



Education  
Endowment  
Foundation

## The Tutor Trust Post-16 Tutoring Programme

Appendices

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**NFER**

National Foundation for  
Educational Research



The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and education achievement. We support schools, nurseries and colleges to improve teaching and learning for 2 – 19-year-olds through better use of evidence.

We do this by:

- **Summarising evidence.** Reviewing the best available evidence on teaching and learning and presenting in an accessible way.
- **Finding new evidence.** Funding independent evaluations of programmes and approaches that aim to raise the attainment of children and young people from socio-economically disadvantaged backgrounds.
- **Putting evidence to use.** Supporting education practitioners, as well as policymakers and other organisations, to use evidence in ways that improve teaching and learning.

We were set-up in 2011 by the Sutton Trust partnership with Impetus with a founding £125m grant from the Department for Education. In 2022, we were re-endowed with an additional £137m, allowing us to continue our work until at least 2032.

For more information about the EEF or this report please contact:



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## Appendix A: Pilot Documentation

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

### College/School Information Sheet

#### About the Targeted Tutoring pilot

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

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

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

#### Benefits of participating in the pilot

All tutoring sessions are fully funded by the programme. Tutor Trust are an experienced tuition provider with expertise in tutoring post-16 students, including vulnerable learners. There is robust evidence on the impact of tutoring for other age groups and TT have a strong reputation amongst schools<sup>1,2</sup>.

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

#### About the evaluation of the Targeted Tutoring pilot

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

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

<sup>2</sup> Tutor Trust RCT evidence: [Our RCT evidence | The Tutor Trust](#)

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

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

Further details on each of these activities is provided below.

#### Baseline and endpoint student attitude survey

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

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

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

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

The survey will be short and include primarily closed questions.

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

#### College/school case studies and interviews

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

The case studies will include:

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

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

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

#### *Collection of monitoring data*

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

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

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

## Timetable

Timescale	Activity
April-October 2024	<ul style="list-style-type: none"> <li>Colleges/schools complete Expression of Interest form</li> <li>Headteacher/Principal commits to taking part and signs MoU</li> <li>Colleges/schools identify students and share data with TT</li> </ul>
September 2024-July 2025	<ul style="list-style-type: none"> <li>Students complete TT screening assessment and Snap Survey prior to tutoring</li> <li>Students complete the evaluation baseline attitude survey in their first tutoring session</li> <li>Students receive tutoring sessions</li> <li>Students complete the evaluation endpoint attitude survey in their 14<sup>th</sup> tutoring session</li> <li>Evaluation case studies completed with colleges/schools (January and June/July 2025)</li> <li>Data collected on tutoring delivered, student attendance in their main course and GCSE grade achieved following tutoring</li> </ul>
Winter 2025/Spring 2026	<ul style="list-style-type: none"> <li>Data analysis and report drafting</li> <li>NFER evaluation report published and shared with participating colleges/schools</li> </ul>

## Data Protection

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

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

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

If you would like to take part in the programme or would like further information, please contact Mark Wyss, TT Programme Director: .org

Following this, if you would like to go ahead, you will be asked to agree a Memorandum of Understanding.

If you would like any further information about the pilot evaluation, please contact [tutortrustevaluation@nfer.ac.uk](mailto:tutortrustevaluation@nfer.ac.uk).

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

## Privacy Notice for College/School Staff

### 1 Why are we collecting this data?

The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to undertake an evaluation of Tutor Trust's Targeted Tutoring Pilot which provides 15 hours of one-to-one tutoring for post-16 students who are retaking their maths or English GCSE. The pilot involves 20 colleges/schools in Yorkshire and the North West, with each college/school asked to recruit 12 students who will be tutored during the 2024-25 academic year.

The evaluation will explore the effectiveness and outcomes of the tutoring with the aim of informing the future development of post-16 targeted tutoring. The evaluation will take place between January 2024 and March 2026.

NFER is the data controller for the evaluation and will make decisions about how and what personal data is used for the evaluation. Personal data will also be processed to deliver the tutoring. Tutor Trust are responsible for making decisions about how that data is processed and they are the data controller for programme implementation. Their privacy notice is available [here](#).

This is the privacy notice for staff involved in the Tutor Trust Targeted Tutoring Pilot. There is a separate privacy notice for participating students. All privacy notices and information sheets for this evaluation are available on the project web page [here](#).

### 2 What is the legal basis for processing activities?

The legal basis for processing personal data is covered by:

- Article 6 (f) Legitimate interests: the processing is necessary for your legitimate interests or the legitimate interests of a third party, unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

A legitimate interest assessment has been undertaken. It demonstrates that it is within NFER's interests in undertaking this evaluation to collect and analyse data on the effectiveness of implementation and outcomes. The evaluation fulfils one of NFER's core business purposes (undertaking research, evaluation, and information activities). It has broader societal benefits and will contribute to improving the lives of learners by providing evidence about the impact of post-16 tutoring in maths and English. The research cannot be done without processing personal data, but processing does not override the data subject's interests.

### 3 How will personal data be obtained?

Personal data will be collected directly from staff in participating colleges/schools. Some will be collected by the Tutor Trust as part of the delivery of tutoring and some by NFER. The following list includes data collected by the pilot deliverer (Tutor Trust) and the evaluator (NFER) on college/school staff involved in the intervention. The Tutor Trust's privacy notice includes further details on their data collection as part of delivery which can be found [here](#).

- Tutor Trust will collect details of the Principal/Headteacher and a key contact for the pilot (a designated Partnership Lead in each college/school) via the Memorandum of Understanding (MoU) when colleges/schools sign up to participate in the project.
- NFER will collect data from colleges/school staff via interviews (which will be audio recorded with the participant's agreement):

- 10 college/school case studies (five face-to-face and five virtual using video conferencing tools) which will include: an interview with the college/school Tutor Trust Partnership Lead; and an interview with the Head of Literacy/Maths
- 10 interviews with Partnership Leads in the remaining 10 colleges/schools.

Participation in all evaluation activities is entirely voluntary.

#### **4 What personal data is being collected by this project?**

Personal data on staff in colleges/schools which will be collected by this project is described below.

- The names of the college/school Partnership Lead, Principal/Headteacher and Head of Literacy and Maths and other contact details including name of college/school, address, email address, telephone number and job role/title
- Staff perceptions of the implementation and outcomes of the tutoring pilot.

#### **5 Who will personal data be shared with?**

For the purposes of the evaluation, Tutor Trust will share with NFER the data that it has collected on staff in colleges/schools who are supporting the delivery of the intervention. Any personal data shared between Tutor Trust and NFER will be shared securely. This will include the names and roles of contacts in colleges/schools. Data will not be shared with any other parties.

NFER will produce a publishable report for EEF. No individual or college/school will be identifiable in NFER's report, unless permission has explicitly been given by the data subject. All of the findings from the evaluation will only be shared in anonymised form.

College/school staff data will not be shared with EEF or archived.

Microsoft Teams or Zoom may be used for virtual interviews. Privacy notices for both online communication tools are available below:

Microsoft Teams – <https://docs.microsoft.com/en-us/microsoftteams/teams-privacy>

Zoom - <https://explore.zoom.us/en/privacy/>

#### **6 Is personal data being transferred outside of the UK?**

NFER only stores personal data in the UK.

When we use Zoom data may be stored outside of the UK. Any such transfer is safeguarded by appropriate safeguard, for example, and adequacy decision or contractual obligation to protect your information to the standard required in the UK. Please contact us for further details.

#### **7 How long will personal data be retained?**

The NFER will delete any personal data within one year of publication of the final report, which is scheduled for March 2026. At the latest, all personal data will be deleted by March 2027.

#### **8 Can I stop my personal data being used?**

NFER handles personal data in accordance with the rights given to individuals under data protection legislation. Under certain circumstances data subjects have the right:

- to request access to information that is held about them (a data subject access request).
- to have personal data rectified if it is inaccurate or incomplete.
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing.
- to restrict processing of personal data (for example, permitting its storage but no further processing).

- to object to processing
- to data portability
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect.

We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights). This helps us ensure that personal information is not disclosed to any person who has no right to receive it.

To exercise any of these rights, please contact the NFER's Compliance Officer at [compliance@nfer.ac.uk](mailto:compliance@nfer.ac.uk)

Although we value your participation in this evaluation and its contribution to important findings, you can withdraw from the evaluation activities at any time. If you withdraw, unless otherwise instructed, we will use any data we have collected up to that point in our analysis. Note that withdrawing will not impact on your college's/school's participation in the tutoring programme. If at any time you wish to withdraw from the evaluation activities, or withdraw your data or correct errors in it, please contact:

[tutorstevaluation@nfer.ac.uk](mailto:tutorstevaluation@nfer.ac.uk).

## 9 Who can I contact about this project?

NFER is responsible for the day-to-day management of the evaluation. Please contact the evaluation team at: [tutorstevaluation@nfer.ac.uk](mailto:tutorstevaluation@nfer.ac.uk).

For details about the implementation of the pilot, please contact the Tutor Trust project manager Mark Wyss at: [mark.wyss@thetutortrust.org](mailto:mark.wyss@thetutortrust.org)

If you have a concern about the way this project processes personal data, we request that you raise your concern with us in the first instance (see details above). If you remain dissatisfied, you can contact the Information Commissioner's Office, the body responsible for enforcing data protection legislation in the UK, at <https://ico.org.uk/concerns/>.

Further information on this project, including information sheets and privacy notices can be found [here](#).

## 10 Updates

We keep this privacy notice under review to make sure it is up to date and accurate. Any changes will be noted. The date when this privacy notice was last updated is shown in the footer at the bottom of this document.

# Evaluation of Tutor Trust Targeted Tutoring Pilot for Post-16 Maths and English GCSE Learners

## Privacy Notice for Students and their Parents/Carers

### 1. Why are we collecting this data?

The Tutor Trust is piloting a tutoring programme for students retaking their GCSE maths and English at colleges and schools. The tutoring is funded by the Education Endowment Foundation (EEF). The programme provides 15 hours of one-to-one tutoring for students retaking their maths or English GCSE in 20 colleges/schools in Yorkshire and the North West. Each college/school will identify 12 students for the programme who will be tutored during the 2024-25 academic year.

The National Foundation for Educational Research (NFER) are independently evaluating the effectiveness and outcomes of the tutoring programme. The evaluation will take place between January 2024 and March 2026. NFER is the data controller for the evaluation and will make decisions about how and what personal data is used for the evaluation.

Tutor Trust will also process personal data to deliver the Targeted Tutoring Programme and are responsible for making decisions about how that data is processed and are the data controller for the delivery of the intervention. Their privacy notice is available [here](#).

### 2. What is the legal basis for processing activities?

The legal basis for processing personal data is covered by:

- Article 6 (f) Legitimate interests: the processing is necessary for your legitimate interests or the legitimate interests of a third party, unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

A legitimate interest assessment has been undertaken. It demonstrates that it is within NFER's interests in undertaking this evaluation to collect and analyse data on the effectiveness of implementation and outcomes. The evaluation fulfils NFER's core business purpose in undertaking research and will contribute to improving the lives of learners by providing evidence about the impact of post-16 tutoring in maths and English. The research cannot be done without processing personal data, but processing does not override the data subject's interests.

### 3. How will personal data be obtained?

The evaluation will invite student to participate in the following activities:

- an online baseline and endpoint survey in the first and penultimate tutoring session which will explore changes in students' confidence, motivation, knowledge and progress in maths/English as well as in their studies more generally.
- face-to-face and virtual/telephone interviews and focus groups as part of 10 college/school case studies.

We would really appreciate your participation in the evaluation which will inform how tutoring will be offered in the future, but participation is entirely voluntary.

Tutor Trust will also share with NFER the data it collects on students' participating in the tutoring, including student characteristics, the tutoring sessions they attend, their GCSE grades and scores in a screening assessment before and after tutoring, and their levels of attendance.

### 4. What personal data is being collected by this project?

Personal data on students which will be collected by this project is described below.

- The name, gender, date of birth and unique pupil number of students, whether or not they are looked after, have English as an Additional Language or are eligible for a post-16 bursary, and an indication of whether they have special educational needs and disabilities (yes/no, rather than details of specific needs)
- Each student's e-mail address will be requested in the survey in order to administer a £10 voucher as a thank you for each survey completion.
- Students' GCSE grades in English and/or maths and their score on a screening assessment before and after participating in tutoring.
- Students' participation in the tutoring (including the date, topic, length and mode e.g. face-to-face or online of sessions)
- Students' levels of attendance in their main course of study during the pilot
- Students' outcomes and views on the tutoring.

## 5. Who will personal data be shared with?

For the purposes of the evaluation, Tutor Trust will share with NFER the data that it has collected on students participating in the programme, as detailed in sections 3 and 4 above. Any personal data shared between Tutor Trust and NFER will be shared securely. Data will not be shared with any other parties.

NFER will produce a publishable report for EEF. No individual or college/school will be identifiable in NFER's report, unless permission has explicitly been given by the data subject. All of the findings from the evaluation will only be shared in anonymised form.

The online survey data is collected via Questback, and it stores data in the European Union. The Privacy notice for Questback can be found here: [Privacy notice for Questback](#).

Microsoft Teams or Zoom may be used for virtual interviews. Privacy notices for both online communication tools are available below:

Microsoft Teams – <https://docs.microsoft.com/en-us/microsoftteams/teams-privacy>

Zoom - <https://explore.zoom.us/en/privacy/>

## 6. Is personal data being transferred out of the UK?

NFER only stores personal data in the UK.

When we use Questback or Zoom data may be stored outside of the UK. Any such transfer is safeguarded by appropriate safeguard, for example, an adequacy decision or contractual obligation to protect your information to the standard required in the UK. Please contact us for further details.

## 7. How long will personal data be retained?

The NFER will delete any personal data within one year of publication of the final report, which is scheduled for March 2026. At the latest, all personal data will be deleted by March 2027.

## 8. What are my rights with respect to personal data?

NFER handles personal data in accordance with the rights given to individuals under data protection legislation. Under certain circumstances data subjects have the right:

- to request access to information that is held about them (a data subject access request)
- to have personal data rectified if it is inaccurate or incomplete.
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing.
- to restrict processing of personal data (for example, permitting its storage but no further processing).
- to object to processing

- to data portability
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect.

We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights). This helps us ensure that personal information is not disclosed to any person who has no right to receive it.

To exercise any of these rights, please contact the NFER's Compliance Officer at [compliance@nfer.ac.uk](mailto:compliance@nfer.ac.uk). Although we value your participation in this evaluation and its contribution to important findings, you can withdraw from the evaluation activities at any time. If you withdraw, unless otherwise instructed, we will use any data we have collected up to that point in our analysis. Note that withdrawing will not impact on your participation in the tutoring programme. If at any time you wish to withdraw from the evaluation activities, or withdraw your data or correct errors in it, please contact: [tutortrustevaluation@nfer.ac.uk](mailto:tutortrustevaluation@nfer.ac.uk)

## 9. Who can I contact about this project?

NFER is responsible for the day-to-day management of the evaluation. Please contact the evaluation team at: [tutortrustevaluation@nfer.ac.uk](mailto:tutortrustevaluation@nfer.ac.uk).

For details about the delivery of tutoring, please contact the Tutor Trust project manager Mark Wyss at: [mark.wyss@thetutortrust.org](mailto:mark.wyss@thetutortrust.org).

If you have a concern about the way this project processes personal data, we request that you raise your concern with us in the first instance (see details above). If you remain dissatisfied, you can contact the Information Commissioner's Office, the body responsible for enforcing data protection legislation in the UK, at <https://ico.org.uk/concerns/>.

Further information on this project, including information sheets and privacy notices can be found [here](#).

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

## Privacy Notice for Tutors

### 1 Why are we collecting this data?

The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to undertake an evaluation of Tutor Trust's Targeted Tutoring Pilot which provides 15 hours of one-to-one tutoring for post-16 students who are retaking their maths or English GCSE. The pilot involves 20 colleges/schools in Yorkshire and the North West, with each college/school asked to recruit 12 students who will be tutored during the 2024-25 academic year.

The evaluation will explore the effectiveness and outcomes of the tutoring with the aim of informing the future development of post-16 targeted tutoring. The evaluation will take place between January 2024 and March 2026.

NFER is the data controller for the evaluation and will make decisions about how and what personal data is used for the evaluation. Personal data will also be processed to deliver the tutoring. Tutor Trust are responsible for making decisions about how that data is processed and they are the data controller for programme implementation. Their privacy notice is available [here](#).

### 2 What is the legal basis for processing activities?

The legal basis for processing personal data is covered by:

- Article 6 (f) Legitimate interests: the processing is necessary for your legitimate interests or the legitimate interests of a third party, unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

A legitimate interest assessment has been undertaken. It demonstrates that it is within NFER's interests in undertaking this evaluation to collect and analyse data on the effectiveness of implementation and outcomes. The evaluation fulfils one of NFER's core business purposes (undertaking research, evaluation, and information activities). It has broader societal benefits and will contribute to improving the lives of learners by providing evidence about the impact of post-16 tutoring in maths and English. The research cannot be done without processing personal data, but processing does not override the data subject's interests.

### 3 How will personal data be obtained?

Personal data will be collected directly from tutors participating in the pilot. Some will be collected by the Tutor Trust as part of the delivery of tutoring and some by NFER. The following list includes data collected by the pilot deliverer (Tutor Trust) and the evaluator (NFER) on tutors involved in the intervention. The Tutor Trust's privacy notice includes further details on their data collection as part of delivery which can be found [here](#).

- Tutor Trust will collect details of the tutors participating in the project through the recruitment and training process and whilst monitoring the delivery of tutoring in colleges/schools.
- NFER will collect data from tutors via a range of evaluation activities:
  - two focus groups following training to explore views on the effectiveness of training and preparedness for tutoring

- 10 college/school case studies which will include an interview with one or two tutor(s) alongside interviews with staff and interviews/focus groups with students (5 case studies will be face-to-face and five virtual) which will explore views on the effectiveness and outcomes of tutoring
- an online proforma with closed and open questions which will explore all tutors' views on the training/support received and the implementation of tutoring.

Participation in all evaluation activities is entirely voluntary.

#### **4 What personal data is being collected by this project?**

Personal data on tutors participating in this project is described below.

- The names and contact details of tutors, their qualifications/experience (e.g. if a qualified teacher, graduate or undergraduate; whether a new or experienced tutor), highest qualification in subject tutoring in, completion of tutoring training, lesson plan review and observation dates and grades, college(s)/school(s) attached to for tutoring, completion of tutoring sessions
- Tutors' perceptions of the implementation and outcomes of the tutoring pilot.

#### **5 Who will personal data be shared with?**

For the purposes of the evaluation, Tutor Trust will share with NFER the data that it has collected on tutors who are undertaking tutoring. Any personal data shared between Tutor Trust and NFER will be shared securely. Data will not be shared with any other parties.

NFER will produce a publishable report for EEF. No individual or college/school will be identifiable in NFER's report, unless permission has explicitly been given by the data subject. All of the findings from the evaluation will only be shared in anonymised form.

Tutor data will not be shared with EEF or archived.

Microsoft Teams or Zoom may be used for virtual interviews. Privacy notices for both online communication tools are available below:

Microsoft Teams – <https://docs.microsoft.com/en-us/microsoftteams/teams-privacy>

Zoom - <https://explore.zoom.us/en/privacy/>

Microsoft Forms will be used for the online tutor proforma and their privacy notice is here:

<https://privacy.microsoft.com/en-gb/privacystatement>

#### **6 Is personal data being transferred outside the UK?**

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Use of MS Forms or Zoom may mean that data is stored outside of the UK. Any transfer is safeguarded by appropriate safeguard, for example, and adequacy decision or contractual obligation to protect your information to the standard required in the UK. Please contact us for further details.

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For details about the implementation of the pilot, please contact the Tutor Trust project manager Mark Wyss at: <mailto:mark.wyss@thetutortrust.org>.

If you have a concern about the way this project processes personal data, we request that you raise your concern with us in the first instance (see details above). If you remain dissatisfied, you can contact the Information Commissioner's Office, the body responsible for enforcing data protection legislation in the UK, at <https://ico.org.uk/concerns/>.

Further information on this project, including information sheets and privacy notices can be found [here](#).

## 10 Updates

We keep this privacy notice under review to make sure it is up to date and accurate. Any changes will be noted. The date when this privacy notice was last updated is shown in the footer at the bottom of this document.

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

## Memorandum of Understanding

This form sets out the responsibilities of Tutor Trust (TT), the National Foundation for Educational Research (NFER) and colleges/schools participating in the Tutor Trust targeted tutoring pilot for post-16 GCSE maths and English resit learners in 2024-25. Please read the project summary below before signing this Memorandum of Understanding (MoU) on page 7. Please return the signed MoU to TT by email: [mark.wyss@thetutortrust.org](mailto:mark.wyss@thetutortrust.org)

As this form asks for the agreement on behalf of your college/school to share data, we request that the Principal/Headteacher or a member of your senior management team completes this form.

### **About the Targeted Tutoring pilot programme**

[Tutor Trust](#) (TT) are an experienced tuition provider with expertise in tutoring post-16 students, including vulnerable learners. They have received funding from the [Education Endowment Foundation](#) (EEF) to deliver a pilot programme of one-to-one tutoring to students resitting GCSE maths and English during 2024-25. The programme aims to address gaps in students' understanding of maths/English, increase engagement in lessons, build confidence and lead ultimately to increased GCSE attainment. Learning from the pilot will lead to decisions on Tutor Trust's further roll-out of post-16 tutoring to the benefit of larger numbers of students resitting GCSEs in English and maths.

Students will have access to 12-15 hours of tutoring (fully funded by the programme) in either maths or English, alongside mentoring support. Most sessions will be delivered online (75%) to maximise flexibility, with a smaller proportion (25%) delivered in-person in the college/school (including initial and final sessions). Tutoring will be tailored to students' need and tracked based on a screening assessment administered at the start and end of tutoring which will inform the development of a personalised plan, alongside data provided by the college/school and discussions with the student. The screening assessment identifies students' common misconceptions and priority topics for tutoring. A short Snap Survey will also be administered to identify areas of common interest between the student and their tutor to support the development of a productive relationship. The tutoring sessions will combine personalised academic support with confidence building and support to overcome barriers to learning.

### **Who can take part in the pilot programme?**

The pilot will involve 20 colleges/schools in West Yorkshire and the North West regions serving disadvantaged communities. Some of the 20 colleges/schools will be existing partners of TT and some will be new. Up to 12 students will be supported in each college/school who will undertake their resit GCSEs in English or maths in November 2024 or June 2025.

All learners will have not yet achieved a Grade 4+ in GCSE maths and/or English and at least 75% of participating students will be eligible for the 16-19 Bursary Fund.

Each school/college will be assigned a Programme Coordinator at the Tutor Trust and will nominate a Partnership Lead as a key contact for the pilot (please see pages 4/5 below).

### **About the evaluation of the Targeted Tutoring pilot**

EEF have commissioned the [National Foundation for Educational Research](#) (NFER) to evaluate the effectiveness and outcomes of the tutoring. The NFER is a leading independent provider of education research and insights, aiming to strengthen practice in the classroom and inform and influence policymakers and other key decision makers. The evaluation aims to explore: the implementation of the programme (for example, whether it is feasible to deliver and if it is implemented as intended); whether there is evidence of promise (for example, is there evidence of outcomes for tutors and students); and whether the programme is ready for a larger scale impact evaluation. The findings will inform the future development of post-16 targeted tutoring.

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

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

Further details on each of these activities is provided below.

#### *Baseline and endpoint student attitude survey*

The student survey will be administered with all participating students at the start and end of tutoring. The baseline survey will be administered by their tutor in the first session and the endpoint in their fourteenth session. Students will receive a £10 voucher as a thank you for each survey completion.

The survey will be short and include primarily closed questions. At baseline and endpoint, the survey will explore students':

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

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

#### *College/school case studies and interviews*

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

The case studies will include:

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

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

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

#### *Collection of monitoring data*

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

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

Further information about this pilot can be found [here](#)

### When will my school/college need to get involved?

Timescale	Activity
April-October 2024	<ul style="list-style-type: none"> <li>• Headteacher/Principal commits to taking part and signs MoU</li> <li>• Colleges/schools identify students for tutoring and share data with TT</li> <li>• College/school identifies a Partnership Lead (main contact for the pilot in the setting)</li> <li>• TT liaises with college/school Partnership Lead about programme content and delivery/allocation of tutors</li> </ul>
September 2024 – January 2025 (depending on timing of tutoring and re-sits; to be agreed with TT) ( <i>evaluation baseline activities</i> )	<ul style="list-style-type: none"> <li>• Students complete TT screening assessment and SNAP Survey prior to tutoring</li> <li>• Students complete the evaluation baseline attitude survey in their first tutoring session</li> </ul>
September 2024-July 2025 ( <i>programme delivery</i> )	<ul style="list-style-type: none"> <li>• Students receive tutoring sessions</li> <li>• Evaluation case studies completed (face-to-face and virtually) with 10 out of the 20 intervention colleges/schools; Partnership Lead interviewed in the remaining 10 colleges/schools (January and June/July 2025)</li> <li>• Data collected on tutoring delivered, student attendance in their main course and GCSE grade achieved following tutoring</li> </ul>
November 2024-May 2025 (depending on timing of tutoring and re-sits; to be agreed with TT) ( <i>evaluation endpoint activities</i> )	<ul style="list-style-type: none"> <li>• Students complete the evaluation endpoint attitude survey in their penultimate (14<sup>th</sup>) tutoring session</li> </ul>
Winter 2025/Spring 2026	<ul style="list-style-type: none"> <li>• NFER evaluation report published and shared with participating colleges/schools</li> </ul>

### Use of data

All data gathered during the pilot and as part of the evaluation will be held in accordance with the Data Protection Act 2018, and GDPR, and will be treated in the strictest confidence by NFER and the Tutor Trust. The legal basis for processing data for this evaluation is by GDPR Article 6 (1) (f). A legitimate interest assessment has been undertaken. It demonstrates that it is within NFER's interests in undertaking this evaluation to collect and analyse data on the effectiveness of implementation and outcomes. The evaluation fulfils one of NFER's core business purposes (undertaking research, evaluation, and information activities). It has broader societal benefits and will contribute to improving the lives of learners by providing evidence about the impact of post-16 tutoring in maths and English. The research cannot be done without processing personal data, but processing does not override the data subject's interests.

NFER is the data controller for the evaluation and will make decisions about how and what personal data is used for the evaluation. Personal data will also be processed to deliver the tutoring. Tutor Trust is responsible

for making decisions about how that data is processed and they are the data controller for programme implementation.

All confidential data that will be shared between TT and NFER will be done so via a secure data portal.

**No school, teacher, tutor or student will be named in any report arising from this work, nor will we include any information that might mean that someone else could identify them.**

The NFER will delete any personal data within one year of publication of the final report, which is scheduled for March 2026. At the latest, all personal data will be deleted by March 2027.

Further evaluation information and Privacy Notices are available [here](#)

The Tutor Trust Privacy Notice is [here](#).

For more information on how EEF processes and uses your data please see [EEF's privacy notice](#).

## Memorandum of Understanding: Responsibilities

### Tutor Trust will:

- Arrange for the provision of tutoring in maths or English to 240 post-16 students (12 in 20 settings) in the 2024-25 academic year. The target group will be Key Stage 5 (ages 16-19) students who did not pass GCSE English and/or maths at grade 4+ (or the equivalent) at Key Stage 4. They will aim for 75% of the students across the 240 to be eligible for the post-16 bursary.
- Assign each school/college with a Programme Coordinator at the Tutor Trust who will help to understand their specific needs at set-up and support them throughout the pilot.
- Assign each school/college with trained tutor(s).
- Share the withdrawal letter for parents with colleges/schools, collect the names of students who have been withdrawn by their parents, and ensure data is not shared with the evaluation team for those students.
- Log college/school and student recruitment data and provide to NFER via secure portal.
- Share management information with the NFER via secure portal, for all pupils except those who have been withdrawn (e.g. student participation data collected by tutors, data from the screening tests and SNAP surveys, previous GCSE grades, and course attendance data).
- Ensure that all members of the TT team visiting the institution are familiar with the safeguarding procedures and have received appropriate training on safeguarding protocols.
- Submit an anonymised safeguarding report to the EEF to inform them of any safeguarding incidents that have come up during the course of programme delivery.

### TT Tutors will:

- Administer the student screening test and Snap Survey prior to each student's first tutoring session.
- Develop a tailored tutoring programme based on results of the screening test.
- Administer the evaluation baseline student survey at each student's first tutoring session.
- Administer tutoring sessions.
- Collect student participation data for each tutoring session, including the length, content and format (online or in-person).
- Administer the evaluation endpoint survey at each student's penultimate (14<sup>th</sup>) tutoring session.

### NFER (the evaluators) will:

- Provide a key contact who will be available to support colleges/schools during the pilot evaluation.
- Set up and provide a secure portal to be used for the sharing of data.
- Conduct college/school case studies and interviews as described above.
- Provide students who take part in surveys and/or interviews with a £10 voucher for each survey/interview to thank them for participating.
- Provide case-study colleges/schools with £100 to thank them for their participation.
- Ensure all NFER staff visiting colleges/schools to interview staff and students, and who have access to evaluation data, have enhanced DBS clearance.
- Ensure that all members of the evaluation team visiting/contacting the college/school are familiar with the college's/school's safeguarding procedures and have received appropriate training on safeguarding protocols.
- Submit an anonymised safeguarding incident report to EEF covering any safeguarding concerns that have come up during the course of the evaluation.
- Write the report and disseminate research findings.
- Provide colleges/schools with links to the published report (anticipated in spring 2026).

## Our overall expectations of your college/school:

The following outlines our expectations from colleges/schools taking part in the pilot. Please read the following statements and sign below to confirm you have read the document. Please also sign and keep a copy for your reference.

### The college/school will:

- Allocate a Partnership Lead (key contact for NFER and Tutor Trust to liaise with). This person will identify students based on tutoring criteria; provide information on students' needs to tutors; facilitate the organisation of tutoring sessions; and encourage participation in the tutoring sessions and evaluation activities. They should have sufficient capacity to be able to respond promptly to requests and facilitate requirements as appropriate. If they leave the college/school or are no longer able to meet the requirements for the role, the Tutor Trust and NFER should be informed of this and provided details of a replacement contact.
- Share the parent letter provided by Tutor Trust with parents/carers of the students who will be participating in this pilot.
- Be a point of contact for parents/carers, including providing them with full information about the project and informing Tutor Trust about any pupil withdrawal requests from parents/carers during the course of the evaluation (note that the parent form will request that parents/carers contact the Tutor Trust to withdraw their child, but they may well inform the school/college instead).
- Share student data (name, date of birth, unique pupil number (UPN), gender, whether they have SEND, eligibility for post-16 bursary, whether they are looked after by the local authority (LAC), whether they have English as an additional language (EAL), subject for tutoring, whether they are taking the November 2024 or June 2025 resit, main course of study, GCSE grade prior to and following tutoring, attendance at college/school prior to and during tutoring) with the Tutor Trust.
- Agree to take part in the evaluation as a case-study school/college if selected (which would involve: an interview with the Partnership Lead; an interview with the Head of Literacy/Maths and a tutor(s); interviews/focus group with students).
- Inform any members of the delivery team and evaluation team who are visiting the college/school about the college's/school's safeguarding processes and provide details of the college/school staff member whom they should contact should a safeguarding disclosure need to be made.

- Ensure that members of the delivery team and evaluation team are never left unsupervised with children. A member of college/school staff should always be present to supervise activities.

**Who to contact**

For details about the implementation of the pilot programme of tutoring, please contact the Tutor Trust project manager Mark Wyss at: [mark.wyss@thetutortrust.org](mailto:mark.wyss@thetutortrust.org)

NFER is responsible for the day-to-day management of the evaluation. Please contact the evaluation team at: [tutortrustevaluation@nfer.ac.uk](mailto:tutortrustevaluation@nfer.ac.uk)

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

Dear Parent / Guardian,

We are writing to let you know that your child's school/college is participating in the Evaluation of Tutor Trust Targeted Tutoring Pilot for Post-16 GCSE Maths and English Resit Learners 2024-25. This tutoring pilot programme is being delivered by Tutor Trust (TT), is funded by the Education Endowment Foundation (EEF) and is being evaluated by the National Foundation for Educational Research (NFER). TT are responsible for the delivery of the tutoring sessions in your child's school/college.

## How does the tutoring work?

Your son or daughter will be offered one-to-one tutoring in either English or Maths with one of Tutor Trust's trained tutors. They will receive 15 hours of tutoring overall to help them prepare for their GCSE resit examinations in November 2024 or June 2025. They will normally receive a one-hour session every week for 15 weeks. Some sessions may take place in-person at school/college, while others may take place online.

Your child's school or college will let you know when sessions will be taking place.

Tutors will assess each student's needs and tailor the tutoring sessions around them. They will also offer coaching and mentoring to develop students' confidence and motivation in English/maths and in their studies more generally.

## What are the evaluation activities for my child?

The evaluation will include three key activities:

- an online baseline and endpoint student attitude survey
- school/college case studies which will include interviews/focus groups with some students
- the collection of monitoring data on students' participation in tutoring, their GCSE grades and scores in a screening assessment before and after tutoring, and their levels of attendance.

The online student survey will be administered with all participating students at the start and end of tutoring. The baseline survey will be administered by their tutor in the first session and the endpoint in their penultimate session. The surveys will explore students':

- confidence and motivation for, and enjoyment of, learning in English or maths
- knowledge/skills/confidence in English or maths
- perceptions of their progress in English or maths
- motivation to achieve at college/school
- attendance in their main course
- students' views on the tutoring they have received.

Students will receive a £10 voucher as a thank you for completing each of these short surveys.

The case-study student interviews and focus groups will explore their views on the tutoring they have received and how they have benefitted. Interviews will be undertaken virtually/by telephone and focus groups will be undertaken face-to-face. As students may resit their GCSEs in November or June, some case studies will be

undertaken after November resits, and the remainder after June resits. Students will receive a £10 as a thank you for their participation in case studies.

### **Why is my child being offered this tutoring?**

Tutoring will be completely free to you, your child and your child's school/college. It is being delivered by Tutor Trust, an award-winning charity who support thousands of children and young people across the North of England every year. All we would ask of you is that you help us to maximise the benefits of tutoring by encouraging your child to attend all of the sessions and to engage positively with their tutor.

Tutor Trust have previously mostly worked in schools but are developing a new model of tutoring for students aged 16-19 who are retaking GCSE examinations alongside their college course. The evaluation will explore whether this model works.

The **privacy notice** explains what data will be collected about your child as part of this pilot. If you do not wish this data about your child to be shared, please return the withdrawal form to your child's school/college.

### **Data protection and privacy**

Some basic data about your child will be collected from your child's school/college (e.g., name, gender, date of birth, unique pupil number) as well as whether they have special educational needs and disabilities (SEND), have English as an Additional Language, are a looked after child in the care of the local authority (LAC), and are eligible for a post-16 bursary. All data for each child will be kept strictly confidential and only used for delivering and evaluating the programme. All parties comply with GDPR requirements and have robust GDPR procedures in place.

Further information about this evaluation can be found on the project web page [here](#). The web page includes links to a range of study privacy notices, including one for students. The student privacy notice summarises what personal data will be collected on your son or daughter, and how this data will be collected, used, shared and protected. ***No student, college/school or tutor will be named in any report arising from this work.***

### **How can I withdraw my child from the evaluation?**

If you are happy for your child's data to be used for this research, **you do not need to do anything**. Although we value their participation in this evaluation and its contribution to important findings, you can withdraw your child from data collection activities at any time before September 2025. After that we will not be able to identify your child's data. If you withdraw your child from the project, we will use any data we have collected up to that point in our analysis unless you ask us to delete it. If you wish to withdraw your child's data please contact the evaluation team at: [tutortrustevaluation@nfer.ac.uk](mailto:tutortrustevaluation@nfer.ac.uk). ***Note that withdrawing from the evaluation will not impact your child's involvement in the tutoring programme, just their inclusion in the evaluation.***

If, at this stage, you would prefer your child's data not to be shared, stored and used for this research, please complete the form below and return it to your child's school/college.

### **Who can I contact for further information?**

If you have any queries, please contact us via email at: [tutortrustevaluation@nfer.ac.uk](mailto:tutortrustevaluation@nfer.ac.uk)

Yours sincerely,

NFER and The Tutor Trust

**Evaluation of Tutor Trust Targeted Tutoring Pilot for Post-16 GCSE Maths and English Resit Learners 2024-25: Withdrawal form from data processing for parents**

You only need to complete this form if you **DO NOT** wish your child's data to be shared, stored and used for this evaluation.

I **DO NOT** give permission for data about my child that is collected as part of the delivery or evaluation to be stored or used for research purposes.

Your child's name.....

Name of college/school.....

Your full name.....

Your signature..... Date.....

## Appendix B: EETT Vignettes

### Case Study – example 1

This college had previous experience tutoring younger year groups, but this was their first time delivering GCSE resit tutoring. The setting is in the first decile (high deprivation) of the Income Deprivation Affecting Children Index (IDACI), which captures the share of children between the ages of 0 and 15 living in income-deprived households in different English local areas. They have more than 100 post-16 students and just over 40 per cent of pupils achieving standard grade 9-4 passes in both Maths and English GCSEs. They were also aiming to prioritise maths GCSE resits due to a growing number of students failing to achieve a grade 4. Many of the students selected for tutoring had previously achieved a grade 3 or had pastoral needs; level of disadvantage was not a particular selection criterion. While participation was voluntary, the college also made it a priority to ensure that the students were committed and chose to participate, in addition to providing advice and enough information about the programme. Students' motivations for attending tutoring and passing their resits varied and included, for example, passing GCSE, pursuing further studies and incentives such as **securing a good career in the future, earning money to purchase items like a new car**. The tutoring programme took place both for the November and the summer resits, with 12 students taking part each time.

In this setting, the Partnership Lead took full ownership of the programme, which was key to its success. They explained that this, alongside receiving extensive guidance from Tutor Trust, had made it very easy to deliver the tutoring programme. This was unlike a previous experience with tutoring that was described as 'messy'. The Partnership Lead took on various responsibilities. They had oversight of students' timetables and scheduled face-to-face sessions, ensuring tutoring took place in the same room. They monitored attendance closely, and students received reminder emails in the mornings of each tutoring day. They requested that tutors report absences so staff could follow up. There was flexibility for rearranging sessions for students arriving late, and extra sessions were offered to students who were absent. During half-term, students could select either online or in-person sessions. The Partnership Lead felt that coordination required little time and that any costs were justified by the potential for students to achieve a Grade 4.

To ensure smooth delivery, tutors and the Partnership Lead met online before the programme began, toured the college and connected with key staff such as ICT and sixth form office teams. Communication with the maths department was minimal, although interviewed tutors saw that as inconsequential. The partnership lead ensured tutors had access to a college email address and printed materials and was responsive to tutors' emails. Proximity to the Partnership Lead's and their assistant's offices further facilitated communication. One tutor summarised the impact: *'It makes what I'm doing so much easier, it makes it less stressful, because I want to go to the school, and the things are going to be there that I need. I don't have to run around trying to find someone to either do the resources for me or to have to completely change what I was going to do with students that day'*. A tutor felt that staff were very respectful towards the tutors, and that the setting was a very supportive environment for students.

Unlike regular maths provision, which emphasises exam questions, tutoring concentrated on rebuilding skills and knowledge and giving students time to address gaps. Students and tutors began with a discussion to identify focus areas and appreciated being able to adjust the focus as sessions progressed. They also reported receiving helpful homework. While the setting did not formally monitor quality, the Partnership Lead received regular informal feedback from students and tutors.

There was a perception that students and tutors formed good relationships quickly, and that this was essential to keeping students engaged throughout the entire tutoring process. Tutors noted that trust encouraged students to share difficulties they might otherwise have kept to themselves (*'[students] were telling (...) things that I [the tutor] could then work on with them, that they wouldn't have told me if we didn't have that relationship in the first place'*). Engagement was generally good, except for some students who faced wider

pastoral challenges or struggled with one specific tutor's explanations. Most, but not all, students received 12-15 hours of tutoring, and some interviewees felt the timeframe was too short for the amount of content. That said, interviewed students described sessions as enjoyable and highlighted practical strategies, for example, one of them explained that the tutor *'just went through step by step and would tell me to highlight stuff in different colours. So, it would look more fun, more colourful and presentable. And then yeah, that really helped'*.

By the end of the programme, students were described as more confident and better prepared for the exam. One staff member reflected: *'I've had to drag them in [to the exam] before now and go 'You can do this!'. This time, they were like, 'I think I can do it this time.'*". Even those who did not improve their grade reported in interviews that they felt more confident and willing to attempt questions. Ultimately, just over 40 per cent of tutees resitting in November achieved a Grade 4 or above, whereas all those resitting in June scored below Grade 4.

The college remains keen to offer tutoring but worry that budget constraints may prevent them from funding future programmes. Nevertheless, they expressed a strong desire to work with Tutor Trust again.

## Case Study – Example 2

This further education college had its first experience with English GCSE resit tutoring. With less than 100 post-16 students, they had just over 20 per cent of pupils achieving standard 9-4 passes in both Maths and English GCSEs. During the pilot year, they experienced a high number of resit students because they offered a lower-level (Level 2) foundation programme for students who did not achieve the required grades for Level 3 qualifications and had limited prior preparation in English. The college falls within the first decile (high deprivation) of the Income Deprivation Affecting Children Index (IDACI), which measures the proportion of children younger than 16 who live in income-deprived families across local areas in England. The setting selected students from among those with good attendance records, who were often present in the building and whose timetables showed availability, viewing these factors as signs that students would attend and engage. That said, nearly 60 per cent of the students were withdrawn from the programme.

The Partnership Lead role involved managing the relationship with the Tutor Trust, characterised as very frequent (*'back and forth'*), as well as with students and tutors. This included monitoring student attendance and handling logistical tasks, such as printing materials, ensuring safeguarding measures are in place and resolving IT issues. The tutors and the Partnership Lead in this college did not discuss the content of tutoring sessions or students' progress. Moreover, academic information about students was generally not shared with tutors.

Attendance was variable, and not all students received at least 12 hours of tutoring. The lack of a *'visual reminder'* of the sessions for students may have contributed to this, and staff believed such a visual would have been more effective than the existing practice of reminding parents of the 12-week timetable only once at the beginning of the programme. The Partnership Lead wondered if small-group tutoring could foster *'peer responsibility'* and a shared commitment towards attendance, particularly among teenage boys.

Most tutoring sessions were online and delivered to students in college. Face-to-face sessions were offered as a standard to SEND pupils. Interviewed students who attended online lessons valued the fact that they were online, finding it less intimidating and more *'chill'*. Some of these preferences were unknown to the Partnership Lead, who would have preferred face-to-face sessions.

In several sessions, IT issues meant that students and tutors often typed rather than spoke into the microphone. It was also mentioned that this happened when the student was in a noisy environment. One EAL student reported typing even in lessons where the audio functioned, though only if the answer was lengthy. This student said they preferred typing overall (*'And also like using chat room, I can just type the answer instead of writing, so it makes the lesson faster. And also, I can give her the answer in a faster speed. So, I think it can like make the lesson be more have more content'*). Where the Wi-Fi in the setting did not enable the lesson to proceed, a student reported that the tutor would email the content.

Dealing with frequent IT issues, described as a *'nightmare'* happening *'just like on a daily basis'*, as well as chasing late or absent students, was overwhelming for the Partnership Lead. They strongly believed that face-to-face delivery would have substantially reduced this burden. It would have removed the need to chase students, as a tutor in college could do this, and provided a regularity that was less prone to staff forgetting and less demanding of their time, with a fixed place and computers available every week. In this setting, the Partnership Lead had no support from teachers, TAs or other staff to help implement the programme. They would be interested in continuing with tutoring, but only if these logistical issues could be resolved.

Interviews with staff and students revealed perceptions of an increased ability and confidence among students in approaching the exam, with caveats that this does not necessarily indicate enthusiasm for the subject. One student said the tutoring was *'not the best but it's still good for me'* because it taught them something new and more than normal provision, strengthened their foundational skills and made them think more, for example, by having the tutor ask questions about the answers themselves. Another interviewed student was very satisfied

with their tutor and explained that they and the tutor felt like *'besties'* and that the tutor *'really wants to help me to pass it'*, which made the student *'feel like [the student] really enjoy[s] the lesson'*. A pupil with SEND praised the tutor for making the sessions *'fun'*, even though the student *'hate[s] English'*. This student mentioned that the tutor helped them better understand the expression of emotions by telling them to put themselves in the writer's place and imagine how they would feel in that situation. They also praised the tutor's approach of patiently waiting for them to finish reading before introducing corrections and asking them to repeat. This student explained that, even though they still struggle, they can now answer the questions *'several times more easily'*. Eventually, 20 per cent of the programme tutees achieved Grade 4 or above in their GCSE English summer resits.

## Appendix C: Setting characteristics

Setting number	Post-16 Cohort	Establishment Type	Age Range	Urban or Rural	A-level points Quintile 2024	T-level points Quintile 2024	Latest Ofsted Rating	IDACI Quintile
1	162	Local authority-maintained schools	11-18	Urban	2nd Lowest 20%	NE	Good	Most deprived 20%
2	128	Local authority-maintained schools	11-18	Urban	Lowest 20%	NE	Good	Most deprived 20-40%
3	93	Local authority-maintained schools	11-18	Urban	2nd Lowest 20%	SUPP	Good	Most deprived 20%
4	244	Local authority-maintained schools	11-18	Urban	2nd Highest 20%	Middle 20%	Good	Most deprived 20%
5	1150	Colleges (GFEC)	16+	Urban	SUPP	Lowest 20%	Requires Improvement	Most deprived 20-40%
6	1369	Colleges (GFEC)	16+	Urban	2nd Lowest 20%	Lowest 20%	Good	Least deprived 20-40%
7	1615	Colleges (GFEC)	16+	Urban	2nd Lowest 20%	Lowest 20%	Good	Least deprived 20%
8	671	Colleges (Sixth Form)	16+	Urban	Middle 20%	2nd Highest 20%	Outstanding	Most deprived 20%
9	782	Colleges (GFEC)	16+	Urban	SUPP	2nd Lowest 20%	Good	Most deprived 20-40%
10	1926	Colleges (GFEC)	16+	Urban	Lowest 20%	Lowest 20%	Good	Most deprived 20-40%
11	1746	Colleges (GFEC)	16+	Urban	2nd Highest 20%	2nd Highest 20%	Outstanding	Least deprived 20%
12	2346	Colleges (GFEC)	16+	Urban	2nd Lowest 20%	2nd Lowest 20%	Good	Least deprived 20-40%
13	102	Academies	11-18	Urban	2nd Lowest 20%	Middle 20%	Requires Improvement	Most deprived 20%
14	103	Academies	11-18	Urban	2nd Lowest 20%	SUPP	Good	Most deprived 20%
15	35	Academies	11-18	Urban	Lowest 20%	Middle 20%	Inadequate	Most deprived 20%
16	109	Free Schools	14+	Urban	Lowest 20%	Middle 20%	Not judged	Most deprived 20%
17	1258	Free Schools	16+	Urban	2nd Highest 20%	SUPP	Outstanding	Most deprived 40-60%

18	137	Free Schools	13+	Urban	Middle 20%	SUPP	Good	Most deprived 20%
19	190	Academies	11-18	Urban	Lowest 20%	2nd Lowest 20%	Inadequate	Most deprived 20%
20	94	Academies	11-18	Urban	Lowest 20%	Middle 20%	Requires Improvement	Most deprived 20%

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