged 17 years+ in England achieving this level in maths GCSE in summer 2023 and 25.9% in English ¹ . Additionally, in 2023, the attainment gap at age 16 was 3.94. This is an increase from 3.84 in 2022, and wider than at any point since 2011 ² .

¹ <https://www.icq.org.uk/examination-results/>

² [Key stage 4 performance, Academic year 2022/23 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398657/SFR_40_2014_Measuring_disadvantaged_pupils_attainment_gaps_over_time__updated_.pdf) The minimum possible gap is 0 while the maximum gap is 10 (or -10 if disadvantaged pupils were ahead of their non-disadvantaged peers). A value of 0 would indicate there is no difference in attainment between disadvantaged and non-disadvantaged pupils. Further details on how the attainment gap is constructed can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398657/SFR_40_2014_Measuring_disadvantaged_pupils_attainment_gaps_over_time__updated_.pdf

Who: Intervention providers/ implementers

The Tutor Trust is responsible for the management and delivery of the intervention. They will recruit tutors with relevant subject knowledge and interpersonal skills who are likely to make inspiring tutors and role models. The recruited tutors will include undergraduate and graduate students at partner universities as well as qualified teachers in the North of England. They must have either QTS, or minimum GCSE grades of A/7 in the chosen subject to become tutors.

Around two-thirds of the tutors will be experienced tutors and a third new tutors. The experienced tutors will be selected from Tutor Trust's 500+ tutor cohort who have already been trained to teach GCSE and have experience of tutoring in secondary schools or alternative provision. The new tutors will initially complete an online application form. This will be scored against a number of criteria, including experience of working with children and young people, understanding of Tutor Trust's mission and educational disadvantage, and commitment. Those tutors who are successful at this stage will be invited to an online interview with two interviewers. They will be required to demonstrate communication skills, respond to a scenario (provided beforehand) in which a young person demonstrates poor behaviour during tutoring, and provide a five-minute tutoring session on a pre-given topic.

The Tutor Trust team along with 16 qualified teachers with extensive experience in the education sector will provide *initial training for the newly recruited tutors*. This will include initial online training followed by online live training:

- the initial online training (10-12 hours) will be provided through the Thingi platform (a large library of resources accessible to all tutors). This is a combination of video, text and reflection. Each module has a series of quiz sections which must be passed by the tutor before they can proceed. Topics covered include lesson planning and pedagogy, safeguarding, systems and structures, subject and sector specific training, behaviour management, building relationships, access to resources, coaching and administration
- the live Zoom sessions (three hours) include subject specific aspects, safeguarding and tutor expectations and working with Tutor Trust. The live sessions are opportunities to consolidate tutors' learning at key points in their training journey. The first one-hour session focuses on the principles behind high-quality tuition and the second two-hour session focuses on planning in a specific subject and age range.

The experienced tutors will have already undertaken the initial training described above and will not need to repeat the training for the purposes of their involvement in this programme.

In addition to the initial training described above, *all tutors* (both new and experienced) will complete additional compulsory training on:

- a) working with post-16 learners
- b) coaching.

	<p>The training on working with post-16 learners will include two hours of online self-paced learning via Thingi and a one-hour live interactive session.</p> <p>Coaching is a new untested element of the programme. The coaching training will comprise a module on Thingi and a live session. It will include mentoring and coaching strategies that focus on relationship, confidence and motivation building and setting targets. It has been developed in line with previous mentoring training for tutors (from Haili Hughes, a senior lecturer at Sunderland University, a published author, and the Senior Education Lead at Iris Connect), and Tutor Trust’s own Coaching Quality Manager (with QTS and experience in coaching and supporting tutors). Tutors will be able to apply what they learn in the online training through role play at the coaching live session.</p> <p>Once they are delivering tutoring, tutors will have access to on-going live training and support which will be provided at least half termly in addition to monthly podcasts. Participation will be optional. Topics will include subject specific pedagogy, behaviour management, SEND, coaching, SEMH and AI (ChatGPT) to support high-quality lesson planning, in addition to employability skills and tutor well-being. Tutors will also receive other training and support based around individual needs. These needs will be identified following on from either the monitoring of tuition quality (lesson observations and lesson plan spot checks), feedback from Coordinators, or individual requests from tutors.</p> <p>All new tutors, and any returning tutors who have not been previously observed, will be required to submit a lesson plan for review and will be prioritised for a lesson observation. Tutor Trust’s evidence shows that tutors who have performed well in previous observations continue to perform well and will be deemed to be lower priority for an observation. However, given many tutors will be new to post-16 settings, the intention is to observe as many tutors as possible.</p>
<p>Who: Recipients</p>	<p>The intervention will involve 20 colleges/schools in the North of England. They are likely to be based in disadvantaged communities in: Greater Manchester; Liverpool; the Wirral; Leeds, Bradford and West Yorkshire; Blackpool; Blackburn; and Kirklees (due to the delivery team’s focus and experience in these geographical areas). Each setting (post-16 education institutions - school sixth forms, sixth form colleges and further education colleges) will nominate a Partnership Lead, who will nominate students for the tutoring programme, and provide Tutor Trust with information on students’ needs, tutoring content and safeguarding.</p> <p>The tutoring will be provided to 240 students (12 per college/school) in the 2024/25 academic year. The target group is Key Stage 5 (ages 16-19) students who did not pass GCSE English and/or maths at grade 4+ (or the equivalent) at Key Stage 4. The target is for 75% of students to be eligible for the post-16 bursary. Settings will select students based on the individual need and likelihood of engagement. Young people nominated will be given the choice as to whether or not they wish to join the programme to help to ensure high engagement in the programme.</p>

<p>What: Physical or informational materials used in the intervention</p>	<p>A range of materials/information will be used in the intervention:</p> <ul style="list-style-type: none"> • materials from Tutor Trust targeted at students which explain the intervention and its benefits • individual learning plans developed by tutors (bespoke curriculum) for each student receiving tutoring • a Foundation Maths scheme of learning of 15 lessons which tutors can use/adapt as they wish to • a Snap Survey questionnaire will be administered with students at the start of tutoring which will ask students about their likes and dislikes and interests to help tutors build a rapport with tutees by exploring common motivations and interests • a screening test³ which will be administered via an online platform (Socrative) at the beginning and end of the programme to assess students' maths and English ability and areas where they need support. <p>As well as the tutor training (described above), materials will be available for tutors to use on Tutor Trust's online training platform (Thinqi) including useful websites, articles, podcasts, recommended further reading, and research which tutors can draw from to enhance the quality of their lessons.</p>
<p>What: Procedures, activities and/or processes used in the intervention</p>	<p>Students will be provided with one-to-one virtual and in-person tutoring in GCSE maths or English, leading up to them resitting their GCSE exams in either November or May/June of the 2024/25 academic year.</p> <p>For the November 2024 resit programme, the focus will be on students who are closer to achieving a grade 4 i.e. those who achieved a high grade 3 in Year 11. If they do not pass their GCSE in the November, their institution will enrol them for the May/June resit but they will not receive any further tutoring.</p> <p>The May/June 2025 resit programme will focus on students with lower attainment in their English or Maths GCSE in Year 11 who need longer before they resit. Both programmes will offer the same number of hours of tutoring: a maximum of 15 hours (with a minimum set of 12 hours). Students' learning needs and gaps will be identified based on information from the college (including data from any assessments they administer), students' previous GCSE attainment discussions with the students, the Snap Survey and screening test administered at the start of the programme.</p> <p>Alongside the tutoring, tutors will provide students with coaching to develop their resilience and confidence in learning. This is a new untested element. Former teachers on the team have had experience of being coached in teaching roles in other educational settings. Tutor Trust decided to employ a former teacher with experience of coaching around two years ago to further develop the approach to support tutors with their own professional development. The aim of this was to have an impact on tuition quality. They have since widened their focus and, through their training, they train tutors to adopt coaching and mentoring techniques with their students, as well as have staff training in coaching and mentoring using these approaches with each</p>

³ This is an online 20-question multiple choice test. For maths, the topics are taken from the GCSE Foundation paper topics and the questions are designed to address common misconceptions. For English, the questions focus on spelling, punctuation, and grammar, analysing language and understanding of written passages.

	<p>other. As a result, coaching and mentoring is becoming embedded with Tutor Trust's organisation.</p> <p>Through a unique coaching model developed in training, tutors will enable the post-16 learners to identify areas of weakness and focus on their individual learning plans and in turn develop skills and strategies to feel empowered in tutoring and beyond. As part of the coaching, the tutor and learner will develop a shared 'contract', working through what the learner needs and their expectations of the tutor and develop strategies such as organisation, prioritising and learning how to revise and tackle exam questions successfully.</p> <p>The screening test will be administered again at the end of the programme to explore students' progress. It is worth noting that tutors will not see the assessment questions prior to the baseline test, or after the endpoint test (which will contain questions about identical topics, but not identical questions). This is to deter tutors from 'teaching to the test'.</p>
How: Mode of delivery	<p>The tutoring will be delivered using a hybrid model i.e. via sessions delivered on-line and in-person. The first session in each programme will take place face-to-face to help build rapport between the tutor and student. After that Tutor Trust aims for half in-person and half online sessions⁴, although account will be taken of student preferences and practicalities. In-person sessions might be preferred if tutors have several tutees within the same setting or where the tutor develops a relationship with the setting. The online sessions will take place via the online platform Vedamo and students can be at the institution or at home⁵.</p>
Where: Location of the intervention	<p>Post-16 education institutions - school sixth forms, sixth form colleges and further education colleges, with a specific focus on those serving disadvantaged communities in the North of England (see areas listed above).</p>
When and how much: Duration and dosage of the intervention	<p>Students will be offered 15 hours of tutoring/coaching (with a minimum of 12 hours), leading up to the GCSE exams in either November or May/June of the 2024/25 academic year. The November 2024 resit programme will start as soon as possible in the autumn term, ideally week commencing 2nd September 2024. Students are likely to require more than one session per week (and possibly a half term booster) to cover the required number of hours before the re-sits begin week commencing 4th November 2024. For the May/June 2025 resit programme, tutoring would need to start early January 2025 to fit in one tutoring session per week prior to the resits starting week commencing 9th May 2025 (if it starts later, more than one session per week would be required).</p>
Tailoring: Adaptation of the intervention	<p>The programme will follow the same format for all settings. Tuition will be adapted to the learners' likes, dislikes, strengths and gaps in learning, and particular approaches or from what the tutor learns about the learner.</p>

⁴ Tutor Trust aims for half in-person and half online sessions, taking on board feedback from colleges which have shown a preference towards moving back to in-person provision.

⁵ However, if the student is under the age of 18, an adult will need to be present during the session and offer passive supervision for safeguarding purposes. This may make in-home sessions more challenging.

How well (planned): Strategies to maximise effective implementation

Tutors will be required to complete an attendance register for each student via an online platform (Insight) within 48 hours of the session. Completion of this register is linked to their payment. Tutors will also provide TT with feedback on their satisfaction with the training, their confidence and readiness to provide tutoring in the post-16 context, and their experience of the tutoring. They will also provide feedback about students' engagement and level of understanding which will be visible to the college/school staff.

Tutor Trust Coordinators will see all tutor attendance data and feedback and can intervene if/when any issues emerge in relation to a student's attendance. Most tutors will also have a lesson plan reviewed and be observed while tutoring, as described above.

Each setting will have a review after three weeks of delivery. This will involve the setting's Partnership Lead and the Tutor Trust Coordinator overseeing the programme, discussing progress, agreeing actions to resolving any logistical issues and identifying any students who are not engaging as required and what action should be taken. Where a student is not engaging, they will replace them with another student⁶. The Tutor Trust will also keep in regular contact with settings, arranging further meetings as necessary.

At endpoint, a review will be undertaken by the Coordinator with the institution's Partnership Lead. This will provide an opportunity to review how the programme has progressed and short-term student outcomes (including drawing on endpoint screening test data and student feedback). It will also allow for the discussion of future partnership working.

Support will be available for tutors throughout the duration of the programme as and when they need it. Additionally, the Tutor Trust will keep in regular contact with settings, arranging further meetings if desired or necessary.

The programme's theory of change, alongside causal assumptions and moderators, can be found in Appendix A. They are premised on research evidence discussed above in the background section.

Overview of evaluation design

We will undertake a comprehensive mixed-methods implementation and process evaluation which, alongside data collection, will test out the feasibility of research methods and instruments for a future trial.

The evaluation will explore the feasibility of implementation, evidence of promise and readiness for trial of the pilot tutoring intervention (see more detail in research questions section below).

Research methods will include: programme developer interviews; focus groups with trainers and tutors; student surveys; college/school case studies and interviews; a tutor proforma; the collection and analysis of programme monitoring information (MI) on college school, tutor and student recruitment and on tutoring training; and the collection and analysis of fidelity data on

⁶ Past experience has shown that students who engage with the first three sessions tend to remain engaged for the duration of the programme.

the delivery of tutoring (e.g. number of sessions delivered, length, mode (online/face-to-face)). Further details on methods are provided in the data collection section below.

It is worth noting that, in a pure pilot study, all of the settings would be newly recruited. However, in this pilot, for ease of recruitment within the timescales, it has been agreed that 15 settings will be newly recruited, and five settings will already have established relationships with the Tutor Trust.

Research questions

This research questions will explore:

- feasibility of programme implementation: feasibility, acceptability and appropriateness, fidelity, and effectiveness
- evidence of promise: evidence of shorter-term outcomes for tutors and students set out in the theory of change
- readiness for trial: optimum dosage, any modifications or further manualisation and plausibility of the theory of change.

The specific research questions relating to these three themes are detailed below.

Feasibility of implementation

RQ1. Is the Tutor Trust programme **feasible to implement in the post-16 context**?

- Have the required number of target colleges/schools and students been recruited and retained?
- Has it been feasible to deliver the tutoring (e.g. in terms of delivering 15 hours, student attendance)?
- Have there been any notable differences in feasibility of implementation between new settings and those which had a prior relationship with Tutor Trust?

RQ2. Are programme **inputs for tutors acceptable and appropriate** (e.g. training, resources, ongoing support)?

- Did tutors find the *initial training* and the associated resources acceptable and appropriate?
- Did tutors find the *post-16 training* and the associated resources acceptable and appropriate?
- Did tutors find the *coaching training* and the associated resources acceptable and appropriate?
- Did tutors find the *ongoing support* acceptable and appropriate?
- Were there any differences by: new/experienced tutors, teachers/graduates/undergraduates and subject?
- Did tutors attend the required training?

RQ3. Has the **tutoring/coaching been implemented with fidelity** (e.g. required dosage, customised to student need, mix of face-to-face and online delivery)?

- Have the intended number of tutoring hours been delivered?
- To what extent did tutors follow the intended delivery model/approach? What were the main challenges to fidelity, if any? Have any adaptations been made and why?

- Have there been any differences by tutor characteristics (e.g. new/experienced tutors; teachers/graduates/undergraduates and subject)?
- Have there been any differences in fidelity between newly recruited settings and settings with an established relationship with Tutor Trust?
- Is the tutoring distinct from existing practice?

RQ4. Is the **tutoring for students acceptable/appropriate** (e.g. content, mode, dosage)?

- Has the content and mode of tutoring met students' needs and engaged them?
- Does the required dosage differ by students' starting points, subject, programme (e.g. November or June resit) and institutions' internal GCSE provision?
- Have there been any unintended consequences of participation for students?

RQ5: Do colleges/schools view the **programme as affordable**?

Evidence of promise

RQ6. Is there **evidence of promise that the programme may lead to the longer-term changes in the post-16 context** expected in the theory of change (ToC)?

- What are the perceived shorter-term outcomes for tutors (new and experienced)?
- What are the perceived shorter-term outcomes for students?
 - Do tutor characteristics affect student outcomes?
 - Do student outcomes vary by level of disadvantage?
 - Are there any other mediators/moderators to student outcomes?
 - What does the screening test and GCSE data tell us about student outcomes?

Readiness for trial

RQ7. What **modifications, if any, would be required/beneficial to scale the programme** and ensure readiness for efficacy trial in the post-16 context?

- Are any modifications required to: college/school recruitment, student eligibility criteria and recruitment, tutor recruitment and training/support/materials provided, tutoring delivery specification and approach, tutoring dosage, support for colleges/schools to implement, processes for collecting monitoring and fidelity data?

RQ8. Would the **delivery team have the capacity to deliver the programme with fidelity at scale**?

RQ9. To what extent **does the ToC provide a plausible account of how the programme works**?

- Are there any outcomes for non-participating students ('spill over') which need to be considered?

RQ10. What potential **secondary outcome measure(s)** could be used in an efficacy trial and how should it/they be administered?

The success indicators in relation to the research questions and the three pilot themes of inquiry are shown in Table 2 below.

Table 2: Programme Success Indicators

Pilot criteria	Success indicators	How to assess this?
Feasibility of implementation	F1. The required number of targeted colleges/schools and students have been recruited and retained (RQ1)	Monitoring data; interviews with developers
	F2. Training/resources/support are acceptable and appropriate to tutors (RQ2)	Workshop with trainers; focus groups with tutors; online tutor proforma; interviews with developers
	F3. Tutoring/coaching is implemented with fidelity (RQ3)	Fidelity data on the delivery of tutoring sessions for each student to programme intentions (e.g. number, length and mode of each session and topic(s) covered) collected by Tutor Trust; tutor and staff interviews as part of college/school case studies
	F4. Tutoring is acceptable and appropriate to students (RQ4, RQ5)	Student survey; college/school case studies (staff interviews; student focus groups)
	F5. Students engage, with low drop out: 65% complete 15 hours and 70% complete 12 hours (RQ1 and RQ4)	Fidelity data collected by Tutor Trust
	F6. The programme is considered affordable for colleges/schools (RQ5)	Staff interviews as part of college/school case studies
Evidence of promise	P1. Findings indicate that the programme has prepared tutors to effectively deliver the programme (RQ6)	Focus groups with tutors; online tutor proforma; Tutor Trust monitoring data on tutor training/support/usage of resources; college/school case studies (tutor and staff interviews)
	P2. There are indications of the programme leading to improvements in students' confidence and progress in maths and English (RQ6)	Student surveys, college/school case studies (student focus groups; interviews with staff), analysis of internal screening test data and data on students' pre- and post-intervention GCSE grades ⁷
Readiness for trial	T1. The programme can be scaled for a future trial (with minor amendments) (RQ7, RQ10)	Assessment of all evaluation data

⁷ The requirement to provide this is set out in the memorandum of understanding (MoU) that schools/colleges sign when they agree to participate in the programme. However, Tutor Trust's experience is that they need to be clear with institutions about this upfront and that acquiring the data can require some following-up with institutions.

	T3. The delivery team have the capacity to deliver the programme with fidelity at scale (RQ8)	Interviews with programme developers plus assessment of all evaluation data
	T2. The logic model provides a plausible account of the programme (RQ9)	Assessment of all evaluation data
	T2. There are viable processes to collect data to monitor compliance and fidelity (RQ7)	Assessment of all evaluation data

Methods

Recruitment

Recruitment to the pilot is the responsibility of Tutor Trust. They will recruit 20 post-16 institutions and 240 students (12 students per institution). This should provide a reasonable sample to conduct a pilot evaluation. Participating colleges/schools will be based within West Yorkshire and the Humber and the North-West and will include provision for students aged 16-19 years. Tutor Trust will recruit 15 new settings - settings that will be new to the tutoring programme in 2024-25 - and five settings that they have existing relationships with – settings where the Tutor Trust will have developed relationships with, and undertaken tutoring in the 2023-24 academic year. Note, though, that in the more established settings, new student cohorts will commence the programme in 2024-25. The target is for 75%+ of the entire student cohort to be disadvantaged (measured by eligibility for the 16-19 Bursary). The criteria for ‘disadvantage’ could also include students previously eligible for Pupil Premium/Free School Meals, looked after children (LAC), pupils in alternative provision, pupils with special educational needs and disabilities (SEND), and pupils in socially-economically deprived areas (using IDACI criteria). Postcode/IDACI data will be used in cases where settings do not want to share 16-19 Bursary data.

Measures

We will test out the causal chains and mechanisms in relation to outcomes for tutors and early outcomes for students. This is crucial because, although the tutoring model has shown impact in school settings, it is not tried-and-tested in post-16 and includes an additional coaching element. An exploration of tutor outcomes is important as they are key to the success of the intervention and, if they do not deliver effective tutoring sessions, outcomes are unlikely to be seen for students.

The outcomes that we will be exploring include:

- (RQ6) for tutors – improved knowledge of tutoring and coaching, including of tutoring and coaching post-16 students; skills to effectively deliver tutoring and coaching
- (RQ6) for students – confidence and motivation towards learning English and maths and learning more generally; confidence in their knowledge and skills in English and maths; enjoyment of English and maths and understanding of their importance; progress in English and maths.

We will create bespoke questions to explore outcomes for tutors which will be included within the tutor proforma which will be administered with all tutors. In the tutor focus groups, using parallel questions, we will gather more in-depth data on what and how outcomes have been

realised, with a particular focus on the extent to which the training has developed tutors' confidence, knowledge and skills to deliver tutoring and coaching within the post-16 context.

In developing questions to explore student outcomes, we will draw on tried-and-tested survey questions which we have used in previous similar studies. This includes the [Pilot evaluation of Direct Instructing in Key Stage 3 - Connecting Maths Concepts](#) (EEF) and [Research into the Impact of Project Maths on Student Achievement, Learning and Motivation](#) (NCCA). We will also gather more in-depth data on the same questions within the student interviews and focus groups.

Data collection

Table 3 below provides an overview of the data collection methods that the pilot evaluation will incorporate, alongside what research questions each method will answer, sample sizes, analysis methods and timescales.

Following the table is a detailed description of each of the methods.

Table 3: Data Collection Methods Overview

Pilot criteria	RQ addressed	Research method	Data collection method	Sample size and sampling criteria	Data analysis methods	Time point to collect data
Feasibility of implementation; readiness for trial	RQ1,2,3,6,7	Collection and analysis of MI and fidelity data	Template provided for MI and fidelity data collection by Tutor Trust (and transferred to NFER)	Programme-wide	Frequency counts (actuals versus targets); descriptive analysis	Ongoing
Feasibility of implementation; evidence of promise; readiness for trial	RQ1,2,3,4,6,7,8,9,10	Programme developer interviews	Semi-structured telephone/video interviews	Key staff	Deductive and inductive coding; thematic analysis	Oct 24 and July/Aug 25
Feasibility of implementation; evidence of promise	RQ1,2,3,6,7	Focus group with trainers	Structured discussion following a) initial training and b) implementation	Approx 8 trainers in each focus group at each timepoint	Deductive and inductive coding; thematic analysis	a) July 24 b) July 25
Feasibility of implementation; evidence of promise	RQ2,6	Focus groups with tutors	Structured discussion following initial training	Approx 12-16 tutors across two focus groups	Deductive and inductive coding; thematic analysis	July 24
Feasibility of implementation; evidence of promise	RQ4,6	Student surveys	Baseline and endpoint online survey	All participating students (240)	Descriptive statistics, cross-tabulations, correlations (e.g. regression)	At first and 14 th tutoring session
Feasibility of implementation; evidence of promise	RQ1,3,4,5,6,7	College/school case studies and interviews	Case studies (half institutions): semi-structured face-to-face/telephone interviews with staff and student interviews/focus groups Interviews (half institutions): semi-structured telephone interview with Partnership Lead	10 case-study institutions where we consult with: Partnership Lead; Literacy/Numeracy Lead, tutor(s), students Remaining 10 institutions where we consult with Partnership Lead	Deductive and inductive coding; thematic analysis	Jan and June 25
Feasibility of implementation; evidence of promise	RQ1,2,3,4,6,7	Tutor proforma	Online proforma with closed and open questions	All tutors	Descriptive statistics; thematic analysis	July 25

Collection of MI, fidelity and outcome data, ongoing

A key element of the evaluation will be capturing and analysing internally-collected programme monitoring and fidelity data to explore the extent to which the programme targets have been achieved and the programme has been delivered with fidelity to intentions. This data will also support findings in relation to evidence of promise, specifically student outcomes and on readiness for trial, including scalability and effective monitoring systems being in place.

After exploring with the programme developer what data they plan to collect internally, we will agree on an MI template and fidelity log which Tutor Trust will complete on an ongoing basis and pass the data onto NFER. We will also include outcome data that is routinely collected by the programme team (including pre- and post-intervention screening test data, and data on students' GCSE grades and attendance). The data to be collected by the programme team and transferred to the evaluator is set out in Table 4 below. The vast majority of data will be quantitative apart from: drop out and non-attendance for which reasons will be captured; and college/school reviews for which brief notes will be provided.

Table 4: Monitoring, Fidelity and Outcome Data to be collected by Tutor Trust

Monitoring data collection
Institutions recruited and engaged
Characteristics e.g. type, region, level of attainment, socio-economic catchment, new or existing relationship for the Tutor Trust
Log of institution review meetings e.g. at 3 weeks, mid-term, and end of intervention
Tutors recruited, engaged, and trained
Tutor recruitment actual v target (number; characteristics e.g. new/experienced tutor; qualified teacher/undergraduate/graduate; qualification level in maths and English; number of tutees; drop out)
Completion of training modules
Usage of resources (as part of training)
Attendance at live training sessions
Data from implementation of quality criteria for lesson reviews and observations
Students recruited and engaged
Student recruitment actual v target (overall number; number by institution)
Student characteristics (gender; previous FSM/Pupil Premium eligibility; whether in receipt of post-16 bursary or IDACI data if settings do not want to share bursary data; EAL; SEND; looked after status; course of study; previous GCSE grade(s) in English/maths and exam board)
Fidelity data collected on tutoring delivered
Tutoring delivered to each student: number of sessions, length, format (online v face-to-face), topics covered. Also to capture non-attendance (and reasons)
Student weekly attendance at sessions (via Insight)
Outcomes data for students
% attendance at institution for main course of study (at baseline, three-week review and endpoint)
Screening test scores pre- and post-implementation

GCSE pre- and post-implementation grades

We will expect data collected by Tutor Trust to be transferred to us as below:

	Types of data	Date
MI		
Tutors	Recruitment and training of tutors (approx. 20). Data to include tutor qualifications and experience e.g. new/experienced; teacher/graduate/undergraduate, highest qualification in English/maths, attendance at training	By May/June 2024 (then as and when new tutors are involved/trained)
	Ongoing support, lesson plan reviews and lesson observations, drop out	At end of intervention (July 2025)
Colleges/schools	Recruitment (20; 15 new and 5 established relationships). Data to include DfE number/URN; school, 6 th form college or FE college, partnership lead details, student numbers for English/maths	By July 2024
	3-week, midpoint and endpoint review	At end of intervention (July 2025)
Students	Recruitment (240). Data to include name, gender, date of birth, URN, institution, eligibility for post-16 bursary, SEND, LAC, EAL, subject for tutoring, tutor name, resit timing, main course of study	September 2024
Fidelity		
Tutoring	Tutoring delivered and student attendance (15 hours per student) - date, duration, online or in-person, topic	Fortnightly during implementation
Outcomes		
Students	Pre-intervention: attendance, screening test score and GCSE grade	September 2024
	Post-intervention: attendance, screening test score and GCSE grade	July/GCSE grade after resits

The section below details the primary data that will be collected by the evaluation team and expected timescales.

Focus group with trainers, July 2024

To gather views on how the pre-implementation training programme has been received, we will carry out a focus group (of around 30-45 minutes) with up to eight trainers. We are expecting this to include all of the trainers involved in the programme. It will be important to include trainers of maths and English and who are responsible for the new post-16 and coaching elements.

This qualitative data collection will gather in-depth data on what and how training has been delivered and received and perceptions of tutors' preparedness for delivery. It will also explore views on facilitating factors, as well as any challenges and how these have been overcome.

Focus groups with tutors, July 2024

To gather in-depth qualitative data from tutors on the acceptability, appropriateness and quality of the pre-implementation training they have received, we will conduct two twilight focus groups (of around 30 minutes) with six to eight tutors in each. The exact number of tutors expected to be recruited was not known at the time of writing. The sample will include a spread of tutors who: are new and experienced; are teachers, graduates and undergraduates, will be teaching English and maths to explore how views on the training may differ by tutors' prior skills and experience. Depending on the numbers of new and experienced tutors, we may dedicate one focus group to each of these groups.

The focus groups will explore views on the training received and place a particular focus on the new elements which are the training for post-16 and coaching. However, for the new tutors we will also explore their views of the standard initial tutoring training. We will explore views on the content and format of training and the extent to which tutors are now confident to commence tutoring.

Interview with programme developers, October 2024

We will conduct a semi-structured qualitative interview (of around an hour) with programme developers (we expect this to include up to three staff). At this early stage, the aim will be to explore whether recruitment targets have been met (for tutors, colleges/schools and students) and whether the intended training has been delivered to tutors. Questions will closely relate to the MI that has already been provided (see above), exploring what has worked well and less well, challenges/facilitators, feasibility of recruitment to the pilot and areas for development.

Baseline and end-point student attitude survey, as and when students start and end tutoring (September 2024-May 2025)

To gather indications of secondary outcomes realised as part of the pilot and to inform considerations regarding the outcomes to be explored in a future trial, we will administer an online baseline and end-point student attitude survey. This will be administered with all 240 participating students to ensure that we capture data from as many students as possible and achieve a good sample size to allow for robust statistical analysis. Note that all students will be new to the programme in 2024-25 regardless of when the setting started their engagement with the Tutor Trust.

The surveys will primarily gather quantitative data but will allow for a small number of open responses. To maximise response, they will be short (15-20 minutes) and include primarily closed questions.

The surveys will be administered by the student's tutor and their timing will be dependent on when students start the programme. Tutors will not see students' responses. The baseline survey will be administered in the first tutoring session and the endpoint survey in the penultimate (14th) tutoring session. Previous experience suggests that student attendance can be low for the final tutoring session.

Secondary outcomes that will be explored within the surveys (RQ6) will be aligned to the logic model and will include students':

- confidence and motivation towards learning English and maths
- confidence and motivation towards their studies more generally
- perceptions of knowledge and skills in English/maths

- enjoyment of English/maths
- understanding of the importance of English/maths
- perceptions of their progress in English/maths.

It is worth noting that we expect that the endpoint survey will provide *indications* of these outcomes and that some may take longer to be realised.

The baseline and end-point surveys will include the same range of statements which will seek to gather data on the outcomes set out above. The endpoint survey will also capture students' views on the tutoring that they have received (including its content, format, length, customisation to need).

The survey will be an online survey completed independently by students and tutors will not see students' responses. It will be accessible on mobiles for ease of completion. Students will be assured of anonymity in their survey responses.

Students will receive a £10 voucher for each survey completion. This is a 'thank you' payment for students' time and is not intended as an incentive as the intention is not to influence engagement. Due to this, and previous response rates achieved for similar surveys, we expect a near 100% response at baseline and an 85% response at end-point to account for drop-out.

College/school case studies/interviews, January and June 2025

To explore in-depth how the intervention is implemented, we will conduct case studies with half of the 20 intervention institutions (ten colleges/schools). We consider that this is a sufficient number to allow us to select institutions with different characteristics and explore whether different institution characteristics result in any differences in the effectiveness of tutoring and student outcomes. The sample will be devised to include:

- institutions of different types (FE colleges, sixth form colleges and schools)
- institutions located in the different geographical areas targeted (which will have varying degrees of disadvantage)
- institutions with a new or existing relationship with the Tutor Trust.

We will include two/three institutions as case studies which have an existing relationship with the Tutor Trust. This will allow us to understand more about longer-term implementation, programme adaptations that have been made, scalability, and early evidence of student outcomes. However, as this is a pilot evaluation which seeks to understand how the intervention is delivered with settings that are new to the provider, our primary focus will be on settings which are new to Tutor Trust in 2024-25.

We will also ensure that across the ten case studies, we have included English and maths tutors with different skills/qualifications (e.g. new/experienced tutors; undergraduates, graduates and qualified teachers) to, again, see if any differences in skills/qualifications impact on tutoring effectiveness and outcomes.

Five case studies will be undertaken face-to-face and five virtually to meet the needs of the settings. We do not expect the mode of the case study to impact on the quality of the data collected. However, face-to-face case studies will include focus groups with students and virtual case studies will include student interviews, as focus groups can be less effective when undertaken online.

To assess implementation fidelity at the two resit periods, some case studies will be undertaken after November resits, and the remainder after June resits⁸. If the MI and fidelity log supports it, we will select case studies with 'high' and 'low' levels of implementation fidelity (based on number of tutoring sessions delivered and student attendance) to explore why implementation appears to be working well in some settings, and less well in others.

The case studies will focus on gathering qualitative data. Each will include:

- a semi-structured interview with the Partnership Lead (45 minutes)
- a semi-structured interview with the Head(s) of Literacy/Maths (30 minutes)
- a semi-structured interview with a tutor/tutors (45 minutes)
- interviews with two students or a focus group with 4-6 students (20-minute interviews, 30-minute focus groups).

Interview with school staff and tutors will explore: views on the programme aims, content and delivery; student selection; the feasibility of implementation, including facilitators and challenges (e.g. timetabling, tutor confidence/expertise, student engagement); fidelity (including dosage) and any adaptations; perceptions of early student outcomes and how they might be assessed; and financial and in-kind costs incurred. We will also explore the extent to which the tutoring 'reinforces classroom learning and targets [students'] individual learning gaps'⁹.

Slightly different questions will be asked in the more established settings to account for their longer-term engagement with the Tutor Trust. This will include investigation of what they have learnt over time and what they have put in place to support delivery. We would expect these settings to have a clear understanding of what the tutoring entails and systems in place for recruiting and engaging students and for providing ongoing support, as well as providing data to the Tutor Trust on students' GCSE grades and attendance record pre- and post-intervention. We would not expect the new settings to have the same level of understanding or as sophisticated processes in place.

The student interviews will be undertaken virtually or by telephone. They will focus on exploring the student's individual journey. They will allow researchers to gain a detailed understanding of the individual student's participation in the tutoring including their reasons for participation, the specific tutoring they have undertaken (e.g. number, length and mode of sessions and the topics covered), the support they have received from their institution to attend tutoring, their perceptions of the effectiveness of the tutoring and the outcomes they have realised and expect to realise in the future, and how the tutoring has related to the resits sessions they have attended at school/college.

The face-to-face student focus groups will allow a broader discussion on the same themes set out above with a larger number of students, with potential sensitivities considered. They will seek to establish whether there is consensus or variation on themes such as the effectiveness of the tutoring provided and outcomes realised, as well as the factors which may moderate effectiveness and outcomes (which may relate to the students, the tutor, the programme or the support they have received from their school/college).

⁸ The split will be agreed when we know how common each model of delivery is.

⁹ This was seen to be critical in Tutor Trust's [previous EEF study](#) with primary-aged children.

Students will be given a £10 voucher and colleges/schools a £100 voucher to thank them for their participation. As with the student surveys, this is not intended as an incentive as the intention is not to influence engagement.

We also propose to conduct a telephone/virtual interview with Partnership Leads in the remaining ten colleges/schools which have not taken part as case studies, thereby capturing insights from all 20 establishments engaged in the intervention.

Focus group with trainers, July 2025

We will carry out a follow-up focus group (of around 30-45 minutes) with trainers at the end of programme implementation. This will take a similar form to the first focus group. It will include up to eight trainers, with representation of trainers of maths and English and staff who are responsible for the new post-16 and coaching elements.

This qualitative data collection will gather in-depth data on what and how follow-up support has been provided and received, how tutoring quality has been monitored (including via lesson plan reviews and lesson observations) and perceptions of tutors' quality of delivery. It will also explore views on facilitating factors, as well as any challenges and how these have been overcome.

Online tutor proforma, July 2025

Using Microsoft Forms, the evaluation team will administer a proforma with all tutors participating in the programme, encouraging all to participate. Our aim will be to gather views from tutors with different skills and experience, including new/experienced tutors; teachers/graduates and undergraduates; and teachers of maths and English.

This short online proforma will take around 20 minutes to complete and will include both closed and open questions. Our experience is that this will be a cost-effective approach to gathering both quantitative and qualitative data from all of the tutors who have been involved in the programme, allowing us to gain an understanding of general views and individual experiences.

The proforma will explore tutors' views on the training/support they have received, the implementation of tutoring (both for November and June resits), student engagement and student outcomes.

Interview with programme developers, July/August 2025

At the end of the intervention, we will conduct a semi-structured telephone interview (of around an hour) with the programme developers (we expect this to include up to three staff). The aim of this qualitative data collection will be to: look back at how the tutoring has worked, including what has worked well and less well and facilitators and barriers; the outcomes that have been realised; learning for potential scale-up and what modifications might be needed to the programme; and the programme team's capacity to deliver at scale.

Data analysis

Qualitative

We will collect qualitative data through: interviews with developers; trainer workshops; focus groups with tutors; a tutor proforma (which will include both open and closed questions); and college/school case-study interviews and focus groups. The qualitative methods will enable us to gather an in-depth understanding of programme implementation and outcomes

(RQ1,2,3,4,5,6,7,8) and any variations between different groups (e.g. tutors with different characteristics; students with different characteristics and studying different subjects) and types/characteristics of settings and how these variations have come about. It serves to add detail to, and the 'story' behind, the broader quantitative data collected via surveys and MI.

All qualitative interviews/focus groups will be recorded (following agreement) and analysed using the MAXQDA software package. We will use deductive and inductive analysis approaches, first analysing data around logic model themes/RQs and then adding further codes emerging from the data. MAXQDA enables the qualitative data to be grouped and analysed by category (e.g. old and new settings, different staff roles).

School/college case studies will be analysed both within cases (triangulating data from different stakeholders) and across cases to explore broader patterns.

In the analysis, we will capture the different experiences of the more established settings which started the programme in 2023-24 and of those who commenced delivery in 2024-25, as well as the perspectives of both experienced and new tutors.

The analysis will also explore differences between the November and May/June resit programmes and between English and maths tutoring.

All qualitative data collection will be reviewed and quality assured by the NFER project manager and director. Write-up templates will be created to ensure the consistency and quality of write-ups, with early write-ups reviewed and any comments/actions shared with the whole team.

Quantitative

The quantitative methods we propose will aim to gather data (RQ1,2,3,4,6) across all/the majority of subjects, allowing us to generalise the findings and compare and contrast by different characteristics.

Student baseline and end-point surveys will be analysed using descriptives, cross-tabulations and simple inferential statistics to explore change over time (e.g. in confidence and attitudes towards learning and English and maths) which may be related to the tutoring, and whether there are any differences between subjects, student subgroups, resit timing and other student characteristics, such as type of institution attended. We will explore overall differences between baseline and end-point, as well as differences between baseline and end-point for individual students. We will also analyse end-point views on the tutoring received.

Student pre- and post-intervention screening data, and their pre- and post-intervention GCSE grades will be analysed using descriptives, cross-tabulations and simple inferential statistics to explore change over time. We will explore overall differences between baseline and end-point, and changes for individual students. Subject to the quality of the data collected, we will explore whether there are any differences between student characteristics (e.g., subject, PP/FSM status, type of institution).

We will analyse the closed questions in the tutor proforma using descriptives. Due to the small population, we will be cautious about undertaking any statistical comparisons by different tutor characteristics. Data from the proforma will primarily be analysed qualitatively (see qualitative section above).

We will analyse all of the monitoring and fidelity data (i.e. recruitment and retention of post-16 providers and students; training and support accessed and usage of resources; and tutoring dosage) to evaluate progress against targets and fidelity criteria (RQ1,2,3,6).

All quantitative analysis and its output will be quality assured following NFER's internal QA process.

Triangulation

We will triangulate data sources (e.g. qualitative, quantitative, and MI) to provide a comprehensive assessment of the implementation of the programme and perceived outcomes, supported by a common coding frame.

All analysis will support testing out of the logic model, including the causal mechanisms and moderators.

Emerging findings meeting

Prior to reporting an emerging findings meeting will be convened with the team and EEF to discuss the key findings and how they should be reported.

Ethics and registration

All NFER projects follow NFER's [Code of Practice \(CoP\)](#), which is aligned to codes from research organisations such as BERA and SRA. Ethical considerations are embedded in NFER's work and QA processes. NFER's Code of Practice Committee (CoPC) ensures appropriate ethical review of research and monitors and adjudicates on matters requiring ethical scrutiny.

The CoP guides all of NFER's work. Once a project has been approved by an external client, a CoP checklist is completed in the project start-up meeting. Project teams have to answer 'yes', 'no' or 'not applicable' to a series of statements covering ethics, data protection, data security and the care of research participants. If the project complies with the CoP, the proposal submission date is regarded as the date on which ethical approval was given. If 'no' is selected for any statement, a Code of Practice Impact Assessment (COPIA) form is completed and submitted to the CoP Committee (CoPC). Where projects seek to deviate from the Code, approval is required from the CoPC.

NFER is committed to safeguarding the privacy of research participants. In this project we will primarily consult with tutors and students. We will be clear and open with participants about who we are, the nature and purpose of research, how and why their data is being used, and the value of participating. This will be supported by privacy notices and information sheets. Participants can withdraw from data processing at any time during the evaluation and instructions will be provided in the privacy notice for how they can request their data is not processed.

In accordance with our Child Protection protocol, all NFER staff in contact with children and/or their data receive safeguarding training. All staff complete bi-annual Child Protection Training and bi-annual enhanced DBS checks are completed on staff going into colleges/schools or accessing children's data. We will ensure that all members of the evaluation team visiting colleges/schools are familiar with their safeguarding procedures and have received appropriate training on safeguarding protocols. In the unlikely event that any safeguarding

concerns arise during the course of the evaluation, we will submit an anonymised safeguarding incident report to EEF.

NFER is committed to creating an environment where staff, partners and clients experience equality, diversity and inclusion (EDI Policy, 2019).

Data protection

NFER is registered with the Information Commissioner's Office and research projects comply with the six principles of data protection legislation (UK GDPR and the DPA 2018) and its underlying focus on accountability. We are ISO/IEC 27001 certified (GB17/872763) and hold Cyber Essentials Plus (219ff642-b4fe-46df-92a1-379e53ea8583). We maintain a full Information Security Management Strategy, including a Data Security Policy with which staff are required to comply. Our Head of Data Security, Georgina Paton, oversees compliance with data protection legislation, ensuring policies and practice are legally compliant and in line with good practice.

The Tutor Trust is data controller with responsibility for the Post-16 Tutoring Programme. NFER is data controller with responsibility for the evaluation. They will make decisions about how and what personal data is used in accordance with the purposes set by the EEF. A data sharing agreement will be drafted and signed to support the transfer of data from Tutor Trust to NFER. Data transfer will be undertaken using an NFER secure portal. Tutor Trust will share monitoring and fidelity data collected with NFER in line with Table 2 above.

NFER has identified 'legitimate interests' as the legal basis for its processing of personal data during the course of the evaluation. The evaluation fulfils NFER's core business purposes of undertaking research, evaluation and information activities and has broad societal benefits by contributing to improving the educational experience of children and young people. The evaluation will not involve the collection or handling of special category personal data.

All data subjects will be assured of the confidentiality of their data and anonymity in reporting. All survey data will be checked, cleaned and quality assured prior to analysis. Qualitative data will be reviewed and checked by the project leader and directors on an ongoing basis.

Personnel

Delivery team

Name	Role/responsibility	Organisation
Ed Marsh	Programme lead: CEO responsible for overall quality assurance	Tutor Trust
Mark Wyss	Overseeing delivery: Project Director responsible for driving and overseeing school relationships and tutoring delivery	Tutor Trust
Matt Wallis	Overseeing quality and impact: Director of Quality and Impact, overseeing the overall quality of the pilot (including tuition quality), and the impact of tuition	Tutor Trust

Evaluation team

Name	Role/responsibility	Organisation
Suzanne Straw	Principal Investigator: intellectual leadership, overall quality assurance	NFER
Sarah Lynch	Project Manager: day-to-day project management	NFER
Gemma Schwendel	Statistician: analysis of student survey, tutor proforma and MI/fidelity data	NFER
Jennie Harland	Quantitative Researcher: design of student survey and tutor proforma, data collection, analysis and reporting	NFER
Eleanor Bradley	Qualitative Researcher: design of qualitative instrument design, data collection, analysis and reporting	NFER
Kathryn Hurd	Survey Lead: administration of student surveys and transfer of MI/fidelity data from Tutor Trust	NFER
Jishi Jose	Survey Operations: supporting with survey administration and MI/fidelity data transfer	NFER

Risks

Key risks and controls/countermeasures are highlighted below.

Risk	Assessment	Controls/countermeasures
Tutor Trust unable to recruit 20 settings, resulting in insufficient data being able to be collected for meaningful pilot	Likelihood: low Impact: high	Tutor trust to broaden geographical areas. NFER could assist with recruitment for an additional cost.
Poor quality MI/fidelity data	Likelihood: low Impact: high	NFER will work with the Tutor Trust to specify the MI and fidelity data required and frequency. The MI template and fidelity log will be clear and simple to complete. Early tests will address issues.
Low response rate to student surveys	Likelihood: low Impact: high	Student surveys will be administered by tutors and thereby embedded within the intervention. Time for completion will be minimised through the devising of a targeted/short survey drawing on tried-and-tested questions. The survey will be administered online for easy completion and return, with completion on a mobile being an option. Incentives are included in the costs.
Low institution engagement in research	Likelihood: moderate Impact: high	Drawing on previous successful strategies we will: capitalise on MI, make requirements clear, be flexible and minimise burden regarding timing and mode of engagement (telephone/Teams/face-to-face), stress the importance/benefits of the study for institutions and students' career trajectories (we expect to achieve good engagement given the significant

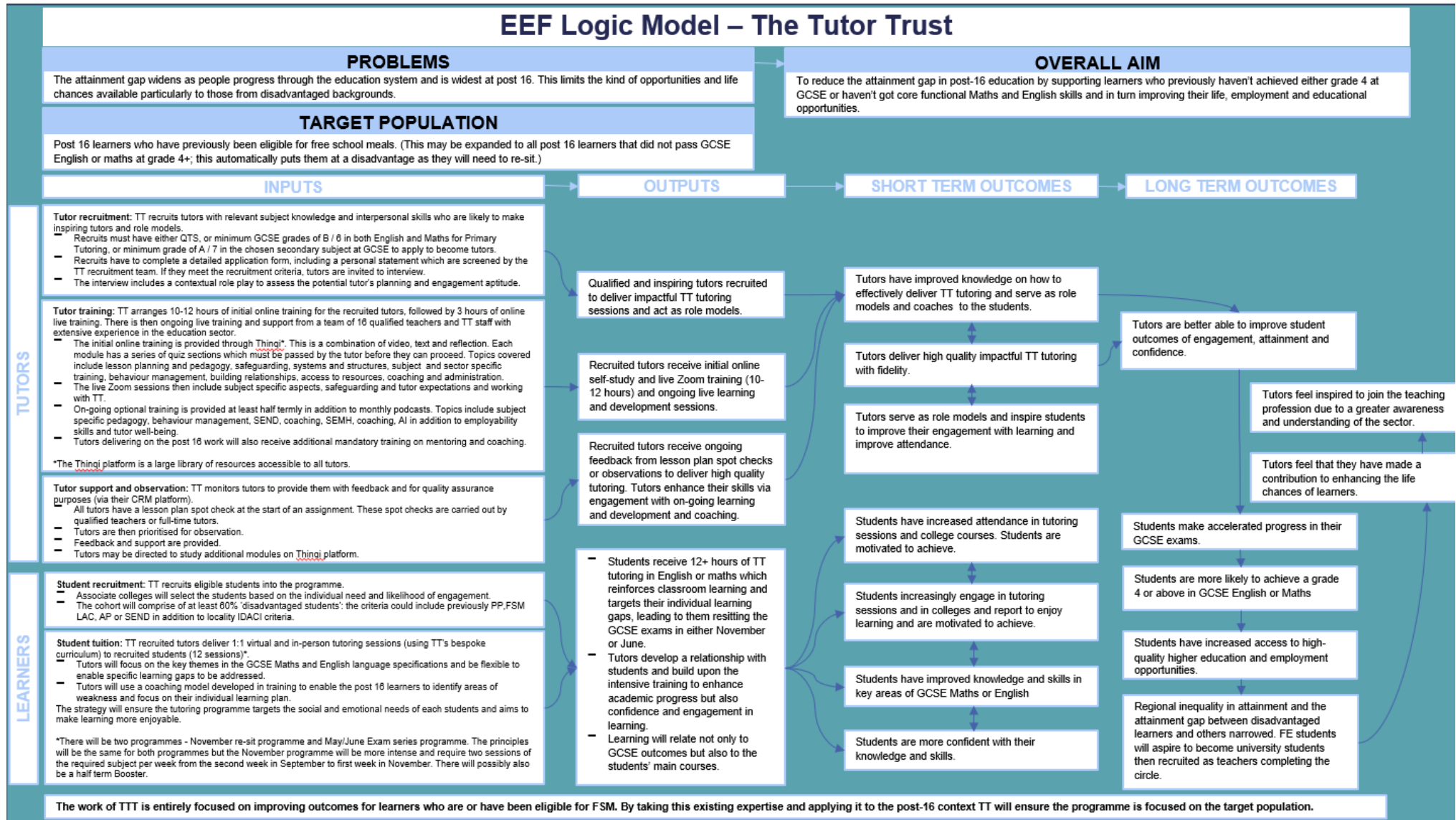
Risk	Assessment	Controls/countermeasures
		barrier not achieving the required level in GCSE maths/English can be to post-16 transitions), provide a named contact to ensure understanding of requirements/next steps and offer support/guidance to meet evaluation requirements. Ideally engagement in the evaluation should be part of sign-up to the intervention. A thank you voucher/token is included in the costs.
Timescale slippage	Likelihood: low Impact: high	EEF keep us informed of changes in delivery expectations; NFER apply rigorous project-planning processes; open/collaborative discussions to resolve issues.
Data security compromised	Likelihood: low Impact: high	Steps taken to ensure personal data is protected, in accordance with data security policies (see Data Protection section).
Changes to the project team due to sickness/absence/turnover	Likelihood: moderate Impact: moderate	NFER has 60+ experienced researchers who could be redeployed. Clear and accurate project documentation will support continuity in the event of team changes.

Timeline

Dates	Activity	Staff responsible/leading
November 2023	IDEA workshop	EEF/NFER
January 2024	Set-up meeting	EEF/NFER
January-March 2024	Design of privacy notice, information sheet and MoU	NFER/Tutor Trust
	Design of study plan, research instruments, MI template and fidelity log	NFER
April and October 2024, July 2025	Collection of MI on recruitment, initial training and follow-up support	Tutor Trust
July 2024	Workshop with trainers and focus groups with tutors	NFER
October 2024	Interviews with programme developers	NFER
September 2024-July 2025	Collect fidelity data on tutoring	Tutor Trust
From September 2024 and ongoing as students start tutoring	Baseline student survey (in 1 st tutoring session)	NFER/Tutor Trust
November 2024 and June 2025	Endpoint student survey (in 14 th tutoring session)	NFER/Tutor Trust
January and June/July 2025	College case studies/interviews	NFER
July 2025	Workshop with trainers and online proforma for tutors	NFER
July/August 2025	Interviews with programme developers	NFER

July-September 2025	Analysis	NFER
July-September 2025	Key findings presentation	NFER
October-November 2025	First draft of report	NFER
December 2025-March 2026	Final draft of report following review process	NFER

Appendix A: Programme Logic Model



Appendix B: Programme Causal and Contextual Assumptions

Causal assumption	Where in the ToC does this assumption occur?	Why is this assumption key for your programme?	What is the underlying evidence behind this assumption?	How strong is the underlying evidence for this assumption?
Rigorous tutor recruitment and training leads to improved outcomes for students when re-sitting GCSE Maths and English post 16	Input and output	If tutors are not carefully selected and rigorously trained the quality of tuition will not result in impactful outcomes for students. Tutors must be able to build the relationship with post 16 learners, increase confidence and engage them in their learning of post 16 GCSE re-sits.	Two previous randomised controlled trials of the work of the Tutor Trust.	Green – evidence from our previous RCTs of the work of Tutor Trust show that tutoring impacts upon pupil progress.
Students will be selected by the partner colleges to join the tutoring programme. Students will build a relationship with their tutor/mentor which support academic progress and increased student confidence in learning.	Output and long-term outcome.	If students are not carefully selected by the partner college and do not understand the aims of the intervention this may lead to reduced attendance and engagement.	Previous RCT with the Tutor Trust based around the link between the relationship between tutor and tutee and engagement/attendance.	Amber/Green. Previous RCT (nimble)
Greater engagement in learning by post 16 students is supported by the interaction with the tutor/mentor leading to increased GCSE progress ultimately resulting in greater access to high-quality further and higher education and lifelong meaningful outcomes.	Output and long-term outcome.	This assumption is core to the programmes – if students can increase GCSE grades in English and maths at grade 4+ this threshold is crucial to further opportunities. Additionally, increased confidence in learning will lead to outcomes in other aspects of study and motivation at college.	CSE gold standard grade 4 in English and maths as a requirement. Tutor Trust RCT shows 12 sessions of tutoring has impact on pupil outcomes pre-16.	Amber – assumptions that this evidence will hold true post 16.

Contextual Assumptions Log

No	Contextual assumption	Assumption strength	Assumption risk	Risk mitigation strategies
		<u>Assumption strength - How strong do you think your assumption is?</u> Green – This assumption will hold in the vast majority of circumstances where the programme is delivered Green/Amber – This assumption will hold in most of the circumstances where the programme is delivered Red/Amber – This assumption will often not hold in the circumstances where the programme is delivered Red – There is a good chance of this assumption not holding / do not know whether this assumption will hold or not	<u>Assumption risk - If this assumption does not hold, how much of an impact on programme delivery with fidelity to the original design?</u> Green – The programme could continue to be delivered with very minor impact Green/Amber – The programme could continue to be delivered, but the impact would be substantial Red/Amber – The programme could continue to be delivered, but without fidelity to original design Red – The programme could not be delivered	
1	We will be able to recruit enough tutors with the right aptitudes to deliver the program	Green	Amber/Red	Stringent and high-quality recruitment processes, well established routes to recruitment working with university partners and QTS.
2	The tutors will receive training which supports them to deliver high quality content in an age-appropriate way to post 16 learners	Green	Amber/Red	High quality and well-established training programmes already in place, updated and redesigned to meet demand.
3	Enough post 16 spaces (6th forms and colleges) will partner with us to provide this work	Amber/Green	Amber/Red	Relationships with partners, LA already established. We have already assessed the appetite for this work.
4	We will be able to effectively target the right population	Amber/Green	Amber/Green	Previous FSM and those resitting. These are already potentially enrolled for college by September.
5	Our knowledge of pre-16 education will translate into effective pedagogy post-16	Amber/Green	Amber/Red	Strong training team of 12 QTS with the knowledge and experience of planning and supporting GCSE courses. Strong links with colleges to share pedagogy. Resources on Thinqi.
6	Post 16 learners will engage with a tutor on a 1-2-1 basis	Amber/Red	Amber/Red	Clear introductory meeting routines will be established, managing the relationships and tutor training will be crucial here. 1:1 tuition suggests that this will work, and the hybrid nature of the course will support this, and the flexibility required. Early quality checks.

7	We can use technology to deliver some sessions remotely	Amber/Green	Amber/Green	The Vedamo platform is established and well used.
8	Our tutors will provide additionality thorough mentoring leading to improved confidence in other academic areas	Amber/Green	Amber/Green	A clear routine for training and development in this area to be established. This will be monitored via quality checks and Insight. Additional training in mentoring and coaching.
9	The demonstrable improvement in outcomes we deliver in secondary will be retained in a post 16 context	Amber/Red	Amber/Red	Post 16 outcomes will be measured by collecting raw scores and developing progress maps for learners.
10	Post 16 learners will see the value of engagement in tutoring - the 'why' and 'how' will be clear from the start.	Green	Amber/Green	Initial sessions will be carefully planned to build relationships between tutor and learner. This will ensure understanding of why the support is being offered and the importance of full participation. This could lead to some co-development of learning and ownership.
11	The curriculum will be planned sensitively to meet the needs of post 16 learners to build confidence and resilience.	Green	Green	Training and development of resources using Thingi - Mentor and coaching resources.
12	Appropriate technology and face-to-face space will be available	Amber/Green	Amber/Green	Evidence suggests that colleges have resources - TT has previously provided resources. There can be flexibility around online and face-to-face learning.
13	Learning gaps or deficits can be measured at the start.	Green	Amber/Green	Data collected from college at the start, screening test with areas of strength and weakness identified. Co-creation of learning areas developed.
14	Incremental progress can be measured.	Amber	Amber/Red	Learners' academic progress measured via tutor feedback after each lesson, %age point progress on internal assessments (pre- and post-tuition), and GCSE grades (pre- and post-tuition).
15	Strong culture of safeguarding	Green	Green	Robust safeguarding culture embedded across TT.
16	Clear lines of communication and expectations for college to TT communication.	Green	Green	Clear expectations of college partners. Insight CRM platform used, three-week review, quality check and end point reviews already well established.
17	Attendance is at 65% or above for the full 15 hour programme and at 70% or more or at least 12 of the 15 hours.	Amber/Green	Amber/Red	Attendance registers are monitored via CRM by coordinators (weekly); contact with college staff if attendance drops. Swaps can be made if a learner attendance drops below target.
18	Policy change where post 16 learners are no longer required to continue to study maths and English to GCSE grade 4 or FS.	Amber/Green	Amber/Green	The intrinsic value of obtaining appropriate grades in English and maths will be established with the learners by tutors and college. Regardless of policy, this leads to long term meaningful outcomes for all.

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