

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

APPENDICES

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

October 2022

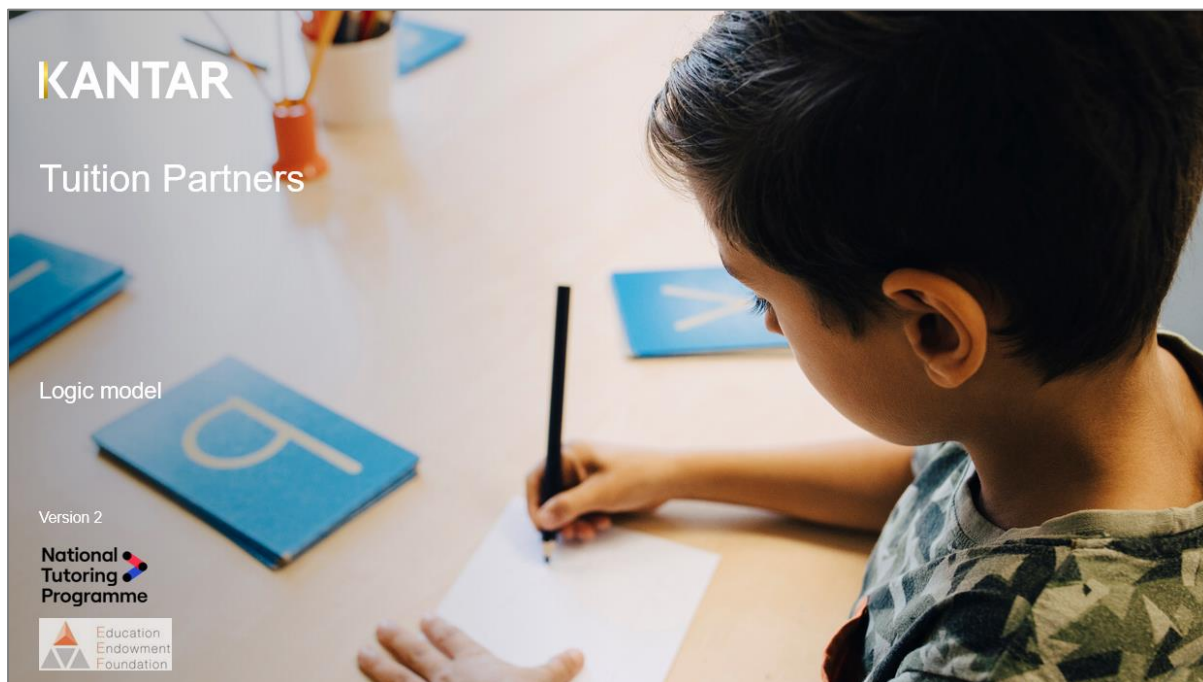
The overarching evaluation was commissioned by the Education Endowment
Foundation (EEF) and undertaken by a consortium led by NFER

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Appendix A: Programme depiction and logic model deck

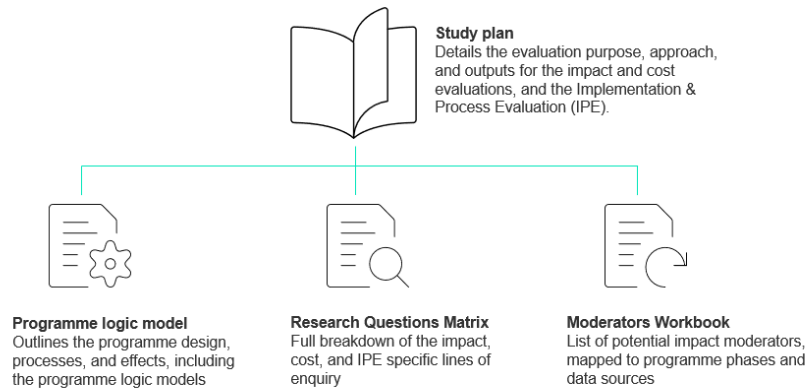


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Overview of Tuition Partners Evaluation documents

The evaluation Study Plan is supported by this document and two other key outputs



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1 National Tutoring Programme overview

National Tutoring Programme: making high-quality tutoring available to schools to help disadvantaged pupils whose education has been affected by school closures.

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The National Tutoring Programme: Overview

Increasing the availability of high-quality tuition available to disadvantaged schools and students

National Tutoring Programme:

- Mixed model of provision
- Harnessing the existing strengths of the system
- Catering to the differing needs of schools nationwide
- Overarching framework with two pillars:

Tuition Partners

- An approved list of tuition providers.
- Quality and evidence standards to ensure the tuition market is no longer a "Wild West".
- Scale-up support and matched funding to increase supply and drive take-up.
- 75% subsidy for tuition

Academic Mentors

- Tuition from coaches employed by schools.
- An intensive model, providing a high level of support in the most disadvantaged areas.
- High-quality graduates, including unplaced ITT candidates, recruited as coaches.

National Tutoring Programme

The logo consists of a stylized 'N' shape formed by two overlapping diagonal bars. The top bar is red and the bottom bar is blue, both with black circular ends.

The design and delivery of the National Tutoring Programme in its first year will be led by a collaboration of five charities - the Education Endowment Foundation, Sutton Trust, Impetus, Nesta and Teach First - supported by the KPMG Foundation.

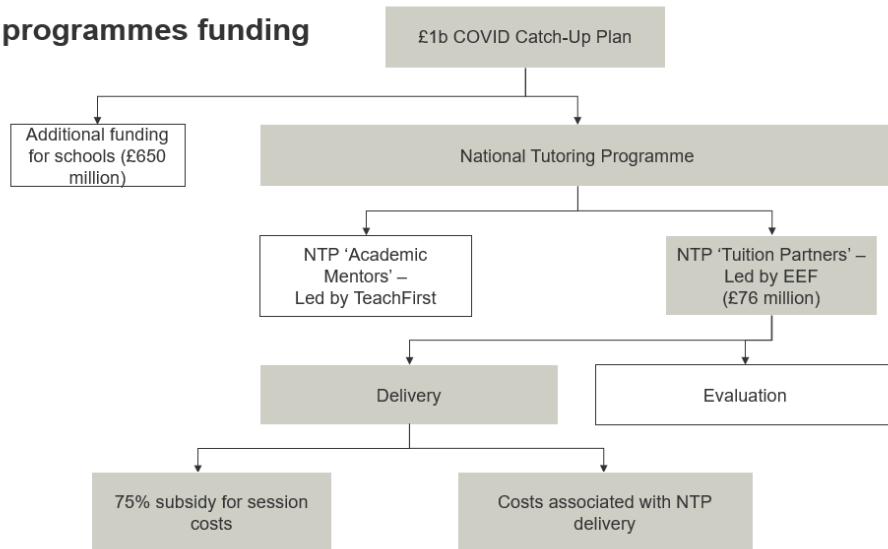
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COVID response programmes funding

Between March and June '20, EEF led the development of a response to the anticipated impact of COVID on the attainment gap between disadvantaged and other pupils. Estimates placed the widening of the gap at between 11% and 75% (median estimate of 36%).

Following an online tutoring pilot to test how effectively disadvantaged students can be reached through online tutoring during COVID school closures, a policy paper for the National Tutoring Programme was submitted in June '20, with grant funding for 1 year awarded to the Sutton Trust.[^]



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[^]For further information about the organisational relationship between the Sutton Trust and EEF, follow this link: <https://educationendowmentfoundation.org.uk/about/history/our-history/>

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NTP Steering Group

Steering Group responsibilities:

- Co-ordination between *Partners* and *Coaches*.
- Branding, communication and stakeholder engagement.
- School recruitment support.
- Contribute to NTP medium-term strategy.



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NTP Tuition Partners:
programme theory

NTP Tuition Partners:
Subsidised high-quality tutoring
for schools from an approved
list of Tuition Partners.

National Tutoring Programme (NTP): Tuition Partners

Enabling schools to access high-quality tutoring to help disadvantaged pupils

Tuition Partners will enable participating schools to **access high-quality tutoring** from an approved list of tutoring providers, who have passed a set of quality, safeguarding and evaluation standards. The focus of the NTP is on supporting disadvantaged pupils, including those eligible for Pupil Premium funding. A range of tutoring models will be funded, including those that are suitable for pupils with SEND and in Alternative Provision.

Tuition Partners will offer a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools will be able to decide which Tuition Partner in their area to work with and which of their pupils will benefit the most from additional support. The programme will support Tuition Partners to **reach c235,000 disadvantaged pupils** and deliver additional teaching.

Tuition Partners might be existing tutoring providers that have experience of working with schools or other organisations, such as charities, local authorities or universities who are able to design a new programme to meet the NTP standards. Tuition Partners will be selected based on the quality of their model, evidence, and potential to scale to support large numbers of schools.

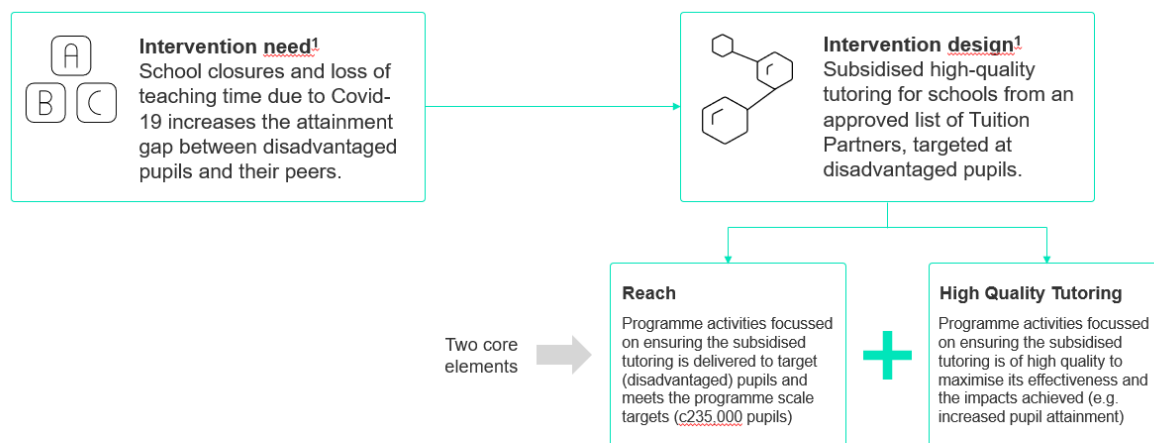
The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners in the academic year 2020–2021. Initial programme activities to establish the implementation systems and engage participants will run from July 2020 onwards, with tutoring expected to commence from late 2020, and programme completion in July 2021.

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Programme theory

Two core elements of the programme theory to help meet the intervention need



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Defining 'High Quality Tutoring'

Three aspects to high quality – dosage, focus, and experience

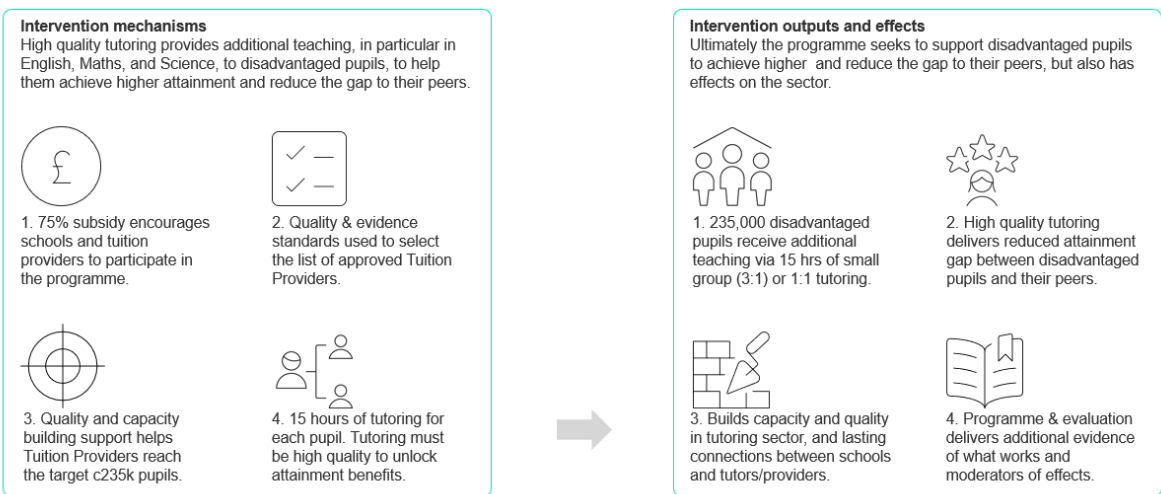
Dosage	Focus	Experience
<p>Sessions should be:</p> <ul style="list-style-type: none"> ▪ Short ▪ Regular ▪ Conducted over 6-12 weeks ▪ Involve an appropriate number and mix of pupils 	<p>Content should be:</p> <ul style="list-style-type: none"> ▪ Well planned and structured around clear learning objectives ▪ Linked to the curriculum ▪ Additional to existing teaching ▪ Delivered by tutors with the necessary skills & knowledge¹ ▪ Developed and refined in response to ongoing diagnostic assessment² & feedback 	<p>Process should involve:</p> <ul style="list-style-type: none"> ▪ 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 & end) and include cognitive breaks ▪ Sufficient safeguarding protocols

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¹ Includes: (i) theoretical knowledge, (ii) applied knowledge (including relevance from beyond teaching/tutoring), and (iii) pedagogical knowledge
² Including reflection on previous sessions and in response to external monitoring

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Programme theory – mechanisms and effects



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3 NTP Tuition Partners: programme delivery

Tuition Partner delivery organisations

Programme Managers



- Receives funding from DfE to run Partners pillar.
- Awards and manages grants to providers.
- Determines quality and evidence thresholds for providers.
- Monitors and evaluates Partners provision.
- Work with providers to expand provision (with support from Impetus and Nesta).



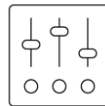
- Capacity-building to support providers deliver quality tutoring
- Help providers understand what best practice, impactful tutoring looks like
- Support providers grow with quality, or improve programme to deliver quality tutoring
- Develop a network for providers to connect, share best practice and learn from each other

Programme Participants



- Tuition Partners (providers)
- Tutors
- Schools
- Pupils

Programme Evaluators



- Tuition Partner Programme Evaluation**
- NFER
 - Kantar
 - University of Westminster

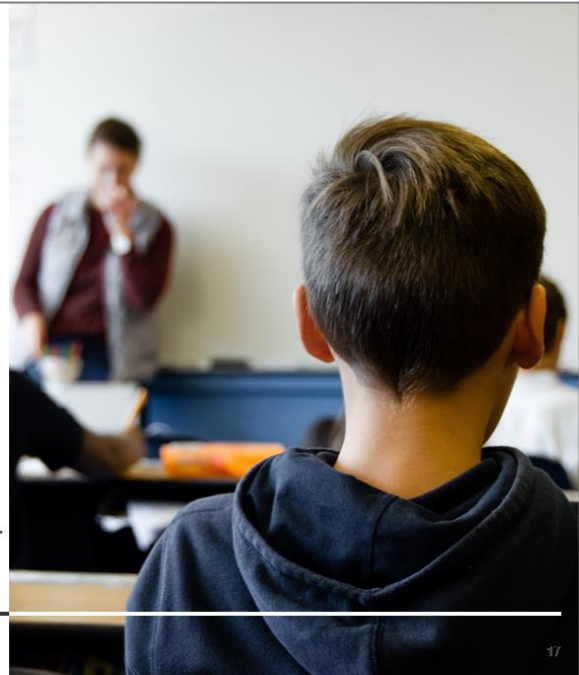
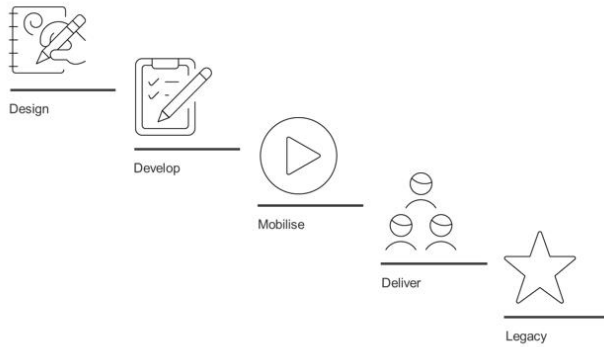
- Reach and Engagement Trials**
- NFER
 - BIT

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Programme delivery

Five main phases of programme activity and effects



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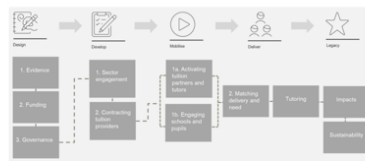
Notes on presentation of programme delivery diagrams

Tuition partners: five programme phases



Phase descriptions
High level summaries of the processes and intentions for each of the five phases.

Process overview



Phase level diagram
Diagram of the main steps (sub-phases) within each phase, providing an overview of the programme process.



Develop

Established 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 suitability, quality and capacity of providers.

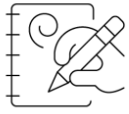


Sub-phase level diagram
Diagram of the underlying process steps within each phase.

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Tuition partners: five programme phases



Design

Identified the need for an intervention to address the impact of COVID-19 on attainment amongst disadvantaged pupils; and based on current evidence, designed a programme to obtain funding and participation from relevant organisations and individuals.



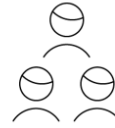
Develop

Established 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 suitability, quality and capacity of providers.



Mobilise

Further activities to put 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.



Deliver

Delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.



Legacy

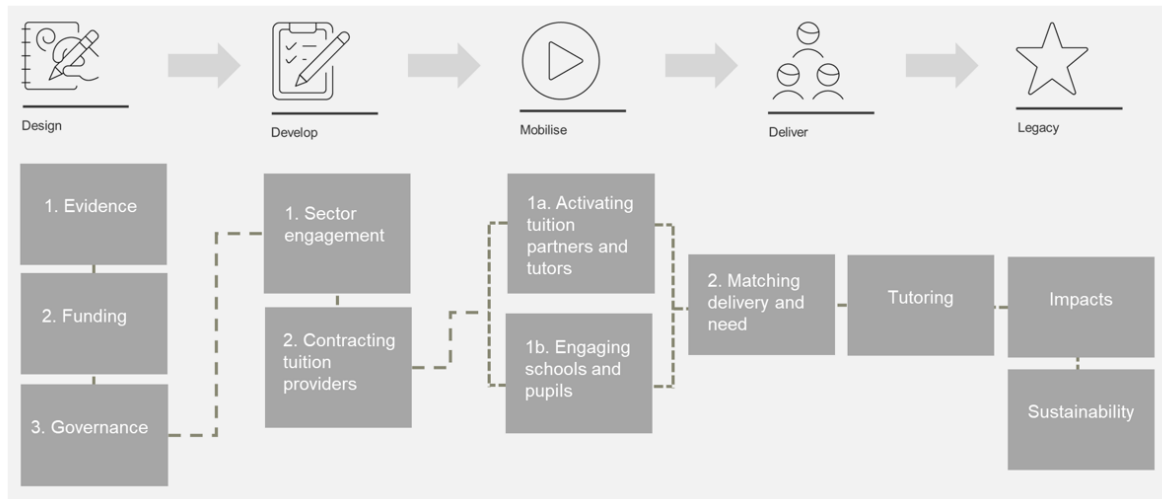
Programme impacts on pupil attainment; positive effects on the scale and quality of the tutoring sector; establishing connections between tutoring providers and state schools; and contributing to the evidence base on the effectiveness of tutoring. Long term sustainability of systems and effects.

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Note: These are five discrete phases but due to the rolling nature of the programme and implementation, some phases are concurrent. For example, delivery may begin in some schools whilst mobilisation activities are continuing for some tuition partners.

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Process overview

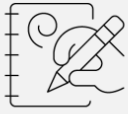


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Design and Develop phases

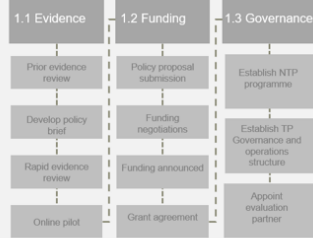
Process descriptions



Three sub-phases of evidence based intervention development, funding application and award, and establishing programme structures and governance arrangements

Design

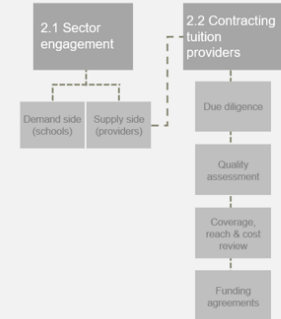
Identified the need for an intervention to address the impact of COVID-19 on attainment amongst disadvantaged pupils; and based on current evidence, designed a programme to obtain funding and participation from relevant organisations and individuals.



Two sub-phases of engagement with the sector then selection of and contracting with tuition providers

Develop

Established 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 suitability, quality and capacity of providers.



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Mobilise phase

Process detail and sub-phase process flow diagram



Mobilise

Further activities to put 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.

Three broad sub-phases implemented partly concurrently but with some sequential elements. This will be a rolling phase overlapping with delivery as tuition partners and schools come on board

Activating tuition partners and tutors

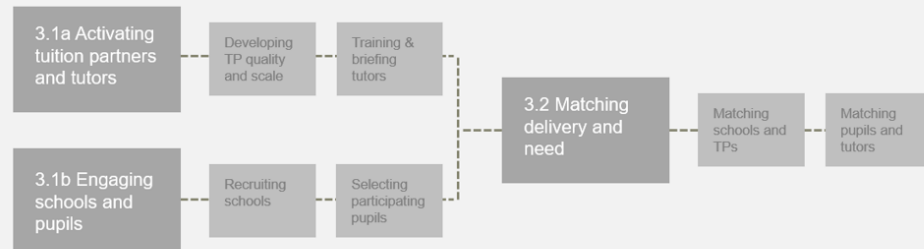
Activities that brief and support tuition partners to be able to meet quality standards and delivery scale (including tutor recruitment), and to brief and train tutors

Engaging schools and pupils

Activities to encourage schools to sign up for the programme and then within schools to identify pupils they wish to participate (against eligibility criteria)

Matching delivery and need

Establishing the connections between tuition partners and schools, and then within schools between tutors and pupils

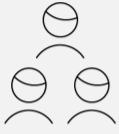


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Delivery and Legacy phases

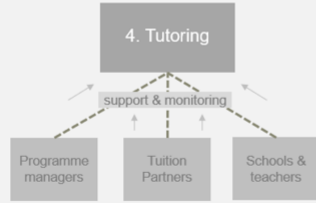
Process descriptions



Deliver

Delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

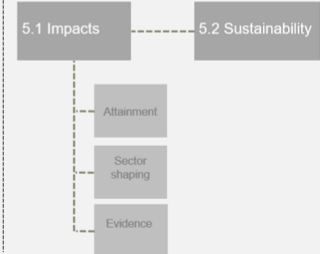
Tutoring delivered to disadvantaged pupils 1:1 up to 1:3 by tutors online and in-person, with ongoing delivery support and monitoring by Programme Managers, Tuition Partners, and schools and teachers.



Legacy

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. Long term sustainability of systems and effects.

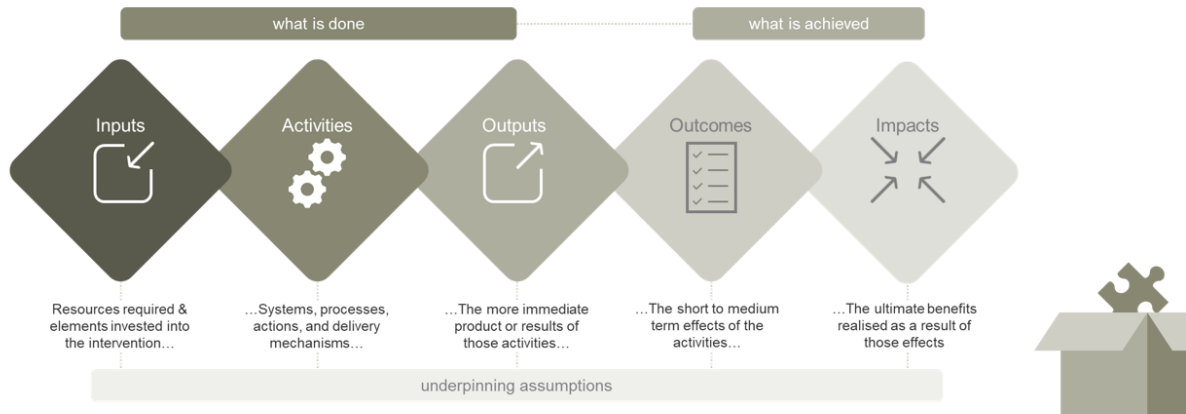
Four overarching intended impacts plus the long term sustainability of systems effects.



4 NTP Tuition Partners: phase logic models

Logic model

A logic model captures our understanding of a policy or programme. It helps illustrate the mechanisms for change and how activities are translated into impacts.



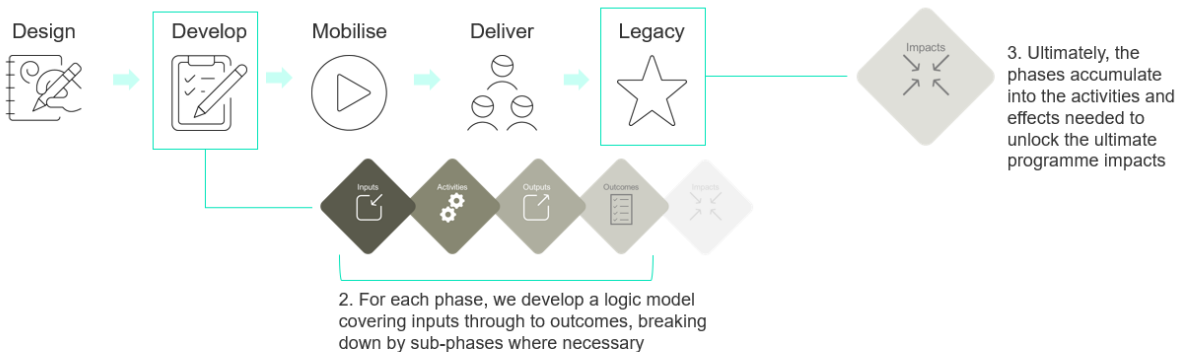
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Applying the classical logic model to Tuition Partners

Ensuring a comprehensive programme and phase level understanding of programme processes, effects, and change mechanisms*

1. Overarching programme logic model assumes that each phase is dependent on the successful implementation of the previous phase, and that within each phases there is a sequence of inputs, activities, outputs and outcomes



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*and translating existing logic models, dark logic model, and theory of change

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Design phase

Phase logic model

Identified the need for an intervention to address the impact of COVID-19 on attainment amongst disadvantaged pupils; and based on current evidence, designed a programme to obtain funding and participation from relevant organisations and individuals.



Inputs	Activities	Outputs	Outcomes
Staff time [PMs] Collaboration with DfE [PMs]	<p>Evidence</p> <p>Establish need for intervention (attainment gap) [EEF] Establish evidential basis for tutoring approach (rapid evidence review, online pilot) [EEF]</p> <p>Funding</p> <p>Collaboration between EEF and DfE to agree funding settlement [EEF, DfE]</p> <p>Governance</p> <p>Establish governance structure and responsibilities [PMs]</p>	<p>DfE policy brief [EEF] DfE policy proposal [EEF] Grant variation agreement [DfE]</p> <p>Funding agreement [DfE]</p> <p>NTP steering group and TP delivery team in place [PMs]</p>	<p>Funding agreed for programme Programme delivery team (and responsibilities) confirmed</p>

Assumptions:

- Tutoring is the most appropriate intervention type to achieve the intended impacts (compared to alternative approaches)
- Tutoring approach can be successfully applied at scale in the state school setting targeting disadvantaged children to address the attainment gap issue
- It would be beneficial to establish a more structured, regulated tutoring market with quality standards and evidence based practice, that reaches disadvantaged as well as better-off pupils.

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Develop phase

Phase logic model

Established 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 suitability, quality and capacity of providers.



Inputs	Activities	Outputs	Outcomes
Staff time [EEF + others] £76m grant funding [DfE] Secretariat resources from Steering Group (e.g. staff, in-kind support and philanthropic support). [DfE] Sector time and engagement [Sector bodies and representatives]	<p>Developing supply</p> <p>Sector engagement (supply side) – tutoring market mapping, tutoring org survey, NTP website, webinars [EEF] Issue ITT for TPs – application form, guidance notes [EEF] Assessment and revision of bids (regulating the sector) – assessing eligibility, quality, reach and VFM [EEF]</p> <p>Developing demand</p> <p>Sector engagement (demand side) – school surveys, schools user research, NTP website, webinars [EEF]</p>	<p>Evidence about existing supply for tutoring [EEF] Call for grant funding materials [EEF] Grant agreements with c.40- 33 TPs [PMs] TPs ranked in order of quality (shift from high/med/low to 1-33) [EEF]</p> <p>Evidence about existing demand for tutoring [EEF]</p>	<p>Varied range of TPs contracted to meet projected demand – varying by size, type (profit/NFP), regional coverage, F2F/online</p>

Assumptions:

- Prior to programme intervention there is a sufficiently large tutoring sector that could deliver the programme activities and aims
- There is high enough interest from TPs and schools (with the target pupils) to take part in the programme
- Assessment process is sensitive enough to identify tuition providers who would not be able to meet quality / reach requirements
- TPs are able to adapt provision to meet quality / reach requirements in the necessary timeframe and the changing COVID-19 context

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Mobilise phase

Activating tuition partners and tutors – logic model

Further activities to put 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.



Inputs	Activities	Outputs	Outcomes
Staff time [PMs: Nesta Impetus and EEF, TPs, tutors]	<p>Mobilising TP quality and scale</p> <p>Diagnostic tool to identify gaps in individual TP quality [Nesta and Impetus]</p> <p>Generic (shifted to tailored/responsive) support for all TPs – best practice guidance, 4 x workshops (implementation, impact mgmt), review meetings [Nesta and Impetus]</p> <p>1-1 coaching (responsive to individual TPs' needs - 3x 2hr sessions and 1 review meeting at end of academic year) – flexible according to priority areas from diagnostic tool [Nesta and Impetus]</p> <p>Peer support [Nesta and Impetus]</p> <p>Tutor recruitment and deployment [Nesta and Impetus]</p> <p>Training and briefing tutors</p> <p>Tutor recruitment (where needed) [TPs]</p> <p>Tutor training and briefing [TPs] (what are the expectations of the programme? Is this essential?)</p>	<p>Tutoring best practice guidance [EEF]</p> <p>Safeguarding protocols [TPs + EEF]</p> <p>TP development resources [Nesta and Impetus]</p> <p>Outputs from TP diagnostic test – priority areas to focus on [Nesta and Impetus]</p> <p>TP development plans – incl: tutor recruitment / training [Nesta and Impetus, TPs]</p>	<p>TPs meet projected scale and quality requirements (targets changed)</p> <p>Sufficient number of tutors recruited</p> <p>Tutors receive training and briefing sufficient to meet EEF requirements and grant agreement terms</p>

- Newly recruited and existing tutors can and will be trained to meet quality standards (what are the quality standards?)
- TPs are able to and will train and brief tutors, so that they feel prepared confident and motivated
- Wider COVID context does not disrupt or stop activities in a way that cannot be adapted to overcome

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Mobilise phase

Engaging schools and pupils – logic model

Further activities to put 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.



Inputs	Activities	Outputs	Outcomes
Staff time [EEF, TPs, Schools]	<p>School engagement – NTP website (register interest), information-giving events [EEF]</p> <p>Reach and engagement research (what works to reach schools) [EEF]</p> <p>TP marketing and engagement activities [TPs]</p> <p>Schools identify pupils to participate (school-defined disadvantage) and target subjects [Schools]</p> <p>Schools share pupil engagement information with EEF TPs [Schools]</p>	<p>List of interested schools [EEF]</p> <p>Evidence from school engagement research [EEF]</p> <p>List of pupils selected to participate – incl. details on disadvantage [Schools]</p>	<p>Sufficient number of schools have signed an MOU and selected pupils to participate</p>

Assumptions:

- Tutoring is visible to [high priority] schools
- Tutoring is viewed by schools as valuable and affordable
- School demand is as expected (matching TP scaling projections)
- TPs do not disproportionately target schools in receipt of relatively high levels of pupil premium to more easily meet their reach and engagement targets
- Schools are best placed to determine which pupils are disadvantaged and should participate
- Schools are able / willing to identify disadvantaged pupils in need of support
- Parents and pupils understand/value the intervention and are willing to participate
- Wider COVID context does not disrupt or stop activities in a way that cannot be adapted to overcome

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Mobilise phase

Matching delivery and need – logic model

Further activities to put 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.



Inputs	Activities	Outputs	Outcomes
Staff time [Schools, TPs, PMs]	Pupil grouping [Schools] Tutor-pupil matching – by subject, age range, location (F2F/online), gender, ethnicity [Schools/TPs]	[TBC]	Tutor-pupil matching is successful [HOW ASSESS?] TPs able to meet demand (sufficient coverage, skillset) Programme able to meet demand (sufficient funding)

Assumptions:

- Schools and TPs have constructive communications
- Wider COVID context does not disrupt or stop activities in a way that cannot be adapted to overcome
- The model of tutor-pupil matching supports high quality tutoring

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Deliver phase

Phase logic model

Delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.



Inputs	Activities	Outputs	Outcomes
Staff time [schools, TPs, tutors, PMs] Schools coordinate sessions and provide equipment, space and supervision for tutoring [schools]	Tutoring Tutors deliver hours of tutoring as per TP grant agreement [TPs] TPs use monitoring data for ongoing assessment and development of tutor training/TP offer [TPs] is this a requirement? Monitoring TPs monitor attendance and quality of tutoring – via school feedback, ongoing diagnostic assessment [TPs] is monitoring quality of tutoring a requirement? TPs share attendance data with evaluators on termly basis [TPs] Tutors share pupil progress with schools [TPs] PMs monitor tutor reach and quality [CLARIFY] [PMs] Schools monitor pupil / parent feedback [schools] is this a requirement?	c.235,000 pupils receive 15 hours of tutoring [TPs] School attendance data [schools] MI data [TPs]	Tutoring aligns with best practice guidance Tutoring aligns with classroom teaching (what is the mechanism?) Improved participating pupil attainment and non-cognitive development (compared to non-participating pupils) Schools view the programme positively Pupils (and parents) view the tutoring as useful and relevant

Assumptions:

- Tutoring meets quality requirements
- Pupils engage with tutoring
- Schools are able to coordinate sessions and provide equipment, space and supervision
- Schools and TPs have constructive communications

Assumptions:

- Tutor sessions are appropriate to meet the needs of disadvantaged pupils, in terms of size, format, grouping, regularity
- Tutoring supports, rather than replaces core lessons (increased learning time) does it have to be additional?
- TPs are willing/able to monitor tutor quality and use data to improve their offer
- Wider COVID context does not disrupt or stop activities in a way that cannot be adapted to overcome

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Legacy phase

Phase logic model

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. Long term sustainability of systems and effects.



Inputs	Activities	Outputs	Outcomes (Impacts)
Cumulative inputs across previous four phases	Cumulative activities across previous four phases	Cumulative outputs across previous four phases	<p>Improved attainment for disadvantaged pupils</p> <p>Increased amount of teaching for disadvantaged pupils</p> <p>Increased capacity and quality in tutoring sector (do we expect quality for all TPs/certain types to be increased?)</p> <p>TPs retain partnerships with schools and tutors in 2021/22 and beyond</p> <p>Greater teaching capacity in schools – tutors are retained and some train as teachers</p> <p>Programme & evaluation delivers additional evidence of what works and moderators of effects.</p>

Assumptions:

- Tutoring is sufficient to address the effects of COVID on teaching and attainment (original or ongoing effects?)
- Programme inputs, activities and outputs are sufficient to achieve process and policy effects
- Tutoring quality / reach is sustainable after Year 1 if programme funding/support is withdrawn or reduced (reflect plans for Y2)
- Wider COVID context does not disrupt or stop activities in a way that cannot be adapted to overcome

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5 Exploring programme impact: moderators

Impact moderators

Factors that may materially affect the extent to which intended impacts are achieved, either directly or through influencing the implementation of the programme

For Tuition Partners, there are several categories of moderators:

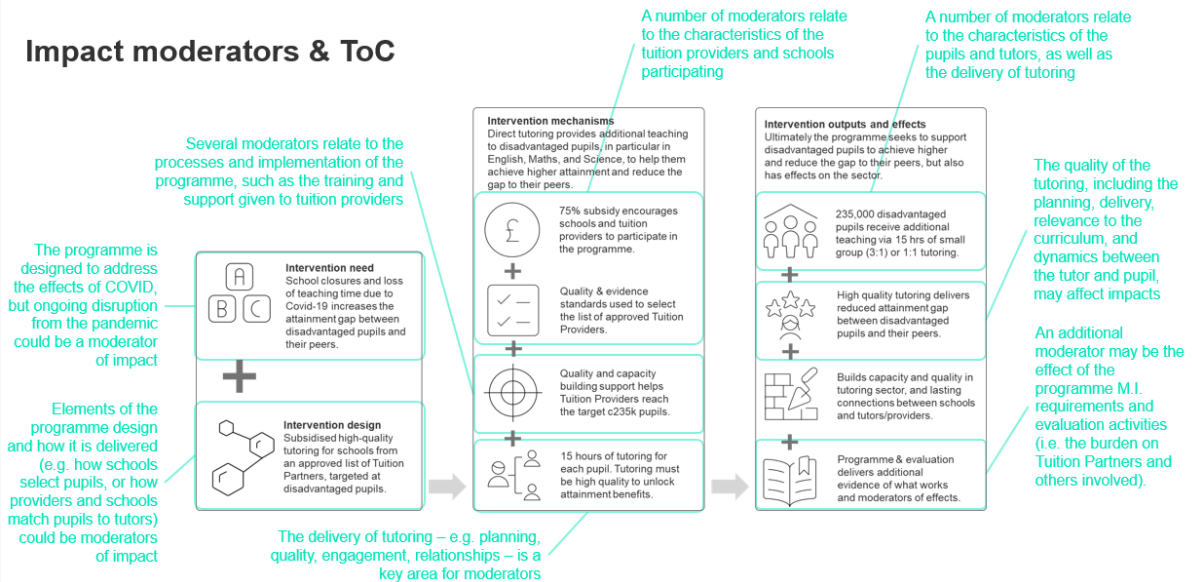
1. **System related / intervention characteristics** – aspects of the design of and delivery processes for the programme such as the mode of tuition (online, in-person, mixed), the subject, tutor-pupil relationship
2. **School characteristics** – phase (primary/secondary), proportion of pupils eligible for free school meals, Ofsted rating
3. **Pupil characteristics** – ethnicity, gender, prior attainment, attendance, SEND
4. **Tutor characteristics** – similarly, demographic characteristics, but also professional, such as prior experience tutoring, highest qualification
5. **Qualities/quality of tutoring** – including elements such as planning and delivery of tutoring, but also dynamics between tutors and pupils
6. **Support in the system** – guidance, training, ongoing support for Tuition Partners and tutors, plus schools
7. **Other** – including effects from COVID (e.g. localised lockdowns causing disruption)

A separate moderators workbook provides more detail on the individual moderators and how these map onto the programme phases. The evaluation study plan explains how these moderators will be examined.

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Impact moderators & ToC

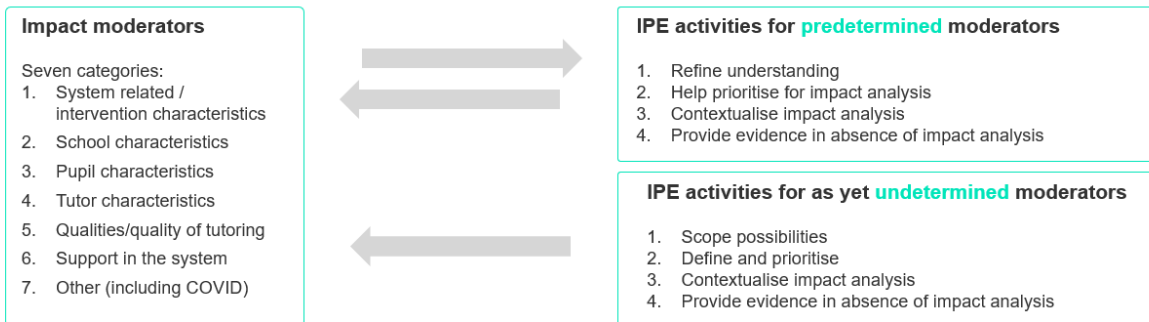


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Moderators – interaction between impact evaluation and IPE

IPE will be used to explore predetermined moderators and to identify additional moderators for the impact evaluation. Where impact analysis is not possible (or deprioritised) the IPE will provide evidence.



6 Appendix

Programme theory of change (condensed)





Intervention need¹
 School closures and loss of teaching time due to Covid-19 increases the attainment gap between disadvantaged pupils and their peers.

Intervention design¹
 Subsidised high-quality tutoring for schools from an approved list of Tuition Partners, targeted at disadvantaged pupils. Activities focussed on two key elements:

- **Reach** - ensuring tutoring reaches target c235,000 disadvantaged pupils
- **High Quality Tutoring** - ensuring tutoring is of high quality to maximise its effectiveness





Intervention mechanisms

Direct tutoring provides additional teaching to disadvantaged pupils, in particular in English, Maths, and Science, to help them achieve higher attainment and reduce the gap to their peers.

-  75% subsidy encourages schools and tuition providers to participate in the programme.
- +**
-  Quality & evidence standards used to select the list of approved Tuition Providers.
- +**
-  Quality and capacity building support helps Tuition Providers reach the target c235k pupils.
- +**
-  15 hours of tutoring for each pupil. Tutoring must be high quality to unlock attainment benefits.

Intervention outputs and effects

Ultimately the programme seeks to support disadvantaged pupils to achieve higher and reduce the gap to their peers, but also has effects on the sector.

-  235,000 disadvantaged pupils receive additional teaching via 15 hrs of small group (3:1) or 1:1 tutoring.
- +**
-  High quality tutoring delivers reduced attainment gap between disadvantaged pupils and their peers.
- +**
-  Builds capacity and quality in tutoring sector, and lasting connections between schools and tutors/providers.
- +**
-  Programme & evaluation delivers additional evidence of what works and moderators of effects.

Mechanisms to achieve high quality tutoring by phase



Design

Preparing the evidence base on what high quality tutoring is



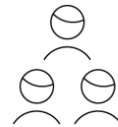
Develop

Assessment criteria and process to select Tuition Partners



Mobilise

Training & guidance to Tuition Partners
 Recruitment criteria & processes for tutors
 Training & guidance to tutors
 Matching activities



Deliver

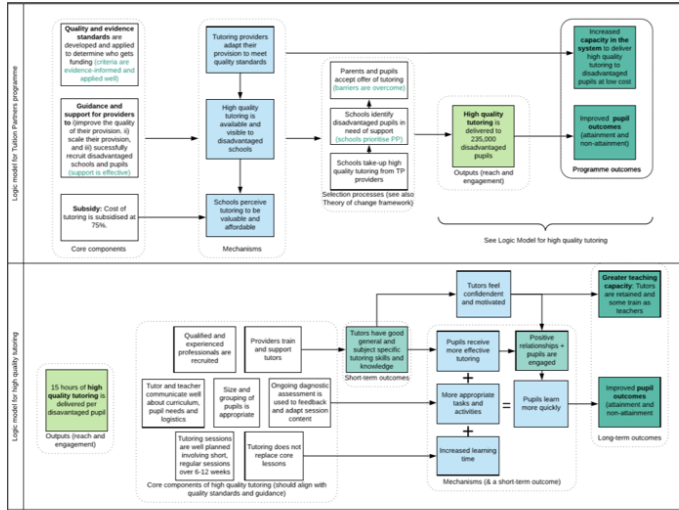
Support for Tuition Partners
 Support for tutors
 Monitoring of delivery & performance



Legacy

n/a

Original programme and tuition logic models

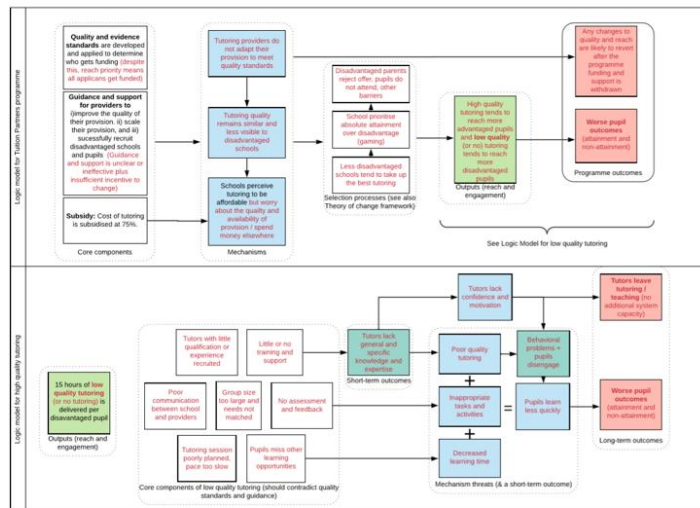


The above programme theory of change, design/process depictions, and phase level logic models, build on these two logic models.

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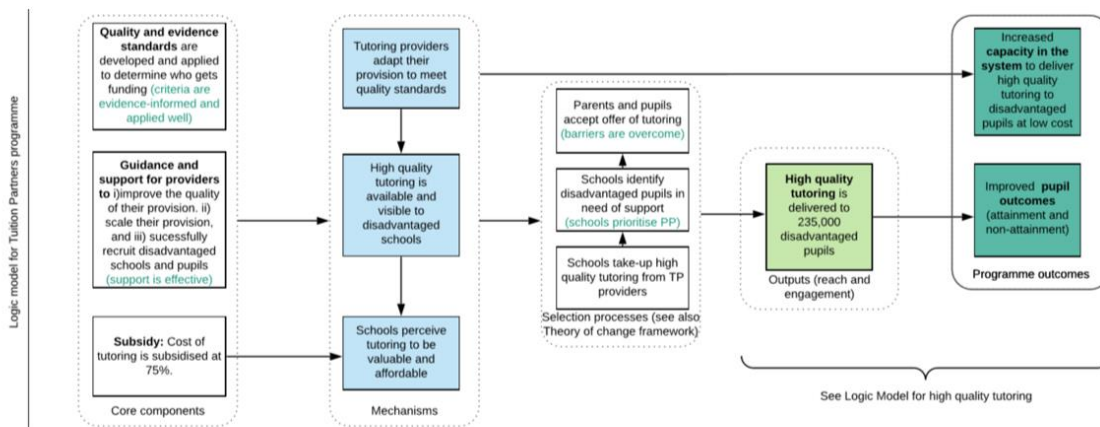
Original programme and tuition 'dark' logic models



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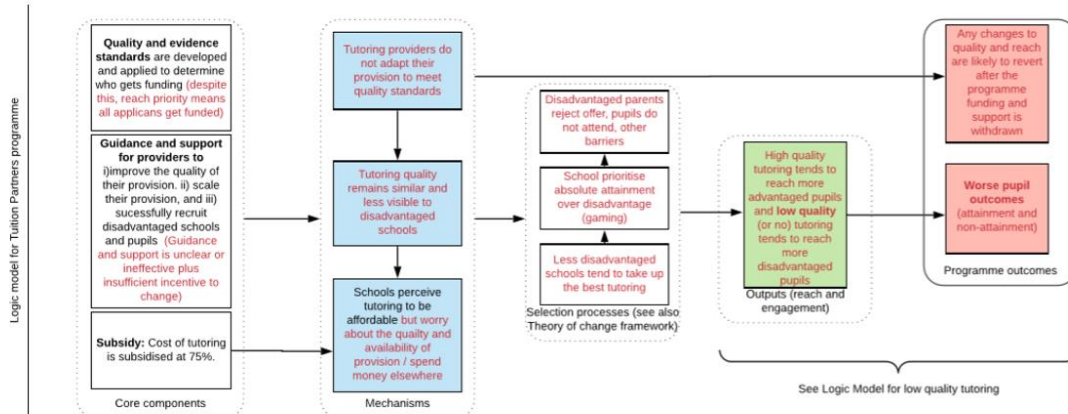
Logic model – programme



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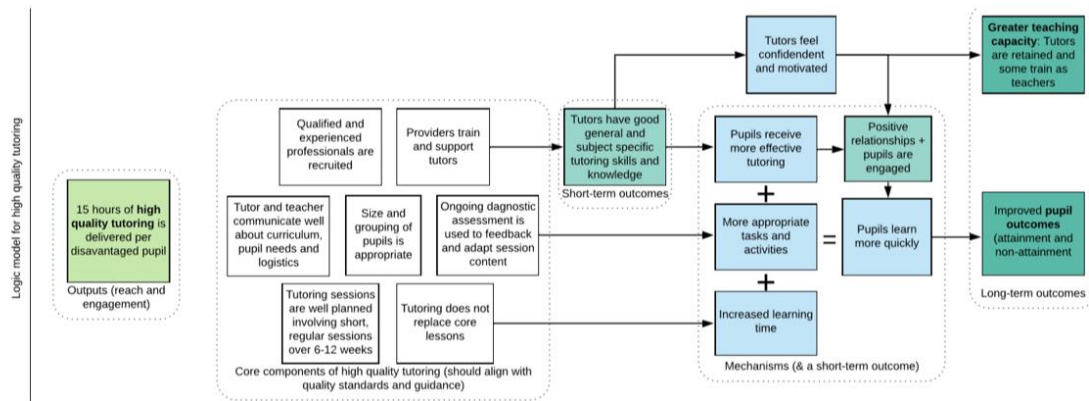
Dark logic model – programme



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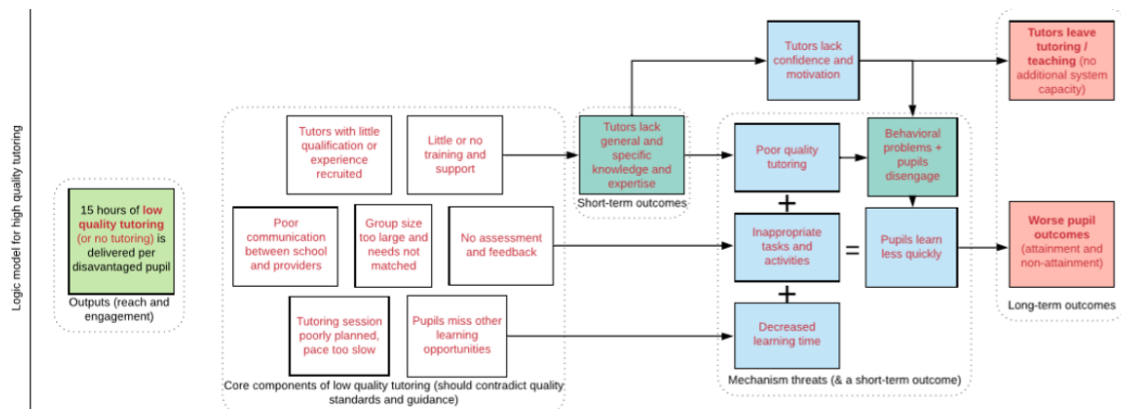
Logic model – tutoring



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Dark logic model – tutoring



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Appendix B: Achieved sample breakdown (qualitative research)

Tuition Partner interviews (W1-W3)

60 interviews		W1 (20)	W2 (20)	W3 (20)
TP Quality Ranking (mix)	High	5	7	7
	Medium	6	7	6
	Low	9	6	7
PM Support	Nesta (at least 8)	8	11	11
	Impetus (at least 8)	12	9	9
Status (mix)	Not for profit	6	2	3
	For profit	11	13	12
	Other	3	3	4
	Academic Institution	-	2	1
Type of provision (mix)	Online	4	2	3
	Face to face	4	3	4
	Hybrid i.e. both	12	15	13
Specialist Area (mix)	Subject	20	20	19
	SEND	13	16	15

Tutor interviews (W1-W3)

90 interviews		W1 (30)	W2 (30)	W3 (30)
TP Quality Ranking	High (min. 8)	11	13	9
	Medium (min. 8)	8	7	9
	Low (min. 8)	11	10	12
Employment status as a tutor	Employed (min. 8)	12	12	11
	Self-employed (min. 8)	10	13	13
	Volunteer (min. 8)	8	5	6
Highest qualification	Post-graduate (min. 8)	13	10	14
	Graduate (min. 8)	10	13	12
	Other (min. 8)	7	7	4
Tutor experience (mix)	Prior experience in a school setting	19	20	19
	Prior experience not in a school setting	14	17	16
	No prior experience	6	3	5
Specialist area (mix)	Subject specialist	27	28	24
	SEND (min. 5)	7	6	5
Location (mix) <i>(NB four tutors in W1 self-coded as both urban and rural, making the total higher than 30)</i>	Urban	27	16	20
	Rural	7	14	10
Region (mix)	East of England	3	3	4
	East Midlands	2	1	1
	Greater London	5	2	4
	North West	7	6	7

	South East	4	4	4
	South West	3	3	4
	West Midlands	3	2	0
	Wales	2	2	1
	Yorkshire and The Humber	0	5	3
	Scotland	0	0	1
	Non-UK	1	2	1
Gender (mix)	Male	17	16	14
	Female	13	14	16
Age (mix)	Under 25	7	7	7
	25-34	8	7	5
	35-44	2	4	3
	45-54	6	3	6
	55-64	7	8	7
	65+	0	1	2

Tutor focus groups (W2-W3)

		W2 (5)	W3 (5)
TP Quality Ranking	High	1	2
	Medium	2	1
	Low	2	1
PM Support	Nesta	2	3
	Impetus	3	2
Status (mix)	Not for profit	2	0
	For profit	3	3
	Other	0	2
Type of provision (mix)	Online	1	1
	Face to face	1	1
	Hybrid i.e. both	3	3
Specialist area (mix)	Subject specialist	5	5
	SEND	2	3

School Lead interviews (W1-W3)

		W1 (30)			W2 (25)			W3 (24)		
		Primary Completed (15)	Secondary Completed (15)	Total Completed (30)	Primary Completed (13)	Secondary Completed (12)	Total Completed (25)	Primary Completed (15)	Secondary Completed (9)	Total Completed (24)
Ofsted	Outstanding /good (min. 4 primary, min. 4 secondary)	10	9	19	9	10	19	14	6	20

	Requires improvement/ inadequate (min. 4 primary, min. 4 secondary)	5	6	11	4	2	6	1	3	4
PP	Below 24% (min. 4 primary, min. 4 secondary)	6	7	13	7	6	13	7	5	12
	24% or above (min. 4 primary, min. 4 secondary)	9	8	17	6	6	12	8	4	12
Mainstream/ Special/ Alternative Provision (AP)	Mainstream	13	15	28	13	12	25	15	9	24
	Special/AP (min. 4 Special/AP primary, min. 4 Special/AP secondary)	2	0	2	0	0	0	0	0	0
School size (mix)	Small: under 500	15	1	16	12	0	12	15	0	15
	Medium: 500-1,000	0	6	6	1	5	6	0	4	4
	Large: over 1,000	0	8	8	0	7	7	0	5	5
Number of pupils put forward for tuition (mix)	Under 10	2	0	2	1	1	2	2	0	2
	10 to 20	6	3	9	4	1	5	2	1	3
	21 to 30	4	2	6	2	4	6	4	1	5
	31 to 40	1	0	1	2	1	3	2	1	3
	41 to 50	0	1	1	1	0	1	2	3	5
	51+	2	9	11	3	5	8	3	3	6
Number of TPs working with (mix)	1	9	6	15	7	9	16	14	7	21
	2	3	8	11	3	2	5	1	1	2
	3+	3	1	4	3	1	4	0	1	1
Academy/ Maintained (mix)	Academy	3	10	13	2	6	8	3	7	10
	Maintained	11	5	16	11	6	17	12	2	14
	Voluntary aided	1	0	1	0	0	0	0	0	0
Location (mix)	Urban	14	13	27	12	8	20	12	6	18
	Rural	1	2	3	1	4	5	3	3	6
Region (mix)	East of England	3	1	4	1	0	1	0	0	0
	East Midlands	1	0	1	0	2	2	4	0	4
	Greater London	5	3	8	0	1	1	2	2	4
	North West	2	1	3	3	3	6	0	1	1
	South East	2	3	5	2	3	5	4	1	5

	South West	0	3	3	0	0	0	0	1	1
	West Midlands	1	1	2	2	1	3	2	1	3
	Wales	0	0	0	0	0	0	0	0	0
	Yorkshire and The Humber	1	1	2	4	2	6	2	3	5
	North East	0	2	2	1	0	1	1	0	1

Classroom teacher interviews (W2-W3)

		W2 (13)			W3 (26)		
		Primary Completed (5)	Secondary Completed (8)	Total Completed (13)	Primary Completed (15)	Secondary Completed (11)	Total Completed (26)
Ofsted	Outstanding/good (min. 4 primary, min. 4 secondary)	3	7	10	14	7	21
	Requires improvement/inadequate (min. 4 primary, min. 4 secondary)	2	1	3	1	3	4
	No Ofsted rating	0	0	0	0	1	1
PP	Below 24% (min. 4 primary, min. 4 secondary)	2	3	5	7	7	14
	24% or above (min. 4 primary, min. 4 secondary)	3	5	8	8	4	12
Mainstream/ Special/ Alternative Provision (AP)	Mainstream	5	7	12	15	11	26
	Special/AP (min. 4 Special/AP primary, min. 4 Special/AP secondary)	0	1	1	0	0	0
School size (mix)	Small: under 500	5	1	6	14	1	15
	Medium: 500-1,000	0	4	4	1	2	3
	Large: over 1,000	0	3	3	0	8	8
Number of pupils put forward for tuition (mix)	Under 10	1	1	2	1	0	1
	10 to 20	2	0	2	9	1	10
	21 to 30	1	1	2	1	1	2
	31 to 40	0	1	1	0	0	0
	41 to 50	0	0	0	1	1	2
	51+	1	5	6	3	8	11
Number of TPs working with (mix)	1	3	8	11	15	9	24
	2	1	0	1	0	2	2
	3+	1	0	1	0	0	0
Academy / Maintained (mix)	Academy	0	6	6	3	7	10
	Maintained	5	2	7	12	4	16
	Voluntary aided	0	0	0	0	0	0

Location (mix)	Urban	5	8	13	12	8	20
	Rural	0	0	0	3	3	6
Region (mix)	East of England	1	1	2	1	2	3
	East Midlands	0	1	1	2	0	2
	Greater London	0	1	1	1	3	4
	North West	1	1	2	2	3	5
	South East	0	1	1	5	1	6
	South West	0	2	2	1	1	2
	West Midlands	1	0	1	0	1	1
	Wales	0	0	0	0	0	0
	Yorkshire and The Humber	2	1	3	2	0	2
	North East	0	0	0	1	0	1

Pupil focus groups (W2-W3)

		W2 (11)			W3 (7)		
		Primary Completed (3)	Secondary Completed (8)	Total Completed (11)	Primary Completed (4)	Secondary Completed (3)	Total Completed (7)
Ofsted	Outstanding/good (min. 4 primary, min. 4 secondary)	2	8	10	4	1	5
	Requires improvement/ inadequate (min. 4 primary, min. 4 secondary)	1	0	1	0	2	2
	Not OFSTED rated	0	0	0	0	0	0
PP	Below 24% (min. 4 primary, min. 4 secondary)	0	2	2	3	2	5
	24% or above (min. 4 primary, min. 4 secondary)	3	6	9	1	1	2
Mainstream/ Special/ Alternative Provision (AP)	Mainstream	2	7	9	4	3	7
	Special/AP (min. 4 Special/AP primary, min. 4 Special/AP secondary)	1	1	2	0	0	0
School size (mix)	Small: under 500	3	1	4	3	0	3
	Medium: 500-1,000	0	3	3	1	2	3
	Large: over 1,000	0	4	4	0	1	1
Number of pupils put forward for tuition (mix)	Under 10	1	1	2	0	0	0
	10 to 20	1	0	1	1	0	1
	21 to 30	0	1	1	0	0	0
	31 to 40	0	0	0	0	0	0
	41 to 50	0	2	2	1	1	2
	51+	1	4	5	2	2	4
	1	1	6	3	3	6	

Number of TPs working with (mix)	2	1	0	1	1	0	1
	3+	1	2	3	0	0	0
Academy / Maintained (mix)	Academy	1	2	3	1	2	3
	Maintained	2	6	8	3	1	4
	Voluntary aided	0	0	0	0	0	0
Location (mix)	Urban	3	7	10	4	2	6
	Rural	0	1	1	0	1	1
Region (mix)	East of England	1	0	1	0	1	1
	East Midlands	0	1	1	1	0	1
	Greater London	1	2	3	1	0	1
	North West	0	1	1	0	1	1
	South East	0	1	1	0	0	0
	South West	0	1	1	0	0	0
	West Midlands	1	0	1	0	1	1
	Wales	0	0	0	0	0	0
	Yorkshire and The Humber	0	1	1	2	0	2
	North East	0	1	1	0	0	0

School Lead cognitive testing interviews

		Primary Completed (3)	Secondary Completed (2)	Total Completed (5)
Ofsted	Outstanding/good	3	2	5
	Requires improvement/ inadequate	0	0	0
PP	Below 24%	0	0	0
	24% or above	3	2	5
Mainstream/ Special/ Alternative	Mainstream	3	2	5
	Special	0	0	0
	Alternative	0	0	0
School size	Small: under 500	3	0	3
	Medium: 500-1,000	0	1	1
	Large: over 1,000	0	1	1
Number of pupils put forward for tuition	Under 10	0	0	0
	10 to 20	1	0	1
	21 to 30	1	0	1
	31 to 40	1	0	1
	41 to 50	0	0	0
	51+	0	2	2
Number of TPs working with	1	2	2	4
	2	1	0	1
	3+	0	0	0
Academy / Maintained	Academy	2	1	3
	Maintained	1	1	2
Location	Urban	3	2	5
	Rural	0	0	0

Region	East of England	0	1	1
	East Midlands	0	0	0
	Greater London	1	1	2
	North West	0	0	0
	South East	0	0	0
	South West	0	0	0
	West Midlands	1	0	1
	Wales	0	0	0
	Yorkshire and The Humber	1	0	1

Appendix C: Topic guides

W1 Tuition Partner topic guide

EEF Evaluation of Tuition Partners

Tuition Partner Telephone Depth Interviews – Autumn Term

Topic Guide v4.0

Background to Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).¹ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021.

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

Background to Evaluation

Kantar is conducting the Implementation and Process Evaluation (IPE) of the TP Programme, as part of a consortium of evaluators, led by the National Foundation for Education Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will:

- Ascertain the overall impact of the TP programme on disadvantaged pupils' outcomes (including variations by pupil, school, and features of tutoring).
- Establish if the programme has been implemented in line with the logic model – across all phases and stakeholders – in order to understand what happened and why and the implications for design and effectiveness.
- Establish the level of reach and quality achieved (according to the logic model and criteria) – to understand the implications for developing and sustaining the programme.
- Explore in-depth the barriers and facilitators to take up and implementation in disadvantaged schools and how these are addressed – to identify mechanisms, refine the programme theory and support further implementation.




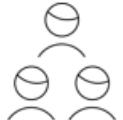

¹[https://educationendowmentfoundation.org.uk/public/files/EEF_\(2020\)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf](https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf)

- Help interpret the impact evaluation findings by drawing on reach and engagement data, exploring moderators and contextual factors, and exploring support in comparison schools/for comparison pupils who do not take-up TP.



There are five phases to programme delivery and Ka

Tuition partners: five programme phases

				
Design	Develop	Mobilise	Deliver	Legacy
<p>Identified the need for an intervention to address the impact of COVID-19 on attainment amongst disadvantaged pupils; and based on current evidence, designed a programme to obtain funding and participation from relevant organisations and individuals.</p>	<p>Established 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 suitability, quality and capacity of providers.</p>	<p>Further activities to put 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.</p>	<p>Delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.</p>	<p>Programme impacts on pupil attainment and non-cognitive effects; 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. Long term sustainability of systems and effects.</p>

KANTAR Note: These are five discrete phases but due to the rolling nature of the programme and implementation, some phases are concurrent. For example, delivery may begin in some schools whilst mobilisation activities are continuing for some tuition partners.

Interview Aims

The IPE includes a rolling programme of data collection, based around the three school terms (autumn, spring and summer). In the autumn term, TP, tutors and school leads are being engaged to discuss early implementation and identify barriers to successful delivery. Fieldwork in subsequent terms will build on these insights to capture experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation.

The aims of autumn term interviews with TPs are to:

- Establish progress against activities and outputs within Develop, Mobilise and Delivery phases
- Understand what is working well, challenges, and suggestions for improvement
- Gather views on what the programme is expected to achieve.

The guide is structured as follows:

1. Introduction
2. Background
3. Perceptions of programme
4. Experience of Develop Phase
5. Experience of Mobilise Phase
6. Experience of Delivery Phase
7. Experience of Legacy Phase
8. Close

Notes to moderators are displayed in italics.

Key contacts

Project Director: Alice Coulter **Alice.Coulter@kantar.com**

Project Lead: Rosie Giles **Rosie.Giles@kantar.com**

Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed

1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

- **Thanks & introduction:** Introduce yourself and Kantar, Public Division – independent research agency
- **About the client:** research to evaluate the Tuition Partners programme, delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE).
- **Reason for participation:** We're interested in exploring their experience of programme implementation so far, what has worked well and less well, and suggestions for improvements. Emphasise that this is not an assessment of their performance of implementing or delivering TP – rather this is part of a much larger evaluation where we are speaking to schools, pupils, tutors and TP.
- **How their info will be used:** Their views and experiences will be looked at together with those of other TPs delivering the programme. Participation will not affect their current or future relationship with EEF or DfE.
- **Ethical considerations:** Research is voluntary – they have the right to withdraw at any time.
- **Reassurances:** No right or wrong answers - we interested in their experience and views whatever they are.
- **Incentive:** Your school will receive a payment of £50 as a thank you for your participation in this research.
- **Duration:** 45 minutes
- **Any questions/concerns?**
- **Audio recording:** ask permission to audio record for analysis purposes. Acknowledge consent on tape.

2. Background

(5 minutes)

Aim: to establish context regarding their background, the TP's background, and the TP team responsible for delivery.

- **Participant intro**
 - Role and remit within TP
 - How long been in role
 - Role prior to TP

Explain that you would like to understand a bit about their organisation.

- **Background to organisation**
 - Type of organisation (not-for-profit, commercial etc.)
 - When established / set up
 - Location
 - Overview of organisation remit prior to TP (including any specialisms)

- Profile of their 'usual' customers (including location)
- Previous experience of delivering tutoring in schools
- Experience of different modes of delivery (online, face-to-face or hybrid)
- What team responsible for TP looks like
 - Roles and responsibilities (including whether any roles were customised for TP programme)

3. Perception of the Programme (3 minutes)

Aim: to explore their perception of the programme, what it is trying to achieve and their expectations of outcomes.

- **Understanding of the TP programme**
 - What it is
 - Distinct elements (subsidy, targeting disadvantaged pupils, 15 hours of tutoring, online / face-to-face / hybrid models)
 - What they think the programme is trying to achieve
 - What they think constitutes high-quality tutoring

4. Experience of Develop Phase (7 minutes)

Description of Develop Phase: establishing the necessary infrastructure for programme delivery, including sector engagement to map tutoring supply and school demand, inviting interest from schools, and applications from tutoring providers, including a three-part assessment of the suitability, quality and capacity.

Aim: to explore their experience of Develop phase implementation, barriers and facilitators to phase delivery and areas for improvement.

- **Explore their experience of applying to the programme**
 - Overview of their proposal including target numbers
 - Mode of delivery (online, face to face, hybrid)
 - Subject(s)
 - Requirements of session timing (during or after school)
 - Tutor:pupil ratio (one to one or group)
 - Homework
 - Type of school
 - Any changes they needed to make to their application
 - Resources put in place to deliver programme e.g. staff, money, recruiting more tutors
 - Any additional activities they had to do to prepare e.g. safeguarding
 - Challenges at the application stage and how overcame
 - Usefulness / relevance of the resources provided by the TP programme (both financial and non-financial)

- **Explore their experience of being selected to deliver the programme**
 - Experience of selection process including how transparent they felt it was
 - Views about 32 other organisations selected to deliver the programme
 - Alignment between the aims of the TP programme and the organisation's aims
 - Whether their organisation was consulted by the programme prior to application
(moderator note: during Design phase)

5. Experience of Mobilise Phase (17 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experience of Mobilise phase implementation, barriers and facilitators to phase delivery and areas for improvement.

Sub-phase 1: Activating tuition partners and tutors

- **Explore their experience of Nesta / Impetus capacity building support so far**
 - Experience of **Nesta/Impetus workshop(s)**
 - What it involved
 - What they learnt
 - Role it has played / think it will play in their delivery
 - Any further support needs
 - Experience of **Nesta/Impetus diagnostic tool and identification of development areas**
 - What it involved
 - What they learnt
 - Role it has played / think it will play in their delivery
 - Any further support needs
 - Experience of **Nesta/Impetus 1-1 coaching**
 - What it involved
 - What they learnt
 - Role it has played / think it will play in their delivery
 - Any further support needs
 - Experience of **peer support with other TPs facilitated by Nesta/Impetus**
 - What it involved
 - What they learnt
 - Role it has played / think it will play in their delivery
 - Any further support needs

- **Explore their experience of recruiting tutors**
 - What it involved
 - Advertising opportunity
 - Application / selection process (tutor experience, tutor qualifications, prior relationship with tutor)

- Whether number of tutors required was greater than the number they usually work with
 - Whether level of interest matched their expectations
 - Whether existing or new relationships with tutors
 - Nature of agreement with tutors (employed / self-employed / volunteer)
 - Whether / how they managed balance between recruiting numbers and keeping quality high
 - View on how effective tutor recruitment has been
- **Explore their experience of training and briefing tutors**
 - What it involved
 - Number of sessions
 - Topics of sessions
 - Mode of delivery
 - Whether this is usual practice, or they developed training specifically for programme
 - Who it involved (optional or all)
 - Barriers / facilitators
 - Any further support needs

Sub-phase 2: Engaging schools and pupils

- **Explore their experience of engaging with schools**
 - Rough proportion of schools who approached TP directly vs approached TP through National Tuition Partners portal on website
 - What marketing and engagement activities they undertook (if any)
 - What it involved
 - Barriers / facilitators
 - Lessons learnt
 - Whether level of interest matched their expectations
 - View on how effective school engagement has been
 - *If applicable*: How they went about selecting schools (e.g. first come, first served, schools with high levels of disadvantaged pupils)
 - Barriers / facilitators
 - Lessons learnt
 - Whether they expected/expect schools to have to buy anything additional / provide physical resources to support tutoring (e.g. IT equipment, printed materials)

Sub-phase 3: Matching delivery and need

- **Explore their experience of tutor-pupil matching**
 - What role they played (if any)
 - *If applicable*: How they went about matching process (by availability, subject, pupil age, pupil/tutor gender, pupil/tutor ethnicity, location, mode of delivery)
 - Barriers / facilitators
 - Views of how effective matching has been

- Lessons learnt
- Any further support needs

6. Experience of Delivery Phase

(5 minutes)

Description of Delivery Phase: delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Delivery phase implementation, barriers and facilitators to phase delivery and areas for improvement.

- **Explore their experience of programme delivery so far**
 - Briefly, how early programme delivery is going
 - Facilitators / barriers and how overcome
 - Progress against grant agreement
 - How much tutoring delivered so far
 - How much tutoring outstanding and in what timeframe
 - Anticipated issues for future delivery. *If not already covered, probe about COVID-19 and preparedness if schools were to close again.*
 - Any further support needed to improve delivery
- **Explore their plans for monitoring attendance and quality**
 - How they are (*planning on*) monitoring attendance
 - Barriers / facilitators
 - How managing COVID-related absences
 - How they will intervene, if needed
 - Any support they will provide
 - Lessons learnt
 - How they are (*planning on*) monitoring quality of tutoring
 - Barriers / facilitators
 - How they will intervene, if needed
 - Any support they will provide
 - Lessons learnt

7. Expectations of Legacy Phase

(3 minutes)

Description of Legacy Phase: programme impacts on pupil attainment and non-cognitive effects; positive effects on the scale and quality of the tutoring sector; establishing connections between TPs and state schools; and contributing to the evidence base on the effectiveness of tutoring. Long term sustainability of systems and effects.

Aim: To explore their expectations of programme outcomes.

- **Briefly explore their expectations of programme outcomes**
 - For disadvantaged pupils (attainment and non-cognitive)
 - For schools

- For tutors
- For their organisation
- For the wider tuition sector
- **Briefly explore their satisfaction with the programme so far**
 - Extent to which it has met their expectations
 - Perception of extent to which it has met schools' expectations
 - What they would be doing to address the attainment gap if the programme didn't exist (if anything)

8. Close

(2 minutes)

- Thank for participation
- Any questions/ final thoughts
- Next steps: We'll be speaking to most TPs twice between now and the end of the summer term.

Note to moderator: ask the following to a handful of participants with interesting stories or displaying best practice:

The Education Endowment Foundation, who leads delivery of the Tuition Partners programme, is looking to feature stories about the programme for comms purposes e.g. blog posts, best practice case studies.

If you are interested in being involved, we would need to share your contact details with EEF so they could get in touch with you. We would only share your contact details and a few key words about (*moderator to refer to the interesting story/example of best practice discussed on the call*). Nothing else that we talked about today would be shared. However, they would know that you have taken part in an interview for the evaluation.

Would you be interested in being involved? If so, can you confirm that you are happy for me to pass on your contact details so someone from the Programme Team at EEF can get in touch to speak further?

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *Autumn TP INT [insert interview number from sample sheet]_40316814_EEF_TP_[INSERT RESEARCHER INITIALS]*
- Complete analysis chart and save in secure project folder
- *Where relevant:* send contact details (participant name, email address and phone number) and key words about interesting story/example of best practice to **amy.ellis-thompson@nationaltutoring.org.uk**

W1 School Lead topic guide

EEF Evaluation of Tuition Partners

School Lead Telephone Depth Interviews – Autumn Term

Topic Guide v6.0

Background to Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).² In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021.

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

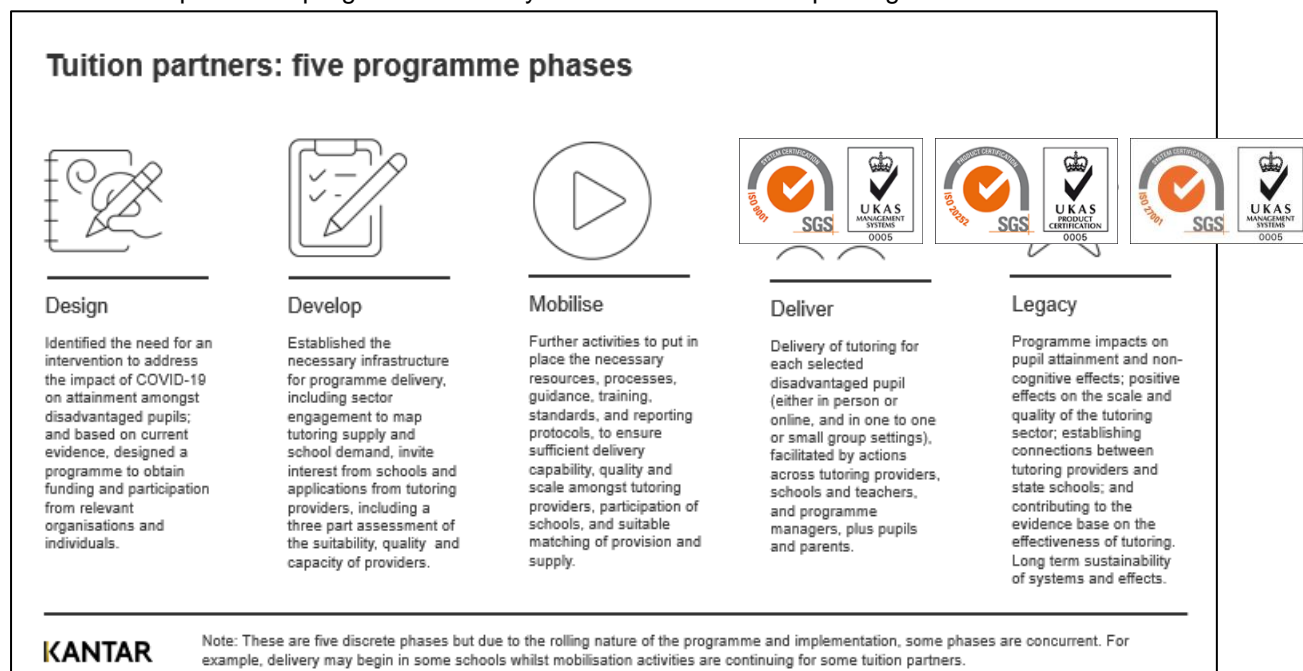
Background to Evaluation

Kantar is conducting the Implementation and Process Evaluation (IPE) of the TP Programme, as part of a consortium of evaluators, led by the National Foundation for Education Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will:

- Ascertain the overall impact of the TP programme on disadvantaged pupils' outcomes (including variations by pupil, school, and features of tutoring).
- Establish if the programme has been implemented in line with the logic model – across all phases and stakeholders – in order to understand what happened and why and the implications for design and effectiveness.
- Establish the level of reach and quality achieved (according to the logic model and criteria) – to understand the implications for developing and sustaining the programme.
- Explore in-depth the barriers and facilitators to take up and implementation in disadvantaged schools and how these are addressed – to identify mechanisms, refine the programme theory and support further implementation.
- Help interpret the impact evaluation findings by drawing on reach and engagement data, exploring moderators and contextual factors, and exploring support in comparison schools/for comparison pupils who do not take-up TP.

²[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)

There are five phases to programme delivery and Kantar has developed logic models for each.



Interview Aims

The IPE includes a rolling programme of data collection, based around the three school terms (autumn, spring and summer). In the autumn term, TPs, tutors and school leads are being engaged to discuss early implementation and identify barriers to successful delivery. Fieldwork in subsequent terms will build on these insights to capture experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation.

The aims of autumn term interviews with school leads are to:

- Establish progress against activities and outputs within Develop, Mobilise and Delivery phases
- Understand what is working well, challenges, and suggestions for improvement
- Gather views on what the programme is expected to achieve.

The guide is structured as follows:

9. Introduction
10. Background
11. Perceptions of programme
12. Experience of Develop Phase
13. Experience of Mobilise Phase
14. Experience of Delivery Phase
15. Expectations of Legacy Phase
16. Close

Notes to moderators are displayed in italics.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com

Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed.

1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

- **Thanks & introduction:** Introduce yourself and Kantar, Public Division – independent research agency
- **About the client:** research to evaluate the Tuition Partners programme, delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE).
- **Reason for participation:** We're interested in exploring their experience of programme implementation so far, what has worked well and less well, and suggestions for improvements. Emphasise that this is not an assessment of their performance of implementing or delivering TP – rather this is part of a much larger evaluation where we are speaking to schools, pupils, tutors and TP.
- **How their info will be used:** Their views and experiences will be looked at together with those of other school leads delivering the programme. The individual and school will not be identified in reporting. Participation will not affect their current or future relationship with EEF or DfE.
- **Ethical considerations:** Research is voluntary – they have the right to withdraw at any time.
- **Reassurances:** No right or wrong answers - we interested in their experience and views whatever they are.
- **Incentive:** Your school will receive a £50 payment as a thank you for your participation in this research, paid by NFER later in the academic year.
- **Duration:** 45 minutes
- **Any questions/concerns?**
- **Audio recording:** ask permission to audio record for analysis purposes. Acknowledge consent on tape.

2. Background

(5 minutes)

Aim: to build rapport, establish context regarding their background and briefly explore their involvement in TP so far.

- **Participant intro**
 - Role and remit within school
 - How long been in role and school
 - Background before joining school
 - Any tutoring experience themselves
- **Background to school**
 - Type of school (primary, secondary, alternative provision, SEN)
 - Location
 - Proportion of disadvantaged pupils
- **Brief overview of involvement in programme so far**

- TP(s) they are working with
- Number of pupils participating
- Route into the programme (existing or new relationship with TP(s))
- How much tutoring delivered so far
 - Mode of delivery (online, face-to-face or hybrid)
 - Group or one-to-one
- Previous experience of tutoring delivered in their school
- *If TP Lead (not Head Teacher)*, why they were appointed TP Lead (volunteered, appointed, aligned to their existing role)

3. Perception of the Programme (2 minutes)

Aim: to explore their perception of the programme and what it is trying to achieve.

- Understanding of the TP programme
 - What it is
 - Distinct elements (subsidy, targeting disadvantaged pupils, 15 hours of tutoring, online / face-to-face / hybrid models)
 - What they think the programme is trying to achieve
 - What they think constitutes high-quality tutoring

4. Experience of Develop Phase (10 minutes)

Description of Develop Phase: establishing the necessary infrastructure for programme delivery, including sector engagement to map tutoring supply and school demand, inviting interest from schools, and applications from tutoring providers, including a three-part assessment of the suitability, quality and capacity.

Aim: to explore their experience of Develop phase implementation, barriers and facilitators to phase delivery and areas for improvement.

- **Explore their experience of learning about the programme**
 - How school became aware
 - Whether school was already working with a TP(s)
 - Whether other schools in local authority are also taking part in programme
 - At what point they became interested
 - Whether they were aware of the following organisations before the programme and opinions of them:
 - EEF
 - Nesta
 - Impetus
 - Any engagement activities they took part in – who did them and how long they took
 - Attended EEF webinars
 - Participated in a survey
 - Visited NTP website

- Submitted expression of interest on NTP website
- Views about these activities – what worked well / less well, information gaps, suggestions for improvement
- How they are funding the 25% top up (catch up fund or other)

5. Experience of Mobilise Phase (10 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experience of Mobilise phase implementation, barriers and facilitators to phase delivery and areas for improvement.

Sub-phase 2: Engaging schools and pupils

- **Explore their experience of identifying TP(s) to engage with for tutoring**
 - Which channel (through NTP website or directly contact with TP)
 - How they selected TP(s) – what criteria they considered (prior experience, prior relationship with TP(s), location, subject / pupil expertise, mode of delivery on offer, cost, quality / service other)
 - Whether they knew of any of the organisations
 - Perceived level of competition between TP organisations
 - Who made the decision about to select their TP
 - Any additional activities they had to do to prepare and how long they took e.g. safeguarding, scheduling, equipment
 - *If working with multiple TPs:* Whether experience differed between engaging different TPs
 - Whether engaging TP came before or after pupil selection process; and why
- **Explore their experience of pupil selection process (identifying and signing them up)**
 - How they decided number of pupils they could include
 - How they defined disadvantaged
 - What it involved
 - Who was involved in selection process (other staff, pupils, parents / guardians)
 - Subject(s) of focus
 - How they engaged pupils to take part
 - Barriers / facilitators
 - How overcame barriers
 - Any further support needs

Sub-phase 3: Matching delivery and need

- **Explore their experience of tutor-pupil matching**
 - What role they played (if any)

- *If applicable*: How they went about matching process (by availability, subject, pupil age, pupil gender, pupil ethnicity, location, mode of delivery)
 - Barriers / facilitators
 - Views on how effective matching has been
 - Lessons learnt
 - Any further support needs
- **Explore activities to prepare for tutoring in their school**
 - Estimate of the amount of time it took to set up and prepare for tuition
 - Whether this was more / less than anticipated
 - Whether they had to / will have to invest in further resources to support tuition (e.g. buy IT equipment, print materials, hire staff)

6. Experience of Delivery Phase (10 minutes)

Description of Delivery Phase: delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Delivery phase implementation, barriers and facilitators to phase delivery and areas for improvement.

Moderator note: in cases where schools have not yet received any tutoring, focus on the prompts referring to set up and preparation for tutoring rather than delivery itself.

- **Explore their overall experience of programme delivery so far**
 - Broadly, how tutoring is going so far
 - How well prepared they felt
 - How much tuition:
 - Delivered so far
 - Planning to be delivered and in what timeframe
 - Mode of delivery (online, f2f or hybrid)
 - Tutor:pupil ration (one to one or group)
 - Homework requirements
 - Perception of how programme has been received by:
 - Staff
 - Pupils
 - Parents / guardians
 - Wider network
 - How they are managing / propose to manage tutoring around COVID-related absences (whether online tutoring from home is an option)
 - Any further support needs
- **Explore their experience of processes supporting tutoring**
 - Broadly, how tutoring is going

- Variations across different experiences (TPs, tutors, pupils, modes of delivery)
 - How school is recording attendance (if at all)
 - Barriers / facilitators of the following:
 - Timetabling tutoring (how spread across the school week, during or after school) – who did this and how long it took
 - Providing equipment, space and supervision for tutoring – who did this and how long it took
 - Monitoring pupil and parent / guardian feedback
 - Tutor monitoring pupil attendance
 - Any other facilitators / barriers and how overcome
 - Any additional resources / cost required (headphones, tablets etc.)
 - Any unexpected resources / costs
 - Anticipated issues for future delivery
 - Suggestions to improve delivery / further support needed
- **Explore their perceptions of alignment of tutoring with classroom learning**
 - Extent to which they feel tutoring is addressing attainment gap
 - Views about quality of tutoring being delivered
 - Variations by mode of delivery, time of delivery, subject, one to one or small group etc.
 - How they are (*planning on*) monitoring quality of tutoring (if at all)
 - How they will intervene, if needed
 - Anticipated issues for future delivery. *If not already covered, probe about COVID-19 and preparedness if schools were to close again.*
 - Suggestions to improve delivery

7. Expectations of Legacy Phase

(3 minutes)

Description of Legacy Phase: programme impacts on pupil attainment and non-cognitive effects; positive effects on the scale and quality of the tutoring sector; establishing connections between TPs and state schools; and contributing to the evidence base on the effectiveness of tutoring. Long term sustainability of systems and effects.

Aim: To explore their expectations of programme outcomes.

- **Explore their expectations of programme outcomes**
 - For disadvantaged pupils (attainment and non-cognitive)
 - For schools
 - For tutors
 - For TPs
 - For the wider tuition sector
 - Longer-term impacts
- **Explore their satisfaction with the programme so far**
 - Extent to which it has met expectations

- What they would be doing to address the attainment gap if the programme didn't exist (if anything)

8. Close

(2 minutes)

- Thank for participation
- Any questions/ final thoughts
- Explain that their school will receive the incentive later in the academic year
- Explain that we will be inviting classroom teachers and pupils to take part in the research to learn about their experiences. This would involve a phone interview with a classroom teacher and an online focus group with a small group of pupils. Ask whether they would be happy for us to contact them with some information inviting them to take part. Their school would receive an incentive payment each time they take part in the research as a thank you.

Note to moderator: ask the following to a handful of participants with interesting stories or displaying best practice:

The Education Endowment Foundation, who leads delivery of the Tuition Partners programme, is looking to feature stories about the programme for comms purposes e.g. blog posts, best practice case studies.

If you are interested in being involved, we would need to share your contact details with EEF so they could get in touch with you. We would only share your contact details and a few key words about *(moderator to refer to the interesting story/example of best practice discussed on the call)*. Nothing else that we talked about today would be shared. However, they would know that you have taken part in an interview for the evaluation.

Would you be interested in being involved? If so, can you confirm that you are happy for me to pass on your contact details so someone from the Programme Team at EEF can get in touch to speak further?

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *Autumn School Lead INT [insert interview number from sample sheet]_40316814_EEF_TP_[INSERT RESEARCHER INITIALS]*
- Complete analysis chart and save in secure project folder.
- *Where relevant:* send contact details (participant name, email address and phone number) and key words about interesting story/example of best practice to amy.ellis-thompson@nationaltutoring.org.uk

W1 Tutor topic guide

EEF Evaluation of Tuition Partners

Tutor Telephone Depth Interviews – Autumn Term

Topic Guide v4.0

Background to Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).³ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021.

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

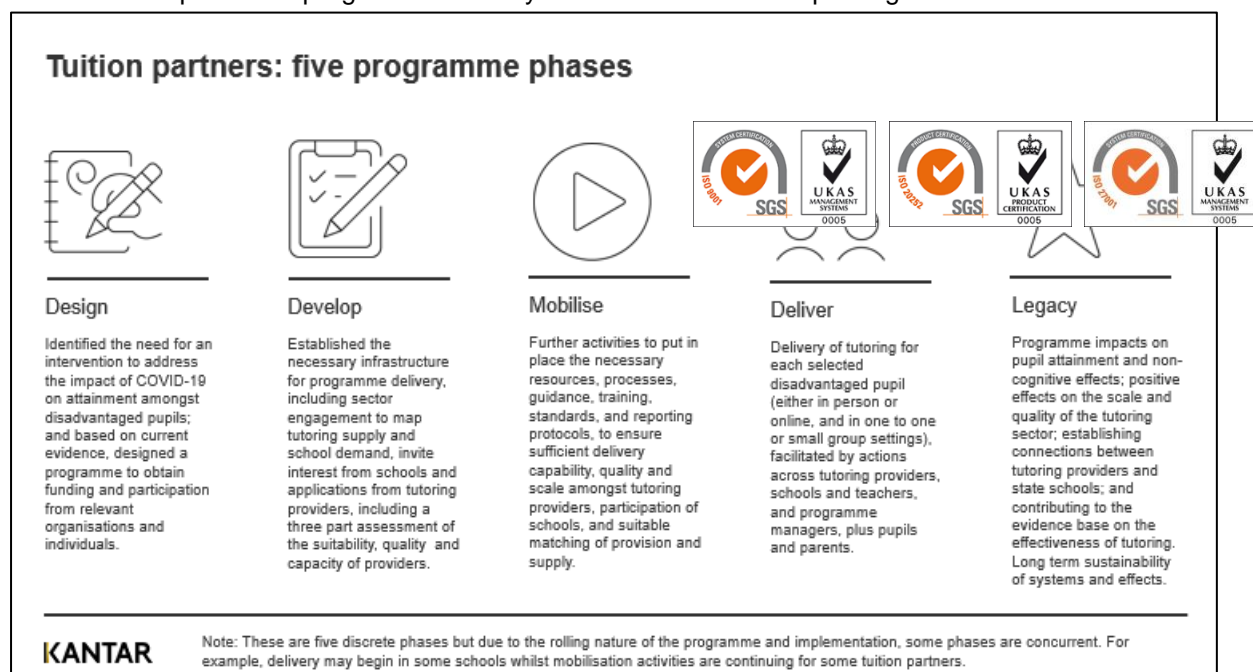
Background to Evaluation

Kantar is conducting the Implementation and Process Evaluation (IPE) of the TP Programme, as part of a consortium of evaluators, led by the National Foundation for Education Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will:

- Ascertain the overall impact of the TP programme on disadvantaged pupils' outcomes (including variations by pupil, school, and features of tutoring).
- Establish if the programme has been implemented in line with the logic model – across all phases and stakeholders – in order to understand what happened and why and the implications for design and effectiveness.
- Establish the level of reach and quality achieved (according to the logic model and criteria) – to understand the implications for developing and sustaining the programme.
- Explore in-depth the barriers and facilitators to take up and implementation in disadvantaged schools and how these are addressed – to identify mechanisms, refine the programme theory and support further implementation.
- Help interpret the impact evaluation findings by drawing on reach and engagement data, exploring moderators and contextual factors, and exploring support in comparison schools/for comparison pupils who do not take-up TP.

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There are five phases to programme delivery and Kantar has developed logic models for each.



Interview Aims

The IPE includes a rolling programme of data collection, based around the three school terms (autumn, spring and summer). In the autumn term, TP, tutors and school leads are being engaged to discuss early implementation and identify barriers to successful delivery. Fieldwork in subsequent terms will build on these insights to capture experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation.

The aims of autumn term interviews with tutors are to:

- Establish progress against activities and outputs within Mobilise and Delivery phases
- Understand what is working well, challenges, and suggestions for improvement
- Gather views on what the programme is expected to achieve.

The guide is structured as follows:

17. Introduction
18. Background
19. Perceptions of programme
20. Experience of Mobilise Phase
21. Experience of Delivery Phase
22. Expectations of Legacy Phase
23. Close

Notes to moderators are displayed in italics.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com

Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed

1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

- **Thanks & introduction:** Introduce yourself and Kantar, Public Division – independent research agency
- **About the client:** research to evaluate the Tuition Partners programme, delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE).
- **Reason for participation:** We're interested in exploring their experience of programme implementation so far, what has worked well and less well, and suggestions for improvements. Emphasise that this is not an assessment of their performance of implementing or delivering TP – rather this is part of a much larger evaluation where we are speaking to schools, pupils, tutors and TP.
- **How their info will be used:** Their views and experiences will be looked at together with those of other tutors delivering the programme. They will not be identified in reporting. Participation will not affect their current or future relationship with EEF or DfE.
- **Ethical considerations:** Research is voluntary – they have the right to withdraw at any time.
- **Reassurances:** No right or wrong answers - we interested in their experience and views whatever they are.
- **Incentive:** You will receive £50 as a thank you for your participation in this research.
- **Duration:** 45 minutes
- **Any questions/concerns?**
- **Audio recording:** ask permission to audio record for analysis purposes. Acknowledge consent on tape.

2. Background

(5 minutes)

Aim: to build rapport, establish context regarding their background and briefly explore their involvement in TP so far.

- **Participant intro**
 - Ask for them to say a little bit about themselves e.g. work, qualifications
 - How tutoring fits in (full time / part time / other jobs)
 - Experience of tutoring prior to TP (number of years)
 - Motivation for working as a tutor
 - Profile of their 'usual' tutoring recipient (age, subject, mode of delivery etc.)
 - Any specialisms

Explain that you would now like to talk about the Tuition Partners programme. Explain that, for each question, you would like them to talk about the Tuition Partners programme only and not about any experience of tutoring outside the programme.

- **Brief overview of involvement in Tuition Partners programme so far**
 - TP(s) they are working with

- Type of organisation(s) (not-for-profit, commercial etc.)
- Route into the programme (existing or new relationship with TP(s))
- Nature of agreement with TP(s) (employed / self-employed / volunteer)
- How much tutoring they have delivered so far as part of programme
 - Mode of delivery (online, face-to-face or hybrid)
 - One to one or group
 - Length of sessions

3. Perception of the Programme

(5 minutes)

Aim: to explore their perception of the programme and what it is trying to achieve.

- Understanding of the TP programme
 - What it is
 - How long it is due to run for
 - Distinct elements (subsidy, targeting disadvantaged pupils, 15 hours of tutoring, online / face-to-face / hybrid models)
 - What they think the programme is trying to achieve
 - What they think constitutes high-quality tutoring

4. Experience of Mobilise Phase

(15 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experience of Mobilise phase implementation, barriers and facilitators to phase delivery and areas for improvement.

Explain that you would now like to talk about their experience of the Tuition Partners programme.

Explain that, for each question, you would like them to talk about the Tuition Partners programme only and not about any experience of tutoring outside the programme.

Sub-phase 1: Activating tuition partners and tutors

- **Explore their experience of recruitment to TP(s) as part of Tuition Partners programme**
 - How they found out about opportunity
 - When
 - Whether already working with a (TP)
 - How they selected TP(s) to apply to – what criteria they considered (specialisms, qualifications required, experience required, location, mode of delivery, subject(s), prior relationship, other)
 - Any application / selection process
 - Any additional activities they had to do to prepare and amount of time taken e.g. safeguarding, equipment
 - View on how effective tutor recruitment has been

- *If working with multiple TPs:* Whether experience differed between TPs
- **Explore their experience of training and briefing from TP as part of Tuition Partners programme**
 - What it involved
 - Number of sessions
 - Session content
 - Mode of delivery
 - Whether it was optional
 - Barriers / facilitators
 - What they learnt
 - How well prepared they felt following training and briefing
 - Role it has played / think it will play in their delivery
 - Any further support needs

Sub-phase 2: Engaging schools and pupils

- **Explore their experience of engaging schools as part of Tuition Partners programme**
 - What role they played (if any)
 - Barriers / facilitators

Sub-phase 3: Matching delivery and need

- **Explore their experience of tutor-pupil matching as part of Tuition Partners programme**
 - What role they played (if any)
 - *If applicable:* How matching process worked (by availability, subject, pupil age, pupil gender, pupil ethnicity, location, mode of delivery)
 - Level of contact / support received from TP or schools
 - Barriers / facilitators
 - What information about pupils they received before the first session (if any)
 - Whether they reviewed / made use of any information
 - Any other information they would have liked to receive
 - Views of how effective matching has been
 - Lessons learnt
 - Any further support needs

5. Experience of Delivery Phase (10 minutes)

Description of Delivery Phase: delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Delivery phase implementation, barriers and facilitators to phase delivery and areas for improvement.

- **Explore their overall experience of programme delivery so far**
 - Broadly, how tutoring is going

- Variations across experiences (different schools, pupils, modes of delivery)
 - How many pupils:
 - Delivered tutoring to so far
 - Planning to deliver tutoring to and in what timeframe
 - Across how many schools
 - Types of schools
 - Mode of delivery (online, f2f or hybrid)
 - Types of pupils (subject, pupil age, pupil gender, pupil ethnicity, location)
 - One to one or small groups
 - If groups, how similar types of pupils were
 - How well prepared they felt
 - Any further support needs
- **Explore their experience of processes supporting tutoring**
 - Schools providing equipment, space and supervision
 - What it involved
 - Barriers / facilitators
 - Schools monitoring pupil and parent / guardian feedback
 - What it involved
 - Barriers / facilitators
 - Tutor monitoring pupil attendance
 - What it involved
 - Barriers / facilitators
 - Any other barriers / facilitators
 - How overcame barriers
 - Resources / cost to tutor (equipment, home internet speed, travel)
 - Any unexpected resources / costs
 - Anticipated issues for future delivery
 - Suggestions to improve delivery
- **Explore their perceptions of alignment of tutoring with classroom learning**
 - Extent to which they feel tutoring is addressing attainment gap
 - Views about quality of tutoring being delivered
 - Variations by mode of delivery, time of delivery, subject, one to one or small group etc.
 - Plans to monitor quality of tutoring (if at all)
 - How they change their approach, if needed
 - Anticipated issues for future delivery. *If not already covered, probe about COVID-19 and preparedness if schools were to close again.*

6. Expectations of Legacy Phase

(5 minutes)

Aim: To explore their expectations of programme outcomes.

- **Explore their expectations of programme outcomes**
 - For disadvantaged pupils (attainment and non-cognitive)

- For schools
 - For tutors
 - For TPs
 - For the wider tuition sector
 - Longer-term impacts
- **Explore their satisfaction with the programme so far**
 - Extent to which it has met their expectations
 - Perception of extent to which it has met schools' expectations
 - What they would be doing if the programme didn't exist (if anything)

7. Close

(2 minutes)

- Thank for participation
- Any questions/ final thoughts
- Double check email address is correct to administer incentive as a thank you for their participation. Explain that they will receive an email from **rewards@perks.com** within 7 working days containing a code to access the incentive.

Note to moderator: ask the following to a handful of participants with interesting stories or displaying best practice:

The Education Endowment Foundation, who leads delivery of the Tuition Partners programme, is looking to feature stories about the programme for comms purposes e.g. blog posts, best practice case studies.

If you are interested in being involved, we would need to share your contact details with EEF so they could get in touch with you. We would only share your contact details and a few key words about (*moderator to refer to the interesting story/example of best practice discussed on the call*). Nothing else that we talked about today would be shared. However, they would know that you have taken part in an interview for the evaluation.

Would you be interested in being involved? If so, can you confirm that you are happy for me to pass on your contact details so someone from the Programme Team at EEF can get in touch to speak further?

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *Autumn Tutor INT [insert interview number from sample sheet]_40316814_EEF_TP_[INSERT RESEARCHER INITIALS]*
- Complete analysis chart and save in secure project folder

Where relevant: send contact details (participant name, email address and phone number) and key words about interesting story/example of best practice to **amy.ellis-thompson@nationaltutoring.org.uk**

W1 Feasibility topic guide

EEF Evaluation of Tuition Partners

Feasibility Topic Guide Phone Depth Interviews – Autumn Term Topic Guide v1

Background to Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).⁴ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021.

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

Background to Evaluation

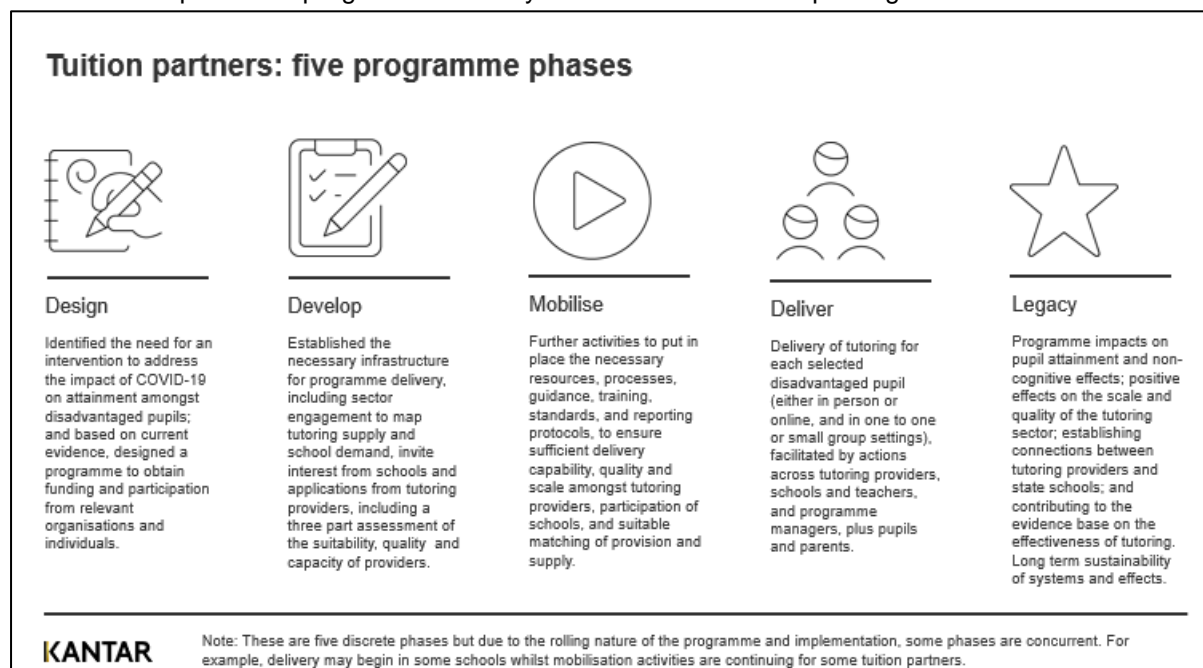
Kantar is conducting the Implementation and Process Evaluation (IPE) of the TP Programme, as part of a consortium of evaluators, led by the National Foundation for Education Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will:

- Ascertain the overall impact of the TP programme on disadvantaged pupils' outcomes (including variations by pupil, school, and features of tutoring).
- Establish if the programme has been implemented in line with the logic model – across all phases and stakeholders – in order to understand what happened and why and the implications for design and effectiveness.
- Establish the level of reach and quality achieved (according to the logic model and criteria) – to understand the implications for developing and sustaining the programme.
- Explore in-depth the barriers and facilitators to take up and implementation in disadvantaged schools and how these are addressed – to identify mechanisms, refine the programme theory and support further implementation.
- Help interpret the impact evaluation findings by drawing on reach and engagement data, exploring moderators and contextual factors, and exploring support in comparison schools/for comparison pupils who do not take-up TP.



⁴[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)

There are five phases to programme delivery and Kantar has developed logic models for each.



Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In the first wave, TPs, tutors and school leads are being engaged to discuss early implementation and identify barriers to successful delivery. Fieldwork in subsequent waves will build on these insights to capture experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation.

The aims of this interview are to:

- Gather feedback on our approach to fieldwork with classroom teachers and pupils
- Understand challenges to our proposed approach and gather suggestions for how to overcome

Notes to moderators are displayed in italics.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com

Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed.

1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

- **Thanks & introduction:** Introduce yourself and Kantar, Public Division – independent research agency
- **About the client:** research to evaluate the Tuition Partners programme, delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE).

- **Reason for participation:** to understand practical and logistical factors to consider when designing the study: interviews and surveys with classroom teachers and online focus groups with pupils.
- **How their info will be used:** Their views and feedback will be used to develop the design of the study to conduct research with teachers and pupils about their experiences of the Tuition Partners programme.
- **Ethical considerations:** Research is voluntary – they have the right to withdraw at any time.
- **Reassurances:** No right or wrong answers - we interested in their feedback and views to help us design purposeful research.
- **Duration:** up to 30 minutes
- **Any questions/concerns?**
- **Audio recording:** ask permission to audio record for analysis purposes. Acknowledge consent on tape.

2. Background

(5 minutes)

Aim: to build rapport, establish context regarding their background and briefly explore any previous research experience their school have participated in

- **Background**
 - Describe their teaching experience e.g. how long have they been in education sector?
 - Type of school (primary, secondary, alternative provision, SEN)
 - Location
 - Proportion of disadvantaged pupils
- **Experience of research**
 - Whether they are aware of if their school has taken part in any research before
 - If so, what did it involve e.g. linked to teaching, a survey, interviews, open/closed response questions, workshops
 - How did they find the experience – what was positive / less positive
 - Views about the value of their schools' input in the research
 - Were they aware of the outcome of the research? Did they see any outputs?

3. Reaction to content

(5 minutes)

Aim: to gather views and feedback about organising focus groups with pupils

Moderator to read

“As part of the evaluation of the EEF TP programme, we are speaking to Tuition Partner organisations, tutors, and school leads to find out about experiences of the programme so far and find out about any barriers to successful delivery of tuition. We also plan to find out how pupils experience the programme. To do this, we will conduct 60 focus groups with pupils who received tuition through the programme. These focus groups will last 45 minutes and cover the following:

- Pupils awareness / perceptions of programme to understand how the programme was explained to them
- Where appropriate, their experience of sign-up, e.g. expectations; decision-making (who involved e.g. parents, teachers)
- Experiences of tutoring e.g. their relationship with their tutor, alignment with classroom lessons to determine the quality of the tutoring
- Practicalities e.g. how appropriate the channel was (F2F vs online), type of tutoring received (group vs 121), environment (at school, at home), equipment (laptops, tablets, paper) supervision (teacher, parents, other pupils), timings (in the day, in the academic calendar)
- Feelings about attending the tutoring

The Kantar researchers on this project are trained and have experience working with children and young people. They have valid DBS certificates and are happy to share DBS numbers with schools in advance of the focus group.”

- **Explore spontaneous reactions to the content**
 - Would their pupils be able to engage with the content? Why/why not? Explore differences by year group
 - What concerns, if any, do they have e.g. too much to cover
 - What, if anything is missing?
 - Explore reassurances they/parents will need

4. Logistics for pupil focus groups (10 minutes)

Aim: to gather views about how to practically organise focus groups with pupils.

Moderator: *thank them for their views on the content. Explain you would now like them to think about logistics for schools like theirs setting up a focus group with pupils.*

- **Explore spontaneous concerns about logistics**

If not mentioned, explore thoughts on organising and delivering a focus group in their school

Organising

- **Explore logistics of gathering consent**
 - *Explain that Kantar would provide school head/TP lead with information sheet and consent letter to share with parents/guardians and pupils. Parents and pupils would need to sign by replying to the email from the school head/TP lead confirming that they are happy for their child to participate and, if at home, can provide the necessary supervision e.g. off screen in the room (for under 10s specifically) / in the next room with the door open (for 11+). The school lead/TP lead would need to share consent details with Kantar before the focus group. **No research can take place without the appropriate permissions.***
- **Explore logistics of gathering pupil information**
 - *Explain that Kantar do not want to hold any unnecessary information about pupils. Therefore, it will be important that Kantar liaise with a school lead/TP lead directly (like them) who can identify relevant pupils (as outlined in criteria that Kantar will*

share in advance), collate relevant permissions from pupils and parents (to share with Kantar ahead of the focus group), organise the group(s) e.g. time, date, arrange and confirm parental supervision, arrange a physical space where group can convene (if in school), share zoom link with pupils (if group takes place at home) and only share personal details (name, age etc) of pupils who have appropriate permission to take part

- **Explore any concerns/issues**
- **Explore views on most appropriate time to conduct focus groups** e.g. after school day ends, during the school day, after 5.30pm so parents can sit in
- **Explore any issues with using Zoom and access to technology** e.g. use of cameras, audio issues, availability of laptops (if in school), access to laptops (at home)
 - How have they overcome related issues in the past?

Delivering the focus group

- **Explore views** (particularly for younger groups) **on using Zoom for focus groups** (as opposed to one on one interviews)
- **Explore optimum number of pupils per focus group** e.g. 3 pupils per focus group – more/less, differences by year group/age
- **Explore views on (45 minute) length of focus group** – longer/shorter
- **Explore views on ‘chaperone’** e.g. teacher to join, parents to accompany pupils

5. Logistics – classroom teachers (5 minutes)

Aim: to gather views about how to practically organise interviews and administering surveys with classroom teachers.

Moderator: *explain you would now like to finish by discussing how to reach classroom teachers to include.*

- **Explore organising an interview with a classroom teacher**
 - *Explain that we would like to invite classroom teachers who have been involved in the TP programme (i.e. some of their pupils received tuition) to take part in a 45-minute interview. To do this we would ask school head/TP lead to identify one classroom teacher who has been involved in the TP programme and get permission from the teacher to share their contact details with us so we can schedule an interview.*
 - **Explore spontaneous reactions**
 - **How they would decide who in their school is best placed to take part**
 - **Explore concerns e.g. teacher busyness/burden**
 - Explore ways to mitigate concerns
 - **(If relevant) Explore potential alternative ways to contact teachers**
- **Explore administering a survey to classroom teachers**
 - *Explain that we would like to invite classroom teachers to complete a 15-minute survey about the programme. This would involve sending a survey link to school head/TP lead, who would be asked to distribute the link via email to relevant*

colleagues. We would include instructions on who to send it to. We would also like school heads/TP leads to encourage these colleagues to complete the survey.

- **Explore spontaneous reactions**
- **How they would decide who in their school is best placed to take part**
- **Explore concerns e.g. teacher busyness/burden**
 - Explore ways to mitigate concerns

6. Close

(2 minutes)

- **Overall reflections**
 - Any final thoughts on conducting focus groups with pupils
 - Any other thoughts
- **Bring discussion to a close**
 - Reminder of confidentiality and anonymity (please refer to content listed in the introduction)
 - Thank and close

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *School Lead Scoping INT [insert interview number from sample sheet]_40316814_EEF_TP_[INSERT RESEARCHER INITIALS]*
- Complete pro forma and save in secure project folder.

W2 Tuition Partner topic guide

EEF Evaluation of Tuition Partners

Tuition Partner Telephone Depth Interviews – Wave 2

Topic Guide v4

50 minutes

Background to Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).⁵ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021.

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

Background to Evaluation

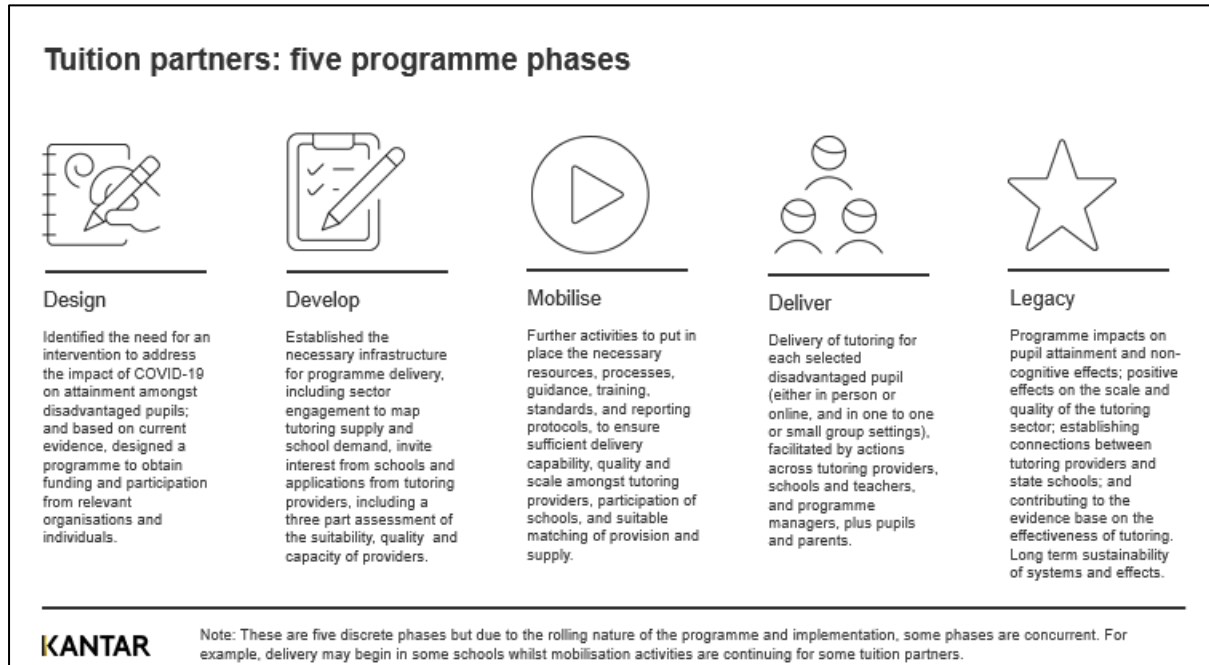
Kantar is conducting the Implementation and Process Evaluation (IPE) of the Tuition Partners Programme, as part of a consortium of evaluators, led by the National Foundation for Educational Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will quantify the overall impact of the programme on pupil attainment/learning outcomes how this varies by different types of tutoring, pupil, and school characteristics. The evaluation will also explore the experiences of TPs, schools, tutors, and pupils in order to improve the delivery of similar programmes in the future. The overarching IPE research questions are:

- How well has the programme been implemented? [*Implementation*]
- To what extent has the programme both reached and engaged disadvantaged schools and pupils? Why/why not? [*Reach*]

⁵[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)

- How well has the programme delivered high quality tutoring? [*High Quality Tutoring*]
- What is the perceived impact of the programme? [*Impact*]
- What factors (moderators) influence (or are perceived to influence) outcomes? [*Moderators*]

There are five phases to programme delivery and Kantar has developed logic models for each.



Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In Wave 2, TPs, tutors, school leads, classroom teachers and pupils are being engaged to discuss implementation and identify barriers to successful delivery, capturing experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation via feedback loops.

The aims of Wave 2 interviews with TPs are to:

- Establish progress against activities and outputs within Mobilise and Delivery phases
- Understand what is working well, challenges, and suggestions for improvement
- Gather views on what the programme is expected to achieve.

The guide is structured as follows:

24. Introduction
25. Background
26. Perceptions of programme
27. Experience of Mobilise Phase
28. Experience of Delivery Phase
29. Experience of Legacy Phase
30. Close

Notes to moderators are displayed in italics.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com

Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed.



1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

- **Thanks & introduction:** Introduce yourself and Kantar, Public Division – independent research agency.
- **About the client:** research to evaluate the National Tutoring Programme: Tuition Partners, delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE).
- **Reason for participation:** We're interested in exploring their experience of programme implementation so far, what has worked well and less well, and suggestions for improvements. Emphasise that this is not an assessment of their performance of implementing or delivering the programme – rather this is part of a much larger evaluation where we are speaking to schools, pupils, tutors and TPs.
- **How their info will be used:** Their views and experiences will be looked at together with those of other TPs delivering the programme. Participation will not affect their current or future relationship with EEF or DfE.
- **Privacy notice:** check this has been received
- **Ethical considerations:** Research is voluntary – they have the right to withdraw at any time.
- **Reassurances:** No right or wrong answers - we interested in their experience and views whatever they are.
- **Duration:** 50 minutes
- **Any questions/concerns?**
- **Audio recording:** ask permission to audio record for analysis purposes. Acknowledge consent on tape.

2. Background

(5 minutes)

Aim: to establish context regarding their background, the TP's background, and the TP team responsible for delivery.

- **Participant intro**
 - Role and remit within TP
 - How long been in role
 - Role prior to TP

Explain that you would like to understand a bit about their organisation.

- **Background to organisation**
 - Type of organisation (not-for-profit, commercial etc.)
 - When established / set up
 - Location
 - Overview of organisation remit prior to the programme (including any specialisms)

- Profile of their 'usual' customers (including location)
- Previous experience of delivering tutoring in schools
- Experience of different modes of delivery (online, face-to-face or hybrid)
- What team responsible for TP looks like
 - Roles and responsibilities (including whether any roles were customised for TP programme)

3. Perception of the Programme (5 minutes)

Aim: to explore their perception of the programme, what it is trying to achieve and their expectations of outcomes.

- **Understanding of the TP programme**
 - What it is
 - Distinct elements (subsidy, targeting disadvantaged pupils, 15 hours of tutoring, online / face-to-face / hybrid models)
 - What they think the programme is trying to achieve
 - What they think constitutes high-quality tutoring

Explain that you would like to understand a bit about their offer within the TP programme.

- **Briefly explore overview of TP's remit in the programme**
 - Overview of their offer including target numbers
 - Mode of delivery (online/face to face/hybrid, in school/at home/mix)
 - Tutor:pupil ratio (one-to-one or group)
 - Subject(s)
 - Specialisms
 - Requirements of session timing (during or after school)
 - Homework
 - School characteristics (primary/secondary, PP proportion SEND, Ofsted)
 - Any changes to targets since start of the programme

4. Experience of Mobilise Phase (20 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experience of Mobilise phase implementation, barriers and facilitators to phase delivery and areas for improvement.

Sub-phase 1: Activating tuition partners and tutors

- **Explore their experience of support from EEF so far**
 - What it involved
 - What they learnt
 - Role it has played / think it will play in their delivery

- Any further support needs
- **Explore their experience of Nesta / Impetus capacity building support so far**
 - Experience of **Nesta / Impetus workshop(s)**
 - What it involved
 - What they learnt
 - Role it has played / think it will play in their delivery
 - Any further support needs / topics they would be interested in
 - Experience of **Nesta/Impetus one-to-one session(s) including tailoring support based on the TP's needs**
 - What it involved
 - What they learnt
 - Role it has played / think it will play in their delivery
 - Any further support needs
 - Experience of **peer support with other TPs facilitated by Nesta/Impetus**
 - What it involved
 - What they learnt
 - Role it has played / think it will play in their delivery
 - Any further support needs
- **Explore their experience of recruiting tutors**
 - What it involved
 - Advertising the opportunity
 - Application / selection process (tutor experience, tutor qualifications, prior relationship with tutor)
 - Whether number of tutors required was greater than the number they usually work with
 - Whether level of interest matched their expectations and why
 - Whether existing or new relationships with tutors
 - Nature of agreement with tutors (employed / self-employed / volunteer)
 - Whether / how they managed balance between recruiting numbers and keeping quality high
 - View on how effective tutor recruitment has been
- **Explore their experience of training and briefing tutors**
 - What it involved
 - Number of sessions
 - Topics of sessions
 - Mode of delivery
 - Whether this is usual practice, or they developed training specifically for programme
 - Who it involved (optional or all)
 - Barriers / facilitators
 - Lessons learnt
 - Any further support needs

Sub-phase 2: Engaging schools and pupils

- **Explore their experience of engaging with schools**
 - Rough proportion of schools who approached TP directly vs approached TP through National Tuition Partners portal on website
 - What marketing and engagement activities they undertook (if any)
 - What it involved
 - Barriers / facilitators
 - Lessons learnt
 - Whether level of interest matched their expectations and why
 - Whether they feel TPs compete against each other (particularly engaging schools with high levels of disadvantaged pupils)
 - *If yes*: Which factors influence competition (e.g. price, quality/service)
 - *If no*: reasons (e.g. high demand, 'niche' TP offering)
 - View on how effective school engagement has been and why
 - *If applicable*: How they went about selecting schools (e.g. first come, first served, schools with high levels of disadvantaged pupils / PP status)
 - Barriers / facilitators
 - Lessons learnt
 - Whether they expected/expect schools to have to buy anything additional / provide physical resources to support tutoring (e.g. IT equipment, printed materials)
 - Average length of time between school signing MoU and starting delivery
 - Activities done in this time by TP or school
 - Whether appropriate length of time / should be longer / should be shorter

Sub-phase 3: Matching delivery and need

- **Explore their experience of tutor-pupil matching**
 - What role they played (if any)
 - *If applicable*: How they went about matching process (by availability, prior attainment, attendance, subject, pupil age, pupil/tutor gender, pupil/tutor ethnicity, location, mode of delivery)
 - Variations by school
 - Barriers / facilitators
 - Views of how effective matching has been
 - Lessons learnt
 - Any further support needs

5. Experience of Delivery Phase

(10 minutes)

Description of Delivery Phase: delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Delivery phase implementation, barriers and facilitators to phase delivery and areas for improvement.

- **Explore their experience of programme delivery so far**

- Briefly, how programme delivery is going
 - Facilitators / barriers and how overcome
 - Progress against grant agreement
 - How much tutoring delivered so far
 - To what extent pupils are completing their allotted tuition
 - How much tutoring outstanding and in what timeframe
 - Whether / how delivery affected by COVID-19 lockdown in early 2021
 - Anticipated issues for future delivery
 - COVID-19 and preparedness if schools were to face closures
 - Whether they think they have sufficient capacity to meet schools' needs should demand for tuition increase e.g. as schools reopen
 - Other
 - Any further support needed to improve delivery
- **Explore their plans for monitoring attendance and quality**
 - How they are (*planning on*) monitoring attendance
 - Barriers / facilitators
 - How managing COVID-related absences
 - How they will intervene, if needed
 - Any support they will provide
 - Lessons learnt
 - How they are (*planning on*) monitoring quality of tutoring
 - Barriers / facilitators to monitoring
 - How they have / will intervene, if needed
 - Any support they will provide
 - *Refer to their earlier definition of high-quality tutoring in section 3: Which elements of high-quality tutoring they look for (if any)*
 - Lessons learnt

6. Expectations of Legacy Phase

(5 minutes)

Description of Legacy Phase: programme impacts on pupil attainment and non-cognitive effects; positive effects on the scale and quality of the tutoring sector; establishing connections between TPs and state schools; and contributing to the evidence base on the effectiveness of tutoring. Long term sustainability of systems and effects.

Aim: To explore their expectations of programme outcomes.

- **Briefly explore their expectations of programme outcomes**
 - For disadvantaged pupils (attainment and non-cognitive)
 - For schools
 - For tutors
 - For their organisation
 - For the wider tuition sector
- **Briefly explore their satisfaction with the programme so far**

- Extent to which it has met their expectations
- Perception of extent to which it has met schools' expectations
- What they would be doing to address the attainment gap if the programme didn't exist (if anything)

7. Close

(2 minutes)

- Thank for participation
- Any questions/ final thoughts
- Next steps: We'll be speaking to some TPs again between now and the end of the summer term.

Note to moderator: ask the following to a handful of participants with interesting stories or displaying best practice:

The Education Endowment Foundation, who leads delivery of the Tuition Partners programme, is looking to feature stories about the programme for comms purposes e.g. blog posts, best practice case studies.

If you are interested in being involved, we would need to share your contact details with EEF so they could get in touch with you. We would only share your contact details and a few key words about *(moderator to refer to the interesting story/example of best practice discussed on the call)*. Nothing else that we talked about today would be shared. However, they would know that you have taken part in an interview for the evaluation.

Would you be interested in being involved? If so, can you confirm that you are happy for me to pass on your contact details so someone from the Programme Team at EEF can get in touch to speak further?

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *W2 TP INT [insert interview number from sample sheet]_40316814_EEF_TP_[INSERT RESEARCHER INITIALS]*
- Complete analysis chart and save in secure project folder

Where relevant: send contact details (participant name, email address and phone number) and key words about interesting story/example of best practice to **amy.ellis-thompson@nationaltutoring.org.uk**

W2 School lead/TP lead topic guide

EEF Evaluation of Tuition Partners

School Head/TP Lead Telephone Depth Interviews – Wave 2

Topic Guide v2

45 minutes

Background to the Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).⁶ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021.

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

Background to the Evaluation

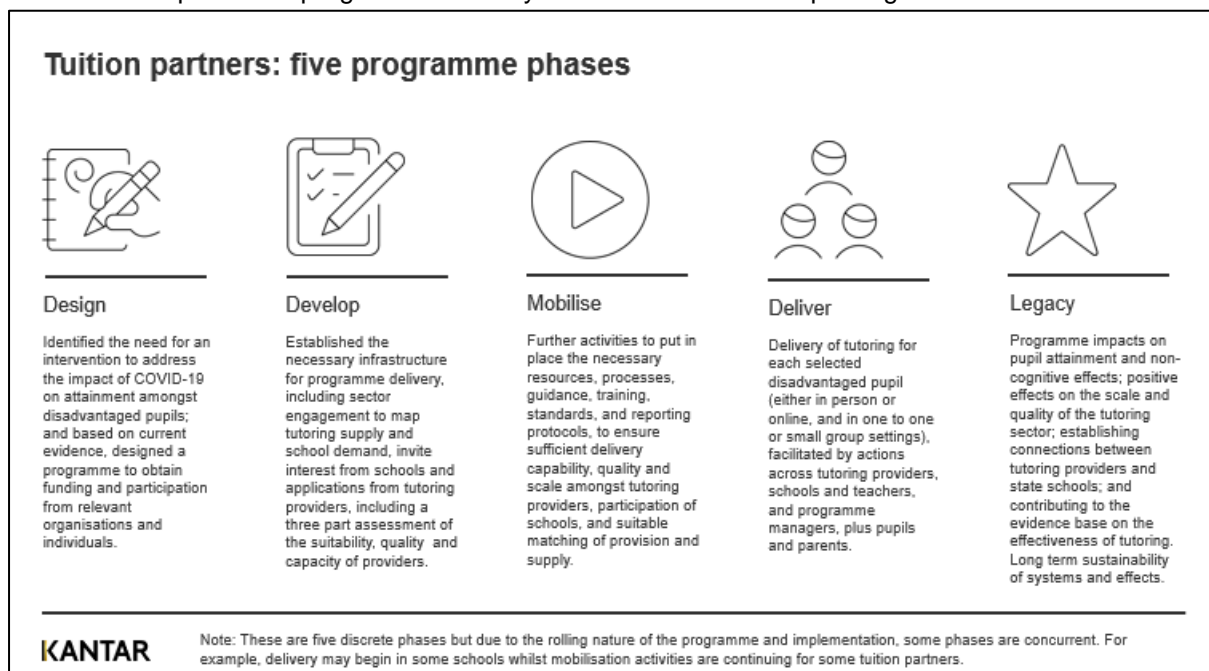
Kantar is conducting the Implementation and Process Evaluation (IPE) of the Tuition Partners Programme, as part of a consortium of evaluators, led by the National Foundation for Educational Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will quantify the overall impact of the programme on pupil attainment/learning outcomes how this varies by different types of tutoring, pupil, and school characteristics. The evaluation will also explore the experiences of TPs, schools, tutors, and pupils in order to improve the delivery of similar programmes in the future. The overarching IPE research questions are:

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

⁶[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)

- To what extent has the programme both reached and engaged disadvantaged schools and pupils? *Why/why not? [Reach]*
- How well has the programme delivered high quality tutoring? *[High Quality Tutoring]*
- What is the perceived impact of the programme? *[Impact]*
- What factors (moderators) influence (or are perceived to influence) outcomes? *[Moderators]*

There are five phases to programme delivery and Kantar has developed logic models for each.



Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In Wave 2, TPs, tutors, school leads, classroom teachers and pupils are being engaged to discuss implementation and identify barriers to successful delivery, capturing experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation via feedback loops.

The aims of Wave 2 interviews with school leads are to:

- Establish progress against activities and outputs within Mobilise and Delivery phases
- Understand what is working well, challenges, and suggestions for improvement
- Gather views on what the programme is expected to achieve.

The guide is structured as follows:

31. Introduction
32. Background
33. Perceptions of programme
34. Experience of Mobilise Phase
35. Experience of Delivery Phase
36. Expectations of Legacy Phase
37. Close

Notes to moderators are displayed in italics.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com

Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed.



1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

- **Thanks & introduction:** Introduce yourself and Kantar, Public Division – independent research agency
- **About the client:** research to evaluate the National Tutoring Programme: Tuition Partners, delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE).
- **Reason for participation:** We're interested in exploring their experience of programme implementation so far, what has worked well and less well, and suggestions for improvements. Emphasise that this is not an assessment of their performance of implementing or delivering TP – rather this is part of a much larger evaluation where we are speaking to schools, pupils, tutors and TPs.
- **How their info will be used:** Their views and experiences will be looked at together with those of other school heads / TP leads delivering the programme. The individual and school will not be identified in reporting. Participation will not affect their current or future relationship with EEF or DfE.
- **Privacy notice:** check this has been received
- **Ethical considerations:** Research is voluntary – they have the right to withdraw at any time.
- **Reassurances:** No right or wrong answers - we interested in their experience and views whatever they are.
- **Incentive:** Their school will receive a £50 payment as a thank you for their participation in this research.
- **Duration:** 45 minutes
- **Any questions/concerns?**
- **Audio recording:** ask permission to audio record for analysis purposes. Acknowledge consent on tape.

2. Background

(5 minutes)

Aim: to build rapport, establish context regarding their background and briefly explore their involvement in TP so far.

- **Participant intro**
 - Role and remit within school
 - How long been in role and school
 - Background before joining school
 - Any tutoring experience themselves
- **Background to school**
 - Type of school (primary, secondary, alternative provision, SEN)
 - Location

- Proportion of disadvantaged pupils
- **Brief overview of involvement in programme so far**
 - TP(s) they are working with
 - Number of pupils participating
 - Route into the programme (existing or new relationship with TP(s))
 - How much tutoring delivered so far
 - Mode of delivery (online / face-to-face / hybrid, in school / at home)
 - Group or one-to-one
 - Year group(s)
 - Subject(s)
 - How they are funding the 25% top up (catch up fund or other)
- Previous experience of tutoring delivered in their school
- *If TP Lead (not School Head), why they were appointed TP Lead (volunteered, appointed, aligned to their existing role)*

3. Perception of the Programme

(5 minutes)

Aim: to explore their perception of the programme and what it is trying to achieve.

- Understanding of the TP programme
 - What it is
 - Distinct elements (subsidy, targeting disadvantaged pupils, 15 hours of tutoring, online / face-to-face / hybrid models)
 - What they think the programme is trying to achieve
 - What they think constitutes high-quality tutoring

4. Experience of Mobilise Phase

(15 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experience of Mobilise phase implementation, barriers and facilitators to phase delivery and areas for improvement.

Sub-phase 2: Engaging schools and pupils

- **Explore their experience of identifying TP(s) to engage with for tutoring**
 - Which channel (through NTP website or directly contact with TP)
 - How they selected TP(s) – what criteria they considered (prior experience, prior relationship with TP(s), location, subject / pupil expertise, mode of delivery on offer, other)
 - Whether they knew of any of the organisations
 - Time spent researching the programme / TPs
 - Who did this

- Who made the decision to select TP
 - Any additional activities they had to do to prepare e.g. safeguarding, scheduling, equipment
 - *If working with multiple TPs*: Whether experience differed between engaging different TPs
 - Whether engaging TP came before or after pupil selection process; and why
- **Explore their experience of pupil selection process (identifying and signing them up)**
 - How they decided number of pupils they could include
 - Whether able to support all pupils they wanted to select
 - How they defined disadvantaged
 - How they decided which pupils to include
 - Who was involved in selection process (other staff, pupils, parents / guardians)
 - Subject(s) of focus
 - How they engaged pupils to take part
 - Barriers / facilitators
 - How overcame barriers
 - Any further support needs

Sub-phase 3: Matching delivery and need

- **Explore their experience of tutor-pupil matching**
 - What role they played (if any)
 - *If applicable*: How they went about matching process (by availability, subject, pupil age, pupil gender, pupil ethnicity, location, mode of delivery)
 - Barriers / facilitators
 - Views on how effective matching has been
 - Lessons learnt
 - Any further support needs
- **Explore activities to prepare for tutoring in their school**
 - What information about pupils they shared with the TP(s) or tutor (if any)
 - Estimate of the amount of time it took to set up and prepare for tuition after selecting TP (includes pupil selection, tutor-pupil matching, communicating with pupils/parents, purchasing equipment)
 - Whether this was more / less than anticipated
 - Who did what
 - Which activities took the most time
 - Whether they had to / will have to invest in further resources to support tuition (e.g. buy IT equipment, print materials, hire staff)
 - Estimate quantities of each item purchased
 - Estimate cost of each item purchased
 - Any unforeseen costs related to TP tuition

5. Experience of Delivery Phase

(10 minutes)

Description of Delivery Phase: delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Delivery phase implementation, barriers and facilitators to phase delivery and areas for improvement.

Moderator note: in cases where schools have not yet received any tutoring, focus on the prompts referring to set up and preparation for tutoring rather than delivery itself.

- **Explore their overall experience of programme delivery so far**
 - Broadly, how tutoring is going
 - Variations across different experiences (TPs, tutors, pupils, modes of delivery)
 - How well prepared they felt before starting to receive tuition
 - How much tuition:
 - Delivered so far
 - Planning to be delivered and in what timeframe
 - Whether / how tuition affected by COVID-19 lockdown in early 2021
 - Whether the current model (15 hours of tuition per pupil in one subject) adequate to support their pupils?
 - Homework requirements
 - Perception of how programme has been received by:
 - Staff
 - Pupils
 - Parents / guardians
 - Wider network
 - How they are managing / propose to manage tutoring around COVID-related absences
 - Any further support needs to improve experience
- **Explore their experience of processes supporting tutoring**
 - Timetabling tutoring (how spread across the school week, during or after school)
 - What it involved
 - Who did what
 - How long it took
 - Barriers / facilitators
 - Suggestions for improvement
 - Providing equipment, space and supervision for tutoring
 - What it involved
 - Who did what
 - How long it took
 - Barriers / facilitators
 - Suggestions for improvement
 - Monitoring pupil attendance

- What it involved
 - Who did what
 - How long it took
 - Barriers / facilitators
 - Suggestions for improvement
 - Monitoring pupil and parent / guardian feedback
 - What it involved
 - Who did what
 - How long it took
 - Barriers / facilitators
 - Suggestions for improvement
 - Any other facilitators / barriers and how overcome
 - Any additional resources / cost required (headphones, tablets etc.)
 - Any unexpected resources / costs
 - Anticipated issues for future delivery
 - Suggestions to improve delivery / further support needed
- **Explore their perceptions of alignment of tutoring with classroom learning**
 - Extent to which they feel tutoring is addressing attainment gap
 - Views about quality of tutoring being delivered
 - Variations by mode of delivery, time of delivery, subject, one to one or small group, in-home/at school etc.
 - How they are (*planning on*) monitoring quality of tutoring (if at all)
 - How they will intervene, if needed
 - Anticipated issues for future delivery. *If not already covered, probe about COVID-19 and preparedness if schools were to close again.*
 - Suggestions to improve delivery

6. Expectations of Legacy Phase

(5 minutes)

Description of Legacy Phase: programme impacts on pupil attainment and non-cognitive effects; positive effects on the scale and quality of the tutoring sector; establishing connections between TPs and state schools; and contributing to the evidence base on the effectiveness of tutoring. Long term sustainability of systems and effects.

Aim: To explore their expectations of programme outcomes.

- **Explore their expectations of programme outcomes**
 - For disadvantaged pupils (attainment and non-cognitive)
 - For schools
 - For tutors
 - For TPs
 - For the wider tuition sector
 - Longer-term impacts
- **Explore their satisfaction with the programme so far**
 - Extent to which it has met expectations

- What they would be doing to address the attainment gap if the programme didn't exist (if anything)

7. Close

(2 minutes)

- Thank for participation
- Any questions/ final thoughts
- Explain that their school will receive the incentive later in the academic year
- Explain that we will be inviting classroom teachers and pupils to take part in the research to learn about their experiences. This would involve a phone interview with a classroom teacher and an online focus group with a small group of pupils. Ask whether they would be happy for us to contact them with some information inviting them to take part. Their school would receive an incentive payment each time they take part in the research as a thank you.

Note to moderator: ask the following to a handful of participants with interesting stories or displaying best practice:

The Education Endowment Foundation, who leads delivery of the Tuition Partners programme, is looking to feature stories about the programme for comms purposes e.g. blog posts, best practice case studies.

If you are interested in being involved, we would need to share your contact details with EEF so they could get in touch with you. We would only share your contact details and a few key words about *(moderator to refer to the interesting story/example of best practice discussed on the call)*. Nothing else that we talked about today would be shared. However, they would know that you have taken part in an interview for the evaluation.

Would you be interested in being involved? If so, can you confirm that you are happy for me to pass on your contact details so someone from the Programme Team at EEF can get in touch to speak further?

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *W2 School Lead INT [insert interview number from sample sheet]_40316814_EEF_TP_[INSERT RESEARCHER INITIALS]*
- Complete analysis chart and save in secure project folder.

Where relevant: send contact details (participant name, email address and phone number) and key words about interesting story/example of best practice to **amy.ellis-thompson@nationaltutoring.org.uk**

W2 Classroom teacher topic guide

EEF Evaluation of Tuition Partners

Classroom Teacher Telephone Depth Interviews – Wave 2

Topic Guide v2

45 minutes

Background to the Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).⁷ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021.

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

Background to the Evaluation

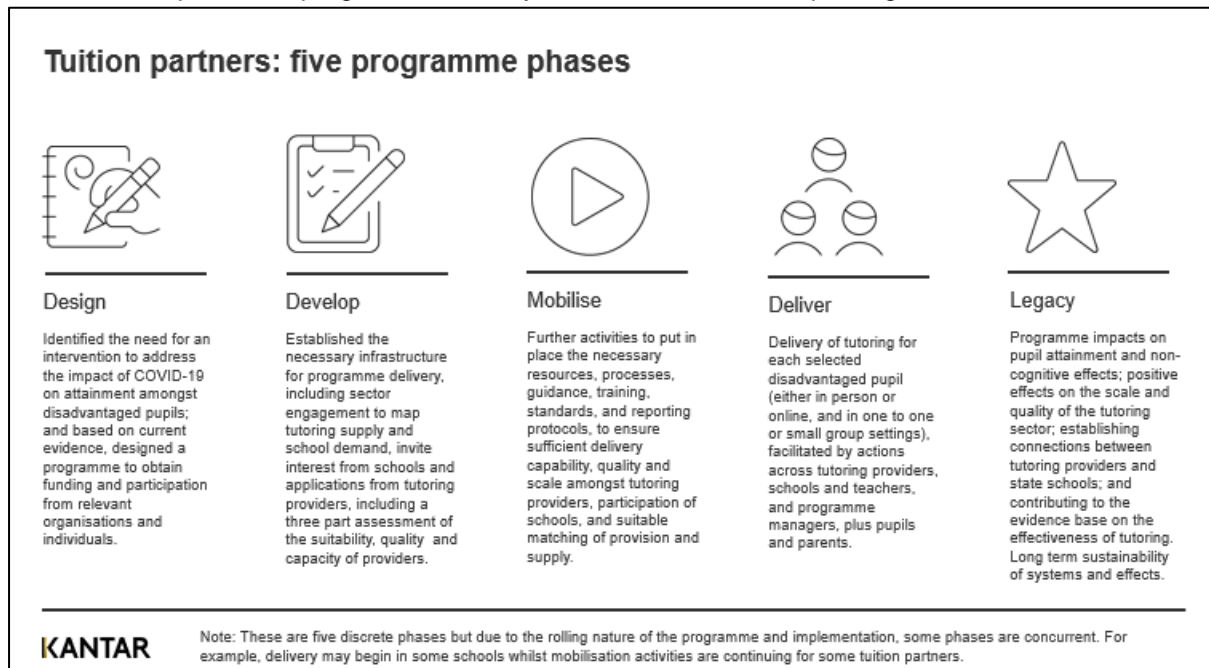
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- How well has the programme been implemented? [*Implementation*]

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- To what extent has the programme both reached and engaged disadvantaged schools and pupils? *Why/why not? [Reach]*
- How well has the programme delivered high quality tutoring? *[High Quality Tutoring]*
- What is the perceived impact of the programme? *[Impact]*
- What factors (moderators) influence (or are perceived to influence) outcomes? *[Moderators]*

There are five phases to programme delivery and Kantar has developed logic models for each.



Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In Wave 2, TPs, tutors, school leads, classroom teachers and pupils are being engaged to discuss implementation and identify barriers to successful delivery, capturing experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation via feedback loops.

The aims of Wave 1 interviews with classroom teachers are to:

- Establish progress against activities and outputs within Mobilise and Delivery phases
- Understand what is working well, challenges, and suggestions for improvement
- Gather views on what the programme is expected to achieve

The guide is structured as follows:

38. Introduction
39. Background
40. Perceptions of programme
41. Experience of Mobilise Phase
42. Experience of Delivery Phase
43. Expectations of Legacy Phase
44. Close

Notes to moderators are displayed in italics.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com

Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed.



1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

- **Thanks & introduction:** Introduce yourself and Kantar, Public Division – independent research agency
- **About the client:** research to evaluate the National Tutoring Programme: Tuition Partners, delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE).
- **Reason for participation:** We're interested in exploring their views and experience of programme implementation so far, what has worked well and less well, and suggestions for improvements. Emphasise that this is not an assessment of anyone's performance of implementing or delivering tuition – rather this is part of a much larger evaluation where we are speaking to Tuition Partner organisations (TPs), school heads/TP leads, pupils, tutors and.
- **How their info will be used:** Their views and experiences will be looked at together with those of other classroom teachers delivering the programme. The individual and school will not be identified in reporting. Participation will not affect their current or future relationship with EEF or DfE.
- **Privacy notice:** check this has been received.
- **Ethical considerations:** Research is voluntary – they have the right to withdraw at any time.
- **Reassurances:** No right or wrong answers - we interested in their experience and views whatever they are.
- **Incentive:** Your school will receive a £50 payment as a thank you for your participation in this research.
- **Duration:** 45 minutes
- **Any questions/concerns?**
- **Audio recording:** ask permission to audio record for analysis purposes. Acknowledge consent on tape.

2. Background

(5 minutes)

Aim: to build rapport, establish context regarding their background and briefly explore their involvement in TP so far.

- **Participant intro**
 - Role and remit within school
 - How long been in role and school
 - Background before joining school
 - Any tutoring experience themselves
- **Brief background to school**
 - Type of school (primary, secondary, alternative provision, SEN)

- Location
- Defining features of school e.g. specialisms
- Characteristics of pupils (attainment, levels of disadvantage)
- Previous experience of tutoring delivered in their school

- **Brief overview of involvement in programme so far**

Note to moderator: ask participant to explain, in their own words, their involvement in the Tuition Partners programme so far to get a sense of engagement. Prompt on:

- TP(s) they are working with (if known)
 - Number of pupils participating
 - Subject(s)
 - Year group(s)
 - Mode of delivery (online / face-to-face / hybrid, in school / at home / hybrid)
 - Group or one-to-one

3. Perception of the Programme (5 minutes)

Aim: to explore their perception of the programme and their understanding of what it is trying to achieve

- Understanding of the TP programme
 - Initial understanding of the programme
 - Has their understanding changed/developed?
 - Distinct elements (subsidy, targeting disadvantaged pupils, 15 hours of tutoring, online / face-to-face / hybrid models)
 - What they think the programme is trying to achieve
 - What they hope the programme achieves for pupils
 - What they think constitutes high-quality tutoring
- **Explore experience of learning about the programme**
 - How they first heard about the programme e.g. from school (email, staff meeting, newsletter), media, another channel
 - How they found out their school was participating
 - Who told them
 - What they were told including any expectations around their involvement

4. Experience of Mobilise Phase (15 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experience of Mobilise phase implementation, applying for tuition, internal coordination and logistics, matching delivery and need, barriers and facilitators to phase delivery and areas for improvement.

Moderator note: classroom teachers may have a range of involvement in Mobilise Phase (from a lot to none at all). Therefore, use time and prompts flexibly to be responsive to individual participants.

Sub-phase 2: Engaging schools and pupils

- **Explore their engagement with the TP Lead about the TP tuition (if any)** (*moderator to explain that TP Lead refers to the person within their school leading coordination of the TP tuition*)
 - Frequency and nature of engagement with TP Lead about the TP tuition
 - How long it took
 - Whether they would have liked more / less
 - Barriers identified when liaising with TP Lead about the TP tuition
 - How overcame barriers
 - Any further support needs

- **Explore their experience of pupil selection process (identifying and signing them up)**
 - Whether they were involved in selecting pupils to receive TP tuition
 - What it involved
 - How long it took
 - Who it involved (them, TP Lead, other staff, pupils, parents / guardians)
 - Barriers/ facilitators
 - Reasons for selecting pupils chosen
 - Number of pupils
 - Subject(s) of focus
 - *If group tuition:* Placing pupils in groups
 - How they defined disadvantaged (*prompt Pupil Premium if not mentioned*)
 - Barriers / facilitators
 - Any further support needs

- **Explore how they engaged pupils to take part**
 - Whether they were involved in telling selected pupils about the opportunity
 - What it involved
 - How long it took
 - Who was involved (them, TP Lead, other staff, parents / guardians)
 - Initial pupil reactions
 - Barriers / facilitators
 - How overcame barriers
 - Any further support needs

Sub-phase 4: Matching delivery and need

- **Explore their experience of tutor-pupil matching**
 - Whether they were involved in tutor-pupil matching

- What it involved e.g. by availability, subject, pupil age, pupil gender, pupil ethnicity, location, mode of delivery
 - How long it took
 - Who was involved
 - Barriers / facilitators
 - Views on how effective matching has been
 - Lessons learnt
 - Any further support needs
- **(If group tuition) explore how pupil groups were created**
 - Whether they were involved in creating pupil groups
 - What it involved e.g. based on subject, attainment, school age, year group, friendship group
 - How long it took
 - Who was involved
 - Views on how effective matching has been
- **Explore activities to prepare for tutoring in their school**
 - What information about pupils they shared with the TP(s) or tutor (if any)
 - Estimate of the amount of time it took to set up and prepare for tuition e.g. safeguarding, equipment, collating and sharing data with TPs/tutors
 - What it involved
 - Who did what
 - How long it took
 - Whether this was more / less than anticipated
 - Whether their school had to / will have to invest in further resources to support tuition (e.g. buy IT equipment, download/engage with specific virtual learning environment or platform, print materials)
 - Estimate quantities of each item purchased
 - Estimate cost of each item purchased

5. Experience of Delivery Phase

(10 minutes)

Description of Delivery Phase: delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Delivery phase implementation, experiences with tutors and TPs, experience of processes supporting tutoring, perceptions of alignment of tutoring with classroom learning and barriers and facilitators to phase delivery and areas for improvement.

Moderator note: in cases where schools have not yet received any tutoring, focus on the prompts referring to set up and preparation for tutoring rather than delivery itself.

- **Explore their overall experience of programme delivery**
 - Broadly, how tutoring is going / went
 - How much tuition:

- Delivered so far
 - Planning to be delivered and in what timeframe
 - How well prepared they felt to support tutors and delivery of tuition
 - Homework requirements from tutor (if any)
 - Perception of how programme has been received by:
 - Other staff
 - Pupils
 - Parents / guardians
 - Wider network
 - How they are managing time they give to the programme (if any) e.g. following up with pupils, providing supervision
 - How they are managing / propose to manage tutoring around COVID-related absences (e.g. pause, move to at home if delivery was in school)
 - Any further support needs
- **Explore experiences with tutors and TPs**
 - Any engagement with TP(s) (if any)
 - What it involved
 - Barriers/facilitators
 - Suggestions for improvements
 - Any engagement with tutor(s) (if any)
 - What it involved
 - Barriers/facilitators
 - Suggestions for improvements
 - View on the quality of tutoring received so far
 - Perceptions of tutors and their experience / qualifications
- **Explore their experience of processes supporting tutoring**
 - Timetabling tutoring (how spread across the school week, during or after school)
 - What it involved – who did it and how long it took
 - Barriers / facilitators
 - Suggestions for improvement
 - Providing equipment, space and supervision for tutoring
 - What it involved – who did it and how long it took
 - Barriers / facilitators
 - Suggestions for improvement
 - Monitoring pupil attendance
 - What it involved – who did it and how long it took
 - Barriers / facilitators
 - Suggestions for improvement
 - Monitoring pupil and parent / guardian feedback
 - What it involved – who did it and how long it took
 - Barriers / facilitators
 - Suggestions for improvement
 - Any other facilitators / barriers and how overcome
 - Any additional resources / cost required (headphones, tablets etc.)

- Any unexpected resources / costs
 - Anticipated issues for future delivery
 - Suggestions to improve delivery / further support needed
- **Explore their perceptions of alignment of tutoring with classroom learning**
 - Extent to which they feel tutoring is addressing attainment gap
 - Views about quality of tutoring being delivered
 - Variations by mode of delivery, time of delivery, subject, one to one or small group in-home/at school etc.
 - How they are (*planning on*) monitoring quality of tutoring (if at all)
 - What it involved
 - How long it took
 - How they will intervene, if needed
 - Anticipated issues for future delivery. *If not already covered, probe about COVID-19 and preparedness if schools were to close again.*
 - Suggestions to improve delivery

6. Expectations of Legacy Phase (5 minutes)

Description of Legacy Phase: programme impacts on pupil attainment and non-cognitive effects; positive effects on the scale and quality of the tutoring sector; establishing connections between TPs and state schools; and contributing to the evidence base on the effectiveness of tutoring. Long term sustainability of systems and effects.

Aim: To explore their expectations of programme outcomes.

- **Explore their expectations of programme outcomes**
 - For disadvantaged pupils (attainment and non-cognitive)
 - How identifying pupils' progress (if at all) (formally / informally)
 - Others
 - For schools
 - For teachers
 - For tutors
 - For TPs
 - For the wider tuition sector
 - Longer-term impacts
- **Explore their satisfaction with the programme so far**
 - Extent to which perceptions of the programme have changed (if at all)
 - Extent to which the programme has met expectations
 - What they would be doing to address the attainment gap if the programme didn't exist (if anything)

7. Close (2 minutes)

- Thank for participation

- Any questions/ final thoughts
- Explain that their school will receive the incentive later in the academic year.

Note to moderator: ask the following to a handful of participants with interesting stories or displaying best practice:

The Education Endowment Foundation, who leads delivery of the Tuition Partners programme, is looking to feature stories about the programme for comms purposes e.g. blog posts, best practice case studies.

If you are interested in being involved, we would need to share your contact details with EEF so they could get in touch with you. We would only share your contact details and a few key words about (*moderator to refer to the interesting story/example of best practice discussed on the call*). Nothing else that we talked about today would be shared. However, they would know that you have taken part in an interview for the evaluation.

Would you be interested in being involved? If so, can you confirm that you are happy for me to pass on your contact details so someone from the Programme Team at EEF can get in touch to speak further?

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *W2 Classroom teacher INT [insert interview number from sample sheet]_40316814_EEF_TP_[INSERT RESEARCHER INITIALS]*
- Complete analysis chart and save in secure project folder.
- *Where relevant:* send contact details (participant name, email address and phone number) and key words about interesting story/example of best practice to **amy.ellis-thompson@nationaltutoring.org.uk**

W2 Tutor focus group topic guide

EEF Evaluation of Tuition Partners

Tutor Focus Groups – Wave 2

Topic Guide v3

90 minutes

Background to the Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).⁸ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021.

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

Background to the Evaluation

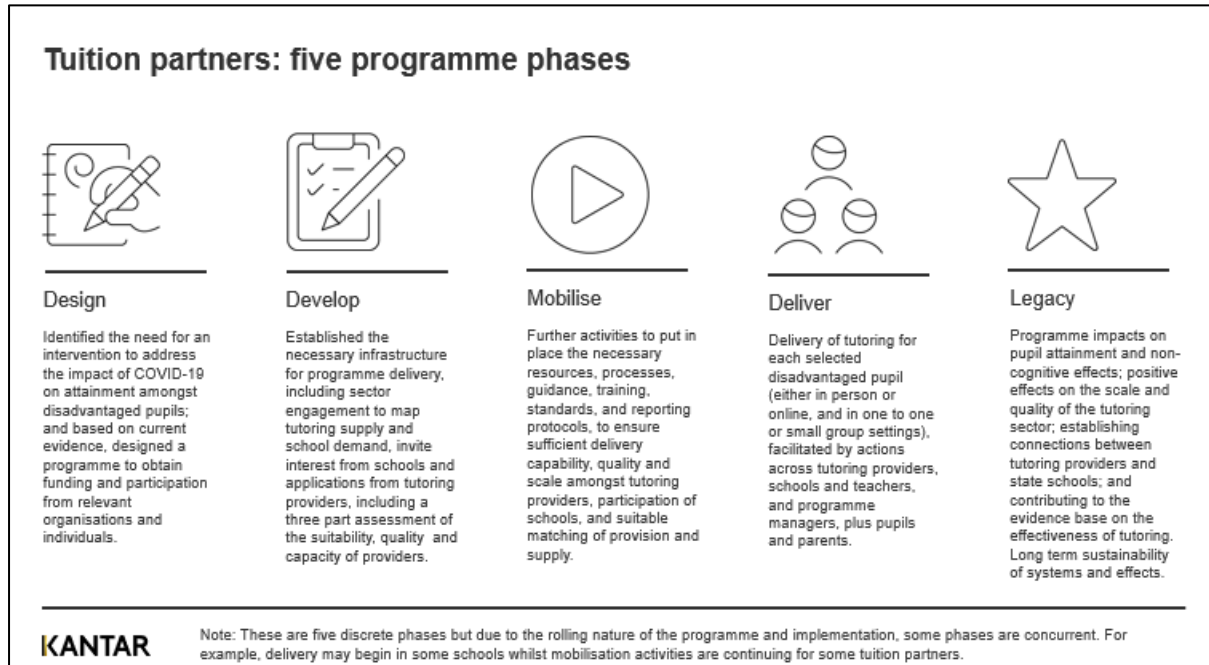
Kantar is conducting the Implementation and Process Evaluation (IPE) of the Tuition Partners Programme, as part of a consortium of evaluators, led by the National Foundation for Educational Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will quantify the overall impact of the programme on pupil attainment/learning outcomes how this varies by different types of tutoring, pupil, and school characteristics. The evaluation will also explore the experiences of TPs, schools, tutors, and pupils in order to improve the delivery of similar programmes in the future. The overarching IPE research questions are:

- How well has the programme been implemented? [*Implementation*]
- To what extent has the programme both reached and engaged disadvantaged schools and pupils? Why/why not? [*Reach*]

⁸[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)

- How well has the programme delivered high quality tutoring? [*High Quality Tutoring*]
- What is the perceived impact of the programme? [*Impact*]
- What factors (moderators) influence (or are perceived to influence) outcomes? [*Moderators*]

There are five phases to programme delivery and Kantar has developed logic models for each.



Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In Wave 2, TPs, tutors, school leads, classroom teachers and pupils are being engaged to discuss implementation and identify barriers to successful delivery, capturing experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation via feedback loops.

The aims of Wave 2 focus groups with tutors are to:

- Establish progress against activities and outputs within Mobilise and Delivery phases
- Understand variations in experiences of what is working well, challenges, and suggestions for improvement amongst tutors working for the same TP
- Gather views on what the programme is expected to achieve.

The guide is structured as follows:

45. Introduction
46. Background
47. Perceptions of programme
48. Experience of Mobilise Phase
49. Experience of Delivery Phase
50. Expectations of Legacy Phase
51. Close

Notes to moderators are displayed in italics.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com

Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed.



1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

- **Thanks & introduction:** Introduce yourself and Kantar, Public Division – independent research agency
- **About the client:** research to evaluate the Tuition Partners programme, delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE).
- **Reason for participation:** The Tuition Partners programme aims to provide additional, targeted catch up tuition for disadvantaged pupils in state-maintained primary and secondary schools. The EEF approved 33 Tuition Partner organisations (TPs), who passed a set of quality, safeguarding and evaluation standards, to deliver tuition to schools as part of the programme. They have been contacted as tutors who are delivering tuition as part of the Tuition Partners programme, and we are interested in exploring their experience, what has worked well and less well, and suggestions for improvements. Emphasise that this is not an assessment of their performance of implementing or delivering TP – rather this is part of a much larger evaluation where we are speaking to schools, pupils, tutors and TP.
- **How their info will be used:** Their views and experiences will be looked at together with those of other tutors delivering the programme. They will not be identified in reporting. Participation will not affect their current or future relationship with EEF or DfE.
- **Privacy notice:** check this has been received.
- **Ethical considerations:** Research is voluntary – they have the right to withdraw at any time.
- **Reassurances:** No right or wrong answers - we interested in their experience and views whatever they are.
- **Incentive:** They will receive £50 as a thank you for their participation in this research.
- **Duration:** 90 minutes
- **Any questions/concerns?**
- **Audio recording:** ask permission to audio record for analysis purposes. Acknowledge consent on tape.

2. Background

(10 minutes)

Aim: to build rapport, establish context regarding their background and briefly explore their involvement in TP so far.

Moderator to explain that they understand participants are all working with [insert TP name] to deliver tuition as part of the National Tutoring Programme: Tuition Partners. Moderator to ask them to confirm.

- **Participant intros**
 - Ask for them to say a little bit about themselves e.g. work, qualifications
 - How tutoring fits in (full time / part time / other jobs)

- Any experience of tutoring prior to TP (number of years, whether they work for other tutoring organisations, any experience with disadvantaged pupils etc.)
- Profile of their 'usual' tutoring recipient (age, subject, mode of delivery, specialism etc.)

Explain that you would now like to talk about their experience of working with [insert TP name] as part of the Tuition Partners programme and you are interested in similarities and differences between different tutors' experiences. Remind them that you would like them to focus on the Tuition Partners programme and if they make any comparisons with their experiences of tutoring outside the programme that they make that clear.

- **Brief overview of involvement in Tuition Partners programme so far**
 - Brief overview of tuition delivered as part of TP programme
 - Mode of delivery (online / face-to-face / hybrid)
 - 1:1 / group
 - In school / at home
 - Subjects
 - Year groups
 - Types of schools
 - Route into the programme (existing or new relationship with TP)
 - Motivation for working as a TP tutor

3. Perception of the Programme (15 minutes)

Aim: to explore their perception of the programme and what it is trying to achieve.

- **Explore what they think constitutes high-quality tutoring**
 - Which they think are the most important aspects. *Moderator to note mention of any of the following:*
 - *Dosage*
 - *Short*
 - *Regular*
 - *conducted over 6-12 weeks*
 - *Involve an appropriate number and mix of pupils*
 - *Focus*
 - *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*
 - *Developed and refined in response to ongoing diagnostic assessment and feedback*
 - *Experience*
 - *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*
 - *Sufficient safeguarding protocols*
- Which aspects they perceive are incorporated in their delivery of the TP programme
- **Explore their understanding of the TP programme**
 - What they think the programme is trying to achieve
 - Perception of how different the TP programme is compared to non-TP tuition

4. Experience of Mobilise Phase (20 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experience of Mobilise phase implementation, barriers and facilitators to phase delivery and areas for improvement.

Explain that you would now like to talk about their experience of the Tuition Partners programme working with [insert TP name]. Remind that you would like them to focus on the Tuition Partners programme and if they make any comparisons with their experiences of tutoring outside the programme that they make that clear.

Sub-phase 1: Activating tuition partners and tutors

- **Explore their experiences of recruitment to TP as part of Tuition Partners programme**
 - How they found out about opportunity
 - When
 - Whether already working with TP
 - How they selected TP to apply to – what criteria they considered (specialisms, qualifications required, experience required, location, mode of delivery, subject(s), prior relationship, other)
 - Application process (if any)
 - What it involved
 - Barriers / facilitators
 - Any suggestions for improvements
 - How they were selected (if known)
 - What it involved (specialisms, qualifications, experience, location, mode of delivery, subject(s), prior relationship, other)
 - Barriers / facilitators
 - Any suggestions for improvements
 - View on how effective tutor recruitment was
 - *If any participant is working with multiple TPs: Whether experience differed between TPs*

- **Explore their experiences of training and briefing from TP as part of Tuition Partners programme**
 - What training involved
 - Number of sessions
 - Session content (including whether specific to the TP programme e.g. EEF guidance about HQT)
 - Mode of delivery
 - When it took place
 - Whether it was optional
 - Barriers / facilitators
 - What they learnt
 - How well prepared they felt following training and briefing
 - Any further support needs
 - *If any participant is working with multiple TPs:* Whether experience differed between TPs

Sub-phase 3: Matching delivery and need

- **Explore their experiences of tutor-pupil matching as part of Tuition Partners programme**
 - What role they played (if any)
 - *If applicable:* How matching process worked (by availability, subject, pupil age, pupil gender, pupil ethnicity, location, mode of delivery)
 - Barriers / facilitators
 - Views on how effective matching has been
 - What information about pupils they received before the first session (if any)
 - Whether they reviewed / made use of any information
 - Any other information they would have liked to receive
 - Lessons learnt
 - Any further support needs
 - *If any participant is working with multiple TPs:* Whether experience differed between TPs

Moderator to check whether participants would like a 5-minute break. If so, reduce section 5 to 25 minutes.

5. Experience of Delivery Phase (30 minutes)

Description of Delivery Phase: delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Delivery phase implementation, barriers and facilitators to phase delivery and areas for improvement.

- **Explore their overall experiences of programme delivery so far**
 - Mode of delivery (online, face-to-face or hybrid)

- Advantages / disadvantages
 - Lessons learnt
 - 1:1 or small groups
 - If groups, how groups were created (if known) (based on subject, attainment, school age, year group, friendship group)
 - Views on how effective group allocations have been
 - Barriers / facilitators
 - Lessons learnt
 - Any further support needs
 - *If any participant is working with multiple TPs: Whether experience differed between TPs*
- **Explore their experiences of processes supporting tutoring**
 - Timetabling tutoring (how spread across the school week, during or after school)
 - What it involved
 - Barriers / facilitators
 - Suggestions for improvement
 - Schools providing equipment, space and supervision for tutoring
 - What it involved
 - Barriers / facilitators
 - Suggestions for improvement
 - Monitoring pupil attendance
 - What it involved
 - Barriers / facilitators
 - Suggestions for improvement
 - Processes supporting lesson planning
 - What it involved
 - Barriers / facilitators
 - Suggestions for improvement
 - Tuition partner platform used (if any)
 - What it involved
 - Barriers / facilitators
 - Suggestions for improvement
 - Monitoring pupil and parent / guardian feedback
 - What it involved
 - Barriers / facilitators
 - Suggestions for improvement
 - Any other facilitators / barriers and how overcome
 - Anticipated issues for future delivery
 - *If any participant is working with multiple TPs: Whether experience differed between TPs*
- **Explore their perceptions of alignment of tutoring with classroom learning**
 - Extent to which they feel their tutoring is aligned with classroom teaching
 - Suggestions for improvement
 - Views about quality of tutoring being delivered

- Variations by mode of delivery, time of delivery, subject, 1:1 / small group, in-home / at school etc.
- Quality monitoring mechanisms (if any)
 - By tutors
 - By TPs
 - By schools
 - How they change their approach, if needed
- *If any participant is working with multiple TPs:* Whether experience differed between TPs

6. Expectations of Legacy Phase

(10 minutes)

Aim: To explore their expectations of programme outcomes.

- **Explore their expectations of programme outcomes**
 - For disadvantaged pupils (attainment and non-cognitive)
 - For schools
 - For tutors
 - For TPs
 - For the wider tuition sector
 - Longer-term impacts
- **Explore their satisfaction with the programme so far**
 - Extent to which it has met their expectations
 - Plans beyond the programme:
 - To tutor again
 - To teach

7. Close

(2 minutes)

- Thank for participation
- Any questions / final thoughts
- Explain that they will receive an email from **rewards@perks.com** within 7 working days containing a code to access the incentive, as a thank you for their participation. Explain that the email address they used to receive the Zoom link will be used to administer their incentive.

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *W2 Tutor Group [insert group number from sample sheet]_40316814_EEF_TP_[INSERT RESEARCHER INITIALS AND DATE]*
- Complete analysis chart and save in secure project folder

W2 Tutor depth topic guide

EEF Evaluation of Tuition Partners

Tutor Telephone Depth Interviews – Wave 2

Topic Guide v3

45 minutes

Background to the Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).⁹ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021.

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

Background to the Evaluation

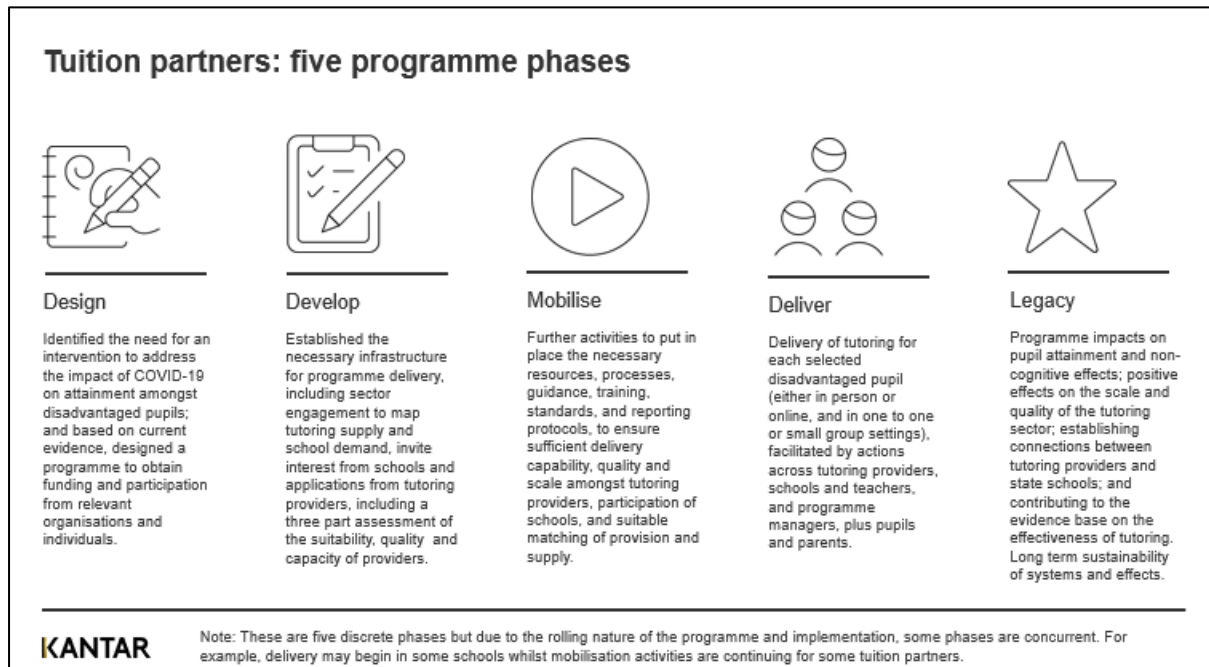
Kantar is conducting the Implementation and Process Evaluation (IPE) of the Tuition Partners Programme, as part of a consortium of evaluators, led by the National Foundation for Educational Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will quantify the overall impact of the programme on pupil attainment/learning outcomes how this varies by different types of tutoring, pupil, and school characteristics. The evaluation will also explore the experiences of TPs, schools, tutors, and pupils in order to improve the delivery of similar programmes in the future. The overarching IPE research questions are:

- How well has the programme been implemented? [*Implementation*]
- To what extent has the programme both reached and engaged disadvantaged schools and pupils? Why/why not? [*Reach*]

⁹[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)

- How well has the programme delivered high quality tutoring? [*High Quality Tutoring*]
- What is the perceived impact of the programme? [*Impact*]
- What factors (moderators) influence (or are perceived to influence) outcomes? [*Moderators*]

There are five phases to programme delivery and Kantar has developed logic models for each.



Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In Wave 2, TPs, tutors, school leads, classroom teachers and pupils are being engaged to discuss implementation and identify barriers to successful delivery, capturing experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation via feedback loops.

The aims of Wave 2 interviews with tutors are to:

- Establish progress against activities and outputs within Mobilise and Delivery phases
- Understand what is working well, challenges, and suggestions for improvement
- Gather views on what the programme is expected to achieve.

The guide is structured as follows:

52. Introduction
53. Background
54. Perceptions of programme
55. Experience of Mobilise Phase
56. Experience of Delivery Phase
57. Expectations of Legacy Phase
58. Close

Notes to moderators are displayed in italics.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com

Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed

1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

- **Thanks & introduction:** Introduce yourself and Kantar, Public Division – independent research agency
- **About the client:** research to evaluate the National Tutoring Programme: Tuition Partners programme, delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE).
- **Reason for participation:** We're interested in exploring their experience of programme implementation so far, what has worked well and less well, and suggestions for improvements. Emphasise that this is not an assessment of their performance of implementing or delivering the programme – rather this is part of a much larger evaluation where we are speaking to schools, pupils, tutors and TPs.
- **How their info will be used:** Their views and experiences will be looked at together with those of other tutors delivering the programme. They will not be identified in reporting. Participation will not affect their current or future relationship with EEF or DfE.
- **Privacy notice:** check this has been received
- **Ethical considerations:** Research is voluntary – they have the right to withdraw at any time.
- **Reassurances:** No right or wrong answers - we interested in their experience and views whatever they are.
- **Incentive:** They will receive £50 as a thank you for their participation in this research.
- **Duration:** 45 minutes
- **Any questions/concerns?**
- **Audio recording:** ask permission to audio record for analysis purposes. Acknowledge consent on tape.

2. Background

(5 minutes)

Aim: to build rapport, establish context regarding their background and briefly explore their involvement in TP so far.

- **Participant intro**
 - Ask for them to say a little bit about themselves e.g. work, qualifications
 - How tutoring fits in (full time / part time / other jobs)
 - Experience of tutoring prior to TP
 - In what setting (in school or not)
 - Number of years
 - Motivation for working as a tutor
 - Profile of their 'usual' tutoring recipient (age, subject, mode of delivery etc.)
 - Any specialisms

Explain that you would now like to talk about the Tuition Partners programme. Explain that, for each question, you would like them to talk about the Tuition Partners programme only and not about any experience of tutoring outside the programme. Where a participant has experience tutoring in schools outside the TP programme, invite comparison to TP programme if appropriate.

- **Brief overview of involvement in Tuition Partners programme so far**
 - TP(s) they are working with
 - Type of organisation(s) (not-for-profit, commercial etc.)
 - Route into the programme (existing or new relationship with TP(s))
 - Nature of agreement with TP(s) (employed / self-employed / volunteer)
 - How much tutoring they have delivered so far as part of programme
 - Mode of delivery (online, face-to-face or hybrid)
 - One to one or group
 - Length of sessions

3. Perception of the Programme (5 minutes)

Aim: to explore their perception of the programme and what it is trying to achieve.

- Understanding of the TP programme
 - What it is
 - How long it is due to run for
 - Distinct elements (subsidy, targeting disadvantaged pupils, 15 hours of tutoring, online / face-to-face / hybrid models)
 - What they think the programme is trying to achieve
 - What they think constitutes high-quality tutoring

4. Experience of Mobilise Phase (10 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experience of Mobilise phase implementation, barriers and facilitators to phase delivery and areas for improvement.

Remind them that you would like them to talk about the Tuition Partners programme only and not about any experience of tutoring outside the programme. Where a participant has experience tutoring in schools outside the TP programme, invite comparison to TP programme if appropriate.

Sub-phase 1: Activating tuition partners and tutors

- **Explore their experience of recruitment to TP(s) as part of Tuition Partners programme**
 - How they found out about opportunity
 - When

- Whether already working with a (TP)
 - How they selected TP(s) to apply to – what criteria they considered (specialisms, qualifications required, experience required, location, mode of delivery, subject(s), prior relationship, other)
 - Any application / selection process
 - Any additional activities they had to do to prepare and amount of time taken e.g. safeguarding, equipment
 - View on how effective tutor recruitment has been
 - *If working with multiple TPs*: Whether experience differed between TPs
- **Explore their experience of training and briefing from TP as part of Tuition Partners programme**
 - What TP-specific training / briefing it involved (if any)
 - Number of sessions
 - Session content
 - Mode of delivery
 - Whether it was optional
 - Barriers / facilitators
 - What they learnt / how well tailored to their needs/prior experience
 - How well prepared they felt following training and briefing
 - Role it has played / think it will play in their delivery
 - Any further support needs

Sub-phase 2: Engaging schools and pupils

- **Explore their experience of engaging schools as part of Tuition Partners programme**
 - What role they played (if any)
 - Barriers / facilitators

Sub-phase 3: Matching delivery and need

- **Explore their experience of tutor-pupil matching as part of Tuition Partners programme**
 - What role they played (if any)
 - *If applicable*: How matching process worked (by availability, subject, pupil age, pupil gender, pupil ethnicity, location, mode of delivery, specialism)
 - Level of contact / support received from TP or schools
 - Barriers / facilitators
 - What information about pupils they received before the first session (if any)
 - Whether they reviewed / made use of any information
 - Any other information they would have liked to receive
 - Views of how effective matching has been
 - Lessons learnt
 - Any further support needs

5. Experience of Delivery Phase

(15 minutes)

Description of Delivery Phase: delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Delivery phase implementation, barriers and facilitators to phase delivery and areas for improvement.

- **Explore their overall experience of programme delivery so far**
 - Broadly, how tutoring is going
 - Variations across experiences (different schools, pupils, modes of delivery, group sizes)
 - How many pupils:
 - Delivered tutoring to so far
 - Planning to deliver tutoring to and in what timeframe
 - Across how many schools
 - Types of schools
 - Mode of delivery (online/f2f /hybrid and in-school/at home)
 - Advantages and disadvantages
 - Views on optimum mode
 - Lessons learnt
 - Types of pupils (subject, pupil age, pupil gender, pupil ethnicity, location)
 - One to one or small groups
 - If groups, how similar types of pupils were
 - Advantages and disadvantages
 - Views on optimum group size
 - Lessons learnt
 - Differences in provision during school closures
 - How well prepared they felt
 - Barriers/ facilitators
 - Any further support needs
- **Explore their experience of processes supporting tutoring**
 - Schools providing equipment, space and supervision
 - What it involved
 - Barriers / facilitators
 - Further support needs
 - Monitoring pupil attendance
 - What it involved
 - Barriers / facilitators
 - Further support needs
 - Processes supporting lesson planning
 - What it involved and how much time spent before and after session
 - More or less than anticipated

- Barriers / facilitators
 - Further support needs
 - (If online) Tuition Partner online platform used
 - Key features
 - Barriers / facilitators
 - Further support needs
 - Managing pupil engagement and behaviour
 - What it involved
 - Barriers / facilitators
 - Further support needs
 - Schools monitoring pupil and parent / guardian feedback
 - What it involved
 - Barriers / facilitators
 - Key areas for feedback
 - Impact of receiving / not receiving feedback
 - Any other barriers / facilitators
 - How overcame barriers
 - Resources / cost to tutor (equipment, home internet speed, travel)
 - Any unexpected resources / costs
 - Anticipated issues for future delivery
 - Suggestions to improve delivery
- **Explore their perceptions of alignment of tutoring with classroom learning**
 - Extent to which they feel aware of the classroom curriculum
 - Suggestions for improvement
 - Extent to which they feel tutoring is addressing attainment gap
 - Suggestions for improvement
 - Views about quality of tutoring being delivered
 - Variations by mode of delivery, time of delivery, subject, one to one / small group, in school / at home, information provided about pupils in advance etc.
 - Quality monitoring mechanisms (if any)
 - By tutors
 - By TPs
 - By schools
 - How they change their approach, if needed
 - Anticipated issues for future delivery. *If not already covered, probe about COVID-19 and preparedness if schools were to close again.*

6. Expectations of Legacy Phase

(5 minutes)

Aim: To explore their expectations of programme outcomes.

- **Explore their expectations of programme outcomes**
 - For disadvantaged pupils (attainment and non-cognitive)
 - For schools

- For tutors
 - For TPs
 - For the wider tuition sector
 - Longer-term impacts
- **Explore their satisfaction with the programme so far**
 - Extent to which it has met their expectations
 - Perception of extent to which it has met schools' expectations
 - What they would be doing if the programme didn't exist (if anything)
 - Plans beyond the programme:
 - To tutor again
 - To teach

7. Close

(2 minutes)

- Thank for participation
- Any questions/ final thoughts
- Double check email address is correct to administer incentive as a thank you for their participation. Explain that they will receive an email from **rewards@perks.com** within 7 working days containing a code to access the incentive.

Note to moderator: ask the following to a handful of participants with interesting stories or displaying best practice:

The Education Endowment Foundation, who leads delivery of the Tuition Partners programme, is looking to feature stories about the programme for comms purposes e.g. blog posts, best practice case studies.

If you are interested in being involved, we would need to share your contact details with EEF so they could get in touch with you. We would only share your contact details and a few key words about (*moderator to refer to the interesting story/example of best practice discussed on the call*). Nothing else that we talked about today would be shared. However, they would know that you have taken part in an interview for the evaluation.

Would you be interested in being involved? If so, can you confirm that you are happy for me to pass on your contact details so someone from the Programme Team at EEF can get in touch to speak further?

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain

- Upload audio recording to secure project folder, labelled as follows: *W2 Tutor INT [insert interview number from sample sheet]_40316814_EEF_TP_[INSERT RESEARCHER INITIALS]*
- Complete analysis chart and save in secure project folder
- *Where relevant:* send contact details (participant name, email address and phone number) and key words about interesting story/example of best practice to **amy.ellis-thompson@nationaltutoring.org.uk**

W2 Pupil focus group: primary school topic guide

EEF Evaluation of Tuition Partners

Pupil focus group (primary school – up to age 11)

Wave 2

Topic Guide v1

30-45 minutes

Background to Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).¹⁰ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021.

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

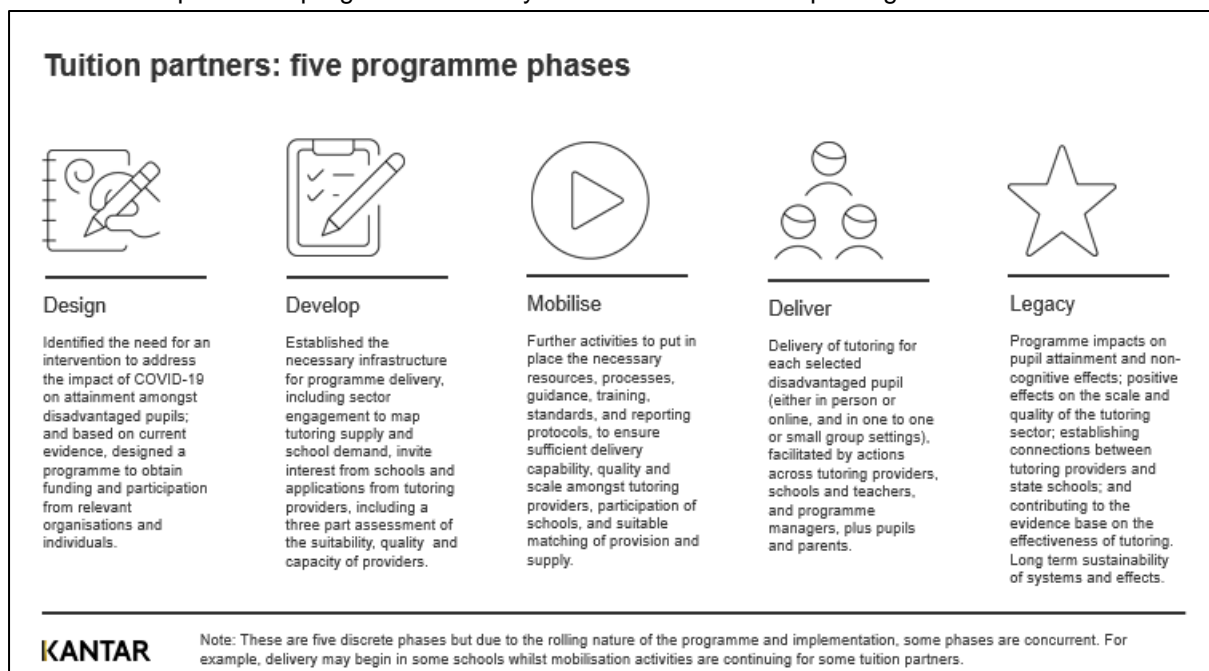
Background to Evaluation

Kantar is conducting the Implementation and Process Evaluation (IPE) of the Tuition Partners Programme, as part of a consortium of evaluators, led by the National Foundation for Educational Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will quantify the overall impact of the programme on pupil attainment/learning outcomes how this varies by different types of tutoring, pupil, and school characteristics. The evaluation will also explore the experiences of TPs, schools, tutors, and pupils in order to improve the delivery of similar programmes in the future. The overarching IPE research questions are:

¹⁰ [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)

- How well has the programme been implemented? *[Implementation]*
- To what extent has the programme both reached and engaged disadvantaged schools and pupils? *Why/why not? [Reach]*
- How well has the programme delivered high quality tutoring? *[High Quality Tutoring]*
- What is the perceived impact of the programme? *[Impact]*
- What factors (moderators) influence (or are perceived to influence) outcomes? *[Moderators]*

There are five phases to programme delivery and Kantar has developed logic models for each.



Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In Wave 2, TPs, tutors, school leads, classroom teachers and pupils are being engaged to discuss implementation and identify barriers to successful delivery, capturing experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation via feedback loops.

The aims of Wave 2 focus groups with pupils are to:

- Capture pupils' experiences of Mobilise and Delivery phases
- Understand variations in what is working well, challenges, and suggestions for improvement amongst pupils receiving TP tuition
- Gather pupils' views on what the programme is expected to achieve for them.

There are two guides for pupil focus groups – one for pupils of primary school age (30-45 minutes with more prompts) and one for pupils of secondary school age (45 minutes).

This guide is structured as follows:

59. Introduction
60. Background
61. Perceptions of the programme

62. Experience of Mobilise Phase
63. Experience of Delivery Phase
64. Expectations of Legacy Phase
65. Close

Notes to moderators are displayed in italics.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com

Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed.



1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

Note to moderator: *ensure thorough explanation of introduction to ensure participants are informed.*

- **Thanks & introduction:** Introduce yourself and Kantar Public, a research agency. Explain that your job involves talking to different people about different topics to find out about their experiences.
- **About the client:** Explain that the Education Endowment Foundation (EEF) and the Department for Education (DfE, government) organised tuition for pupils this academic year and would like to know how pupils have found it.
- **Reason for participation:** Explain that we're really interested in hearing about what they liked / disliked about the tuition they received and what they think would make it better for other young people like them.
- **How their info will be used:** The views and experiences they share in the session will be looked at together with views of pupils who have received tuition in other schools. We will look at what everyone says and then make a presentation for EEF and DfE to show them what pupils thought.
- **Reassurances:** There are no right or wrong answers. This is not a test of them or their tutor. We are interested in their thoughts, whatever they are. Emphasise that they can be honest and say what they really think about the tuition. Their answers will not be shared with teachers or tutors.
- **Permissions:** Explain that we have shared information about the research with their parent / carer / whoever looks after them and given them the opportunity to withdraw you.
- **Ethical considerations:** Voluntary – explain this means they do not have to take part if they don't want to. Confidential and anonymous – explain this means we will not use their name in the presentation. **Emphasise they do not have to take part if they do not want to.** Explain

that if they decide they do not want to take part when you have finished talking or once you get started, just let you know and you can remove them from the session.

- **Safeguarding:** Explain that if they tell you anything that makes you concerned for their safety or the safety of someone else, you will have to tell a teacher. Explain that you will let them know before you do.
- **Duration:** up to 45 minutes
- **House rules:** Important that you hear from everyone so they should try not to talk over each other. If they would like to ask a question, use the 'raise hand' function (show them where it is). If they have any technical issues with the connection, type in the chat to let you know (show them where it is). If it is noisy in the background when they are not talking, use the 'mute' function (show them where it is). *Moderator can also mute and unmute participants if participants are not able to themselves.*
- **Questions/concerns:** Ask if anyone has questions about what they have heard.
Pause for questions
- **Confirm verbal consent to take part:** Ask whether anyone does not want to take part.
Pause for responses
- **Video recording:** Thank them for agreeing to take part. Explain you would like to video record the group chat, so you do not have to make lots of notes while we are talking. Ask for permission. Start recording and acknowledge consent on tape.
- **Equipment:** Check that they all have some paper and a pen or pencil to hand. Explain that we will be using them shortly.

Moderator: if it is a challenge to cover all sections in the time available, key questions are marked with an asterisk throughout. Please prioritise these.

2. Background

(2-5 minutes)

Aim: to build rapport, establish context regarding their background and establish tuition features for each participant

- **Participant introductions***
Moderator to go around the group and ask each participant to share:
 - Name
 - Year group
 - Whether they know each other and how
- **Briefly explore their experience of school closing due to COVID-19**
 - Experience of home-schooling / attending school with fewer pupils e.g., likes/dislikes
 - What they enjoyed when they had to stay at home (*if applicable*) e.g., more time with family, more time with pets, more time playing

- **Establish whether they have received tuition before (e.g., organised by school or privately organised by whoever looks after them)**
 - When it was delivered
 - Experiences of tuition prior to TP programme e.g., subject, usefulness of tuition

3. Perceptions of the programme (3-5 minutes)

Aim: to explore their awareness and perception of the programme.

Moderator: use responses to previous question to identify TP tuition. Explain that we will be talking about the tuition they took part in recently.

- **Briefly establish overview of programme for each participant***
 - Mode of delivery (online / face-to-face / hybrid)
 - Environment (at home / in-school / mix)
 - Tutor: pupil ratio (one-to-one / group)
 - Subject(s)
 - Session timing (during or after school)
 - Homework requirements
 - How often (once per week / more)
 - Whether tuition block is complete (*if not already shared by school. Moderator to use this to tailor tense of questions beyond this point*)
- **Explore initial reactions to tutoring**

*Moderator: explain that you would like them to think back to when they first heard they would be receiving tuition. Share screen, show STIM 1. Ask each participant to pick one emoji that best illustrates **how they felt when they learnt they would be taking part in tuition**. Ask them to explain why they picked the emoji.*

 - Concerns about tuition (if any)
 - Perceived benefits of tuition (if any)

4. Experience of Mobilise phase (5-10 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experiences of signing up to the programme.

- **Explore expectations of the programme***
 - What they think the purpose of the tuition is
 - What they thought it would involve
- **Explore experiences of signing up to take part***
 - Whether they felt they had the choice to take part
 - How they signed up

- Who was involved e.g., the person who looks after them / carers, parents, teachers
 - Could this be improved in the future? If so, how?
- **Explore preparation for tuition sessions**
 - Activities to prepare for tuition before sessions
 - What it involved e.g., getting equipment (headphones, laptop/computer etc.), finding a quiet space (if at home), any assessments
 - How it could be better in future

5. Experience of Deliver Phase (10-15 minutes)

Description of Delivery Phase: delivery of tutoring for each selected pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Deliver phase implementation, practicalities of tutoring, attitudes towards attendance, perceptions of tutoring and barriers and facilitators to phase delivery and areas for improvement.

- **Explore any changes since the start of the programme** e.g., tuition was online but now in school
 - Thoughts on any changes – what they preferred and why

- **Explore their experiences and perceptions of their tuition sessions***

Moderator: explain that you are now going to talk about what happens during their tuition sessions. Share STIM 2 and read the text above the boxes aloud. Explain that you would like them to use their paper to write words or draw pictures to describe what happens at the beginning of a typical tuition session e.g., how the session starts, what they enjoy more / less, whether anything would make the start of the session better. Explain that you will give them a couple of minutes. Ensure they understand the task and emphasise that it does not matter if they don't think their pictures are very good or if there are spelling mistakes! We are just using them to talk about their experiences. After a few minutes, ask each participant to explain what they have written / drawn probing fully on:

- Beginning of the tuition session
 - **What it involves e.g., register, recap of previous session**
 - What they like more and why
 - What they like less and why
 - How it could be better in future

Moderator: share STIM 3 and read the text above the boxes aloud. Explain that you would like them to tell you about what happens during a typical tuition session e.g., what it involves, what they enjoy more / less, whether anything would make this part of the session better. Explain that they have a couple of minutes to think and can write words or draw pictures to

help describe this. Ensure they understand the task and remind them that it doesn't matter if they don't think their pictures are very good or if there are spelling mistakes! We're just using them to talk about their experiences. After a couple of minutes, ask each participant in turn to explain what they have written / drawn probing fully on:

- During the tutoring session*
 - What it involves e.g., types of activities (videos, worksheets), whether the same / different each week
 - What they like more and why
 - What they like less and why
 - How it could be better in future

Moderator: share STIM 4 and read the text above the boxes aloud. Explain that you would like to hear about what happens at the end of a typical tuition session e.g., how the session ends, what they enjoy more / less, whether anything would make this part of the session better. Explain that they have a couple of minutes to think and can write words or draw pictures to help describe this. Ensure they understand the task and remind them that it doesn't matter if they don't think their pictures are very good or if there are spelling mistakes! We're just using them to talk about their experiences. After a couple of minutes, ask each participant in turn to explain what they have written / drawn probing fully on:

- End of the session
 - What it involves e.g., test, homework set, recapping session
 - What they like more and why
 - What they like less and why
 - How it could be better in future
- **Explore perceptions of their tutor***

If they have had more than one TP tutor, enable them to compare their different experiences. Allow spontaneous responses, then probe on:

 - What they like about their tutor e.g., teaching style, types of activities, working relationship with tutors
 - What they like less about their tutor e.g., too many tests, making them read aloud
 - What, if anything, their tutor could do differently to make their tuition session better e.g., more practical work/activities, more videos, shorter sessions
- **Explore attendance**
 - What happens if they cannot attend a session e.g., whether the session goes ahead without them if they are unwell
 - Whether they can catch up on a missed session
 - What happens if they do not feel like attending a session

- Whether there is anything that would make them want to attend more

6. Experience of Legacy Phase

(5 minutes)

Description of Legacy Phase: programme impacts on pupil attainment and non-cognitive effects; positive effects on the scale and quality of the tutoring sector; establishing connections between TPs and state schools; and contributing to the evidence base on the effectiveness of tutoring. Long term sustainability of systems and effects.

Aim: To explore perceived benefits to their learning and other outcomes.

Moderator: Share screen and show STIM 5. Ask each participant to pick one emoji that best illustrates how they feel about tuition received so far. Ask them to explain why they picked the emoji. Probe fully.

Moderator: Only move onto Stim 6 if there is time

- **Explore their expectations of programme outcomes***

Moderator: share STIM 6. Ask each participant to write or draw what they think the impact of tuition has been / will be for them. If needed, explain that this means anything positive or negative because of going to tuition sessions. Ask each participant in turn to explain what they have written / drawn, probing on:

- Cognitive outcomes e.g., grades, understanding of specific topics
 - If expected, in what timeframe
- Non-cognitive outcomes e.g., confidence (in subject, in class, broader), motivation, aspirations
 - If expected, in what timeframe
- Views about tuition overall,
 - Likelihood to agree to recommend tuition to other pupils
 - Likelihood to agree to future tuition
 - If expected, in what timeframe

7. Close

(2 minutes)

- Thank for participation, explain they did really well
- Any questions / final thoughts
- Close

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *W2 Pupil Focus Group INT [insert interview number from sample sheet]_40316814_EEF_PRIMARY_[INSERT DATE AND RESEARCHER INITIALS]*
- Complete analysis chart and save in secure project folder.

W2 Pupil topic guide: secondary school guide

EEF Evaluation of Tuition Partners

Pupil focus group (secondary school – age 11 and over)

Wave 2

Topic Guide v2

45 minutes

Background to Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).¹¹ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021.

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

Background to Evaluation

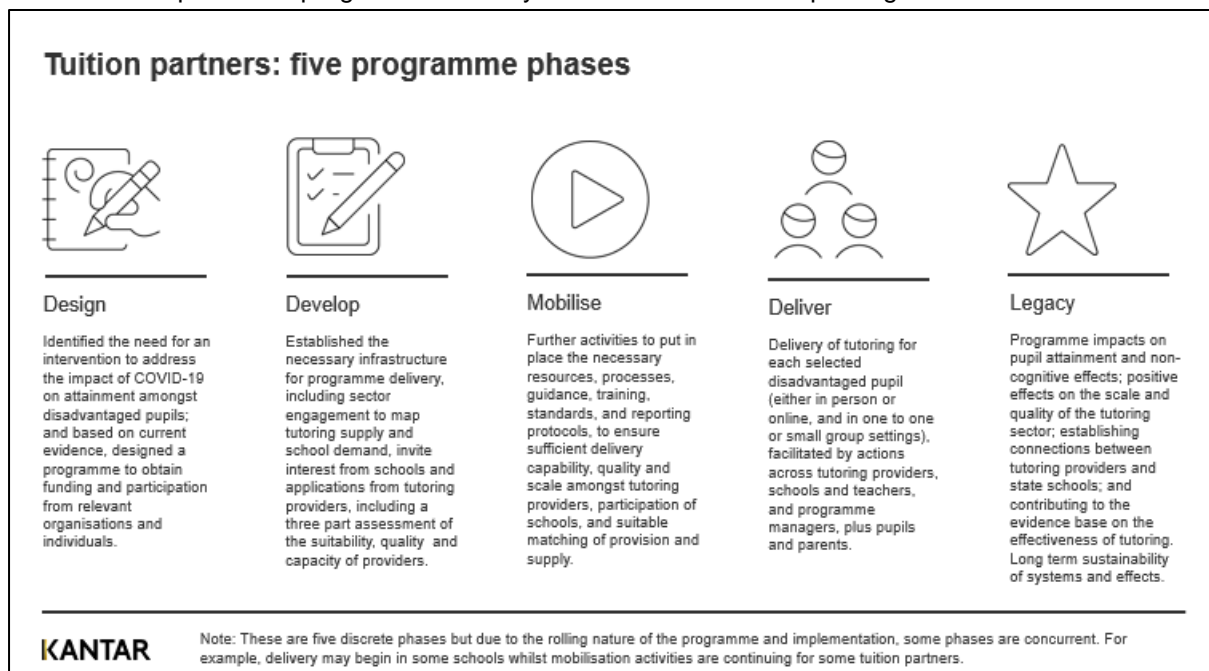
Kantar is conducting the Implementation and Process Evaluation (IPE) of the Tuition Partners Programme, as part of a consortium of evaluators, led by the National Foundation for Educational Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will quantify the overall impact of the programme on pupil attainment/learning outcomes how this varies by different types of tutoring, pupil, and school characteristics. The evaluation will also explore the experiences of TPs, schools, tutors, and pupils in order to improve the delivery of similar programmes in the future. The overarching IPE research questions are:

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

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- To what extent has the programme both reached and engaged disadvantaged schools and pupils? *Why/why not? [Reach]*
- How well has the programme delivered high quality tutoring? *[High Quality Tutoring]*
- What is the perceived impact of the programme? *[Impact]*
- What factors (moderators) influence (or are perceived to influence) outcomes? *[Moderators]*

There are five phases to programme delivery and Kantar has developed logic models for each.



Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In Wave 2, TPs, tutors, school leads, classroom teachers and pupils are being engaged to discuss implementation and identify barriers to successful delivery, capturing experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation via feedback loops.

The aims of Wave 2 focus groups with pupils are to:

- Capture pupils' experiences of Mobilise and Delivery phases
- Understand variations in what is working well, challenges, and suggestions for improvement amongst pupils receiving TP tuition
- Gather pupils' views on what the programme is expected to achieve for them.

There are two guides for pupil focus groups – one for pupils of primary school age (30-45 minutes with more prompts) and one for pupils of secondary school age (45 minutes).

This guide is structured as follows:

66. Introduction
67. Background
68. Perceptions of the programme
69. Experience of Mobilise Phase

- 70. Experience of Delivery Phase
- 71. Expectations of Legacy Phase
- 72. Close

Notes to moderators are displayed in italics.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com

Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed.



1. Introduction

(3 minutes)

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- **Reassurances:** There are no right or wrong answers. This is not a test of them or their tutor. We are interested in their thoughts, whatever they are. Emphasise that they can be honest and say what they really think about the tuition. Their answers will not be shared with teachers or tutors.
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- **Ethical considerations:** Voluntary – explain this means they do not have to take part if they don't want to. Confidential and anonymous – explain this means we will not use their name in the presentation. **Emphasise they do not have to take part if they do not want to.** Explain that if they decide they do not want to take part when you have finished talking or once you get started, just let you know and you can remove them from the session.
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- **House rules:** Important that you hear from everyone so they should try not to talk over each other. If they would like to ask a question, use the 'raise hand' function (show them where it is). If they have any technical issues with the connection, type in the chat to let you know (show them where it is). If it is noisy in the background when they are not talking, use the 'mute' function (show them where it is). *Moderator can also mute and unmute participants if participants are not able to themselves.*

- **Questions/concerns:** Ask if anyone has questions about what they have heard.
Pause for questions
- **Confirm verbal consent to take part:** Ask whether anyone does not want to take part.
Pause for responses
- **Video recording:** Thank them for agreeing to take part. Explain you would like to video record the group chat, so you do not have to make lots of notes while we are talking. Ask for permission. Start recording and acknowledge consent on tape.
- **Equipment:** Check that they all have some paper and a pen or pencil to hand. Explain that we will be using them shortly.

Moderator: if it is a challenge to cover all sections in the time available, key questions are marked with an asterisk throughout. Please prioritise these.

2. Background

(5 minutes)

Aim: to build rapport, establish context regarding their background and establish tuition features for each participant

- **Participant introductions***

Moderator to go around the group and ask each participant to share:

- Name
- Year group
- Whether they know each other and how
- **Briefly explore their experience of school closing due to COVID-19**
 - Experience of home-schooling / attending school with fewer pupils
 - What they enjoyed when they had to stay at home (*if applicable*)
- **Establish whether they have received tuition before (e.g., organised by school or privately organised by whoever looks after them) ***
 - When it was delivered
 - Experiences of tuition prior to TP programme

3. Perceptions of the programme

(5 minutes)

Aim: to explore their awareness and perception of the programme.

Moderator: use responses to previous question to identify TP tuition. Explain that we will be talking about the tuition they took part in recently.

- **Briefly establish overview of programme for each participant***
 - Mode of delivery (online / face-to-face / hybrid)
 - Environment (at home / in-school / mix)
 - Tutor:pupil ratio (one-to-one / group)
 - Subject(s)

- Session timing (during or after school)
 - Homework requirements
 - How often (once per week / more)
 - Whether tuition block is complete (*if not already shared by school. Moderator to use this to tailor tense of questions beyond this point*)
- **Explore initial reactions to tutoring***

Moderator: explain that you would like them to think back to when they first heard they would be receiving tuition. Share screen and show STIM 1. Ask each participant to pick one emoji that best illustrates how they felt when they learnt they would be taking part in tuition. Ask them to explain why they picked the emoji.

 - Concerns about tuition (if any)
 - Perceived benefits of tuition (if any)

4. Experience of Mobilise phase (10 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experiences of signing up to the programme.

- **Explore expectations of the programme***
 - What they think the purpose of the tuition is
 - How tutoring was described to them
 - What they thought it would involve
 - Anything else they would like to have known
- **Explore experiences of signing up to take part***
 - Whether they felt they had the choice to take part
 - How they decided – who was involved in decision, what factors influenced it
 - How they signed up
 - Who was involved e.g., parents / carers / the person who looks after them, teachers
 - How they found this – easy / difficult
 - How it could be better in future
- **Explore preparation for tuition sessions**
 - Activities to prepare for tuition before sessions
 - What it involved e.g., getting equipment (headphones, laptop/computer etc.), finding a quiet space (if at home), any assessments
 - How they found this – easy / difficult
 - How prepared they felt
 - How it could be better in future

5. Experience of Deliver Phase (15 minutes)

Description of Delivery Phase: delivery of tutoring for each selected pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Deliver phase implementation, practicalities of tutoring, attitudes towards attendance, perceptions of tutoring and barriers and facilitators to phase delivery and areas for improvement.

- **Explore any changes since the start of the programme** e.g., tuition was online but now in school
 - How any changes were explained to them
 - Thoughts on any changes – what they preferred and why

- **Explore their experiences and perceptions of their tuition sessions***

Moderator: explain that you are now going to talk about what happens during their tuition sessions. Share STIM 2 and read the text above the boxes aloud. Explain that you would like them to use their paper to write words or draw pictures to describe what happens at the beginning of a typical tuition session e.g., how the session starts, what they enjoy more / less, whether anything would make the start of the session better. Explain that you will give them a couple of minutes. Ensure they understand the task and emphasise that it does not matter if they don't think their pictures are very good or if there are spelling mistakes! We are just using them to talk about their experiences. After a few minutes, ask each participant to explain what they have written / drawn probing fully on:

- Beginning of the tuition session
 - **What it involves e.g., register, recap of previous session**
 - What they like more and why
 - What they like less and why
 - How it could be better in future

Moderator: share STIM 3 and read the text above the boxes aloud. Explain that you would like them to tell you about what happens during a typical tuition session e.g., what it involves, what they enjoy more / less, whether anything would make this part of the session better. Explain that they have a couple of minutes to think and can write words or draw pictures to help describe this. Ensure they understand the task and remind them that it doesn't matter if they don't think their pictures are very good or if there are spelling mistakes! We're just using them to talk about their experiences. After a couple of minutes, ask each participant in turn to explain what they have written / drawn probing fully on:

- During the tutoring session
 - What it involves e.g., types of activities (videos, worksheets), whether the same / different each week
 - What they like more and why
 - What they like less and why
 - How it could be better in future

Moderator: share STIM 4 and read the text above the boxes aloud. Explain that you would like to hear about what happens at the end of a typical tuition session e.g., how the session ends, what they enjoy more / less, whether anything would make this part of the session better. Explain that they have a couple of minutes to think and can write words or draw pictures to help describe this. Ensure they understand the task and remind them that it doesn't matter if they don't think their pictures are very good or if there are spelling mistakes! We're just using them to talk about their experiences. After a couple of minutes, ask each participant in turn to explain what they have written / drawn probing fully on:

- End of the session
 - What it involves e.g., test, homework set, recapping session
 - What they like more and why
 - What they like less and why
 - How it could be better in future
- **Explore perceptions of their tutor***

If they have had more than one TP tutor, enable them to compare their different experiences. Allow spontaneous responses, then probe on:

 - What they like about their tutor e.g., teaching style, types of activities, working relationship with tutors
 - What they like less about their tutor e.g., too many tests, making them read aloud
 - What, if anything, their tutor could do differently to make their tuition session better
- **Explore attendance**
 - What happens if they cannot attend a session e.g., whether the session goes ahead without them if they are unwell
 - Whether they can catch up on a missed session
 - What happens if they do not feel like attending a session
 - Whether there is anything that would make them want to attend more

6. Experience of Legacy Phase (5 minutes)

Description of Legacy Phase: programme impacts on pupil attainment and non-cognitive effects; positive effects on the scale and quality of the tutoring sector; establishing connections between TPs and state schools; and contributing to the evidence base on the effectiveness of tutoring. Long term sustainability of systems and effects.

Aim: To explore perceived benefits to their learning and other outcomes.

Moderator: Share screen and show STIM 5. Ask each participant to pick one emoji that best illustrates how they feel about tuition received so far. Ask them to explain why they picked the emoji. Probe fully.

Moderator: Only move onto Stim 6 if there is time

- **Explore their expectations of programme outcomes***

Moderator: share STIM 6. Ask each participant to write or draw what they think the impact of tuition has been / will be for them. If needed, explain that this means anything positive or negative because of going to tuition sessions. Ask each participant in turn to explain what they have written / drawn, probing on:

- Cognitive outcomes e.g., grades, understanding of specific topics
 - If expected, in what timeframe
- Non-cognitive outcomes e.g., confidence (in subject, in class, broader), motivation, aspirations
 - If expected, in what timeframe
- Views about tuition overall
 - Likelihood to agree to future tuition
 - Likelihood to recommend tuition to other pupils
 - If expected, in what timeframe

7. Close

(2 minutes)

- Thank for participation, explain they did really well
- Any questions / final thoughts
- Close

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *W2 Pupil Focus Group INT [insert interview number from sample sheet]_40316814_EEF_TP_[INSERT DATE AND RESEARCHER INITIALS]*
- Complete analysis chart and save in secure project folder.

W3 Tuition Partners topic guide

EEF Evaluation of Tuition Partners

Tuition Partner Telephone Depth Interviews – Wave 3

Topic Guide v4

50 minutes

Background to Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).¹² In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021 (in some cases, tuition may continue into the summer break).

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

Background to Evaluation

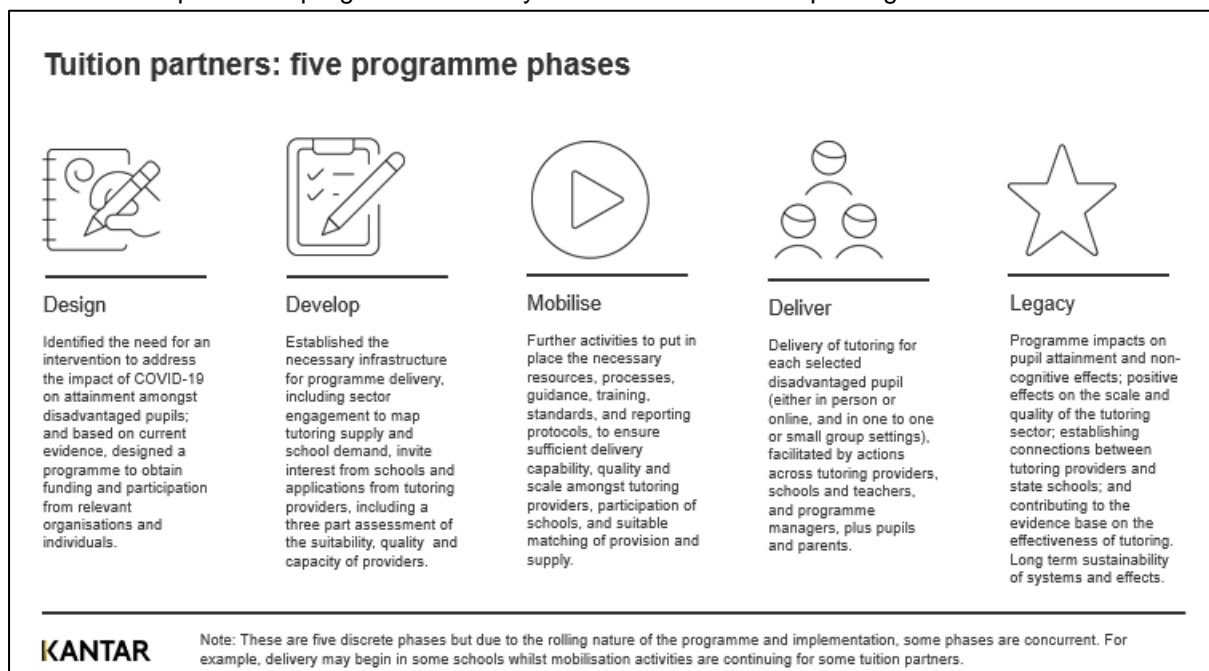
Kantar is conducting the Implementation and Process Evaluation (IPE) of the Tuition Partners Programme, as part of a consortium of evaluators, led by the National Foundation for Educational Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will quantify the overall impact of the programme on pupil attainment/learning outcomes how this varies by different types of tutoring, pupil, and school characteristics. The evaluation will also explore the experiences of TPs, schools, tutors, and pupils in order to improve the delivery of similar programmes in the future. The overarching IPE research questions are:

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

¹²[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)

- To what extent has the programme both reached and engaged disadvantaged schools and pupils? *Why/why not? [Reach]*
- How well has the programme delivered high quality tutoring? *[High Quality Tutoring]*
- What is the perceived impact of the programme? *[Impact]*
- What factors (moderators) influence (or are perceived to influence) outcomes? *[Moderators]*

There are five phases to programme delivery and Kantar has developed logic models for each.



The programme defines High Quality Tutoring as:

<u>Dosage</u>	<u>Focus</u>	<u>Experience</u>
<p>Sessions should be:</p> <ul style="list-style-type: none"> ▪ Short ▪ Regular ▪ Conducted over 6-12 weeks ▪ Involve an appropriate number and mix of pupils 	<p>Content should be:</p> <ul style="list-style-type: none"> ▪ Well planned and structured around clear learning objectives ▪ Linked to the curriculum ▪ Additional to existing teaching ▪ Delivered by tutors with the necessary skills & knowledge¹ ▪ Developed and refined in response to ongoing diagnostic assessment² & feedback 	<p>Process should involve:</p> <ul style="list-style-type: none"> ▪ 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 & end) and include cognitive breaks ▪ Sufficient safeguarding protocols

Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In Wave 3, TPs, tutors, school leads, classroom teachers and pupils are being engaged to discuss any changes to implementation and identify barriers to successful delivery, capturing experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation via feedback loops.

The aims of Wave 3 interviews with TPs are to:

- Establish changes to activities and outputs within Mobilise and Delivery phases
- Understand what is working well, challenges, and suggestions for improvement
- Gather views on what the programme has achieved.

The guide is structured as follows:

73. Introduction
74. Perceptions of programme
75. Experience of Mobilise Phase
76. Experience of Delivery Phase
77. Experience of Legacy Phase
78. Cost evaluation
79. Close

Notes to moderators are displayed in italics.

Moderator to review notes from W1 and / or W2 interview with TP.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com

Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed.



1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

- **Thanks & introduction:** Introduce yourself and Kantar Public – independent research agency.
- **About the client:** research to evaluate the National Tutoring Programme: Tuition Partners, delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE).
- **Reason for participation:** Acknowledge that we have spoken to them before. We're interested in exploring any changes to their experience of programme implementation, what has worked well and less well, and suggestions for improvements. Emphasise that this is not an assessment of their performance of implementing or delivering the programme – rather this is part of a much larger evaluation where we are speaking to schools, pupils, tutors and TPs.
- **How their info will be used:** Their views and experiences will be looked at together with those of other TPs delivering the programme. Participation will not affect their current or future relationship with EEF or DfE.

- **Privacy notice:** check this has been received
- **Ethical considerations:** Research is voluntary – they have the right to withdraw at any time.
- **Reassurances:** No right or wrong answers - we interested in their experience and views whatever they are.
- **Duration:** 50 minutes
- **Any questions/concerns?**
- **Audio recording:** ask permission to audio record for analysis purposes. Acknowledge consent on tape.

2. Perception of the Programme (5 minutes)

Aim: to explore any changes to their perception of the programme, what it is trying to achieve and their expectations of outcomes.

Moderator to recap on their offer within the TP programme discussed in W1 and / or W2 interview and explore whether any changes since.

- **Explore any changes to the TP's offer or take up by schools**
 - Probe on:
 - Delivery timeline (e.g., less spring and more summer delivery)
 - Mode of delivery (online/face to face/hybrid, in school/at home/mix)
 - *If online:* whether tutors / pupils are required to have cameras turned on or off and why
 - Tutor-pupil ratio (one-to-one or group)
 - Subject(s)
 - Specialisms
 - Requirements of session timing (during or after school)
 - Homework
 - School characteristics (primary/secondary, PP proportion SEND, Ofsted)
 - Team responsible for TP
- **Explore any changes to perceptions of the TP programme**
 - Changes to views about the programme
 - Theirs
 - Schools
 - Media
 - Changes to what they think the programme is trying to achieve
 - For whom
 - What they think constitutes high-quality tutoring

3. Experience of Mobilise Phase (15 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore any changes to their experience of Mobilise phase implementation, barriers and facilitators to phase delivery and areas for improvement.

Sub-phase 1: Activating tuition partners and tutors

- **Explore their experience of programme management**

Moderator to recap on TP's experience of programme management discussed in W1 and / or W2 interview and explore any changes since.

- By EEF
 - What went well
 - Suggestions for improvements
- By Nesta / Impetus
 - What went well
 - Suggestions for improvements

- **Explore any changes to recruiting tutors**

Moderator to recap on TP's experience of recruiting tutors discussed in W1 and / or W2 interview and explore any changes since.

- Whether they changed their approach to the application / selection process (e.g., selection criteria)
 - Estimate of the number of their existing tutors moved onto TP programme
- Whether / how they managed balance between recruiting numbers and keeping quality high
- View on how effective tutor recruitment has been

- **Explore any changes to training and briefing tutors for the TP programme**

Moderator to recap on TP's experience of training and briefing tutors discussed in W1 and / or W2 interview and explore any changes since.

- What training offered to tutors delivering TP tuition
 - Number of sessions
 - Topics covered – *prompt on safeguarding*
 - Mode of delivery
 - Timing (delivered during or prior to TP programme)
- Whether this is usual practice or training developed specifically for programme
- Whether all training is compulsory / some is optional
 - Average attendance rate
 - If some optional, how they ensure tutors meet quality standards
 - *Only ask TPs who use volunteers:* Their expectation of time volunteer tutors spend on training
 - *Only ask TPs who use volunteers:* Estimate of the amount of time volunteer tutors spend preparing for sessions (e.g., content, ongoing training)
- Any tutor feedback collected on training
- Barriers / facilitators
- Suggestions for improvements

Sub-phase 2: Engaging schools and pupils

- **Explore any changes to their experience of pupil selection**

Moderator to recap on TP's experience of pupil selection discussed in W1 and / or W2 interview and explore any changes since.

- Whether they provide any guidance to schools about which pupils to select for the programme – including any changes they have made
 - Whether they check if guidance has been used
- Whether they think the programme is reaching the intended pupils
 - What their definition of disadvantaged is
 - Challenges to selecting disadvantaged pupils
 - Suggestions to overcome

Sub-phase 3: Matching delivery and need

- **Explore any changes to tutor-pupil matching**

Moderator to recap on TP's experience of tutor-pupil matching discussed in W1 and / or W2 interview and explore any changes since.

- Key criteria considered for matching process (by availability, prior attainment, attendance, subject, pupil age, pupil/tutor gender, pupil/tutor ethnicity, location, mode of delivery)
- Barriers / facilitators
- Views of how effective matching has been
- Suggestions for improvements

4. Experience of Delivery Phase (10 minutes)

Description of Delivery Phase: delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore any changes to their experience of Delivery phase implementation, barriers and facilitators to phase delivery and areas for improvement.

- **Explore what information is shared between TPs, schools and tutors**

- What information they request from schools about pupils (if any)
 - How often schools share the requested information
- What information they share with tutors about pupils (if any)
 - If not, why not
- Whether TP receives feedback from schools or tutors about tuition
 - Process
 - Barriers / facilitators
 - Key areas for feedback
 - How TP uses information
- Suggestions to improve

- **Explore how they monitor attendance**
 - Process and who is involved
 - Barriers / facilitators
 - How managing COVID-related absences
 - How they intervene, if needed
 - Any support they will provide
 - Suggestions to improve

- **Explore how they monitor quality**
 - Process and who is involved
 - *Refer to their earlier definition of high-quality tutoring in section 2: Which elements of high-quality tutoring they look for when monitoring quality (if any)*
 - Barriers / facilitators to monitoring
 - How they intervene, if needed
 - Any support they provide
 - Views on how well tuition aligns with classroom teaching
 - Suggestions to improve

5. Expectations of Legacy Phase (10 minutes)

Description of Legacy Phase: programme impacts on pupil attainment and non-cognitive effects; positive effects on the scale and quality of the tutoring sector; establishing connections between TPs and state schools; and contributing to the evidence base on the effectiveness of tutoring. Long term sustainability of systems and effects.

Aim: To explore their perception of programme outcomes and the influence of different moderators.

- **Explore their perception of attainment and non-cognitive outcomes for pupils**

Moderator to explore perceptions of whether outcomes have been achieved or are expected to be achieved in the future and in what timeframe. Explore how they formed their perception (e.g., anecdotal evidence, exam results, surveys). Explore whether differences in pupil outcomes by moderators listed below.

 - Factors they think result in better / worse outcomes (*spontaneous first, then prompt on the following*)
 - Intervention characteristics
 - Online vs face to face vs mixed
 - If online, difference by video / audio on or off
 - 1:1 vs small group
 - Subject
 - School characteristics
 - Primary vs secondary
 - Schools with higher vs lower numbers of disadvantaged pupils
 - High vs low Ofsted rating
 - Pupil characteristics
 - Ethnicity

- Gender
 - Prior attainment
 - Attendance
 - SEND
 - Tutor characteristics
 - Ethnicity
 - Gender
 - Profession
 - Prior experience as tutor
 - Highest qualification
 - Quality of tuition
 - Planning sessions
 - Alignment with pupils' needs
 - Dynamics between tutors and pupils
 - Support in the system
 - Support for TPs
 - Tutor training
 - Support for tutors
 - Support for schools
 - Other (e.g., effects of COVID)
- **Explore their perception of programme outcomes for others**
For each, moderator to explore whether achieved or expect to be achieved in the future and in what timeframe.
 - For helping to close the attainment gap between disadvantaged pupils and their peers
 - For their organisation
 - For the wider tuition sector
 - **Briefly explore their satisfaction with the programme so far**
 - Extent to which it has met their expectations
 - Perception of extent to which it has met schools' expectations
 - One piece of advice they would give to:
 - Themselves and / or another TP if they were to deliver the programme next year
 - The organisation that will deliver the programme next year

6. Cost evaluation (minutes)

(5

Moderator to explain that, as part of the wider evaluation, we are exploring the market cost of the TP programme.

- **Explore whether they anticipate overspend / underspend by the end of the programme**

- Whether they anticipate spend being more than / the same as / less than payments received from EEF for the programme

If overspend, moderator to ask the following questions.

- **Explore reasons for overspend**
 - Whether overspend was for set-up and participation¹³ and / or tuition delivery¹⁴
 - Briefly, reasons for additional costs (e.g. COVID-19, undercosted from start)
 - Check whether they would be happy for cost evaluation colleague to follow up with them via email and who would be the best person to contact

7. Close minutes)

(2

- **Thank for participation**
 - Any questions/ final thoughts
 - Next steps: This is the final time we are speaking to TPs.

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Confirm with Rosie whether to pass details to Sarah Tang for cost evaluation
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *W3 TP INT [insert interview number from sample sheet]_40316814_EEF_TP_[INSERT RESEARCHER INITIALS]*
- Complete analysis chart and save in secure project folder.

¹³ TP may refer to this as 'general subsidy'

¹⁴ TP may refer to this as 'price subsidy'

W3 School Head/TP Lead topic guide

EEF Evaluation of Tuition Partners

School Head/TP Lead Telephone Depth Interviews – Wave 3

Topic Guide v4

45 minutes

Background to the Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).¹⁵ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021 (in some cases, tuition may continue into the summer break).

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

Background to the Evaluation

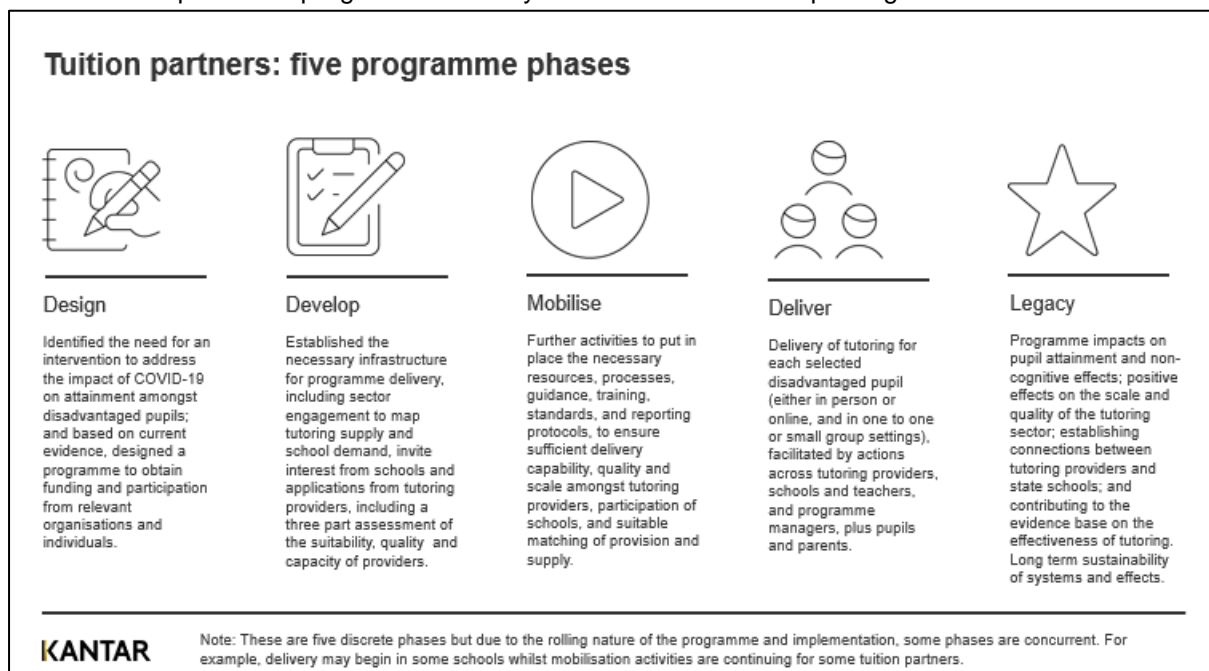
Kantar is conducting the Implementation and Process Evaluation (IPE) of the Tuition Partners Programme, as part of a consortium of evaluators, led by the National Foundation for Educational Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will quantify the overall impact of the programme on pupil attainment/learning outcomes how this varies by different types of tutoring, pupil, and school characteristics. The evaluation will also explore the experiences of TPs, schools, tutors, and pupils in order to improve the delivery of similar programmes in the future. The overarching IPE research questions are:

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

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- To what extent has the programme both reached and engaged disadvantaged schools and pupils? *Why/why not? [Reach]*
- How well has the programme delivered high quality tutoring? *[High Quality Tutoring]*
- What is the perceived impact of the programme? *[Impact]*
- What factors (moderators) influence (or are perceived to influence) outcomes? *[Moderators]*

There are five phases to programme delivery and Kantar has developed logic models for each.



The programme defines High Quality Tutoring as:

Dosage	Focus	Experience
<p>Sessions should be:</p> <ul style="list-style-type: none"> ▪ Short ▪ Regular ▪ Conducted over 6-12 weeks ▪ Involve an appropriate number and mix of pupils 	<p>Content should be:</p> <ul style="list-style-type: none"> ▪ Well planned and structured around clear learning objectives ▪ Linked to the curriculum ▪ Additional to existing teaching ▪ Delivered by tutors with the necessary skills & knowledge¹ ▪ Developed and refined in response to ongoing diagnostic assessment² & feedback 	<p>Process should involve:</p> <ul style="list-style-type: none"> ▪ 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 & end) and include cognitive breaks ▪ Sufficient safeguarding protocols

Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In Wave 3, TPs, tutors, school leads, classroom teachers and pupils are being engaged to discuss any changes to implementation and identify barriers to successful delivery, capturing experiences of both those who are further along in their delivery and those joining the programme later in the delivery period.

Formative feedback will be shared with EEF throughout the evaluation via feedback loops.

The aims of Wave 3 interviews with school leads are to:

- Establish progress against activities and outputs within Mobilise and Delivery phases
- Understand what is working well, challenges, and suggestions for improvement
- Gather views on what the programme has achieved.

The guide is structured as follows:

80. Introduction
81. Background
82. Perceptions of programme
83. Experience of Mobilise Phase
84. Experience of Delivery Phase
85. Expectations of Legacy Phase
86. Close

Notes to moderators are displayed in italics.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com



Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed.

1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

- **Thanks & introduction:** Introduce yourself and Kantar, Public Division – independent research agency
- **About the client:** research to evaluate the National Tutoring Programme: Tuition Partners, delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE).
- **Reason for participation:** We're interested in exploring their experience of programme implementation, what has worked well and less well, and suggestions for improvements. Emphasise that this is not an assessment of their performance of implementing or delivering TP – rather this is part of a much larger evaluation where we are speaking to schools, pupils, tutors and TPs.
- **How their info will be used:** Their views and experiences will be looked at together with those of other school heads / TP leads delivering the programme. The individual and school will not be identified in reporting. Participation will not affect their current or future relationship with EEF or DfE.
- **Privacy notice:** check this has been received
- **Ethical considerations:** Research is voluntary – they have the right to withdraw at any time.
- **Reassurances:** No right or wrong answers - we interested in their experience and views whatever they are.

- **Incentive:** Their school will receive a £50 payment as a thank you for their participation in this research.
- **Duration:** 45 minutes
- **Any questions/concerns?**
- **Audio recording:** ask permission to audio record for analysis purposes. Acknowledge consent on tape.

2. Background

(5 minutes)

Aim: to build rapport, establish context regarding their background and briefly explore their involvement in TP so far.

- **Participant and school intro**
 - Role and remit within school
 - How long been in role and school
 - Background before joining school
 - Any tutoring experience themselves
 - Type of school (primary, secondary, alternative provision, SEN)
 - Proportion of disadvantaged pupils
- **Brief overview of involvement in programme so far**
 - TP(s) they are working with
 - Number of pupils participating
 - Route into the programme (existing or new relationship with TP(s))
 - How much tutoring delivered so far
 - Timing (when started, ended / due to end)
 - Mode of delivery (online / face-to-face / hybrid, in school / at home)
 - Group or one-to-one
 - Year group(s)
 - Subject(s)
 - How they are funding the 25% top up (catch up fund or other)
 - Previous experience of tutoring delivered in their school
 - *If TP Lead (not School Head), why they were appointed TP Lead (volunteered, appointed, aligned to their existing role)*

3. Perception of the Programme

(5 minutes)

Aim: to explore their perception of the programme and what it is trying to achieve.

- **Explore their understanding of the TP programme**
 - What they think the programme is trying to achieve
 - For whom
- Views about the programme including any changes since starting
- What they think constitutes high-quality tutoring

- Thoughts on high quality tutoring being additional to existing teaching
 - Whether it should form part of the definition for high quality tutoring
 - How important it is
 - Trade off with additionality and other aspects (probe: engagement, attendance, attainment, confidence, burden for school)

4. Experience of Mobilise Phase (5 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experience of Mobilise phase implementation, barriers and facilitators to phase delivery and areas for improvement.

Sub-phase 2: Engaging schools and pupils

- **Explore their experience of pupil selection process (identifying and signing them up)**
 - How they decided the number of pupils they could include
 - Whether able to support all pupils they wanted to select
 - How they decided which pupils to include
 - Who was involved in selection process (other staff, pupils, parents / guardians)
 - Barriers / facilitators
 - How they defined disadvantaged, and why
 - (If broader than Pupil Premium (PP)) Why they didn't focus solely on PP
 - How they engaged pupils to take part
 - Barriers / facilitators
 - Whether they engaged parents
 - Barriers/ facilitators
 - Lessons learnt
 - Any further support needs

Sub-phase 3: Matching delivery and need

- **Explore activities to prepare for tutoring in their school**
 - What information about pupils they shared with the TP(s) or tutor (if any)
 - Estimate of the amount of time it took to set up and prepare for tuition after selecting TP (includes pupil selection, tutor-pupil matching, communicating with pupils/parents, purchasing equipment)
 - Whether this was more / less than anticipated
 - Who did what
 - Which activities took the most time
 - Whether they had to / will have to invest in further resources to support tuition (e.g. buy IT equipment, print materials, hire staff)
 - Estimate quantities of each item purchased

- Estimate cost of each item purchased
- Any unforeseen costs related to TP tuition
- Any ongoing costs (e.g., snacks, stationery)
- Lessons learnt

5. Experience of Delivery Phase (10 minutes)

Description of Delivery Phase: delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Delivery phase implementation, barriers and facilitators to phase delivery and areas for improvement.

- **Explore their overall experience of programme delivery**
 - Broadly, how tutoring is going
 - Any differences during school closures (online/f2f /hybrid and in-school/at home)
 - Advantages and disadvantages
 - Views on optimum mode
 - Lessons learnt
 - Whether the current model (15 hours of tuition per pupil) is adequate to support their pupils
 - How they managed time given to the programme e.g. following up with pupils, providing supervision
 - Estimate of the amount of ongoing time school spent managing tuition (e.g., supervising sessions, monitoring / following up attendance, liaising with TPs)
 - By whom
 - Suggestions for improvements
- **Explore what information is shared between tutors, TPs and them**
 - What information they shared with tutors or TP about pupils (if any)
 - Process
 - Barriers / facilitators
 - If none shared, why
 - What information they received from tutors or TP about pupils' tuition (if any)
 - When they received it
 - Whether they reviewed / made use of any information
 - Any other information they would have liked to receive about tuition
 - Whether they had opportunities to provide feedback to tutors or TP about tuition
 - Process
 - Barriers / facilitators
 - Key areas for feedback
 - Whether information was used
 - Suggestions to improve
- **Explore their perceptions of alignment of tutoring with classroom learning**

- Extent to which they felt tutors were aware of classroom learning
 - Barriers / facilitators
 - Suggestions for improvement
 - Extent to which they felt their resources for tuition aligned with classroom learning
 - Barriers / facilitators
 - Suggestions for improvement
 - Perception of importance of tuition alignment to classroom learning
 - Suggestions to improve delivery
- **Explore mechanisms to monitor quality of tuition**
 - Whether there were any processes to monitor the quality of tuition (e.g. supervising sessions, checking tutor's material, collecting feedback from pupils)
 - Whether they shared feedback with tutors / TP
 - Barriers / facilitators to monitoring quality
 - Views about quality of tuition being delivered (*refer to their earlier definition of high-quality tutoring in section 3*)
 - Variations by mode of delivery, time of delivery, subject, one to one / small group, in school / at home, information provided about pupils in advance etc.
 - Suggestions to improve the ways quality is monitored

6. Expectations of Legacy Phase

(15 minutes)

Description of Legacy Phase: programme impacts on pupil attainment and non-cognitive effects; positive effects on the scale and quality of the tutoring sector; establishing connections between TPs and state schools; and contributing to the evidence base on the effectiveness of tutoring. Long term sustainability of systems and effects.

Aim: To explore their perception of programme outcomes and the influence of different moderators.

- **Explore their perception of attainment and non-cognitive outcomes for pupils**

Moderator to explore whether outcomes have been achieved or are expected to be achieved in the future and in what timeframe. Explore whether differences in pupil outcomes by

 - Factors they think result in better / worse outcomes (*spontaneous first, then prompt on the following*)
 - Intervention characteristics
 - Online vs face to face vs mixed
 - If online, difference by video / audio on or off
 - 1:1 vs small group
 - Subject
 - School characteristics
 - Primary vs secondary
 - Schools with higher vs lower numbers of disadvantaged pupils
 - High vs low Ofsted rating
 - Pupil characteristics
 - Ethnicity

- Gender
 - Prior attainment
 - Attendance
 - SEND
 - Tutor characteristics
 - Ethnicity
 - Gender
 - Profession
 - Prior experience as tutor
 - Highest qualification
 - Quality of tuition
 - Planning sessions
 - Alignment with pupils' needs
 - Dynamics between tutors and pupils
 - Support in the system
 - Support for TPs
 - Tutor training
 - Support for tutors
 - Support for schools
 - Other (e.g., effects of COVID)
- **Explore their perception of programme outcomes for others**

For each, moderator to explore whether achieved or expect to be achieved in the future and in what timeframe.

 - For helping to close the attainment gap between disadvantaged pupils and their peers
 - For their school
 - **Explore their satisfaction with the programme**
 - Extent to which the programme has met their expectations
 - Whether they would recommend the programme to a school like theirs
 - Whether they would consider accessing the programme again next year
 - How they would plan and deliver the programme if they were paying in full (i.e. not subsidised)

7. Close

(2 minutes)

- Thank for participation
- Any questions/ final thoughts
- Explain that their school will receive the incentive later in the academic year, paid by NFER.
- Explain that we will be inviting classroom teachers and pupils to take part in the research to learn about their experiences. This would involve a phone interview with a classroom teacher and an online focus group with a small group of pupils. Ask whether they would be happy for us to contact them with some information inviting them to take part. Their school would receive an incentive payment each time they take part in the research as a thank you.

Post-field work admin:

- Confirm with Deborah that interview went ahead and whether they can be contacted about classroom teacher or pupil fieldwork
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *W3 School Lead INT [insert interview number from sample sheet]_40316814_EEF_TP_[INSERT RESEARCHER INITIALS AND DATE]*
- Complete analysis chart and save in secure project folder.

W3 Classroom teacher topic guide

EEF Evaluation of Tuition Partners

Classroom Teacher Telephone Depth Interviews – Wave 3

Topic Guide v3

45 minutes

Background to the Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).¹⁶ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021 (in some cases, tuition may continue into the summer break).

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

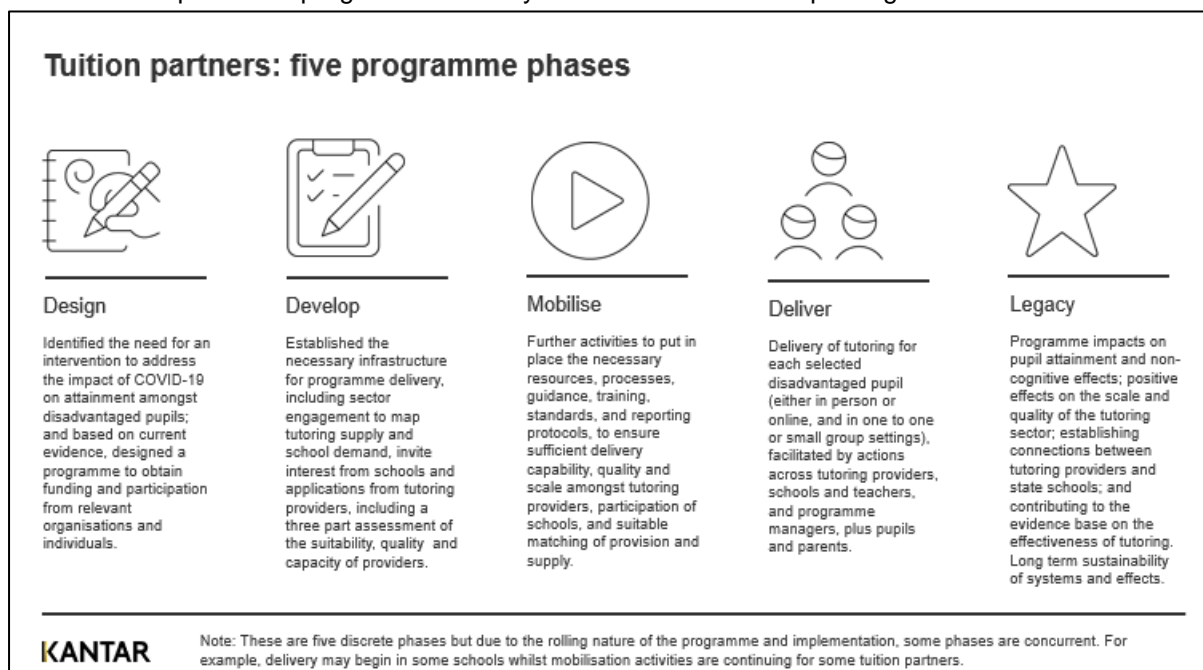
¹⁶[https://educationendowmentfoundation.org.uk/public/files/EEF_\(2020\)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf](https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf)

Background to the Evaluation

Kantar is conducting the Implementation and Process Evaluation (IPE) of the Tuition Partners Programme, as part of a consortium of evaluators, led by the National Foundation for Educational Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will quantify the overall impact of the programme on pupil attainment/learning outcomes how this varies by different types of tutoring, pupil, and school characteristics. The evaluation will also explore the experiences of TPs, schools, tutors, and pupils in order to improve the delivery of similar programmes in the future. The overarching IPE research questions are:

- How well has the programme been implemented? *[Implementation]*
- To what extent has the programme both reached and engaged disadvantaged schools and pupils? Why/why not? *[Reach]*
- How well has the programme delivered high quality tutoring? *[High Quality Tutoring]*
- What is the perceived impact of the programme? *[Impact]*
- What factors (moderators) influence (or are perceived to influence) outcomes? *[Moderators]*

There are five phases to programme delivery and Kantar has developed logic models for each.



The programme defines High Quality Tutoring as:

Dosage	Focus	Experience
<p>Sessions should be:</p> <ul style="list-style-type: none"> ▪ Short ▪ Regular ▪ Conducted over 6-12 weeks ▪ Involve an appropriate number and mix of pupils 	<p>Content should be:</p> <ul style="list-style-type: none"> ▪ Well planned and structured around clear learning objectives ▪ Linked to the curriculum ▪ Additional to existing teaching ▪ Delivered by tutors with the necessary skills & knowledge¹ ▪ Developed and refined in response to ongoing diagnostic assessment² & feedback 	<p>Process should involve:</p> <ul style="list-style-type: none"> ▪ 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 & end) and include cognitive breaks ▪ Sufficient safeguarding protocols

Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In Wave 3, TPs, tutors, school leads, classroom teachers and pupils are being engaged to discuss any changes to implementation and identify barriers to successful delivery, capturing experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation via feedback loops. The aims of Wave 3 interviews with classroom teachers are to:

- Establish progress against activities and outputs within Mobilise and Delivery phases
- Understand what is working well, challenges, and suggestions for improvement
- Gather views on what the programme has achieved.

The guide is structured as follows:

87. Introduction
88. Background
89. Perceptions of programme
90. Experience of Mobilise Phase
91. Experience of Delivery Phase
92. Expectations of Legacy Phase
93. Close

Notes to moderators are displayed in italics.

Moderator to review notes from W1 or W2 school head / TP lead interview if school has participated in IPE fieldwork previously.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar
 Project Lead: Rosie Giles Rosie.Giles@kantar.com



Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed.

1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

- **Thanks & introduction:** Introduce yourself and Kantar, Public Division – independent research agency
- **About the client:** research to evaluate the National Tutoring Programme: Tuition Partners, delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE).
- **Reason for participation:** We're interested in exploring their views and experience of programme implementation, what has worked well and less well, and suggestions for improvements. Emphasise that this is not an assessment of anyone's performance of implementing or delivering tuition – rather this is part of a much larger evaluation where we are speaking to Tuition Partner organisations (TPs), school heads/TP leads, pupils, tutors and.
- **How their info will be used:** Their views and experiences will be looked at together with those of other classroom teachers delivering the programme. The individual and school will not be identified in reporting. Participation will not affect their current or future relationship with EEF or DfE.
- **Privacy notice:** check this has been received.
- **Ethical considerations:** Research is voluntary – they have the right to withdraw at any time.
- **Reassurances:** No right or wrong answers - we interested in their experience and views whatever they are.
- **Incentive:** Your school will receive a £50 payment as a thank you for your participation in this research.
- **Duration:** 45 minutes
- **Any questions/concerns?**
- **Audio recording:** ask permission to audio record for analysis purposes. Acknowledge consent on tape.

2. Background

(5 minutes)

Aim: to build rapport, establish context regarding their background and briefly explore their involvement in TP so far.

- **Participant intro**
 - Role and remit within school
 - How long been in role and school
 - Background before joining school
 - Any tutoring experience themselves
- **Brief background to school**
 - Type of school (primary, secondary, alternative provision, SEN)
 - Location
 - Characteristics of pupils (attainment, levels of disadvantage)
 - Previous experience of tutoring delivered in their school

- **Brief overview of involvement in programme so far**

Note to moderator: ask participant to explain, in their own words, their involvement in the Tuition Partners programme so far to get a sense of engagement. Prompt on:

- TP(s) they are working with (if known)
 - Number of pupils participating
 - Subject(s)
 - Year group(s)
 - Mode of delivery (online / face-to-face / hybrid, in school / at home / hybrid)
 - Group or one-to-one

3. Perception of the Programme (3 minutes)

Aim: to explore their perception of the programme and their understanding of what it is trying to achieve.

- **Explore their understanding of the TP programme**

- What they think the programme is trying to achieve
 - For whom
- Views about the programme including any changes since starting
- What they think constitutes high-quality tutoring

4. Experience of Mobilise Phase (7 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experience of Mobilise phase implementation, barriers and facilitators to phase delivery and areas for improvement.

Moderator note: classroom teachers may have a range of involvement in Mobilise Phase (from a lot to none at all). Therefore, use time and prompts flexibly to be responsive to individual participants.

Sub-phase 2: Engaging schools and pupils

- **Explore their engagement with the TP Lead about the TP tuition (if any)** (*moderator to explain that TP Lead refers to the person within their school leading coordination of the TP tuition*)
 - Frequency and nature of engagement with TP Lead about the TP tuition
 - How long it took
 - Whether they would have liked more / less
 - Barriers identified when liaising with TP Lead about the TP tuition
 - How overcame barriers

- Any further support needs
- **Explore their experience of pupil selection process (identifying and signing them up)**
 - Whether they were involved in selecting pupils to receive TP tuition
 - What it involved
 - How long it took
 - Who it involved (them, TP Lead, other staff, pupils, parents / guardians)
 - Barriers/ facilitators
 - Reasons for selecting pupils chosen
 - Number of pupils
 - Subject(s) of focus
 - *If group tuition:* Placing pupils in groups
 - How they defined disadvantaged (*prompt Pupil Premium if not mentioned*)
 - Barriers / facilitators
 - Any further support needs

Sub-phase 3: Matching delivery and need

- **Explore activities to prepare for tutoring in their school**
 - What information about pupils they shared with the TP(s) or tutor (if any)
 - Estimate of the amount of time it took to set up and prepare for tuition e.g. safeguarding, equipment, collating and sharing data with TPs/tutors
 - Whether their school had to / will have to invest in further resources to support tuition (e.g. buy IT equipment, download/engage with specific virtual learning environment or platform, print materials)
 - Estimate quantities of each item purchased
 - Estimate cost of each item purchased
 - Any ongoing costs (e.g., snacks, stationery)
 - Lessons learnt

5. Experience of Delivery Phase

(10 minutes)

Description of Delivery Phase: delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Delivery phase implementation, barriers and facilitators to phase delivery and areas for improvement.

- **Explore their overall experience of programme delivery**
 - Broadly, how tutoring is going / went
 - How they know (e.g. feedback from school lead or pupils, anecdotes from colleagues)
 - Any differences during school closures (online/f2f /hybrid and in-school/at home)
 - Advantages and disadvantages
 - Views on optimum mode

- Lessons learnt
 - How they managed time given to the programme (if any) (e.g. following up with pupils, providing supervision)
 - Estimate of the amount of ongoing time spent managing tuition (e.g., supervising sessions, monitoring / following up attendance, liaising with TPs)
 - By whom
 - Suggestions for improvements
- **Explore what information is shared between tutors, TPs, schools and them**
 - What information they shared with tutors, TP or school lead about pupils (if any)
 - If none, why
 - What information they received from tutors, TP or school lead about pupils' tuition (if any)
 - When they received it
 - Whether they reviewed / made use of any information
 - Any other information they would have liked to receive about tuition
 - Whether they had opportunities to provide feedback to tutors, TP or school lead about tuition
 - Process
 - Barriers / facilitators
 - Key areas for feedback
 - Whether information was used
 - Suggestions to improve
- **Explore their perceptions of alignment of tutoring with classroom learning**
 - Extent to which they felt tutors were aware of classroom learning
 - Barriers / facilitators
 - Suggestions for improvement
 - Extent to which they felt their resources for tuition aligned with classroom learning
 - Barriers / facilitators
 - Suggestions for improvement
 - Perception of importance of tuition alignment to classroom learning
 - Suggestions to improve delivery
- **Explore mechanisms to monitor quality of tuition**
 - Whether there were any processes to monitor the quality of tuition
 - Whether they shared feedback with tutors / TP / school lead
 - Barriers / facilitators to monitoring quality
 - Views about quality of tuition being delivered (*refer to their earlier definition of high-quality tutoring in section 3*)
 - Variations by mode of delivery, time of delivery, subject, one to one / small group, in school / at home, information provided about pupils in advance etc.
 - Suggestions to improve the ways quality is monitored

6. Expectations of Legacy Phase

(15 minutes)

Description of Legacy Phase: programme impacts on pupil attainment and non-cognitive effects; positive effects on the scale and quality of the tutoring sector; establishing connections between TPs and state schools; and contributing to the evidence base on the effectiveness of tutoring. Long term sustainability of systems and effects.

Aim: To explore their perception of programme outcomes and the influence of different moderators.

- **Explore their perception of attainment and non-cognitive outcomes for pupils**

Moderator to explore whether outcomes have been achieved or are expected to be achieved in the future and in what timeframe. Explore whether differences in pupil outcomes by moderators.

 - Factors they think result in better / worse outcomes (*spontaneous first, then prompt on the following*)
 - How they know (e.g. feedback from school lead or pupils, anecdotes from colleagues, assessments, personal observations)
 - Intervention characteristics
 - Online vs face to face vs mixed
 - If online, difference by video / audio on or off
 - 1:1 vs small group
 - Subject
 - School characteristics
 - Primary vs secondary
 - Schools with higher vs lower numbers of disadvantaged pupils
 - High vs low Ofsted rating
 - Pupil characteristics
 - Ethnicity
 - Gender
 - Prior attainment
 - Attendance
 - SEND
 - Tutor characteristics
 - Ethnicity
 - Gender
 - Profession
 - Prior experience as tutor
 - Highest qualification
 - Quality of tuition
 - Planning sessions
 - Alignment with pupils' needs
 - Dynamics between tutors and pupils
 - Support in the system
 - Support for TPs
 - Tutor training
 - Support for tutors
 - Support for schools

- Other (e.g., effects of COVID)
- **Explore their perception of programme outcomes for others**
For each, moderator to explore whether achieved or expect to be achieved in the future and in what timeframe.
 - For helping to close the attainment gap between disadvantaged pupils and their peers
 - For themselves and their role
 - For their school
- **Briefly explore their satisfaction with the programme**
 - Extent to which the programme has met their expectations
 - One piece of advice they would give to another teacher like them taking part in the programme in the future

7. Close

(2 minutes)

- Thank for participation
- Any questions/ final thoughts
- Explain that their school will receive the incentive later in the academic year, paid by NFER.

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *W3 Classroom teacher INT [insert interview number from sample sheet]_40316814_EEF_TP_[INSERT RESEARCHER INITIALS AND DATE]*
- Complete analysis chart and save in secure project folder.

W3 Topic guide focus group

EEF Evaluation of Tuition Partners

Tutor Focus Groups – Wave 3

Topic Guide v3

90 minutes

Background to the Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and

their classmates at 36% (range 11-75%).¹⁷ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021 (in some cases, tuition may continue into the summer break).

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

Background to the Evaluation

Kantar is conducting the Implementation and Process Evaluation (IPE) of the Tuition Partners Programme, as part of a consortium of evaluators, led by the National Foundation for Educational Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will quantify the overall impact of the programme on pupil attainment/learning outcomes how this varies by different types of tutoring, pupil, and school characteristics. The evaluation will also explore the experiences of TPs, schools, tutors, and pupils in order to improve the delivery of similar programmes in the future. The overarching IPE research questions are:

- How well has the programme been implemented? [*Implementation*]
- To what extent has the programme both reached and engaged disadvantaged schools and pupils? Why/why not? [*Reach*]
- How well has the programme delivered high quality tutoring? [*High Quality Tutoring*]
- What is the perceived impact of the programme? [*Impact*]
- What factors (moderators) influence (or are perceived to influence) outcomes? [*Moderators*]

There are five phases to programme delivery and Kantar has developed logic models for each.

¹⁷[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)

Tuition partners: five programme phases



Design

Identified the need for an intervention to address the impact of COVID-19 on attainment amongst disadvantaged pupils; and based on current evidence, designed a programme to obtain funding and participation from relevant organisations and individuals.



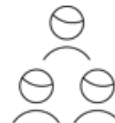
Develop

Established 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 suitability, quality and capacity of providers.



Mobilise

Further activities to put 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.



Deliver

Delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.



Legacy

Programme impacts on pupil attainment and non-cognitive effects; 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. Long term sustainability of systems and effects.

KANTAR

Note: These are five discrete phases but due to the rolling nature of the programme and implementation, some phases are concurrent. For example, delivery may begin in some schools whilst mobilisation activities are continuing for some tuition partners.

The programme defines High Quality Tutoring as:

Dosage	Focus	Experience
<p>Sessions should be:</p> <ul style="list-style-type: none"> Short Regular Conducted over 6-12 weeks Involve an appropriate number and mix of pupils 	<p>Content should be:</p> <ul style="list-style-type: none"> Well planned and structured around clear learning objectives Linked to the curriculum Additional to existing teaching Delivered by tutors with the necessary skills & knowledge¹ Developed and refined in response to ongoing diagnostic assessment² & feedback 	<p>Process should involve:</p> <ul style="list-style-type: none"> 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 & end) and include cognitive breaks Sufficient safeguarding protocols

Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In Wave 3, TPs, tutors, school leads, classroom teachers and pupils are being engaged to discuss any changes to implementation and identify barriers to successful delivery, capturing experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation via feedback loops.

The aims of Wave 3 focus groups with tutors are to:

- Establish progress against activities and outputs within Mobilise and Delivery phases
- Understand what is working well, challenges, and suggestions for improvement
- Gather views on what the programme has achieved.

The guide is structured as follows:

94. Introduction
95. Background
96. Perceptions of the programme
97. Experience of Mobilise Phase

- 98. Experience of Delivery Phase
- 99. Expectations of Legacy Phase
- 100. Close

Notes to moderators are displayed in italics.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar

Project Lead: Rosie Giles Rosie.Giles@kantar.com



Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed.

1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

- **Thanks & introduction:** Introduce yourself and Kantar, Public Division – independent research agency
- **About the client:** research to evaluate the National Tutoring Programme: Tuition Partners, delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE).
- **Reason for participation:** The Tuition Partners programme aims to provide additional, targeted catch up tuition for disadvantaged pupils in state-maintained primary and secondary schools. The EEF approved 33 Tuition Partner organisations (TPs), who passed a set of quality, safeguarding and evaluation standards, to deliver tuition to schools as part of the programme. They have been contacted as tutors who are delivering tuition as part of the Tuition Partners programme, and we are interested in exploring their experience, what has worked well and less well, and suggestions for improvements. Emphasise that this is not an assessment of their performance of implementing or delivering TP – rather this is part of a much larger evaluation where we are speaking to schools, pupils, tutors and TP.
- **How their info will be used:** Their views and experiences will be looked at together with those of other tutors delivering the programme. They will not be identified in reporting. Participation will not affect their current or future relationship with EEF or DfE.
- **Privacy notice:** check this has been received.
- **Ethical considerations:** Research is voluntary – they have the right to withdraw at any time.
- **Reassurances:** No right or wrong answers - we interested in their experience and views whatever they are.
- **Incentive:** They will receive £50 as a thank you for their participation in this research.
- **Duration:** 90 minutes
- **Any questions/concerns?**
- **Audio recording:** ask permission to record for analysis purposes. Acknowledge consent on tape.

2. Background

(10 minutes)

Aim: to build rapport, establish context regarding their background and briefly explore their involvement in TP so far.

Moderator to explain that they understand participants are all working with [insert TP name] to deliver tuition as part of the National Tutoring Programme: Tuition Partners. Moderator to ask them to confirm.

- **Participant intros**
 - Ask for them to say a little bit about themselves e.g. work, qualifications
 - How tutoring fits in (full time / part time / other jobs)
 - Any experience of tutoring prior to TP (number of years, whether they work for other tutoring organisations, any experience with disadvantaged pupils etc.)
 - Profile of their 'usual' tutoring recipient (age, subject, mode of delivery, specialism etc.)

Explain that you would now like to talk about their experience of working with [insert TP name] as part of the Tuition Partners programme and you are interested in similarities and differences between different tutors' experiences. Remind them that you would like them to focus on the Tuition Partners programme and if they make any comparisons with their experiences of tutoring outside the programme that they make that clear.

- **Brief overview of involvement in Tuition Partners programme so far**
 - Whether TP tuition has finished or they are still delivering
 - Brief overview of tuition delivered as part of TP programme
 - Mode of delivery (online / face-to-face / hybrid)
 - 1:1 / small group
 - In school / at home
 - Subjects
 - Year groups
 - Route into the programme (existing or new relationship with TP)

3. Perception of the Programme

(15 minutes)

Aim: to explore their perception of the programme and what it is trying to achieve.

Moderator to shorten this section by 5 mins for a break later in the session if desired.

- **Explore what they think constitutes high-quality tutoring**
 - Which they think are the most important aspects. *Moderator to note mention of any of the following and draw out areas of agreement and disagreement.*
 - *Dosage*
 - *Short*
 - *Regular*

- *Conducted over 6-12 weeks*
 - *Involve an appropriate number and mix of pupils*
- *Focus*
 - *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*
 - *Developed and refined in response to ongoing diagnostic assessment and feedback*
- *Experience*
 - *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*
 - *Sufficient safeguarding protocols*
- Which aspects they perceive are incorporated in their delivery of the TP programme
- **Explore their understanding of the TP programme**
 - What they think the programme is trying to achieve
 - Perception of how different the TP programme is compared to non-TP tuition

4. Experience of Mobilise Phase (10 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experience of Mobilise phase implementation, barriers and facilitators to phase delivery and areas for improvement.

Explain that you would now like to talk about their experience of the Tuition Partners programme working with [insert TP name]. Remind that you would like them to focus on the Tuition Partners programme and if they make any comparisons with their experiences of tutoring outside the programme that they make that clear.

Sub-phase 1: Activating tuition partners and tutors

- **Explore their experience of training and briefing from TP as part of Tuition Partners programme.** *Moderator to draw out areas of agreement and disagreement.*
 - What TP-specific training / briefing it involved (if any)
 - Number of training sessions
 - Session content – *prompt on safeguarding*
 - Mode of delivery
 - Timing (delivered during or prior to TP programme)

- *If volunteering:* establish how much time spent training
- Whether there has been any follow up / top up training since
 - *If volunteering:* establish how much time spent on follow up training
- What they learnt / how well tailored to their needs / prior experience
- Whether all training was compulsory / some was optional
 - If some optional, how they decided whether to do it
- Barriers / facilitators
- How well prepared they felt following training and briefing
- Suggestions to improve e.g., specific training they would have liked to receive in hindsight

5. Experience of Delivery Phase

(25 minutes)

Description of Delivery Phase: delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Delivery phase implementation, barriers and facilitators to phase delivery and areas for improvement.

- **Explore their overall experiences of programme delivery so far.** *Moderator to draw out areas of agreement and disagreement.*
 - Mode of delivery (online, face-to-face or hybrid)
 - Advantages / disadvantages
 - Lessons learnt
 - 1:1 or small groups
 - If groups, how groups were created (if known) (based on subject, attainment, school age, year group, friendship group etc.)
 - Views on how effective group allocations have been
 - Barriers / facilitators
 - Lessons learnt
 - Views on delivery of TP tuition in summer
 - Reasons why they will / will not be involved in summer delivery
 - Advantages / disadvantages *Probe:* Impact on pupil engagement
 - Barriers / facilitators
 - Anticipated issues
 - Views on effectiveness
 - *If any participant is working with multiple TPs:* Whether experience differed between TPs
 - Suggestions to improve
- **Explore what information is shared between TP, schools and them.** *Moderator to draw out areas of agreement and disagreement.*
 - What information they received from TP or schools about pupils (if any)
 - When they received it
 - Whether they reviewed / made use of any information
 - Any other information they would have liked to receive

- Barriers / facilitators
 - What information they shared with TP or schools about pupils (if any)
 - Process
 - Barriers / facilitators
 - If none, why
 - Whether they received feedback from TP, schools or pupils about tuition
 - Process
 - Barriers / facilitators
 - Key areas for feedback
 - How they used information
 - How they responded to feedback from pupils on topics they were struggling with
 - Barriers / facilitators
 - Suggestions to improve information sharing
- **Explore their perceptions of alignment of tutoring with classroom learning.** *Moderator to draw out areas of agreement and disagreement.*
 - Extent to which they felt aware of the classroom learning
 - Barriers / facilitators
 - Variations by subject/year group/level of experience etc.
 - Suggestions to improve
 - Amount of time spent preparing for sessions (e.g., finding resources, marking)
 - High level estimate of time spent each week
 - Barriers / facilitators
 - Variations by subject/year group/pupil need/level of experience etc.
 - Suggestions to improve
 - Extent to which they felt their resources for tuition aligned with classroom learning
 - Barriers / facilitators
 - Suggestions to improve
 - Perception of importance of tuition alignment to classroom learning
 - Variations by subject/year group/pupil need/other factors
 - *If any participant is working with multiple TPs:* Whether experience differed between TPs
 - **Explore mechanisms to monitor quality of tuition** (if any). *Moderator to draw out areas of agreement and disagreement.*
 - Whether there were any processes to monitor the quality of tuition they delivered
 - Barriers / facilitators to monitoring
 - Views about quality of tuition being delivered (*refer to their earlier definition of high-quality tutoring in section 3*)
 - Variations by mode of delivery, time of delivery, subject, one to one / small group, in school / at home, information provided about pupils in advance etc.
 - Suggestions to improve the ways TPs monitor quality
 - *If any participant is working with multiple TPs:* Whether experience differed between TPs

6. Expectations of Legacy Phase

(25 minutes)

Aim: To explore their expectations of programme outcomes.

- **Explore their perception of attainment and non-cognitive outcomes for pupils.**

Moderator to explore whether outcomes have been achieved or are expected to be achieved in the future and in what timeframe.

Moderator to draw out areas of agreement and disagreement.

- How outcomes are being measured, if at all
- Whether able to see any attainment or non-cognitive (e.g. motivation, attention, confidence, participation) outcomes yet
 - *For any with pre-NTP tutoring experience:* whether outcomes are better / worse / similar to non-NTP tutoring

Moderator to explore whether differences in pupil outcomes by (spontaneous first, then prompt):

- Intervention characteristics
 - Online vs face to face vs mixed
 - 1:1 vs small group
 - Subject
- School characteristics
 - Primary vs secondary
 - Schools with higher vs lower numbers of disadvantaged pupils
 - High vs low Ofsted rating
- Pupil characteristics
 - Ethnicity
 - Gender
 - Prior attainment
 - Attendance
 - SEND
- Tutor characteristics
 - Ethnicity
 - Gender
 - Profession
 - Prior experience as tutor
 - Highest qualification
- TP characteristics
 - TP specialism (e.g. SEND)
 - Other organisational characteristics
- Quality of tuition
 - Planning sessions
 - Alignment with pupils' needs
 - Dynamics between tutors and pupils
- Support in the system
 - Support for TPs

- Tutor training
 - Support for tutors
 - Support for schools
- Other (e.g. effects of COVID)
 - Year groups with tests/exams vs year groups without
- **Explore their expectations of programme outcomes for others**
 - For themself
 - Lessons learnt from the experience
 - For teachers
 - For helping to close the attainment gap between disadvantaged pupils and their peers – short term and long term
- **Briefly explore their satisfaction with the programme**
 - Whether they would like to deliver tuition as part of the TP programme in the future
 - One piece of advice they would give to another tutor if they were to deliver tuition for the TP programme in the future
 - Any plans beyond the programme:
 - To tutor again
 - To teach

7. Close

(2 minutes)

- Thank for participation
- Any questions / final thoughts
- Explain that they will receive an email from **rewards@perks.com** within 7 working days containing a code to access the incentive, as a thank you for their participation. Explain that the email address they used to receive the Zoom link will be used to administer their incentive.

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *W3 Tutor Group [insert group number from sample sheet]_40316814_EEF_TP_[INSERT RESEARCHER INITIALS AND DATE]*
- Complete analysis chart and save in secure project folder

W3 Tutor depth interview topic guide

EEF Evaluation of Tuition Partners

Tutor Telephone Depth Interviews – Wave 3

Topic Guide v3

45 minutes

Background to the Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).¹⁸ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021 (in some cases, tuition may continue into the summer break).

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

Background to the Evaluation

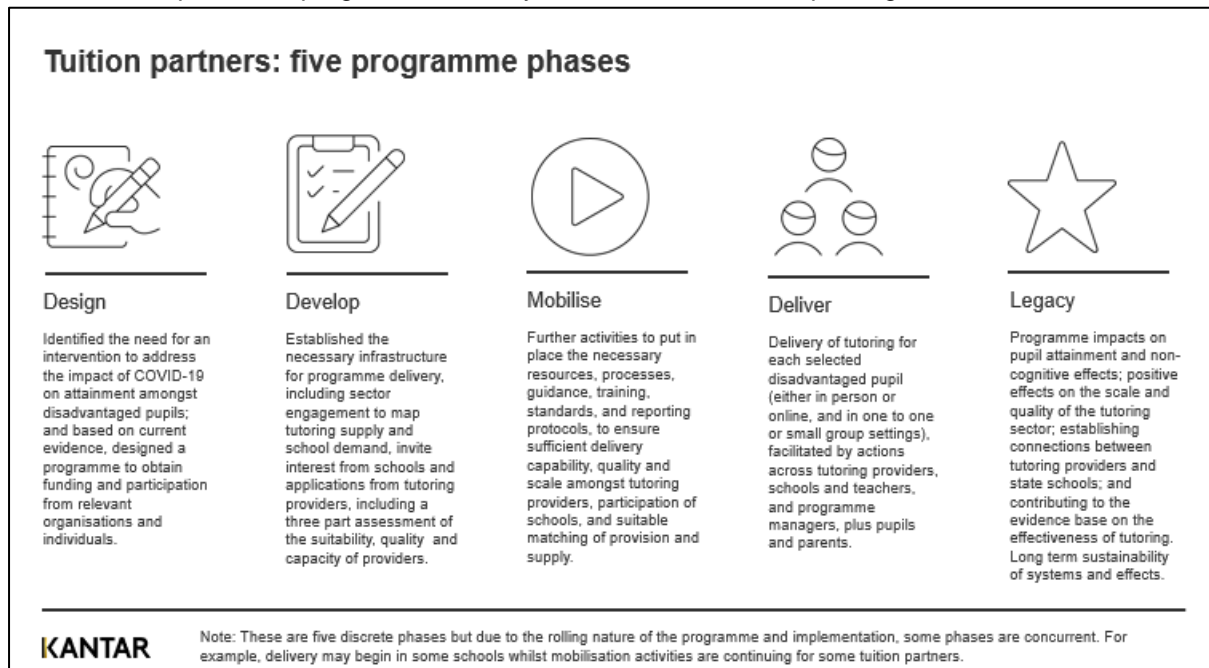
Kantar is conducting the Implementation and Process Evaluation (IPE) of the Tuition Partners Programme, as part of a consortium of evaluators, led by the National Foundation for Educational Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will quantify the overall impact of the programme on pupil attainment/learning outcomes how this varies by different types of tutoring, pupil, and school characteristics. The evaluation will also explore the experiences of TPs, schools, tutors, and pupils in order to improve the delivery of similar programmes in the future. The overarching IPE research questions are:

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

¹⁸[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)

- To what extent has the programme both reached and engaged disadvantaged schools and pupils? *[Reach]*
- How well has the programme delivered high quality tutoring? *[High Quality Tutoring]*
- What is the perceived impact of the programme? *[Impact]*
- What factors (moderators) influence (or are perceived to influence) outcomes? *[Moderators]*

There are five phases to programme delivery and Kantar has developed logic models for each.



The programme defines High Quality Tutoring as:

<u>Dosage</u>	<u>Focus</u>	<u>Experience</u>
<p>Sessions should be:</p> <ul style="list-style-type: none"> ▪ Short ▪ Regular ▪ Conducted over 6-12 weeks ▪ Involve an appropriate number and mix of pupils 	<p>Content should be:</p> <ul style="list-style-type: none"> ▪ Well planned and structured around clear learning objectives ▪ Linked to the curriculum ▪ Additional to existing teaching ▪ Delivered by tutors with the necessary skills & knowledge¹ ▪ Developed and refined in response to ongoing diagnostic assessment² & feedback 	<p>Process should involve:</p> <ul style="list-style-type: none"> ▪ 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 & end) and include cognitive breaks ▪ Sufficient safeguarding protocols

Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In Wave 3, TPs, tutors, school leads, classroom teachers and pupils are being engaged to discuss implementation and identify barriers to successful delivery, capturing experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation via feedback loops.

The aims of Wave 3 interviews with tutors are to:

- Establish progress against activities and outputs within Mobilise and Delivery phases
- Understand what is working well, challenges, and suggestions for improvement
- Gather views on what the programme has achieved.

The guide is structured as follows:

101. Introduction
102. Background
103. Perceptions of programme
104. Experience of Mobilise Phase
105. Experience of Delivery Phase
106. Expectations of Legacy Phase
107. Close

Notes to moderators are displayed in italics.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com



Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed

1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participant.

- **Thanks & introduction:** Introduce yourself and Kantar Public – independent research agency
- **About the client:** research to evaluate the National Tutoring Programme: Tuition Partners programme, delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE).
- **Reason for participation:** We're interested in exploring their experience of programme implementation, what has worked well and less well, and suggestions for improvements. Emphasise that this is not an assessment of their performance of implementing or delivering the programme – rather this is part of a much larger evaluation where we are speaking to schools, pupils, tutors and TPs.
- **How their info will be used:** Their views and experiences will be looked at together with those of other tutors delivering the programme. They will not be identified in reporting. Participation will not affect their current or future relationship with EEF or DfE.
- **Privacy notice:** check this has been received.
- **Ethical considerations:** Research is voluntary – they have the right to withdraw at any time.
- **Reassurances:** No right or wrong answers - we interested in their experience and views whatever they are.
- **Incentive:** They will receive £50 as a thank you for their participation in this research.
- **Duration:** 45 minutes

- **Any questions/concerns?**
- **Audio recording:** ask permission to audio record for analysis purposes. Acknowledge consent on tape.

2. Background

(5 minutes)

Aim: to build rapport, establish context regarding their background and briefly explore their involvement in TP so far.

- **Participant intro**
 - Ask for them to say a little bit about themselves e.g. work, qualifications
 - Experience of tutoring prior to TP
 - Profile of their 'usual' tutoring recipient (age, subject, mode of delivery etc.)
 - Any specialisms

Explain that you would now like to talk about the Tuition Partners programme. Explain that, for each question, you would like them to talk about the Tuition Partners programme only and not about any experience of tutoring outside the programme. Where a participant has experience tutoring in schools outside the TP programme, invite comparison to TP programme if appropriate.

- **Brief overview of involvement in Tuition Partners programme so far**
 - TP(s) they are working with
 - Whether they have changed TPs since the start of the TP programme – if so, reasons
 - Route into the programme (existing or new relationship with TP(s))
 - Nature of agreement with TP(s) (employed / self-employed / volunteer)

Moderator to establish whether tutor is a volunteer to explore costs incurred from tutors who are volunteers
 - How much tutoring they have delivered so far as part of programme
 - Number of schools and pupils
 - Mode of delivery (online, face-to-face or hybrid)
 - *If online:* whether tutors / pupils to have cameras turned on or off and why
 - One to one or group
 - Length of sessions

3. Perception of the Programme

(5 minutes)

Aim: to explore their perception and awareness of the programme and what it is trying to achieve.

- **Explore their understanding of the TP programme**
 - What they think the programme is trying to achieve
 - For whom – *probe on cognitive and non-cognitive outcomes for pupils*
 - Views about the programme including any changes since starting
 - Theirs
 - Schools'

- What they think constitutes high-quality tutoring

4. Experience of Mobilise Phase (5 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experience of Mobilise phase implementation, barriers and facilitators to phase delivery and areas for improvement.

Remind them that you would like them to talk about the Tuition Partners programme only and not about any experience of tutoring outside the programme. Where a participant has experience tutoring in schools outside the TP programme, invite comparison to TP programme if appropriate.

- **Explore their experience of training and briefing from TP as part of Tuition Partners programme**
 - What TP-specific training / briefing it involved (if any)
 - Number of training sessions
 - Session content – *prompt on safeguarding*
 - Mode of delivery
 - Timing (delivered during or prior to TP programme)
 - *If volunteering:* establish how much time spent training
 - Whether there has been any follow up / top up training since
 - What they learnt / how well tailored to their needs / prior experience
 - Whether all training was compulsory / some was optional
 - If some optional, how they decided whether to do it
 - Barriers / facilitators
 - How well prepared they felt following training and briefing
 - Suggestions for improvements e.g., specific training they would have liked to receive in hindsight

5. Experience of Delivery Phase (10 minutes)

Description of Delivery Phase: delivery of tutoring for each selected disadvantaged pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Delivery phase implementation, barriers and facilitators to phase delivery and areas for improvement.

- **Explore their overall experience of programme delivery so far**
 - Mode of delivery (online/f2f /hybrid and in-school/at home)
 - Differences in provision during school closures
 - Advantages and disadvantages
 - Preference (why)
 - Views on optimum mode
 - Lessons learnt

- Types of pupils (subject, pupil year group, pupil gender, pupil ethnicity, location)
 - One to one or small groups
 - If groups, view on how effective pupil grouping was
 - Advantages and disadvantages
 - Views on optimum group size
 - Lessons learnt
 - How well prepared they felt
 - Barriers/ facilitators
 - Overall views on what has worked well
 - Suggestions to improve
- **Explore what information is shared between TP, schools and them**
 - What information they received from TP or schools about pupils (if any)
 - When they received it
 - Whether they reviewed / made use of any information
 - Any other information they would have liked to receive
 - Barriers
 - What information they shared with TP or schools about pupils (if any)
 - If none, why
 - Whether they received feedback from TP and / or schools about tuition
 - Process
 - Barriers / facilitators
 - Key areas for feedback
 - How they used information
 - Suggestions to improve
 - **Explore their perceptions of alignment of tutoring with classroom learning**
 - Extent to which they felt aware of the classroom learning
 - Barriers / facilitators
 - Suggestions to improve
 - Amount of time spent preparing for sessions (e.g., finding resources, marking, ongoing training)
 - Barriers / facilitators
 - Suggestions to improve
 - Extent to which they felt their resources for tuition aligned with classroom learning
 - Barriers / facilitators
 - Suggestions to improve
 - Perception of importance of tuition alignment to classroom learning
 - **Explore mechanisms to monitor quality of tuition**
 - Whether there were any processes to monitor the quality of tuition they delivered
 - Whether they received feedback
 - Barriers / facilitators to monitoring
 - Views about quality of tuition being delivered (*refer to their earlier definition of high-quality tutoring in section 3*)

- Variations by mode of delivery, time of delivery, subject, one to one / small group, in school / at home, information provided about pupils in advance etc.
- Suggestions to improve the ways TPs monitor quality

6. Expectations of Legacy Phase

(15 minutes)

Aim: To explore their expectations of programme outcomes.

- **Explore their perception of attainment and non-cognitive outcomes for pupils**

Moderator to explore whether outcomes have been achieved or are expected to be achieved in the future and in what timeframe. Explore whether differences in pupil outcomes by (spontaneous first, then prompt):

- Intervention characteristics
 - Online vs face to face vs mixed
 - 1:1 vs small group
 - Subject
- School characteristics
 - Primary vs secondary
 - Schools with higher vs lower numbers of disadvantaged pupils
 - High vs low Ofsted rating
- Pupil characteristics
 - Ethnicity
 - Gender
 - Prior attainment
 - Attendance
 - SEND
- Tutor characteristics
 - Ethnicity
 - Gender
 - Profession
 - Prior experience as tutor
 - Highest qualification
- TP characteristics
 - TP specialism (e.g. SEND)
 - Other organisational characteristics
- Quality of tuition
 - Planning sessions
 - Alignment with pupils' needs
 - Dynamics between tutors and pupils
- Support in the system
 - Support for TPs
 - Tutor training
 - Support for tutors
 - Support for schools
- Other (e.g. effects of COVID)

- Year groups with tests/exams vs year groups without
- **Explore their expectations of programme outcomes for others**
 - For themselves
 - Lessons learnt from the experience
 - For helping to close the attainment gap between disadvantaged pupils and their peers – short term and long term
 - For schools
- **Briefly explore their satisfaction with the programme so far**
 - Extent to which it has met their expectations
 - Perception of extent to which it has met schools' expectations
 - One piece of advice they would give to another tutor if they were to deliver tuition for the TP programme in the future
 - Any plans beyond the programme:
 - To tutor again
 - To teach

7. Close

(2 minutes)

- Thank for participation
- Any questions/ final thoughts
- Double check email address is correct to administer incentive as a thank you for their participation. Explain that they will receive an email from **rewards@perks.com** within 7 working days containing a code to access the incentive.

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *W3 Tutor INT [insert interview number from sample sheet]_40316814_EEF_TUTOR_[INSERT RESEARCHER INITIALS AND DATE]*
- Complete analysis chart and save in secure project folder.

W3 Pupil topic guide: primary school guide

EEF Evaluation of Tuition Partners

Pupil focus group (primary school – up to age 11)

Wave 3

Topic Guide v1

30-45 minutes

Background to Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).¹⁹ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021 (in some cases, tuition may continue into the summer break).

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

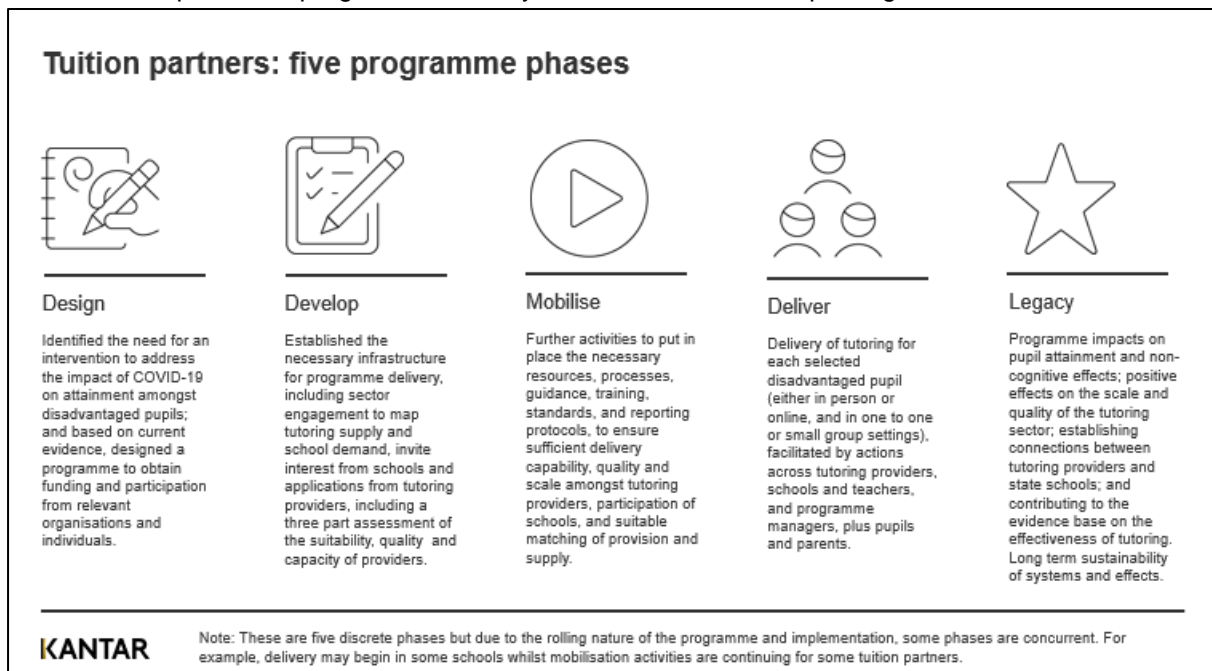
Background to Evaluation

Kantar is conducting the Implementation and Process Evaluation (IPE) of the Tuition Partners Programme, as part of a consortium of evaluators, led by the National Foundation for Educational Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will quantify the overall impact of the programme on pupil attainment/learning outcomes how this varies by different types of tutoring, pupil, and school characteristics. The evaluation will also explore the experiences of TPs, schools, tutors, and pupils in order to improve the delivery of similar programmes in the future. The overarching IPE research questions are:

¹⁹[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)

- How well has the programme been implemented? *[Implementation]*
- To what extent has the programme both reached and engaged disadvantaged schools and pupils? *Why/why not? [Reach]*
- How well has the programme delivered high quality tutoring? *[High Quality Tutoring]*
- What is the perceived impact of the programme? *[Impact]*
- What factors (moderators) influence (or are perceived to influence) outcomes? *[Moderators]*

There are five phases to programme delivery and Kantar has developed logic models for each.



The programme defines High Quality Tutoring as:

Dosage	Focus	Experience
<p>Sessions should be:</p> <ul style="list-style-type: none"> ▪ Short ▪ Regular ▪ Conducted over 6-12 weeks ▪ Involve an appropriate number and mix of pupils 	<p>Content should be:</p> <ul style="list-style-type: none"> ▪ Well planned and structured around clear learning objectives ▪ Linked to the curriculum ▪ Additional to existing teaching ▪ Delivered by tutors with the necessary skills & knowledge¹ ▪ Developed and refined in response to ongoing diagnostic assessment² & feedback 	<p>Process should involve:</p> <ul style="list-style-type: none"> ▪ 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 & end) and include cognitive breaks ▪ Sufficient safeguarding protocols

Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In Wave 3, TPs, tutors, school leads, classroom teachers and pupils are being engaged to discuss implementation and identify barriers to successful delivery, capturing experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation via feedback loops.

The aims of Wave 3 focus groups with pupils are to:

- Capture pupils' experiences of Delivery and Legacy phases
- Understand variations in what is working well, challenges, and suggestions for improvement amongst pupils receiving TP tuition
- Gather pupils' views on what the programme is expected to achieve for them.

There are two guides for pupil focus groups – one for pupils of primary school age (30-45 minutes with more prompts) and one for pupils of secondary school age (45 minutes).

This guide is structured as follows:

108. Introduction
109. Background
110. Perceptions of the programme
111. Experience of Mobilise Phase
112. Experience of Delivery Phase
113. Expectations of Legacy Phase
114. Close

Notes to moderators are displayed in italics.

Moderator to review notes from W1 or W2 school head / TP lead interview or classroom teacher interview if school has participated in IPE fieldwork previously.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com



Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed.

1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participants.

Note to moderator: ensure thorough explanation of introduction to ensure participants are informed.

- **Thanks & introduction:** Introduce yourself and Kantar Public, a research agency. Explain that your job involves talking to different people about different topics to find out about their experiences.
- **About the client:** Explain that the Education Endowment Foundation (EEF) and the Department for Education (DfE, government) organised tuition for pupils this academic year and would like to know how pupils have found it.
- **Reason for participation:** Explain that we're really interested in hearing about what they liked / disliked about the tuition they received and what they think would make it better for other young people like them.

- **How their info will be used:** The views and experiences they share in the session will be looked at together with views of pupils who have received tuition in other schools. We will look at what everyone says and then make a presentation for EEF and DfE to show them what pupils thought.
- **Reassurances:** There are no right or wrong answers. This is not a test of them or their tutor. We are interested in their thoughts, whatever they are. Emphasise that they can be honest and say what they really think about the tuition. Their answers will not be shared with teachers or tutors.
- **Permissions:** Explain that we have shared information about the research with their parent / carer / whoever looks after them and given them the opportunity to withdraw you.
- **Ethical considerations:** Voluntary – explain this means they do not have to take part if they don't want to. Confidential and anonymous – explain this means we will not use their name in the presentation. **Emphasise they do not have to take part if they do not want to.** Explain that if they decide they do not want to take part when you have finished talking or once you get started, just let you know and you can remove them from the session.
- **Safeguarding:** Explain that if they tell you anything that makes you concerned for their safety or the safety of someone else, you will have to tell a teacher. Explain that you will let them know before you do.
- **Duration:** up to 45 minutes
- **House rules:** Important that you hear from everyone so they should try not to talk over each other. If they would like to ask a question, use the 'raise hand' function (show them where it is). If they have any technical issues with the connection, type in the chat to let you know (show them where it is). If it is noisy in the background when they are not talking, use the 'mute' function (show them where it is). *Moderator can also mute and unmute participants if participants are not able to themselves.*
- **Questions/concerns:** Ask if anyone has questions about what they have heard.
Pause for questions
- **Confirm verbal consent to take part:** Ask whether anyone does not want to take part.
Pause for responses
- **Video recording:** Thank them for agreeing to take part. Explain you would like to video record the group chat, so you do not have to make lots of notes while we are talking. Ask for permission. Start recording and acknowledge consent on tape.
- **Equipment:** Check that they all have some paper and a pen or pencil to hand. Explain that we will be using them shortly.

2. Background

(2-5 minutes)

Aim: to build rapport, establish context regarding their background and establish tuition features for each participant

- **Participant introductions**

Moderator to go around the group and ask each participant to share:

- Name
- Year group
- Whether they know each other and how

- **Establish whether they have received tuition before (e.g., organised by school or privately organised by whoever looks after them)**
 - When it was delivered
 - Experiences of tuition prior to TP programme e.g., subject, usefulness of tuition

3. Perceptions of the programme (3-5 minutes)

Aim: to explore their awareness and perception of the programme.

Moderator: use responses to previous question to identify TP tuition. Explain that we will be talking about the tuition they took part in recently.

- **Briefly establish overview of programme for each participant**
 - When it took place e.g., last year, this year
 - Mode of delivery (online / face-to-face / hybrid)
 - Environment (at home / in-school / mix)
 - Tutor-pupil ratio (one-to-one / group)
 - Subject(s)
 - Session timing (during or after school)
 - Homework requirements
 - How often (once per week / more)
 - Whether tuition block is complete (*if not already shared by school. Moderator to use this to tailor tense of questions beyond this point*)

- **Explore initial reactions to tutoring**

Moderator: explain that you would like them to think back to when they first heard they would be receiving tuition. Share screen and show STIM 1. Ask each participant to pick one emoji that best illustrates how they felt when they learnt they would be taking part in tuition. Ask them to explain why they picked the emoji.

 - Concerns about tuition (if any)
 - Perceived benefits of tuition (if any)

4. Experience of Mobilise phase (5-10 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experiences of signing up to the programme.

- **Explore expectations of the programme**
 - What they think the purpose of the tuition is

- What they thought it would involve
- **Explore experiences of signing up to take part**
 - Whether they felt they had the choice to take part
 - How they decided – who was involved in decision, what factors influenced it
 - How they signed up
 - Who was involved e.g., parents / carers / the person who looks after them, teachers
 - Could this be improved in the future? If so, how?

5. Experience of Deliver Phase (5-10 minutes)

Description of Delivery Phase: delivery of tutoring for each selected pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Deliver phase implementation, barriers and facilitators to phase delivery and areas for improvement.

- **Explore any changes since the start of the programme** e.g., tuition was online but now in school
 - Thoughts on any changes – what they preferred and why

Moderator: share STIM 2 and read the text above the boxes aloud. Explain that you would like them to tell you about what happens during a typical tuition session e.g., what it involves, what they enjoy more / less, whether anything would make this part of the session better. Explain that they have a couple of minutes to think and can write words or draw pictures to help describe this. Ensure they understand the task and explain that it doesn't matter if they don't think their pictures are very good or if there are spelling mistakes! We're just using them to talk about their experiences. After a couple of minutes, ask each participant in turn to explain what they have written / drawn probing fully on:

- During the tutoring session
 - What it involves e.g., types of activities (videos, worksheets), whether the same / different each week
 - What they like more and why
 - What they like less and why
 - How it could be better in future
- **Explore whether there is any immediate follow-up / check in after sessions to find out how tuition went** e.g. tests, discussion with teacher, parents check in
- **Explore perceptions of their tutor**

If they have had more than one TP tutor, enable them to compare their different experiences. Allow spontaneous responses, then probe on:

- What they like about their tutor e.g., teaching style, types of activities, working relationship with tutors
- What they like less about their tutor e.g., too many tests, making them read aloud
- Whether they feel they can ask tutor questions if something is unclear (perception of support)
- What, if anything, their tutor could do differently to make their tuition session better

6. Experience of Legacy Phase (10 minutes)

Description of Legacy Phase: programme impacts on pupil attainment and non-cognitive effects; positive effects on the scale and quality of the tutoring sector; establishing connections between TPs and state schools; and contributing to the evidence base on the effectiveness of tutoring. Long term sustainability of systems and effects.

Aim: To explore perceived benefits to their learning and other outcomes.

- **Explore how they feel about the subject at the end of tuition**

Moderator: Share screen and show STIM 3. Ask each participant to think back to before they had received tuition. Ask them to think about how they felt about the subject then. Ask them to pick one emoji that best illustrates how they feel about the subject now, since they have received tuition in e.g. do they feel more confused, confident, happy, sad. Ask them to explain why they picked the emoji.

Probe fully on:

- Cognitive outcomes e.g., grades, understanding of specific topics
 - If expected, in what timeframe
- Non-cognitive outcomes e.g., confidence (in subject, in class, broader), motivation, aspirations, interest in the subject of tutoring
 - If expected, in what timeframe
- Views about tuition overall
 - Likelihood to agree to future tuition
 - Likelihood to recommend tuition to other pupils
- **Explore whether they have had / will have any assessments or exams related to the subject they received tuition in**
 - Timing
 - Type of assessment (formal / informal, written exam / assignment)
 - How they felt / feel about assessment in that subject following tuition
 - *If complete, probe sensitively on whether they know outcome of assessment*

7. Close (2 minutes)

- Thank for participation, explain they did really well
- Any questions / final thoughts

- Close

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *W3 Pupil Focus Group INT [insert interview number from sample sheet]_40316814_EEF_PUPIL_[INSERT DATE AND RESEARCHER INITIALS]*
- Complete analysis chart and save in secure project folder.

W3 Pupil topic guide: secondary school guide

EEF Evaluation of Tuition Partners

Pupil focus group (secondary school – age 11 and over)

Wave 3

Topic Guide v2

45 minutes

Background to Programme

School pupils in England have experienced unprecedented disruption to their education due to school closures as a result of COVID-19, with disadvantaged pupils expected to be disproportionately impacted. Estimates placed the widening of the attainment gap between disadvantaged pupils and their classmates at 36% (range 11-75%).²⁰ In response, as part of the Government's £1 billion coronavirus catch-up package, the Department for Education (DfE) launched a £350 million National Tutoring Programme (NTP), which aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

NTP is divided into two parts: Tuition Partners and Academic Mentors. The Education Endowment Foundation (EEF) is leading the delivery of Tuition Partners (the programme) in the academic year 2020–2021. The programme aims to provide additional, targeted tutoring for disadvantaged pupils in state-maintained primary and secondary schools. It enables participating schools to access 15 hours of high-quality tutoring per disadvantaged pupil from an approved list of 33 Tuition Partners (TPs), who have passed a set of quality, safeguarding and evaluation standards. Initial programme activities to establish the implementation systems and engage participants ran from July 2020, with tutoring commencing in late 2020, and programme completion in July 2021 (in some cases, tuition may continue into the summer break).

The programme offers a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. Participating schools decide which TP to work with and which of their pupils will benefit the most from additional support.

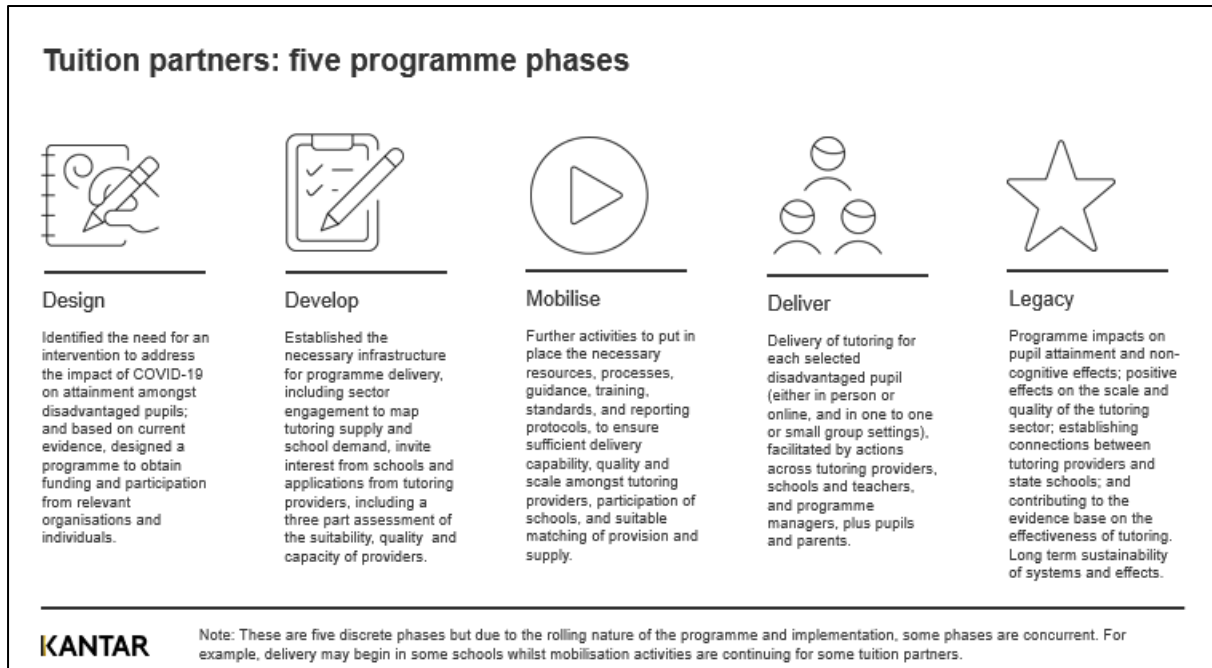
Background to Evaluation

Kantar is conducting the Implementation and Process Evaluation (IPE) of the Tuition Partners Programme, as part of a consortium of evaluators, led by the National Foundation for Educational Research (NFER). The integrated IPE and impact evaluation aim to provide formative and summative feedback that will quantify the overall impact of the programme on pupil attainment/learning outcomes how this varies by different types of tutoring, pupil, and school characteristics. The evaluation will also explore the experiences of TPs, schools, tutors, and pupils in order to improve the delivery of similar programmes in the future. The overarching IPE research questions are:

²⁰[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)

- How well has the programme been implemented? *[Implementation]*
- To what extent has the programme both reached and engaged disadvantaged schools and pupils? *Why/why not? [Reach]*
- How well has the programme delivered high quality tutoring? *[High Quality Tutoring]*
- What is the perceived impact of the programme? *[Impact]*
- What factors (moderators) influence (or are perceived to influence) outcomes? *[Moderators]*

There are five phases to programme delivery and Kantar has developed logic models for each.



The programme defines High Quality Tutoring as:

Dosage	Focus	Experience
<p>Sessions should be:</p> <ul style="list-style-type: none"> ▪ Short ▪ Regular ▪ Conducted over 6-12 weeks ▪ Involve an appropriate number and mix of pupils 	<p>Content should be:</p> <ul style="list-style-type: none"> ▪ Well planned and structured around clear learning objectives ▪ Linked to the curriculum ▪ Additional to existing teaching ▪ Delivered by tutors with the necessary skills & knowledge¹ ▪ Developed and refined in response to ongoing diagnostic assessment² & feedback 	<p>Process should involve:</p> <ul style="list-style-type: none"> ▪ 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 & end) and include cognitive breaks ▪ Sufficient safeguarding protocols

Interview Aims

The IPE includes a rolling programme of data collection, based around three waves. In Wave 3, TPs, tutors, school leads, classroom teachers and pupils are being engaged to discuss implementation and identify barriers to successful delivery, capturing experiences of both those who are further along in their delivery and those joining the programme later in the delivery period. Formative feedback will be shared with EEF throughout the evaluation via feedback loops.

The aims of Wave 3 focus groups with pupils are to:

- Capture pupils' experiences of Delivery and Legacy phases
- Understand variations in what is working well, challenges, and suggestions for improvement amongst pupils receiving TP tuition
- Gather pupils' views on what the programme is expected to achieve for them.

There are two guides for pupil focus groups – one for pupils of primary school age (30-45 minutes with more prompts) and one for pupils of secondary school age (45 minutes).

This guide is structured as follows:

115. Introduction
116. Background
117. Perceptions of the programme
118. Experience of Mobilise Phase
119. Experience of Delivery Phase
120. Expectations of Legacy Phase
121. Close

Notes to moderators are displayed in italics.

Moderator to review notes from W1 or W2 school head / TP lead interview or classroom teacher interview if school has participated in IPE fieldwork previously.

Key contacts

Project Director: Alice Coulter Alice.Coulter@kantar.com

Project Lead: Rosie Giles Rosie.Giles@kantar.com



Please note, this guide is not a script and is intended to be used flexibly, with participant responses guiding the flow of the conversation, topics covered in the order that they naturally arise, and probes used only when needed.

1. Introduction

(3 minutes)

Aim: to introduce the research, set the tone and provide clarity on what is expected of the participants.

Note to moderator: ensure thorough explanation of introduction to ensure participants are informed.

- **Thanks & introduction:** Introduce yourself and Kantar Public, a research agency. Explain that your job involves talking to different people about different topics to find out about their experiences.
- **About the client:** Explain that the Education Endowment Foundation (EEF) and the Department for Education (DfE, government) organised tuition for pupils this academic year and would like to know how pupils have found it.
- **Reason for participation:** Explain that we're really interested in hearing about what they liked / disliked about the tuition they received and what they think would make it better for other young people like them.

- **How their info will be used:** The views and experiences they share in the session will be looked at together with views of pupils who have received tuition in other schools. We will look at what everyone says and then make a presentation for EEF and DfE to show them what pupils thought.
- **Reassurances:** There are no right or wrong answers. This is not a test of them or their tutor. We are interested in their thoughts, whatever they are. Emphasise that they can be honest and say what they really think about the tuition. Their answers will not be shared with teachers or tutors.
- **Permissions:** Explain that we have shared information about the research with their parent / carer / whoever looks after them and given them the opportunity to withdraw you.
- **Ethical considerations:** Voluntary – explain this means they do not have to take part if they don't want to. Confidential and anonymous – explain this means we will not use their name in the presentation. **Emphasise they do not have to take part if they do not want to.** Explain that if they decide they do not want to take part when you have finished talking or once you get started, just let you know and you can remove them from the session.
- **Safeguarding:** Explain that if they tell you anything that makes you concerned for their safety or the safety of someone else, you will have to tell a teacher. Explain that you will let them know before you do.
- **Duration:** up to 45 minutes
- **House rules:** Important that you hear from everyone so they should try not to talk over each other. If they would like to ask a question, use the 'raise hand' function (show them where it is). If they have any technical issues with the connection, type in the chat to let you know (show them where it is). If it is noisy in the background when they are not talking, use the 'mute' function (show them where it is). *Moderator can also mute and unmute participants if participants are not able to themselves.*
- **Questions/concerns:** Ask if anyone has questions about what they have heard.
Pause for questions
- **Confirm verbal consent to take part:** Ask whether anyone does not want to take part.
Pause for responses
- **Video recording:** Thank them for agreeing to take part. Explain you would like to video record the group chat, so you do not have to make lots of notes while we are talking. Ask for permission. Start recording and acknowledge consent on tape.
- **Equipment:** Check that they all have some paper and a pen or pencil to hand. Explain that we will be using them shortly.

2. Background

(5 minutes)

Aim: to build rapport, establish context regarding their background and establish tuition features for each participant

- **Participant introductions**

Moderator to go around the group and ask each participant to share:

- Name
- Year group
- Whether they know each other and how

- **Establish whether they have received tuition before (e.g., organised by school or privately organised by whoever looks after them)**
 - When it was delivered
 - Experiences of tuition prior to TP programme

3. Perceptions of the programme (5 minutes)

Aim: to explore their awareness and perception of the programme.

Moderator: use responses to previous question to identify TP tuition. Explain that we will be talking about the tuition they took part in recently.

- **Briefly establish overview of programme for each participant**
 - When it took place e.g., last year, this year
 - Mode of delivery (online / face-to-face / hybrid)
 - Environment (at home / in-school / mix)
 - Tutor-pupil ratio (one-to-one / group)
 - Subject(s)
 - Session timing (during or after school)
 - Homework requirements
 - How often (once per week / more)
 - Whether tuition block is complete (*if not already shared by school. Moderator to use this to tailor tense of questions beyond this point*)

- **Explore initial reactions to tutoring**

Moderator: explain that you would like them to think back to when they first heard they would be receiving tuition. Share screen and show STIM 1. Ask each participant to pick one emoji that best illustrates how they felt when they learnt they would be taking part in tuition. Ask them to explain why they picked the emoji.

 - Concerns about tuition (if any)
 - Perceived benefits of tuition (if any)

4. Experience of Mobilise phase (5 minutes)

Description of Mobilise Phase: further activities to put in place the necessary resources, processes, guidance, training, standards, and reporting protocols, to ensure sufficient delivery capability, quality and scale amongst TPs, participation of schools, and suitable matching of provision and supply.

Aim: to explore their experiences of signing up to the programme.

- **Explore expectations of the programme**
 - What they think the purpose of the tuition is
 - How tutoring was described to them

- What they thought it would involve
 - Anything else they would like to have known
- **Explore experiences of signing up to take part**
 - Whether they felt they had the choice to take part
 - How they decided – who was involved in decision, what factors influenced it
 - How they signed up
 - Who was involved e.g., parents / carers / the person who looks after them, teachers
 - How they found this – easy / difficult
 - How it could be better in future

5. Experience of Deliver Phase (15 minutes)

Description of Delivery Phase: delivery of tutoring for each selected pupil (either in person or online, and in one to one or small group settings), facilitated by actions across tutoring providers, schools and teachers, and programme managers, plus pupils and parents.

Aim: to explore their experience of Deliver phase implementation, barriers and facilitators to phase delivery and areas for improvement.

- **Explore any changes since the start of the programme** e.g., tuition was online but now in school
 - How any changes were explained to them
 - Thoughts on any changes – what they preferred and why

Moderator: share STIM 2 and read the text above the boxes aloud. Explain that you would like them to tell you about what happens during a typical tuition session e.g., what it involves, what they enjoy more / less, whether anything would make this part of the session better.

Explain that they have a couple of minutes to think and can write words or draw pictures to help describe this. Ensure they understand the task and explain that it doesn't matter if they don't think their pictures are very good or if there are spelling mistakes! We're just using them to talk about their experiences. After a couple of minutes, ask each participant in turn to explain what they have written / drawn probing fully on:

- During the tutoring session
 - What it involves e.g., types of activities (videos, worksheets), whether the same / different each week
 - What they like more and why
 - What they like less and why
 - How it could be better in future
- **Explore whether there is any immediate follow-up / check in after sessions to find out how tuition went**
 - By tutor e.g., test, discussion

- By classroom teacher e.g., mentioned during classroom learning, informal discussion
- By parents e.g., discussions at home about tuition
- **Explore perceptions of their tutor**

If they have had more than one TP tutor, enable them to compare their different experiences.

Allow spontaneous responses, then probe on:

 - What they like about their tutor e.g., teaching style, types of activities, working relationship with tutors
 - What they like less about their tutor e.g., too many tests, making them read aloud
 - Whether they feel they can ask tutor questions if something is unclear (perception of support)
 - What, if anything, their tutor could do differently to make their tuition session better

6. Experience of Legacy Phase (10 minutes)

Description of Legacy Phase: programme impacts on pupil attainment and non-cognitive effects; positive effects on the scale and quality of the tutoring sector; establishing connections between TPs and state schools; and contributing to the evidence base on the effectiveness of tutoring. Long term sustainability of systems and effects.

Aim: To explore perceived benefits to their learning and other outcomes.

- **Explore how they feel about the subject at the end of tuition**

Moderator: Share screen and show STIM 3. Ask each participant to think back to before they had received tuition. Ask them to think about how they felt about the subject then. Ask them to pick one emoji that best illustrates how they feel about the subject now, since they have received tuition in e.g. do they feel more confused, confident, happy, sad. Ask them to explain why they picked the emoji.

Probe fully on:

- Cognitive outcomes e.g., grades, understanding of specific topics
 - If expected, in what timeframe
- Non-cognitive outcomes e.g., confidence (in subject, in class, broader), motivation, aspirations, interest in the subject of tutoring
 - If expected, in what timeframe
- Views about tuition overall
 - Likelihood to agree to future tuition
 - Likelihood to recommend tuition to other pupils
- **Explore whether they have had / will have any assessments or exams related to the subject they received tuition in**
 - Timing
 - Type of assessment (formal / informal, written exam / assignment)

- How they felt / feel about assessment in that subject following tuition
 - *If complete, probe sensitively on whether they know outcome of assessment*

7. Close

(2 minutes)

- Thank for participation, explain they did really well
- Any questions / final thoughts
- Close

Post-field work admin:

- Confirm with Deborah that interview went ahead
- Circulate topline findings email to project team using existing chain
- Upload audio recording to secure project folder, labelled as follows: *W3 Pupil Focus Group INT [insert interview number from sample sheet]_40316814_EEF_PUPIL_[INSERT DATE AND RESEARCHER INITIALS]*
- Complete analysis chart and save in secure project folder.

Appendix D: Questionnaires

EEF Evaluation of Tuition Partners

Tutors Questionnaire – Wave one

INTRODUCTION – Show to all

Thank you for your interest in the Tuition Partners evaluation survey.

The evaluation is carried out by National Foundation for Educational Research (NFER) and Kantar on behalf of the Education Endowment Foundation. This survey aims to understand your experiences of the National Tutoring Programme - Tuition Partners and how this programme, and others, can be made better in the future.

Participation in this survey is voluntary but we do hope you are able to help.

All responses will be treated confidentially. Please note that the identifying data will be stored securely and will only be used by the evaluation team. The NFER's Tutor Privacy Notice can be found at https://www.nfer.ac.uk/media/4201/eetp_tutors_privacy_notice.pdf

We expect the survey to take around 15 minutes. Thank you for your help with this important research. The Kantar's Privacy Notice can be found at <https://www.kantar.com/uki/surveys/>
Thank you for your help with this important research.

The questionnaire has been designed to cover the range of practices that we understand providers are engaged in. However, we recognise that not all questions might reflect your specific working practices, such as how you interact with schools. If you feel that a particular question does not reflect how you work as a tutor, please answer with 'Don't know' or 'N/A', or select 'Other' response, where you will be able to provide further details'

Please note that if the survey is left inactive for over 20 minutes you will be timed out. Please use your personalised link in your email to resume completion. If you exit the survey before the end, any answers that you have given may still be analysed.

Administrative data to be matched into the dataset:

- Type of school tutor works with (Primary, Middle, Secondary, Special)
- Tutor gender
- Tutor ethnicity

INFO1

First, we would like to ask some questions about your work as a tutor.

Q1 – SR, Ask all, Mandatory

1	How long have you worked as a tutor?	(please select one only)	1	Less than 1 year
			2	1 – 2 years
			3	3 – 5 years
			4	6 – 10 years
			5	More than 10 years
			6	Prefer not to say

Q2 – SR, Ask all, Mandatory				
2	Do you have Qualified Teacher Status (QTS)?	(please select one only)	1	Yes
			2	No
			3	Don't know
			4	Prefer not to say

Q3 – MR, Ask all, Mandatory				
3	Where, if at all, have you delivered tuition to school-aged pupils in the past?	(please select all that apply)	3.1	In a primary school
			3.2	In a secondary school
			3.3	In a special school
			3.4	In another academic institution
			3.5	In homes
			3.6	In another setting
			3.7	Online
			3.8	Other
			3.9	Don't know (exclusive)
			3.10	I have not tutored school-aged pupils before this academic year (exclusive)

Q4 – MR, Ask if 3.1 to 3.8 are selected, Mandatory				
4	Who, in the past, has employed you to provide tuition for school-aged children?	(please select all that apply)	4.1	A primary school
			4.2	A secondary school
			4.3	A special school
			4.4	Another academic institution (e.g. FE college)
			4.5	Private individuals
			4.6	A tutoring agency
			4.7	Other
			4.8	Don't know (exclusive)

			4.9	I have not tutored before this academic year (exclusive)
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Q5 – SR, Ask ALL, Mandatory				
5	Is tutoring your main job?	(please select one only)	1	Yes
			2	No
			3	Prefer not to say

Q6 – SR, Ask ALL, Mandatory				
6	Are you a student?	(please select one)	1	Yes – Undergraduate
			2	Yes – Postgraduate
			3	No
			4	Prefer not to say

Q7 – MR, Ask all, Mandatory				
7	What subjects have you tutored before the 2020/21 academic year?	(please select all that apply)	1	Primary – literacy
			2	Primary – maths
			3	Primary – science
			4	Secondary – English
			5	Secondary – maths
			6	Secondary – science
			7	Secondary – humanities
			8	Secondary – modern foreign languages
			9	Other (please specify)
			10	I have not tutored before the 2020/21 academic year

Q8 – SR, Ask all, Only list the ones selected in Q7 (if Q7 = one choice, then Q8 shouldn't show), Mandatory				
8	What subject have you spent most time tutoring before the 2020/21 academic year?	(please select one only)	1	Primary – literacy
			2	Primary – maths
			3	Primary – science
			4	Secondary – English
			5	Secondary – maths
			6	Secondary – science

			7	Secondary – humanities
			8	Secondary – modern foreign languages
			9	Other (please specify)
			10	I have not tutored before the 2020/21 academic year

INFO2

We'd now like to ask you some questions about how you got involved with the National Tutoring Programme (NTP) - Tuition Partners (TP). The following questions refer to this as the TP programme for short.

Q9 – SR, Ask all, Mandatory

9	How did you first hear about the Tuition Partners (TP) programme?	(please select one only)	1	Through a colleague
			2	Through a school that I work with
			3	I already work for one, or more, of the Tuition Partners (<i>by Tuition Partners we mean the organisations which recruit tutors as part of the Tuition Partners programme</i>)
			4	Through the National Tutoring Programme website (NTP)
			5	Google or other web search engines
			6	Through social media
			7	Through a professional association/union
			8	Attended an EEF/NTP webinar
			9	Through press coverage
			10	Other (please specify)
			11	Don't know (exclusive)

Q10 – SR, Ask ALL, Mandatory

10	What motivated you to become a tutor on the TP programme?	(please select all that apply)	1	The income
			2	The flexibility
			3	I can work towards my longer-term goal of becoming a teacher
			4	I wanted to volunteer/do some voluntary work
			5	I wanted to support children's learning

				during the Covid-19 pandemic
			6	Other (please specify)

Q11 –MR, Ask all, Mandatory				
SUGGEST PRESENTING AS FREE TEXT BUT WITH APPROPRIATE CODES SUGGESTED AS RESPONDENT TYPES IN THEIR RESPONSE. SET UP AS A MULTICODE				
11	Which of the following Tuition Partners are you working with?	(please select all that apply)	1	Will add in list of TPs when finalised
			2	Will add in list of TPs when finalised
			3	Will add in list of TPs when finalised
			4	Will add in list of TPs when finalised
			5	Will add in list of TPs when finalised
			6	Will add in list of TPs when finalised

Q12–MR, Ask if selected more than one option at Q11, Mandatory			
12	Which TP are you currently working most with?	(please select one)	Add list of TPs selected at Q11

Q13– MR, Ask all, Mandatory			
13	Are you employed by [INSERT TP NAME selected at Q12]	(please select one)	Yes – I am employed full time
			Yes – I am employed part-time
			I am self-employed
			I volunteer with [Tuition Partner]
			Prefer not to say

Q14 – Grid SR per row, Ask all, Mandatory					
14	Have you been offered any training by [INSERT TP NAME selected at Q12] as part of the TP programme?	(please select one answer per row)			
		[1] Yes, it is compulsory to participate in all the TP training	[2] Yes, some of the TP training is compulsory	[3] Yes, but none of the TP training is compulsory	[4] No TP specific training is available
					[5] Don't know

Q15– MR, Ask if any row at Q14=1,2,3, Mandatory, Randomise answer options,				
15	What training is provided for the TP programme by [INSERT TP NAME selected at Q12]?	(please select all that apply)	1	Subject specific training
			2	Behaviour management
			3	Safeguarding training
			4	Guidance on tutoring online

			5	Information about the Tuition Partners programme
			6	How to provide feedback to pupils
			7	How to work with SEND pupils
			8	How to engage disadvantaged pupils in tutoring
			9	How to effectively tutor small groups of pupils
			10	Other (Please specify)

Q16 – Grid SR per row, Ask all, Randomise answer options							
16	Thinking about all your interactions so far with [INSERT TP NAME selected from Q 12], how satisfied are you with...?	(please select one answer per row)					
		[1] Very satisfied	[2] Somewhat Satisfied	[3] Neither satisfied nor dissatisfied	[4] Somewhat dissatisfied	[5] Very dissatisfied	[6] Don't know/Not applicable
1	Clarity of communication						
2	The topics covered in training						
3	The quality of the training offered						
4	The flexibility of the training offered						
5	Support to manage your relationship with schools						
6	Support with booking your tutoring sessions						
7	Support to plan session content						
7	Support to identify or monitor any issues						

INFO3	
We would now like you to think about the process of delivering tuition through the Tuition Partners programme.	

Q17– SR, Ask all, Mandatory			
17	Have you started to deliver tuition through the Tuition Partners programme?	(please select one only)	1 Yes
			2 No

Q18– SR, Ask all, Mandatory			
18	[IF Q17=1] How well prepared did you feel to tutor pupils on the TP programme?	(please select one only)	1 Very well prepared
			2 Well prepared
	[IF Q17=2] How well prepared do you feel to tutor pupils on the TP programme?		3 Neither well nor poorly prepared
			4 Poorly prepared
			5 Very poorly prepared
			6 Don't know (exclusive)
Q19 – Open Response, Ask if Q18=1 or 2 and 4 or 5,			

19	<p>[IF Q18=1 or 2] Why do you feel well prepared to provide tuition to pupils on the TP programme?</p> <p>[IF Q18=4 or 5] Why do you feel poorly prepared to provide tuition to pupils on the TP programme?</p>	(Please give as much detail as possible in the box below.)
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Q20 – OR, Ask all, Soft prompt, please limit to numeric responses 1-50		
20	<p>[IF Q17=1] How many schools are you currently working with?</p> <p>[IF Q17=2] How many schools are you expecting to work with?</p>	<p>(Please enter the number of schools in digits)</p> <p>Don't know</p>

Q21 – SR, Ask all,				
21	How many pupils do you expect to work with through the Tuition Partners programme this academic year?	(please select one only)	1	1
			2	2 to 5
			3	6 to 10
			4	11 to 20
			5	More than 20
			6	Don't know (exclusive)

Q22 – MR, Ask all,				
22	<p>[IF Q17=1] What types of school are you working with as part of the TP programme?</p> <p>[IF Q17=2] What types of school do you expect you will be working with as part of the TP programme?</p>	(please select all that apply)	1	Primary school
			2	Secondary school
			3	Special school
			4	Alternative provision (e.g.PRUs)
			5	Virtual school
			6	Don't know (exclusive)

Q23– SR, Ask all,				
23	<p>[IF Q17=1] In which of the following ways have you provided tuition as part of the TP programme?</p> <p>[IF Q17=2] In which of the following ways will you provide tuition as part of the TP programme?</p>	(please select one only)	1	Face-to-face only
			2	Mainly face-to-face but some online
			3	About an equal split between face-to-face and online
			4	Mainly online but some face-to-face
			5	Online only
			6	Don't know (exclusive)

Q24– SR, Ask all,				
24	<p>[IF Q17=1] How are you delivering your tuition for the TP programme?</p> <p>[IF Q17=2] How will you be delivering your tuition for the TP programme?</p>	(please one only)	1	One-to-one only
			2	Mainly one-to-one but with some small groups
			3	About an equal split between one-to-one and small groups
			4	Mainly small groups but with some one-to-one tuition
			5	In small groups only
			6	Don't know (exclusive)

Q25– MR, Ask all, Soft prompt				
25	<p>[IF Q17=1] When are you providing tuition for the TP programme?</p> <p>[IF Q17=2] When will you be providing tuition for the TP programme?</p>	(please select all that apply)	1	Before school but on school premises, e.g. at breakfast clubs
			2	During lesson time
			3	During breaks or at lunchtime
			4	After school on school premises
			5	At home (outside of school hours)
			6	Don't know (exclusive)
			7	Other (please specify)

Q26– SR, Ask all, soft prompt				
26	<p>[IF Q17=1] How often at all do you set homework for TP pupils at tuition sessions?</p> <p>[IF Q17=2] How often at all will you set homework for TP pupils at tuition sessions?</p>	(please select one only)	1	Nearly always
			2	Very often
			3	Sometimes
			4	Not very often
			5	Hardly ever
			6	Never
			7	Don't know (exclusive)

Q27 – MR, Ask all, Randomise answer options (1 to 8 only)				
27	Have you been able to express a preference for the pupils you would like to tutor on the TP programme based on any of the following?	(please select all that apply)	1	Your availability
			2	Subject requirements
			3	Pupil age
			4	Pupil gender
			5	Pupil ethnicity
			6	Mode of tuition delivery (online or face to face)
			7	Type of school
			8	Location of the school
			9	Other (please specify)
			10	I was not able to express any preference for the pupils I tutor through the TP programme (mutually exclusive)

Q28– MR, Ask all, Randomise answer options (randomise 1-7)				
28	<p>[If Q17=1] What information about TP pupils do schools share with you before the start of tuition? (If you do not liaise directly with schools then please tick 'not applicable')</p> <p>[If Q7=2] What information about TP pupils will schools share with you before the start of tuition? (If you do not liaise directly with schools then please tick 'not applicable')</p>	(please select all that apply)	1	Name
			2	Age
			3	Gender
			4	Special educational needs
			5	Ethnicity
			6	Whether pupil speaks English as an additional language
			7	Attainment records
			8	Other (please specify)
			9	Don't know (exclusive)
			10	Not applicable

Q29– SR, Ask if Q17=1,				
29	How often do you feel you receive enough information about TP pupils to understand their needs before meeting them for the first time?	(please select one only)	1	Always
			2	Often
			3	Sometimes
			4	Rarely
			5	Never
			6	Don't know

Q30 – MR, Ask if Q17=1, Randomise answer options (randomise 1-7)				
30	Which of the following resources, if any, have schools made available to you to support tuition on the TP programme?	(please select all that apply)	1	Classroom space for tuition
			2	Other spaces for tuition
			3	Computers or tablets
			4	Staff to supervise tuition
			5	Following up absent pupils
			6	Parent feedback
			7	Attendance data
			8	Other (please specify)
			9	None of the above (exclusive)

Q31 – MR, Ask if Q17=1, Randomise answer options (randomise 1-7), only show responses NOT selected at Q30				
31	Are there any resources not provided by the school which would be helpful to you on the TP programme?	(please select all that apply)	1	Classroom space for tuition
			2	Other spaces for tuition
			3	Computers or tablets
			4	Staff to supervise tuition
			5	Attendance data
			6	Parent feedback
			7	Following up absent pupils
			8	Other (please specify)
			9	No (exclusive)

Q32– Grid SR per row, Ask all, Randomise answer options							
32	Thinking about your interactions with the schools so far as part of the TP programme, how satisfied are you with...? (If you do not liaise directly with schools then please tick 'Don't know/ N/A')	(please select one answer per row)					
		[1] Very satisfied	[2] Somewhat satisfied	[3] Neither satisfied nor dissatisfied	[4] Somewhat Dissatisfied	[5] Very dissatisfied	[6] Don't know / N/A
1	Clarity of communication						
2	Flexibility around delivery timetable						
3	Support with timetabling your tutoring sessions						
4	Support with pupil attendance						
5	Your relationships with the teachers at the schools						
6	Your relationships with pupils						
7	Support to identify/monitor any issues						

Q33 Grid SR per row, Ask all, Randomise answer options								
33	To what extent do you agree or disagree with the following statements? The tuition I provide [if Q17=2 "will provide"] as part of TP aligns well with...						(please select one answer per row)	
		[1] Strongly agree	[2] Tend to agree	[3] Neither agree nor disagree	[4] Tend to disagree	[5] Strongly disagree	[6] Don't know	
1	...classroom teaching							
2	...the National Curriculum							
3	...the school curriculum							
4	...pupils' learning needs							

Q34 – Grid SR per row, Ask All, Randomise answer options								
34	Thinking about the Tuition Partners programme overall, to what extent do you agree or disagree with the following statements? The Tuition Partners programme will...						(please select one answer per row)	
		[1] Strongly agree	[2] Tend to agree	[3] Neither agree nor disagree	[3] Tend to disagree	[4] Strongly disagree	[5] Don't know	
.1	... help pupils who may have fallen behind during the Covid-19 pandemic to catch up with their peers.							
.2	...improve pupils' preparation for national exams or assessments							
.3	...help to reduce the attainment gap between disadvantaged pupils and their peers							
.4	...improve pupils' behaviour in class							
.5	...improve pupils' attendance							
.6	... improve pupils' attitudes and motivations towards learning							
.7	... improve the image of school (as an institution that supports pupils)							
.8	... improve pupils' self-confidence							
.9	... improve pupils' self-regulation/ way of thinking/reasoning							
10	Improve pupils' attainment (i.e. better grades)							

Q35 – OR, Ask all, Open	
35	What would you say is the one thing that could be improved about the Tuition Partners programme? (Please give as much detail as possible in the box below.)

INFO4

Finally, we would like to ask some questions about you.

Q36– SR, Ask all, Mandatory

36	Which of the following best describes how you think of yourself?	(please select one only)	1	Male
			2	Female
			3	In another way
			4	Prefer not to say

Q37 – SR, Ask all, Mandatory

37	Which of the following best describes your ethnic group or background?	(please select one only)	1	White
			2	Mixed / multiple ethnicity
			3	Asian / Asian British
			4	Black / African / Caribbean / Black British
			5	Other (please specify)
			6	Prefer not to say

SUBMIT PAGE

You have reached the end of the survey. Thank you for answering our questions. Please click 'Next' to send your response. Once submitted, you will not be able to go back and change any of your answers.

FINAL PAGE

Your response has been submitted. Thank you again for taking the time to complete the survey.

EEF Evaluation of Tuition Partners

School Lead Questionnaire – Wave one

INTRODUCTION – Show to all
TITLE
<p>Thank you for your interest in the Tuition Partners evaluation survey. You are receiving this survey because we understand you are responsible for leading your school's involvement in the National Tutoring Programme (subsequently referred to as 'The National Tutoring Programme – Tuition Partners' or the 'TP Programme'). The TP Programme was developed to support schools in responding to the immediate challenge of school closures due to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap. The programme is funded as part of the Government's £1 billion coronavirus catch-up package, with £350 million allocated to support tutoring.</p> <p>The evaluation is carried out by National Foundation for Educational Research (NFER) and Kantar on behalf of the Education Endowment Foundation. This survey aims to understand your experiences of the National Tutoring Programme - Tuition Partners and how this programme, and others, can be made better in the future. Participation in this survey is voluntary but we do hope you are able to help.</p> <p>All responses will be treated confidentially. Please note that the identifying data will be stored securely and will only be used by the evaluation team.</p> <p>To review NFER's privacy policy, please click here.</p> <p>To review Kantar's privacy policy please click here.</p> <p>We expect the survey to take around 15 minutes. Thank you for your help with this important research.</p> <p>Please use the buttons at the bottom of the page to move through the survey. Please <u>do not</u> use your browser's forward and back buttons.</p>
<p>Please note that if the survey is left inactive for over 20 minutes you will be timed out. Please use your personalised link in your email to resume completion. If you exit the survey before the end, any answers that you have given may still be analysed.</p>

INFO1
<p>First, we would like to ask some questions about you and your school.</p>

<p>Administrative data to be matched into the dataset:</p> <ul style="list-style-type: none">• Type of school (Primary, Middle, Secondary, Special, Pupil Referral Unit)• Number of pupils enrolled at school• Number of FTE staff• Which Tuition Partner organisations each school is partnering with

Q1 – SR, Ask all, Mandatory				
1	Before we begin, please confirm that you work at [INSERT SCHOOL NAME]	(please select one only)	1	Yes
			2	No (<i>Thank and screen out</i>)

SUBMIT PAGE, ASK IF Q1 = 2

Thank you for your interest in completing this form. Unfortunately, you might have received this link in error. Please contact TuitionPartners@nfer.ac.uk to request the correct link. Thank you for your support.

Q2a – SR, Ask all if Q1 = 1, Mandatory				
2a	Which of the following best describes your role at your school?	(please select one only)	1	Headteacher/principal
			2	Senior leadership team member
			3	Head of year/department
			4	Classroom teacher
			5	Business manager
			6	Other administrative role
			7	Other (please specify)

Q2b – SR, Ask all, Mandatory				
2b	How long have you been working in this role in your school?	(please select one only)	1	Less than 1 year
			2	At least 1 year but less than 3 years
			3	At least 3 years but less than 10 years
			4	10 years or more

Q3 – SR, Ask all, Mandatory				
3	Are you the designated school lead for the Tuition Partners programme in your school?	(please select one only)	1	Yes
			2	No

Q4 – OR, Ask all, Soft prompt, Limit responses to £350000		
4	<p>What is the value of the Covid-19 Catch-up Premium your school will receive in total during the 2020/21 academic year?</p> <p><i>If you are unsure, please give an estimate.</i></p>	(please write your response in the box)

Q5– MR, Ask all, Randomise answer options 1 to 9, Mandatory				
5	How is your school planning to spend the Covid-19 Catch-up Premium?	(please select all that apply)	1	To provide additional teacher training
			2	To improve pupils' access to technology in school
			3	To improve pupils' access to technology at home
			4	To provide books or other resources for pupils to use at home
			5	To provide one-to-one or small group tuition (not NTP)
			6	To provide tuition via NTP Tuition Partners programme
			7	To provide tuition via NTP Academic Mentors programme
			8	To provide a summer programme for pupils
			9	To provide revision support for national assessments/exams
			10	Other (please specify)

Q6 – SR, Ask all, Mandatory				
6	Other than through the Tuition Partners programme, has your school worked with external tutors to support classroom teaching in the past two years?	(please select one only)	1	Yes
			2	No
			3	Don't know

INFO2

Now for some questions about the the National Tutoring Programme (NTP) - Tuition Partners (TP). The following questions refer to this as the 'TP programme' for short.

Q7 – SR, Ask all, Mandatory				
7	How did you first hear about the TP programme?	(please select all that apply)	1	Through an existing relationship with a tutoring organisation
			2	Through a colleague
			3	Through another school
			4	Through the National Tutoring Programme (NTP) website
			5	Google or other web search engines
			6	Through social media
			7	Through a professional association or trade union
			8	Attended an EEF/NTP webinar
			9	Through press coverage
			10	Other (please specify)
			11	Don't know (exclusive)

Q8 – SR, Ask all, Mandatory				
8	When applying for the TP programme, how would you rate the resources provided (i.e. the National Tutoring Programme website, the Education Endowment Foundation guidance, the webinars held for schools)?	(please select one only)	1	Very poor
			2	Poor
			3	OK
			4	Good
			5	Very good
			6	Don't know/Didn't see these resources

Q9 – Grid SR per row, Ask all, Mandatory to start, soft prompt if they haven't answered all the questions, Randomise answer options 1-12								
9	When deciding to take part in the TP programme, how important were each of the following factors in your decision?						(please select one answer per statement)	
		[1] Very important	[2] Somewhat important	[3] Neither important nor unimportant	[4] Somewhat unimportant	[5] Not at all important/not relevant	[6] Don't know	
1	To support pupils who may have fallen behind during the Covid-19 pandemic to catch up with their peers							
2	To support pupils who may have fallen behind to fulfil their potential							
3	To support pupils with additional learning needs							
4	To help pupils prepare for national assessments/exams							
5	To access specialist tutor support in particular subjects							
6	To access additional skills/specialist knowledge							
7	To secure additional staff/support time							
8	To reduce existing staff's workload							
9	To establish a positive image of the school (among parents and governors)							
10	To reduce the attainment gap between disadvantaged pupils and their peers							
11	To subsidise one-to-one or small group tuition that we would have funded anyway							
12	To provide additional support to cover the curriculum							

Q10 – Grid SR per row, Ask all, Mandatory to start, soft prompt if they haven't answered all the questions, Randomise answer options 1- 7					
10	When deciding to take part in the TP programme, to what extent were you concerned if at all,with the following?	(please select one answer per statement)			
		[1] Very concerned	[2] Somewhat concerned	[3] Not at all concerned	[4] Don't know
1	The cost of tutoring (covering the remaining 25%)				
2	Additional workload created for staff				
3	Creating a negative image of the school (among parents and governors)				
4	Teacher perception that their job is being outsourced				
5	Not being able to choose a provider from outside of the TP programme				
6	Ensuring pupils have access to the necessary technology				
7	The quality of the tutoring that would be delivered				

Q11 – Grid SR per row, Ask all, Mandatory to start, soft prompt if they haven't answered all the questions Randomise answer options 1-10							
11	Thinking about the TP programme overall, to what extent do you agree or disagree with the following statements?	(please select one answer per statement)					
	The TP programme will...	[1] Strongly agree	[2] Somewhat agree	[3] Neither agree nor disagree	[4] Disagree	[5] Strongly disagree	[6] Don't know/Not applicable
1	Improve pupils' attainment (better grades)						
2	Help pupils who may have fallen behind during the Covid-19 pandemic to catch up with their peers						
3	Improve pupils' preparation for national assessments/exams						
4	Help to reduce the attainment gap between disadvantaged pupils and their peers						
5	Improve pupils' behaviour in class						
6	Improve pupils' attendance						
7	Improve pupils' attitudes and motivation towards learning						
8	Improve the image of the school (as an institution that supports pupils)						
9	Improve pupils' self-confidence						
10	Improve pupils' self-regulation/way of thinking/reasoning						

Q12– Grid SR per row, Ask all, Mandatory to start, soft prompt if they haven't answered all the questions, Randomise answer options 1-9						
12	To what extent has the delivery of tuition led to the following challenges? [If your school is yet to start delivering tuition, please select 'don't know/not applicable']	(please select one answer per statement)				
		[1] To a very great extent	[2] To a large extent	[3] To a moderate extent	[4] Not at all	[5] Don't know/Not applicable
1	Pupils have fallen behind in their school lessons					
2	Tutoring has not been aligned with classroom teaching					
3	Pupils selected for tutoring have become targets for teasing or bullying					
4	Tutoring has been poor quality					
5	Pupils not selected to participate have been resentful					
6	Tutoring has increased pupils' workload or cognitive load					
7	Pupils with very different needs have shared the same tutor in sessions					
8	Pupils receiving tutoring have been identifiable to their peers as 'needing catch up support'					
9	Pupils who have engaged most with the tuition are not the ones most in need of the support					
10	Parents whose children have not been selected to take part have been resentful					
11	Tutoring has reduced time spent by pupils in lessons					

Q13– MR, Ask all, Mandatory, Randomise answer options 1 to 5				
13	The TP programme offers a 75% subsidy and requires schools to pay 25%. In addition to the TP subsidy, how is your school funding participation in the TP programme?	(please select all that apply)	1	Core funding
			2	Covid-19 Catch-up Premium (i.e. the one-off catch up fund of £80 per pupil)
			3	Pupil premium grant
			4	Specific grants for schools
			5	Additional academies funding
			6	Other (please specify)
			7	Don't know (exclusive)

Q14– MR, Ask all, Mandatory, Randomise answer options 1 to 6				
14	If the TP subsidy was not available, which of the following options, if any, would you have used in the 2020/21 academic year to support pupils to catch up?	(please select all that apply)	1	We would have paid for the same number of hours of tuition anyway
			2	We would have paid for fewer hours of tuition
			3	We would have provided tailored support in the classroom
			4	We would have brought in additional teaching assistants
			5	We would have provided additional after school support
			6	We would have set additional homework assignments
			7	Other (please specify)
			8	We would have been unable to offer further support (exclusive)
			9	Don't know (exclusive)

INFO3
The next few questions will be about your school's involvement with the Tuition Partners (TPs) so far.
By 'Tuition Partners' we mean the organisations that provide tutoring, rather than the tutors themselves.

Q15 – MR, Ask all, Mandatory, Drop down list of TPs in alphabetical order				
15	Which of the following TP organisations are you working with?	(please select all that apply (up to 6))	1	Add list of TPs
			2	Add list of TPs
			3	Add list of TPs
			4	Add list of TPs
			5	Add list of TPs
			6	Add list of TPs

Q16 – Grid SR per row, Ask all, Mandatory to start, soft prompt if they haven't answered all the questions, Randomise answer options 1-11							
16	When deciding which TP organisation(s) to work with, how important were each of the following factors in your decision?	(please select one answer per statement)					
		[1] Very important	[2] Somewhat important	[3] Neither important nor unimportant	[4] Somewhat unimportant	[5] Not at all important	[6] Don't know/Not applicable
1	We had worked with them before						
2	They have a good reputation						
3	They were recommended by another school						
4	They have relevant subject expertise						
5	Their SEN expertise matches our needs						
6	They offer online tuition						
7	They offer face-to-face tuition						

8	They are a local organisation						
9	They are an organisation the school trusts						
10	They were recommended by the school's MAT board						
11	Their costs were competitive compared to other TP organisations						

Q17a – OR, Ask all, Soft prompt, please limit responses to 1-500	
17a	How many pupils did you select to receive one-to-one or group tuition overall? (please write the number of pupils in digits)

Q17b – OR, Ask if Q15 = more than one TP selected (only pull through what's selected in Q15), Soft prompt, please limit responses to 1-500	
17b	How many pupils did you select to receive one-to-one or group tuition by...?
1	[Name of Tuition Partner selected at Q15]? (please write your response in the box)
2	[Name of Tuition Partner selected at Q15]? (please write your response in the box)
3	[Name of Tuition Partner selected at Q15]? (please write your response in the box)
4	[Name of Tuition Partner selected at Q15]? (please write your response in the box)
5	[Name of Tuition Partner selected at Q15]? (please write your response in the box)
6	[Name of Tuition Partner selected at Q15]? (please write your response in the box)

Q18 – SR, Ask all, Mandatory				
18	Overall, was this...?	(please select one only)	1	More pupils than you had intended to put forward for tuition
			2	About the same number of pupils you intended to put forward for tuition
			3	Fewer pupils than you had intended to put forward for tuition
			4	Don't know

Q19 – SR, Ask if Q15= more than one selected, (only pull through what's selected in Q15) Mandatory, List of TPs in alphabetical order				
19	You said that you are working with more than one TP organisation. Which TP is delivering tuition to the greatest number of pupils in your school If you work with more than one TP an equal amount, pick one to answer more detailed questions about	(please select one)	1	Add list of TPs selected at Q15

Q20– SR, Ask all, Mandatory				
20	What influence, if any, did [NAME OF TUITION PARTNER ORGANISATION selection in Q15 (if one selected), or Q19 (the one they work with most)] have on the number of pupils selected to receive tuition?	(please select one only)	1	They tried to increase the number
			2	No influence/they were neutral
			3	They tried to reduce the number

Q21 – MR, Ask all, Mandatory, Randomise answer options 1 to 10				
21	Who was involved in the process to select pupils to receive tuition provided by [insert name of TP in Q15 (if one selected), or Q19 (the one they work with most)]	(please select all that apply)	1	Classroom teachers
			2	Teaching assistants
			3	Senior leadership team members
			4	Heads of year/Key Stage
			5	Heads of department/subject
			6	Administrative staff
			7	Parents or guardians
			8	Pupils
			9	School governors
			10	SEN coordinator

Q22 – MR, Ask all, Mandatory, Randomise answer options 1 to 13				
22	Which of the following factors did you use to identify pupils to receive tuition provided by [insert name of TP in Q15 (if one selected), or Q19 (the one they work with most)]	(please select all that apply)	1	Pupil premium eligibility
			2	English as an additional language
			3	Other socioeconomic considerations, e.g. Looked After children, pupils from refugee families
			4	Attendance record
			5	Attainment record (based on statutory and standardised assessments)
			6	Teacher assessments of pupils' needs
			7	Special educational needs
			8	Year group
			9	Pupils with upcoming national assessments/exams
			10	Parents' requests
			11	Pupils' requests
			12	Those pupils assessed by teachers to have made the least progress with their school work during partial school closures
			13	Those pupils assessed by teachers to be the most likely to engage with tuition

Q23– SR, Ask all, Mandatory				
23	Was your school involved in the process of matching your pupils to appropriate tutors from [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)]	(please select one only)	1	Yes
			2	No, [insert name of Tuition Partner (pull as per the question)] managed the matching process
			3	Don't know

Q24 – Grid SR per row, Ask all, Mandatory to start, soft prompt if they haven't answered all the questions, Randomise answer options								
24	Thinking about your interactions with [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)] so far, how satisfied are you with...?	(please select one answer per statement)						
		[1] Very satisfied	[2] Somewhat satisfied	[3] Neither satisfied nor dissatisfied	[4] Somewhat dissatisfied	[5] Very dissatisfied	[6] Don't know	[7] Not applicable
1	The clarity of communication							
2	How well they keep you informed about the programme							
3	The range of subjects offered							
4	Help matching pupils and tutors							
5	Their ability to support with special educational needs							
6	The availability of online tutoring							
7	The availability of face-to-face tutoring							
8	The process by which the school provides feedback to the Tuition Partner							
9	The reliability of the technology used to deliver tutoring							

INFO4

We would now like you to think about the tuition [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)] delivers through the Tuition Partners (TP) programme.

Q25– SR, Ask all, Mandatory				
25	Have pupils at your school started to receive tuition from [INSERT NAME OF TUITION PARTNER] through the TP programme?	(please select one only)	1	Yes
			2	No

Q26 – MR, Ask Q26a if Q25=1 and Q26b if Q25=2, Mandatory, Randomise answer options 1 to 6				
26	a) [If Q25 = 1] What information did you share with [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)] about pupils in order to support matching pupils to tutors? b) [If Q25 = 2] What information will you share with [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)] about pupils in order to support matching pupils to tutors?	(please select all that apply)	1	Gender
			2	Age/year group
			3	Special educational needs
			4	Pupils' learning needs e.g. subject specific
			5	Ethnicity
			6	Other (please specify)

Q27 – SR, Ask Q27a if Q25=1 and Q27b if Q25=2, Mandatory, Randomise answer options 1-3				
27	a) And is tuition being provided by [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)]...? b) And will tuition be provided by [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)]...?	(please select one only)	1	One-to-one only
			2	In small groups (one-to-two or one-to-three) only
			3	Both one-to-one and in small groups

Q28a– MR, Ask Q28a if Q25=1 and Q28b if Q25=2, Mandatory, Randomise answer options 1-8				
28a	a) And when is tuition provided by [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)]...? b) And when will tuition be provided by [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)]...?	(please select all that apply)	1	Before school but on school premises e.g. at breakfast clubs
			2	In school, during lesson time
			3	In school, during breaks or at lunchtime
			4	After school on school premises
			5	At home (outside of school hours)
			6	At home (during school hours)
			7	At weekends
			8	During school holidays
			9	Don't know (exclusive)
			10	Other (please specify)

Q28b– SR, Ask Q28b if Q28a=6, Mandatory				
28b	In the previous question you selected "At home (during school hours)". Was this at home online delivery during the national lockdown <i>only</i> ?	(please select one only)	1	Yes
			2	No

Q29 – MR, Ask Q29a if Q25=1 and Q29b if Q25=2, Mandatory, soft prompt				
29	a) In which of the following ways has tuition been provided by [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)]?	(please select one only)	1	Face-to-face only
			2	Mainly face-to-face but some online
			3	About an equal split between face-to-face and online
			4	Online only
			5	Mainly online but some face-to-face
			6	Don't know (exclusive)
	b) In which of the following ways will tuition be provided by [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)]?			

Q30 – MR, Ask Q30a if Q25=1 and Q30b if Q25=2, Mandatory, Randomise answer options 3 to 6, soft prompt				
30	a) Which of the following resources, if any, have you made available for [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)] tutoring (at no additional cost to your school)?	(please select all that apply)	1	Classroom space for tuition
			2	Other spaces for tuition
			3	Laptops/Chromebooks
			4	Tablets
			5	Headsets
			6	Staff to supervise tuition
			7	Other (please specify)
			8	None of the above (exclusive)
	b) Which if any of the following resources, if any, will you make available for [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)] tutoring (at no additional cost to your school)?			

Q31 – SR, Ask if Q30=1-7 Mandatory				
31	In your view, to what extent, if at all, has providing these resources been unduly burdensome for your school?	(please select one only)	1	A great deal
			2	A fair amount
			3	Not very much
			4	Not at all
			5	Don't know

Q32 – MR, Ask Q32a if Q25=1 and Q32b if Q25=2, Mandatory, Randomise answer options 1 to 4				
32	<p>a) In order to provide feedback on tuition, which of the following, if any, have you shared with [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)]?</p> <p>b) In order to provide feedback on tuition, which of the following, if any, will you share with [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)]?</p>	(please select all that apply)	1	Attainment data
			2	Tuition attendance data
			3	Parent feedback
			4	Pupil feedback
			5	Other (please specify)
			6	None of the above (exclusive)

Q33 – Grid SR per row, Ask if Q25 =1, Mandatory to start, soft prompt if they haven't answered all the questions, Randomise answer options 1-12							
33	Thinking about the tuition pupils have received so far from [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)], how satisfied are you with...? (Randomise answer options 1 to 12)	(please select one answer per statement)					
		[1] Very satisfied	[2] Somewhat satisfied	[3] Neither satisfied nor dissatisfied	[4] Somewhat dissatisfied	[5] Very dissatisfied	[6] Don't know/Not applicable
1	The quality of tuition						
2	Tutors' relationships with pupils						
3	Tutors' ability to manage pupils' behaviour						
4	How well tuition aligns with classroom teaching						
5	How well tuition aligns with the school's curriculum						
6	The frequency of communication from tutors						
7	Tutors' flexibility around delivery						
8	Tutors' support with pupil attendance						
9	Tutors' use of feedback they have received						
10	Tutors' support to identify/monitor any issues						
11	Tutors' ability to meet pupils' learning needs						
12	Tutors' relationships with teachers						

Q34– SR, Ask all, Mandatory				
34	Thinking about all aspects of the TP programme overall, including working with [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)], how satisfied are you with it so far?	(please select one only)	1	Very satisfied
			2	Somewhat satisfied
			3	Neither satisfied nor dissatisfied
			4	Somewhat dissatisfied
			5	Very dissatisfied
			6	Don't know

INFO5
This final section asks about the additional costs to your school to set-up and support the delivery of the TP programme, in terms of money and time spent.

35 – Each row should allow the respondent to drop down [0, 30mins or less, to 80] in first column and then drop down menu for second column [SR], Mandatory				
35	Approximately how much time did the activities listed take and which member of staff completed these activities ?	Total amount of time (in hours) <i>If you are unsure, please give an estimate.</i>		Which member of staff completed these tasks? (please select only one) <i>If more than one member of staff was involved please select the person who spent the largest amount of time on these tasks.</i>
a	All activities your school staff undertook relating to the TP programme before starting work with a specific Tuition Partner. <i>Please think about any time spent researching the programme, applying for the programme and choosing a provider.</i>		1	Headteacher/principal
			2	Senior leadership team member/s
			3	Head of year/department
			4	Other teacher (including classroom teacher)
			5	Business manager
			6	Other administrative staff/IT support
			7	Teaching assistant/ Learning support assistant
			8	Don't know
B	Preparing and setting up for [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)] to begin tutoring in your school (not including any staff training run by [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)] as this is covered in next question) <i>For example, please think about any time spent selecting pupils for tutoring provided by [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)], supporting tutor-pupil matching, communicating with pupils, parents and staff, or purchasing resources.</i>		1	Headteacher/principal
			2	Senior leadership team member/s
			3	Head of year/department
			4	Other teacher (including classroom teacher)
			5	Business manager
			6	Other administrative staff/ IT support
			7	Teaching assistant/ Learning support assistant
			8	Don't know

C	Any school staff training run by [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)] in order for the tutoring to take place. <i>For example, please think about any training needed by school staff to use TP's online platform.</i>		1	Headteacher/principal
			2	Senior leadership team member/s
			3	Head of year/department
			4	Other teacher (including classroom teacher)
			5	Business manager
			6	Other administrative staff/IT support
			7	Teaching assistant/ Learning support assistant
			8	Don't know
d	Managing and running [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)]'s tutoring sessions <u>each week</u> . Please give an estimate for the amount of time <u>per week</u> <i>For example, please think about any time spent coordinating/timetabling the tuition, booking rooms, providing data (including registers) to the TP, classroom staff inputting into tutoring content, supervising tutoring sessions and providing IT support.</i>		1	Headteacher/principal
			2	Senior leadership team member/s
			3	Head of year/department
			4	Other teacher (including classroom teacher)
			5	Business manager
			6	Other administrative staff/IT support
			7	Teaching assistant/ Learning support assistant
			8	Don't know

Q36 – Each row should allow the respondent to insert a number except row 8, which is a tick box (first column 0 to 200, second column £0 to £1000), Ask all, Mandatory question but each row not mandatory					
Q36					
a	[If Q25 = 1] Did your school need to purchase any additional equipment (for example, to run online tutoring), before tutoring with [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)] could start? [If Q25=2] Will your school need to purchase any additional equipment (for example, to run online tutoring), before tutoring with [insert name of TP selection in Q15 (if one selected), or Q19 (the one they work with most)] can start?			Quantity	Approximate cost per item/unit (£)
		1	Headphones		
		2	Microphones		
		3	Desktop PCs/computers		
		4	Laptops/Chromebooks		
		5	Tablets		
		6	Software licenses)		
		7	Other (please specify)		
8	No additional equipment needed (exclusive)				
Q36B – Each row should allow the respondent to insert a number except row 5, which is a tick box (first column 0 to 200, second column £0 to £50), Ask all, Mandatory question but each row not mandatory					
B			Quantity <u>per week</u>	Approximate cost per item/unit (£)	
[If Q25=1] Does your school purchase any	1	Breakfast			
	2	Other refreshments			

<p>consumables for use each week to support the delivery of the TP programme?</p> <p><i>Please only include additional costs, i.e. do not include costs that your school would have incurred if it was not taking part in the TP programme.</i></p> <p>[If Q25=2] Does your school plan to purchase any consumables for use each week to support the delivery of the TP programme?</p> <p><i>Please only include additional costs, i.e. do not include costs that your school would have incurred if it was not taking part in the TP programme.</i></p>	3	Stationery		
	4	Other (please specify)		
	5	No additional purchases needed (exclusive)		

Q36C – Each row should allow the respondent to insert a number except row 5 which is a tick box (0 – 4 FTE), Ask all, Mandatory question but each row not mandatory				
				Number of additional staff roles <i>Please give your answer in FTE (Full Time Equivalent)</i>
C	<p>[If Q25=1] Has your school employed any additional members of staff to support the delivery of the TP programme?</p> <p>[If Q25=2] Does your school plan to employ any additional members of staff to support the delivery of the TP programme?</p>	1	Teacher	
		2	Teaching assistant/ Learning support assistant	
		3	Administrative support staff/ IT support	
		4	SEN coordinator	
		5	No (exclusive)	

SUBMIT PAGE

You have reached the end of the survey. Thank you for answering our questions. Please click 'Next' to send your response. Once submitted, you will not be able to go back and change any of your answers.

FINAL PAGE

Your response has been submitted. Thank you again for taking the time to complete the survey. You may close this page.

EEF Evaluation of Tuition Partners Programme

Classroom teacher, head of subject/year/key stage, teaching assistants and SEN Coordinator questionnaire

INTRODUCTION – Show to all

Thank you for your interest in the Tuition Partners evaluation survey. You are receiving this survey because we understand you are supporting your school's involvement in the National Tutoring Programme (subsequently referred to as 'The National Tutoring Programme – Tuition Partners' or the 'TP Programme'). The TP Programme was developed to support schools in responding to the immediate challenge of school closures due to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap. The programme is funded as part of the Government's £1 billion coronavirus catch-up package, with £350 million allocated to support tutoring.

The evaluation is carried out by the National Foundation for Educational Research (NFER) and Kantar on behalf of the Education Endowment Foundation. This survey aims to understand your experiences of the National Tutoring Programme – Tuition Partners, and how this programme, and others, can be made better in the future.

This survey should be completed by a classroom teacher, head of subject/year/key stage, teaching assistant, or Special Educational Needs (SEN) Coordinator whose pupils have or are due to receive tuition under the TP programme. Participation in this survey is voluntary but we do hope you are able to help.

All responses will be treated confidentially. Please note that the identifying data will be stored securely and will only be used by the evaluation team.

To review NFER's privacy policy, please click [here](#).

To review Kantar's privacy policy, please click [here](#).

We expect the survey to take around 10 minutes. Thank you for your help with this important research.

Please use the buttons at the bottom of the page to move through the survey. Please do not use your browser's forward and back buttons.

Please note that if the survey is left inactive for over 20 minutes you will be timed out. If you exit the survey before the end, any answers that you have given may still be analysed.

INFO1

First, we would like to ask some questions about you and your school.

Q1 – SR, Ask all, Mandatory

1	Please confirm that you work at [INSERT SCHOOL NAME]	(please select one only)	1	Yes
			2	No (<i>Thank and screen out</i>)

SUBMIT PAGE, ASK IF Q1 = 2

Thank you for your interest in completing this questionnaire. Unfortunately, you might have received this link in error.

Q2a – SR, Ask all if Q1 = 1, Mandatory

2a	Have any of the pupils you teach/work with received, or are due to receive, tuition through the TP Programme?	(please select one only)	1	Yes
			2	No (<i>Thank and screen out</i>)
			3	Don't know

SUBMIT PAGE, ASK IF Q2a = 2

Thank you for your interest in completing this questionnaire. However, it should only be completed by a classroom teacher, head of subject/year/key stage, teaching assistants, or Special Educational Needs (SEN) Coordinator who has experience of teaching/supporting some or all of the pupils who have received, or are due to receive, tuition through the TP programme. Thank you for your support.

Q2b – MR, Ask all if Q2a = 1 or 3, Mandatory

2b	Which of the following best describes your role at your school?	(please select one only)	1	Classroom teacher
			2	Head of subject/year/key stage
			3	SEN Coordinator
			4	Teaching assistant

Q2c – MR, Ask all, Mandatory

2c	Which year group(s) do you teach/support?	(please select all that apply)	1	Reception
			2.	Year one
			3	Year two
			4	Year three
			5	Year four
			6	Year five
			7	Year six
			8	Year seven
			9	Year eight
			10	Year nine
			11	Year ten

			12	Year eleven
			13	None of the above (exclusive)

Q2d – MR, Ask all if Q2c = 7 to 11, Mandatory				
2d	Which subject(s) do you teach?	(please select all that apply)	1	Maths
			2	English
			3	Science
			4	History
			5	Geography
			6	Modern foreign languages
			7	Other (please specify)
			8	None of the above (exclusive)

INFO2	
<p>Now for some questions about the National Tutoring Programme (NTP) – Tuition Partners (TP). The following questions refer to this as the ‘TP programme’ for short.</p> <p>There may be some questions about the tuition delivered through the TP programme that you don’t know the answers to. That is fine and we would still like you to continue with the survey. Please use the ‘don’t know’ options as needed.</p>	

Q3a – OR, Ask all, Soft prompt, please limit responses numerical values to 1-400	
3a	<p>Of the pupils you work with, how many in total have been enrolled for tuition through the TP programme? (If you are unsure, please give an estimate)</p> <p>(please write the number of pupils in digits)</p>

Q3b – SR, Ask all, Mandatory				
3b	Has tuition started for some or all pupils?	(please select one only)	1	Yes
			2	No
			3	Don’t know

Q3c – SR, Ask if Q3b=1, Mandatory				
3c	Has tuition finished for all these pupils?	(please select one only)	1	Yes
			2	No
			3	Don’t know

Q4 – SR, Ask all, Mandatory				
4	Were you involved in the process for selecting pupils to receive tuition?	(please select one only)	1	Yes
			2	No
			3	Don’t know

Q5a – MR, Ask if Q4=1, soft prompt, Randomise answer options 1-13				
5a	Which of the following factors did you use to identify pupils to receive tuition?	(please select all that apply)	1	Pupil premium eligibility
			2	English as an additional language
			3	Other socioeconomic considerations, e.g. Looked After children, pupils from refugee families
			4	Attendance record
			5	Attainment record (including classroom assessments)
			6	Teachers'/my assessments of pupils' needs
			7	Special educational needs
			8	Year group
			9	Pupils with upcoming national assessments/exams
			10	Parents' requests
			11	Pupils' requests
			12	Pupils most likely to engage with tuition
			13	Pupils who struggled with remote learning during lockdown
			14	Other (please specify)

Q5b – MR, Ask all, soft prompt, Randomise answer options 1-6				
5b	Which of the following if any did you share with the tutor or tuition partner to help them support the pupils selected?	(please select all that apply)	1	Pupils' learning needs
			2	Topics being covered in class
			3	Areas pupils were struggling with
			4	Attainment record (including classroom assessments)
			5	Special educational needs
			6	Upcoming national assessments/exams
			7	Other (please specify)
			8	Don't know (exclusive)
			9	I did not share anything (exclusive)

Q6a – SR, Ask all, Mandatory				
6a	Approximately what proportion of those pupils selected for tuition would you say are disadvantaged?	(please select one only)	1	All
			2	Most (more than half)
			3	Around half
			4	A few (fewer than half)
			5	None
			6	Don't know

Q6b– MR, Ask all, Mandatory					
6b	How do you define 'disadvantaged'?	(please select all that apply)	1	Those in lower socioeconomic groups (e.g. pupils eligible for Free School Meals)	
			2	Looked after children	
			3	Any pupil whose educational attainment has suffered due to school closures (including those in higher and lower socioeconomic groups)	
			4	Special educational needs	
			5	Something else (please define)	
			6	I am not sure how to define 'disadvantaged' (exclusive)	

Q7a – Grid SR per row, Ask if Q3C = 2 or 3, soft prompt if they haven't answered all the questions, Randomise answer options 1-10								
7a	<p>We are interested in your experience of the National Tutoring Programme (NTP) - Tuition Partners (TP). (The 'TP programme' for short).</p> <p>Thinking about the TP programme overall, to what extent do you agree or disagree with the following statements about pupils who receive (or are due to receive) TP tuition?</p> <p>The TP programme will...</p>						(please select one answer per statement)	
		[1] Strongly agree	[2] Somewhat agree	[3] Neither agree nor disagree	[4] Disagree	[5] Strongly disagree	[6] Don't know/Not applicable	
1	Improve pupils' attainment (better grades in the subject they received tuition on)							
2	Help pupils who may have fallen behind during the Covid-19 pandemic to catch up with their peers							
3	Improve pupils' preparation for assessments							
4	Help to reduce the attainment gap between disadvantaged pupils and their peers							
5	Improve pupils' behaviour in class							
6	Improve pupils' attendance at school							
7	Improve pupils' attitudes and motivation towards learning							
8	Improve the image of the school (as an institution that supports pupils)							
9	Improve pupils' self-confidence							

10	Improve pupils' self-regulation/way of thinking/reasoning						
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Q7b – Grid SR per row, Ask if Q3C = 1, soft prompt if they haven't answered all the questions, Randomise answer options 1-10							
7b	<p>We are interested in your experience of the National Tutoring Programme (NTP) - Tuition Partners (TP). (The 'TP programme' for short).</p> <p>Thinking about the TP programme overall, to what extent do you agree or disagree with the following statements about pupils who receive (or are due to receive) TP tuition?</p> <p>The TP programme has...</p>	(please select one answer per statement)					
		[1] Strongly agree	[2] Somewhat agree	[3] Neither agree nor disagree	[4] Disagree	[5] Strongly disagree	[6] Don't know/Not applicable
1	Improved pupils' attainment (better grades in the subject they received tuition on)						
2	Helped pupils who may have fallen behind during the Covid-19 pandemic to catch up with their peers						
3	Improved pupils' preparation for assessments						
4	Helped to reduce the attainment gap between disadvantaged pupils and their peers						
5	Improved pupils' behaviour in class						
6	Improved pupils' attendance at school						
7	Improved pupils' attitudes and motivation towards learning						
8	Improved the image of the school (as an institution that supports pupils)						
9	Improved pupils' self-confidence						
10	Improved pupils' self-regulation/way of thinking/reasoning						

Q8– Grid SR per row, Ask if Q3b=1, Mandatory to start, soft prompt if they haven't answered all the questions, Randomise answer options 1-11						
8	Thinking about the pupils you teach or work with that have received tuition, to what extent have you experienced any of the following challenges due to one-to-one or small group tuition provided by the TP programme?	(please select one answer per statement)				
		[1] To a great extent	[2] To a large extent	[3] To a moderate extent	[4] Not at all	[5] Don't know/Not applicable
1	Pupils have fallen behind in their school lessons					
2	Tutoring has not been aligned with classroom teaching					
3	Pupils selected for tutoring have become targets for teasing or bullying					
4	Tutoring has been poor quality					
5	Pupils not selected to participate have been resentful					
6	Tutoring has increased pupils' workload or cognitive load					
7	Pupils with very different needs have shared the same tutor in sessions					
8	Pupils receiving tutoring have been identifiable to their peers as 'needing catch up support'					
9	Pupils who have engaged most with the tuition are not the ones most in need of the support					
10	Parents whose children have not been selected to take part have been resentful					
11	Tutoring has reduced time spent by pupils in lessons					
12	Pupils have not engaged with tuition					

Q9 – SR, Ask if 3b=1, Soft prompt,				
9	[If 3b = 1] How is tuition being provided?	(please select one only)	1	One-to-one only
			2	In small groups (one-to-two, one-to-three or one-to-four) only
			3	Both one-to-one and in small groups

Q10a – MR, Ask if Q3b=1, Mandatory, Randomise answer options 1-6. Soft prompt				
10a	[If 3b = 1] When is tuition provided and where are pupils located?	(please select all that apply)	1	Before school on school premises e.g. at breakfast clubs
			2	During lesson time on school premises
			3	During breaks or at lunchtime on school premises
			4	After school on school premises
			5	During school hours at home
			6	Outside of school hours at home
			7	Don't know (exclusive)
			8	Other (please specify)

Q10b – SR, Ask if Q3b =1, Mandatory. Soft prompt				
10b	And was/is this the most suitable time for your pupils?	(please select one only)	1	Yes
			2	No
			3	Don't know

Q11a – SR, Ask IF Q3b = 1, Mandatory				
11a	In which of the following ways has tuition been provided?	(please select one only)	1	Face-to-face only
			2	Mainly face-to-face but some online
			3	About an equal split between face-to-face and online
			4	Mainly online but some face-to-face
			5	Online only
			6	Don't know (exclusive)

Q11b – SR, Ask if Q11a = 1-5, Mandatory				
11b	And was/is this the most suitable way for your pupils to receive tuition?	(please select one only)	1	Yes
			2	No
			3	Don't know

Q12 – MR, Ask all, Mandatory				
12	What subject(s) are the pupils you teach/support receiving tuition (or due to receive tuition) on?	(Please select all that apply)	1	Maths
			2	English
			3	Science
			4	Modern foreign languages
			5	History
			6	Geography
			7	Other (please specify)

INFO3

We would now like you to think about your satisfaction with the tutoring received.

To remind you, there may be some questions about the tuition delivered through the TP programme that you don't know the answers to. That is fine and we would still like you to continue with the survey. Please use the 'don't know' option as needed.

Q13 – Grid SR per row, Ask if Q3b = 1, soft prompt if they haven't answered all the questions, Randomise answer options 1-12							
13	Thinking about the tuition pupils have received so far how satisfied are you with...?	(please select one answer per statement)					
		[1] Very satisfied	[2] Somewhat satisfied	[3] Neither satisfied nor dissatisfied	[4] Somewhat dissatisfied	[5] Very dissatisfied	[6] Don't know/Not applicable
1	The quality of tuition						
2	Tutors' relationships with pupils						
3	Tutors' ability to manage pupils' behaviour						
4	How well tuition aligns with classroom teaching						
5	How well tuition aligns with the school's curriculum						
6	The frequency of communication from tutors						
7	Tutors' flexibility around delivery						
8	Tutors' support with pupil attendance						
9	Tutors' use of feedback they have received from teachers						
10	Tutors' support to identify/monitor any issues						
11	Tutors' ability to meet pupils' learning needs						
12	Tutors' relationships with teachers						

Q14a – SR, Ask if 3b=1, Mandatory				
14a	Thinking about the tuition your pupils have received, how satisfied are you with it?	(please select one only)	1	Very satisfied
			2	Somewhat satisfied
			3	Neither satisfied nor dissatisfied
			4	Somewhat dissatisfied
			5	Very dissatisfied
			6	Don't know

Q14b1 –Ask Q14a = 1,2 soft prompt			
14b1	[[If Q14a = 1 or 2] Please explain why you are satisfied with the tuition	(open field)	

Q14b2 –Ask Q14a = 4, 5 soft prompt			
14b2	[[If Q14a = 4 or 5] Please explain why you are dissatisfied with the tuition	(open field)	

Q15 – SR, Ask all, Mandatory				
15	Have you been able to provide feedback on the tuition on behalf of your pupils? (This could be directly to the tuition partner organisation or through the school lead)	(please select one only)	1	Yes
			2	No
			3	Not yet but I am planning to provide feedback
			4	Don't know

Q16 – SR, Ask all, Mandatory				
16	Finally, based on your experience of tuition provided by the TP programme, would you recommend this programme to schools not currently using it?	(please select one only)	1	Yes
			2	No
			3	Don't know

FURTHER EVALUATION				
SR, Ask all				
17a	We may be interested in speaking to you to find out more about your answers to the survey. If you are happy to speak to us, please tell us	(please select one only)	1	Yes
			2	No

Q17b, If 17a=1, Mandatory		
SR, Ask all		
17b	Please provide your e-mail address	Please ensure this is an email that you have regular access to.(mandatory)
	Confirm e-mail	Plausibility check required against the one above (mandatory)

SUBMIT PAGE

You have reached the end of the survey. Thank you for answering our questions. Please click 'Submit' to send your response. Once submitted, you will not be able to go back and change any of your answers.

FINAL PAGE

Your response has been submitted. Thank you again for taking the time to complete the survey. You may close this page.

EEF Evaluation of Tuition Partners Programme

Tutor Questionnaire – Wave Two

INTRODUCTION – Show to all

Thank you for your interest in the Tuition Partners evaluation survey. You are receiving this survey because you are a tutor working with one of the Tuition Partner organisations delivering the National Tutoring Programme (NTP) – Tuition Partners (referred to as the 'TP programme' for short).

Now that the TP programme has been running for longer, we are interested in hearing more about your experiences as a tutor. We recognise that some of you will be answering this survey for the first time, while others will have already responded to an earlier request to complete a survey. In either case, it is important that we hear from all tutors, as we are interested in exploring how tutors' experiences of the TP programme develop over time. We are specifically interested in your experiences of supporting pupils in TP schools, as distinct from any pupils you may be tutoring outside of the programme.

The evaluation is carried out by the National Foundation for Educational Research (NFER) and Kantar on behalf of the Education Endowment Foundation. This survey aims to understand your experiences of the TP programme and how this, and others, can be made better in the future.

Participation in this survey is voluntary but we do hope you are able to help.

All responses will be treated confidentially. Please note that the identifying data will be stored securely and will only be used by the evaluation team.

To review NFER's privacy policy, please click [here](#).

To review Kantar's privacy policy, please click [here](#).

We expect the survey to take around 15 minutes. Thank you for your help with this important research.

Please note that if the survey is left inactive for over 20 minutes you will be timed out. Please use your personalised link in your email to resume completion. If you exit the survey before the end, any answers that you have given may still be analysed.

Administrative data to be matched into the dataset:

- Type of school tutor works with (Primary, Middle, Secondary, Special)
- Tutor gender
- Tutor ethnicity

INFO1

First, we would like to ask you some questions about how you are involved with the National Tutoring Programme (NTP) - Tuition Partners (TP) and preparation activities. The following questions refer to this as the 'TP programme' for short.

There may be some questions about the tuition delivered through the TP programme that you don't know the answers to. That is fine and we would still like you to continue with the survey. Please use the 'don't know' or 'other' options as needed.

Q1 – MR, Ask all, Mandatory, Drop down boxes				
1	Which of the following Tuition Partners are you working with?	(please select all that apply)	1	Add list of TPs
			2	Add list of TPs
			3	Add list of TPs
			4	Add list of TPs
			5	Add list of TPs
			6	Add list of TPs

Q2 – SR, Ask if selected more than one option at Q1, Mandatory				
2	Which TP are you currently working most with?	(please select one only)	1	Add list of TPs selected at Q1

Q3 – SR, Ask all, Mandatory				
3	Have you been offered any training by [INSERT TP NAME selected at Q1 or 2] as part of the TP programme?	(please select one only)	1	Yes, it is compulsory to participate in all the TP training
			2	Yes, some of the TP training is compulsory
			3	Yes, but none of the TP training is compulsory
			4	No TP specific training is available
			5	Don't know

Q4 – MR, Ask if Q3 = 1,2,3, Mandatory, Randomise answer options 1 to 9				
4	What training have you undertaken from [INSERT TP NAME selected at Q1 or 2] as part of the TP programme?	(please select all that apply)	1	Subject specific training
			2	Behaviour management
			3	Safeguarding training
			4	Guidance on tutoring online
			5	Information about the Tuition Partners programme
			6	How to provide feedback to pupils
			7	How to work with SEND pupils
			8	How to engage disadvantaged pupils in tutoring
			9	How to effectively tutor small groups of pupils
			10	Other (Please specify)

Q5 – MR, Ask all, Mandatory, Randomise answer options 1 to 8				
5	Have you been able to express a preference for the pupils you would like to tutor on the TP programme based on any of the following?	(please select all that apply)	1	Your availability
			2	Subject requirements
			3	Pupil age
			4	Pupil gender
			5	Pupil ethnicity
			6	Mode of tuition delivery (online or face-to-face)
			7	Type of school
			8	Location of the school

			9	Other (please specify)
			10	Don't know – I have not started tuition yet (exclusive)
			11	I was not able to express any preference for the pupils I tutor through the TP programme (exclusive)

Q6 – MR, Exclude Q5=10, Mandatory, Randomise answer options 1 to 8				
6	What information about TP pupils do schools share with you before the start of tuition? <i>If you do not liaise directly with schools, please tick 'not applicable'</i>	(please select all that apply)	1	Name
			2	Age/year group
			3	Gender
			4	Special educational needs
			5	Ethnicity
			6	Whether pupil speaks English as an additional language
			7	Attainment records
			8	Gaps in knowledge/skills
			9	Other (please specify)
			10	Don't know (exclusive)
			11	Not applicable (exclusive)

Q7 – SR, Exclude Q5=10, Mandatory				
7	How often do you feel you have been provided with enough information on the pupils prior to tutoring?	(please select one only)	1	Always
			2	Often
			3	Sometimes
			4	Rarely
			5	Never
			6	Don't know

Q8 – SR, Exclude Q5=10, Ask all, Mandatory				
8	On balance, how well prepared did you feel to tutor pupils on the TP programme?	(please select one only)	1	Very well prepared
			2	Well prepared
			3	Neither well nor poorly prepared
			4	Poorly prepared
			5	Very poorly prepared
			6	Don't know (exclusive)

Q9a –Ask if Q8 =1 or 2, Exclude Q5=10, Mandatory, randomise 1 to 9				
9a	[IF Q8 = 1 or 2] Why did you feel well prepared to provide tuition to pupils on the TP programme?	(please select all that apply)	1	The good training and guidance (from TP)
			2	I have previous experience of tutoring or teaching
			3	I received information on pupil needs/knowledge
			4	I was provided with materials/resources by TP, to help me prepare
			5	I am familiar with the academic subject (aside from teaching)
			6	I have previous experience of informal tutoring or teaching (e.g. children/siblings)
			7	I had good communication with the TP (after initial training/for specific issues)
			8	I have tutor-to-tutor support
			9	I took the time to prepare myself
			10	Other (please specify)
			11	I don't know (exclusive)

Q9b –Ask if Q8 =4 or 5, Exclude Q5=10, Mandatory, randomise 1 to 7				
9b	[IF Q8 = 4 or 5] Why did you feel poorly prepared to provide tuition to pupils on the TP programme?	(please select all that apply)	1	I received poor/unclear training (from TP)
			2	I feel inexperienced with tutoring/academic subject
			3	I received little/poor communication with schools about the pupils
			4	I had insufficient access to preparation materials/resources (including necessary time to prepare)
			5	There is a lack of feedback on tutoring performance
			6	I felt/feel unprepared for online delivery/I had IT access issues
			7	I faced difficulties with pupil behaviour
			8	Other (please specify)
			9	I don't know (exclusive)

Q10 – Grid SR per row, Exclude Q5=10, Randomise answer options 1 to 8, Mandatory for at least one row							
10	Thinking about all your interactions so far with [INSERT TP NAME selected from Q1 or 2], how satisfied are you with the...?	(please select one option per statement)					
		[1] Very satisfied	[2] Somewhat satisfied	[3] Neither satisfied nor dissatisfied	[4] Somewhat dissatisfied	[5] Very dissatisfied	[6] Don't know/Not applicable
1	Clarity of communication						
2	Topics covered in training						
3	Quality of the training offered						
4	Flexibility of the training offered						
5	Support to manage your relationship with schools						
6	Support with booking your tutoring sessions						
7	Support to plan session content						
8	Support to identify or monitor any issues						

INFO2

We would now like you to think about the process of delivering tuition through the Tuition Partners programme ('TP programme' for short).

Q11 – MR, Mandatory. Exclude Q5=10				
11	In which subjects have you delivered tuition as part of the TP programme?	(please select all that apply)	1	Primary – literacy
			2	Primary – maths
			3	Primary – science
			4	Secondary – English
			5	Secondary – maths
			6	Secondary – science
			7	Secondary – humanities
			8	Secondary – modern foreign languages
			9	Other (please specify)

Q12 – OR, Exclude Q5=10, Mandatory, Soft prompt, please limit to numeric responses 1-50	
12	How many schools are you currently working with as part of the TP programme?
	(Please enter the number of schools in digits) Don't know

Q13 – MR, Exclude Q5=10, Mandatory				
13	What types of schools are you working with as part of the TP programme?	(please select all that apply)	1	Primary school
			2	Secondary school
			3	Special school
			4	Alternative provision (e.g. PRUs)
			5	Virtual school
			6	Don't know (exclusive)

Q14 – SR, Exclude Q5=10, Mandatory				
14	How many pupils in total do you expect to work with through the TP programme this academic year?	(please select one only)	1	1
			2	2 to 5
			3	6 to 10
			4	11 to 20
			5	More than 20
			6	Don't know (exclusive)

Q15 – SR, Exclude Q5=10, Mandatory				
15a	Approximately, what proportion of pupils selected for tuition would you define as disadvantaged?	(please select one only)	1	All
			2	Most (more than half)
			3	Around half
			4	A few (fewer than half)
			5	None
			6	Not sure

Q15b – MR, Exclude Q5=10, Mandatory				
15b	How do you define 'disadvantaged'?	(please select all that apply)	1	Those in lower socioeconomic groups (e.g. pupils eligible for Free School Meals)
			2	Looked After Children
			3	Any pupil whose educational attainment has suffered due to school closures (including those in higher and lower socioeconomic groups)
			4	Something else (please define)
			5	I am not sure how to define 'disadvantaged' (exclusive)

Q16 – SR, Exclude Q5=10 Mandatory				
16	In which of the following ways have you provided tuition as part of the TP programme?	(please select one only)	1	Face-to-face only
			2	Mainly face-to-face but some online
			3	About an equal split between face-to-face and online
			4	Mainly online but some face-to-face
			5	Online only
			6	Don't know

Q17 – SR, Exclude Q5=10, Mandatory				
17	How are you delivering your tuition for the TP programme?	(please select one only)	1	One-to-one only
			2	Mainly one-to-one but with some small groups
			3	About an equal split between one-to-one and small groups
			4	Mainly small groups but with some one-to-one tuition
			5	In small groups only
			6	Don't know

Q18 – MR, Exclude Q5=10, Soft prompt				
18	When are you providing tuition for the TP programme and where are the pupils located?	(please select all that apply)	1	Before school but on school premises, e.g. at breakfast clubs
			2	During lesson time on school premises
			3	During breaks or at lunchtime on school premises
			4	After school on school premises
			5	At home (outside of school hours)
			6	Don't know (exclusive)
			7	Other (please specify)

Q19 – SR, Exclude Q5=10, Mandatory, soft prompt				
19	How often do you set homework for pupils you are tutoring through the TP programme, if at all?	(please select one only)	1	Always
			2	Often
			3	Sometimes
			4	Rarely
			5	Never
			6	Don't know

Q20 – MR, Exclude Q5=10, Randomise answer options 1 to 7, soft prompt				
20	Which of the following resources, if any, have schools made available to you to support tuition on the TP programme?	(please select all that apply)	1	Classroom space for tuition
			2	Other spaces for tuition
			3	Computers or tablets for pupils
			4	Staff to supervise tuition
			5	Following up absent pupils
			6	Parent feedback
			7	Attendance data
			8	Other (please specify)
			9	None of the above (exclusive)

Q21 – MR, Exclude Q5=10, Mandatory, Randomise answer options 1 to 7, only show responses NOT selected at Q20, 'other' need to be shown in all cases				
21	Are there any resources not provided by schools that would be helpful for you to deliver tuition on the TP programme?	(please select all that apply)	1	Classroom space for tuition
			2	Other spaces for tuition
			3	Computers or tablets for pupils
			4	Staff to supervise tuition
			5	Attendance data
			6	Parent feedback
			7	Following up absent pupils
			8	Other (please specify)
			9	No (exclusive)

Q22 – Grid SR per row, Exclude Q5=10, Mandatory for at least one row, Randomise answer options 1 to 7							
22	Thinking about your interactions with the schools so far as part of the TP programme, how satisfied are you with...?	(please select one option per statement)					
	<i>If you do not liaise directly with schools, please select 'Don't know / N/A'</i>						
		[1] Very satisfied	[2] Somewhat satisfied	[3] Neither satisfied nor dissatisfied	[4] Somewhat dissatisfied	[5] Very dissatisfied	[6] Don't know / N/A
1	Clarity of communication						
2	Flexibility around delivery timetable						
3	Support with timetabling your tutoring sessions						
4	Support with pupil attendance						
5	Your relationships with the teachers at the schools						
6	Your relationships with pupils						
7	Support to identify/monitor any issues						

Q23 – Grid SR per row, Exclude Q5=10, Mandatory for one row only, Randomise answer options 1 to 4							
23	To what extent do you agree or disagree with the following statements?					(please select one option per statement)	
	The tuition I provide as part of the TP programme aligns well with...						
		[1] Strongly agree	[2] Tend to agree	[3] Neither agree nor disagree	[4] Tend to disagree	[5] Strongly disagree	[6] Don't know
1	Classroom teaching						
2	The National Curriculum						
3	The school curriculum						
4	Pupils' learning needs						

Q24 – MR, Exclude Q5=10, Mandatory, Randomise answer options 1 to 4					
24	Have any of the following challenges been experienced during the tuition?	(please select all that apply)	1	Poor pupil attendance at tuition	
			2	Pupils selected for tuition are not the most in need of the support	
			3	Pupils who engaged with the tuition are not the most in need of the support	
			4	Problems with online platforms or internet connection	
			5	Other challenges (open field)	
			6	I have experienced no challenges as part of the TP programme (exclusive)	

Q25 – Grid SR per row, Exclude Q5=10, Randomise answer options 1 to 10, Mandatory for one row only							
25	Thinking about the TP programme overall, to what extent do you agree or disagree with the following statements? Please consider all items in relation to the pupils you have tutored.					(please select one option per statement)	
	The Tuition Partners programme has...						
		[1] Strongly agree	[2] Tend to agree	[3] Neither agree nor disagree	[3] Tend to disagree	[4] Strongly disagree	[5] Don't know
1	Helped pupils who may have fallen behind during the Covid-19 pandemic to catch up with their peers						
2	Improved pupils' preparation for national exams or assessments						
3	Helped to reduce the attainment gap between disadvantaged pupils and their peers						
4	Improved pupils' behaviour in class						
5	Improved pupils' attendance						
6	Improved pupils' attitudes and motivations towards learning						
7	Improved the image of school (as an institution that supports pupils)						
8	Improved pupils' self-confidence						

9	Improved pupils' self-regulation / way of thinking / reasoning						
10	Improved pupils' attainment (i.e. better grades)						

Q26 – OR, Exclude Q5=10	
26	Is there anything else you think the TP programme has achieved that is not covered in the previous question? (Please give as much detail as possible)

INFO3
Finally, we would like to ask some questions about you.

Q27 – SR, Ask all, Mandatory				
27	What gender do you identify as?	(please select one only)	1	Male
			2	Female
			3	In another way
			4	Prefer not to say

Q28 – SR, Ask all, Mandatory				
28	Which of the following best describes your ethnic group or background?	(please select one only)	1	White
			2	Mixed / multiple ethnicity
			3	Asian / Asian British
			4	Black / African / Caribbean / Black British
			5	Other (please specify)
			6	Prefer not to say

FURTHER EVALUATION				
SR, Exclude Q5=10, Mandatory				
29	We may be interested in speaking to you to find out more about your answers to the survey. If you are happy to speak to us, please tell us	(please select one only)	1	Yes
			2	No

SUBMIT PAGE
You have reached the end of the survey. Thank you for answering our questions. Please click 'Submit' to send your response. Once submitted, you will not be able to go back and change any of your answers.

FINAL PAGE
Your response has been submitted. Thank you again for taking the time to complete the survey. You may now close this window.

Evaluation of Tuition Partners Programme

School Lead Questionnaire – Final wave

INTRODUCTION – Show to all	
TITLE	
<p>Thank you for your interest in the Tuition Partners evaluation survey. You are receiving this survey because we understand you are responsible for leading your school's involvement in the National Tutoring Programme (subsequently referred to as 'The National Tutoring Programme – Tuition Partners' or the 'TP Programme'). The TP Programme was developed to support schools in responding to the immediate challenge of school closures due to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap. The programme is funded as part of the Government's £1 billion coronavirus catch-up package, with £350 million allocated to support tutoring.</p> <p>Now that the TP programme has been running for longer, we are interested in hearing more about your experiences. We recognise that some of you will be answering this survey for the first time, while others would have already responded to an earlier request to complete a survey. In either case, it is important that we hear from all school leads, as we are interested in exploring how experiences of the TP programme develop over time.</p> <p>The evaluation is carried out by National Foundation for Educational Research (NFER) and Kantar on behalf of the Education Endowment Foundation. This survey aims to understand your experiences of the National Tutoring Programme - Tuition Partners and how this programme, and others, can be made better in the future. Participation in this survey is voluntary but we do hope you are able to help.</p> <p>All responses will be treated confidentially. Please note that the identifying data will be stored securely and will only be used by the evaluation team.</p> <p>To review NFER's privacy policy, please click here.</p> <p>To review Kantar's privacy policy please click here.</p> <p>We expect the survey to take around 15 minutes. Thank you for your help with this important research.</p> <p>Please use the buttons at the bottom of the page to move through the survey. Please <u>do not</u> use your browser's forward and back buttons.</p>	
<p>Please note that if the survey is left inactive for over 20 minutes you will be timed out. Please use your personalised link in your email to resume completion. If you exit the survey before the end, any answers that you have given may still be analysed.</p>	

INFO1
First, we would like to ask some questions about you and your school.

Administrative data to be matched into the dataset:
<ul style="list-style-type: none"> Type of school (Primary, Middle, Secondary, Special, Pupil Referral Unit) Number of pupils enrolled at school Number of FTE staff Which Tuition Partner organisations each school is partnering with

Q1– SR, Ask all (i.e. ask all in W2, even if they are a repeat responder), Mandatory				
1	Please confirm that you work at [INSERT SCHOOL NAME]	(please select one only)	1	Yes
			2	No (Thank and screen out)

SUBMIT PAGE, ASK IF Q1 = 2

Thank you for your interest in completing this form. Unfortunately, you might have received this link in error. Please contact TuitionPartners@nfer.ac.uk to request the correct link. Thank you for your support.

For those who have partially completed previously (identified by W1 partial complete flag)

We understand that you have completed this survey before but we are still really interested in hearing from you. Some questions are similar to ones you have answered before, we are interested in hearing about how things may have changed.

Q2a – SR, Ask if NEW RESPONDENT (i.e. if not completed this question at W1; or if a brand new respondent at W2), Mandatory Q2a in W1

2a	Which of the following best describes your role at your school?	(please select one only)	1	Headteacher/principal
			2	Senior leadership team member
			3	Head of year/department
			4	Classroom teacher
			5	Business manager
			6	Other administrative role
			7	Other (please specify)

Q2b – SR, Ask if NEW RESPONDENT Mandatory Q2b in W1

2b	How long have you been working in this role in your school?	(please select one only)	1	Less than 1 year
			2	At least 1 year but less than 3 years
			3	At least 3 years but less than 10 years
			4	10 years or more

Q3 – SR, Ask if NEW RESPONDENT, Mandatory Q3 in W1

3	Are you the designated school lead for the Tuition Partners programme in your school?	(please select one only)	1	Yes
			2	No

Q4 – OR, Ask if NEW RESPONDENT Soft prompt, Limit responses to £350000 Q4 in W1

4	<p>What is the value of the Covid-19 Catch-up Premium your school will receive in total during the 2020/21 academic year?</p> <p><i>If you are unsure, please give an estimate, or select 'Not sure at this time'</i></p>	(please write your response in the box)		
				Not sure at this time (NEW field)

Q5– MR, Ask if NEW RESPONDENT, Randomise answer options 1 to 10, Mandatory Q5 in W1 but new options				
5	How is your school planning to spend the Covid-19 Catch-up Premium?	(please select all that apply)	1	To provide additional teacher training
			2	To improve pupils' access to technology in school
			3	To improve pupils' access to technology at home
			4	To provide books or other resources for pupils to use at home
			5	To provide one-to-one or small group tuition (provided by the school NOT NTP)
			6	To provide tuition via NTP Tuition Partners programme
			7	To provide tuition via NTP Academic Mentors programme
			8	To provide a summer programme for pupils
			9	To provide revision support for national assessments/exams
			10	To provide one-to-one or small group tuition (provided by an external organisation/tutor NOT NTP)
			11	Other (please specify)

Q6 – SR, Ask if NEW RESPONDENT, Mandatory Q6 in W1				
6	Other than through the Tuition Partners programme, has your school worked with external tutors to support classroom teaching in the past two years?	(please select one only)	1	Yes
			2	No
			3	Don't know

INFO2 for NEW RESPONDENT

Now for some questions about the the National Tutoring Programme (NTP) - Tuition Partners (TP). The following questions refer to this as the 'TP programme' for short.

Q7a– SR, Ask all, Mandatory Q25 in W1				
7a	Have pupils at your school started to receive tuition through the TP programme?	(please select one only)	1	Yes
			2	No

Q7b – SR, Ask if 7a=1, Mandatory (new question)				
7b	Has tuition finished for all these pupils?	(please select one only)	1	Yes
			2	No
			3	Don't know

Q8 – MR, Ask if NEW RESPONDENT, Mandatory Q7 in W1				
8	How did you first hear about the TP programme?	(please select all that apply)	1	Through an existing relationship with a tutoring organisation
			2	Through a colleague
			3	Through another school
			4	Through the National Tutoring Programme (NTP) website

			5	Google or other web search engines
			6	Through social media
			7	Through a professional association or trade union
			8	Attended an Education Endowment Foundation/NTP webinar
			9	Through press coverage
			10	Other (please specify)
			11	Don't know (exclusive)

Q9 – SR, Ask if NEW RESPONDENT, Mandatory Q8 in W1				
9	When applying for the TP programme, how would you rate the resources provided (i.e. the National Tutoring Programme website, the Education Endowment Foundation guidance, the webinars held for schools)?	(please select one only)	1	Very poor
			2	Poor
			3	OK
			4	Good
			5	Very good
			6	Don't know/Didn't see these resources

Q10a – Grid SR per row, Ask all, Mandatory to start, soft prompt if they haven't answered all the questions, Randomise answer options 1-12 Q9 in W1 but repeated							
10 a	When deciding to take part in the TP programme, how important were each of the following factors in your decision?	(please select one answer per statement)					
		[1] Very important	[2] Somewhat important	[3] Neither important nor unimportant	[4] Somewhat unimportant	[5] Not at all important/not relevant	[6] Don't know
1	To support pupils who may have fallen behind during the Covid-19 pandemic to catch up with their peers						
2	To support pupils who may have fallen behind to fulfil their potential						
3	To support pupils with additional learning needs						
4	To help pupils prepare for national assessments/exams						
5	To access specialist tutor support in particular subjects						
6	To access additional skills/specialist knowledge						
7	To secure additional staff/support time						
8	To reduce existing staff's workload						
9	To establish a positive image of the school (among parents and governors)						
10	To reduce the attainment gap between disadvantaged pupils and their peers						

11	To subsidise one-to-one or small group tuition that we would have funded anyway						
12	To provide additional support to cover the curriculum						

Q10b – SR, Ask all, Mandatory (new question)				
10b	To what extent has participation in the TP programme met your expectations to date?	(please select one only)	1	To a very great extent
			2	To a large extent
			3	To a moderate extent
			4	Not at all
			5	Not sure

Q11 – Grid SR per row, Ask if NEW RESPONDENT Mandatory to start, soft prompt if they haven't answered all the questions, Randomise answer options 1- 7 Q10 in W1					
11	When deciding to take part in the TP programme, to what extent were you concerned if at all,with the following?	(please select one answer per statement)			
		[1] Very concerned	[2] Somewhat concerned	[3] Not at all concerned	[4] Don't know
1	The cost of tutoring (covering the remaining 25%)				
2	Additional workload created for staff				
3	Creating a negative image of the school (among parents and governors)				
4	Teacher perception that their job is being outsourced				
5	Not being able to choose a provider from outside of the TP programme				
6	Ensuring pupils have access to the necessary technology				
7	The quality of the tutoring that would be delivered				

Q12a – Grid SR per row, Ask if 7b = 2 or 3, Mandatory to start, soft prompt if they haven't answered all the questions Randomise answer options 1-10 Q11 in W1 (but we are repeating this for all)							
12	Thinking about the TP programme overall, to what extent do you agree or disagree with the following statements?	(please select one answer per statement)					
a	The TP programme will...						
		[1] Strongly agree	[2] Somewhat agree	[3] Neither agree nor disagree	[4] Disagree	[5] Strongly disagree	[6] Don't know/Not applicable
1	Improve pupils' attainment (better grades)						
2	Help pupils who may have fallen behind during the Covid-19 pandemic to catch up with their peers						
3	Improve pupils' preparation for national assessments/exams						
4	Help to reduce the attainment gap between disadvantaged pupils and their peers						
5	Improve pupils' behaviour in class						

6	Improve pupils' attendance						
7	Improve pupils' attitudes and motivation towards learning						
8	Improve the image of the school (as an institution that supports pupils)						
9	Improve pupils' self-confidence						
10	Improve pupils' self-regulation/way of thinking/reasoning						

Q12b – Grid SR per row, Ask if 7b = 1, Mandatory to start, soft prompt if they haven't answered all the questions Randomise answer options 1-10 Q11 in W1 (but we are repeating this for all)							
12 b	Thinking about the TP programme overall, to what extent do you agree or disagree with the following statements? The TP programme has	(please select one answer per statement)					
		[1] Strongly agree	[2] Somewhat agree	[3] Neither agree nor disagree	[4] Disagree	[5] Strongly disagree	[6] Don't know/Not applicable
1	Improved pupils' attainment (better grades)						
2	Helped pupils who may have fallen behind during the Covid-19 pandemic to catch up with their peers						
3	Improved pupils' preparation for national assessments/exams						
4	Helped to reduce the attainment gap between disadvantaged pupils and their peers						
5	Improved pupils' behaviour in class						
6	Improved pupils' attendance						
7	Improved pupils' attitudes and motivation towards learning						
8	Improved the image of the school (as an institution that supports pupils)						
9	Improved pupils' self-confidence						
10	Improved pupils' self-regulation/way of thinking/reasoning						

Q13– Grid SR per row, Ask if 7a=1, Mandatory to start, soft prompt if they haven't answered all the questions, Randomise answer options 1-12 Q12 in W1 but we are asking all						
13	To what extent has the delivery of tuition led to the following challenges?	(please select one answer per statement)				
		[1] To a very great extent	[2] To a large extent	[3] To a moderate extent	[4] Not at all	[5] Don't know/Not applicable
1	Pupils have fallen behind in their school lessons					

2	Tutoring has not been aligned with classroom teaching					
3	Pupils selected for tutoring have become targets for teasing or bullying					
4	Tutoring has been poor quality					
5	Pupils not selected to participate have been resentful					
6	Tutoring has increased pupils' workload or cognitive load					
7	Pupils with very different needs have shared the same tutor in sessions					
8	Pupils receiving tutoring have been identifiable to their peers as 'needing catch up support'					
9	Pupils who have engaged most with the tuition are not the ones most in need of the support					
10	Parents whose children have not been selected to take part have been resentful					
11	Tutoring has reduced time spent by pupils in lessons					
12	Pupils have not engaged with tuition					

Q14– MR, Ask if NEW RESPONDENT, Mandatory, Randomise answer options 1 to 5 Q13 in W1						
14	The TP programme offers a 75% subsidy and requires schools to pay 25%. In addition to the TP subsidy, how has your school funded participation in the TP programme?	(please select all that apply)	1	Core funding		
			2	Covid-19 Catch-up Premium (i.e. the one-off catch up fund of £80 per pupil)		
			3	Pupil premium grant		
			4	Specific grants for schools		
			5	Additional academies funding		
			6	Other (please specify)		
			7	Don't know (exclusive)		

Q15– MR, Ask if NEW RESPONDENT, Mandatory, Randomise answer options 1 to 6 Q14 in W1						
15	If the TP subsidy was not available, which of the following options, if any, would you have used in the 2020/21 academic year to support pupils to catch up?	(please select all that apply)	1	We would have paid for the same number of hours of tuition anyway		
			2	We would have paid for fewer hours of tuition		
			3	We would have provided tailored support in the classroom		
			4	We would have brought in additional teaching assistants		
			5	We would have provided additional after school support		
			6	We would have set additional homework assignments		
			7	Other (please specify)		

			8	We would have been unable to offer further support (exclusive)
			9	Don't know (exclusive)

INFO3

The next few questions will be about your school's involvement with the Tuition Partners (TPs) so far.

By 'Tuition Partners' we mean the organisations that provide tutoring, rather than the tutors themselves.

Q16 – MR, Ask all, Mandatory, Drop down list of TPs in alphabetical order **Q15 in W1 (repeating for all)**

16	Which of the following TP organisations are you working with?	(please select all that apply (up to 6))	1	Add list of TPs
			2	Add list of TPs
			3	Add list of TPs
			4	Add list of TPs
			5	Add list of TPs
			6	Add list of TPs

Q17 – Grid SR per row, Ask if NEW RESPONDENT, Mandatory to start, soft prompt if they haven't answered all the questions, Randomise answer options 1-11 **Q16 in W1**

17	When deciding which TP organisation(s) to work with, how important were each of the following factors in your decision?	(please select one answer per statement)					
		[1] Very important	[2] Somewhat important	[3] Neither important nor unimportant	[4] Somewhat unimportant	[5] Not at all important	[6] Don't know/Not applicable
1	We had worked with them before						
2	They have a good reputation						
3	They were recommended by another school						
4	They have relevant subject expertise						
5	Their SEN expertise matches our needs						
6	They offer online tuition						
7	They offer face-to-face tuition						
8	They are a local organisation						
9	They are an organisation the school trusts						
10	They were recommended by the school's MAT board						
11	Their costs were competitive compared to other TP organisations						

Q18a – OR, Ask all, Soft prompt, please limit responses to 1-500 **Q17a in W1 but ask all**

18a	How many pupils did you select to receive one-to-one or group tuition overall?	(please write the number of pupils in digits)
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Q18b – OR, Ask all AND Q16 = more than one TP selected (only pull through what's selected in Q16), Soft prompt, please limit responses to 1-500 Q17b in W1		
18b	How many pupils did you select to receive one-to-one or group tuition by...?	
1	[Name of Tuition Partner selected at Q16]?	(please write your response in the box)
2	[Name of Tuition Partner selected at Q16]?	(please write your response in the box)
3	[Name of Tuition Partner selected at Q16]?	(please write your response in the box)
4	[Name of Tuition Partner selected at Q16]?	(please write your response in the box)
5	[Name of Tuition Partner selected at Q16]?	(please write your response in the box)
6	[Name of Tuition Partner selected at Q16]?	(please write your response in the box)

Q18c – SR, Ask all completing Q18b, Mandatory Q18 in W1 but ask all				
18c	Overall, was this...?	(please select one only)	1	More pupils than you had intended to put forward for tuition
			2	About the same number of pupils you intended to put forward for tuition
			3	Fewer pupils than you had intended to put forward for tuition
			4	Don't know

Q19a – SR, Ask all, Mandatory (new question)				
19a	Approximately what proportion of those pupils selected for tuition would you say are disadvantaged?	(please select one only)	1	All
			2	Most (more than half)
			3	Around half
			4	A few (fewer than half)
			5	None
			6	Don't know

Q19b– MS, Ask all, Mandatory (new question)				
19b	How do you define 'disadvantaged'?	(please select all that apply)	1	Those in lower socioeconomic groups (e.g. pupils eligible for Free School Meals)
			2	Looked After Children
			3	Any pupil whose educational attainment has suffered due to school closures (including those in higher and lower socioeconomic groups)
			4	Special educational needs (SEN)
			5	Something else (please define)
			6	I am not sure how to define 'disadvantaged' (exclusive)

Q20 – SR, Ask if Q16= more than one selected, (only pull through what's selected in Q16) Mandatory, List of TPs in alphabetical order Q19 in W1				
20	You said that you are working with more than one TP organisation. Which TP is delivering tuition to the greatest number of pupils in your school? If you work with more than one TP an equal amount, pick one to answer more detailed questions about	(please select one)	1	Add list of TPs selected at Q16

Q21– SR, Ask if NEW RESPONDENT, Mandatory Q20 in W1				
21	What influence, if any, did [NAME OF TUITION PARTNER ORGANISATION selection in Q16 (if one selected), or Q20 (the one they work with most)] have on the number of pupils selected to receive tuition?	(please select one only)	1	They tried to increase the number
			2	No influence/they were neutral
			3	They tried to reduce the number

Q22 – MR, Ask if NEW RESPONDENT, Mandatory, Randomise answer options 1 to 10 Q21 in W1				
22	Who was involved in the process to select pupils to receive tuition provided by [insert name of TP in Q16 (if one selected), or Q20 (the one they work with most)]	(please select all that apply)	1	Classroom teachers
			2	Teaching assistants
			3	Senior leadership team members
			4	Heads of year/Key Stage
			5	Heads of department/subject
			6	Administrative staff
			7	Parents or guardians
			8	Pupils
			9	School governors
			10	SEN coordinator

Q23 – MR, Ask all , Mandatory, Randomise answer options 1 to 13 Q22 in W1				
23	Which of the following factors did you use to identify pupils to receive tuition provided by [insert name of TP in Q16 (if one selected), or Q20 (the one they work with most)]	(please select all that apply)	1	Pupil premium eligibility
			2	English as an additional language
			3	Other socioeconomic considerations, e.g. Looked After children, pupils from refugee families
			4	Attendance record
			5	Attainment record (based on statutory and standardised assessments)
			6	Teacher assessments of pupils' needs
			7	Special educational needs
			8	Year group

			9	Pupils with upcoming national assessments/exams
			10	Parents' requests
			11	Pupils' requests
			12	Those pupils assessed by teachers to have made the least progress with their school work during partial school closures
			13	Those pupils assessed by teachers to be the most likely to engage with tuition
			14	Other (please specify)

Q24– SR, Ask if NEW RESPONDENT, Mandatory Q23 in W1				
24	Was your school involved in the process of matching your pupils to appropriate tutors from [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)]	(please select one only)	1	Yes
			2	No, [insert name of Tuition Partner (pull as per the question)] managed the matching process
			3	Don't know

Q25 – Grid SR per row, Ask all, Mandatory to start, soft prompt if they haven't answered all the questions, Randomise answer options Q24 in W1 but asking all								
25	Thinking about your interactions with [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)] so far, how satisfied are you with... (your main tuition partner)?	(please select one answer per statement)						
		[1] Very satisfied	[2] Somewhat satisfied	[3] Neither satisfied nor dissatisfied	[4] Somewhat dissatisfied	[5] Very dissatisfied	[6] Don't know	[7] Not applicable
1	The clarity of communication							
2	How well they keep you informed about the programme							
3	The range of subjects offered							
4	Help matching pupils and tutors							
5	Their ability to support with special educational needs							
6	The availability of online tutoring							
7	The availability of face-to-face tutoring							
8	The process by which the school provides feedback to the Tuition Partner							
9	The reliability of the technology used to deliver tutoring							

INFO4
We would now like you to think about the tuition [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)] delivers through the Tuition Partners (TP) programme.

Q26 – MR, Ask if NEW RESPONDENT AND Q26a if Q7a=1 and Q26b if Q7a=2, Mandatory, Randomise answer options 1 to 6 Q26 in W1				
26	c) [If Q7a = 1] What information did you share with [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)] about pupils in order to support matching pupils to tutors? d) [If Q7a = 2] What information will you share with [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)] about pupils in order to support matching pupils to tutors?	(please select all that apply)	1	Gender
			2	Age/year group
			3	Special educational needs
			4	Pupils' learning needs, e.g. subject specific
			6	Ethnicity
			6	English as a foreign language
			7	Other (please specify)

Q27 – SR, Ask Q27a if Q7a=1 and Q27b if Q7a=2, Mandatory, Randomise answer options 1-3 Q27 in W1				
27	c) Has tuition been provided during the programme...? d) Will tuition be provided during the programme...?	(please select one only)	1	One-to-one only
			2	In small groups (one-to-two or one-to-three) only
			3	Both one-to-one and in small groups

Q28a– MR, Ask Q28a if Q7a=1 and Q28b if Q7a=2, Mandatory, Randomise answer options 1-8 Q28a in W1 (repeated ask all)				
28a	c) And when is tuition provided and where are pupils located? d) And when will tuition be provided and where will pupils be located?	(please select all that apply)	1	Before school but on school premises e.g. at breakfast clubs
			2	In school, during lesson time
			3	In school, during breaks or at lunchtime
			4	After school on school premises
			5	At home (outside of school hours)
			6	At home (during school hours)
			7	At home (at weekends)
			8	At home (during school holidays)
			9	Don't know (exclusive)
			10	Other (please specify)

Q28c – SR, Ask if Q28a = 1-8, Mandatory (new question)				
28c	And was/is this the most suitable way for your pupils to receive tuition?	(please select one only)	1	Yes
			2	No
			3	Don't know

Q29 – SR, Ask Q29a if Q7a=1 and Q29b if Q7b=2, Mandatory, soft prompt Q29 in W1 but ask all				
29	c) In which of the following ways has tuition been provided during the programme?	(please select one only)	1	Face-to-face only
			2	Mainly face-to-face but some online
			3	About an equal split between face-to-face and online
	d) In which of the following ways will tuition be provided during the programme?		4	Online only
			5	Mainly online but some face-to-face
			6	Don't know

Q30 – MR, Ask if NEW RESPONDENT AND Q30a if Q7a=1 and Q30b if Q7a=2, Mandatory, Randomise answer options 3 to 6, soft prompt Q30 in W1				
30	c) Which of the following resources, if any, have you made available for tutoring (at no additional cost to your school)?	(please select all that apply)	1	Classroom space for tuition
			2	Other spaces for tuition
			3	Laptops/Chromebooks
			4	Tablets for pupils
	d) Which if any of the following resources, if any, will you make available for tutoring (at no additional cost to your school)?		5	Headsets
			6	Staff to supervise tuition
			7	Other (please specify)
			8	None of the above (exclusive)

Q31 – SR, Ask if NEW RESPONDENT AND Q30=1-7 Mandatory				
31	In your view, to what extent, if at all, has providing these resources been unduly burdensome for your school?	(please select one only)	1	A great deal
			2	A fair amount
			3	Not very much
			4	Not at all
			5	Don't know

Q32 – MR, Ask Q32a if NEW RESPONDENT AND Q7a=1 and Q32b if Q7a=2, Mandatory, Randomise answer options 1 to 4 Q32 in W1				
32	c) In order to provide feedback on tuition, which of the following, if any, have you shared with [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)]?	(please select all that apply)	1	Attainment data
			2	Tuition attendance data
			3	Parent feedback
	d) In order to provide feedback on tuition, which of the following, if any, will you share with [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)]?		4	Pupil feedback
			5	Other (please specify)
			6	None of the above (exclusive)

Q33 – Grid SR per row, Ask if Q7a =1, Mandatory to start, soft prompt if they haven't answered all the questions, Randomise answer options 1-12 Q33 in W1 but ask all							
33	Thinking about the tuition pupils have received from [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)], how satisfied are you with...? (Randomise answer options 1 to 12)	(please select one answer per statement)					
		[1] Very satisfied	[2] Somewhat satisfied	[3] Neither satisfied nor dissatisfied	[4] Somewhat dissatisfied	[5] Very dissatisfied	[6] Don't know/Not applicable
1	The quality of tuition						
2	Tutors' relationships with pupils						
3	Tutors' ability to manage pupils' behaviour						
4	How well tuition aligns with classroom teaching						
5	How well tuition aligns with the school's curriculum						
6	The frequency of communication from tutors						
7	Tutors' flexibility around delivery						
8	Tutors' support with pupil attendance						
9	Tutors' use of feedback they have received						
10	Tutors' support to identify/monitor any issues						
11	Tutors' ability to meet pupils' learning needs						
12	Tutors' relationships with teachers						

Q34– SR, Ask all, Mandatory Q34 in W1 but ask all															
34	Thinking about all aspects of the TP programme overall, including working with [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)], how satisfied are you with it?	(please select one only)	<table border="1"> <tr> <td>1</td> <td>Very satisfied</td> </tr> <tr> <td>2</td> <td>Somewhat satisfied</td> </tr> <tr> <td>3</td> <td>Neither satisfied nor dissatisfied</td> </tr> <tr> <td>4</td> <td>Somewhat dissatisfied</td> </tr> <tr> <td>5</td> <td>Very dissatisfied</td> </tr> <tr> <td>6</td> <td>Don't know</td> </tr> </table>	1	Very satisfied	2	Somewhat satisfied	3	Neither satisfied nor dissatisfied	4	Somewhat dissatisfied	5	Very dissatisfied	6	Don't know
1	Very satisfied														
2	Somewhat satisfied														
3	Neither satisfied nor dissatisfied														
4	Somewhat dissatisfied														
5	Very dissatisfied														
6	Don't know														

INFO5 (for Q35 and 36) – SHOW TO NEW RESPONDENTS or those who didn't complete this set of questions in W1

This final section asks about the additional costs to your school to set-up and support the delivery of the TP programme, in terms of money and time spent.

35 – ASK if NEW RESPONDENT. Each row should allow the respondent to drop down [0, 30mins or less, to 80] in first column and then drop down menu for second column [SR], Mandatory Q35 in W1						
35	Approximately how much time did the activities listed take and which member of staff completed these activities ?	<table border="1"> <tr> <td>Total amount of time (in hours)</td> <td>Which member of staff completed these tasks? (please select only one)</td> </tr> <tr> <td><i>If you are unsure, please give</i></td> <td><i>If more than one member of staff was involved please select the person who spent the largest amount of time on these tasks.</i></td> </tr> </table>	Total amount of time (in hours)	Which member of staff completed these tasks? (please select only one)	<i>If you are unsure, please give</i>	<i>If more than one member of staff was involved please select the person who spent the largest amount of time on these tasks.</i>
Total amount of time (in hours)	Which member of staff completed these tasks? (please select only one)					
<i>If you are unsure, please give</i>	<i>If more than one member of staff was involved please select the person who spent the largest amount of time on these tasks.</i>					

		<i>an estimate.</i>		
A	<p>All activities your school staff undertook relating to the TP programme before starting work with a specific Tuition Partner.</p> <p><i>Please think about any time spent researching the programme, applying for the programme and choosing a provider.</i></p>		1	Headteacher/principal
			2	Senior leadership team member/s
			3	Head of year/department
			4	Other teacher (including classroom teacher)
			5	Business manager
			6	Other administrative staff/IT support
			7	Teaching assistant/ Learning support assistant
			8	Don't know
B	<p>Preparing and setting up for [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)] to begin tutoring in your school (not including any staff training run by [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)] as this is covered in next question).</p> <p><i>For example, please think about any time spent selecting pupils for tutoring provided by [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)], supporting tutor-pupil matching, communicating with pupils, parents and staff, or purchasing resources.</i></p>		1	Headteacher/principal
			2	Senior leadership team member/s
			3	Head of year/department
			4	Other teacher (including classroom teacher)
			5	Business manager
			6	Other administrative staff/ IT support
			7	Teaching assistant/ Learning support assistant
			8	Don't know
C	<p>Any school staff training run by [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)] in order for the tutoring to take place.</p> <p><i>For example, please think about any training needed by school staff to use TP's online platform.</i></p>		1	Headteacher/principal
			2	Senior leadership team member/s
			3	Head of year/department
			4	Other teacher (including classroom teacher)
			5	Business manager
			6	Other administrative staff/IT support
			7	Teaching assistant/ Learning support assistant
			8	Don't know
D	<p>Managing and running [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)]'s tutoring sessions <u>each week</u>.</p> <p>Please give an estimate for the amount of time per week</p> <p><i>For example, please think about any time spent coordinating/timetabling the tuition, booking rooms, providing data (including registers) to the TP, classroom staff inputting into tutoring content, supervising tutoring sessions and providing IT support.</i></p>		1	Headteacher/principal
			2	Senior leadership team member/s
			3	Head of year/department
			4	Other teacher (including classroom teacher)
			5	Business manager
			6	Other administrative staff/IT support
			7	Teaching assistant/ Learning support assistant
			8	Don't know

Q36 – Ask if NEW RESPONDENT. Each row should allow the respondent to insert a number except row 8, which is a tick box (first column 0 to 200, second column £0 to £1000), Mandatory question but each row not mandatory

Q36				Quantity	Approximate cost per item/unit (£)
A	<p>[If Q7a = 1] Did your school need to purchase any additional equipment (for example, to run online tutoring), before tutoring with [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)] could start?</p>	1	Headphones		
		2	Microphones		
		3	Desktop PCs/computers		
		4	Laptops/Chromebooks		
		5	Tablets		
		6	Software licenses		
		7	Other (please specify)		
		<p>[If Q7a=2] Will your school need to purchase any additional equipment (for example, to run online tutoring), before tutoring with [insert name of TP selection in Q16 (if one selected), or Q20 (the one they work with most)] can start?</p>	8	No additional equipment needed (exclusive)	

Q36B – Ask if NEW RESPONDENT. Each row should allow the respondent to insert a number except row 5, which is a tick box (first column 0 to 200, second column £0 to £50), Mandatory question but each row not mandatory

Q36			Quantity <u>per week</u>	Approximate cost per item/unit (£)
B	<p>[If Q7a=1] Does your school purchase any consumables for use each week to support the delivery of the TP programme?</p> <p><i>Please only include <u>additional</u> costs, i.e. do not include costs that your school would have incurred if it was not taking part in the TP programme.</i></p>	1	Breakfast	
		2	Other refreshments	
		3	Stationery	
		4	Other (please specify)	
		<p>[If Q7a=2] Does your school plan to purchase any consumables for use each week to support the delivery of the TP programme?</p> <p><i>Please only include <u>additional</u> costs, i.e. do not include costs that your school would have incurred if it was not taking part in the TP programme.</i></p>	5	No additional purchases needed (exclusive)

Q36C – Each row should allow the respondent to insert a number except row 5 which is a tick box (0 – 4 FTE), Ask all, Mandatory question but each row not mandatory			
C			Number of additional staff roles <i>Please give your answer in FTE (Full Time Equivalent)</i>
[If Q7a=1] Has your school employed any <u>additional</u> members of staff to support the delivery of the TP programme? [If Q7a=2] Does your school plan to employ any <u>additional</u> members of staff to support the delivery of the TP programme?	1	Teacher	
	2	Teaching assistant/ Learning support assistant	
	3	Administrative support staff/ IT support	
	4	SEN coordinator	
	5	No (exclusive)	

Q37– SR, Ask all, Mandatory (new question)									
37	Finally, based on your experience of tuition provided by the TP programme, would you recommend this programme to schools not currently participating in it?	(please select one only)	<table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>2</td> <td>No</td> </tr> <tr> <td>3</td> <td>Don't know</td> </tr> </table>	1	Yes	2	No	3	Don't know
1	Yes								
2	No								
3	Don't know								

SUBMIT PAGE

You have reached the end of the survey. Thank you for answering our questions. Please click 'Next' to send your response. Once submitted, you will not be able to go back and change any of your answers.

FINAL PAGE

Your response has been submitted. Thank you again for taking the time to complete the survey. You may close this page.

Appendix E: Pupil focus group consent letter

Letter to Parent / Guardian

Dear Parent / Guardian,

I hope you are keeping well and coping with the changes COVID-19 has brought.

Through your school, your child has received tuition as part of the Tuition Partners (TP) programme. The programme is being delivered by the Education Endowment Foundation (EEF) and funded by the Department for Education (DfE). See www.nationaltutoring.org.uk for more information.

EEF has commissioned the National Foundation for Educational Research (NFER), Kantar Public, and the University of Westminster to independently evaluate the TP Programme. See www.nfer.ac.uk/for-schools/participate-in-research/evaluation-of-tuition-partners for more information. This research is important to understand how the TP programme is going, any impact it is having and how similar programmes in schools could be improved in the future.

Kantar Public is an independent social research company. As part of this evaluation, we are carrying out research with schools like your child's across England. We are interested in exploring their experiences of their TP tuition so far, what they think has worked well and less well, and suggestions for improvements. Your school has nominated your child, along with 2-3 other pupils in their school who have also received tuition as part of the TP programme, to take part in the research.

What will the research involve?

The research will involve your child participating in an online focus group with 2-3 other pupils and an experienced, DBS-certified Kantar Public researcher. An online focus group is a bit like a video call. It will last up to 45 minutes and take place in school at a time that suits your school and child. The pupils taking part will be asked about their experiences of the tuition they have received and their tutor. There will be some interactive activities to help them describe their experiences.

The research will be anonymous, confidential, and voluntary. That means that your child will not be identified in the research report and will have an opportunity to refuse to take part. The focus group will be video recorded for analysis purposes only and the recording will be stored on a secure Kantar Public server. Only the research team will have access to view the recording.

What information about your child is needed to take part?

A Zoom link to join the online focus will be sent to a member of school staff who will get your child set up on a computer in a COVID-19 secure environment. Your school will only share your child's full name, age, gender, year group and the subject they have received tuition in with us. By providing consent for your child to potentially take part, you agree to the school sharing this information with us to enable participation. Your child will still have the right to refuse participation on the day if they do not wish to take part.

Any data shared is confined to and used only to the extent necessary to conduct the research. This information will be deleted 12 months after completion of the research, in line with data protection regulation guidance. See Kantar's privacy policy (www.kantar.com/uki/surveys/) for more information.

If you are happy for your child to take part in a small focus group for this research, please complete and return this form to your school.

Once again, many thanks for supporting this important research. If you have any questions, please ask your school or email Deborah Roback, Project Co-ordinator (deborah.roback@kantar.com).

Thank you,

Rosie Giles
Research Director, Kantar Public

.....
I give consent for my child to take part in an online focus group as part of Kantar Public's research into the TP Programme.

Child's name and year:

Parent / Guardian's signature:

Parent / Guardian's name:

Date:

Appendix F: NTP TP application form and guidance notes

NTP Tuition Partners - Application form and guidance notes

The National Tutoring Programme (NTP) aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.

Through the NTP Tuition Partners pillar, state-funded primary and secondary schools in England will be able to access high-quality subsidised tutoring from an approved list of tutoring providers. Tuition Partners will be selected based on the quality of their model, evidence of impact, and potential to scale to support large numbers of pupils.

The focus of NTP Tuition Partners is on supporting disadvantaged pupils, including those eligible for Pupil Premium funding. A range of tutoring models will be funded, including those that are suitable for pupils with SEND and in Alternative Provision.

Tuition Partners will offer a range of approaches, including online, face-to-face and blended models, and small-group and one-to-one tuition. Participating schools will be able to decide which Tuition Partner in their area to work with and which of their pupils will benefit the most from additional support.

The programme has been designed and developed by a collaboration of five charities – the Education Endowment Foundation, Sutton Trust, Impetus, Nesta and Teach First – working in partnership with the Department for Education. Additional support has been generously provided by KPMG Foundation, Bain & Company and Freshfields Bruckhaus Deringer LLP.

Who can apply?

We accept applications from legally constituted organisations, and not from individuals. We expect Tuition Partners to be organisations who can deliver a tutoring programme (consisting of training for tutors, delivery of tutoring sessions, central monitoring of quality and systems to communicate with schools) rather than organisations who only work to match tutors with pupils.

Tuition Partners might be existing tutoring providers that have experience of working with schools or other organisations, such as charities, local authorities or universities who are able to design a new programme to meet the NTP Tuition Partners standards. This funding is intended for organisations to deliver additional external support to schools. For schools interested in providing tutoring in house we suggest looking at the Academic Mentors pillar of the NTP.

We welcome applications from partnerships, made up of organisations with differing, but relevant experience. However, we would expect a 'lead' organisation to be put forward for the purpose of contracts. If an organisation wishes to collaborate with another organisation, this arrangement will need to be explained in the application. The NTP Tuition Partners will hold one agreement with a single provider for accountability and monitoring purposes. We may also conduct due diligence assessments on any partner organisations. Please be aware that this may delay your approval as an NTP Tuition Partner while we conduct these additional checks, but this should not discourage the formation of partnerships.

What type of proposals are we looking for?

In order to be eligible for NTP Tuition Partners funding, organisations will need to meet the eligibility criteria outlined below:

- Proposals should be for tuition for 5-16 year olds – post 16 tuition is not eligible for NTP funding. Further information about catch-up funding, including for early years settings and post-16 providers, is provided on the Department for Education website.

- All NTP tutors will be DBS checked (enhanced DBS plus Barred List Check), or in the case of international tutors best available equivalents, and receive safeguarding training from your organisation. This eligibility criteria is designed to set a **minimum standard for completing a full application**. However, safeguarding will be fully assessed as part of the application, including detailed due diligence checks carried out for potential Tuition Partners ahead of agreements being entered into, and ongoing monitoring throughout the lifetime of the grant. The assessment carried out as part of the application will focus on five broad areas: Safeguarding Policy and Procedures, Safeguarding Training and Development, Organisational Structure and Governance, Safe Recruitment Policies and Procedures, and Specific Practices for Online Tuition.
- All tutors will receive training on how to deliver tutoring from your organisation. Organisations using untrained tutors will be unable to apply for NTP Tuition Partners funding. This is because the evidence indicates that tuition is most effective when tutors are provided with training. Peer-to-peer tutoring (school-age pupils tutoring other school-age pupils) is not eligible for funding through NTP Tuition Partners.
- The organisation has experience of working with schools. NTP Tuition Partners tuition will be delivered through schools, and organisations that have not previously worked with schools will not be eligible to receive NTP Tuition Partner funding.
- The proposal must commit to reaching at least 500 pupils over the year of delivery.
- The organisation is willing to participate in the NTP Tuition Partners evaluation and will work with the independent evaluator and the EEF to provide high-quality and timely data using pre-specified templates and processes.

Organisations will then be assessed on the extent to which they meet the following NTP Tuition Partner Quality Criteria:

- **Experience of working with schools.** Organisations will have relevant experience of working with schools and students. These criteria will consider both the relevance of the experience and the number and type of schools that the organisations have worked with. A track record of working with a larger number of schools in a way that aligns with the delivery that will be undertaken as part of NTP Tuition Partners would score most highly in this category.
- **Tutor recruitment and qualifications.** Organisations will have clear eligibility criteria for participating tutors and a recruitment strategy which results in the recruitment of tutors with the necessary skills.
- **Tutor training.** Tutors go through a well-defined and manualised training programme.
- **The systems and processes for school and pupil communication.** There will be clear systems and staff in place for communicating with schools to ensure that: the needs of the pupils are appropriately assessed and the content of sessions align with pupil needs and classroom teaching; information is fed back to teachers as required; pupils are provided with clear information on how they are progressing and areas for improvement.
- **Experience of working with disadvantaged pupils.** Organisations will have experience of working with the most disadvantaged pupils. They will understand how to engage disadvantaged pupils and overcome common barriers to accessing tutoring and attendance.
- **Monitoring delivery.** Central monitoring systems are in place, which allow organisations to monitor session delivery by tutors and session attendance by pupils, including managing any tutor and pupil absences and managing any issues that arise over the course of delivery.
- **Quality assurance and tracking progress.** Strong quality assurance systems are in place to monitor the quality of tutoring sessions, with clear processes for identifying any issues and making adjustments where necessary. Pupil progress is tracked and used to inform delivery to ensure pupils are getting the most from sessions.
- **Evidence of impact.** We are interested in evidence that your tuition has had an impact on pupil academic attainment. Organisations with the strongest evidence may have positive impacts from randomised controlled trials or quasi-experimental evaluations, while others will have tracking data showing the positive progress that pupils make. If you don't have specific evidence about your programme, we are also interested in how your tutoring model aligns with the wider evidence on tutoring and with other similar programmes that have been rigorously evaluated.

We will also judge proposals on **reach and value for money**. The NTP Tuition Partners aims to reach a large number of pupils in all regions of England, so we will take into consideration: the areas you are proposing to work in, and the number of pupils you are able to reach, whilst maintaining quality. We will

also consider the overall value for money of the proposal, including the cost per 15-hour block of tutoring, cost per pupil and proposed set up costs.

Following the initial assessment process, we will select organisations as preferred providers. We will then undertake a detailed assessment of their safeguarding practices, their financial management and controls, data protection practices and conduct other checks prior to confirming an organisation as an approved Tuition Partner.

What funding is available?

Tuition Partners will be able to apply for funding to:

- Deliver subsidised tutoring to schools during the 20/21 academic year. Organisations will bid to provide sustained blocks of tutoring (15 hours) to pupils, rather than individual sessions. This funding will cover 75% of the per session cost, with schools paying for the remaining 25%. We would expect central ongoing costs to be included in the session rate. We expect the majority of this tutoring to be delivered in small groups (with one tutor and three pupils) to ensure that as many pupils as possible can benefit from Tuition Partners. However, we are keen to allow flexibility for schools to choose one-to-one and one-to-two tutoring for specific pupils, particularly including pupils with SEND and pupils attending Alternative Provision, as well as other pupils who may have more specific needs. This tutoring would be for pupils aged 5 – 16, with a focus on particular subjects (more details below).
- Cover costs associated with the NTP Tuition Partners set up and participation. Costs covered under this would include:
 - funding to increase reach, which could include funding to recruit and train new tutors and set up the necessary central systems to manage an increased workforce. A proposal made to increase reach would need to clearly justify how quality would be maintained.
 - NTP Tuition Partners specific costs such as costs associated with providing monitoring information and data to the EEF and evaluators (there is more detail on this below).
 - Additional costs associated with recruiting schools to participate in NTP Tuition Partners, over-and-above normal recruitment costs.
 - Funding for the refinement of the tutoring model to meet the Tuition Partners Quality Criteria, or to deliver a small group tutoring model.

There is no limit on the number of pupils an organisation can bid to support, but we will consider the ability to maintain quality at scale, taking into account what is realistic based on the applicant's scale of delivery to date. We would recommend that organisations do not bid for higher numbers at the expense of quality. More guidance on what funding is available can be found in section 5 of the application.

Tuition models

NTP Tuition Partners funding will cover a range of different tuition models, including online and face-to-face, as well as 1:1, 1:2 and 1:3 ratios. However, in order to reach as many disadvantaged pupils as possible with the available funding, we are interested in funding a high proportion of tutoring in small groups (1:3). Small group models are likely to represent better value for money, whilst the evidence suggests that groups of this size still maintain high impact. We are open to funding some 1:1 and 1:2 models, most likely for pupils with SEND and pupils attending Alternative Provision, as well as other pupils who may have specific needs. We will however consider 1:1 proposals where 1:3 is not possible for the organisation to deliver due to their existing model of delivery. Such proposals would need to demonstrate strong value for money.

Sessions should be offered in blocks of around 15 hours, but the breakdown of this can vary, for example one 1-hour session a week for 15 weeks, two 1-hour sessions a week for 7-8 weeks, or two 30-minute sessions for 15 weeks.

School liaison will be a critical part of any tutoring model, with Tuition Partners needing to foster positive relationships with pupils and teachers. Pupil relationships are critical to ensure motivation to attend sessions, and organisations will need to work with teachers to ensure attendance at sessions is high. Organisations will also need to liaise with schools about: the timing of tutoring, which could be before or after-school or within the school day, to ensure it has minimal disruption to the learning of pupils; the

selection of pupils, to ensure a focus on the most disadvantaged pupils and those who will benefit the most from tutoring; and to coordinate the grouping of pupils into groupings that will support the learning process.

Organisations can apply with a blended approach (using both online and face-to-face tuition) or can focus solely on online or face-face tutoring. Given the ongoing potential for school closures and local lockdowns, approved Tuition Partners will be expected to have contingency plans in place if face-to-face tutoring is disrupted. This could include moving tuition online (where organisations already have online systems up and running) or pausing tuition until delivery becomes feasible again and changing the onward pattern of delivery. Any contingency planning will need to be done in close consultation with schools and EEF.

Subjects

We are open to applications across a number of academic subjects and are aiming to align the funding of tutoring with the demand from schools. Most funding is likely to be allocated to maths, English and science tuition. We will provide tuition funding under six main areas:

- English
- Humanities
- Maths
- Modern foreign languages
- Science
- Primary (reading, writing, maths and science)

School and pupil eligibility criteria

Schools are eligible for the Tuition Partners subsidy if they are state-maintained primary or secondary schools in England. Tuition will be funded for any year-group in primary or secondary schools, and in the six specified subject areas. However, organisations should bear in mind that schools are likely to want a focus on Y6/7 and Y10/11 and may have a preference for the core subjects of maths, English and science.

Schools will be asked to select the pupils they would like to put forward for tuition and will be asked to focus on disadvantaged pupils, including pupils eligible for Pupil Premium funding), pupils In Care or those identified by schools as having an equivalent need for support).

NTP Tuition Partners will be available in all regions of England and an approved list of regional providers will be available on the NTP website at the end of October. Tuition Partners will be responsible for recruiting schools.

What other support will be available for Approved Partners?

Organisations that receive NTP Tuition Partners funding will also be expected to take part in non-financial, capacity building support delivered by NTP Tuition Partners partner organisations. This is to help support quality delivery this year, and to build quality tutoring capacity in the sector beyond the lifetime of NTP Tuition Partners funding.

As part of the Tuition Partners pillar, there will be a programme of non-financial support in place to support tuition providers. This will include a mixture of workshops, masterclasses and 1:1 support from the start of the programme to Summer 2021. The level of support available may vary by provider, based on need. The content of this support will also depend on the needs of providers, but some examples of likely topics include: implementation planning, impact management, programme refinement, tutor & school recruitment, platform development and tech support (for online providers). More information will be provided when applications for funding have been received.

Evaluation

The Education Endowment Foundation will commission several evaluations of NTP Tuition Partners to learn about the impact of the programme on pupil attainment, as well as the key drivers and obstacles to its implementation.

We anticipate that the evaluation will have at least two components.

Overarching evaluation of NTP Tuition Partners

The evaluation will aim to quantify the overall impact of the programme on pupil attainment and how this varies by different tutoring models, pupil- and school characteristics. The evaluation will also look into the experiences of schools, tutors and pupils with a view to improve the delivery of similar programmes in the future.

More detail on the evaluation approach will be published shortly including a privacy notice describing how pupil and tutor data will be safely processed.

Tuition Partners will be asked to provide information on aspects of their delivery, including the number of sessions delivered and attendance, as well as information on the tutors, schools and pupils they are working with, using standard templates. Schools will be asked to provide details of their pupils receiving tutoring so the impact of the programme can be analysed using the National Pupil Database. The intention is that this will be a streamlined process that places minimal burden on schools.

Evaluation of local initiatives aiming to boost pupils' engagement

Unfortunately, some groups of pupils are particularly hard to reach. The aim of TP is to ensure that no one is left behind. This strand of the evaluation will aim to generate evidence on the most effective strategies for boosting pupils' understanding of the benefits of tutoring, as well as their attendance at sessions.

Tutoring organisations will be invited to volunteer for a series of small-scale, nimble experiments aiming to find out what works to boost reach and engagement. The EEF will commission an independent evaluator to collect data and provide useful and rapid feedback to participating organisations.

How to Apply

To submit an application to become an approved Tuition Partner, you will need to complete an online application form, available on the NTP website from 28th August.

Timeline Grants round opens	28th August 2020
Grants round closes	5pm 18 th September 2020
List of approved Tuition Partners announced	31st October 2020
Subsidised tutoring can begin in schools	November 2020

NTP Tuition Partners - Application form and guidance notes

NTP Tuition Partners - Application form and guidance notes Section	Page
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Click on the links above to skip to that section

Questions are in bold

Red text indicates how the question will be answered, e.g. tick box, free text

* denotes mandatory questions

Guidance notes are in italics

Section 1 – Eligibility criteria

Please confirm the following to check your eligibility for NTP Tuition Partners Funding:

1a. All tutors delivering NTP Tuition Partners tuition will hold an enhanced DBS check with Barred List Check, or in the case of international tutors, best available equivalents *

Tick

1b. All tutors delivering NTP Tuition Partners will receive safeguarding training*

Tick

We will expect all NTP Partner organisations to commit to carrying out enhanced DBS checks with barred list check (if you do not already do so) on tutors who will be working on this programme, or in the case of tutors not based in the UK, best available equivalents. Safeguarding practice, including details on your current DBS checks and safeguarding training, will be further assessed in section 6. All Tuition Partners will need to pass a full safeguarding assessment.

2. Our proposal does not include peer tuition*

Tick

Peer-to-peer tutoring is ineligible for NTP Tuition Partners funding. The NTP Tuition Partners is focused on providing external support to schools from trained adult tutors.

3. All tutors delivering NTP Tuition Partners will receive training from our organisation*

Tick

Organisations using untrained volunteers will be unable to apply for NTP Tuition Partners funding. This is because the available evidence indicates that tuition is most effective when tutors are provided with training.

4. Our organisation currently directly works with schools*

Tick

This could be working with schools in a range of capacities, which could be tutoring or other educational programmes with schools. Organisations that have not previously worked with schools will be unable to apply for NTP Tuition Partners funding. Tuition is most likely to be effective in mitigating a widening of the attainment gap if it is delivered in partnership with schools, and we are therefore looking to fund organisations with previous experience of working directly with schools.

5. Our proposal is to deliver tuition to a minimum of 500 pupils*

Tick

We are not able to fund tutoring at a very small-scale through NTP Tuition Partners, so would expect organisations bidding to be able to reach at least 500 pupils over the year of delivery.

6. Our organisation is willing to participate in the NTP Tuition Partners evaluation and will work with the independent evaluator and EEF to provide the necessary data*

Tick

An independent evaluation of the NTP Tuition Partners will be commissioned. This will look at the overall impact of the programme on pupil attainment and how this varies by different tutoring models, as well as the characteristics of the pupils and schools involved. The evaluation will also aim to understand the barriers and facilitators to implementation, including how best to maximise take-up and engagement. It will also look at the long-term impact of the programme on the tutoring market. More detail on the intended evaluation approach will be provided including a privacy notice describing how pupil and tutor data will be safely processed. Schools will be expected to provide details of their pupils receiving tutoring in order that the overall impact of the programme can be analysed using the National Pupil Database. The intention is that this will be a streamlined process that places minimal burden on schools. Tuition Partners will be expected to provide information on aspects of their delivery, including the number of sessions delivered and attendance, as well as information on the tutors, schools and pupils they are working with, using standard templates.

7. Our proposal does not include tuition to post-16 pupils*

Tick

NTP Tuition Partners funding is only available for tuition for 5-16 year olds. Further information about catch-up funding, including for early years settings and post-16 providers, is provided on the Department for Education website.

Section 2 Organisation details

1. Please fill out the details of the lead organisation applying to become an Approved Tuition Partner.

Organisation name (company legal name) *	Free text
If different, please specify your trading name:	Free text
Free text	
Organisation address*	
Organisation type*	Drop down: charity, for profit, academic institution, other (please specify)
Charity Number (if applicable)	Free text
Company registration number (if applicable)	Free text
Free text	
Lead applicant contact name*	
Lead applicant email address*	Free text
Lead applicant contact number*	Free text
Lead applicant role/position*	Free text
Charity/company Director/CEO name*	Free text
Charity/company Director/CEO email address*	Free text
Finance Manager name (for invoicing) *	Free text
Finance Manager email address*	Free text

2. Will any partner organisations contribute to this proposal? If yes, please provide some information about them, including: company name (and trading name if different), company/charity number, address, description of their organisation, and a full description of your partnership and respective roles. *

Yes/No with Free text to explain if yes (500 words)

Please note that we will require a lead organisation to have overall contractual responsibility. Please detail here the nature of the partner relationship and how it will be legally enforced. Any partner organisation will need to adhere to all the quality commitments set out in this application. Where subcontract partner(s) are planned to be used, the EEF reserves the right to carry out some due diligence on the subcontract partner(s), but to no greater extent than that being carried out on the lead contractor.

3. Does your organisation currently offer tutoring in schools? * Yes No

We are open to working with organisations that currently deliver tutoring in schools, and organisations who work with schools in other capacities (e.g. delivering other educational programmes), so this is just for our information.

Section 3 - Tuition Partners Quality Criteria

1. Please provide an overview here of the work that your organisation does in schools, including the number of schools and pupils you have worked with. *

Free text (450 words)

We are interested in the experience your organisation has with schools. If your organisation currently offers tutoring in schools, we are interested in the type of tutoring you deliver (face-to-face, online, both), the format (we are particularly interested in the session ratios you deliver in terms of 1:1, 1:2, 1:3 or other), the subjects and year groups you offer tutoring in, the types of schools you work with, and the number of schools and pupils you have worked with. For organisations that currently work with schools in other ways, for example delivering other educational programmes, we are interested in the most relevant experience your organisation has of working with pupils, teachers and schools, the types of schools and age groups of pupils you work with, any subject specialism.

2. Please describe the proposed recruitment process for your tutors, including any eligibility criteria set for your tutors. Please justify using examples of the past and current experience(s) of the organisation(s) involved in this proposal. *

Free text (450 words)

We would like to know about the types of tutor you will recruit (e.g. undergraduates, qualified teachers), any other eligibility criteria you will require tutors to meet and the proposed assessment process for selection of tutors. If you are using tutors you already recruited, please describe the eligibility criteria and recruitment processes for those tutors.

3. Please describe the proposed training process for your tutors. Please justify using examples of the past and current experience(s) of the organisation(s) involved in this proposal. *

Free text (450 words)

We are interested here in the duration and frequency of tutor training, as well as exactly what is covered. If you are using tutors you already recruited, please describe the training process they completed and any additional or top-up training that you have planned.

4. How will your organisation ensure good two-way communication with schools, and that your tutoring support is informed by teachers? Please justify using examples of the past and current experience(s) of the organisation(s) involved in this proposal. *

Free text (450 words)

We are interested in the quality of communication between your organisation and schools and processes that you will put in place to maintain and enhance this communication. Please cover here if and how your tutoring content will be informed by the school and class teacher, and if and how information is then fed back to the school and teacher. Please justify how the proposed processes are adequate given your proposed scale of delivery. The EEF central team for the NTP Tuition Partners includes dedicated School and Tutoring Liaison roles to provide ongoing expertise across the programme.

5. Please outline your plans for how you will support the most disadvantaged pupils to engage in tutoring. Please justify using examples of the past and current experience(s) of the organisation(s) involved in this proposal. *

Free text (450 words)

We are interested in how you will engage disadvantaged pupils and overcome common barriers to accessing tutoring.

6. Please explain how you would monitor session delivery by tutors and session attendance by pupils, including tutor and pupil absences. Please justify using examples of the past and current experience(s) of the organisation(s) involved in this proposal. *

Free text (450 words)

We are interested in what central monitoring systems will be in place, which allow organisations to monitor session delivery, including any tutor and pupil absences, to ensure high-levels of session completion. This should include processes to deal with any issues that arise over the course of delivery. Please justify how the proposed processes are adequate given your proposed scale of delivery.

7. Please describe how your organisation would assure the quality of tutoring sessions and track pupil progress. Please justify using examples of the past and current experience(s) of the organisation(s) involved in this proposal. *

Free text (450 words)

We are interested in the processes and systems you would put in place to monitor tutoring session quality. This should include how you would manage quality assurance centrally, including monitoring the suitability of session content and the work of individual tutors. We are also interested in how you will track the progress of pupils, identify any issues with progress or particular areas that pupils are struggling with, and respond to this information to ensure pupils are getting the most from sessions. Please justify how the proposed processes are adequate given your proposed scale of delivery.

8. Please provide evidence of your organisation's impact on attainment. If you have not provided tutoring services before and/or if prior attainment evidence is not available, please outline how your tutoring model aligns with the wider evidence. *

Free text (600 words)

We are interested here in what evidence you have about your impact on attainment. Organisations with the strongest evidence may have positive impacts from randomised controlled trials or quasi-experimental evaluations, while others will have tracking data showing the positive progress that pupils make. Wherever possible, please show evidence that children who participate in the proposed programme improve relative to a comparison group of similar pupils who do not participate.

If you have not provided tutoring services before, we are interested in how your proposed model is supported by the wider evidence. See the EEF's Teaching and Learning toolkit sections on small group and one to one tuition. You may also describe here evidence from evaluations of very similar approaches. If quoting wider literature, please make clear reference to the characteristics your programme shares with the programmes referenced.

Section 4 - Proposal outline

Please select the types of tutoring you are proposing to deliver*

Select all that apply: 1:1 in person tutoring, 1:2 in person tutoring, 1:3 in person tutoring, 1:1 online tutoring, 1:2 online tutoring, 1:3 online tutoring

1b. If you are proposing 1:1 tuition, please explain why you are proposing this and explain which pupils 1:1 sessions will support.

Free text (300 words)

Please outline here how you would use 1:1 tuition sessions. We expect the majority of NTP Tuition Partners funding to be allocated for delivery in small groups (with one tutor and three pupils) to ensure that as many pupils as possible can benefit from Tuition Partners. We are open to funding some 1:1 and 1:2 models, most likely for pupils with SEND and pupils attending Alternative Provision, as well as other pupils who may have specific needs. We will however consider 1:1 proposals where 1:3 is not possible for the organisation to deliver due to their existing model of delivery. Such proposals would need to demonstrate strong value for money.

2. Please select the areas you are able to deliver in*

Drop down of all regions, then when select regions can see sub regions, with the option to select 'all' in that region

3a. Please select the subjects and key stages where you propose to offer tuition*

Tick all that apply: Maths KS1, Maths KS2, Maths KS3, Maths KS4, Reading KS1, Reading KS2, Writing KS1, Writing KS2, English KS3, English KS4, science KS1, science KS2, science KS3, science KS4, Humanities KS3, Humanities KS4, Modern Foreign Languages KS3, Modern Foreign Languages KS4

3b. Please select which year groups you intend to offer tuition to*

Tick all that apply: Y1; Y2; Y3; Y4; Y5; Y6; Y7; Y8; Y9; Y10; Y11

4) Approximately how many schools and pupils do you expect to work with to deliver your proposal? Of the approximate total of schools, please estimate how many of these you expect will be *new* schools that you are not already delivering tutoring in: *

Number of schools:

Number of *new* schools:

Number of pupils:

If this represents a scale-up in terms of delivery for your organisation, please explain how you will maintain quality while increasing reach.

Free text (400 words)

5) How do you expect to recruit any new schools?

Free text (600 words)

Please outline your recruitment strategy and any existing networks you have which you would expect to recruit through.

6a) Please select the types of schools you plan to work with: *

Select all that apply: Primary mainstream schools, Secondary mainstream schools, Alternative Provision settings, Special schools

6b) If you are planning to work in Special Schools and/or Alternative Provision settings, please indicate roughly how many of the pupils you plan to work with will be from:

Alternative Provision settings: free text

Special schools: free text

6c) If you are planning to work in Special Schools and/or Alternative Provision settings, please outline your prior experience of working in these settings, and the particular expertise that your tutors have for working with this particular pupil population.

Free text (450 words)

7a. How many tutors will you need to deliver your proposal? *

Free text

7b. Please outline why you require this number, including how many pupils each tutor is likely to tutor over the year. *

Free text (300 words)

8a. How many new tutors do you expect you need to recruit to deliver your proposal? (if any)

Free text

8b. Please outline your tutor recruitment strategy and any existing networks you have which you would expect to recruit through.

Free text (300 words)

9. Do you have plans in place to enable you to keep delivering tuition in the event of COVID-19 related measures, for example limitations on external visitors to schools or local lockdowns resulting in full/partial school closures? If so, please outline these. *

Free text (300 words)

We are interested in any contingency plans you have in the event of COVID-19 related measures. This could include moving tuition online (where organisations already have online systems up and running) or pausing tuition until delivery becomes feasible again and changing the onward pattern of delivery. Any implementation of contingency planning will need to be done in close consultation with schools and the EEF.

10. If you were successful and announced as an Approved Tuition Partner at the end of October 2020, please indicate approximately when you: *

- a) could start delivering NTP Tuition Partners tutoring in schools you are already working in date
- b) could start the recruitment and training of any new tutors date
- c) could start to receive queries from new schools date
- d) could start delivering NTP Tuition Partners tutoring in new schools date

We understand that some providers will take longer to get up and running than others, so we are keen to understand your estimated timelines. All NTP Tuition Partners funded tuition needs to take place in the academic year 2020/2021, and we have a preference for delivery starting as soon as possible, so that we can ensure children can receive 15 hours of tutoring before the end of the 20/21 academic year.

11. As described in the introduction, non-financial support will be provided to NTP Tuition Partners organisations. To help inform the design of this support, please describe the biggest barriers you expect to experience in delivering quality tuition as described in your proposal.

Free text (300 words)

Please note that this question is designed to inform the non-financial support offer to approved NTP Tuition Partners organisations and won't be assessed as part of your proposal. As part of the Tuition Partners pillar, there will be a programme of non-financial support in place to support tuition providers. This will include a mixture of workshops, masterclasses and 1:1 support from the start of the programme to Summer 2021. The level of support available may vary by provider, based on need. The content of this support will also depend on the needs of providers, but some examples of likely topics include: implementation planning, impact management, programme refinement, tutor & school recruitment, platform development and tech support (for online providers).

We are also interested in proposals from organisations looking to move into online provision or expand their digital offer, and there will be funding available to support organisations to test and develop online models. For example, this could be from organisations with an established face-to-face offer who have not previously offered online tutoring or have worked with a small number of students online, who now wish to expand this remote delivery. More information regarding the specific funding and support available for online transition or development will be provided later in the process.

Section 5 Proposal budget

1. Please fill out the below table to show the level of delivery you are proposing and associated overall cost. Please include the total (100%) cost of the tutoring, and then 75% of that will be calculated as requested NTP Tuition Partners funding. *

Please include in your per session rate all central and ongoing costs. Specific NTP Tuition Partners set up and participation costs will be budgeted separately so please do not include those in the calculations below. We are expecting providers to bid for 15 hours of tuition delivery per pupil. We are only able to provide funding for NTP Tuition Partners sessions delivered from November onwards, by approved NTP Tuition Partners. We are not able to provide backdated funding for sessions already delivered for example in September. If you are midway through a course of tutoring with some pupils, future sessions with those pupils, once your proposal has been approved, will be eligible for the NTP Tuition Partners subsidy. This would require the participating school to sign-up to the NTP Tuition Partners programme, and fulfil their necessary commitments, including returning a signed MOU for their participation. You should still bid for complete 15-hour blocks for those pupils, but we will adjust payments based on actual number of sessions delivered.

Please include your costs here without VAT. Tuition Partners will receive 75% subsidy from the EEF and 25% payment from the school(s). Where an organisation is considered to be making taxable supplies (not an eligible body for the education VAT exemption), and is VAT registered, we would expect it to account for VAT on the full value of the supply made to the school, not just the 25% payment it expects to receive. Schools should be in a position to recover in full the VAT charged pursuant to s.33 of the VAT Act 1994 for Local Authority schools, or s.33B of the VAT Act 1944 for Academy schools, as a cost directly attributable to their non-business activity of the free supply of education to pupils. Therefore, VAT should not fall as an additional irrecoverable cost for schools. Please note that it will be up to the individual organisations to ensure their own VAT position is considered in isolation, and appropriate professional advice taken.

Tuition delivery	yes/no	Length of each session (minutes)	No. of sessions (this should make up a 15-hour block)	Per session cost (£)	Per Pupil per session cost (£)	Per 15-hour block cost (£)	No of 15-hour blocks planned	No of pupils supported	Total cost (£)
1-1 in person tutoring									
1-2 in person tutoring									
1-3 in person tutoring									
1-1 online tutoring									
1-2 online tutoring									
1-3 online tutoring									
							Total	Total	£
75% requested from NTP Tuition Partners: £									

2. Please outline the breakdown of costs making up your per session rates, including how much your tutors are paid (if they are paid). *

Free text (450 words)

Please include all costs covered in your per session rate for each session rate stated above. This should include how much is paid to the tutor and all other central and ongoing costs (e.g. central functions, tutor management, data/IT systems, session scheduling and set-up, pre-session data tracking, session delivery, impact tracking and evaluation and invoicing).

3. Please fill out the below table to show your NTP Tuition Partners set up and participation costs. *

Please include costs associated with the NTP Tuition Partners set-up and participation. This could include:

- *Funding to increase reach, which could include finance to recruit and train new tutors (including any necessary safeguarding checks) and set up the necessary central systems to manage an increased workforce and delivery.*
- *NTP Tuition Partners specific costs such as costs associated with providing monitoring information and data to the EEF and evaluators, and developing NTP Tuition Partners-specific policies and processes.*
- *Additional costs associated with recruiting schools to participate in NTP Tuition Partners, over-and-above normal recruitment costs.*
- *Funding for the refinement of the tutoring model to meet the Tuition Partners Quality Criteria, or to deliver a small group tutoring model.*

We are able to cover costs of tutors recruited and trained in the 2020/2021 academic year (from 7th September onwards) for approved Tuition Partners, where these tutors will be used to solely provide sessions as part of the NTP Tuition Partners programme from November 2020 onwards and over the 20/21 academic year.

Total funding required £

4. Please outline the staff who will be working on this project, in what capacity, and what proportion of their time will be spent on the project. *

Free text (450 words)

5. Please use this optional box for any additional explanation you want to add to your budget, including if you are intending on providing funding or other resources from other sources (e.g. corporate sponsorship or additional funding from Trusts/Foundation) that reduces the total requested from NTP Tuition Partners or from schools.

Free text (450 words)

Section 6 - Safeguarding information

All organisations will have their safeguarding practices and procedures assessed before becoming an NTP Tuition Partner. Assessments will be made in 5 broad areas:

Safeguarding Policy and Procedures. We expect all NTP Partners to have robust safeguarding policies and procedures which are updated regularly and in line with legislation and statutory guidance. These should set out the procedures to be followed by all staff and tutors if they have a safeguarding concern regarding a child or receive a disclosure from a child. A Code of Conduct should provide practical and clear guidance as to which behaviours constitute safe practice and which behaviours should be avoided. There should be a clear and robust Whistleblowing policy and procedures.

Safeguarding Training and Development. We expect all NTP Tuition Partners to ensure their staff and tutors receive appropriate safeguarding and child protection training which is regularly updated. In addition, staff and tutors should receive safeguarding and child protection updates to provide them with relevant skills and knowledge to safeguard children effectively.

Organisational Structure and Governance. The organisation should ensure an appropriate senior member of staff is appointed to the role of Designated Safeguarding Officer/Lead, and Deputy Safeguarding Lead(s) are designated. The Designated Safeguarding Officer/Lead should take lead responsibility for safeguarding and child protection and have had an appropriate level of training.

Safe recruitment policies and procedures. We expect all NTP Tuition Partners to follow safer recruitment practices for staff and tutors including a range of pre-employment checks such as identity and qualifications, right to work in the UK and references. We will expect all NTP Tuition Partner organisations to commit to carrying out enhanced DBS checks with barred list check (if you do not already do so) on tutors who will be working on this programme, or in the case of tutors not based in the UK, best available equivalents.

Specific safer practices for online tuition. For organisations providing online tutoring, policies, procedures and codes of conduct should be adapted for such contexts. We expect the organisation's safeguarding policy and procedures to show how tutors, children and young people are safe and responsible online and creating a safe online learning experience. This could include use of videos and digital platforms, platform security, privacy controls, and recording, storage and monitoring of sessions.

Applicants should also be aware that the EEF will work in partnership with appropriately authorised agencies and will conduct screening checks for any national security risks.

If successful, NTP Tuition Partners will be subject to ongoing monitoring of compliance to their safeguarding practices throughout the grant. The answers provided below, alongside your safeguarding policies and procedures, will be made available to an appointed third party organisation.

1a. Does your organisation have a Safeguarding Children and Young People Policy and Procedures? *

Yes/No

Please upload your safeguarding policy and procedures here

1b. What date did you last update and approve your Safeguarding Children and Young People Policy and Procedures and when is it due to be reviewed?

Date last updated and approved Select date

Date of next planned review Select date

1c. Does your organisation have a Whistleblowing and Complaints policy alongside/in addition to your Safeguarding Policies and Procedures? *

Yes/No

Please upload this policy here

1d. Does your organisation have a clear Code of Conduct that sets out the behaviours and expectations for all staff and tutors? *

Yes/No

If no, please explain why (free text) (250 words)

Please upload this here if not included in your safeguarding policy and procedures

1e. Please outline how you will ensure your Safeguarding Policy and Procedures will align with the school's procedures that you are working in and that your staff and tutors will know how to report a safeguarding concern? *

Free text (250 words)

2a. Do all staff and tutors complete appropriate safeguarding and child protection training? *

Yes/no

2b. Please outline when they last received/attended this training, details of the training delivery method (e.g. face to face training, online live training, eLearning modules) and duration.

Free text (250 words)

2c. Please provide the learning outcomes for the most recent safeguarding and child protection training delivered to your staff and tutors.

Free text (250 words)

2d. In addition to training that is regularly updated, how else do you provide safeguarding and child protection updates for your staff and tutors (for example, via email, e-bulletins and staff meetings) and how often?

Free text (250 words)

3a. Does your organisation have a Designated Safeguarding Lead? *

Yes/no

3b. Who is your organisation's Designated Safeguarding Officer/Lead?

3e. What specific training has your Designated Safeguarding Officer/Lead and Deputy/Deputies completed to enable them to fulfil their role and responsibilities and when was this? Please include the delivery course title, date, delivery method and duration.

Free text (250 words)

4a. Does your organisation have a Safer recruitment Policy and Procedures? *

Yes/No.

Please upload your safer recruitment policy and procedures here

4b. Which of the following pre-employment checks are standard practice for tutors in accordance with your Safer Recruitment Policy and Procedures? *

Two written references

Proof of identity of candidate

Qualifications

Right to Work in UK

Enhanced DBS Check

Barred List Check

Candidate has lived or

worked outside of UK

Health Questionnaire

Others – please state (Free

Text)

4c. Please explain your current processes around conducting DBS and Barred List checks for tutors*

Free text (250 words)

We expect that for all new tutors recruited to work on NTP Tuition Partners, that an enhanced DBS check with Barred List Check is carried out before that tutor begins delivery.

For tutors already working at your organisation who will work on NTP Tuition Partners, please explain which types of DBS you currently conduct as standard (e.g. basic or enhanced) and if you conduct a Barred List check, explaining the rationale for this, including if your tutoring model is supervised.

Please note that we will require all NTP Tuition Partners to ensure their existing tutors have an enhanced DBS check with Barred List Check to work on NTP Tuition Partners.

Please also give a brief overview of the organisation's internal policies regarding the length of time for renewal or requesting updates. If you use tutors who are based outside of the UK, please provide the details here of the alternative or equivalent checks that you undertake.

5a. If you deliver online tuition, does your organisation have guidelines, processes or procedures in place for staff and tutors delivering online tutoring? This could include use of videos and digital platforms, platform security, privacy controls, and recording, storage and monitoring of sessions.

Yes/No

Please upload any relevant documents covering your guidelines, processes or procedures for online tuition here

5b. If you answered No to Q5a please explain what actions you are taking to implement safer practices for online tuition, including any detail you have on what safer online practices you are in the process of implementing.

Free text (250 words)

6. Will any partner organisations involved in this proposal directly deliver tutoring to pupils? *

Yes/No

If any subcontracted partner organisation(s) will deliver tutoring directly to pupils, their safeguarding policies and procedures will also be assessed as part of the selection process and we will be in contact to collect the relevant information from them.

Section 7 - Information on finance, data protection and employment practices

Finance

All organisations will be assessed in regard to financial health, management and governance. Organisations should have appropriate internal governance structures, financial management systems and controls. If successful, organisations will be subject to ongoing monitoring of compliance in this area throughout the grant. The answers provided below will be made available to an appointed third party organisation who will make an assessment of your financial management and governance.

1a. Have any Directors / Trustees ever been subject to sanction / censure under the Companies Act or related legislation? *

Yes/No

1b. Please outline the overall governance of the organisation, including details of the Board structure and any compliance procedures. *

Free text (250 words)

1c. Please confirm you are happy for Money Laundering checks to be completed on individual Directors. *

Yes/No

1d. Please confirm you are happy for credit checks to be carried out on your organisation. *

Yes/No

2a. Please provide a summary of the finance team and financial reporting systems in place at the organisation, including frequency & timeliness of reporting. *

Free text (250 words)

2b. What financial controls, monitoring and reporting processes do you have in place to ensure the effective financial management for specific projects such as this? *

Free text (250 words)

2c. Have you previously had to report against restricted funds? If yes, please provide further details. *

Yes/No

Free text (250 words)

2d. Please outline the approval process for the most recent budget. Is performance monitored to budget and has any reforecast been required? *

Free text (250 words)

3a. Please provide a summary of the key financial impacts of COVID-19 on the organisation (e.g. reduction in revenues, cost cutting exercises, redundancies) and management's actions to address any issues arising. Note any creditor arrears or time to pay tax arrangements and when these are planned to be regularised / paid. *

Free text (250 words)

3b. Have any Government schemes / measures been introduced since the pandemic began (e.g. Furlough scheme, CBILS, VAT deferment) at the organisation to date? If yes, please provide details including commentary on your ability to repay to terms where required. *

Yes/No

Free text (250 words)

4a. Have there been any covenant or facility breaches under any financing arrangement over the Historical period? If so, how was this resolved? *

Yes/No

Free text (250 words)

4b. Are there any significant seasonal cash flow requirements that require careful management over the next 12 months, and if so, how will these be addressed? *

Yes/No

Free text (250 words)

4c. How would you ensure funds are ring fenced and appropriately managed under the NTP Tuition Partners project if requested? *

Free text (250 words)

5a. Please can you confirm that your Corporation tax, VAT and Employment Tax returns / filings are up to date? *

Yes/No

5b. Can you confirm there are no ongoing tax investigations or outstanding liabilities from any recent investigations that are yet to be finalised? *

Yes/No

Supporting documentation. Please upload:

- Full audited statutory accounts for the organisation for the last three financial years, including detailed profit and loss accounts.
- Monthly management accounts for the period January to July 2020, including profit and loss, balance sheet, cash flow (if available) and KPI / budget variance information.
- Your current year budget and any latest re-forecast.
- Bank and loan statements for end July 2020.

6. Will any partner organisations involved in this proposal represent more than either £100,000 or 20% of the overall budget for the programme? *

Yes/No

Where subcontract partner(s) are planned to be used, EEF reserves the right to carry out some due diligence on the subcontract partner(s), but to no greater extent than that being carried out on the lead contractor.

Data protection

Tuition Partners will be required to collect pupil data from schools to support evaluation of the National Tutoring Programme. To protect this data, it is essential that **all Tuition Partners have a strong understanding of the Data Protection Act 2018 and the GDPR.**

All organisations will be assessed in regard to data protection governance, policies, controls, training and security. If successful, organisations will be subject to ongoing monitoring of compliance in this area throughout the grant. The answers provided below will be made available to an appointed third party organisation who will make an assessment of your data protection management and governance.

Tuition Partners will have the role of **data processors**. This means that they will not be able to use the personal data for their own purposes or hold the data after the completion of the programme.

Due to Tuition Partners holding a large amount of children's data, they will need:

- To appoint or have appointed an internal or external **Data Protection Officer (DPO)** with expert knowledge of data protection law (as per GDPR Article 37).
- To sign up to a **data processing agreement** that incorporates the requirements of EEF's joint data controller agreement with DfE.
- To provide adequate **information letters for schools and parents**, linking to the Tuition Partners **privacy notice**, based on templates provided by the EEF.
- To complete a **Data Protection Impact Assessment (DPIA)** for the collection and use of pupil data. This will be used to identify and assess data protection risks along with the measures to reduce those risks. For example, the Tuition Partner would document their security procedures, standards or certificates as measures to reduce the risk of a data security breach.

An independent evaluation of the NTP Tuition Partners will be commissioned. To facilitate this evaluation, Tuition Partners will be required to collect pupil-level information from schools to pass onto the independent evaluator. In addition to pupil data, Tuition Partners will be expected to provide information on aspects of their delivery, including the number of sessions delivered and attendance, as well as information on the tutors and schools they are working with, using standard templates. More detail on the intended evaluation approach will be provided to successful applicants.

1a. Does your organisation have a Data Protection Officer (DPO)? *

Yes/No

If no, how do you ensure that you have assigned the tasks of a DPO and have sufficient staff and resources to discharge your GDPR obligations?

Free text (250 words)

1b. Do you have a Senior Information Risk Owner (SIRO)? *

Yes/No

Free text (250 words)

1c. If a DPO is in place, how are they independent from the main processing operations to avoid a conflict of interest e.g. a DPO also being responsible for decisions and management of the core data?

Free text (250 words)

1d. Has your organisation, or any associated Group Company, had to report a data breach to the Information Commissioner's Office (ICO)? If so, please provide details. *

Yes/No

Free text (250 words)

1e. Does your organisation hold any formal certifications or accreditations in respect of IT and data security? If so, please state which. *

Yes/No

Free text (250 words)

2a. Does your organisation have an up-to-date data map, or has an information asset register been established for personal data? *

Yes/No

2b. Is a data classification policy in place? (e.g. information assets are tagged as Confidential, Sensitive, Not Sensitive, etc.) *

Yes/No

2c. Do third parties that hold or process organisation data sign a Non-Disclosure Agreement (NDA)? *

Yes/No

2d. Are there procedures to perform regular data protection audits e.g. an Information Commissioner's Office (ICO) or internal audit? If so, please indicate the result of the latest audit. *

Yes/No

Free text (250 words)

2e. What data protection training has your DPO received? *

Free text (250 words)

2f. Is there a data protection and security awareness and training plan for staff? *

Yes/No

2g. Please briefly describe the content of your data protection and security training, how regular it is, the training delivery method (e.g. face to face training, online live training, eLearning modules) and duration.

Free text (250 words)

3a. How is data passing between your organisation and third parties protected? For example do you use secure portals for sending data? *

Free text

3b. Are access controls in place over all key systems and devices? *

Yes/No

3c. Is anti-virus software installed on every device (laptops, PCs and servers)? *

Yes/No

3d. Are all patches (security, operating systems and application) up to date and installed? *

Yes/No

3e. Are all mobile devices (mobile phones, laptops, tablets) by used by the organisation encrypted? *

Yes/No

3f. Has an independent and appropriately skilled third party conducted a penetration test in the last year? *

Yes/No

3g. If so, have all the critical and high priority actions from the penetration test been remedied? *

Yes/No

Free text

3h. Is all organisational data backed-up regularly and stored securely? *

Yes/No

Please upload all the relevant documents related to data governance and security, which could include:

- IT security policy
- approved Privacy policy
- data management and archiving policy
- breach and incident management procedure
- procedure for dealing with data information and subject access requests
- procedures for safe disposal of information assets and of hardware that has been used to store sensitive data.

Employment conduct

If you are acting as either an Employment Agency or Employment Business, you will need to ensure that you comply with the provisions of the **Employment Agencies Act 1973** (the Act) and the supporting **Conduct of Employment Agencies and Employment Businesses Regulations 2003** (the **Conduct Regulations**), both as amended. This legislation is enforced by the Employment Agency Standards (EAS) Inspectorate, part of the Department for Business, Energy and Industrial Strategy (BEIS).

The EEF reserves the right to disqualify you from the selection process should any information be received by us that indicates non-compliance with statutory obligations.

1. Please confirm that as part of the selection process you give consent for EEF to engage with EAS and to make enquiries with them to ascertain if they hold any information about you which indicates non-compliance with the Act and/or Conduct Regulations. *

Tick

2. Please confirm that you give consent for EAS to disclose any such information to EEF so that EEF may take the information into account in its decision making on whether to select you as an approved partner. *

Tick

3a. Will you employ any agency workers or personal services companies to work on NTP?
Yes/no

3b. In accordance with regulation 13A of the Conduct Regulations which came into force April 2020, please confirm that any agency workers or personal service companies you employ will be provided with a 'key information document'?
Tick

Appendix G: Approved Partners Induction Pack (Year 1)

Approved Partners Induction Pack [hyperlinks removed]

Last updated 08.06.21

- *'Evaluation Guidance' updated to clarify school DSA process - page 9*

Congratulations on becoming an approved Tuition Partner for the National Tutoring Programme: Tuition Partners pillar!

The Education Endowment Foundation (EEF) is leading on the delivery of this part of the programme in the academic year 2020-2021. This document contains some information about being an EEF grantee, as well as other necessary information you might need. We appreciate there is a lot of information to process, as well as expectations that come with being an approved NTP Tuition Partner. This document has been designed to set you up for the year ahead, containing information and live links to supporting resources in one place, which you can refer to as required.

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1) Purpose of NTP: Tuition Partners

The NTP will make high-quality tutoring available to schools to help disadvantaged pupils whose education has been most affected by school closures. It has been developed through six founding partners:

- **Department for Education**
- **Education Endowment Foundation**
- **Teach First**
- **The Sutton Trust**
- **Impetus**
- **Nesta**

The EEF is delivering NTP Tuition Partners, which gives schools access to subsidised, high-quality tutors for disadvantaged pupils. Primary and secondary schools will be able to use the service to search for tutors, both national and local providers, to support their teachers at a highly discounted price – the NTP will pay 75% of the cost.

There is a large body of evidence showing us the impact that tutoring can have on pupils who are falling behind. Evidence from the EEF has shown that regular tutoring can be effective, delivering up to five months' additional progress on average.

Funding has been awarded to Tuition Partners based on their ability to deliver high quality, curriculum-relevant tutoring to disadvantaged students. Every approved Tuition Partner is experienced in working directly with schools, with demonstrated expertise to deliver tutoring that complements high-quality classroom teaching.

Please do access our ‘Best Practice for Tutoring Organisations’ to see a more detailed summary of the evidence:

<https://nationaltutoring.org.uk/resources/best-tutoring-practice-for-tutoring-organisations>

2) Timeline of year: key dates

Ongoing throughout	<p>Data to be submitted to EEF every other Friday</p> <p>08/01/21 - simple data monitoring (final submission)</p> <p>15/01/21 - detailed data monitoring</p> <p>22/01/21 - simple data monitoring *no longer collecting*</p> <p>29/01/21 - detailed data monitoring</p> <p>Continuing to collect detailed data every other Friday hereafter</p> <p>Please note the evaluator will follow the detailed fortnightly submissions with requests for participating school templates</p>
29/01/21	Milestone 3 submission date
17/02/21	Evaluation Webinar at 1pm: please access with this link
25/02/21	Capacity building peer learning session at 4pm: please access with this link
09/03/21	Capacity building workshop at 10am
12/03/21	Milestone 4 submission date
25/03/21	Second termly submission provided to Evaluator
16/04/2020	Submit anonymised log of reported incidents, concerns or allegations safeguarding

23/04/21	Milestone 5 submission date
04/06/21	Milestone 6 submission date
30/07/21*	<p>Final milestone submission date for most TPs (M7)</p> <p>Final fortnightly data submission for most TPs</p> <p>Final statement of spend provided to EEF for most TPs</p> <p>Full data provided to Evaluator</p> <p>Submit anonymised log of reported safeguarding incidents, concerns or allegations</p> <p>*(Note this has been amended to allow delivery right up until the end of the summer term. Please contact your Programme Manager if you have any concerns about this change of date)</p>
27/08/2021 (only for TPs delivering over summer holidays)	<p>For Tuition Partners who are delivering over the summer holidays, we are adding a final milestone 8 on Friday 27th August.</p> <p>This will be the date for:</p> <p>Final milestone submission (M8)</p> <p>Final fortnightly data submission</p> <p>Final statement of spend submitted to EEF</p> <p>Submit anonymised log of reported safeguarding incidents, concerns or allegations</p>

3) Your key contacts

- Your Programme Manager (PM) is your **main point** of contact from the NTP going forward
- Please direct any queries or concerns about delivery under the NTP to your PM
- PMs are responsible for managing relationships with funded Tuition Partners and supporting you throughout the timeline of your grant agreement

NTP Programme Liaison Manager [name / email address removed]

NTP Administrative Assistants [names / email addresses removed]

NTP Finance Administrative Assistant [name / email address removed]

- Leading on financial admin support e.g. invoices for milestone payments

NTP Media and Comms team [email address removed]

- For sign-off on external communication material and other media/comms questions

NTP Data Monitoring team [email address removed]

- Leading on the monitoring data process and reviewing your data submissions

NTP Safeguarding team [email address removed]

4) NTP Communications to Tuition Partners

Most queries should go to your Programme Manager or our Admin/Finance Assistant (depending on the nature of the query) but on occasion you may wish to contact other members of the team. Please get in touch with one of the aforementioned people and they will be able to point you in the right direction.

Our regular communication about central NTP updates will primarily be through our 'Tuition Partners Monthly' newsletters, which you will receive every month.

Tuition Partners Monthly (Tuition Partners Monthly archive list)

Emails will be sent on a monthly basis to update you on everything that is happening centrally in the NTP, as well as reminders of what we might need from you. These Monthly's might include things such as:

- Central NTP updates *e.g. numbers of students reached nationally*
- Actions for you to complete *e.g. any upcoming data deadlines*
- Opportunities *e.g. involvement in interviews/case studies*
- Content *e.g. recent blog posts or guidance*

Updates will come from all NTP teams: programmes, evaluation, media and communications, capacity building, secretariat etc.

Please ensure you prioritise reading these emails as this will be our primary way of communicating to you about updates across the NTP.

5) Key info and documents

a. Programmes

The programmes team are at the heart of the NTP Tuition Partners work. They have been responsible for designing the funding criteria, selecting the successful Tuition Partners, and will be managing the grants over the first year of the NTP. This includes monitoring and reporting on delivery and ensuring, with EEF evaluation colleagues, that the Tuition Partners work is properly evaluated.

Throughout the project your Programme Manager will be your main point of contact. Please do get in touch with them if you have questions or concerns.

Key documents²¹

²¹ At EEF's request, hyperlinks were removed to external documents were removed for documents 1-3, 6-7, 9-10

From Programme Managers to TPs

1. **Fortnightly data submission documents**
2. **Data Protection Impact Assessment (DPIA)** (must be completed for Milestone 1)
3. **Accessing the Prohibited Teacher List** (must be completed for Milestone 1)
4. **Guidance on signing schools up to TP**
5. **Guidance on delivering to pupils at home**
6. **Finance and payment documents**
7. **Safeguarding documents**
8. **School closures documents**
9. **Guide to data submissions**
10. **School withdrawal documents**
11. **Guidance on 15-hour blocks**

b. Evaluation

There are two main strands of evaluation for NTP Tuition Partners:

- 1) Overarching evaluation
- 2) Reach and engagement trials

Overarching evaluation

This evaluators for this are a consortium led by NFER, with Kantar and the University of Westminster. Participation in this overarching evaluation is **mandatory** for TPs. The evaluation seeks to generate evidence of what works for the benefit of the sector; it isn't intended for performance management of Tuition Partners or to judge individuals involved. It is designed to achieve a detailed and accurate evaluation of the benefit of the tutoring and programme implementation, but not to be burdensome.

Contact info for the overarching evaluation:

NFER: TuitionPartners@nfer.ac.uk

In our first induction webinar on **10th November**, the evaluation team provided you with more detailed information - please see the recording below.

Key documents

In the first instance, please see the '**Table of contents and version control**' document to see which documents have been added and why. There are a lot of documents associated with the evaluation, with more information about how to use these included in the document '**Guidance on signing schools up to TP**'.

We expect schools to sign the NTP TP MoU, and your own MoU or Terms and Conditions at the same time, and then confirm they have sent the parent or pupil privacy notices and withdrawal letters (depending on the age of the pupils), and provide the required pupil data before NTP TP tutoring commences. The documents you need to start signing up schools – the MoU, school privacy notice, and school information sheet are provided. The documents you need for later on in the process are also provided.

From Evaluators to TPs [Contents and version control]

1. **Presentations/recordings from EEF and Evaluators**
2. **Evaluation Guidance for TPs**
3. **TP Data Sharing Agreement**
 - 3.1. **TP Data Sharing Agreement with clarification note** (no need to sign - just for info)
- 3a. **Privacy notice for TP Staff**
4. **Participating schools template**
5. **Tutor background details template**
6. **Termly tutor update template**
7. **TP pupil update template**
 - 7a. **Overarching Evaluation FAQ**

From TPs to Tutors [Contents and version control]

8. **Tutor privacy notice**
9. **Tutor withdrawal letter**

From TPs to potential schools [Contents and version control]

10. **Evaluation information sheet**
11. **School privacy notice**
12. **Memorandum of Understanding (MoU)**

From TPs to schools that have signed a MoU [Contents and version control]

13. **Evaluation guidance for schools**
 14. **TP pupil template**
- From schools to targeted pupils/parents**

- | | |
|-----|------------------------------------|
| 15. | Parent privacy notice |
| 16. | Parent withdrawal letter |
| 17. | KS4 Pupil privacy notice |
| 18. | KS4 pupil withdrawal letter |

From TPs to schools that request a Data Sharing Agreement [Contents and version control]

- | | |
|-----|--------------------------------------|
| 19. | School Data Sharing Agreement |
|-----|--------------------------------------|

2. Reach and engagement trials

The evaluators for these are both NFER and the Behavioural Insights Team (BIT). Participation in these trials are **voluntary** for TPs. They will look at key questions such as what works to reach out to disadvantaged pupils, and what works to ensure that disadvantaged students complete their tutoring programme. They will be testing 'light-touch' and inexpensive interventions such as:

- Different messages in leaflets/emails
- With/without reminders e.g. text messages

Both teams have been supplied with a list of TPs and so may approach some of you for exploratory talks. However, please do reach out to the people below if you would like to participate in the R+E trails:

NFER: [Email address removed]

BIT: [Email address removed]

Key documents

From BIT/NFER to Tuition Partners
--

- | |
|---|
| <ol style="list-style-type: none"> 1. Introduction to the Behavioural Insights Team 2. Introduction to NFER reach and engagement RCTs 3. R+E Trial FAQs |
|---|

c. Branding and external comms

Please see our new '**Tuition Partners Communication Pack**' to provide support on everything including forming an NTP School Story, best practise for writing blogs, email templates for schools, media & press materials and much much more. Please do take a look!

Any external communication material must be submitted to the NTP Tuition Partners communications team [Email address removed] for approval at least 48 hours before publication. The Tuition Partners team reserves the right to sign-off all external materials. Sign-off will be given during working hours on working days. The Tuition Partners team will endeavour to sign-off materials within one working day, but 48 hours may be needed at particularly busy points.

Failure to comply with this may jeopardise future decisions on funding. **Please see Schedule 9** of your grant agreement for more information about this.

Key documents

Marketing and branding [Tuition Partners Communication Pack]
<ol style="list-style-type: none">1. Brand guidelines2. Copy of NTP logo3. Copy of NTP logo reversed4. Logo use for Tuition Partners5. Tuition Partners lockup off-white background6. Tuition Partners lockup colour background7. Tuition Partners lockup trans background8. Approved partner kitemarks9. NTP fonts10. NTP Flyer template11. NTP lock up colour12. NTP lock up reversed13. 'We're an NTP school' logo
Digital Comms [Tuition Partners Communication Pack]
<ol style="list-style-type: none">8. Blog themes9. Tuition Partners newsletter copy
Media [Tuition Partners Communication Pack]
<ol style="list-style-type: none">10. Tuition Partner Media Q+A11. Tuition Partners Media Brief12. Tuition Partners Press Release template
Social Media [Tuition Partners Communication Pack]

13. **Social media guidelines**
14. **Social media posts**
15. **Tuition partners image card 1**
16. **Tuition partners image card 2**
17. **Tuition partners image card 3**

d. Capacity building support

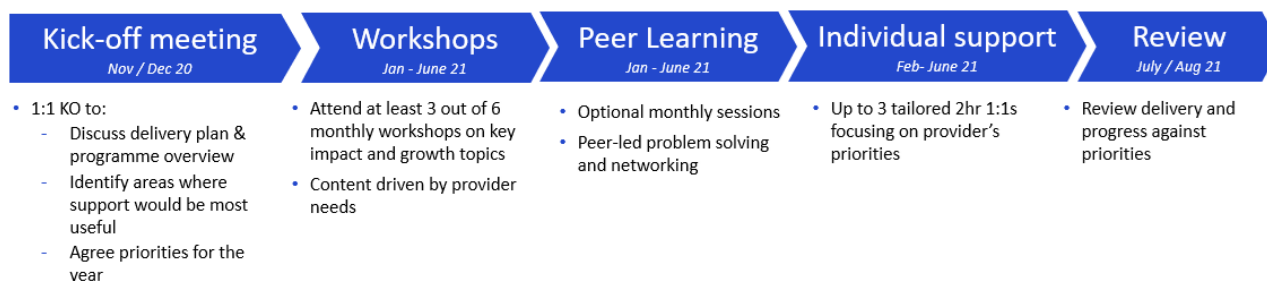
As part of the National Tutoring Programme, approved Tuition Partners will receive capacity-building support to help ensure the delivery of high-quality tutoring. This is led by two of the six NTP founding partners: Impetus and Nesta.

The offer of support is there to:

- Help providers understand what best practise, impactful tutoring looks like
- Support providers grow with quality, or improve programme to deliver quality tutoring
- Develop a network for providers to connect, share best practice and learn from each other

In our second induction webinar on **12th November**, the capacity building team provided you with more detailed information. Please see the slides and recording below.

Timeline of support



Please contact the following email address if you have any questions about NTP capacity building support:

capacitybuilding@nationaltutoring.org.uk

Key documents

Capacity building team to TPs

Slides from induction session

Materials from first 1:1 kick off session

Peer session notes

Workshop 1: Online Delivery

Workshop 2: School Engagement

Workshop 3: Applying Behavioural Insights

Workshop 4: Quality Assurance

6) Longlist of all key documents

Programmes

From Programme Managers to TPs

Fortnightly data submission docs

Data Protection Impact Assessment (must be completed for Milestone 1)

Accessing the Prohibited Teacher List (must be completed for Milestone 1)

Guidance on signing schools up to TP

Commonly asked questions

Guidance on delivering to pupils at home

Finance and payment documents

Safeguarding documents

School closures documents

Guidance on 15 hour blocks

Evaluation [Contents and version control]

From Evaluators to TPs

Presentations/recordings from EEF and Evaluators

Evaluation Guidance for TPs

TP Data Sharing Agreement

TP Data Sharing Agreement with clarification note (no need to sign - just for info)

Privacy notice for TP Staff

Participating schools template

Tutor background details template

Termly tutor update template
TP pupil update template
Overarching Evaluation FAQ

From TPs to Tutors
Tutor privacy notice
Tutor withdrawal letter

From TPs to potential schools
Evaluation information sheet
School privacy notice
Memorandum of Understanding (MoU)

From TPs to schools that have signed an MoU
Evaluation guidance for schools
TP pupil template
From schools to targeted pupils/parents
Parent privacy notice
Parent withdrawal letter
KS4 Pupil privacy notice
KS4 pupil withdrawal letter

From TPs to schools that have requested a data sharing agreement
School Data Sharing Agreement

From BIT/NFER to Tuition Partners (R+E RCTs)
Introduction to the Behavioural Insights Team
Introduction to NFER reach and engagement RCTs
R+E trial FAQs

Branding and external comms [Tuition Partners Communication Pack]

Marketing and branding

Brand guidelines

Copy of NTP logo

Copy of NTP logo reversed

Logo use for Tuition Partners

Tuition Partners lockup off-white background

Tuition Partners lockup colour background

Tuition Partners lockup trans background

Approved partner kitemarks

NTP fonts

NTP Flyer template

NTP lock up colour

NTP lock up reversed

'We're an NTP school' logo

Digital Comms

Blog themes

Tuition Partners newsletter copy

Media

Tuition Partner Media Q+A

Tuition Partners Media Brief

Tuition Partners Press Release template

Social Media

Social media guidelines

Social media posts

Tuition partners image card 1

Tuition partners image card 2

Tuition partners image card 3

Capacity building

Capacity building team to TPs

Slides from induction session

Materials from first 1:1 kick off session

Peer session notes

Workshop 1: Online Delivery

Workshop 2: School Engagement

Workshop 3: Applying Behavioural Insights

Workshop 4: Quality Assurance

Appendix H: NTP guidance on signing up schools to Tuition Partners

NTP guidance on signing up schools to Tuition Partners

1. How do schools sign up?

When the NTP Tuition Partners offer becomes live at 10am on 02 November 2020 schools will be able to start being signed up to NTP Tuition Partners.

Tuition Partners are responsible for the sign up of schools to their tuition programme, so should have appropriate sign up processes in place, which are clearly described to schools on your website.

The NTP central website will have a list of Approved Tuition Partners, and schools will be able to search for Approved Tuition Partners in their area. Through the NTP website schools will then be able to fill out an online form to contact a Tuition Partner – this will be sent through to the NTP recruitment email address that all Tuition Partners provided.

It is very important that all school queries are responded to promptly - **schools shouldn't be waiting for a response for longer than a week** - and with clear information.

2. What materials should we use?

Tuition Partners are responsible for the recruitment of schools and should use their own recruitment materials (school information sheets, flyers etc) for this, adapted for the Tuition Partners model of tuition. Tuition Partners should use NTP Tuition Partners branding in all materials.

Tuition Partners will also use their own memorandum of understanding (MOU)/terms of conditions documentation when signing up schools.

The NTP will provide centralised recruitment documents for the evaluation of NTP Tuition Partners that must be used with all schools upon recruitment.

We will provide a school information sheet, which provides an overview of the evaluation, an MOU for the evaluation and a school privacy notice. All of these documents should be shared with schools at the recruitment phase, or for schools that you are already working with, should be shared as part of their transfer onto NTP.

It is very important that all schools sign the MOU for the evaluation, alongside any MOU/terms and conditions for your programme. To be classified as an 'NTP Tuition Partners school' schools will need to sign the NTP Tuition Partners Memorandum of Understanding (MoU).

Once schools have signed the evaluation MOU, there are a number of other standardised documents that need to be shared, including further privacy notices, withdrawal letters from data processing for parents of younger children (for pupils younger than 13) or pupils themselves (for pupils aged 13 or more), a targeted pupil data template, where details of the pupils involved in NTP tutoring will be collected, as well as general guidance to schools about the evaluation of NTP.

3. Which schools are eligible for NTP Tuition?

All state-maintained schools in England will be eligible to participate.

4. When can NTP delivery start in schools?

Delivery can start once schools have signed the evaluation MOU, confirmed that they have shared the privacy notice and withdrawal letters with parents of younger children (for pupils younger than 13) or pupils themselves (for pupils aged 13 or more) (contained within this pack), and returned a completed "TP Pupil Template" with data on the pupils who will be receiving tutoring (also contained within this pack).

For schools you are already working with to deliver tuition, we understand there will be a lag from 2nd November where you collect this information. We can pay for delivery from 2nd November, however it is imperative that you get the required information from schools as soon as possible, with funding not confirmed for these schools until you have received this information.

5. What advice should be given to schools on which pupils to select?

The focus of the NTP is on supporting disadvantaged pupils aged 5-16. Schools should therefore be asked 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. Participating schools will be able to decide which of their pupils will most benefit from additional support. Schools also need to consider their capacity to support tutoring for the number of pupils they are suggesting putting forward – more detail on this can be found in questions 6 and 7 of this document.

6. How many schools do I need to deliver to?

Each NTP Tuition Partner will have clear targets on pupil numbers, as detailed in the milestones of the grant agreement. Tuition Partners have also suggested approximate school numbers. However, we recognise there is some flexibility in the number of schools that you may reach depending on pupil numbers requested by individual schools. As well as reaching our pupil number targets, the NTP Tuition Partners team also want to ensure that we spread that supply across a large number of schools.

We are happy with the approximate school number you have suggested, but if it seems you are likely to reach far fewer schools, please let us know so we can discuss options on how to spread the supply across more schools.

7. Why are we not introducing a pupil cap per school from the beginning?

We think that most schools are likely to be "naturally" limited in the number of pupils that they request tutoring for by:

- The budget they have available to fund their share of the cost of tutoring;
- Their capacity to organise tutoring, e.g. scheduling sessions, providing space and/or computer time; the availability of staff time to liaise with providers.

We also recognise that introducing a cap in a fair way is not simple. Schools can therefore initially suggest the level of support that they need, with levels of uptake being closely monitored throughout the year.

8. What should Tuition Partners do if schools request tutoring for very high numbers of pupils, which may make delivering to your suggested number of schools difficult?

We would suggest that Tuition Partners enter into a conversation with schools about whether they will be able to provide sufficient support to this number of pupils, asking in particular whether they will be able to:

- Provide enough space and/or computer time for sessions?
- Liaise effectively with you about the content of sessions for all pupils?
- Ensure good attendance by all pupils?
- Troubleshoot any problems with attendance at, and/or motivation during, sessions for that number of pupils?

If schools feel that they do have enough capacity, we would suggest, before confirming, that Tuition Partners also assess the pupils that they are nominating for support and ensure that a high proportion are eligible for Pupil Premium funding. If Tuition Partners are unsure whether to agree to particularly large requests please contact the NTP Tuition Partners team and we would be happy to advise as required.

Regardless of the above points, we request that Tuition Partners do not provide sessions for more than 200 pupils to any individual school, except for in exceptional circumstances and if this has been checked with EEF.

9. Why have you asked Tuition Partners to flag when 25% of their sessions have been committed?

In addition to the two-weekly data submissions we have requested in the grant agreement that all Tuition Partners explicitly flag to us when 25% of their pupil numbers have been committed prior to committing any further sessions. This is so we can review school numbers and, if needed, introduce a pupil cap per school as required.

It may be that a cap is introduced across all forward provision, but it may also be this is only exercised in certain regions or subjects where demand is clearly exceeding supply. We will let all Tuition Partners know if we need to introduce school caps as we progress, and any caps will be clearly advertised on the NTP website.

10. Is the supply that will be available when Tuition Partners are announced the only supply that will be available over this academic year?

We will be monitoring supply over the first two months of delivery and there may be the possibility, in some cases, of supply being increased. We will keep approved Tuition Partners updated on this possibility as delivery starts.

Thank you all for your work and we are looking forward to seeing how the demand for NTP, Tuition Partners develops over the next year.

Appendix I: NTP guidance on delivering to pupils at home



Tuition Partners update: at-home delivery of online tutoring

The existing evidence base supports that tuition – delivered in a school setting – is likely to have a positive impact on improving educational outcomes for disadvantaged pupils. Issues with technology, a suitable work space and lower attendance rates are likely to mean that the impact of online tutoring in a pupil’s home will be lower, with disadvantaged pupils likely to face many more access barriers for this model than their more advantaged peers, potentially leading to a further widening of the attainment gap.

Despite these drawbacks NTP recognises that some at-home delivery in certain accepted circumstances is likely to be beneficial. This is online tuition only and not in-person tutoring.

How does in-school tuition delivery particularly support disadvantaged pupils?

- **Ensuring attendance** – Attendance is likely to be lower for tutoring that happens outside of the school day. This issue is exacerbated for at home delivery, with attendance likely to be even lower. Data from our online pilot suggests that attendance for this model of tutoring could be very low. Attendance for secondary school children started at 60% but declined to 44% over an eight-week period, while for primary school pupils, attendance reduced from 94% to 77% over the same period. When scaled to the level of delivery that will be seen through NTP this could result in the equivalent of 1.6million missed tutoring sessions and wasted NTP funding of ~£25million – with sessions likely to be missed with no notice.
- **Ensuring access** – There is an equity of access issue for tutoring that takes place at home. Pupils from disadvantaged backgrounds are less likely to have the necessary technology or quiet work area for effective tutoring to happen. Due to family circumstances they may also have parents or carers who are not able to support their attendance at sessions. We must ensure that disadvantaged pupils are not further disadvantaged by delivery happening outside of school. Schools may choose to direct this support disproportionately towards those pupils who have the necessary resources, which could again place the neediest children at a further disadvantage.
- **Ensuring school support** – Schools have an important role in ensuring that tutoring is successful: content is aligned with the curriculum, information provided to tutors on areas that pupils are struggling with, and pupil attendance and motivation monitored. By removing delivery from schools there is likely to be less school input – with schools likely to view this as a separate programme into which they only need to provide minimal oversight. This approach would likely result in much lower impacts than suggested by the evidence for in school delivery that NTP is built on.

When could online tuition delivery to pupils at home be suitable?

Despite a clear rationale for why tutoring is most promising when delivered within schools, we know that schools are facing significant challenges this year, and that particular pupils may experience significant disruption to their school attendance over the academic year.

The table below outlines the accepted circumstances *and* necessary policies for online tuition to a pupil at home to be considered as a suitable option on a case by case basis.

We expect consideration of whether this is appropriate for an individual pupil to take place between the tuition provider, the school and the family, including practical considerations around the technology available in the pupil’s home and guidance as to how to access this.

We also expect schools, providers and families to work together to arrange tutoring at an appropriate time for pupils: for example, immediately after the school day, or if tutoring is taking place at a weekend, broadly in line with school hours, rather than at late hours or irregular times.

Even if the accepted circumstances are met and a tuition provider is able to safely deliver tutoring to a pupil at home, this may not be appropriate for all pupils.

If any restrictions, or COVID disruptions ease over this year we would expect tuition to move towards in-school delivery as the sole model.

Accepted circumstances for at home delivery	Tuition Partners have the following policies/processes in place
<ul style="list-style-type: none"> • Continuous disruption to the same year group or class resulting in a pupil having to isolate at home multiple times (but is not unwell). For any Tuition Partners whom have been confirmed as an at-home provider by the NTP, home delivery can start from the first period of isolation. • A pupil is out of school for shielding (for example, due to their own pre-existing health condition.) • Full school closures are mandated – school premises are not available to pupils for an extended period. This may require at home delivery for some pupils, although vulnerable pupils could still attend school and tutoring for those pupils could continue on school premises. • Pupils have additional needs which mean that going into school whilst wider disruptions are occurring are not possible (e.g., SEND pupils who have autism) and they are remaining at home for an extended period. • A pupil is in a virtual school; it is not currently possible to place them in any school or alternative provision setting and the Tuition Partner can ensure that their tutors are suitably able to support any additional needs these pupils may have (as well as pupils having suitable access to technology and supervision at home). • Schools are unable to schedule tuition for all pupils within the school day, or before or after school. The primary reasons for this will be: <ul style="list-style-type: none"> - a pupil needing to use set public transport to get home and there is no option to travel home if staying after school. - schools have shorter opening hours due to staffing constraints or COVID restrictions. - schools not having enough suitable technology to coordinate tutoring in school for the pupils that they would like to give tutoring to (although schools should carefully assess if pupils will have this at home if they are not able to provide it). <p>In these cases, schools should still be encouraged to have delivery within the core school day, in line with the evidence base. Once all scheduling options for delivery within the school day or before/after-school have been exhausted then flexibility for individual pupils can be offered as required. We would not expect any school to do at home tutoring for all of their pupils, but only for those pupils they can't facilitate for in school.</p>	<ul style="list-style-type: none"> • Safeguarding procedures demonstrating that all tutors delivering to pupils at home are subject to Barred List Checks. • Parental/legal guardian consent is obtained for delivery to a pupil online at home and a parent is present for the session. This should be done via a Home Tutoring Agreement, which functions as a code of conduct for best practice in making the most of tutoring delivered at home. Clear records should be kept showing consent has been obtained. The Home Tutoring Agreement may directly between TP and the family, or the school and family. • Guidance provided to parents on their responsibilities during at home delivery. • All sessions are recorded. • Tuition providers have a clear process for raising safeguarding concerns for tutors, and parents raising safeguarding concerns regarding tutors. Schools are aware of this process. • At-home tuition delivery, including safeguarding policies and procedures, is part of tutor training programme and tutors are clear what is and isn't acceptable when working with a child online. • Tuition provider has assurances from the school and parent that suitable technology is accessible to the student to take part in the tuition. • Any laptops or technology that are provided to pupils are all wiped clean of any existing content and it is ensured that they are suitable for pupil use, including that they work well and are adequate for tutoring to happen smoothly. • Tuition provider has a clear process for reporting back to the school on attendance and other session feedback as would normally be provided if the session took place in school. • More leniency in cancellation policies for at home delivery to ensure more flexibility for pupils, and a clear way for them or their parents to cancel sessions.

In what circumstances is online delivery to a pupil at home unsuitable?

- As a standard online offer. The evidence supports in-school tuition as a promising intervention; therefore, we expect at-home tuition to be an option only for some pupils in certain accepted circumstances. We also know that attendance will be lower and disadvantaged pupils will face more barriers to access.
- If the Tuition Partner does not deliver online tuition (has been approved as an in-person tutoring provider only) and also if the Tuition Partner has no previous experience in delivering at home online tuition through schools.
- The pupil does not have access to suitable technology at home and can't be provided this by schools.
- If at-home tutoring is shown to have a low attendance rate, overall or for individual Tuition Partners, then at home delivery will be reviewed and the accepted circumstances may be reduced, or at home delivery may be recommended to be moved to within school delivery.

How can Tuition Partners approach the scheduling of tuition with schools?

In the majority of cases we expect tutoring to occur during the school day or before/after-school on the school premises and for TPs to be recommending this to schools.

The evidence shows that tuition during the school day is likely to be more effective than after-school; there are also practical challenges with schools trying to schedule all tutoring in the same after-school slot. We recommend TPs discuss these challenges with schools and in-school tutoring helps ensure that this two-way conversation is more successful.

If it is not possible to arrange tutoring within the school day, the next option is for tutoring to happen on school premises, immediately before or after school, so that pupils can still benefit from learning in the structured school environment. This helps ensure that pupils have the necessary quiet space and/or technology to access tutoring, and schools could also more effectively encourage and monitor attendance and motivation.

If this is not possible due to certain accepted circumstances (e.g. individual pupils are shielding or need to travel home on transport leaving immediately after lessons finish), and once all other scheduling options have been exhausted then at home tuition can be considered. However, all those pupils who can remain on school premises should be encouraged to do so to receive tutoring at school.

- Encourage schools to schedule tutoring within the school day at staggered times throughout the week, wherever possible. Schools may choose to do this on a rota so that a different lesson is missed each week, but with core English, maths and science lessons prioritised to be attended.
- Encourage schools to consider tuition as a priority intervention alongside other in-school interventions provided to pupils and to input on the focus areas for pupils and content of sessions: the evidence suggests that tuition is a highly effective intervention strategy.
- Encourage schools to closely monitor attendance and motivation and address any issues related to this.
- Suggest that schools carefully consider how many pupils they can coordinate tutoring for.

Appendix J: NTP School closures document



NTP Tuition Partners

January 2021 school closures updates

1) Impacts on delivery plans

If you have already been approved to deliver online at-home tutoring by your PM, please note we would agree that this would count as an 'accepted circumstance' where [online tutoring can take place at home](#). However, tutoring can continue on the school premises for vulnerable pupils, pupils from key-worker families, and any other pupils that are still attending school.

However, **we are also supportive** if:

- a. Tuition Partners decide to pause delivery for the time being and would prefer to re-commence delivery once schools are back in session, or
- b. Tuition Partners take a mixed approach and decide to do some online at-home delivery (if they have been approved by their PM and necessary plans have been put in place with schools) and decide to pause some delivery for the time being

For those who didn't initially express an interest in delivering at-home tutoring but do offer an online delivery model, your PM is going to get in touch with you this week to see if you are now interested in this option. However, we don't have any expectations from you to take this offer up and still strongly encourage tutoring taking place in school (as far as it possibly can) due to the [evidence base around best practice for tutoring](#).

We are conscious that we still want as many pupils as possible to still benefit from the NTP this academic year and so we have to have this necessary flexibility.

2) Impacts on milestone targets

Please be reassured that we can work together to re-forecast milestone targets in light of the ever-evolving situation and we certainly do not want you to feel pressured by pre-set targets. For example, sessions can be loaded more heavily towards later in the year (e.g. increase the number of hours per week) and delivery targets can be adjusted to account for this.

We are going to **get in touch with you on Friday 8th** to ask what you think the current situation with schools means for your delivery plans and timelines (with an aim to get this information back from

you by next Wednesday 13th) as we are conscious that you will need some time to discuss and plan internally. However, please contact your PM if you would like to discuss sooner.

3) Communications to schools

As we are sure you all know, schools are under immense pressure to act in accordance with government guidelines whilst also making the decisions they think is best for their staff and pupils.

We encourage you to use your own discretion to contact schools at a time, and in a way, you think is most appropriate.

We are aware that some schools have already contacted Tuition Partners about re-planning delivery, whereas some Tuition Partners might prefer to wait a few days to get in touch with schools. We trust Tuition Partners to act in a way you think is best based on the relationships you have established with schools.

We would hope that, wherever possible, you try to rearrange sessions rather than cancelling them, as we are still hopeful that as many students as possible receive 15-hours of high-quality tutoring this academic year

[Please see our statement and FAQs to schools that was uploaded on the website just now.](#)

4) January funding round

Many of you expressed an interest in applying for additional funding to deliver to more pupils – and thank you to those who sent these in.

Initially, the timeline said that the application round would open this Friday. However, we are currently reviewing this timeline in light of the recent changes. We need to consider the impact that the closures might have on the overall delivery of the NTP, and the current uncertainty means we are unable to make a firm decision right now.

We are aiming to **share more information with you next week**. Please be reassured that these EoIs are not binding and your decisions can be reviewed when there is more certainty both from the DfE and from the NTP.

Appendix K: NTP guidance on 15 hour blocks



NTP Tuition Partners: Guidance on 15 hour blocks

Issued on 18.05.2021

We are aware that some Tuition Partners are receiving requests from schools for blocks that are less than 15 hours. This document explains the rationale for the 15 hour block, which remains NTP's preference, and provides suggestions for how schools can still fit 15 hours into the remaining school year.

Given the limited time remaining in this school year, this document also outlines some accepted circumstances for allowing schools to access shorter blocks for some pupils. This will only apply for new blocks being booked by schools and does not apply for pupils already enrolled on the programme.

This guidance is intended to help Tuition Partners respond to school requests, rather than an offer to be widely promoted. Finally, specific guidance is also provided regarding Y11 pupils leaving school early.

Rationale for 15 hour blocks and scheduling suggestions:

It remains NTP's preference that schools are encouraged to continue to sign up for 15 hour blocks. Previous EEF evaluations and wider research show that sustained tuition over a period of 10-12 hours is the most effective to support pupil progress. The NTP offers tuition in 15 hour blocks to account for pupil absences and ensure a minimum of 12 hours is always received.

There are a number of ways Tuition Partners can continue to support schools to deliver 15 hour blocks in the remaining time:

- 1) Deliver multiple sessions per pupil per week. This can include in-school (face-to-face or online), or online at home sessions, in alignment with the [accepted circumstances](#) [hyperlink removed] previously communicated. Sessions can take place after the school day until 8pm or at weekends if it is difficult for the school to fit tutoring in during the school day. Please remember if you do schedule sessions for this time, the Tuition Partner DSO and the school DSO must be available in the event of a safeguarding concern or incident, as outlined in our [safeguarding guidance](#) [hyperlink removed].
- 2) If only one session a week is possible, deliver longer sessions e.g., 2 hour sessions. With most schools finishing w/c 19 July, tuition can start up to w/c 31 May to accommodate 8 weeks of 1.5-2 hour sessions.
- 3) Continue delivery through the May half term and/or into the summer holidays. This can take place online at-home if the school is not able to facilitate in school.
- 4) Plan intensive tuition during the holidays. For example, this could be 3 hours per day for 3 to 5 days per week. We recommend that no more than 3 hours of tuition is delivered per day.

If all of these options have been proposed to a school and they are still not able to facilitate 15 hour blocks for their pupils, we will allow a shorter block in the accepted circumstances below. **Shorter blocks should only be allowed if the pupil would otherwise not receive any tutoring.**

Accepted circumstances:

- The school is unable to schedule a 15 hour block of tutoring by the end of the year, and has considered ways to achieve this, including delivering multiple sessions per week, delivering longer sessions or supplementing regular sessions with additional sessions during half-terms or remotely to pupils at home.

Requirements:

If the school's request fits the above, Tuition Partners will need to follow these requirements:

- The minimum number of sessions should be 10 hours. We will not allow any blocks to be sold that are shorter than 10 hours.
- The Tuition Partner must seek permission from their Programme Manager **before** approving the shorter block. They should provide a brief rationale for why the school requires a shorter block and the price of the block.
- Tuition Partners will need to record and provide the data where shorter blocks are applied. From the 4th June, there will be one further section added to the fortnightly monitoring form. Tuition Partners are to accurately record the following:
 - o The number of pupils reached who are receiving a shorter block (10 – 15 hours)
- These blocks should only be offered to schools that have not yet signed up pupils, and should not be offered to schools retrospectively who have already signed up for 15 hour blocks.
- The price of shorter blocks should be calculated based on the number of hours in the block. For example, 10 hour blocks must be sold at the price of 10 hours of sessions, not the price of a 15 hour block.

Year 11s:

We are aware that there are some cases where Year 11 pupils will not be able to complete their full 15 hour block due to leaving school early. In these cases, schools will be able to transfer the remaining sessions from the Year 11 pupils to other pupils in the school to ensure sessions aren't wasted. We would encourage these sessions to be amalgamated so that the new pupils are offered 15 hour blocks. However, if this is not possible the new blocks should be 10 hours minimum.

For example, if two Year 11 pupils each stop sessions after 9 hours, the remaining 12 hours (2 x 6 hours) can be allocated to one new pupil as a 12 hour block.

Please discuss on a case-by-case basis with your Programme Manager if you receive specific requests from schools that are not covered by the above-mentioned accepted circumstances.

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The Education Endowment Foundation
5th Floor, Millbank Tower
21–24 Millbank
London
SW1P 4QP

<https://educationendowmentfoundation.org.uk>

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