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Department
for Education

Evaluation of the National Tutoring Programme Year 3: Implementation and Process Evaluation

Research report

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Executive Summary

The National Tutoring Programme (NTP) was introduced in the 2020-21 academic year, funded by the Department for Education (DfE) to provide subsidised tuition to support disadvantaged pupils. The programme provides pupils between Year 1 and Year 11 with funding to spend on targeted academic support, delivered by tutors and mentors. It has been an important part of the Government's Covid-19 recovery response, supporting schools to respond to the disruption to education caused by the pandemic. DfE's focus for tutoring has now turned towards the challenge of tackling the attainment gap more broadly. The programme was run by the Education Endowment Foundation (EEF) in the first year. Randstad was contracted to deliver specific elements of the programme in the second year, alongside the school-led tutoring route that was introduced in autumn 2021. In its third year, the programme has been overseen by the DfE and its delivery partners (referred to in this report as 'NTP providers'):

- [Tribal](#), which quality-assured tuition partners
- [Education Development Trust](#), which trained new school-based tutors and academic mentors
- [Cognition Education](#), which recruited academic mentors and deployed them to schools.

In 2022-23 the NTP offered three routes of support: Tuition Partners (TP); Academic Mentors (AM); and School-Led Tutoring (SLT). More information on the programme can be found in the [DfE guidance for schools 2022-23](#). For 2022-23, schools were allocated funding based on the number of pupils eligible for pupil premium (PP) funding (they were encouraged to prioritise PP pupils for tutoring, in line with the government's objective of supporting disadvantaged pupils, but could include other pupils). A new programme model was in place for the third year. All funding was given directly to schools, giving them flexibility to decide how best to provide tutoring. The subsidy rate decreased in the third year of the NTP to 60% (from 70% of TP costs, 95% of the salary of an academic mentor, and 75% of SLT costs in the second year), meaning schools were required to contribute the remaining 40% in 2022-23. The DfE provided central guidance and customer support for schools, and the new NTP providers were in place, as described above.

The DfE commissioned the National Foundation for Educational Research (NFER) to evaluate the NTP in its third year. This report summarises the findings from the implementation and process evaluation (IPE) carried out as part of that evaluation. A mixed methods approach (drawing on quantitative survey and qualitative interview data) was used to explore: the success of the NTP implementation model in the third year; the extent to which the NTP has supported pupils with Special Educational Needs and

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Disabilities (SEND); and the benefits and perceived impact of the NTP; and the extent to which the NTP is supporting tuition being embedded within the school system. The findings are therefore based on self-reported data from survey respondents and interviewees; the evaluation did not include analysis or reporting of any management information data which is published separately by DfE. The IPE findings should be considered alongside the larger-scale quantitative evaluation of the impact of the programme on attainment (in 2023-24) which will report in 2024.

Participation in the NTP

Most schools (85% of the 1013 schools responding to a survey) were delivering tutoring through the SLT route (this could be in combination with other routes). The popularity of the SLT route was driven by the ability to use internal staff to deliver tutoring and having control over quality. Smaller proportions were engaged in the TP (24%) and AM (12%) routes. Schools using AMs liked having autonomy over delivery and tailoring it to the needs of pupils. Schools participating in the TP route mostly did so because it did not rely on internal capacity and/or because they had built relationships with TPs in previous years. Most were satisfied with the overall service and support provided by TPs.

Pupil selection for the NTP

PP eligibility remained an important factor for pupil selection (64% of senior leaders surveyed said it was very important and 23% said it was moderately important). Senior leaders were also including other pupils, such as those who had fallen furthest behind during Covid-19, vulnerable pupils, those below expected progress, pupils who would be motivated to attend and engage, and pupils with SEND. Different schools were prioritising different 'gaps' to close (for example, the disadvantage gap, and gaps for low-attaining pupils, and gaps they had identified in their own school requiring Covid-19 recovery support).

Who delivers the NTP

Most surveyed senior leaders and teachers said their school used tutors who were qualified teachers to deliver the NTP (including classroom teachers permanently employed by the school (used by 55% of schools using SLT or AM) and supply or retired teachers (34%)). Reasons given for using qualified teachers included subject knowledge/specialism, school experience, safeguarding awareness, and understanding of the curriculum and assessment requirements. About a third of staff reported tutoring by teaching assistants (36%) who did not hold QTS.

Across all regions, most surveyed school staff felt they could access high-quality tutors. Across the small interview sample reflecting on the AM route (N=5 schools), AMs had

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usually either been retained from the previous year or recruited via Cognition Education. Among a minority who gave a view, experiences for some included that it had taken a long time to be matched with a high-quality AM or that they did not feel they had been provided with appropriate candidates. Because the numbers involved with AM in interviews are so small it is difficult to qualitatively evaluate their effectiveness as a provider according to the interview sample. Cognition Education felt that school expectations in terms of the skills and experience they desired in an AM was at odds with an AM's salary bracket, sometimes making deployment challenging. Within the SLT route, many schools reported using existing staff (teachers and/or TAs) or recruiting tutors who were already known to the school. For the smaller proportion of schools doing the TP route in 2022-23, most schools were very satisfied/satisfied with the provision, including the quality of tutors, and their availability for specific times and subject requests.

Provision of tutoring

Most tutoring was in English and/or maths (85% of senior leaders said tutoring was provided in English and 83% said in maths). Most school staff were satisfied or very satisfied with how tutoring aligned with the school curriculum (79%) and met pupils' learning needs (79%). Content was primarily chosen by subject leaders or class teachers (including for the small sample of interviewees involved in the TP route, where school staff were often consulted about what topics to cover). Content was largely based on assessment of pupil gaps and learning need.

In the third year of the NTP, DfE recommended a group size of three pupils per tutor, with a maximum group size of six pupils per tutor. There was wide variation in group sizes across schools, but almost all reported staying within those recommendations. About half of leaders (53%) were most often using the recommended group size of up to three pupils. These consisted of 32% who had three pupils per group, and fewer having two pupils per group (9%) or using one-to-one tutoring (12%). Only 1% of leaders reported that their most common group size was more than six pupils per tutor, above the maximum allowed group size.

DfE advised that tutoring courses should be 12 to 15 hours long to have a meaningful impact on pupil attainment. The most common average course lengths reported were 10-15 hours (43%), which is broadly in line with the advice of 12-15 hours, and more than 15 hours (36%). Schools often used half-term and termly reviews to decide whether individual pupils should continue with tutoring, with those who had made rapid progress often being removed. Overall, delivery models varied considerably across schools, with a lack of consensus and clarity around the perceived benefits of in-person versus online tuition, for example.

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Schools' satisfaction with different aspects of NTP delivery (including tutors' relationships with pupils, the quality of provision, the alignment to the curriculum, and the flexibility of delivery) was generally high across all NTP routes. Most staff who responded to the second survey were satisfied with the NTP overall (48% satisfied and 28% very satisfied), while very few were dissatisfied/very dissatisfied (4%). This was similar across different NTP routes.

Support for pupils with SEND

SEND was an important factor in selecting pupils for tutoring (73% of leaders felt it was very or moderately important to select pupils with SEND). Pupils with SEND were mostly tutored in-person and provision was felt to be flexible to meet their needs. The focus was on academic subjects, with only a minority being tutored in broader SEND areas (for example, communication and interaction, cognition and learning, and physical and sensory development). Their tutors were most often classroom teachers, TAs, other teachers such as supply teachers, and TP tutors. However, their tutors were rarely SEND *specialists* - rather they had *experience* of working with pupils with SEND. Careful matching with tutors was considered important, but tutoring for SEND pupils seemed part of the general tutoring provision, which included some SEND pupils and took account of their needs overall, rather than specialist support with a main focus on their specific SEND needs. Only a minority of schools aligned tutoring with the requirements of EHCPs.

Benefits and perceived impact of the NTP

Senior leaders, teachers and tutors perceived that the NTP had a positive impact on pupils' attainment, progress and confidence. The targeted, small-group or one-to-one nature of tutoring was seen to be pivotal to this. There was the perception in some schools that involvement in the NTP was helping to improve outcomes across schools more broadly (for example, by helping to close the attainment gap for the school overall, or by impacts of the tutoring being filtered to other pupils in a class). The NTP was perceived to be an important and effective programme in supporting pupils most disrupted by the pandemic. However, other factors were thought to play a positive role too, including the quality of general classroom teaching and teachers revising their curricular to focus on gaps. Further research is needed to understand what other types of support schools are implementing and perceived to be most effective at closing the attainment gap, and how tutoring can complement other support for maximum effect.

Guidance and support

The majority of senior leaders who had used the [DfE guidance for schools 2022-23](#) were satisfied with the information in the different sections of the guidance. There was least

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satisfaction in relation to the guidance about data, reporting and accountability requirements and about funding and paying for tutoring (around a fifth were either dissatisfied or very dissatisfied). NTP providers felt very well supported by DfE but perceived that DfE (in collaboration with providers) could promote the individual routes of the NTP more effectively. TPs and tutors would have liked more opportunity for networking with their peers in the same roles, to learn from each other's practices.

Training for NTP tutors

NTP training in 2022-23, provided by EDT for SLT-tutors and AMs, incorporated varied training packages (called pathways) tailored to the professional backgrounds (for example, QTS and non-QTS), skills and experience of each tutor. Training was compulsory for non-QTS, but some school leaders questioned how necessary this was for all non-QTS tutors, who were often reported to be experienced TAs or HLTAs. They suggested that participation in training could be at the discretion of the school leaders, based on their knowledge of tutors' skills and experience. This was a question about necessity rather than quality of training. Take-up of refresher training for tutors who had completed EDT training in previous years had been low, likely because there is no incentive for leaders to release staff for voluntary training. There were CPD opportunities (such as webinars and training materials) available from EDT and TPs which were well-received by tutors.

Monitoring NTP provision

TPs found Tribal's monitoring and review process to be supportive and collaborative. There was a suggestion from TPs that the monitoring process could be more differentiated for different types of TPs. Tribal felt that all TPs may not require a full review in the coming academic year (2023-24), and that a 'deeper dive' into specific themes may be more appropriate. Most TPs had quality assurance teams, which often observed tutors online or in-person, albeit to different degrees. More enhanced observation was put in place by TPs if considered necessary. Monitoring of school-led tutors and AMs was more informal. School leaders often 'dropped in' to check on tutors, rather than carry out frequent formal observations. School leaders often trusted their school-led tutors to self-manage.

Funding

Most school leaders agreed that receiving all NTP funding as one grant in 2022-23 made it easier to manage the programme compared with previous years. Pupil Premium and the main school budget were the most common funding streams used for schools' contribution to NTP costs. In most schools that participated in the interviews, more tutoring was being offered in 2022-23 than before the NTP started in 2020-21, but often

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not as much as leaders would like. Funding (the reduction of the subsidy in 2023-24 and subsequent removal of funding) was seen as the biggest barrier to the sustainability of tutoring longer-term.

For 2023-2024, the NTP subsidy was initially expected to decrease from 60% to 25%. However, in May 2023 it was announced that the subsidy would be 50%. All survey data, and most interview data, was collected before the announcement, so results reported here reflect the assumption of a 25% subsidy. Views reported may change because of this announcement, although the extent of this is unknown.

Challenges and suggested improvements

As discussed above, funding was seen as the biggest challenge for the sustainability of tutoring longer-term. Other challenges mentioned by some senior leaders included requirements for reporting to DfE, which they wanted to be streamlined to reduce burden. School staff also raised challenges relating to pupils not attending tutoring sessions and pupils missing other opportunities whilst participating in tutoring. Providers suggested further work to learn from good practice and understand current 'cold spots' of provision to improve engagement.

Embedding tuition within the school system

Most senior leaders and teachers interviewed felt that tutoring was embedded as a fixture in their school at the time of the interviews, because the NTP funding had made that possible. A minority of the senior leaders who were interviewed said that tutoring would remain embedded once NTP funding ceased, but for most, it was dependent on funding being available. Senior leaders saw the benefits of the programme and most *wanted* to continue. However, the actual longer-term sustainability of tutoring was more questionable due to future funding reductions. A small majority (52%) of survey respondents said they would continue with the NTP in 2023-24; most of those would supply the same level of tuition, although there were many suggestions of scaled-down provision. There was much more uncertainty about the continuation of tutoring once the funding stops. The findings suggest that a lack of funding is likely to have a negative impact on the longer-term sustainability of tutoring.

Overall summary and recommendations from the IPE

- **Pupil selection:** If the DfE focus is now to shift from an initial Covid-19 recovery response, towards the challenge of tackling the attainment gap more specifically, clear guidance about the prioritisation of disadvantaged students for tutoring should be given. That said, some schools welcomed the autonomy in who they selected for tutoring in line with the gaps/needs in their own school, so some

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continued flexibility in who the programme targets might need to be considered. Alternatively, the DfE could consider using funding to incentivise the selection of disadvantaged pupils into tutoring, alongside provision of other recovery interventions to tackle other 'gaps'.

- **Guidance and support:** Schools want improvements in the reporting/accountability requirements, to reduce burden. They want greater forward-knowledge of funding requirements for more effective planning. Schools would welcome more clarity in the guidance on data requirements, accountability, and funding.
- **Tutoring models:** Given tutoring was being delivered in a wide variety of different ways, it is imperative that different aspects of tutoring are evaluated to understand which approaches work best in which circumstances. The future of tutoring should be based on models that have evidence of effectiveness. Detailed process evaluation of different approaches in context would be helpful, alongside evidence of effectiveness. This could include research using randomised controlled trial designs (RCTs) to build the evidence base around best practice in tutoring optimum tutoring dosage, session duration, frequency, mode of delivery (online versus in-person), how best to align sessions with the school curriculum and time of delivery (during the school day or outside of normal teaching hours).
- **Monitoring quality:** More detailed evidence on effective approaches will provide policy-makers, TPs and school leaders with clearer guidance on what quality tutoring looks like so they can monitor tutoring to ensure its effectiveness on an on-going basis.
- **Sharing embedded practice:** More examples are needed to demonstrate where schools have 'embedded' tutoring into the fabric of their daily provision, including how they are aligning it with the curriculum and meeting pupils' needs, to support a shared understanding of effective implementation in a range of contexts.
- **The future of tutoring:** DfE should explore how financial support can be sustained to allow tutoring to become a permanent fixture in schools. A change to the funding model could be considered to allow schools to use funds without the requirement to top-up from their other already stretched budgets.

1 Introduction

This report summarises the findings from an implementation and process evaluation (IPE) carried out of the National Tutoring Programme (NTP) in its third year (2022-23). It explores: the success of the new NTP implementation model in the third year; how the NTP has supported pupils with Special Educational Needs and Disabilities (SEND); the benefits and perceived impact of the programme; and the extent to which the NTP is supporting tuition being embedded within the school system. The IPE sits alongside a quantitative impact evaluation which will report in 2024 and the findings from the IPE will help to understand the programme effects.

This evaluation of the third year of the NTP follows comprehensive impact and implementation evaluations of the first two years of the programme (see, for example, Lord, *et al.*, 2022, Poet, *et al.*, 2022, Oppedisano, *et al.*, 2022, Coulter *et al.*, 2022, Lynch, *et al.*, 2022 and Lucas *et al.*, 2023). It also coincides with an independent review of tutoring being delivered by [Ofsted](#).

1.1 The National Tutoring Programme

The National Tutoring Programme (NTP), launched in 2020-21, has been an important part of the Government's Covid-19 recovery response, supporting schools to respond to the disruption to education caused by the pandemic. DfE's focus has turned towards the challenge of tackling the attainment gap more broadly. It is a priority for the NTP to embed tutoring as a permanent fixture in the school system because it is a universally recognised method of addressing low attainment and educational inequality. The programme provides pupils in Year 1 to Year 11 with funding to spend on targeted academic support, delivered by tutors and mentors. The programme was run by the Education Endowment Foundation (EEF) in the first year. Randstad was contracted to deliver specific elements of the programme in the second year, alongside the school-led tutoring route that was introduced in autumn 2021. In its third year, a school-led programme has been adopted, overseen by the DfE and with the following delivery partners (referred to as 'NTP providers') contracted to deliver specific functions:

- [Tribal](#) to quality-assure tuition partners
- [Education Development Trust to](#) train new school-based tutors and academic mentors
- [Cognition Education to](#) recruit academic mentors and deploy them to schools.

There is a large body of evidence that small-group tuition is effective, particularly where it is targeted at pupils' specific needs. The EEF toolkit pages on [small group tuition](#), based on a review of existing evidence, show that it can be an effective intervention, with the

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average impact of the small group tuition being four additional months' progress in primary schools and two additional months' progress in secondary schools over the course of a year. Key findings from the toolkit include that the smaller the group and the more aligned tutoring is to pupils' needs, the more effective the intervention. Meta-analyses show positive impacts of tutoring on learning outcomes and that tutoring can be particularly effective for disadvantaged pupils (Torgerson et al., 2018 and Dietrichson et al., 2017).

There were three routes of tutoring support for pupils via the NTP in 2022-23:

- Tuition Partners (TPs): the TP route allows schools to build partnerships with tutoring organisations that have been quality assured.
- Academic Mentors (AMs): these are salaried members of staff placed in schools who work alongside teachers to provide one-to-one and small group subject-specific tuition.
- School-Led Tutoring (SLT): this route offers flexibility for schools to identify their own tutors. These may be people recruited from their own staff, such as current classroom teachers or teaching assistants. Alternatively, retired, supply or returning teachers can provide tutoring.

[DfE guidance for schools 2022-23](#) stated that schools should prioritise Pupil Premium (PP) pupils for tutoring (although there was no specific target) but could include other pupils if considered appropriate. For primary school pupils, tutoring could be given in mathematics, English and science. For secondary school pupils, it could be provided in mathematics, English, science, humanities and modern foreign languages. The DfE recommended a tutor-pupil ratio for tuition of 1:3, with a maximum of 1:6. Based on the evidence, between 12-15 hours of tuition was recommended to have meaningful impact. Tuition could be delivered in-person or online at an appropriate time to maximise attendance.

A new programme funding model was in place in the NTP's third year. All funding was given directly to schools, giving them flexibility to decide how best to provide tutoring for their pupils. The subsidy rate fell in 2022-23 to 60% of the cost of tutoring (from 70% of TP costs, 95% of the salary costs of an academic mentor, and 75% of SLT costs in the second year), meaning schools were required to pay the remaining 40% from other funding streams. The DfE provided central guidance and customer support for schools (including the [find a tuition partner](#) service), and the new NTP providers were in place, as described above.

The DfE commissioned the National Foundation for Educational Research (NFER) to evaluate the implementation and impact of the NTP in its third year (2022-23).¹

1.2 Aims

The aim of the IPE is to help to understand how the implementation of the new NTP model in year 3 might affect the intended outcomes for pupils. Specifically, the IPE research questions for the evaluation in the third year of the NTP were (further details and sub-questions can be found in Appendix A):

- RQ1: How successful was the implementation of the NTP year 3 model?
- RQ2: To what extent is the NTP embedding tuition within the school system?
- RQ3: To what extent has the NTP supported pupils with SEND?
- RQ4: What are the perceived benefits of the NTP?

1.3 Methods

A mixed-methods approach to the IPE was designed to explore the research questions, comprising online surveys of school staff to offer breadth of data collection, as well as a series of qualitative interviews to add more depth, as described below. The findings are therefore based on self-reported data from survey respondents and interviewees; the evaluation did not include analysing or reporting management information data which is

¹ It should be noted that, when most of the evaluation activities were carried out (described below), the NTP subsidy for the following academic year (2023-24) was expected to decrease from 60% to 25%. However, in May 2023 it was announced that the subsidy would be 50% in 2023-24. All survey data, and most interview data, was collected before the announcement.

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published separately by DfE. Additional details about the methodology can be found in Appendix A.

1.3.1 Survey 1

A first survey of senior leaders was carried out in November 2022-January 2023. The DfE provided NFER with a list of 8,814 schools which had at least one pupil signed up to the NTP according to the autumn 2022 school census. A total of **573 responses** were received (438 from primary schools, 104 from secondary schools, and 31 from other types including special schools and alternative provision schools). In a minority of cases, more than one response was received within a school. The responding schools are broadly representative of schools in the sample (see Appendix A).

1.3.2 Survey 2

A second online survey was carried out in March 2023 of school senior leaders, teachers of pupils being tutored via the NTP, and Special Educational Needs Co-ordinators (SENCOs) or individuals responsible for SEND provision in schools. The DfE provided NFER with a list of 13,610 schools which had at least one pupil signed up to the NTP in the 2022-23 academic year according to the autumn 2022 and spring 2023 school census returns (which would reflect participation up until January 19th 2023). A total of **1381 individual responses** were received. The responses were received from **1013 senior leaders, 280 class teachers², and 172 SENCOs** (some individuals had more than one of these roles). Of the respondents, 221 said they were NTP tutors. **Respondents represented 1041 different schools.³** Of those, 74% were primary schools, 19% were secondary schools, and those remaining were other types of schools (including special schools and alternative provision). As was the case for the first survey, the responding schools are broadly representative of schools participating in the NTP (see Appendix A).

The data collected from the surveys is presented in accompanying excel data tables. Throughout the text in this report, the relevant survey and question numbers are indicated so that the corresponding table(s) can be found in the data tables. For key questions (if the number of respondents was sufficient), cross-tabulations were carried out by school phase, NTP route participation, school-level FSM quintile and school geographical location. Statistical significance tests were carried out for some key questions (as shown in relevant data tables) and any statistically significant differences between groups of schools are mentioned in the text.

² All of the 280 teachers said they were teaching pupils who had started the NTP tutoring this academic year (Q2a).

³ More than one senior leader response was received from 34 schools. Two schools submitted two SENCO responses and in 49 schools more than one class teacher replied.

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For the questions which were repeated in both surveys, this report focuses on the responses to the second survey which was carried out more recently and was answered by a larger sample. If the responses to identical questions in both surveys were notably different, this is drawn out in the report. Data tables for all questions in both surveys can be found in the data tables.

1.3.3 Interviews

A series of 66 semi-structured interviews, addressing all of the IPE research questions listed in Section 1.3, took place in March-June 2023. These included interviews with: 26 school senior leaders; 12 school teachers of pupils being tutored via the NTP; 13 NTP tutors (a mix of those with and without qualified teacher status (QTS)); 8 individuals with responsibility for overseeing the NTP across 7 TPs⁴; and 7 individuals across the NTP providers (DfE support team, EDT, Cognition Education and Tribal). See Appendix A for a breakdown by phase. Interviews were recorded (following agreement), summarised and imported into the MAXQDA qualitative analysis software for thematic analysis across interviewee and school types.

Information on ethical conduct and data protection can be found in Appendix B.

⁴ In total, 65 TPs were involved in the third year of the NTP.

2 Participation in the NTP in 2022-23

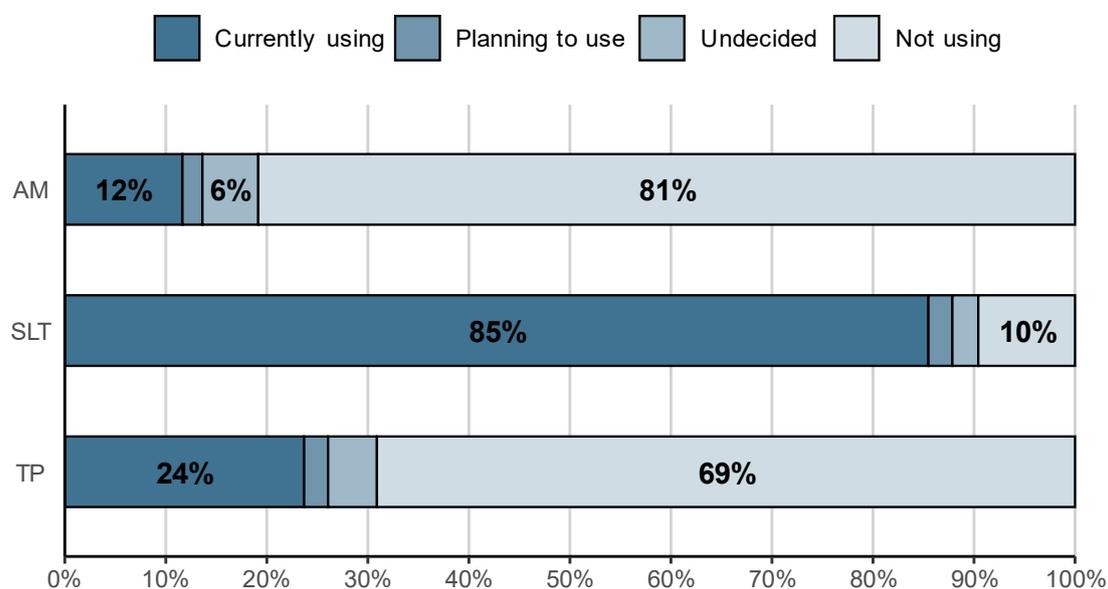
This section presents the findings on schools' participation in each of the NTP routes in 2022-23 and the considerations and previous experiences of the NTP which led to decisions about participation. For schools which continue to deliver the NTP, findings on how the amount of tutoring delivered compared to previous years are also presented.

Key Findings

- Most schools surveyed and involved in the interviews were delivering tutoring through the SLT route. Smaller proportions were engaged in the TP and AM routes.
- Decisions to use the SLT route over the TP or AM routes were largely driven by the consistency that the class teacher or TA can give between content of lessons and tutoring sessions. Internal staff were also perceived to be most knowledgeable on pupils' skills and knowledge gaps.
- Control over the quality of the tutoring was seen to be a benefit of the SLT and the AM routes because they are usually delivered by internal staff.
- Most of the smaller sample of schools delivering tutoring via the TP route were satisfied with the quality of delivery and impact they perceived it had on previous cohorts of pupils which aided their decision to continue with TP.
- Most senior leaders in schools who had continued to deliver the NTP reported that the amount of tutoring they were delivering had increased compared with previous years, largely enabled by the SLT route. There were also examples of reduced provision.

Schools could participate in more than one route of the NTP. Of the three NTP routes, SLT was most popular, with most (85%, N=866) senior leaders who responded to the second survey (carried out in March 2023) reporting that their school was using this route. Smaller proportions were using TP (24%, N=240) and AM (12%, N=118) at this time. Only a further 2% of senior leaders were planning to start each route later in the year. [Survey 2 Q2, Figure 1]

Figure 1 Survey 2 Question 2: School participation in NTP routes in 2022-23



Source: NTP year 3 second school staff survey.

Question for senior leaders (N=1013).

Note: percentages less than 5% are not displayed.

There were statistically significant differences in schools' use of routes by phase. A greater proportion of secondary schools compared to primary schools were using the TP route (53% of secondaries compared to 16% of primaries) and similarly the AM route (20% compared to 9%). Senior leaders involved in the interviews were asked about their reasons for choosing each of the NTP routes. Reasons for participation in each route are explored in the following sections.

2.1 School-led tutoring

Among those interviewed, senior leaders' decision to opt for the SLT route was largely driven by the opportunity for their own members of staff to deliver the tutoring, in-person. Several senior leaders reported being 'very lucky' that enough teachers and TAs had volunteered which gave them the capacity to deliver the tutoring in-house without having to seek external tutors. Current teachers and TAs know the pupils, both academically and pastorally, so were felt to be more responsive to their needs. Having this existing relationship was reported to be particularly important for vulnerable pupils and pupils in receipt of PP. As one leader commented:

For us, we have always felt that rather than trying to bring in a mass of external staff, working with our own staff really works. It works well

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for our students because they know them. Our staff can encourage them to come, can have the right communication with parents, can tell them when they haven't come, pull up any issues, they know where they are in lessons so it's the easiest route. – *Senior leader*

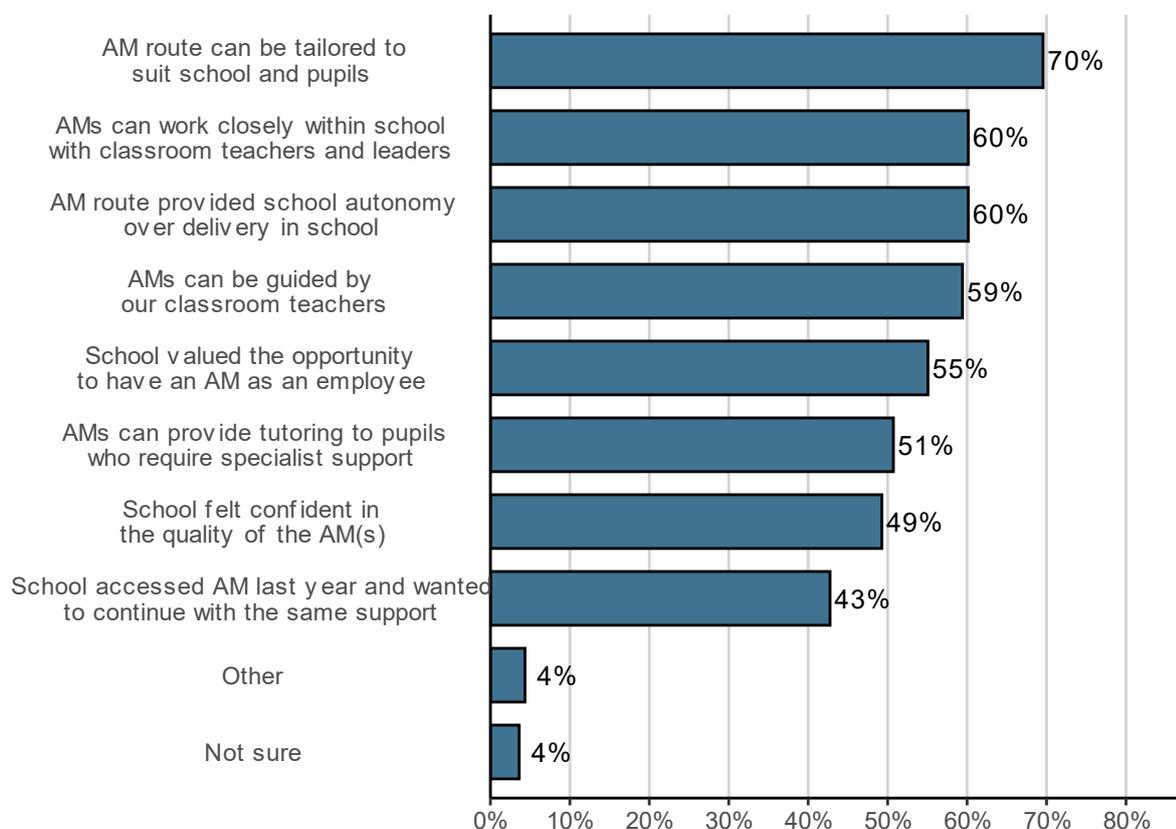
Senior leaders reported that because SLT was most often delivered by internal staff, this allowed for more frequent communication between teachers and tutors and therefore a more seamless transition between in-class and tutoring content.

2.2 Academic mentors

Because the AM route had been least popular in previous years, the survey asked senior leaders for their reasons for using or not using this route. Of the 138 responding senior leaders whose schools were using, or planning to use the AM route later in 2022-23, the largest proportion (70%) reported that they chose the route because they felt it could be tailored to the needs of their schools and pupils. Three-fifths chose the route because it provided them with autonomy over delivery and the same proportion liked that the AM could work closely in school with teachers and leaders and could be guided by classroom teachers. [Survey 2 Q3a; Figure 2]

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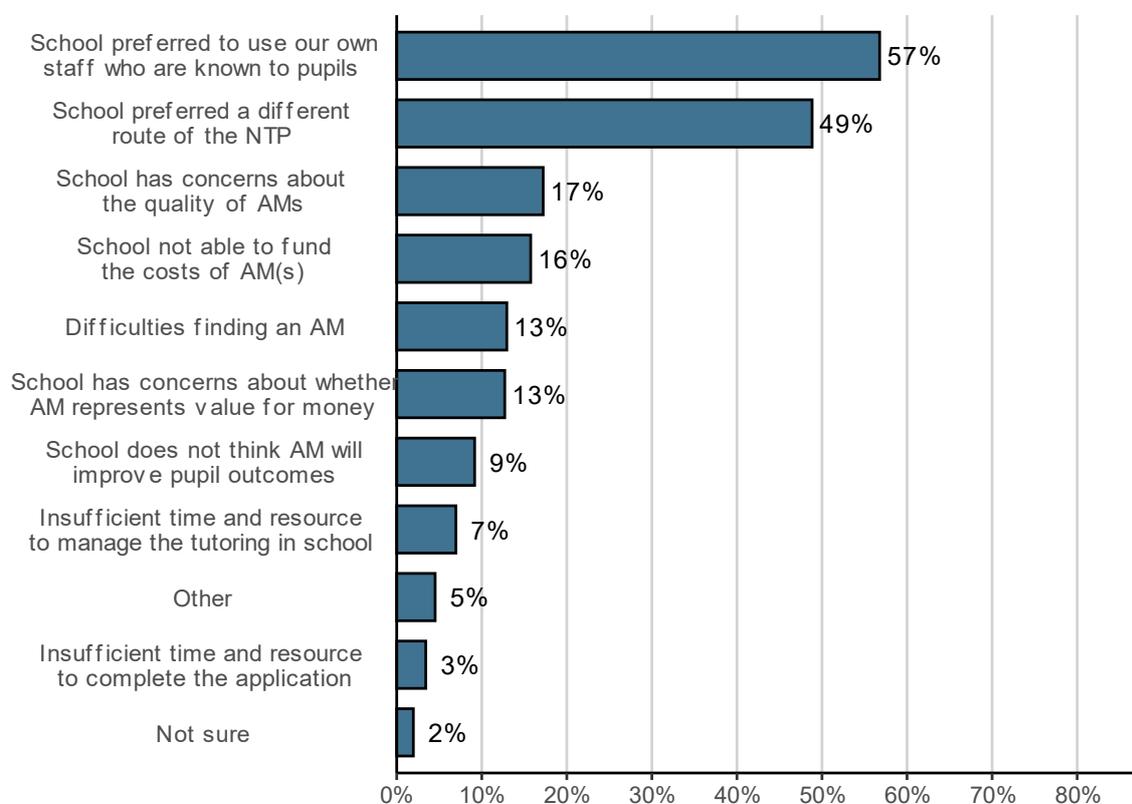
Figure 2 Survey 2 Question 3a: Reasons for participating in AM route



Source: NTP year 3 second school staff survey.
Question for senior leaders taking part in AM (N=138).

Of the 819 responding senior leaders who said their school was not planning to use the AM route in 2022-23, the most common reason for this was that they preferred to use their own staff who are known to pupils to deliver the NTP (57%). This reason was cited by more primary senior leaders (60%) compared to secondary (43%). Almost half of leaders (49%) preferred to use a different NTP route. Leaders in secondary schools in particular reported not choosing the AM route because of difficulties in finding an AM (26%, compared to 11% of primary school leaders). [Survey 2 Q3b; Figure 3]

Figure 3 Survey 2 Question 3b: Reasons for not participating in AM route



Source: NTP year 3 second school staff survey.
Question for senior leaders not taking part in AM(N=819).

Senior leaders' decisions to engage in the AM route were further explored in the interviews. Senior leaders liked that AMs were integrated into their school and felt they had greater control of the quality of the tutoring delivered by AMs. They followed the same recruitment and induction process as they would for any other teacher and provided AMs with the same CPD opportunities. One leader said:

For us we felt like it was a way of quality assuring ourselves in terms of the induction process that we have, making sure that we know exactly who we've got in our school. We quality assured [the AM] and we could ensure that what they did was exactly what we wanted them to do for our students. - *Senior leader*

Costs were a barrier for senior leaders who did not deliver the AM route. For example, a primary school leader had provided contracts to AMs ahead of the summer holidays in 2022 ready to start tutoring in September, but due to government funding changing over the summer, the school could not afford to honour the contracts due to being a small school with minimal budget. Other senior leaders felt that the change in who was responsible for the AM route in 2022-23 led to poor and inconsistent communication

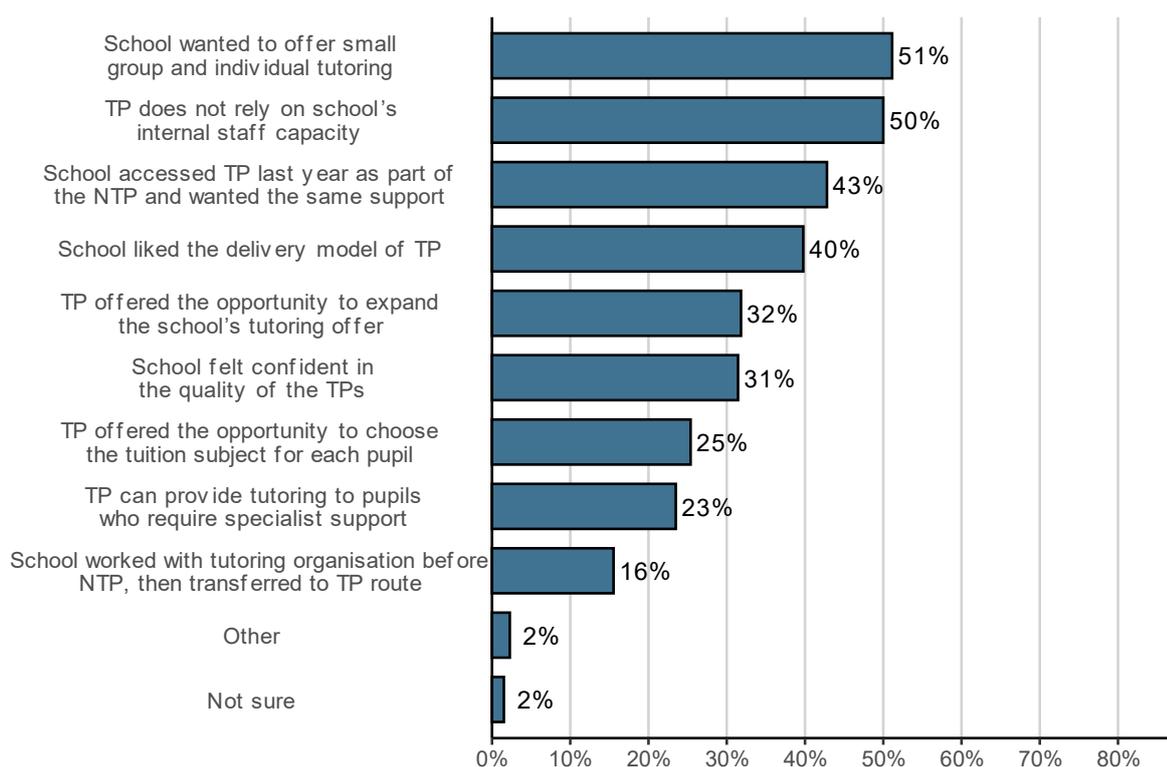
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about delivery, and the amount of administration required to recruit an AM was considered too time consuming. Recruitment of AMs is discussed further in Section 4.

2.3 Tuition Partners

The survey asked senior leaders their reasons for participating, and not participating, in the TP route. Of the 264 leaders whose schools were currently using, or planning to use TP later in 2022-23, half liked that the TP route did not rely on internal staff capacity. This was reported by more secondary school leaders than primary (58% compared to 44%). Around two-fifths of leaders said one of their main reasons for using this route in 2022-23 was because they had used it in 2021-22 and wished to continue, with more primary compared to secondary leaders reporting this (49% compared to 38%). [Survey 2 Q4a; Figure 4].

Figure 4 Survey 2 Question 4a: Reasons for participating in TP route



Source: NTP year 3 second school staff survey.
Question for senior leaders taking part in TP (N=264).

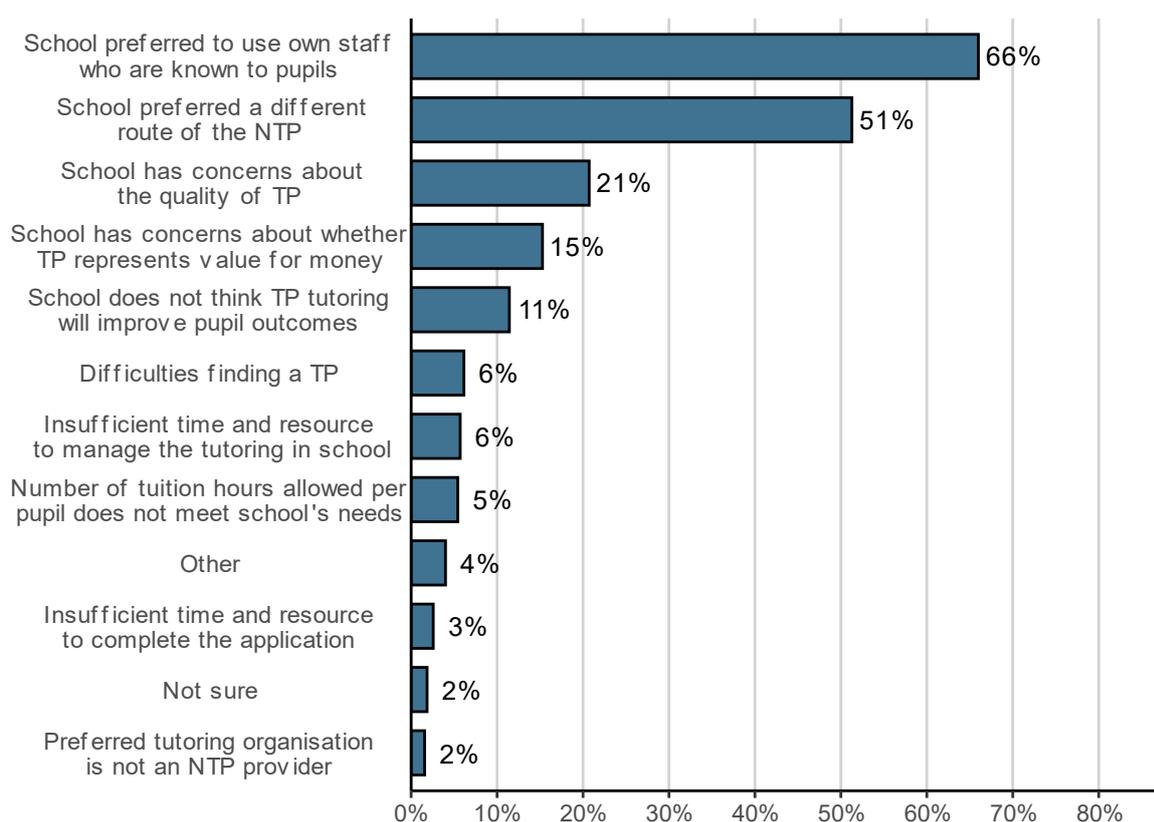
Indeed, several senior leaders included in interviews who had engaged with the TP route in 2022-23 reported doing so because they had built a good relationship with them in the past and were happy with the quality of delivery which they felt had demonstrated impact. As one leader commented:

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The statistics and the data we've got tell us that last year when we used them [TP] for the first time, they did a really good job in catching up those students from where they were to where they should be. So again, both departments [English and maths] were more than happy for us to continue to use the funding for that. - *Senior leader*

Of the 700 leaders who said their school was not planning to use the TP route in 2022-23, two-thirds reported this was because they preferred to use their own staff to deliver tutoring. Half reported it was because they wished to use another NTP route. Around a fifth of senior leaders had concerns about the quality of the TP, with this being a concern amongst a larger proportion of secondary (39%) compared to primary leaders (19%). [Survey 2 Q4b; Figure 5]

Figure 5 Survey 2 Question 4b: Reasons for not participating in TP route



Source: NTP year 3 second school staff survey.
Question for senior leaders not taking part in TP (N=700).

Although TPs had processes in place to ensure a level of quality of delivery (see Section 4), during the interviews some senior leaders said that they wanted to use their own staff as this enabled them to have greater control over the quality of tutors. For example:

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We did explore the Tuition Partners route. Out of the three options, that was the one we were least keen to get involved in because you don't know who you've got coming in, they could be really experienced, really dynamic, really hardworking or you could have the other end of the spectrum, so it seemed a bit more of a gamble for us. - *Senior leader*

3 Pupil selection

This section presents the findings from the school survey and interviews on the factors that senior leaders and teachers considered important when selecting pupils to receive tutoring.

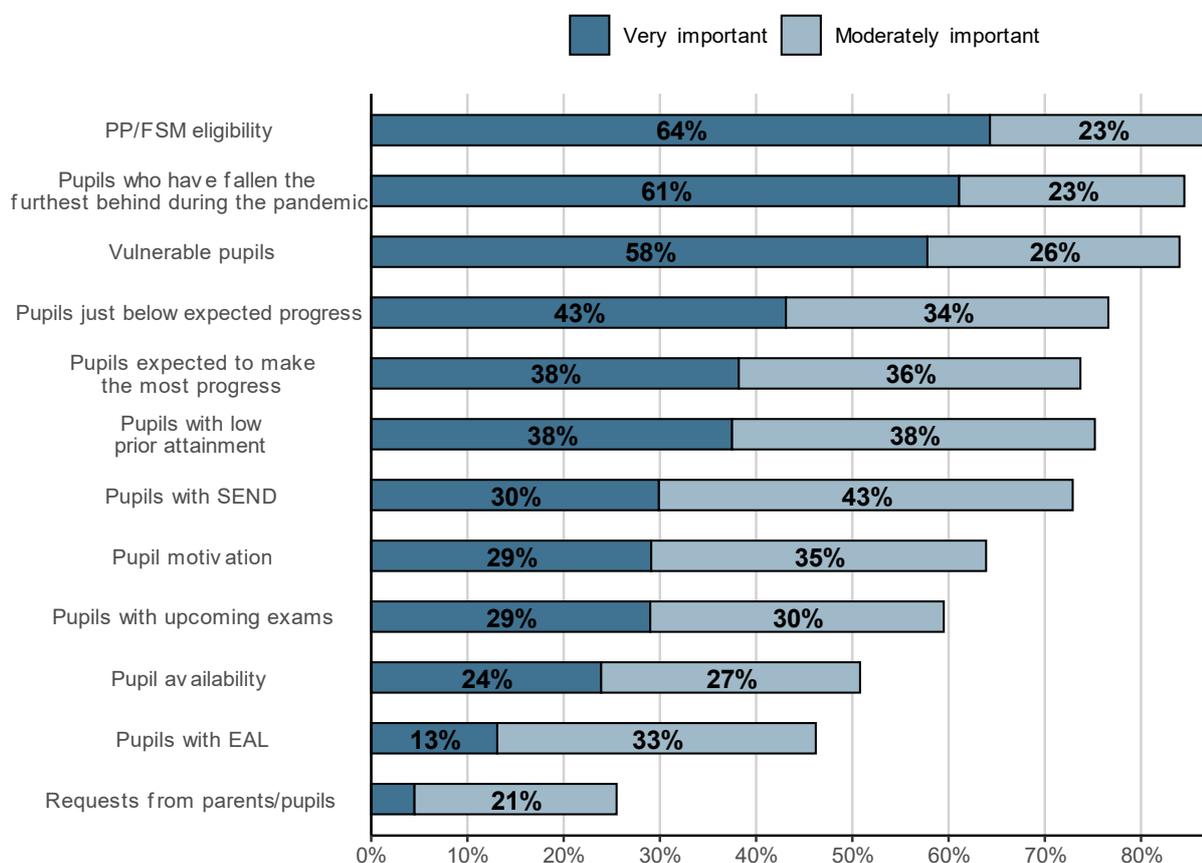
Key findings

- PP eligibility remained an important factor when selecting pupils to receive tutoring. School staff welcomed having the flexibility to offer tutoring to a range of pupils.
- Identification of pupils who had fallen most behind with their learning, as well as those who could achieve higher results but required some extra support to do so, was data driven.
- Pupils with upcoming national assessments (SATs and GCSEs) were targeted for tuition in many schools.

[DfE guidance for schools 2022/23](#) states: 'Schools should prioritise their PP cohort to receive tutoring, in line with the NTP's objective of supporting disadvantaged pupils. They may also consider offering tuition to other pupils, where appropriate'.

Senior leaders reported that a range of factors were important when considering which pupils they would select to receive tutoring. PP eligibility was the most important consideration (64% of 1000 senior leaders who answered the survey question said it was very important and 23% said it was moderately important) followed by pupils who had fallen furthest behind during the pandemic (61% said this was very important and 23% said it was moderately important) and vulnerable pupils (58% said this was very important and 26% said it was moderately important). Around three-quarters of senior leaders reported that pupils with below expected progress, pupils with low attainment, pupils expected to make the most progress from tutoring and pupils with SEND were also important considerations. Pupil motivation was also considered important (29% said this was very important and 35% moderately important), as was pupil availability to attend sessions (24% said this was very important, while 27% said it was moderately important). Pupils with EAL and parental requests were less important considerations [Survey 2, Figure 6, Q7a].

Figure 6 Survey 2 Question 7a: Importance of factors when selecting pupils for NTP



Source: NTP year 3 second school staff survey.
 Question for senior leaders taking part in at least one NTP route (N=1000).
 Note: percentages less than 5% are not displayed.

There were statistically significant differences in senior leaders' considerations by phase. Secondary leaders placed more importance than primary leaders on: pupils with SEND; pupils with upcoming national assessments; pupils with the availability and motivation to attend; and parental requests (all $p = 0.00$). On the other hand, primary leaders placed greater importance than secondary leaders on: pupils with low attainment and pupils just below expected progress (both $p = 0.00$); pupils who had fallen most behind; pupils who were expected to make most progress (both $p = 0.02$).

Qualitative data from the interviews with senior leaders largely aligned with these findings. Most senior leaders reported that in previous years they had primarily selected pupils in receipt of PP, and while to some extent these pupils remained a priority, they liked being able to offer the tutoring to a wider range of pupils who they felt would benefit from the tutoring. Analysing data, for instance, helped identify three groups of pupils for tutoring – pupils who had fallen most behind with their learning, pupils 'on the cusp' of reaching their target or the next grade boundary, and more able pupils who needed an

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additional push to fully reach their potential. Several senior leaders reported that, while they could select pupils from the data who would benefit from tutoring, teachers who best know the pupils can advise on who will attend and who would engage during sessions. Senior leaders who were interviewed perceived that parental buy-in was pivotal to pupils' attendance at tutoring sessions, particularly at before- or after-school or at-home tutoring sessions, with this being suggested as a particular challenge amongst PP pupils in both primary and secondary schools. This had been one of the drivers among schools to offering tuition to wider groups of pupils, not just those who are disadvantaged.

Some schools had overcome this challenge through operating an opt-in strategy, whereby parents and pupils registered their interest for the tutoring which led to higher levels of attendance.

Pupils with upcoming national assessments – Years 2 and 6 pupils sitting SATs in primary school and Years 10 and 11 pupils sitting GCSEs in secondary schools – were targeted for tuition support in many schools involved in the interviews. Primary senior leaders were particularly concerned about Year 2 pupils who had missed out on large proportions of their early years provision due to Covid-19 and Year 6 pupils who were in lower key stage 2 during this time. For example, as one leader said:

We were really concerned about the Year 6s because these children have had the least amount of time with us and they've got the most amount of catching up to do before they leave us to get them secondary ready. – *Senior leader*

Whether or not pupils with SEND were selected for tutoring depended on their level and type of need and if tutoring was deemed to be an appropriate intervention for them. Tutoring for pupils with SEND is explored further in Section 6.

Other priority groups to receive tutoring, reported by a smaller number of senior leaders, included: looked after children, young carers, pupils with low attendance due to health needs and pupils who lack parental support with their education.

This information on selection is useful context for the forthcoming Year 3 impact evaluation and the construction of a matched comparison group. The survey and interviews provide evidence that schools select pupils on a range of factors, not all of which are observable characteristics in the quantitative data used for matching. Therefore, the quantitative impact analysis may fail to capture much of the underlying bias attributable to unobserved factors for pupil selection.

4 Tutor selection and recruitment

This section explores the characteristics of tutors, and the process of tutor recruitment, including matching with schools.

Key findings

- Most schools used tutors who were qualified teachers.
- Across all regions, most school staff said they could access high-quality tutors.
- Across the small interview sample reflecting on the AM route (N=5 schools), AMs had usually either been retained from the previous year or recruited via Cognition Education. Some noted wait times in being matched to high-quality tutors.
- Within the SLT route, many schools reported using existing staff or recruiting tutors who were already known to the school.
- Among the smaller sample of schools using the TP route, most were satisfied with the quality of tutors, and their availability for specific times and subject requests.

4.1 Who delivers tutoring

The routes that schools use determine who can deliver tutoring. Of leaders in schools using SLT or AM, over half reported tutoring delivered by existing classroom teachers (55%), while a third (34%) reported tutoring by other teachers (such as supply or retired teachers). About a third of staff reported tutoring by teaching assistants (36%). Use of other tutors was less common, these included other school staff (9%), external SEND specialists (3%) and volunteers (1%). Of those using the TP route, most knew they were using tutors from Tuition Partners (80%) (others did not answer). [Survey 2 Q13]

In many schools who were interviewed, all tutors were qualified teachers regardless of which NTP route used, which was usually seen as an absolute requirement by the school. As one leader said:

They have all been qualified teachers. That is a must for us. We've really insisted on that because we think that's best – *Senior Leader*

Reasons given for using qualified teachers included subject knowledge/specialism, school experience, safeguarding awareness, and understanding curriculum and

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assessment requirements. It also meant schools could ‘hit the ground running’, as reflected in this quote from a senior leader:

The encouragement to use qualified teachers was the right one because you do have to train LSAs [learning support assistants] [to do the tutoring]. Being able to use an ECT and an experienced teacher meant we could hit the ground running and it meant that workload wise, for the teachers, when are planning something for another teacher, it is easier than planning something for a new or inexperienced LSA. – *Senior leader*

Some schools asked class teachers to tutor their own pupils, which was perceived to have additional benefits in integrating tutoring with teaching (see Section 7.4 and Vignette C). A few schools were using their most senior/experienced staff as tutors, such as senior leaders or former headteachers, because of their expertise and/or lower teaching commitments.

The preference for qualified teachers was reflected in requests received by the AM delivery partner (Cognition Education), which were primarily for qualified teachers. Similarly, most of the TPs interviewed focused their recruitment on qualified teachers, either as a requirement or a preference, in order to match school demand. A minority of the TPs included in the interviews targeted a different type of tutor, such as volunteers, or undergraduates with high prior attainment.

However, schools who used tutors other than qualified teachers also reported specific benefits from their choice of tutors. For example, a few schools used teaching assistants who were already trained in delivering specific interventions, and had more capacity for tutoring than teachers, or external undergraduate tutors who used their subject expertise to support pupils (see Vignette A).

4.2 Recruitment of tutors

The process of recruiting tutors varied by NTP route. School-led tutors were recruited directly by schools, either from existing staff or externally. Academic Mentors could either be recruited directly by schools or recruited centrally by Cognition Education and matched with a school. TP tutors were recruited by a TP and matched with schools. TPs were quality-assured by Tribal.

Most survey respondents agreed they could access high-quality tutors when needed (63% strongly agree/agree), with relatively few staff disagreeing (9% strongly disagree/disagree). There were no statistically significant differences across regions [Survey 2, Q18.1]

4.2.1 Academic Mentors

The AM delivery partner (Cognition Education) matched schools with AMs. This process started with initial communication with the school to understand their specific needs. Cognition Education then searched their existing AM pool and sometimes created a tailored advert for the role, sending information about potential candidates to the school. Schools interviewed candidates and decided whether to employ them. The main challenges experienced by Cognition Education in matching tutors with schools were the locations of schools, slow responses from schools when contacted about candidates, and managing schools' expectations of the AM's level of experience at their chosen salary point.

Of the small number of schools who had an AM tutoring by early October (N=80), only nine survey respondents had experienced any direct contact with Cognition Education (AM delivery partner). This is likely to be because most schools retained AMs from previous years or sourced an AM themselves. Across the small interview sample reflecting on the AM route (N=5 schools), AMs had usually either been retained from the previous year or recruited via Cognition Education. Among a minority who gave a view, experiences for some included that it had taken a long time to be matched with a high-quality AM or that they did not feel they had been provided with appropriate candidates. Because the numbers involved with AM in interviews are so small it is difficult to qualitatively evaluate their effectiveness as a provider according to the interview sample. Satisfaction with Cognition Education varied across the survey sample, with some dissatisfaction in the availability of high-quality AMs, the help provided and time taken for matching an AM (note these findings relate to a very small number of respondents and might not be representative) [Survey 1, Q20/21].

Among the small interview sample, there were reports of confusion around the change since the second year of the programme in provider responsible for recruiting AMs and the amount of administration required to recruit an AM was considered too time consuming.

4.2.2 School-led tutoring

There were examples of schools involved in interviews which recruited existing staff for SLT as well as those who recruited outside of their existing staff. When recruiting existing staff, they did so through direct requests or announcing that the role was available. For schools who recruited outside their existing staff, the tutor was often already known to the school or staff, for example as a supply teacher, former staff member, or a former colleague from another school. This gave schools confidence that the tutor would be suitable.

4.2.3 Tuition Partners

Tribal Education (TP delivery partner) quality-assured TPs before they were eligible to deliver NTP tutoring. When interviewed, they described how they supported TPs through the process. This included introducing an initial check to advise whether the TP had an appropriate level of organisational and safeguarding management to be successful in the approval process, providing feedback and advice on reaching the quality criteria, and creating resources to support TPs. Tribal reported that they supported TPs in meeting the quality criteria before being approved. The areas where TPs needed most support to meet the criteria were in evidencing their financial records and providing a single central record for safeguarding checks.

Most TPs were using a multi-stage assessment process to select tutors, usually including an interview and observation of teaching or a presentation. TPs assessed factors such as pedagogy, engaging pupils (including online where relevant), safeguarding, and organisation. For example:

They apply and they submit a video with their application saying why they're passionate about their chosen subject. We then choose who we take through to a one-to-one interview [including scenario-based questions on safeguarding and their ability to inspire]. Those that are successful with that go through to a group interview.... they're given an article on their chosen subject blind and given 10 minutes to prepare a presentation on it which they have to deliver to the rest of the candidates in the group. And then we select those that are successful. So it's about one in eight of those that apply that end up receiving a tuition role with us. – *Tuition Partner*

After selection, some TPs reported that they closely monitored new tutors through additional observation and/or pupil progress.

TPs matched tutors to schools based on practical considerations, such as the timing of tutoring, tutor capacity, and subject specialism. Some TPs also discussed matching based on more specific characteristics, such as experience with particular pupil needs, or how tutors will 'fit' with a particular school. Schools involved in the interviews which were using the TP route (N=10) trusted their TPs to match appropriate tutors and were happy with their matched tutors for 2022-23.

TPs recruited schools through their own marketing and word of mouth. They reported that the 'Find a Tuition Partner' website had not been useful in recruiting schools, as they were receiving very few enquiries through that route. TPs described the website as 'confusing' and 'complicated' for schools and suggested that searches found too many results for schools to realistically consider.

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Most schools who had begun TP tutoring when the first survey was administered in November 2022-January 2023 (N=119) were very satisfied/satisfied with the TP's overall service (89%), and with the availability of tutors who were high-quality (81%), availability of tutors at required times (92%) and in required subjects (86%). Schools were slightly less positive about TP's help matching specific pupils with tutors (74% very/satisfied).
[Survey 1 Q18]

5 Provision of tutoring

This section presents findings on the provision of tutoring, including the content of tutoring, how and when it is delivered, communication between schools, tutors and TPs, and course length. It also explores levels of satisfaction with NTP delivery.

Key findings

- Most primary and secondary schools delivered tutoring in maths and English. Most secondary schools always used subject-specialist tutors, while in primary schools who delivered tuition was more varied.
- Content for tutoring was primarily chosen by subject leaders or class teachers, based on assessment of pupil gaps and learning needs. School staff were satisfied with how tutoring aligned to the curriculum and pupils' learning needs.
- There was wide variation in group sizes used both within and across schools. Half of leaders were most commonly using the NTP-recommended group size (up to three pupils) and almost all were most commonly using the NTP-allowed group size (up to six pupils).
- The most common times for tutoring were during lessons and after school. Where tutoring occurred during lesson time, almost all schools were using strategies to minimise missed learning. After school tutoring influenced pupil selection as many pupils experienced barriers to attending, which may affect the NTP's ability to reach some pupils in need of tutoring.
- Communication between school staff, tutors and TPs was seen as very important for NTP delivery. The level of communication varied greatly across schools.
- The most common average course lengths reported were 10-15 hours (43%) (which is broadly in line with the NTP recommended minimum of 12 to 15 hours), and more than 15 hours (36%) (which is over the advised number of hours). Almost all schools had an average length of tutoring course of at least 10 hours, broadly in line with the, and the funding allowance of fifteen hours per Pupil Premium pupil based on a group of three.
- Schools used half-term and termly reviews to decide whether pupils should continue with tutoring. Pupils who had made rapid progress were often removed from tutoring, so had shorter course lengths than other pupils, which is important context for the impact analysis.
- Schools' satisfaction with aspects of NTP delivery was generally high across the NTP routes. Most staff who responded to the second survey were satisfied with the NTP overall while very few were dissatisfied/very dissatisfied.

5.1 Content of tutoring

Most tutoring was in English and/or maths (85% of senior leaders said tutoring was provided in English and 83% said in maths). While primary schools could tutor in science,

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very few did (1%). Most secondary schools tutored in science (62%), while relatively few tutored in humanities (25%) or Modern Foreign Languages (20%). Broader tutoring for pupils with SEND (outside of academic subjects) was used by 10% of schools overall. [Survey 2 Q9]. In interviews, senior leaders described choosing subjects based on school priorities and pupil needs, for example curriculum areas where a year group was underperforming, or to improve exam results. In some secondary schools, pupils were involved in choosing their tutoring subject.

Most secondary leaders could 'always' access specialist tutors in the academic subjects they offered. Proportions varied by subject, but included 63% of the schools doing maths tutoring, 60% doing English, 67% doing science and 80% doing Modern Foreign Languages. Most of the remainder 'sometimes' accessed specialist tutors (15-21% across different subjects). Access to specialist tutors was less consistent for primary schools (58% 'always' for maths, 56% for English), with almost a quarter of primary leaders not always able to access specialist tutors in these subjects (23% maths, 24% English). Only about half (54%) of the 97 schools who offered broader SEND support could always access specialist tutors [Survey 2 Q9a].

Most school staff were satisfied or very satisfied with how tutoring aligned with the school curriculum (79%) and met pupils' learning needs (79%). [Survey 2 Q29, see also Section 14.1]. Almost all staff used an assessment of individual pupil needs or learning gaps to determine tutoring content (88%). The other most common influence (although mentioned by just over a third, 37%) was foundational or core concepts from the curriculum. Sometimes tutoring content was based on an external programme, such as an intervention programme (14%) or content from a Tuition Partner (6%). [Survey 2 Q17]

Staff who were interviewed commonly reported that learning gaps for tutoring were identified through the school's existing assessments. Sometimes these were diagnosed at cohort level rather than an individual level. A few schools used diagnostic assessments within tutoring as their main guide for content.

Some schools reported a highly responsive and 'fluid' approach to content, including re-visiting learning as needed from the day or week, or pre-teaching, which was perceived to improve confidence (see Section 7.1 on benefits for pupils). This was particularly common when tutors also directly taught or supported tutored pupils in the classroom (see Vignette C).

In most schools included in interviews, teachers or subject leaders decided the broad content of tutoring. Curriculum resources for tutoring were provided by some schools, particularly those with less-experienced tutors. In other schools, including those using TPs, resources were usually developed by tutors or TPs. In a few schools with highly experienced tutors, there was tension because the school had prescribed the content

and resources, while tutors preferred autonomy to guide tutoring based on their expertise.

5.2 How tutoring was delivered

The [DfE guidance for schools 2022-23](#) recommends a group size of three pupils per tutor, with a maximum allowed group size of six pupils per tutor. Leaders were asked about their most common group size. About half of leaders (53%) reported using the recommended group size of up to three pupils. Within this range, three pupils per group (32%) was most common, with fewer schools preferring two pupils per group (9%) or using one-to-one tutoring (12%). Over a third (37%) of the leaders said the tutor-pupil ratio was most commonly either one to four (17%), one to five (6%) or one to six (14%). Only 1% of leaders reported that their most common group size was more than six pupils per tutor, above the maximum allowed group size. Secondary school leaders were slightly more likely than those in primary schools to report one-to-one tutoring (14% and 9%). [Survey 2 Q10].

In interviews, schools reported that using smaller groups or one-to-one tutoring allowed more focused targeting of learning gaps for specific pupils, and so had greater impact. They also used smaller ratios when working with external/online tutors, and for pupils with additional needs (such as EAL or SEND). Conversely, schools chose larger groups when they wanted to maximise the reach of tutoring within the funding available, or to compensate for expected pupil absence (see Section 12.1). Larger groups were also used where pupil-pupil interaction (for example, games, paired work/reading, or discussion) was important, or part of an intervention approach. Some schools had moved away from one-to-one tutoring because pupils experienced this as stigmatising or preferred not to be alone with a tutor.

NTP tutoring is available both online and in-person. Most of the 7 TPs represented in interviews offered both modes of delivery, with the remainder specialising in either online or in-person tutoring. In interviews, some school staff voiced concern about the efficacy or suitability of online tuition, and TPs were aware of this perception. TPs reported asking schools to be flexible about the timing or mode of delivery. The main barriers for TPs delivering tutoring were school location, particularly outside large cities, and school requests for small blocks of tutoring time (one or two hours), which was impractical for tutors. Most TPs had implemented a minimum block of half or full days.

5.3 When tutoring is delivered

Leaders and class teachers were asked when tutoring occurred and strategies for minimising any missed classroom learning. Most responding staff reported tutoring

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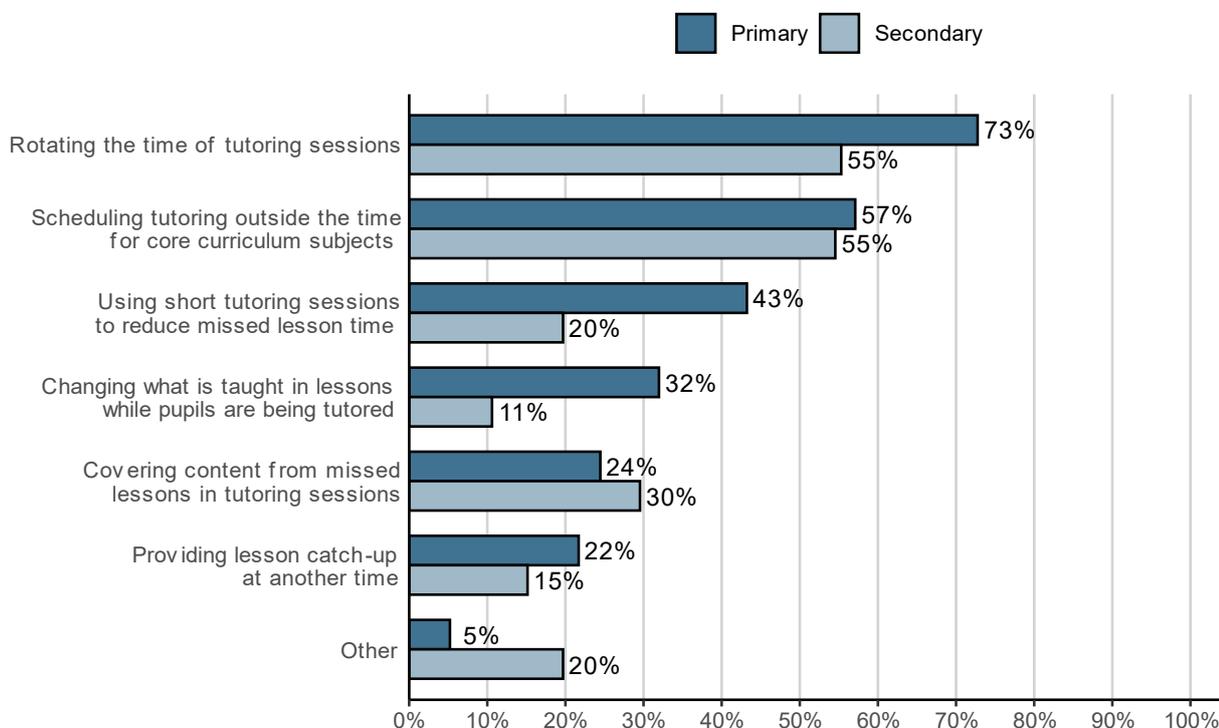
happening during lessons (64%), with after-school tutoring also common (46%). Fewer staff reported before-school tutoring (17%) or during breaks in the school day (10%). Very few respondents overall reported tutoring happening in holidays (7%) or at weekends (3%). Tutoring timing was generally similar for primary and secondary schools, though a statistically significantly higher proportion of secondary staff reported after-school tutoring (69% compared with 41% of primary school staff) and holiday tutoring (22% compared with 2% of primary school staff). [Survey 2 Q15]

In interviews, school staff reported that decisions about timing were influenced by tutor availability, pupil availability/willingness to attend, physical space within the school, and considering what pupils would miss while being tutored. For example, many primary schools included in interviews delivered tutoring in the afternoons, outside their core subject teaching.

While after-school tutoring was used by many schools, it influenced pupil selection (see Section 3.). Barriers included transport difficulties, other family/home commitments, pupils not coping with an extended school day, and pupils prioritising extra-curricular clubs over tutoring. This could affect the NTP's ability to reach some of the pupils who most need tutoring. A few schools adapted their provision to address these barriers, for example supplying taxis for pupils to get home, or offering lunchtime tutoring for pupils who could not stay after school.

When pupils were tutored during lessons (reported by 807 schools responding to the survey), staff reported a range of strategies for minimising missed learning. The most common strategy was rotating tutoring times (68%), particularly in primary schools (73%) compared with secondary schools (55%). Others included scheduling tutoring outside core subject time (57%) and using short tutoring sessions to reduce missed time (40% overall; but particularly in primary schools). About a quarter of staff reported changing what is taught in lessons while some of the class was tutored (28% overall, but particularly in primary schools – 32% compared with 12% in secondary schools), covering content from missed lessons through tutoring (25%) or providing lesson catch-up at another time (21%). Examples from teachers who were interviewed included not introducing new knowledge in class while pupils were being tutored or asking tutors to cover class content in parallel. A small minority of staff were using another strategy (8%), and only 2% were not using any strategies. [Survey 2 Q16; Figure 7]

Figure 7 Survey 2 Question 16: Strategies for minimising missed learning, by phase



Source: NTP year 3 first school staff survey. Question for senior leaders and teachers at schools where NTP tutoring happens during lessons (primary N=613, secondary N=137).

In interviews, most staff were keenly aware of potential negative impact of pupils missing other activities to participate in tutoring, particularly during or after school, and were taking steps to minimise this loss. Nonetheless, they felt the benefits of tutoring outweighed the costs of what was missed. As one leader commented:

Although they missed teacher input, they were getting high quality teaching that met their needs and would help when they were back in the classroom – *Senior Leader*

5.4 Communication between schools, tutors and TPs

In interviews, school staff, tutors and TPs emphasised communication as an essential process for NTP delivery, which could either enable or limit impact. For example:

If [tutors] didn't communicate with the class teachers, it wouldn't work because it would be completely separate. That wouldn't make sense to the children. It's not something that they're learning about and then

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that learning wouldn't stick, so that they're able to come back into the classroom and they're in line with their peers – *Senior Leader*

Communication between schools and tutors varied substantially, often depending on how closely tutoring and teaching were integrated. For example, where tutors already supported their NTP pupils in class, for example as a teaching assistant, conversations about student support usually happened frequently and informally (see Vignette B). In cases where a pupil's classroom teacher was also their tutor, additional communication was not needed.

Many staff felt that informal 'check-ins' with tutors after each session were helpful, these were perceived to be easier where tutors were staff members, were in-school full-time, were in primary schools, or worked in a nearby space. Where this was not possible, teachers and tutors often set aside specific time for communication, for example at the end of a block of sessions. In most schools, staff supplemented in-person communication with other methods, such as email, WhatsApp, sharing attendance and assessment data via school systems, or sharing pupil work. In a few schools involved in interviews, there was limited communication between teachers and tutors. For example, tutors and teachers mentioned challenges with teachers being unaware that pupils would be taken out of lessons, or teachers not sharing information with the tutors.

Most leaders who worked with TPs were satisfied with communication, particularly highlighting the flexibility of TPs, for example in swapping pupils and groups, or agreeing to run another session in response to technical difficulties or expected pupil absence. Similarly, most leaders described an ongoing dialogue with TPs, including seeking feedback from the school, and discussing any issues with pupils. Almost all TPs assigned a specific TP manager to each school, with their role including communication. In some TPs, schools and tutors were encouraged to communicate primarily via the TPs, rather than directly discussing the tuition with each other.

5.5 Tutoring course length

DfE advised that tutoring courses should be 12 to 15 hours long to have a meaningful impact on pupil attainment. Across the senior leaders in schools delivering the NTP at the time of the second survey (March 2023), the most common average course lengths reported were 10-15 hours (43%), which is broadly in line with the advice, and more than 15 hours (36%), which is more than the advised number of hours. The proportion of primary leaders reporting long courses (>15 hours) was higher than for secondary leaders (40% and 22% respectively). Very few leaders (8%) reported an average course length of less than 10 hours. Most leaders thought pupils were receiving the right amount of tutoring (62%), some thought they would benefit from longer courses (22%), with very few (1%) thinking they would benefit from shorter courses. [Survey 2 Q11/12]

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From interviews, most school staff were using existing termly or half-termly data reviews to decide whether pupils would continue with tutoring. Where pupils had already made the progress they needed to, they would not continue with tutoring, reducing their overall course length. This is important context for the evaluation's impact analysis, as it is a confounding factor for the relationship between course length and progress. These points are reflected in the following quotes:

It was getting them to a certain level in their reading. When they got up to the fluency of the end of the yellow book band, then I shifted the groups around again and focused my time on those that were still not quite there – *Tutor*

We assess our phonics every half term, the additional tutoring overlapped that, they got to the half term and they were absolutely flying...So that was when we decided, you know what? Let's swap these out, we've done our job – *Senior Leader*

Some schools and TPs reported aligning course length with term or half-term blocks, which usually reduced course length from 15 hours. Similarly, a few schools reported also providing short-term 'top up' tutoring for additional pupils who were not initially selected for tutoring. Conversely, some schools had a much higher average course length, for example tutoring a core group throughout 2022-23, or a year-long intervention.

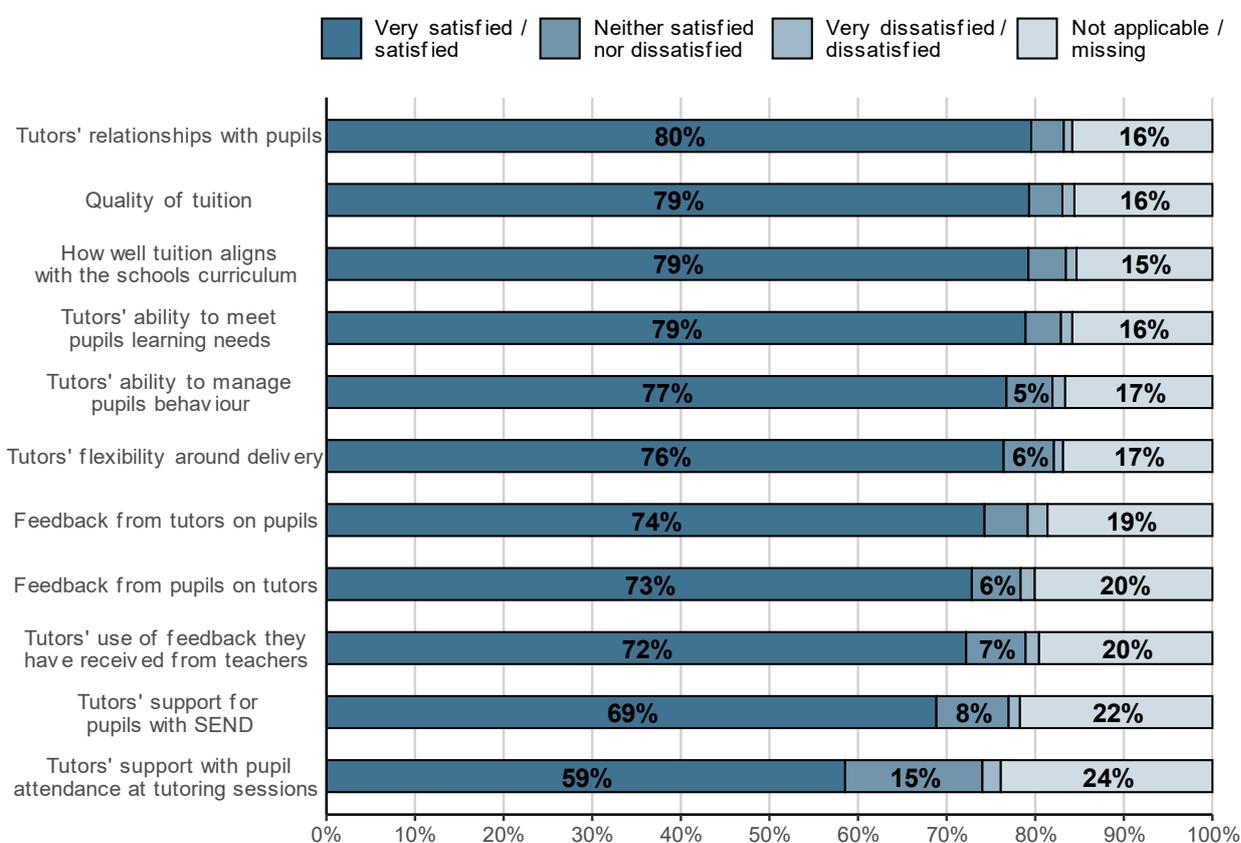
5.6 Satisfaction with NTP delivery

[Survey 2 Q33] Most staff who responded to the second survey were satisfied with the NTP overall (48% satisfied and 28% very satisfied), while very few were dissatisfied/very dissatisfied (4%). This was similar across different NTP routes. Classroom teachers had a higher proportion of satisfaction (87% satisfied/very satisfied) than senior leaders (74%), and primary staff had a higher proportion of satisfaction (78%) than secondary staff (71%).

[Survey 2 Q32; Figure 8] Leaders and classroom teachers were asked about their satisfaction with eleven different aspects of the NTP delivery. For each aspect rated, most staff who responded were satisfied (79%-58% very satisfied/satisfied) and very few staff were dissatisfied (1-2% very dissatisfied/dissatisfied). Aspects with the highest proportions of satisfaction (very satisfied/satisfied) were for tutor relationships with pupils (80%), tuition quality (79%), alignment with school curriculum (79%), and meeting pupils' learning needs (79%). Aspects with the lowest proportions of satisfaction were support for pupils with SEND (69%) and support with pupil attendance at tutoring (59%). Across all aspects rated, primary staff were more satisfied than secondary staff, reflecting the difference in overall satisfaction across the phases.

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Figure 8 Survey 2 Question 32: Satisfaction with aspects of the NTP



Source: NTP year 3 second school staff survey.
 Question for senior leaders current using NTP and teachers who have started NTP tutoring (N=1252).
 Note: percentages less than 5% are not displayed.

Generally, senior leaders, teachers and tutors involved in the interviews reported high satisfaction with the NTP, as illustrated by this quote:

I'm very, very satisfied with it. I think it's been a really great use of funding, used in the right way. It absolutely has to be as well. It just supports the evidence and the research that was already out there. –
Senior leader

Several senior leaders reported that, having been involved in the first two years of the NTP, they had learnt how to make the programme a success by refining practicalities relating to tutor recruitment, timetabling of tutoring and pupil selection.

Across the 10 schools represented in interviews which were involved in the TP route, some senior leaders reported that over the last two years, they had built up a relationship with a specific TP and this had worked well because it meant they had become familiar with how the TP works, how to integrate the tutoring into school and the pupils who will be best suited to the form of tuition they offered. Senior leaders reported that they could

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be confident that the tutors they would be matched with would be of a high calibre and right for the school and that any issues would be addressed. There were also examples of TPs providing schools with their bank of resources which teachers could use in their lessons.

Related to pupil selection, a small number of senior leaders reported this worked well where pupils and parents initially registered their interest to receive tutoring, ahead of groups being formed and timetables being devised. This ensured there was pupil and parent buy in to the programme and meant that groups could be formed based on similar needs. As one leader commented:

Do you know what, I've got to say that over the last year or so, this has probably been one of the most successful initiatives that we've taken on. It's been so impactful and so successful with the tutors, with the students themselves, with the parents in terms of how we can show we are supporting their individual students. – *Senior leader*

There were some areas of dissatisfaction, which have been summarised elsewhere in this report, for example relating to funding (Section 11), implementation challenges (Section 12)

6 Support for pupils with SEND

This section presents findings on NTP provision for pupils with SEND, including selection for tutoring, NTP guidance and support for meeting SEND needs, and the delivery and quality of tutoring.

Key findings

- Most schools were tutoring pupils with SEND and considered SEND an important factor in selecting pupils for tutoring. However, primary pupils with an EHCP were less likely to be tutored than other pupils with SEND.
- SENCOs reported that NTP funding had allowed support for SEND pupils. They had been able to tailor the NTP for SEND needs and had the capacity to provide tutoring for pupils with SEND. A minority of leaders agreed they could find specialist support for pupils with SEND for NTP tutoring.
- Tutoring provision for pupils with SEND was similar to overall provision, mostly happening in-person at school, in maths and English. Less than a quarter of schools were tutoring in broader SEND areas (such as communication and interaction, cognition and learning, and physical and sensory development), and very few were using external SEND specialists for tutoring.
- Most SENCOs agreed that tutors were consistent, tailored tutoring to SEND needs, and liaised with school staff. There was less agreement that tutoring was aligned to EHCP plans.

6.1 Selecting pupils with SEND for tutoring

In Survey 2, SENCOs (N=172) were asked about NTP provision for pupils with SEND. Only 13% (N=22) of responding SENCOs said that no pupils with SEND/EHCPs were being tutored in their school. Across all schools responding to the survey, most senior leaders considered SEND an important factor in selecting pupils for tutoring (see Section 3).

Patterns of NTP participation for pupils with SEND were different in primary and secondary schools. In primary schools, most (80%, N=115) SENCOs reported that at least some pupils with SEND needs (but no EHCP) were tutored, but far fewer (30%, N=43) reported that at least some pupils with EHCPs were tutored. Among the small number of secondary SENCOs responding, (N=21), the vast majority of these SENCOs

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reported that pupils with EHCPs and those with other SEND needs were being tutored (N=18 and N=18 respectively) [Survey 2 Q2b].

In interviews, senior leaders explained reasons for not selecting pupils with SEND for tutoring. These included pupils with SEND having similar provision already, believing additional tutoring would be 'too much' for pupils (particularly where it extended the school day), and concerns that their tutoring provision would not 'work' for specific pupils with SEND (particularly where tutoring was online). Similarly, most TPs who were interviewed reported low demand for tutoring pupils with SEND needs. One TP suggested that this related to funding: schools wanted 1:1 tuition for pupils with SEND, but for mainstream schools (without a SEND unit or resourced provision), their tutoring costs and the funding cap are aligned for a 1:3 ratio.

Most of the 172 SENCOs responding to survey 2 agreed that NTP funding had allowed support for SEND pupils (74% strongly agree/agree), that their school could tailor the NTP for SEND needs (70%) and that they had capacity to provide tutoring for pupils with SEND (70%). This suggests that most schools have been able to provide appropriate tutoring for some pupils with SEND through the NTP.

6.2 Guidance and training

Over half of SENCO survey respondents (58%) agreed that the NTP guidance was useful for supporting pupils with SEND, although 10% strongly disagreed/disagreed and around a fifth (21%) were neutral [Survey 2 Q25]. As noted in Section 8 the DfE customer support team had received queries from some schools about the flexibilities around how to support pupils with SEND with NTP funding.

Of SENCOs using tutoring for pupils with SEND, around half agreed that tutors working with pupils with SEND and/or an EHCP could access adequate training to support pupil needs (49%). Only a minority (6%) were in disagreement, others were neutral, did not know, or did not answer.

6.3 Delivery and quality of tutoring

Where pupils with SEND received tutoring (149 SENCOs responded as such), SENCOs were asked about the delivery and quality of tutoring. Tutoring was commonly delivered by permanently-employed classroom teachers (reported by 37% of SENCOs), teaching assistants (34%), other teachers such as supply/retired teachers (30%), and Tuition Partner tutors (21%). Other tutors, including external SEND specialists, were used rarely (<10% of SENCOs) [Survey 2 Q28]. In interviews, a few senior leaders reported that careful matching with tutors was particularly important for pupils with SEND. These

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schools used SLT for these pupils, reporting that SEND expertise and a good prior relationship with the pupil were crucial.

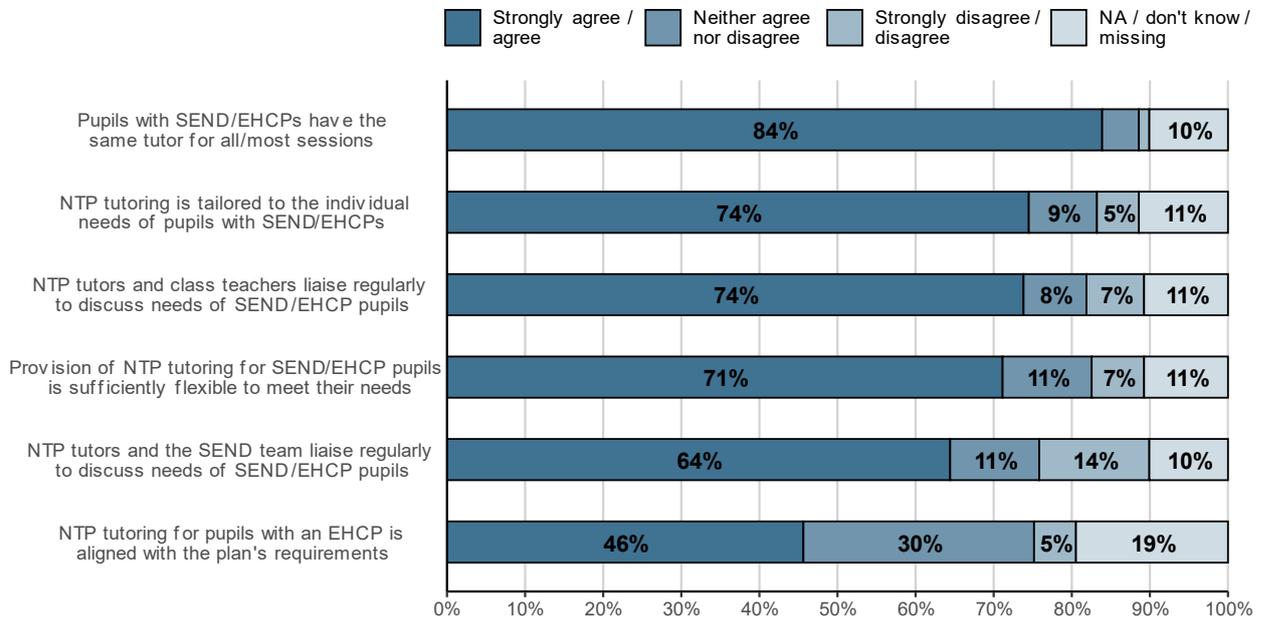
A high proportion of SENCOs agreed that pupils with SEND had the same tutor for most sessions (84% strongly agreed/agreed). Most agreed that NTP tutoring was tailored to pupils with SEND (74%) and flexible to meet their needs (71%). Similarly, most agreed that tutors discussed pupils' needs both with the class teacher (74% strongly agree/agree) and the SEND team (64% strongly agree/agree, 14% strongly disagree/disagree). However, less than half of SENCOs agreed that NTP tutoring for pupils with an EHCP was aligned with the requirements of their EHCP (46% strongly agree/agree, 30% were neutral, and 5% disagree/strongly disagree). [Survey 2 Q29, Figure 9].

NTP funding for pupils with SEND could be used either for specific curriculum subjects, or for tutoring related to pupils' SEND. Tutoring for pupils with SEND in curriculum subjects reflected the pattern for all pupils reported in Section 5. Most SENCOs reported tutoring in maths (75%) and English (81%), while 19% of secondary SENCOs, and 4% of primary SENCOs, reported tutoring in other academic subjects. For each broader area of SEND needs, up to one fifth of SENCOs reported tutoring relating to this area: communication and interaction (19%), cognition and learning (14%), social, emotional and mental health (15%), or physical and sensory development (5%). [Survey 2 Q26].

Less than half of SENCOs agreed that their school could find specialist support for pupils with SEND and/or an EHCP via the NTP (38% strongly agree/agree, 26% neutral, 21% strongly disagree/disagree) [Survey 2 Q25]. Along with the small proportion of schools tutoring in areas of SEND need, or using external SEND specialists for tutoring, this suggests that for most schools, NTP tutoring for SEND pupils was part of a general tutoring provision which included some SEND pupils and took account of their needs overall, rather than specialist support with a main focus on their specific SEND needs.

The most common format for SEND tutoring was face-to-face at school (83% of SENCOs selected face-to-face, although this could have been alongside other formats). All other tutoring was delivered online at school (7%), online at home (5%), or online elsewhere (1%). [Survey 2 Q27]

Figure 9 Survey 2 Question 29: Aspects of NTP provision for pupils with SEND



Source: NTP year 3 first school staff survey.
 Question for SENCOs at schools where SEND or EHCP pupils receive NTP (N=149).
 Note: percentages less than 5% are not displayed.

The impact of tutoring for pupils with SEND is addressed in Section 7.1.

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7 Benefits and perceived impact of the NTP

This section presents the findings from the survey and the interviews on the benefits and perceived impacts of the NTP for pupils. The benefits and perceived impacts of schools more widely, for teachers and for tutors are also considered, along with the impact of the NTP for addressing missed learning. Perceptions of impact should be considered alongside the findings from the larger-scale quantitative evaluation of the impact of the programme on attainment (in 2023/24) which will report in 2024.

Key Findings

- Senior leaders, teachers and tutors perceived that the NTP had positively impacted pupils' attainment, progress and confidence. The targeted, small-group or one-to-one nature of tutoring was seen to be pivotal to this.
- There was the perception that involvement in the NTP was helping to improve outcomes across the school more broadly.
- Teachers reported feeling reassured and confident that their pupils who most needed additional support would receive this through tutoring and appreciated that the responsibility to support these pupils to catch up was shared with a tutor.
- Tutors found delivering the tutoring very rewarding. For tutors who had previously been class teachers, this was a 'gentle' way back into education. They liked the opportunity to deliver to small groups of pupils – something they rarely had the chance to do as teachers.
- The NTP was perceived to be impactful in addressing the missed learning resulting from Covid-19 because the pupils most affected received targeted support to address their gaps. However, the range of other interventions being implemented in school, as well as quality teaching, meant it was considered a contributor to this rather than the sole factor.

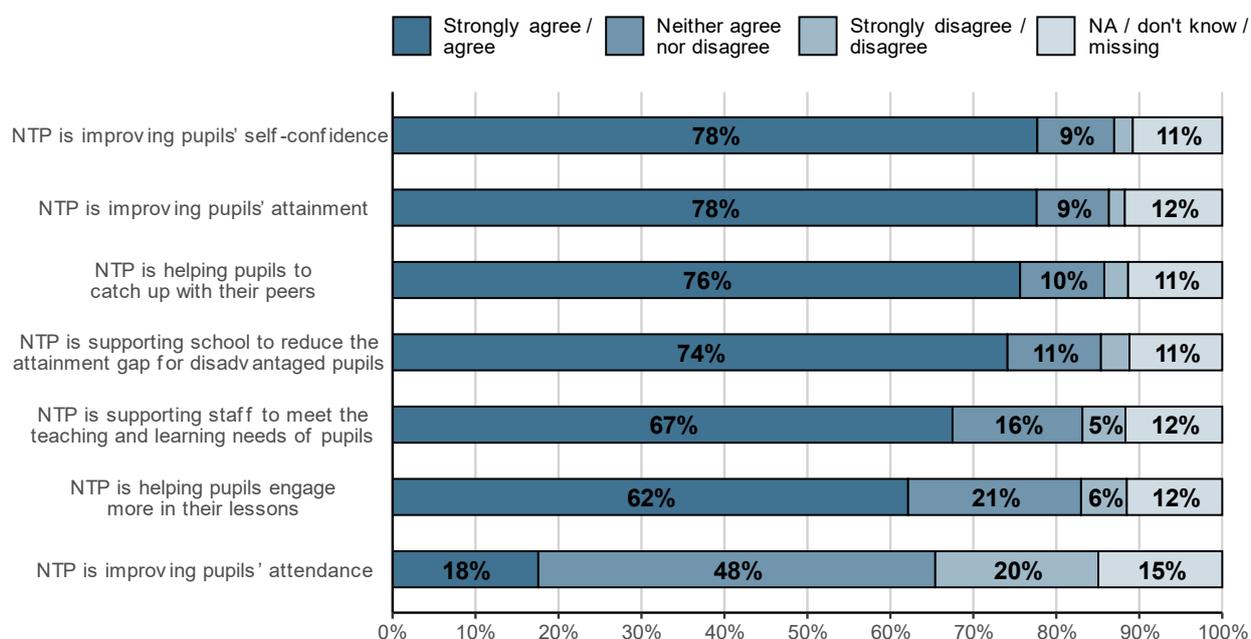
7.1 Benefits and perceived impacts for pupils

[Q31; Figure 10] Most school staff who responded to the second survey were positive about the NTP's impact across almost all factors listed. The highest proportions of agreement (strongly agree/agree) were for improved pupil self-confidence (78%), improved attainment (78%), helping pupils catch up with their peers (76%), and reducing the attainment gap (74%). There was least agreement (18%) that the NTP improves pupil attendance, with a similar proportion (20%) disagreeing (although about half of staff were

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neutral (48%). These results are similar for both primary and secondary schools, and the pattern of agreement is similar to the first survey (Nov 2022-Jan 2023).

Figure 10 Survey 2 Question 31: Perceived impact of the NTP



Source: NTP year 3 first school staff survey.
 Question for senior leaders current using NTP and teachers who have started NTP tutoring (N=1252).
 Note: percentages less than 5% are not displayed.

SENCOs (N=149) were asked about the impact of tutoring for pupils with SEND. Most SENCOs agreed (strongly agree/agree) that the NTP improved pupil self-confidence (80%), attainment (74%) and helped them engage more in lessons (65%). [Survey 2 Q30] They were also asked about the impact of the NTP on areas of SEND. Most SENCOs agreed (strongly agree/agree) that tutoring was having a positive impact on cognition and learning (74%), communication and interaction (60%) and social, emotional and mental health (57%). As discussed in Section 3, most tutoring for pupils with SEND was in academic subjects, rather than relating to these broader SEND areas. This could mean that tutoring in academic subject was having an impact on broader areas. Fewer SENCOs agreed that tutoring was impacting physical/sensory development (24%), likely because this was not the focus of the tutoring. [Survey 2 Q30]

Almost all senior leaders, teachers and tutors interviewed in primary and secondary schools perceived that pupils participating across any of the three NTP routes had experienced positive impact, for example in attainment as well as in confidence and self-esteem. The small group or one-to-one nature of the support was considered to be impactful. Tutors reported that the support they could provide in a small group was very tailored to pupils' needs so they could address particular knowledge gaps, quickly correct

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misconceptions that arose and revisit content that pupils had not grasped in class. Those involved in more than one route found it hard to disentangle any differential impact of individual routes.

Pupil progress and attainment

By drawing on evidence from assessments and progress data, most interviewees reported that engagement across the NTP routes had led to improvements in pupils' progress and attainment. Examples included: pupils' reading ages (which was said to be a benefit for all subjects); maths abilities; and subject knowledge. Several primary school interviewees reported that the tutoring was leading to increases over the academic year in the percentage of pupils working at age-related expectations and secondary school interviewees reported pupils working towards a higher GCSE grade compared to the start of the year.

Some interviewees reported that there was evidence that providing tutoring had helped to narrow the attainment gap between disadvantaged pupils and their peers.

The targeted tutoring for the Year 11s last year had an impact and I think we were able to close the gap slightly. There's still a gap with pupil premium and SEND but the gap is narrower than it was the year before. – *Secondary teacher*

However several interviewees reported that it was quite difficult to isolate the academic impacts of NTP on pupils. While they acknowledged that tutoring would have contributed to the outcomes discussed, there were other factors at play (including other school-based strategies and interventions). A small number of interviewees reported that, at the time of the interview, their data did not show any academic impacts, although they had seen improved pupil confidence which they hoped would, in turn, lead to future gains in progress and attainment.

Pupil confidence and self-esteem

Interviewees drew on anecdotal evidence to comment on pupils' improved confidence and self-esteem and these improvements were seen as key drivers behind pupils' improved progress and attainment. Tutoring groups were frequently described as 'nurturing' and this, along with the small group or one-to-one support, meant pupils felt more comfortable, compared to in a whole class setting. Teachers reported that when back in class, pupils were more confident to raise their hand and contribute to class discussions, even if they risked getting an answer wrong. Pupils were also thought to have more confidence to tackle questions in exams.

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It's the nurture of the smaller groups that we had after school with our teachers. It has given kids the confidence and the can-do attitude to bring into the lessons. – *Secondary senior leader*

Social and emotional impact

A small number of interviewees, particularly those involved in SLT and AM, commented on the impact of tutoring on pupils from a social-emotional and pastoral perspective. Interviewees commented that, particularly for pupils with additional needs and vulnerable pupils, the tutor became a trusted adult they could go to for both emotional and academic support.

Attendance

Despite the survey findings above, for pupils with typically lower attendance, enjoyment of tutoring, along with the additional pastoral support they received from their tutor, was reported by several interviewees engaged in the SLT and AM routes to positively impact pupils' school attendance.

Negative impacts

Only a small number of interviewees in secondary schools identified a negative impact of tutoring, whereby pupils did not want to receive the tutoring because they felt 'singled out' and did not want to be seen to be doing something different. This stigma around being removed from the main class to receive additional support did not appear to be apparent in primary schools.

7.2 Benefits and perceived impacts for schools

Several school staff who were interviewed perceived that the NTP had helped to improve attainment outcomes and close the attainment gap for the school overall. A cascading effect was also identified, whereby the impacts of the tutoring were seen to be filtering to the rest of the pupils in a class. Employing AMs and school-led tutors externally to deliver the tutoring had increased staff capacity within schools, for example enabling TAs to focus on other areas of need. Interviewees in some schools also commented on the positive impact delivering the NTP had on home-school relationships. As one senior leader commented:

I think it's good for our parents to see that we do something for lots of different students...I will do a virtual parents' evening where we'll go through how they're selected, why they've been selected, and what we will give them and why they should attend these classes and not miss out on them. – *Secondary senior leader*

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Some schools using a TP had experienced additional benefits, including access to the range of TP resources and a bank of high-quality tutors who could also be employed as supply teachers when required.

7.3 Benefits and perceived impacts for teachers

The main impact of the NTP reported by class teachers who were interviewed (regardless of whether they were also a tutor) was the reassurance that the needs of all pupils in their class were being catered for. Where a tutor was working with pupils in their class, teachers appreciated the shared responsibility for support:

As an academy, we don't think we'd have got through the last couple of years without school-led tutors, purely because of the amount of support they have given to staff, as well as to pupils. – *Secondary teacher*

Where small groups of pupils were removed from the main class, teachers commented on the benefit of teaching to a smaller class, to whom they could target the content more. For example:

You can really plan your learning, if you know a small group of children are going out and they find it tricky, you can aim it at the other others, knowing the small group will be out and you can raise the bar with the rest. – *Primary teacher and tutor*

7.4 Benefits and perceived impacts for tutors

Class teachers who were interviewed, who were also tutors, recognised that their own teaching practice and pedagogy had improved in light of the tutoring. They had thought differently about how to differentiate content to make it accessible for all pupils. They felt that they had the opportunity to build better relationships with their pupils in a small group. Teachers also appreciated the extra pay for delivering tutoring. Some also commented on the satisfaction they received from seeing their pupils progress over a course of tutoring:

[Tutoring is] giving me the joy as well, we're teaching because we want to see young kids flourish and learn. – *Secondary teacher and tutor*

There were a small number of tutors interviewed who were not class teachers at the time but had been in the past, who saw the NTP as a gentle route back into education. They commented on how rewarding they found the opportunity to utilise their skills again and

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to work with pupils in small groups and one-to-one – something that as class teachers, they did not often experience.

Teaching assistants (TAs) who were delivering tutoring through the SLT route valued seeing the difference their support was making to pupils' progress and confidence. Several senior leaders commented that the NTP had been a valuable development opportunity for TAs. Although TAs were very familiar with delivering small group interventions, they had been given ownership of delivering their tutoring sessions which led to them feeling more empowered, as illustrated by this quote:

It's nice to say I'm a school-led tutor, it sounds more professional. I think it's an acknowledgement that I have been chosen to do it and that I'm capable of doing it, for my own self esteem. – *Primary tutor*

7.5 The impact of the NTP for addressing missed learning

The majority of senior leaders, teachers and tutors interviewed for the evaluation felt that the NTP had been effective at reaching many pupils, particularly from disadvantaged backgrounds, whose learning was most disrupted by the pandemic. Interviewees commented that pupils whose parents did not support them with their learning during school closures had particularly benefitted from the NTP support. Others also commented that, as the NTP had progressed, it had supported pupils who were underperforming not just because of Covid-19, but due to other barriers they faced, including behaviour, social-emotional and mental health needs, and family situations. As one senior leader said:

It's been crucial. One way to look at it is: 'What position would we be in without it?' I don't think the children would have caught up in as little as time as what they have done without the funding so for us, it has been essential. – *Senior leader*

Despite the perceived value of the NTP, several interviewees acknowledged that it is not the only contributor to addressing the missed learning caused by Covid-19. Several commented that during the partial school closures, they delivered live, online lessons to their pupils and continued to deliver the normal curriculum, albeit remotely, which had helped to mitigate the effects of the disruption to learning. Senior leaders reported that their high-quality teachers were vital in supporting pupils to catch up and curriculum recovery was taking place across schools to support teachers in identifying and addressing pupils learning gaps. For example:

There's lots of work the subjects have done with their curriculums and they've made sure they've identified where the gaps in

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knowledge of the students were. But I think this [the NTP] has just been another tool for us to ensure that we don't miss anybody, that we make sure those students that really need the support get the support. – *Senior leader*

Several interviewees expressed concern that the scale of the impact and the ongoing effects of Covid-19, both for pupils academically and in terms of mental health and social-emotional development, meant that continuation of the NTP would be vital. The future of tutoring is discussed more in Section 13.

8 Guidance and support for schools and providers

This section presents the findings on the level of satisfaction amongst schools and NTP providers relating to the guidance and support available for the provision of tutoring.

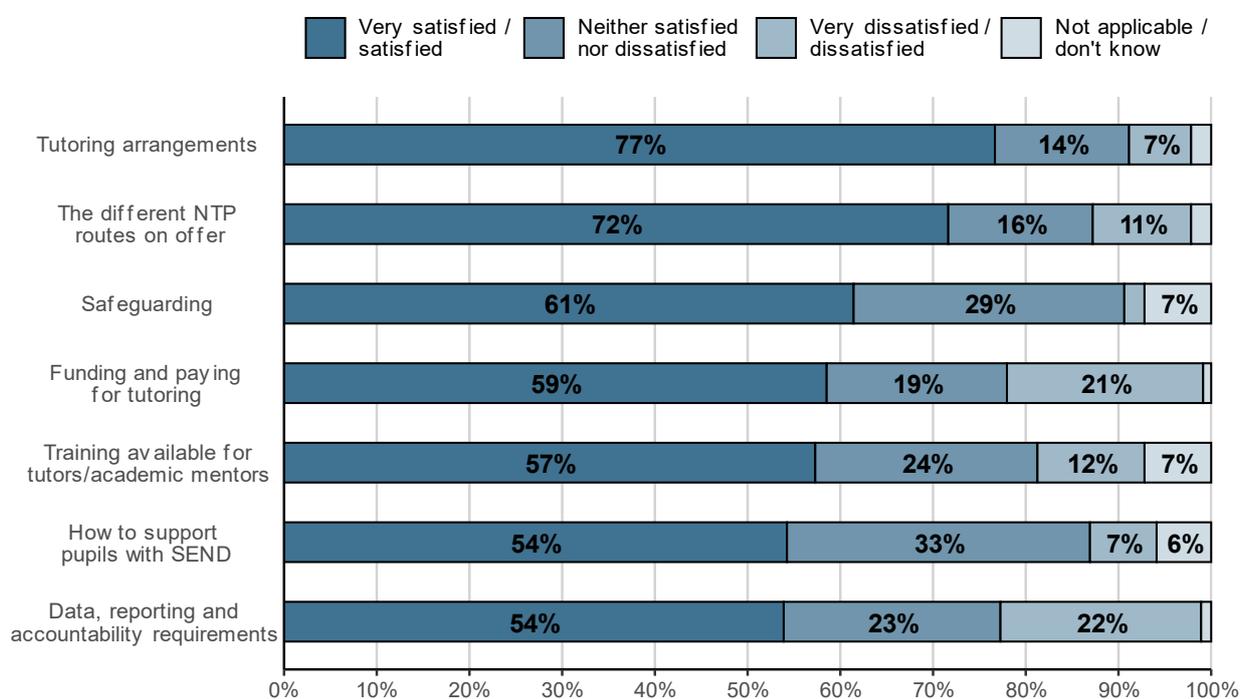
Key findings

- The majority of senior leaders who had used the [DfE guidance for schools 2022-23](#) were satisfied with the information in its different sections. Least satisfaction related to guidance on data, reporting and accountability requirements, and on funding and paying for tutoring (although most were still satisfied overall).
- Schools felt that guidance (particularly relating to NTP funding) had not been received early enough for schools to plan for the 2022-23 academic year.
- NTP providers had felt very supported by DfE overall, but perceived that providers and DfE could work more collaboratively to promote the individual routes of the programme more effectively.
- TPs felt very supported by Tribal but would have welcomed more opportunities to network with other TPs.
- Some tutors felt they would benefit from more contact outside of their school, with someone from their TP (if relevant) and/or at programme-level, and more opportunities to network with other tutors.

8.1 DfE guidance for schools

A majority of leaders who responded to the first survey and said they had used the [DfE guidance for schools 2022-23](#) were satisfied with the information in the different sections of the guidance, particularly information on tutoring arrangements (e.g. pupil selection, group size and course length) and the routes on offer. For each of the categories listed, there was however a notable minority who were neutral (neither satisfied nor dissatisfied) in their opinion of the guidance. There was least satisfaction in relation to information provided in the guidance about data, reporting and accountability requirements and about funding and paying for tutoring (although most were still satisfied, around a fifth were either dissatisfied or very dissatisfied). [Survey 1 Q8; Figure 11] These were also the themes schools were most likely to contact the DfE customer support desk about (see section 8.2).

Figure 11 Survey 1 Question 8: Satisfaction with aspects of DfE guidance for schools 2022-23



Source: NTP year 3 first school staff survey.
 Question for respondents who have used the DfE's NTP guidance for schools (N=467).
 Note: percentages less than 5% are not displayed.

Feedback schools had given to NTP providers who were interviewed suggests that written guidance (particularly relating to NTP funding) had not been received early enough for planning. Guidance for the third year of the programme was published in July 2022, while schools were making decisions about PP spending and staffing much before this for the coming academic year, as illustrated by the following quote:⁵

I think to the schools it was quite short notice for them and some schools at times had already committed to taking a mentor on for the following year without maybe understanding what some of those changes [to funding] were. – *NTP provider*

8.2 DfE customer support service

In the third year of the NTP, the DfE provided customer support via a telephone and email service. The DfE customer support team also conducted 'outbound campaigns', contacting schools that were not engaging with the NTP to try to help schools understand how they could use the funding.

⁵ Note that [NTP Guidance for 2023-24](#) was published earlier, in May 2023.

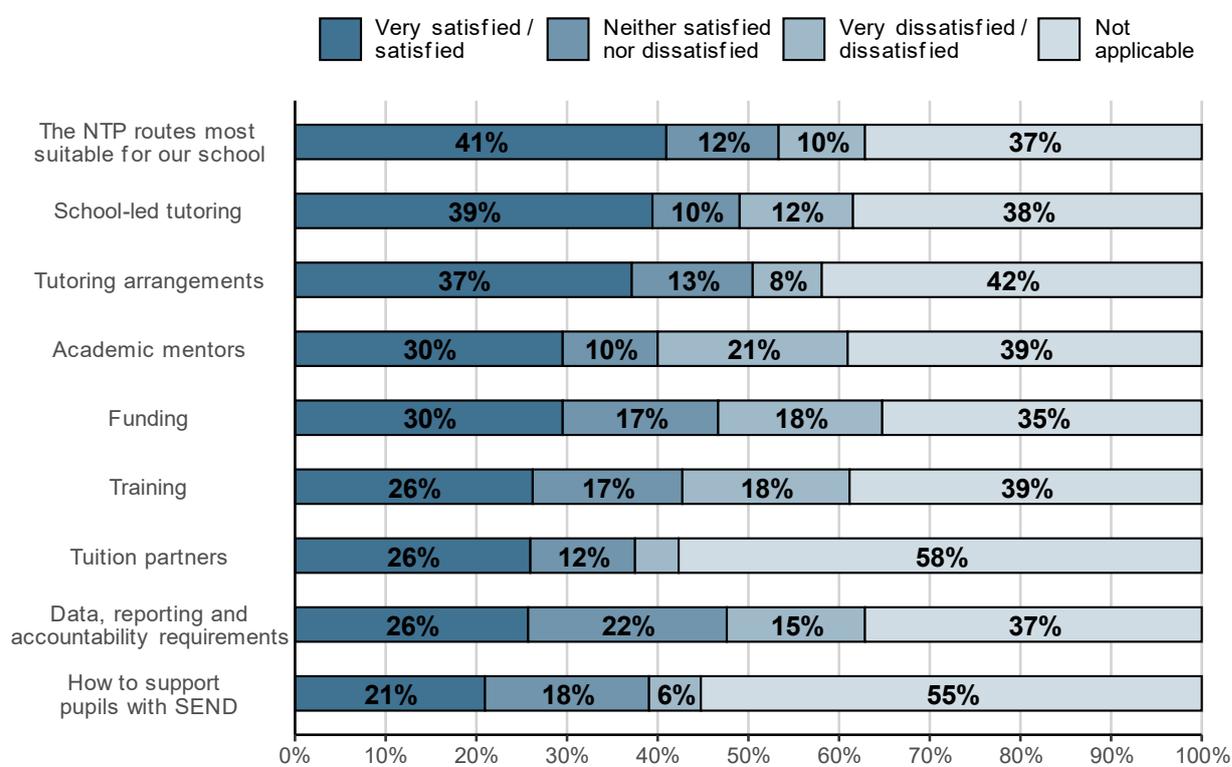
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A fifth (20%, N=107) of leaders who responded in the first survey that they were using the NTP in 2022-23 had contacted the DfE's NTP customer support. When interviewed, a representative from the support team said that, at the start of the year, schools had most often wanted support to understand the new funding model and the data and reporting requirements. [Survey 1 Q9]

[Survey 1 Q11, Figure 12] Although most of the school leaders who had used the support service were satisfied with the support they had received, most dissatisfaction related to these topics (funding, data, and reporting requirements), but numbers were small. For example, some schools had contacted the team for support to complete their 2021-22 year end statement, which they had found confusing. Feedback from schools has been used to help inform improvements to the process for 2022-23.

Other common queries from schools to the DfE customer support team were said to relate to: clarification on AM salaries and contracts (for example, wanting to understand if they are paid for term time only or also during school holidays); how to nominate AMs/tutors for training; and the flexibilities around how to support pupils with SEND with NTP funding.

Figure 12 Survey 1 Question 11: Satisfaction with aspects of DfE NTP customer support



Source: NTP year 3 first school staff survey.
 Question for respondents that contacted DfE's customer support helpline (N=107).
 Respondents indicating 'not applicable' did not need guidance with that aspect of the NTP.
 Note: percentages less than 5% are not displayed.

A DfE customer support representative felt it was beneficial that support was provided in-house by the department in 2022-23, as issues could be addressed much quicker. They said:

Having bought customer support in-house this year... we had no access [in previous years] to emerging issues, so that's been a massive help. We can quickly see if there's an emerging issue and flag it with the relevant team. - *DfE customer support*

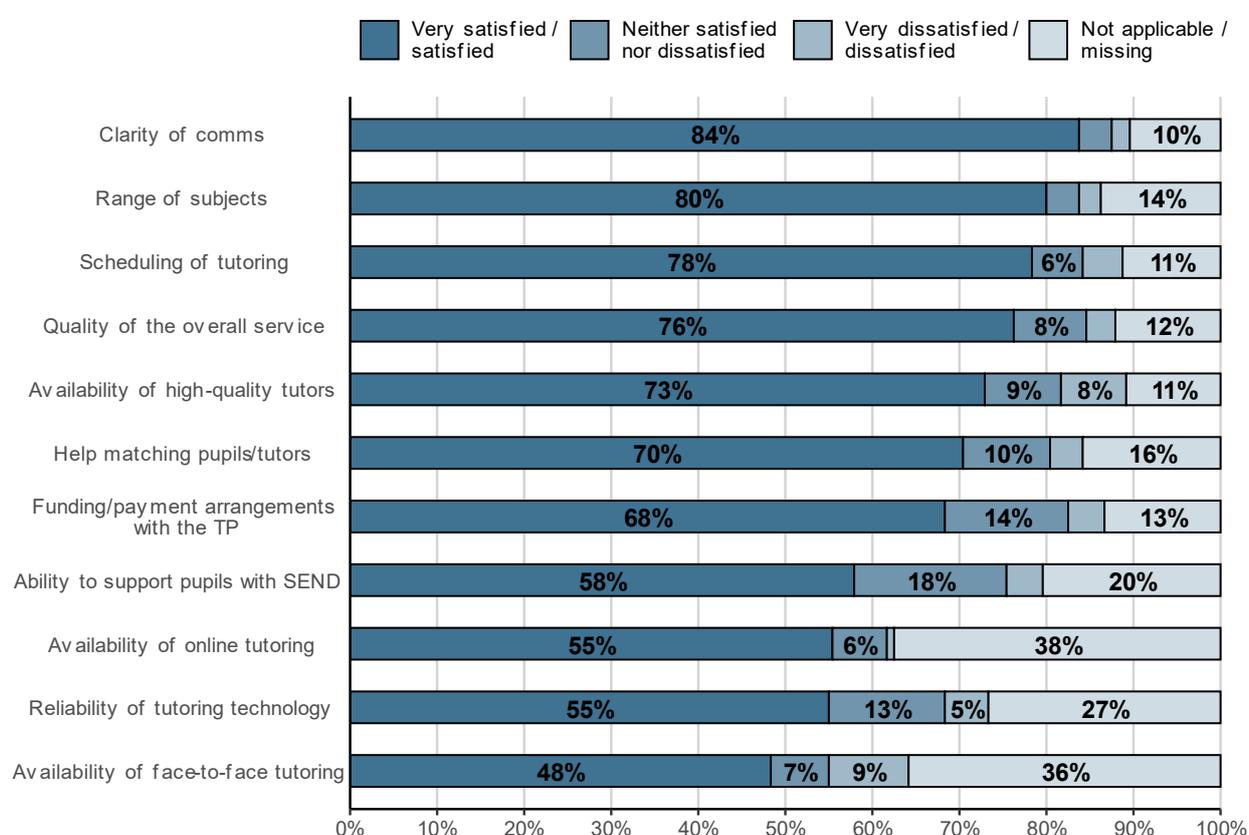
8.3 School support from TPs

Of the 240 leaders in the second survey sample already using the TP route in 2022-23, around three-quarters (76%) were very satisfied/satisfied with the overall service and support provided by TPs. Exploring this in more detail, most were very satisfied/satisfied with the clarity of communication with TPs (84%), the range of subjects TPs offer tutoring in (80%), and the help TPs give to match tutors and pupils (70%). [Survey 2 Q14; Figure 13]

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Fewer (56%) were very satisfied/satisfied with the ability TPs had to support pupils with SEND (but note that others were most likely to say they had not asked for such support rather than express dissatisfaction with TPs). Around half were satisfied with the availability of online tutoring (56%) or face-to-face tutoring (48%). For online tutoring, the majority who did not express satisfaction had either not requested online tutoring, were neutral or did not answer (only 1% expressed that they were very dissatisfied/dissatisfied with the availability of online tutoring). A slightly larger minority (9%) were very dissatisfied/dissatisfied with the availability of face-to-face provision (again, most had not requested it, were neutral or did not respond).

Figure 13 Survey 2 Question 14: Satisfaction with Tuition Partner(s) in 2022-23



Source: NTP year 3 second school staff survey.
 Question for senior leaders who took part in TP (N=240).
 Note: percentages less than 5% are not displayed.

8.4 Support for NTP Providers and Tuition Partners

The NTP providers (EDT, Cognition Education and Tribal) had all found DfE to be supportive, particularly during what was described as a ‘very intense mobilisation stage’ at the start of the year, as illustrated by this comment:

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This [DfE] team have been very collaborative. Very supportive. Very approachable. You know, we're all working to the same goal. - *NTP provider*

DfE strategies were in place to promote the NTP to schools, including newsletters, webinars, media coverage and outbound calls to schools. However, there was a perception across NTP providers and some TPs that DfE could do more to market and promote the individual routes of the NTP. Tribal and Cognition Education reported that it was not their role to generate demand from schools for the TP and AM routes, rather to ensure that TPs, tutors and AMs were available to meet demand. They felt that providers and DfE could work more collaboratively to promote the individual routes more effectively. Comments included:

I think there is a slight gap because obviously contractually we're not contracted to generate school demand. We are contracted to raise a talent pool to meet that demand, however. I think it would have helped to have a more joined up approach between school generation, demand generation and recruitment. – *NTP provider*

Focusing on that demand side more...I think we'd be happy to contribute to that, not just make recommendations. I think we would see that as something we could do to add value. – *NTP provider*

I think the biggest thing [TPs] would love is more marketing [of the TP route] to schools and it's just not coming through that [Find A Tuition Partner] website...the website itself is not marketing. – *Tuition Partner*

Some TPs would have welcomed more opportunities for networking, to learn from each other's practices. They felt there had been more opportunities for networking in previous years which had been very valuable. This could include an in-person conference and/or online webinars. This is illustrated by a comment from a TP about opportunities in previous years:

NTP facilitated meetings with other tuition partners. It was surprising how good they were. We did learn to trust each other. And it was just a nice collegiate atmosphere [which] helped us. It made us feel better about what we were doing. – *Tuition partner*

Representatives from the TPs who were interviewed were all very positive about the support they had received from Tribal, particularly relating to the monitoring and quality assurance processes (see Section 10).

8.5 Support for tutors

Amongst the small number of tutors interviewed, the extent of support they had received within their schools varied. Some talked about rigorous induction processes, internal training and CPD (see Section 9 for more on training) and on-going support. A minority felt unsupported and disconnected from the rest of the school and its teaching, which may have an effect on the impact of that tuition. Some tutors felt they would benefit from more contact outside of their school, with someone from their TP (if relevant) and/or at programme-level. For example:

I would say the one thing that would improve the programme a little bit more is once a term to see somebody from the agency or the National Tutoring Programme, so that we feel that we've got that connection. – *TP tutor*

Tutors seemed satisfied with the general support they had received from their TP, which was considered important for the success of the programme. As one tutor commented:

I love it because I think the [TP] and I understand each other. So yes, it's about the collaboration with your agency that you work for and the school you work. – *TP Tutor*

Some suggested there would be benefits of TPs facilitating meetings with other tutors.

9 Training for tutors

This section explores the training and continuing professional development (CPD) available for NTP tutors (school-led tutors, academic mentors and tutors working for TPs) provided by EDT, TPs and schools.

Key findings

- NTP training has been developed by EDT for 2022-23 to incorporate more varied packages and subject focus, tailored to the professional backgrounds, skills and experience of each tutor (with guidance on the most appropriate pathway to select).
- There remains some debate across school leaders about how necessary the compulsory training for non-QTS tutors is, and whether participation could be at the discretion of the school leaders, based on their knowledge of tutors' skills and experience.
- Take-up of refresher training had been lower than EDT hoped, with a view from EDT that there is no incentive for leaders to release staff for voluntary training.
- There were CPD opportunities available from EDT and TPs which were well-received by tutors.

9.1 NTP training for tutors

A free, online, and self-directed [training package](#) is provided by EDT for NTP academic mentors and school-led tutors. In 2022-23, the training incorporated varied packages (called 'pathways') tailored to the professional backgrounds (for example, QTS and non-QTS), skills and experience of each tutor. Training is mandatory for all academic mentors and school-led tutors without qualified teacher status (QTS). The content covers, for example, how to plan tutoring, how to work with classroom teachers, safeguarding, supporting pupils with SEND, and behaviour management.

For those with QTS (tutors who have completed initial teacher training) non-compulsory training is available, separate for early career teachers and more experienced practitioners (take-up had been higher among experienced teachers). The length of the training varies for each individual but lasts approximately 14 hours for those without QTS. During the academic year, EDT launched training accreditation recognised by the Chartered College of Teaching, as well as partial credits towards Chartered Teacher Status.

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Training for NTP tutors

As was the case in the second year of the NTP (Lynch, *et al.*, 2022), some school leaders questioned how necessary the compulsory training is for all non-QTS tutors, who were often reported to be experienced TAs or HLTAs, and whether participation could be at the discretion of the school leaders (in consultation with the tutor), based on their knowledge of tutors' skills and experience. Some felt the training opportunities were welcome for development purposes, while others felt there might be objections due to experience and other training tutors had completed. As one senior leader said:

It would be quite annoying for somebody who's a very skilled TA and has done it for years and has covered classes to have to go on a training course in order to be able to be academic mentor. A school should be able to make a decision based on their teaching assistants experience. – *Senior leader*

Cognition Education informs EDT when AMs are recruited so that they can be enrolled onto the relevant training, a process Cognition Education described as '*seamless*' and '*collaborative*'. Senior leaders nominate school-led tutors for training. [Survey 1 Q12]

Only a minority of senior leaders who were already delivering SLT and/or AM in 2022-23 had requested training from EDT for new tutors (15%, N=67) or refresher training for existing tutors (2%, N=11). [Survey 1 Q13] Views on the ease of requesting training were mixed. Around half (N=35) of those who had requested training for new tutors felt the process was easy or very easy, while just over a quarter (N=20) found it difficult or very difficult. Those remaining were more neutral.

Schools can also nominate existing tutors for refresher training, but take-up had not been as high as EDT had hoped. At the time of the interview, EDT planned to promote it at the start of Year 4 of the NTP (2023-24), once more time had lapsed since tutors' initial training, but felt there was no incentive for schools to encourage their staff to do voluntary refresher training.

TPs are required to ensure their tutors are prepared to deliver tutoring. Across the 7 TPs which took part in interviews, the training tutors were expected to do varied according to their background and experience. It was typical for tutors to all do safeguarding training, regardless of their background. However, if tutors held QTS, they were not always asked to do compulsory training related to pedagogy, although in one TP they were asked to take a short 3-hour online course. For tutors without QTS, TPs often required them to carry out training, for example relating to pedagogy, engaging and supporting students (including those with SEND), and managing behaviour. It was typical for TPs to offer continuing professional development (CPD) opportunities (see Section 9.2).

9.2 Continuing professional development

Alongside the core NTP training packages described above, EDT were offering regular CPD opportunities for tutors. This included webinars, which were subject-specific or related to pedagogy (take-up varied with the latter being more popular). EDT had also introduced a Tutor Development Portal, which held recordings of webinars and other resources, so that CPD opportunities could be accessed flexibly. As one interviewee said:

We're just trying to make it as accessible as possible and breakdown any barriers that schools might have to either releasing a tutor to take part in CPD or if they're really limited with their time and they're choosing their own time to do this, making sure that it's really accessible. – *NTP provider*

EDT were exploring networking opportunities (for example, within multi-academy trusts) for tutors as well, to give them the opportunity to hear about the latest research evidence and learn from each other's practices. This usefulness of networking was also raised in Section 8.

Similarly, TPs typically offered tutors CPD opportunities, or were looking at developing CPD in the future. Resources and training modules were made available to tutors (often on e-learning platforms) relating to pedagogy, engaging students, safeguarding, and supporting pupils with SEND. Tutors working with one TP worked towards a CPD-certified qualification in tutoring, awarded by an external training provider.

9.3 Usefulness of training and CPD

EDT reported that they had '*consistently received really high satisfaction ratings for the training*' from tutors. The small number of tutors interviewed for the evaluation were mostly positive about the content of training, as illustrated by this quote from an AM:

Yes it was helpful. There was quite a lot of background research in it around tutoring, which was good to be reminded of after having been a classroom teacher for so long, so the benefits and what different research said about it. – *Academic mentor with QTS (but has been out of the classroom for three years)*

There were some suggestions for improvement to the EDT training across the small sample of tutors. For example, a suggestion to include more real-life examples of how tutoring works in practice, for example as delivered by established NTP tutors, '*to make the scenarios more personal or about things that have really happened*'. Some senior leaders referred to the timing of training rather than its content, suggesting that the

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training had been made available to their tutors later than they hoped, which had held up delivery. For example:

You couldn't do the training until November, you couldn't be a school-led tutor until you were officially trained by that provider. So we had then effectively a shorter amount of time to do it. – *Senior leader*

One AM had felt somewhat overwhelmed having to do the training at the start of term, at the same time as trying to understand some new school's policies and regulations and would have preferred to have completed it before starting the role.

The small number of interviewed tutors who were working with TPs were positive about the training and CPD they had received, as illustrated by this quote:

[The TP's] got an amazing programme from which we can select anything we would like to. So we get training at the start of every academic year. You start off with the safeguarding training. You have to do that, that's compulsory. And then there are options of anything else you might want to pick and the range is amazing. - *Tutor with QTS (but has been out of the classroom a number of years)*

10 Monitoring NTP provision

This section explores qualitative feedback on the monitoring of TPs by Tribal and of the quality of tutors by TPs and schools across the routes.

Key findings

- TPs found Tribal's monitoring and review process to be supportive and collaborative.
- There was a suggestion from TPs that the monitoring process could be more differentiated for different types of TPs. Tribal suggested that all TPs may not require a full review in the coming academic year.
- Most TPs had quality assurance teams, most of which observed tutors online or in-person to different degrees. More enhanced observation was put in place if considered necessary.
- Monitoring of school-led tutors was more informal. Leaders often 'dropped in' to check on tutors, rather than carry out formal observations. School leaders often trusted their school-led tutors to self-manage.

10.1 Monitoring Tuition Partners

In the third year of the programme (2022-23), [Tribal](#) has been responsible for the quality assurance process for approval⁶ and ongoing reviews of TPs. As requested by DfE, the focus of Tribal's initial review and monitoring of all existing TPs (not just those they had approved in 2022-23) in the autumn term 2022 was on safeguarding and safer recruitment of those working for TPs (including tutors). This was followed by reviews in the spring 2023 relating to governance and management and quality of provision. Tribal's [quality assurance framework](#) explains the criteria under each of these review headings. When interviewed, a representative from Tribal hoped TPs found the review process to be '*done with, not done to*', based on '*transparency*' and '*trust*'.

Indeed, the TPs interviewed for the evaluation had found Tribal's review process '*supportive*' and '*collaborative*'. They had found the review feedback useful as validation of their provision, as illustrated by the following quotes:

⁶ Tribal's process for approving new TPs is discussed in Section 4.

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They [Tribal] were very supportive. I definitely say that they've been supportive. It's always been like working together. It was quite a useful process. – *Tuition partner*

Tribal have been fantastic. I can't fault them. In the sense that the auditing process has been very collaborative, they've been really great communicators. – *Tuition partner*

If a TP had demonstrated any inconsistencies or gaps relating to criteria, Tribal reported that they would seek assurances that policies were reviewed and evidence re-submitted within a short time period. If there were more critical omissions, TPs would be asked for more immediate rectifications (this had been a very rare occurrence). Some TPs commented that the review process had taken considerable time but understood its importance. For example:

It's onerous, but it reflects the seriousness of it, and we got a lot of help from them [Tribal]. – *Tuition partner*

In terms of changes to Tribal's review process, the only suggestion put forward by a TP related to differentiation for different types of TP, as illustrated by this quote:

It's almost like a one size fits all process. But you've actually got such differing delivery partners. So, can they [Tribal] differentiate the QA process for the different businesses? – *Tuition partner*

Tribal were reviewing its processes for Year 4 of the programme (2023-24), considering whether TPs would require a full review against all criteria, or whether they might do a 'deeper dive' on specific elements of provision across TPs.

10.2 Monitoring Tutors

10.2.1 Tuition Provider monitoring of tutors

All 7 TPs included in the interviews had frequent communication with schools to monitor the quality of tutoring. Most TPs referred to quality assurance officers or teams who would monitor tutors and would be notified by schools if any issues arose. Most observed tutoring in schools or online, either as standard practice (the frequency included the first session, during a short probation period, once a term and twice a year), or if an issue with a tutor had been raised by a school. More enhanced observation and support was put in place if it was considered necessary (most TPs had CPD opportunities for tutors, as discussed in Section 9). In rare cases tutors were replaced. One TP had a paid Programme Coordinator in each school to supervise and monitor volunteer tutors. An example of monitoring by a TP is given in this quote:

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We have a quality assurance officer who runs the quality assurance team, who observe lessons, more in their initial six-week probation period. If for whatever reason the one that they observe [raises] any concerns, then they go into what's called an enhanced observation process. – *Tuition partner*

For the largest TPs with a wide geographical spread, being able to observe practice in schools was considered unrealistic. They were confident in the quality of their tutors due to their rigorous recruitment processes (see Section 4 for more on recruitment) and had '*consistent dialogue with schools*' and would intervene if an issue was raised by a school. One larger TP said some schools ran observation sessions internally and sent feedback to the TP.

10.2.2 School monitoring of the NTP

It was more typical for school senior leaders to 'drop in' to tutoring sessions and have informal processes rather than carry out formal observations of tutors. Senior leaders had trust in their school staff who had been selected as school-led tutors and felt they were able to self-evaluate. School staff also often asked for pupil feedback on their experience (verbally or via questionnaires). Comments from senior leaders included:

[We use] very expert people who are very capable of self-evaluating.
– *Senior leader*

We use pupil voice to discuss with the children how they feel it's going, so I'll do little interviews with them, ask questions... - *Senior leader*

Senior leaders often reported that the progress of pupils who had participated in the NTP was monitored using assessment data. For example:

I provided [governors with] data on the children and said, OK, these are the children who have had the tuition, and this is the progress they've made. Trying to demonstrate that actually the impact that [TP] is having in terms of accelerating progress. – *Senior leader*

11 NTP funding

This section presents findings on NTP funding and how it impacted provision in 2022-2023.

Key findings

- School leaders agreed that receiving all NTP funding as one grant made it easier to manage the programme compared to previous years of NTP.
- Pupil Premium and the main school budget were the most common funding streams used for schools' contribution to NTP costs.
- In most schools, more tutoring was being offered in 2022-23 than before the NTP, but often not as much as leaders would like.

11.1 NTP funding in 2022-23

In 2022-23, NTP funding was paid directly to schools, and could be used for any NTP route. Each school's NTP funding allocation was based on their number of pupil-premium eligible pupils. Mainstream schools received a minimum of £162 per Pupil Premium pupil to fund tutoring, and non-mainstream schools (for example, special schools) received a minimum of £423. This was a shift from 2021-22, where each route was funded separately, and schools needed to access each route to receive the attached funding. For 2022-23, the subsidy for all routes was 60%, subject to a cap on hourly costs per pupil.⁷ Schools were required to pay the remaining 40% from other funding streams.

Across all leaders, most (73%) strongly agreed/agreed that receiving all NTP funding directly as one grant in 2022-23 made it easier to manage the programme, with very few disagreeing (2%). [Survey 2 Q23a]. This was also reflected in interviews, for example:

We've really appreciated the flexibility and autonomy to make decisions ourselves as school leaders...over how we spend that money. – *Senior Leader*

Some TPs who were interviewed had played a role in explaining funding to school staff who they felt lacked understanding, for example explaining the option for broader SEND support, or that the subsidy was capped.

⁷ The cap on the total cost of tutoring (per hour, per pupil) was £18 for mainstream schools and £47 for non-mainstream.

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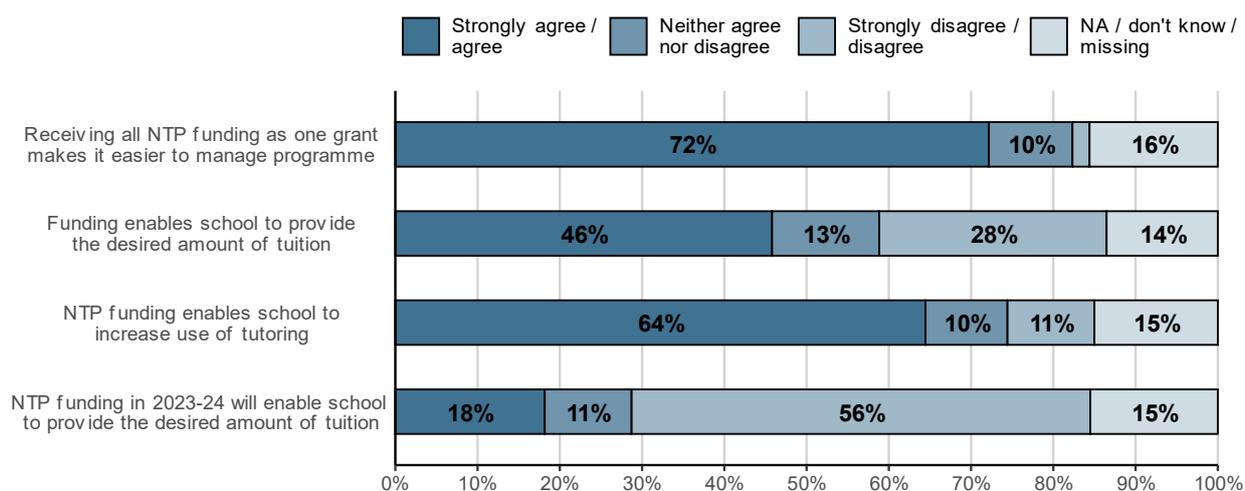
The amount that schools were required to contribute towards the AM provision rose in Year 3 of the NTP. The AM delivery partner thought this had deterred some schools from using the route and had raised schools' expectations in terms of the skills and experience of AMs.

Most senior leaders used their main school budget (72%) and/or Pupil Premium funding (71%) to fund the programme alongside the NTP subsidy. Across all schools surveyed, less than a fifth (16%) used their SEND budget. Very few schools used other funding sources, such as funding for ethnic minority pupils (2%), income from facilities and services (2%) or funds received by their multi-academy trust or local authority (2%). [Survey 2 Q24]

11.2 Impact of NTP funding on tutoring provision in 2022-23

In most schools, more tutoring was being offered than before the NTP. Almost two thirds of survey respondents (64%) strongly agreed/agreed that the NTP funding in 2022-23 enabled their school to increase their use of tutoring compared with what was delivered prior to NTP funding. The proportion that agreed was slightly higher among secondary leaders than primary leaders (71% compared with 63%). Around a fifth of leaders were neutral or in disagreement about this. [Survey 2 Q23b, Figure 14].

Figure 14 Survey 2 Q23: NTP Funding



Source: NTP year 3 first school staff survey.
Question for senior leaders (N=1013).
Note: percentages less than 5% are not displayed.

In most of the schools represented in interviews, NTP funding provided significant perceived additionality, by changing the nature or scale of academic support being offered. Before the introduction of the NTP, most schools were not using tutoring as

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defined within the NTP guidance, though they were using academic interventions or ‘booster’ classes for selected pupils. Staff reflected that the advantages of NTP tutoring, compared with previous support, commonly included smaller group sizes, more focused content, which was tailored to specific pupils, or using teachers for delivery. Tutoring also allowed schools to support more pupils than they had with interventions alone. Similarly, for the few schools who were already using tutoring before NTP, funding allowed them to increase the scale of tutoring.

A few schools had used NTP funding to pay for existing provision. In these cases, staff who had previously provided academic support above their usual workload without pay, such as revision classes, were now paid for this additional work. In such cases, the NTP funding was not providing additionality.

Despite most being able to provide more tutoring than prior to the NTP, less than half of leaders (46%; 55% of secondary leaders and 43% of primary leaders) strongly agreed/agreed that the funding in 2022-23 had enabled their school to provide the amount of tuition they would *want* to provide. Over a quarter (28%) disagreed/strongly disagreed, which suggests funding is a limiting factor for the reach and impact of the programme. [Survey 2 Q23c, Figure 14].

The level of satisfaction with the NTP funding differed depending on the amount schools received. Some with high numbers of pupils in receipt of PP, which received larger grants, were pleased they had been able to extend the NTP support to pupils who did not receive PP funding but still required support. For others, the funding had not been sufficient to allow them to do this, meaning there was still unmet need. For example:

There has to be a cut off so if you’ve not got many children in the year who are pupil premium there are some children just on the cusp of missing it but could really do with the support. There are always children who miss out and I find that frustrating...it’s the same with everything. – *Primary teacher*

11.3 Impact of NTP funding on tutoring provision in 2023-24

For 2023-2024 (Year 4 of the NTP), the NTP subsidy was initially expected to decrease from 60% to 25%. However, in May 2023 it was announced that the subsidy would be 50%.⁸ All survey data, and most interview data, was collected before the announcement, so results reported here reflect the assumption of a 25% subsidy. It is therefore likely that some of the views reported here would change because of this announcement (although the extent is unknown).

⁸ <https://www.gov.uk/government/news/government-to-match-schools-tutoring-costs-next-year>

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[Survey 2 Q23d, Figure 14] At the time of the survey, more than half (56%) of senior leaders strongly disagreed/disagreed that the NTP funding in 2023-24 (expected at the time of the survey to be 25% subsidy) would enable their school to provide the amount of tuition they want to. Amongst interviewees, funding was seen as the biggest barrier to the sustainability of tutoring longer-term. This is discussed further in Section 13 which explores the extent to which tutoring is embedded in schools and its longer-term sustainability.

12 Challenges and suggested improvements

This section presents the views of school staff and NTP providers on challenges and suggested improvements, based on their experience of the NTP during 2022-23.

Key findings

- School staff and NTP providers were concerned about future NTP funding, with many schools already decreasing the scale of provision and providers experiencing a decrease in demand for tutoring. School staff also experienced challenges with restrictions on the use of NTP funding, reporting and funding clawback.
- For schools, the most common challenges in tutoring delivery were pupils not attending tutoring sessions and pupils missing other opportunities whilst participating in tutoring.
- NTP providers also identified opportunities to improve support for school leaders in commissioning and designing tutoring, and central marketing of NTP routes to schools.

12.1 School staff

School staff who were interviewed reported several areas of challenge or suggested improvement from their experience of NTP. The most commonly reported areas of challenge were related to NTP funding, restrictions on using NTP funding, reporting and funding clawback, pupil attendance and pupils missing other opportunities to participate in tutoring.

Funding challenges

The scale of NTP funding was a widespread concern for schools, particularly funding for future years (see Sections 11.2 and 13.3). Where schools had decreased the scale of their tutoring provision for 2022-23, this was usually because of reduced funding, rather than a drop in need. As one senior leader commented:

Maintaining of standards of funding would allow us to continue. I don't see schools carrying this on once the money goes. We are struggling, from the staffing levels we currently have and it's heading south at the moment. All the other bills are going up, as everyone's households are. I do think this has had an impact. I do think that the ability to [tutor] fewer children with a trained professional is going to

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have better results than more children and I think to maintain that it has to be funded – *Senior Leader*

Similarly, in Survey 1, senior leaders' open-text suggestions for improving the NTP (N=438) commonly related to improving funding, by increasing the proportion of the subsidy (N=64) or increasing funding for tuition (N=50).

Some schools suggested broadening the criteria for NTP funding use while maintaining a clear purpose, so that leaders could better support pupils, as illustrated by this quote:

From my point of view, I would like the government to give me money and say, this is for use with your children that you need to move from 'working towards' to [meeting age-related expectations], closing the gaps, just give it to me like that. Give me that criteria and make me report on it, absolutely fine, but just give me the pot...still having us be accountable for it. We would like it, and we don't mind being accountable, but let us have a bit more freedom. – *Senior Leader*

In considering the clarity of purpose of the NTP, it is important to note that different schools were prioritising different 'gaps' to close. For example, some schools included high-attaining PP pupils in tutoring, in line with closing the disadvantage gap, while other schools felt high-attaining PP pupils 'did not need' tutoring and were focused on closing gaps for low-attaining pupils. These differences in focus reflect the perceived purpose of the NTP across schools to support Covid-19 recovery as well as addressing the disadvantage gap. If the DfE focus is now to shift from an initial Covid-19 recovery response, towards the challenge of tackling the attainment gap more generally, clear guidance about the prioritisation of disadvantaged students for tutoring should be given.

Some senior leaders suggested improvements in the reporting requirements, to reduce burden. These leaders understood and valued the importance of accountability for public spending, but described the specific process of NTP reporting as 'confusing', 'frustrating' or 'onerous'. Several senior leaders said that time spent on reporting was reducing the time available for tutoring pupils. PP and 16-19 Tuition were suggested as similar funding schemes with simpler or streamlined reporting. As one senior leader said:

I think the administration is horrendously challenging...I'm having to provide one set of information for the DfE, which I think is right 'cause I've got to justify where their money is going, then I'm providing another one as part of our school census, which is in a totally different format, asking for totally different information. And I don't see the value of doing it twice in different ways. – *Senior Leader*

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Some schools had experienced clawback of funding that they were not expecting, which had discouraged them. This was for a variety of reasons, including where schools paid experienced tutors more than the capped hourly rate, confirmation of subsidy rates after schools had agreed rates with tutors, and calculation errors. These schools felt they had tried to follow the guidance, and had delivered tutoring well, so were ‘frustrated’ to have money clawed back, as illustrated with the following comment:

Them [DfE] clawing back money was really frustrating to the point where we questioned if we even wanted to do it this year... [Students had tutoring] in multiple routes, so we knew students were getting more for the money but then we had money clawed back which was very frustrating – *Senior Leader*

Similarly, in Survey 1, senior leaders’ open-text suggestions for improving the NTP (N=438) commonly related to improving guidance and reporting, by simplifying funding processes/guidance (N=29) and streamlining record-keeping and reporting (N=35). This was also raised in the Section on guidance (Section 8).

Other challenges faced by schools

Considering the day-to-day delivery of NTP tutoring, the most common challenges experienced by schools were pupils not attending tutoring, and pupils missing other opportunities while attending tutoring.

Some schools experienced low attendance or pupil drop-out from tutoring which was considered ‘frustrating’. Low attendance was sometimes specific to tutoring, particularly for after-school tutoring, but sometimes reflected a pupil’s low attendance across school time. This made tutoring provision ineffective for some pupils with substantial learning gaps. One senior leader said:

By the very nature that they are the children that have got gaps in their education because they're not great attenders, they're the children that don't arrive [at tutoring]. So attendance...has been an issue – *Senior Leader*

Schools saw parental engagement as crucial for addressing this challenge, using a range of strategies such as family support workers, or targeted conversations, however other schools experienced barriers to engaging parents with the value of tutoring.

School staff also acknowledged the challenge of pupils missing other opportunities, both in missing classroom learning and extra-curricular activities, though they believed the benefits of tutoring outweighed the costs (see Section 5 on Provision of Tutoring (When) and Section 7 on benefits of tutoring). As one class teacher said:

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There is so much to cover in the school curriculum, there is never a right time to put that intervention in place, they are always going to miss out on something in order to catch up on something else so that creates its own issues - *Teacher*

12.2 NTP providers

Most NTP providers who were interviewed echoed schools' concerns about the future funding of NTP and were anticipating a significant decrease to school use of NTP in future years (also see Section 13 which explores demand and supply and the future of tutoring). Some TPs had already experienced a significant drop in demand from schools.

Providers identified gaps in current provision. Currently, there is limited advice available to support school leaders in commissioning/designing effective tutoring. EDT and Tribal saw this as a key priority and suggested further work to understand and learn from good practice. Cognition Education and most TPs suggested centrally marketing the NTP routes to schools, to improve awareness and engagement across different routes. Similarly, Tribal were interested in understanding current 'cold spots' for NTP provision to improve engagement. In future planning, Tribal suggested exploring options for the sustainable regulation of tutoring, after the NTP programme.

13 Embedding tuition within the school system

DfE's focus on helping pupils catch up on missed learning experienced during the pandemic is turning towards the broader challenge of tackling the attainment gap. It is a Government priority for the NTP to embed tutoring as a permanent fixture in the school system because it is a universally recognised method of addressing low attainment and educational inequality (see Section 1 for evidence). This section summarises the findings relating to the demand and supply of tutoring amongst the interview sample, which is likely to have an impact on the extent to which tutoring will be embedded in schools. It also explores the extent to which tutoring has become a permanent fixture in schools to date, and schools' plans for tutoring in the future.

Key findings

- As schools' required financial contribution to an AM salary went up in 2022-23, they had higher expectations of their skills and experience, which was often at odds with the AM salary bracket, causing recruitment challenges.
- Given the relatively low salary bracket of an AM, it was often difficult to supply AMs in areas with high costs of living.
- TPs had experienced a reduction in demand for tutors from schools, which they felt resulted from the introduction of the SLT route and/or the reduction in NTP subsidy.
- TPs sometimes found it challenging to fulfil in-person tutoring requests from schools which wanted ad hoc hours rather than full days, which was not seen as a viable option for external tutors.
- Most senior leaders and teachers interviewed felt that tutoring was embedded in their school at the time of the interviews. The future sustainability of tutoring was more questionable. A small majority of survey respondents said they would continue with the NTP in 2023-24 (Year 4); most of those would supply the same level of tuition, although there were many suggestions of scaled-down provision. There was much more uncertainty about the continuation of tutoring once the funding stopped.

13.1 Tutoring demand and supply

13.1.1 Demand and supply of academic mentors

In 2022-23, Cognition Education was responsible for recruiting AMs and deploying them to schools. They were not contracted to generate demand for AMs across schools, but they felt they had been able to meet demand from schools by supplying possible candidates. Schools did not always choose to recruit those candidates. As previously noted in Section 4, it was felt that, as schools had to contribute more financially towards the AM salary in 2022-23, they had higher expectations in terms of their skills and experience, which was at odds with the AM salary bracket, making it difficult for Cognition Education to recruit someone that matched the demand from the school. Comments from the provider included:

What schools have to contribute has gone up compared to last year. It was only 5% last year. The criteria and expectations from the school...they are looking for people with significant experience of doing tuition work previously, ideally a qualified teacher, and sometimes that is at odds with the salary bracket. – *NTP provider*

Everybody we put forward to you will have passed our interview and does have the qualifications to be an academic mentor. So it's about setting those expectations. – *NTP provider*

Cognition Education also referred to the challenge of recruiting AMs in geographical areas with high costs of living, given the salary bracket:

If we look towards London, we have got school engagement, but that candidate pool is very challenging with the cost of living. Challenges are around that at the moment. It's very challenging for someone in London to work for £19,000 a year. – *NTP provider*

A minority of schools included in the interviews were involved in the AM route. One reported challenges in recruiting AMs. Despite Cognitive Education supplying them with candidates, this had not resulted in them employing an AM via that route:

Because of the size of academy and the funding we get, we could have had two AMs, but trying to secure two of high quality has been really difficult, so it has been about supply of labour. The NTP suggested various people as AMs. The first one dropped out, they didn't want to do it, the other didn't turn up for the interview, and the other was just unsuitable. In the end we did our own advert and we secured a teacher who had been out of the classroom for a few years

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and was looking to return to work so we got someone who is good, but because we went through our own process of appointing them. –
Senior leader

13.1.2 Demand and supply of Tuition Partner tutors

Overall, the small sample of 7 TPs represented in the interviews (which varied in size, scope and geographical coverage), all felt they were able to meet demand from schools in 2022-23. In fact, most said they would have liked more demand, as they had seen a decline in requests for NTP provision over the course of the programme. This included schools dropping out completely or reducing their TP provision since previous years. They felt the reasons for this were twofold: the introduction of the SLT route, meaning more schools were using internal staff as tutors (which TP providers did not always feel gave the same level of additionality as TP provision); and the reduction in NTP subsidy. This is illustrated by a comment from a TP:

Schools that we've worked with have stopped working with us because they just said they can't afford it, or say they had three days a week last year for the whole year, or for two terms, this time they said, 'Oh well, we'll have one day a week for the first term' or whatever. So some schools have dropped off completely, whereas others might have just reduced their provision. – *Tuition partners*

Some TPs also faced the challenge of meeting the demand for in-person tuition. Some schools, for example, had requested a tutor for short periods of time during a school day which was not considered to be a worthwhile proposition for a tutor. As one TP commented:

If you're looking for a couple of hours here, a couple of hours there, it's very difficult to find someone who is happy to take that on because they can't then earn money elsewhere during that day. –
Tuition Partner

TPs had to carefully explain the logistical challenges to schools of fulfilling such requests. Some TPs had resolved this with a model whereby schools had to purchase whole days of in-person tutoring, rather than ad hoc hours, or had discussed the alternative of online tuition.

13.2 Tutoring as a permanent fixture in the school system

Almost all senior leaders and teachers interviewed, participating in any of the NTP routes, felt that tutoring was embedded (i.e. integrated and part of their offer/provision) as

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a fixture in their school at the time of the interviews, because the NTP funding had made that possible. Comments included:

It's something that we just do now. [Tutoring is] absolutely embedded in the school. – *Senior leader*

Both routes [TP and AM] are firmly embedded school now having engaged every year of NTP. – *Senior leader*

However, only a minority of the senior leaders who were interviewed said that tutoring would remain embedded once NTP funding ceased (see Section 13.3.2 on the future of tutoring) but for most it was dependent on funding being available. A number of senior leaders and teachers were concerned that the impact of the subsidy decreasing in the fourth year of the programme, then the end of the funding after that, on the sustainability of tutoring in the future. Some reported that they would try to find the funding to continue, while others felt that would be difficult (see Section 13.3 for more detail on intentions for tutoring in the future). Comments included:

It's very well embedded, but it could be whipped away. – *Senior leader*

I'd say it's very well embedded, yeah. If the money is there, we will continue it. If the money isn't there, I don't think we would be able to afford it. It's as simple as that. – *Class teacher*

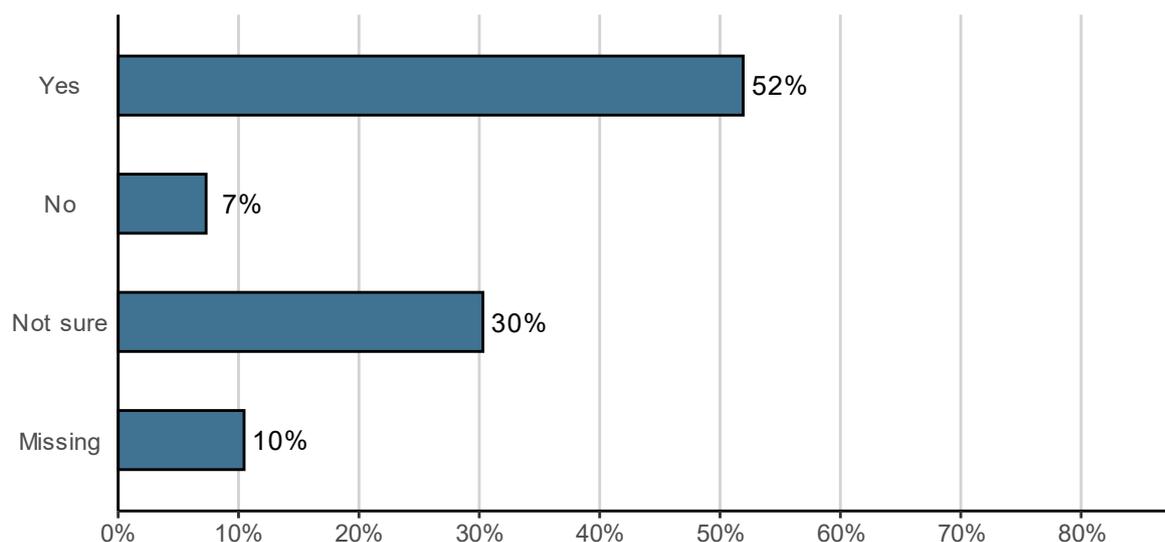
Note that most interviews took place before the announcement of an increase in subsidy in Year 4 from 25% to 50%, which may impact on these findings.

13.3 Intentions for tutoring in the future

13.3.1 The NTP in 2023-24

[Survey 2 Q19; Figure 15] Just over half (52%, N=526) of leaders in the survey sample said their school would use the NTP in Year 4 (there was no statistically significant difference between primary and secondary schools or across regions). Most others were not sure (30%). A minority (7%) said they would not participate next year.

Figure 15 Survey 2 Question 19: Planned participation in the NTP in 2023-24

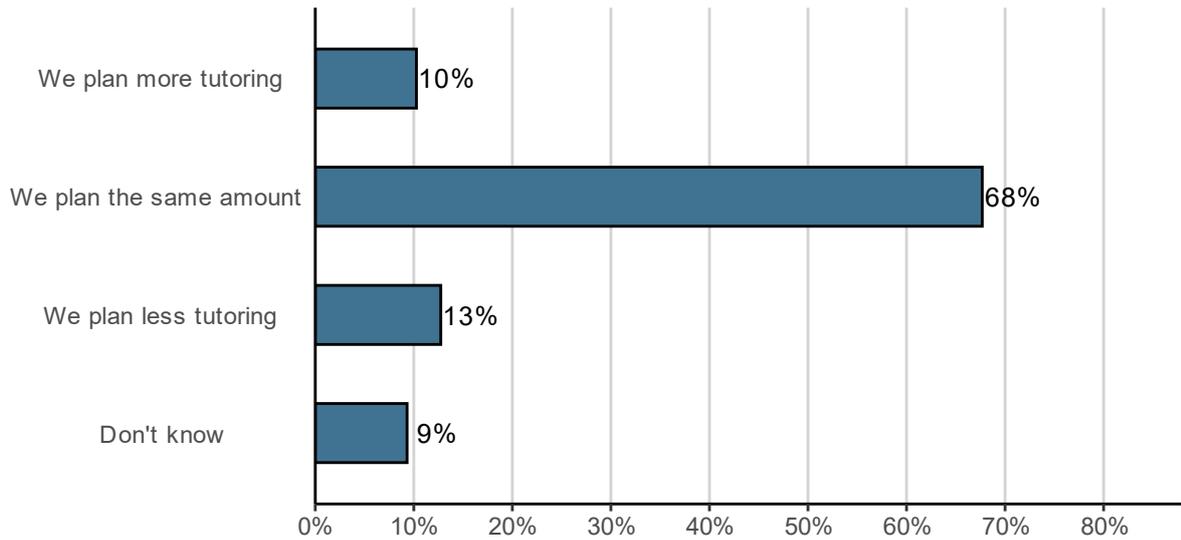


Source: NTP year 3 second school staff survey.
Question for senior leaders (N=1013).

[Survey 2 Q19a; Figure 16] Of the 526 leaders who said their school would continue with the NTP, most (68%) planned to deliver the same amount of tutoring. A notable minority (13%, N=67) planned to deliver less tutoring (12% of primary leaders compared with 16% of secondary leaders). There was no statistically significant difference between primary and secondary schools.

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Figure 16 Survey 2 Question 19a: Amount of planned NTP tutoring in 2023-24

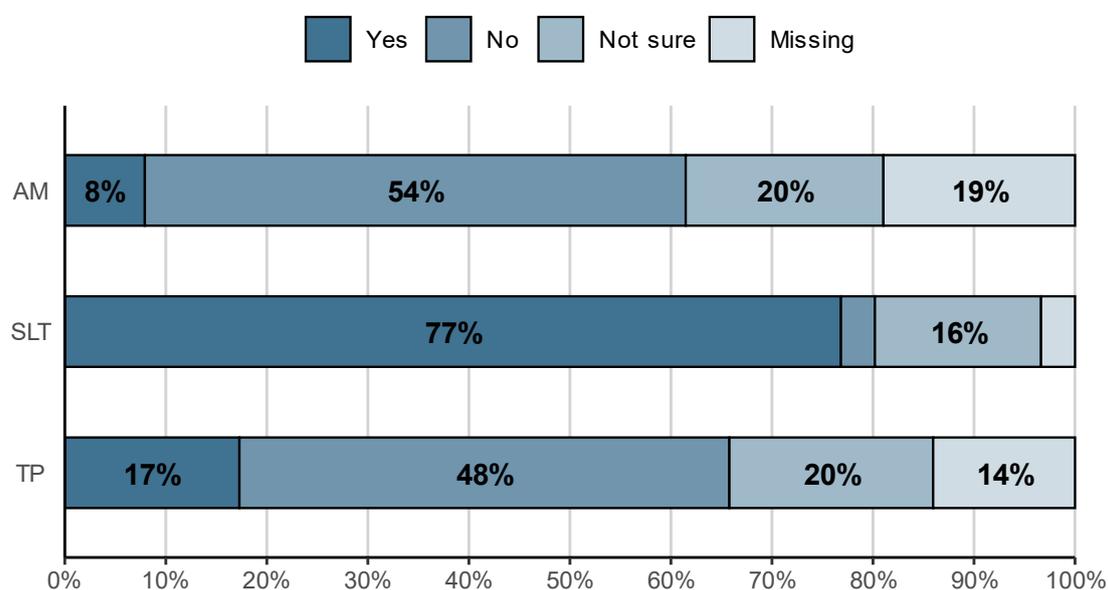


Source: NTP year 3 second school staff survey.
Question for senior leaders using the NTP next academic year (N=526).

[Survey 2 Q20; Figure 17] Of 833 leaders who said they would use the NTP next year or were not yet sure (hence they might), they were more likely to plan to use the SLT route (77%) compared with the TP route (17%) or AM route (8%). Secondary school leaders were more likely than primary school leaders to suggest they would use the TP route next year (39% compared with 11%) or the AM route (21% and 4%).

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Figure 17 Survey 2 Question 20: Planned participation in the NTP routes in 2023-24



Source: NTP year 3 second school staff survey.

Question for senior leaders taking part in NTP next year or not sure (N=833).

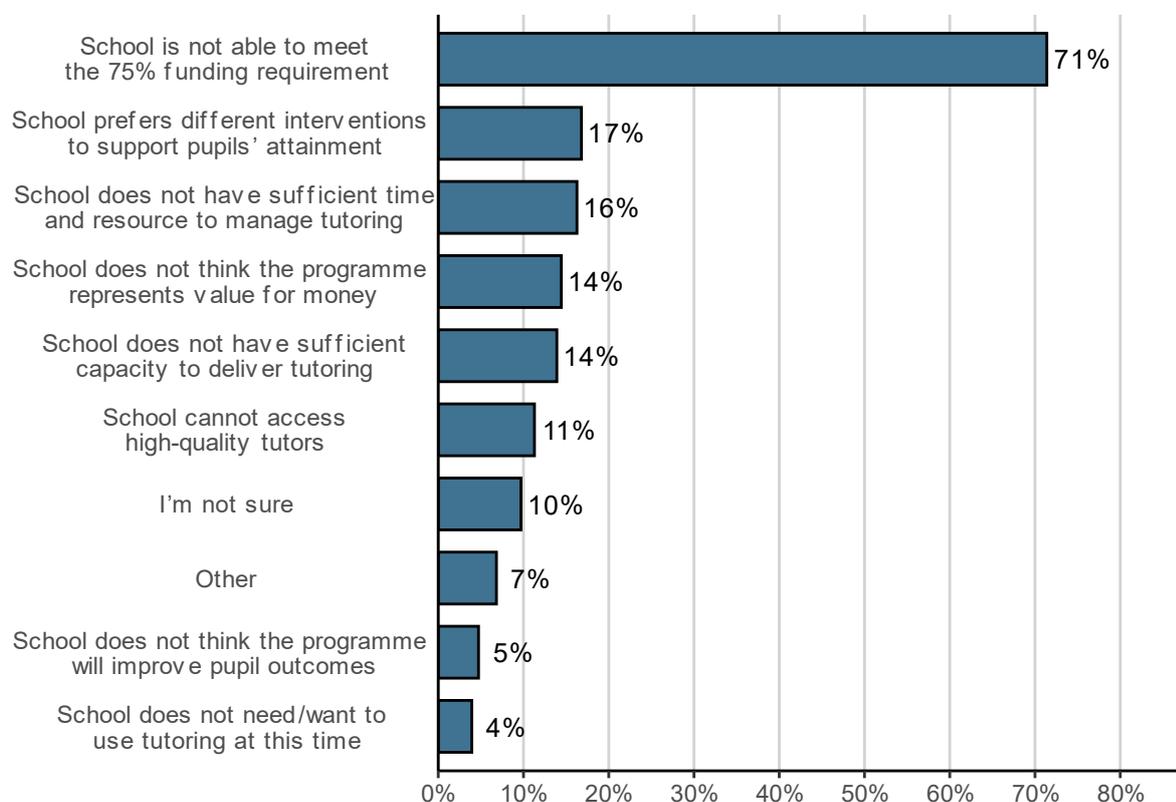
Note: percentages less than 5% are not displayed.

[Survey 2 Q21; Figure 18] Of the 381 leaders who said their school would *not* use the NTP next year or were not sure (hence they might not), by far the most common reason for not participating (given by 71%, N=272) was not being able to meet the funding requirement in 2023-24. Note that the change in funding requirements for schools, from 75% to 50%, announced since both surveys were carried out could have a positive impact on the proportions of schools able to meet funding requirements.

A notable minority gave other reasons, including their school preferring other interventions to support pupils' attainment (17%, N=64), not having sufficient time and resources to manage the programme (16%, N=62), not having the capacity to deliver the NTP (14%; N=53) and not thinking the programme represents value for money (14%, N=55).

Figure 18 Survey 2 Question 21: Reasons for not participating in the NTP in

2023-24



Source: NTP year 3 second school staff survey.
Question for senior leaders not taking part in NTP next year or not sure (N=381).

Among the leaders and teachers interviewed, the majority wanted to continue with the NTP in Year 4 (2023-24). Unlike the majority of survey respondents, only a minority of the smaller interview sample said they would continue to the same extent as in Year 3 (2022-23). Most said that provision would decrease due to the reduction in subsidy. Most schools intended to scale back tutoring by focusing on fewer pupils (prioritising certain groups over others), rather than providing shorter courses or increasing group size. As one senior leader said:

We will want to continue to do the tutoring but I cannot see it being at the same level anymore. We would not be able to provide anywhere near the level we have during this better period of funding. – *Senior leader*

Where leaders were using multiple routes, they usually intended to prioritise their internal provision (for example, SLT) and plan to stop or scale back their TP tutoring for financial reasons, as illustrated by the following comment:

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In terms of when the funding goes, it [tutoring] wouldn't all go for sure, our teachers would still do it. Whether we could bring in external partners, I don't know. – *Senior leader*

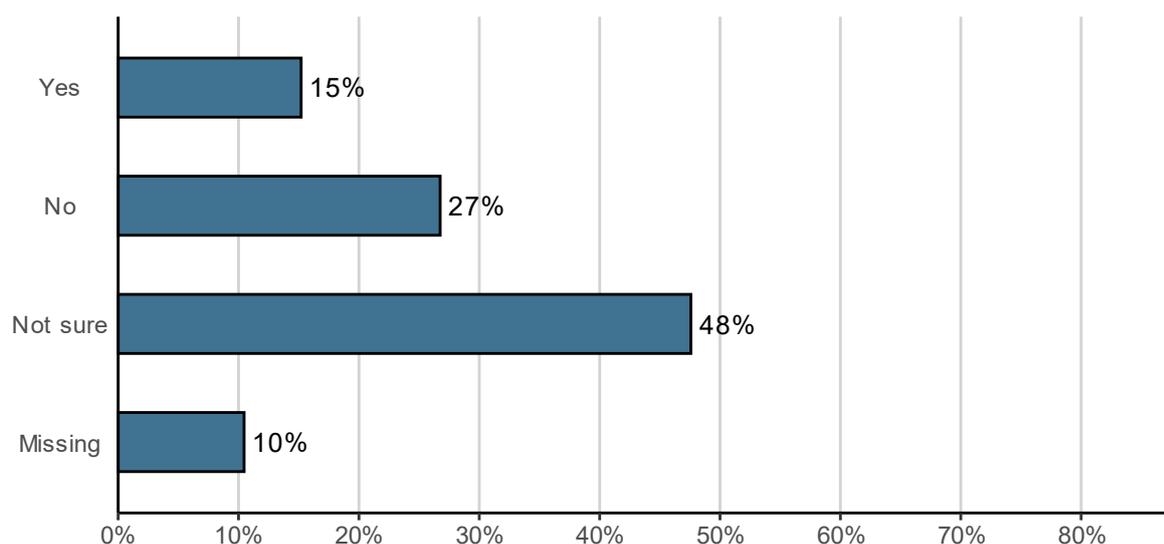
Reflecting this, most interviewed TPs were already aware that some partner schools would scale back or not use TP tutoring in 2023-24. These findings will be a concern for the sustainability of TP organisations, with the TP delivery partner (Tribal) reporting that TPs wanted support with planning for future funding reductions.

Note that since the interviews were carried out it has subsequently been announced that the subsidy for the 2023-24 academic year will be 50%, not 25%. It is therefore possible that schools may not feel the need to change or scale down their provision to the extent to which was reported.

13.3.2 Provision of tutoring after the NTP

Although many schools planned to continue with the NTP in its fourth year (2023-24), continuation with tutoring after the end of the programme (at the end of Year 4) seemed less likely. [Survey 2 Q22; Figure 19] Almost half (48%) of the leaders in the sample were unsure if they would continue to provide tutoring after the NTP funding ends, while more than a quarter (27%) said they would not. Only a minority of leaders (15%) said 'yes' they would continue to provide tutoring after the NTP funding ends. There were no statistically significant differences between primary and secondary schools or across regions.

Figure 19 Survey 2 Question 22: Continuation of tutoring after NTP ends



Source: NTP year 3 second school staff survey.
Question for senior leaders (N=1013).

Feedback from senior leaders and teachers who were interviewed suggested that some schools would continue with tutoring after the programme ends. For example:

It's had a massive impact and that's something we will continue doing now, regardless of funding. – *Senior leader*

However, for some who wanted to continue with tutoring, continuation after the NTP funding stops was likely to mean having to scale back on provision, as suggested by this comment from a senior leader:

We'll continue as far as we can, we just probably won't have the same capacity, but we will endeavour to continue and keep it going because it's successful, it's worth it, it's more successful than other interventions, [but] it's going to come down to cash. – *Senior leader*

Others were just not sure about the future of tutoring after the programme ends, for example:

What happens in 13 months, I'm not sure, but for the next 12 months yeah. – *Senior leader*

Funding is really hard in schools at the moment so I'm going to find it really difficult to say what tutoring will look like then. But without the funding, it is unlikely we will be able to carry on, but who knows. – *Senior leader*

The findings suggest that concerns about funding are likely to have a negative impact on longer-term tutoring sustainability.

14 Key messages

14.1 How successful was the implementation of the NTP model in its third year (2022-23)?

Across the sample of schools which were participating in the NTP in 2022-23, there was high satisfaction for the programme overall, across the different routes, and with different aspects of delivery of the programme.

Most senior leaders found it more flexible and easier to manage the programme with all NTP funding in its third year being given to schools directly as one grant. They were mostly satisfied with the DfE guidance and support for schools. DfE providing centralised support appeared to work well as issues could be addressed quickly. However, schools wanted even clearer and more detailed guidance around data requirements, accountability and funding (for example, how to claim for AM funding and the flexibilities around funding to support pupils with SEND). Schools wanted improvements in the reporting requirements, to reduce burden, and earlier forward-knowledge of funding requirements for more effective planning. NTP providers felt the DfE could have more of a role (in collaboration with providers) in promoting the different routes of the NTP.

TPs found Tribal's quality assurance and monitoring processes very supportive, collaborative, and useful for self-evaluation. There was a suggestion from TPs that monitoring could be differentiated for different types of TPs which have different scopes of delivery. It was acknowledged by Tribal that a full review process for all TPs might not be necessary for 2023-24, but 'deeper dives' into particular themes might be more appropriate after full, quite intense, reviews this year.

The survey and interview sample involved in the AM route was very small, and those who had liaised with Cognition Education even smaller (possibly because schools included in the sample retained AMs involved in previous years), so it is difficult to evaluate the success of Cognition Education. There were mixed views among a minority who gave a view, with some suggesting it had taken a long time to be matched with a high-quality AM. Cognition Education felt that school expectations in terms of the skills and experience they desired in an AM (most wanting them to have QTS) was at odds with an AM's salary bracket which sometimes made it difficult to meet school's requirements.

NTP training was developed by EDT for 2022-23 to incorporate more varied pathways and subject focus, tailored to the professional backgrounds, skills and experience of each tutor (with guidance on the most appropriate pathway to select). Further consideration should be given to how necessary the currently compulsory training is for all non-QTS tutors, given that they are often reported to be experienced TAs or HLTAs, and whether participation could be at the discretion of the school leaders, based on their knowledge of

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tutors' skills and experience. Or, alternatively, whether there is a need for a shorter, scaled down, version for more experienced non-QTS staff.

CPD opportunities (including webinars) made available by EDT and TPs were well-received and valued by tutors. Programme-level NTP providers should consider how they could offer TPs and tutors networking opportunities, as these were seen as valuable in previous years for learning and development.

Reflecting the DfE's NTP guidance for 2022-23, senior leaders reported that PP eligibility remained an important factor for pupil selection, but they were also including other pupils (as allowed by the guidance), such as those who had fallen furthest behind, vulnerable pupils, those below expected progress, pupils who would be motivated to attend and engage, and pupils with SEND). Indeed, different schools were prioritising different 'gaps' to close (for example, the disadvantage gap, and gaps for low-attaining pupils, and gaps they had identified in their own school requiring Covid-19 recovery support). If the DfE focus is now to shift from an initial Covid-19 recovery response, towards the challenge of tackling the attainment gap more specifically, clear guidance about the prioritisation of disadvantaged students for tutoring should be given. That said, we note that some schools welcomed the autonomy in who they selected for tutoring in line with their understanding of the gaps/needs in their own school, so some continued flexibility in who the programme targets might need to be considered. Alternatively, the DfE could consider using funding to incentivise the selection of disadvantaged pupils into tutoring, alongside the provision of other recovery interventions to tackle other 'gaps'.

SLT remained the most popular route in the third year of the NTP. The evidence showed that schools value the control over delivery and being able to use internal staff who are known to pupils. Smaller proportions were involved in other routes. Among schools that had AMs, they liked that they had control over their quality and, as a full-time member of staff, they could work closely with teachers and pupils. Schools' participation in the TP route was largely driven by a need to enhance capacity. Most of the relatively small sample involved in TP were very satisfied/satisfied with the overall service and support provided by TPs.

Schools liked having flexibility around delivery. Most tutoring in our surveyed schools was delivered in maths and English. Implementation varied substantially in different schools, with variation in group size (although most stayed within the maximum number of six pupils per tutor), timing of tuition and duration. There was a lack of consensus and clarity around the benefits of in-person versus online tuition.

Mostly, across the sample, schools' demands for tutors were being met. This is likely because most were participating in SLT. TPs reported that they could have met more demand, saying they had experienced a decline due to subsidy decreases. Overall, across the survey sample, most staff agreed they could access high-quality tutors when

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needed, with relatively few disagreeing (although clearly the sample consists of schools which were participating in the NTP). Most TPs referred to quality assurance officers or teams who would monitor tutors and put in place support if issues arose. Among the small sample of schools included in the interviews, monitoring of school-led tutors was more informal.

Given tutoring was being delivered in a wide variety of different ways (including the number of sessions, session duration, frequency, mode of delivery (online versus in-person), it would seem important that further evidence is gathered on which approaches are most effective, so that tuition providers and schools can monitor the quality of tutoring to ensure its effectiveness on an on-going basis. Detailed process evaluation of different approaches in context would be helpful, alongside evidence of effectiveness. This could include research using randomised controlled trials (RCTs) to build the evidence base around best practice in tutoring in different contexts including: optimum tutoring dosage, session duration, frequency, mode of delivery (online versus in-person), how best to align sessions with the school curriculum and time of delivery (during the school day or outside of normal teaching hours).

14.2 To what extent has the NTP supported pupils with SEND?

SEND was an important factor in selecting pupils for tutoring. Pupils with SEND were mostly tutored in-person and provision was felt to be flexible to meet their needs. The focus was on academic subjects, with only a minority being tutored in broader SEND areas (such as communication and interaction, cognition and learning, and physical and sensory development). Their tutors were most often classroom teachers, TAs, other teachers such as supply teachers, and TP tutors. They were rarely SEND *specialists* - rather they had *experience* of working with pupils with SEND. Careful matching with tutors was considered important but tutoring for SEND pupils seemed part of the general tutoring provision, which included some SEND pupils and took account of their needs overall, rather than specialist support with a main focus on their specific SEND needs. More could be done to align tutoring with the requirements of a pupil's EHCP. Schools not including pupils with SEND in tutoring felt they were supported in other ways with other funding.

14.3 What are the benefits of the NTP?

There was a strong perception amongst surveyed and interviewed school staff of impact on pupil self-confidence, attainment, and on them catching up with their peers. School staff perceived that the NTP had contributed to improvements in attainment outcomes for the school overall, was addressing missed learning and was helping to close the attainment gap. The small group or one-to-one nature of tutoring was considered

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fundamental to this. Interviewees found it difficult, however, to disentangle the perceived impact of different routes of the NTP if involved in more than one. They also said that other factors were at play and the NTP was not the only contributor. Schools noted the quality of their own core teaching staff and had undertaken their own 'curriculum recovery' work and were often involved in other interventions. Further research is needed to understand what other types of support schools are implementing and perceived to be most effective at closing the attainment gap, and how tutoring can complement other support for maximum effect.

There were also benefits for individual teachers, such as being able to teach smaller classes and target their work more. Tutors found delivering the tutoring very rewarding and felt it had improved their teaching practice and pedagogy.

Perceptions of impact should be considered alongside the findings from the larger-scale quantitative evaluation of the impact of the third year of the programme on attainment (in 2023/24) which will report in 2024.

14.4 To what extent is the NTP embedding tutoring in the school system?

Our evaluation found that schools were satisfied with and valued the support provided via the NTP. The funding had enabled schools to provide more tuition than previously, suggesting the perceived additionality of the programme for many. However, despite this, less than half of leaders felt the funding allowed them to offer the amount of tutoring they *wanted* to provide in 2022-23. Tutoring was being delivered more than before, but not as much as leaders would like. Moreover, more than half of leaders felt they would not be able to offer the amount of tutoring they wanted in 2023-24 when the subsidy reduces further (although the subsequent announcement of an increase from 25% to 50% might mean they can offer more than they thought).

Leaders felt that tutoring was embedded (i.e. integrated and part of their offer/provision) in their schools at the time of interviews (albeit not always at the scale they would like). However, it was only felt to be embedded as far as funding allowed. Hence, the future sustainability of tutoring was more questionable, given the funding subsidy is planned to reduce over time. A small majority of survey respondents said they would continue with the NTP in 2023-24; most of those would supply the same level of tuition, although there were many suggestions of scaled-down provision (the subsidy increase to 50% might make a difference here, but the extent is unknown). Where schools were using external tutors via TPs there was talk of them potentially bringing tutoring more in-house by using their own staff. These findings will be a concern for the sustainability of TP organisations, with the TP delivery partner (Tribal) reporting that TPs wanted support with planning for future funding reductions. Reflecting this, most interviewed TPs were already aware that

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some partner schools would scale back or not use TP tutoring in 2023-24. Similarly, NFER's recent Teacher Voice survey (Moore and Lord, 2022) found that those currently using the TP route of the NTP were slightly more likely to report that they would drop out of the programme in the next academic year (43%) compared with those using AM (35%) or SLT (34%).

There was much more uncertainty about the continuation of tutoring overall once the funding stopped. Most schools had used their PP funding to top-up NTP funds, but increased costs meant that they were having to make careful decisions on how to spend their funds in future. Whilst there was high satisfaction with the NTP and its perceived impact including schools wanting to continue, schools will need financial support to do so. These findings are echoed in NFER's Teacher Voice report (Moore and Lord, 2023), based on the views of a nationally representative sample of school leaders on the sustainability of tutoring, which found that that other priorities for pupil premium funding meant not all schools could use this money to provide tutoring. DfE should explore how financial support can be sustained to allow for tutoring to become a longer-term, permanent fixture in schools. A change to the funding model could be considered, to allow schools to use funds without the requirement to top up from their other already stretched budgets.

Schools would also benefit from examples of how some schools have 'embedded' tutoring into the fabric of their daily provision, including how they are aligning it with the curriculum and meeting pupils' needs, to support a shared understanding of effective implementation in a range of contexts.

Insights from our interviews with senior leaders and teachers showed they felt that other types of support were also important for addressing the disadvantage gap including initiatives to address social and emotional literacy and mental health and well-being, which were then in turn thought to support with improvements in attainment. Further research is needed to understand what types of other support schools are implementing and perceive to be effective at closing the gap, and how tutoring can complement other recovery interventions to maximise the benefits for disadvantaged pupils.

15 Vignettes

Vignette A

Secondary school, using School-Led Tutoring for c.400 pupils

Based on individual interviews with a senior leader and three classroom teachers.

Tutoring was delivered by undergraduates, who work part-time around their degree commitments. To recruit tutors, a rolling advert on the school website was publicised via local universities. The perceived benefits of undergraduate tutors included subject specialism, with teachers saying they could delegate to tutors, and their ability to broaden horizons for pupils and act as positive role models, due to closeness in age. Several tutors also progressed to teacher training through the school's School-Centred Initial Teacher Training (SCITT), with leaders reporting they are particularly well-prepared from their tutoring experience. One challenge was high turnover of tutors, for example as they completed degrees, or stepped back to focus on their studies.

The senior leader saw the role of NTP as supporting pupils who were underperforming and 'behind' with their learning. This reflected an ongoing school focus on narrowing the disadvantage gap by accelerating the progress of pupils eligible for Pupil Premium, which had led to a 'negligible' disadvantage gap at the school. Pupils selected for tutoring included those from key priority groups from the school improvement plan, including young carers and Children Looked-After. Tutors were matched with specific pupils to build consistency in relationships, which was highlighted as particularly important for vulnerable pupils. For example, a leader attributed a 30% increase in school attendance for young carers, to their matched tutor meeting with them before school, having breakfast club, and helping them with catch-up from missed lessons.

Provision included small-group and 1:1 tutoring, check-ins with pupils, and in-lesson support. Tutors signed up for six-week blocks of tutoring at a time. Teachers said that supporting pupils in-lesson allowed tutors to build consistent relationships, to understand how particular content is taught, to pitch learning appropriately, and to liaise with teachers. They particularly appreciated the additional capacity to support high-need classes where they felt 'spread too thin' as teachers. Tutors had also contributed to wider school life, for example accompanying pupils so they could access residential trips and organising a STEM intervention day.

The school invested significantly in induction and support, in addition to the central NTP training. School-led induction included shadowing to get to know pupils and school systems, an induction programme from senior leaders, and training in specific interventions. Ongoing support included a WhatsApp group for liaison, as well as

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inclusion in whole-school CPD. For the Senior Leader, the integration of tutors as school staff was critical to the success of tutoring and to their collaboration with teachers.

We treat them as members of staff so they get every kind of training and opportunity that everybody else gets...Everybody knows who they are, they're in our staff profile, they're in our bulletins, they're in our e-mail groups, they're members of staff...And we've done some really nice celebration events for them as well where they've had time to share. – Senior Leader

Tutors ask teachers for input on tutoring content and plan their own delivery. Tutoring notes are recorded in a school portal which captures information for each pupil, and tutoring is discussed within the school's six-week reviews for teaching and learning.

Pupils who had been tutored showed increased academic attainment and increased maths, reading and spelling ages in the school's regular assessments. Literacy gains were highlighted as particularly significant as they allowed pupils to access the whole curriculum. Staff reported higher confidence, engagement, and attendance for tutored pupils. Staff are very satisfied with their tutoring provision.

over the last year or so, this has probably been one of the most successful initiatives that we've taken on. It's been so impactful and so successful with the students themselves, with the parents in [showing] we are supporting their individual students...The number of hours that we've been able to give to the students and the progress we can show is incredible – *Senior Leader*

As an academy, we don't think we'd have got through the last couple of years without school-led tutors purely because of the amount of support they have given to staff as well as to the pupils - *Teacher*

Before NTP, the school had no formal tutoring provision. They have used Pupil Premium funding to top up the NTP subsidy and fund additional tutoring, for example hours for additional subjects. While the school were keen to continue tutoring and had secured external funding to support a specific subgroup of pupils, they expected to scale back provision as central funding decreases. This was a concern for staff.

Without this intervention, because we have become so reliant on it, I genuinely worry what we will do post this programme - *Teacher*

We just probably won't have the same capacity but we will endeavour to continue and keep it going because it's successful...it's going to come down to cash. -*Senior Leader*

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Vignette B

Primary school, using Academic Mentors, School-Led Tutoring and Tuition Partners for c.200 pupils

Based on individual interviews with a senior leader, classroom teacher and SLT tutor.

Tutoring was delivered across all three NTP routes. Recruiting enough tutors was an 'initial challenge' as the school receives 'a big pot of money' for NTP tutoring, and using multiple routes helped with tutor supply. School-led tutoring was delivered by internal teachers and teaching assistants. While the school initially tried to recruit an AM via the NTP provider for 2021-22, the identified candidates either dropped out of the process or were considered unsuitable. Instead, the school recruited an AM via their own advert, appointing an experienced teacher returning to work after a career break. An external tutor who was initially recruited for SLT stepped back after a couple of weeks, and a Tuition Partner was approached to replace that tutoring capacity. Using AM had significantly increased the school's capacity for tutoring, as it was full-time provision.

The school chose pupils for tutoring across all year groups. Selection was based primarily on disadvantage, also considering pupils who were 'behind' in learning or were borderline for meeting age-related expectations. The school were keen to include pupils who often 'missed out' on additional support, particularly high-attaining pupils who were eligible for Pupil Premium, and pupils on the borderline of Pupil Premium eligibility.

We haven't always gone for the children who need to catch up or who have fallen behind, we have also offered intervention to more able pupil premium – *Senior Leader*

Across the different routes, tutors were matched with subjects and year groups which reflected their previous experience and expertise. Tutoring was timetabled in lesson times, before/after school, and in a Year 6 Easter school. Staff believed that offering tutoring during the school day had enabled them to support pupils who wouldn't otherwise attend. However, staff described the challenge of scheduling tutoring to minimise what pupils were missing in the curriculum.

Balancing when tuition takes place so they don't miss out on the curriculum. It's always a juggling act because if they are missing an hour here, they are missing an hour there. So to think you can have the funding and children can still receive everything, it's not possible, something has to go, it's just making sure they don't always miss the same subject and we have overcome that barrier but it is an ongoing challenge – *Senior Leader*

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The length of tutoring was based on need, for example pupils who needed support across English and maths received tutoring courses of 15 hours in both subjects, and pupils who made rapid progress received less tutoring.

For most tutoring, the content was based on learning gaps identified through assessments, while phonics tutoring followed a structured intervention. The content of tutoring was directed by teachers, while tutors planned the delivery. Staff reported informal check-ins on the days when tutors were working. Tutors and teachers also shared 'RAG ratings' for learning objectives, from both tutoring and classroom learning. Senior staff monitored tutoring delivery through drop-ins. The tutor and teacher interviewed described working collaboratively.

[The AM and TP tutor] come in before the school day starts, are here after the end of the day so that helps with organisation of things and they feel part of the school community rather than an add-on, and the children see that - *Teacher*

I work in the open area outside of the classroom so it is easy to chat, they can find me at any time and it's all really adaptable. They are constantly noticing things that some children cannot keep up with, so we add that into the group session. – *Tutor*

The AM primarily identified their role as tutoring with the school, rather than with the NTP, particularly as their ongoing support came directly from the school.

I work at this school, my role is an academic mentor and everything I do, I deal with the school...I know I'm a part of [NTP], but I don't fully know what it is, I don't have any involvement with it. – *Tutor*

The school perceived that tutoring during the school day (such as phonics) had a strong impact, reflected in progress data, while low attendance in tutoring before/after school had limited the impact of this provision for some pupils. Staff reported that tutored pupils had more pride, confidence and willingness to 'have a go' back in class. They felt that the experience of working with different adults was beneficial for pupils, including working with a male tutor in a predominantly female-staffed school. An additional benefit for the school was the enhanced role that teaching assistants were taking on through tutoring.

It is holding more people accountable. We have TAs who normally work 1:1 with a child, who are now working with small groups outside of the classroom and helping them support their learning. So it is giving [TAs] the responsibility and confidence in themselves to deliver the tutoring and do a good job - *Teacher*

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For 2023-24, the school intended to continue working with their AM. They were considering whether to continue with TP or use SLT for additional tutoring. Key considerations for future decisions were the decrease in subsidy, relative hourly costs of different routes, and the availability of tutors. The school was unsure about the future of tutoring beyond NTP funding, describing it as a 'crystal ball moment' in the context of current budgets and the staff pay rise.

Vignette C

Primary school, using School-Led Tutoring for c.200 pupils

Based on individual interviews with a senior leader and SLT tutor/teacher.

The school chose SLT as their preferred route, aiming to recruit existing staff as they would know the pupils best. Tutoring is delivered by teachers, including main class teachers and those who cover classes during PPA time.

Lots of people have been willing to commit to the time after school to do it because we want the children to do well – *Tutor*

Using class teachers as tutors has had many additional benefits (described below). However, timetabling commitments for these staff did constrain the tutoring time to after-school, which has impacted which pupils have attended tutoring.

The school prioritised PP-eligible pupils for tutoring. However, they appreciated the broadening of the guidance criteria to include other pupils needing support with catch-up, which in their disadvantaged area was 'all our pupils'. The main challenge with pupil selection was take-up from children and parents, with some declining the offer of tutoring. The school also saw pupils dropping out from tutoring during the course.

The uptake on places and the commitment to it. It is eleven weeks, some of them after about five weeks are saying 'oh do I have to come again' and parents forget, the parents come to collect them and the child wants to go home... Eleven weeks isn't a massive commitment but it is something we struggle with and because of the school that we are, not all of our parents see education as important, so they don't sign them up, or sign them up then as soon as the child says they don't want to go anymore, they don't push them. – *Senior Leader*

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To encourage take-up, the school tried to offer tutoring to all children within the family where possible (or offer after-school care for other siblings). They have also worked with parents to explain that tutoring is an offer of additional support, rather than a stigma.

Tutoring initially focused on maths, as the curriculum area with the most learning gaps, but later broadened to encompass English. Pupils are tutored by a teacher they already work with in class, which staff believe underpins the impact of the tutoring.

We know the children so we tailor make it for them, which is the beauty of it – *Tutor*

Group size is deliberately large (1:6) to compensate for low attendance from pupils. Where the tutor is not the main class teacher, the class teacher inputs to tutoring content, and has regular catch-ups with the tutor. Tutors are expected to have written plans and evaluations for sessions, available for monitoring, and termly progress data is shared with tutors.

Staff reported academic progress and confidence as the main benefits of tutoring for pupils. Staff also appreciated time in the small-group setting to build relationships with children from their class who could be ‘under the radar’, and the opportunity to earn extra money. As staff were tutoring pupils from their own class, tutoring directly informed their class teaching.

Because they had worked with a small group in their own class, if the children in that group don’t get it, the chances are the rest of the children in the class don’t get it so they have been able to identify misconceptions in the tutoring group and then redo it with everybody in the class. – *Senior Leader*

The school planned to continue tutoring next year but expected to scale back their provision because of the subsidy decrease.

Next year we’ll have to put even more [money] in if we want to do it at the same level. Does the progress of the children outweigh the financial cost?...We’ll need to look at the impact of it. – *Senior Leader*

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Appendix A Aims and methods

IPE aims

Specifically, the IPE research questions for the evaluation in the third year of the NTP were:

RQ1: How successful was the implementation of the NTP year 3 model?

- How are schools implementing the NTP in year 3 (for examples, subjects, mode of delivery, group size, and timing of tutoring)?
- Which students are receiving the tutoring?
- What types of support have schools sought from the DfE? How successful has this support service been?
- How effective was the quality-assurance process for TPs? Have schools been able to access high-quality TPs and tutors?
- How successful was the NTP in recruiting and deploying AMs? Have schools been able to access high-quality mentors?
- What does the training package for tutors and mentors look like in year 3? How effective is it perceived to be in equipping them for their roles?
- What improvements could be made to any of the services available?

RQ2: To what extent is the NTP embedding tuition within the school system?

- To what extent is tutoring a permanent feature in school systems?
- To what extent does the NTP funding mean schools are offering additional tutoring, over and above previous provision?
- To what extent is NTP tutoring aligned to the curriculum and learning needs of pupils?
- How are schools funding the NTP? What impact, if any, is the reduced subsidy having on school budgets and the tutoring offer in schools?

RQ3: To what extent has the NTP supported pupils with SEND?

- How are schools (mainstream and special schools) delivering the NTP to pupils with SEND?
- Have schools been able to access specialist providers?
- To what extent has provision been tailored for individual needs, aligned with each pupil's education, health and care plans (EHCPs)?

RQ4: What are the perceived benefits of the NTP?

- Is the NTP perceived to help pupils catch up with their lost learning and close the attainment gap for disadvantaged pupils?
- What are other perceived impacts of the NTP on pupils (e.g. their confidence, motivation to learn, attendance)?
- What is the perceived impact of the NTP on the supply and delivery of high-quality tutoring and mentoring?

IPE methods – surveys

A first survey of senior leaders was carried out in November 2022-January 2023. The DfE provided NFER with a list of 8,814 schools⁹ which had at least one pupil signed up to the NTP according to the autumn 2022 school census. A total of 35 schools were removed¹⁰, hence a sample of 8,779 were sent the survey. An open link to the survey was also made available via social media.

A total of **573 responses** were received - 567 via the link sent directly to schools and 6 via the open link. This included 492 fully completed surveys and 81 partial completes (where only some questions were answered but the survey was included in the analysis). Of the 573 respondents, 438 were from primary schools, 104 from secondary schools, and 31 from other types (including special schools and alternative provision schools). Table A.1 shows the sample profile (comparing the schools which responded to the survey to the population of participating schools in a list provided by DfE). The responding schools are broadly representative of schools in the sample.

A.1 Sample profile for survey 1

	Sample	
	Population (N=9443)	Survey (N=573)
Phase		
Primary	7334 (78%)	438 (76%)
Secondary	1499 (16%)	104 (18%)
Special school	409 (4%)	20 (3%)

⁹ Additional schools which were late in submitting their census data were not included in the sample.

¹⁰ Note that 35 schools were removed from the sample: 17 schools had requested that they were not included in any NFER research and 18 schools were removed as the headteacher was listed for two schools (e.g. infant and junior schools listed separately) so NFER only sent to one of the schools.

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Alternative provision school	36 (0.4%)	2 (0.3%)
Other	165 (2%)	9 (2%)
FSM Quintile		
Missing	124 (1%)	6 (1%)
Q1 (lowest %)	1829 (19%)	105 (18%)
Q2	1872 (20%)	136 (24%)
Q3	1880 (20%)	104 (18%)
Q4	1872 (20%)	112 (20%)
Q5 (highest %)	1866 (20%)	110 (19%)
Region		
East Midlands	838 (9%)	60 (10%)
East of England	1100 (12%)	80 (14%)
London	1276 (14%)	76 (13%)
North East	447 (5%)	23 (4%)
North West	1453 (15%)	78 (14%)
South East	1408 (15%)	83 (14%)
South West	965 (10%)	74 (13%)
West Midlands	1000 (11%)	59 (10%)
Yorkshire and the Humber	956 (10%)	40 (7%)

*The population of schools participating in the NTP according to the October 2022 school census data provided by DfE. The number of schools in the population is slightly higher than the survey sample of 8,814 schools in the original list sent to NFER by the DfE. This is because some schools submitted their school census data later and we included them in the sample table, in order to compare the responding sample with the most up-to-date list of NTP schools at the time of writing.

A second online survey was carried out in March 2023 of school senior leaders, teachers of pupils being tutored via the NTP, and Special Educational Needs Co-ordinators (SENCOs) or individuals responsible for SEND provision in schools. The DfE provided NFER with a list of 13,610 schools which had at least one pupil signed up to the NTP in the 2022-23 academic year according to the autumn 2022 and spring 2023 school census returns (which would reflect participation up until January 19th 2023).¹¹ Surveys

¹¹ Any schools which were late in submitting their census data were not included in the sample.

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were sent to 13,506 schools.¹² A total of **1381 individual responses** were received, including 1162 fully completed surveys and 219 partial completes. The responses were received from **1013 senior leaders, 280 class teachers¹³, and 172 SENCoS** (some individuals had more than one of these roles). Of the respondents, 221 said they were NTP tutors.

Respondents represented 1041 different schools.¹⁴ Of those, 74% were primary schools, 19% were secondary schools, and those remaining were other types of schools (including special schools and alternative provision). Table A.2 shows the sample profile (comparing the schools which responded to the survey to the population of schools participating in the NTP in 2022-23, according to the autumn 2022 and spring 2023 school census returns). As was the case for the first survey, the responding schools are broadly representative of schools participating in the NTP.

A.2 Sample profile for survey 2

	Population (N=13610)*	Survey schools (N=1041)
School Phase		
All-through	100 (1%)	6 (1%)
Middle deemed secondary	63 (0%)	8 (1%)
Middle deemed primary	4 (0%)	(.%)
Not applicable	630 (5%)	61 (6%)
Primary	10555 (78%)	773 (74%)
Secondary	2258 (17%)	193 (19%)

¹² Some schools were removed because they had expressed that they do not wish to participate in NFER research or because the headteacher was the leader of two schools (e.g. schools split as infant and junior schools) and only one school was included.

¹³ All of the 280 teachers said they were teaching pupils who had started the NTP tutoring this academic year (Q2a).

¹⁴ More than one senior leader response was received from 34 schools. Two schools submitted two SENCo responses and in 49 schools more than one class teacher replied.

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FSM Quintile		
Q1	2679 (20%)	220 (21%)
Q2	2679 (20%)	221 (21%)
Q3	2671 (20%)	218 (21%)
Q4	2676 (20%)	184 (18%)
Q5	2671 (20%)	183 (18%)
Missing	234 (2%)	15 (1%)
School Region		
East Midlands	1271 (9%)	110 (11%)
East of England	1569 (12%)	118 (11%)
London	1728 (13%)	117 (11%)
North East	656 (5%)	48 (5%)
North West	2013 (15%)	159 (15%)
South East	2074 (15%)	167 (16%)
South West	1416 (10%)	107 (10%)
West Midlands	1491 (11%)	126 (12%)
Yorkshire and the Humber	1392 (10%)	89 (9%)

*The population of schools participating in the NTP according to the October 2022 and January 2023 school census data provided by DfE.

IPE methods - Interviews

A series of 66 semi-structured interviews, addressing all of the IPE research questions, took place with NTP providers and school staff in March-June 2023. These included interviews with: 26 school senior leaders; 12 school teachers of pupils being tutored via the NTP; 13 NTP tutors (a mix of those with and without qualified teacher status (QTS)); 8 individuals with responsibility for overseeing the NTP across 7 TPs; and 7 individuals across the NTP providers (DfE support team, EDT, Cognition Education and Tribal). Table A.3 shows the distribution of the school-based interviews across school phases.

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A.3: Distribution of interviews across school phases

	All	Primary	Secondary	Special
Senior leaders	26	19	6	1
Teachers	12	5	7	-
Tutors	13	9	3	1

Appendix B NFER Ethics and Data Security

All of NFER's projects abide by our [Code of Practice](#) which is in line with the Codes of Practice from BERA (the British Educational Research Association), MRA (the Market Research Association) and SRA (the Social Research Association), among others. NFER is committed to the highest ethical standards and ethical considerations are embedded in our detailed quality assurance processes. NFER is committed to safeguarding the privacy of all individual's whose data we process. NFER is registered with the Information Commissioner's Office. the Head of Data Security oversees compliance with data protection legislation, ensuring that policies and practice are both legally compliant and good practice. NFER ensures that all projects comply with the six principles of data protection legislation (GDPR and the Data Protection Act 2018) and its underlying focus on accountability. Personal data is: processed lawfully, fairly and transparently; only used for the specified, clearly explained purpose it was collected for; limited and relevant to the purpose for which it is collected; accurate and, where necessary, kept up-to-date; only kept for as long as it is needed; kept secure.

DfE is the data controller for the evaluation and have commissioned the NFER to process the data as it is necessary for the performance of a task carried out in public interest vested in the DfE as controller (article 6 1 e). The statutory basis for these tasks is set out in S.10 The Education Act 1996: The Secretary of State shall promote the education of the people of England and Wales. A separate legal basis is identified for processing special data:

GDPR Article 9 (1) (g) which states that processing is necessary for reasons of substantial public interest, on the basis of Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.

All privacy notices for the evaluation can be found on the [project website](#). The link to the website was given to all research participants.

NFER takes the greatest care to maintain the confidentiality, integrity and availability of all of its information assets. This helps us comply with data protection requirements to maintain the security of personal data. NFER's Head of Data Security oversees compliance with the ISO/IEC 27001 framework for information security. NFER is ISO/IEC 27001 certified (GB17/872763; until 31 October 2025 subject to satisfactory surveillance audits) and holds Cyber Essentials Plus (2dac9450-5174-4c60-9c88-8cb88c7a4090).

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NFER maintains a full Information Security Management Strategy (ISMS) including a Data Security Policy with which all staff are required to comply.

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