



**TUTORS**  
UNITED

# End of Programme Report

## Tutoring Young Residents



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# What we do

Founded in 2013, Tutors United is an award-winning national charity that uses the power of **tutoring to support young people's attainment, confidence, and skills at two key transition points: from primary to secondary school, and from university to employment.**

Working primarily with housing associations, we deliver our community-based tutoring programmes across London, the Midlands, and North West to primary school children from low-income, migrant and refugee backgrounds, **providing access to vital educational support to those who need it most.**

We hire, train, and pay inspiring **university students** - most of whom also come from low income households - as tutors, providing them with meaningful, paid work experience, underpinned by academic and professional development.

Our work ensures **primary school children** can transition to secondary school literate and numerate with a strong foundation of soft skills and ongoing family support to guarantee long-term success. We upskill **parents and carers** with functional skills to maximise both their children's and their own education and employment opportunities.



Hire, train and pay university students as tutors to deliver our programme



Specially-devised Maths and English lessons for primary school pupils



Ongoing engagement with parents and carers to encourage learning at home



Bespoke training and development offer for our tutors to boost their skills and careers

## Hello from the Programmes Team



**Olivia Massueme**  
Head of Region

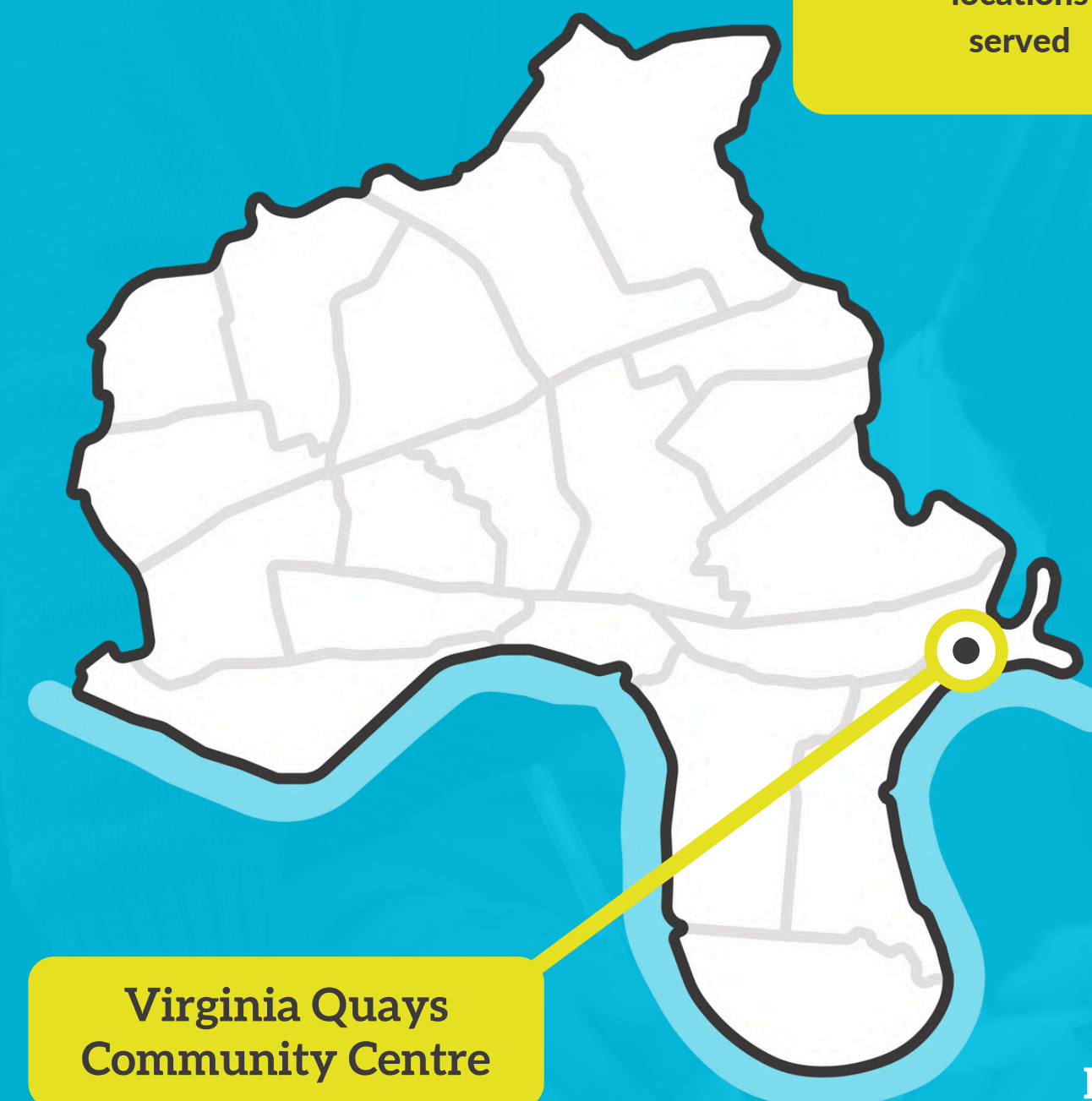
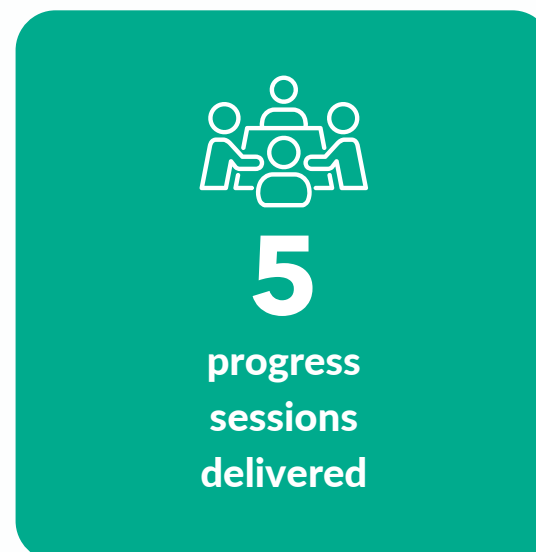
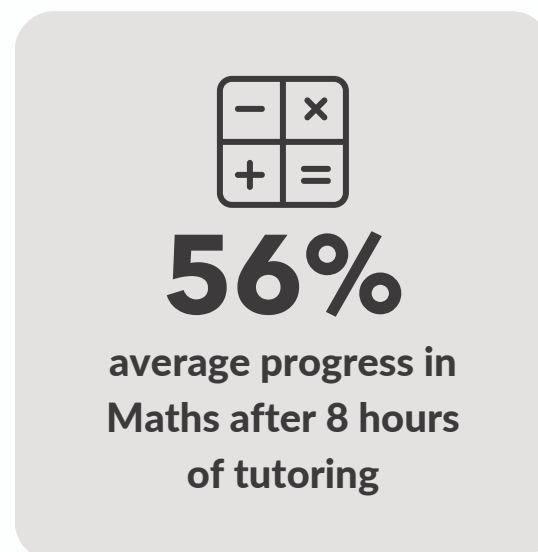
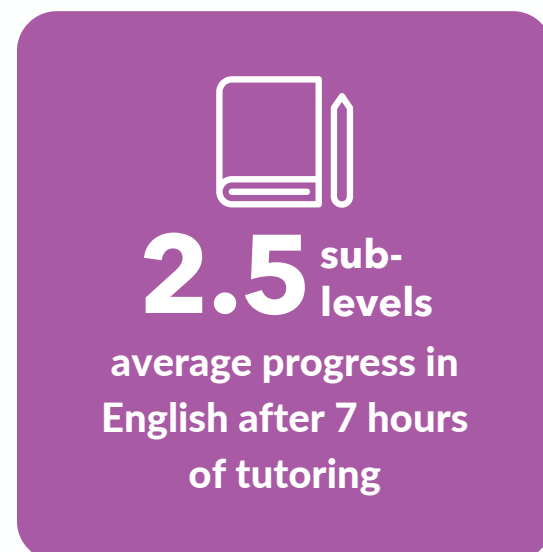
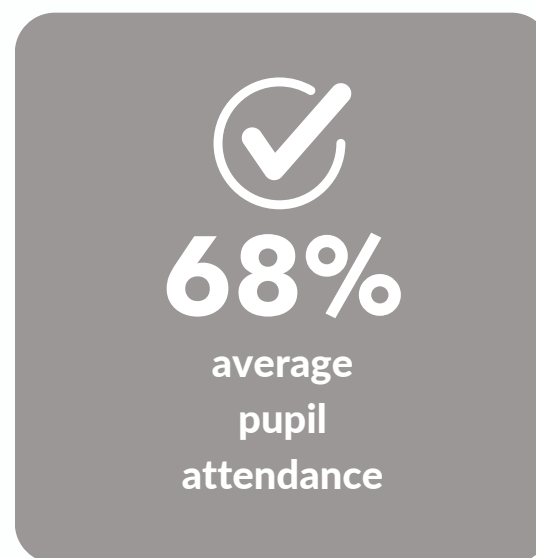
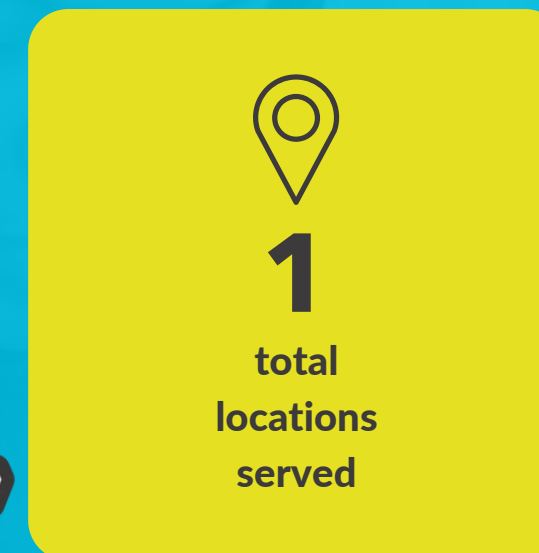


**Leah Ives**  
Programme and Impact Manager



# Report Card

## 2024-25



Virginia Quays  
Community Centre

Map of  
Tower  
Hamlets



# Who we served

 **89%**

household income below £35,000

 **93%**

families on means-tested benefits

 **93%**

pupils eligible for free school meals

 **56%**

speak English as an additional language

 **37%**

single-parent households

 **89%**

pupils residents of Notting Hill Genesis

Asian or Asian British

Black or Black British

White

Mixed

Other Ethnic Group

Prefer Not To Say

0% 10% 20% 30% 40% 50% 60%

Our communities

## Building literacy and numeracy

The importance of numeracy and literacy extends far beyond the classroom. Yet, all too often, children, particularly those from low-income families, continue to fall behind.

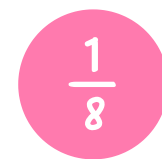
Currently, children from statistically disadvantaged backgrounds are 20% less likely to achieve expected standards in reading, writing, and Maths by the time they complete primary school – with pupils from low-income families on average **10.3 months behind their wealthier peers, rising to 18.8 months by the time they sit their GCSEs.**

Despite the deepening educational inequalities post-pandemic and in the cost-of-living crisis, our pupils continued to improve their academic attainment and confidence in both English and Maths.

## Our curriculum

Our curriculum has been specially-devised in consultation with trained teachers to build foundational skills, cover key subjects, and boost confidence, while reinforcing the National Curriculum to put our pupils in the best possible position before transitioning to secondary school.

**In Maths, the curriculum covers a range of topics that mirror what they are doing in school, particularly in the run up to Key Stage 2 SATs.** Following a spiral pattern, topics are covered multiple times with increasing difficulty to encourage retention and reinforce their comprehension, with topics including:



Fractions



Percentages



Algebra

**In English, our curriculum asks pupils to look at a range of different text types and explore different styles of writing, all while keeping a solid focus on vital spelling, punctuation, and grammar skills (SPAG).** While the National Curriculum at Key Stage 2 focuses on building basic techniques to develop writing skills, the assumption at Key Stage 3 is that pupils have mastered those skills and can confidently and competently write at length to demonstrate subject mastery in multiple subject areas. This is why our curriculum focuses on engaging pupils' creativity and imagination to apply their SPAG skills in long-form writing to build confidence and proficiency with writing at length. Some of the English topics we cover are:



Reports and journalistic writing



Quest fiction



Slam poetry



# Maths progress

Pupils have made fantastic progress in Maths after just 8 hours of tuition, starting the year on a Below Average score of 34%, and finishing moving into the Average grade boundary with 52%, **with pupils making on average 56% progress.**

At the beginning of the programme, 88% of pupils were working at a Below Average grade. This dropped to 50% by the end of the programme, with 25% of pupils achieving an Above Average grade (compared with 0% at the start).

**Year 6 pupils in particular have made incredible progress. Starting the year on a Below Average 40%, and finishing the year on an outstanding 83%, they moved up two grade boundaries to Above Average.** This means the Year 6 pupils are leaving the programme above where they should be for their age, and ready to enter secondary school having caught up to their peers.

Note: Year 5 pupils made up just 22% of pupils, and all offboarded before the Final Assessments, therefore there is no data for Year 5s in the graphs on page 8.

**34%**

Average Initial Score  
(Year 4, 5 and 6)

**52%**

Average Final Score  
(Year 4, 5 and 6)

**50%**

Year 6 pupils working  
at or above expected standard  
in Maths in Initial Assessments

**100%**

Year 6 pupils working  
at or above expected standard  
in Maths in Final Assessments

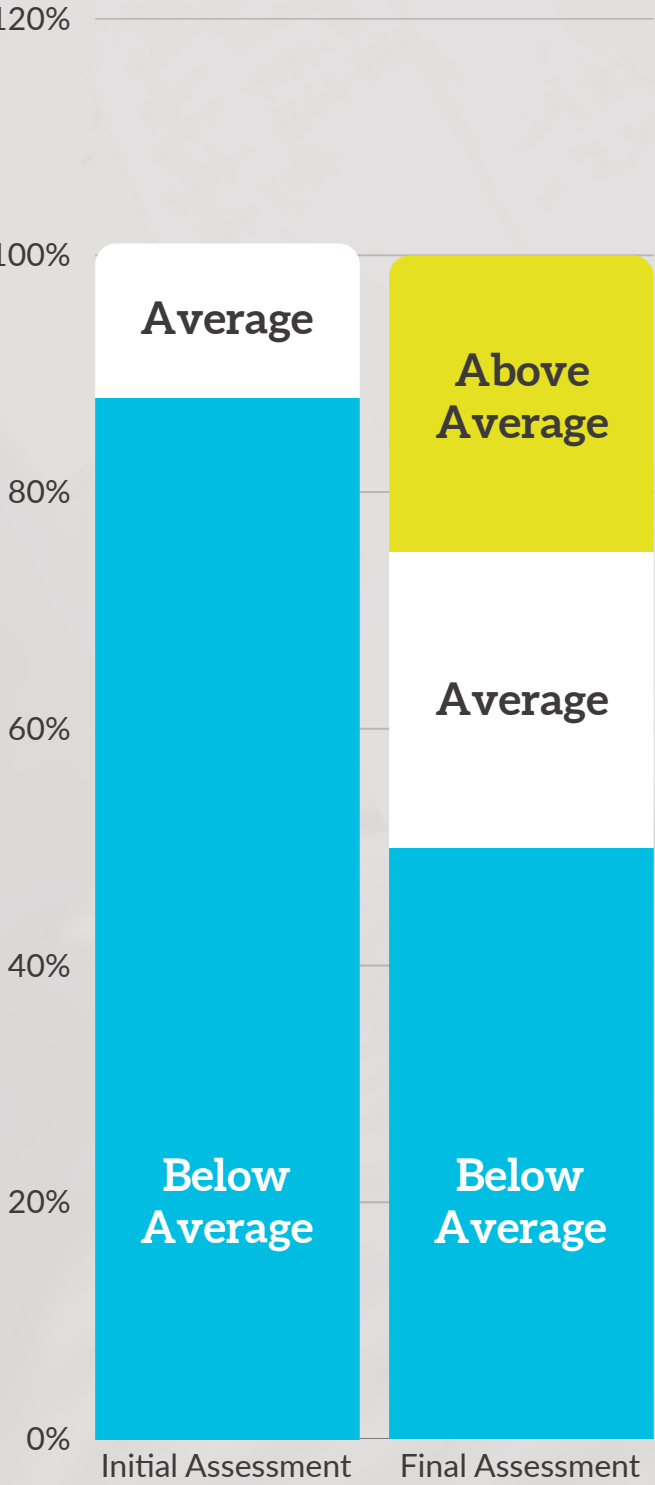
**88%**

pupils made  
progress in Maths

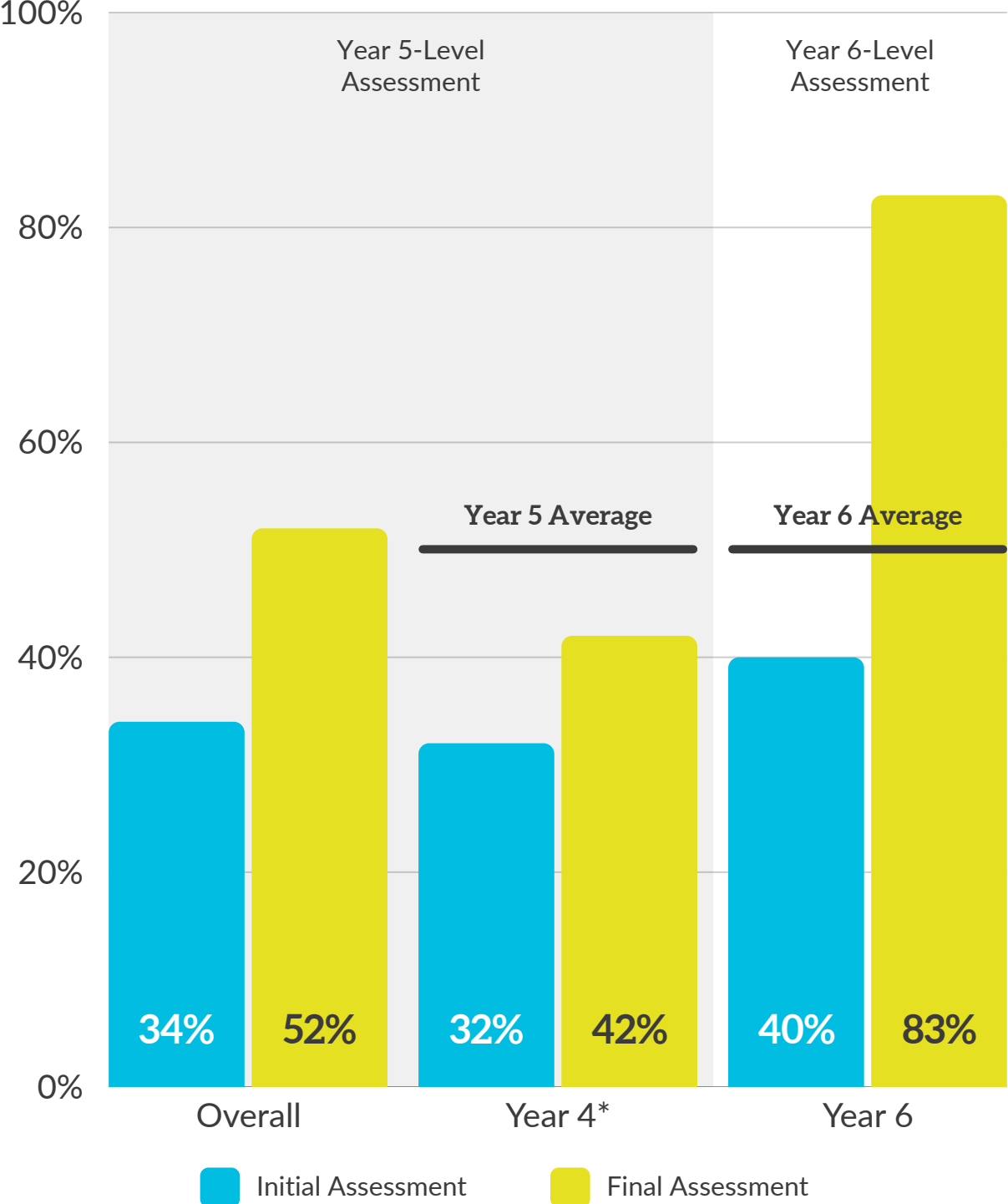
**56%**

Average  
Individual Progress  
(Year 4, 5 and 6)

Pupils performing at each level in Maths



Average percentage attained in Maths assessments by year group



\*Year 4 pupils complete the Year 5-level assessment, and are therefore not expected to be meeting the Year 5 Average yet.

Maths grades explained

Year-Related Expectation	Assessment Percentage
Above Average	75-100%
Average	50-74%
Below Average	0-49%



# English progress

Pupils also made amazing progress in English, on average progressing by 2.5 sub-levels. Pupils began the year working at an average of a Secure Year 2 Level (2S) and finished the year one whole year level higher on a Secure Year 3 Level (3S).

No pupils achieved a Year 4 Expected Standard or higher in the Initial Assessments. By the Final Assessments, 36% of pupils achieved this, with 9% achieving a Year 5 Expected Standard. **100% of pupils either maintained or improved their grade, with 73% jumping to the next year-related level.**

56% pupils come from families with English as an Additional Language (EAL), and these pupils made fantastic progress, improving on average by 3 sub-levels (1 whole year level). 34% of EAL pupils achieved a Year 4 Expected Standard or higher in the Final Assessments, compared with 0% in the Initial Assessments.

Year 6 pupils finished the year averaging a Secure Year 4 Level (4S), up from an Emerging Year 3 Level (3E), catching up by more than 1 whole year level.

**2S**

Average Initial Grade  
(Year 4, 5 and 6)

**3S**

Average Final Grade  
(Year 4, 5 and 6)

**0%**

pupils working at a  
Year 4 Expected Standard  
or above in Initial Assessments

**36%**

pupils working at a  
Year 4 Expected Standard  
or above in Final Assessments

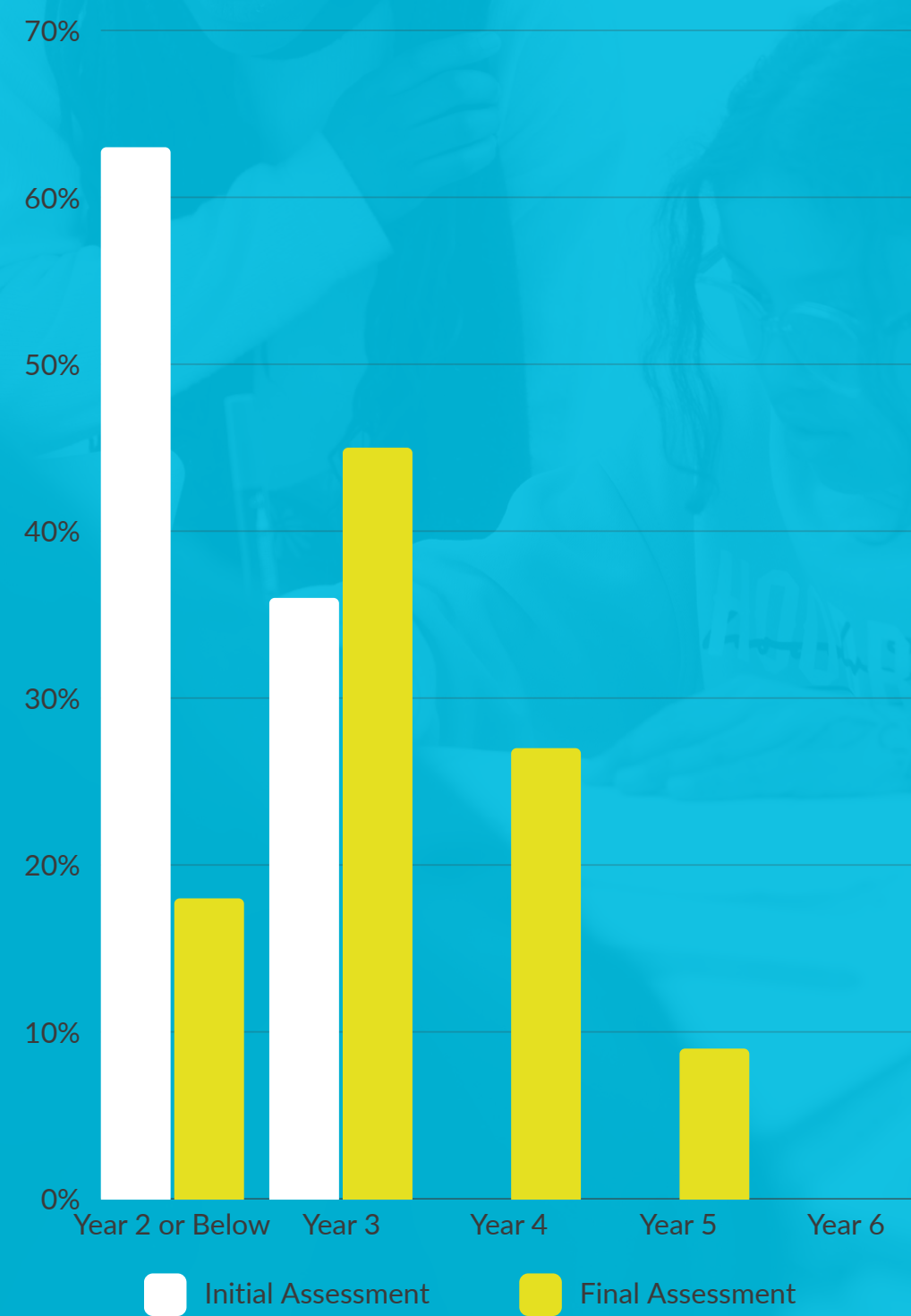
**73%**

pupils moved up to the next  
Year-Related standard

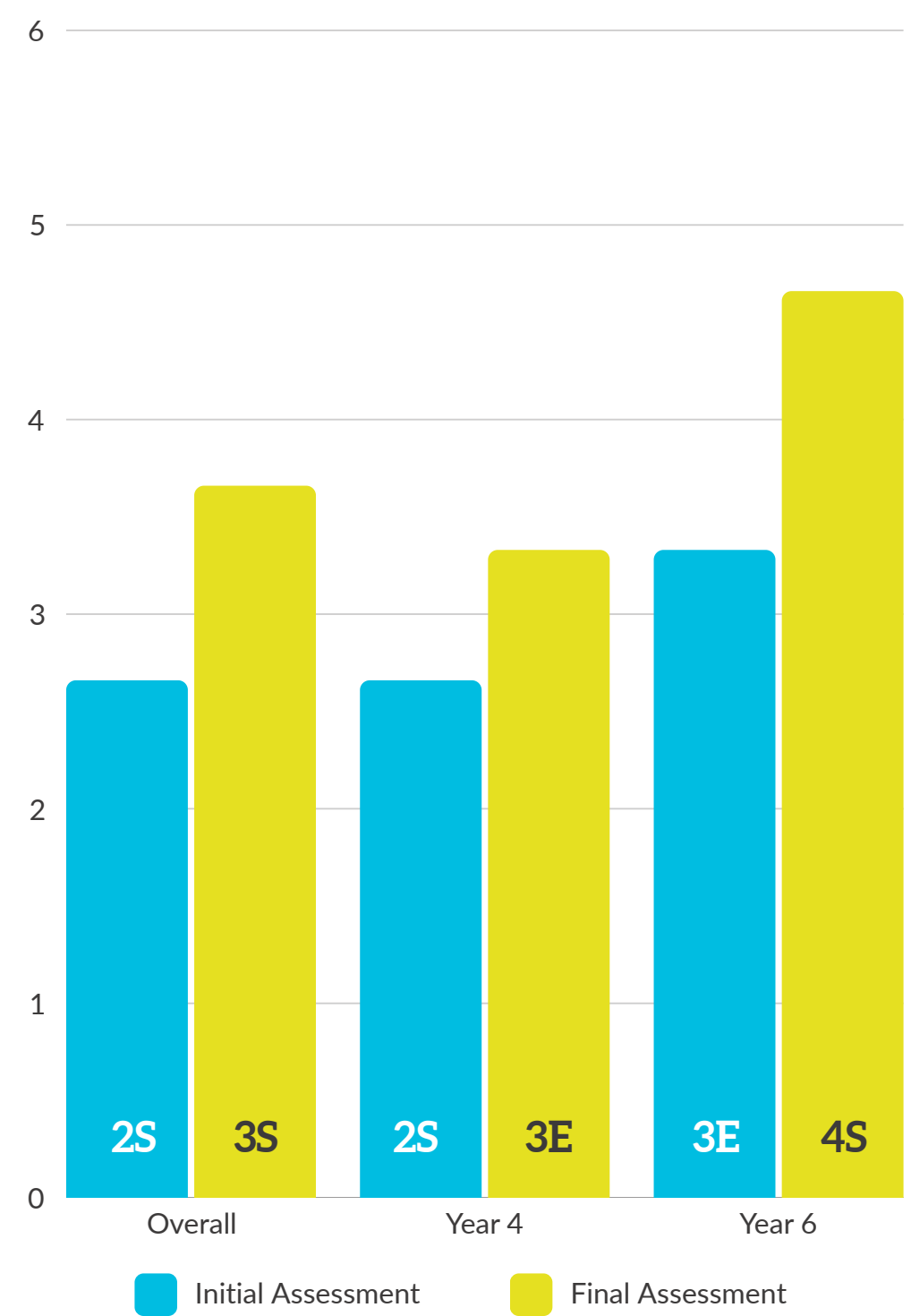
**2.5**

sub-levels  
of progress

# Pupil attainment by Year-Related Standards



# Average grade in English in Initial and Final Assessments by pupil year group

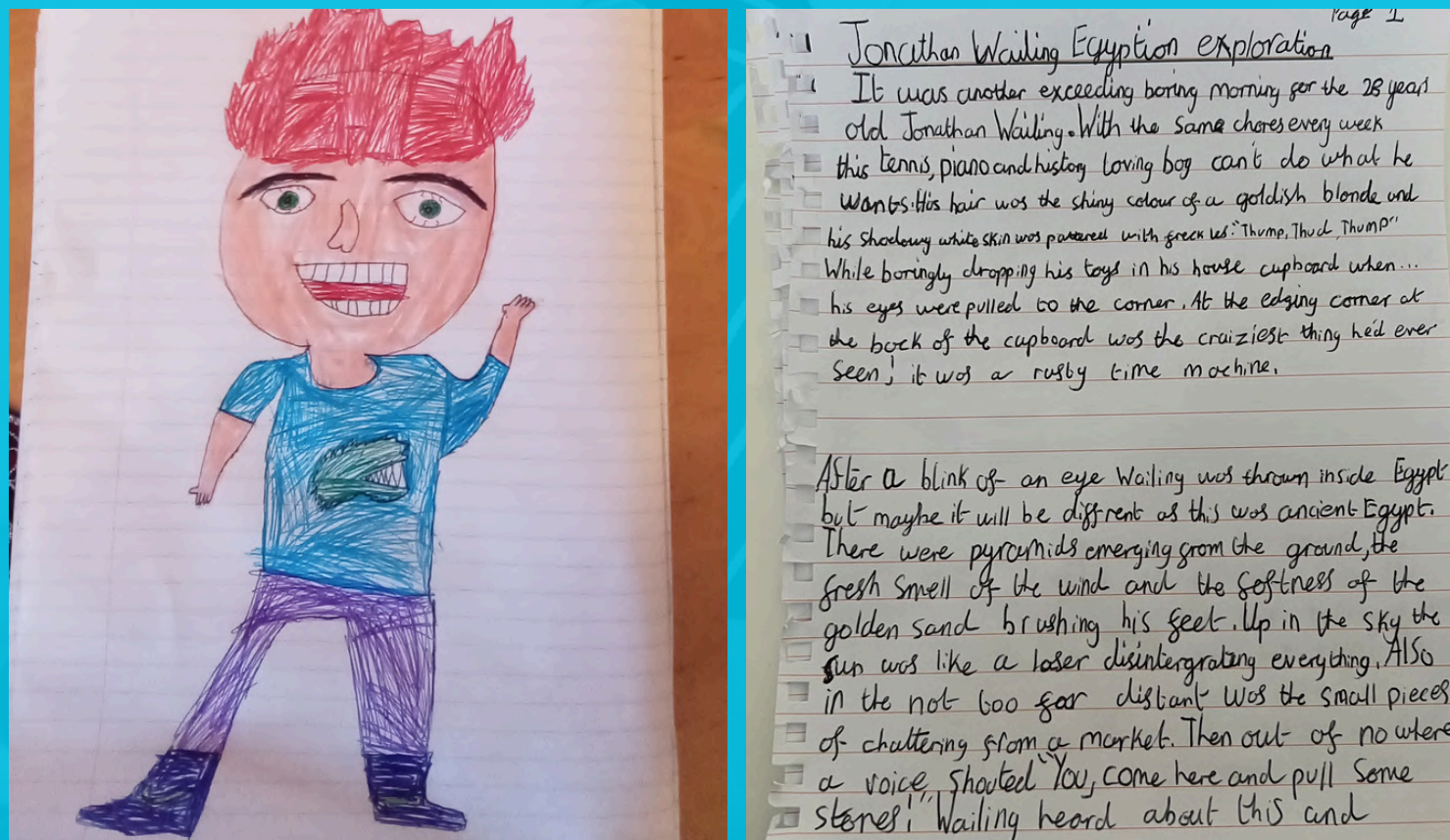
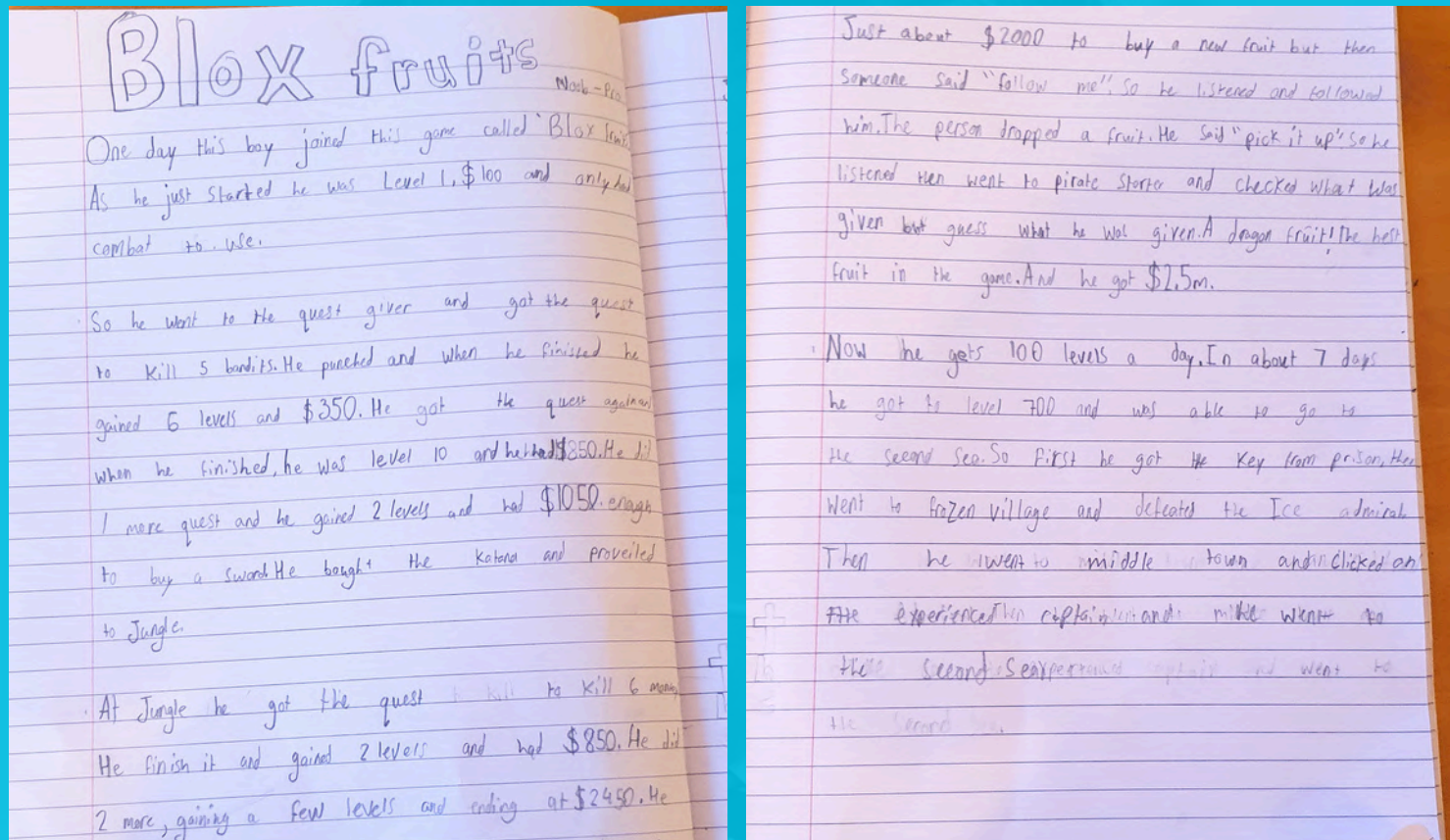


Note: As with Maths, all Year 5 pupils offboarded before the Final Assessment, and therefore are omitted from the data.

# English grades explained

Year-Related Standard	English Sub-Level
Year 6	Advanced
	Secure
	Emerging
Year 5	Advanced
	Secure
	Emerging
Year 4	Advanced
	Secure
	Emerging
Year 3	Advanced
	Secure
	Emerging
Year 2	Advanced
	Secure
	Emerging





## TU Young Authors Writing Competition



Every year we give our pupils the chance to showcase their **amazing creative writing talents and storytelling techniques** that they've learnt in their English lessons throughout their time with us. To do this, we run a creative writing competition, the TU Young Authors Writing Competition, across our entire pupil cohort over a number of weeks, allowing them the time to develop their ideas.

**Pupils began their entry in class with the support of their tutor and peers, and were then encouraged to continue their entry at home together with their families.**

**This year, the focus of the project was to create a historical fiction story. The goal was for our pupils to use their imagination to create a story about travelling back in time to a historical time period and overcome a challenge.** We encourage pupils to draw on the knowledge they've gained in their English lessons to ensure their writing was engaging and full of interesting literary devices.



# STEM lessons with Mott MacDonald

Through our partnership with engineering consultancy Mott MacDonald, we've co-created exciting STEM content to bring engineering careers to life for young people and boost tutor development.

As part of this collaboration, we've delivered:

- Two tutor training sessions led by Mott MacDonald staff
- Two STEM-packed lessons - one English, one Maths—co-developed with Mott and delivered in July
- A co-designed summer holiday activity pack to be shared with families in August 2025

The English lesson explores social value – pupils use data to pitch their own community project idea and gain insight into why social value matters. The Maths lesson dives into cost consultancy - pupils budget for a playground, weighing up materials, time and tricky trade-offs.

**This fun, hands-on model links learning with real-world careers, gives pupils insight into the importance of social value, and adds fresh STEM energy to our curriculum.**



4

hours of  
Mott MacDonald-designed  
English lessons



1

hour of  
Mott MacDonald-designed  
Maths lessons



2

tutors delivered  
Mott MacDonald-designed  
lessons



It was a great to help contribute towards a lesson plan for Tutors United that both linked into what we do around Social Value and focused on practical English skills as the foundation. I enjoyed the challenge of designing a lesson for a younger audience which I haven't ever done before and so made me think about how we articulate the problem and task in a different way.

I hope the lesson helps develop the students persuasive writing skills but they also come away from this, as well as the tutors, with an understanding of what Social Value is and the impact it can have.

**Guy Schmidt**

Social Value Lead  
Mott MacDonald





# Pupil Spotlight

## Rida

Rida is a Year 6 pupil who joined the Virginia Quays programme in October 2024 in order to receive some additional support ahead of starting secondary school. She has worked incredibly hard, achieving 86% attendance across the year. This is reflected in her fantastic progress in Maths.



Rida started the year achieving just 30% in her Initial Maths Assessment, placing her in the Below Average grade boundary. After just 8 hours of tuition, she made an incredible 183% progress, achieving 85% in her Final Maths Assessment. **This means she has progressed by 2 grade boundaries, to Above Average, and means she will be entering secondary school working well above where she needs to be for her age.**

Mwamba, Rida's Tutor, said he was "very impressed" with her hard work this year, and consistently praised her for her contributions to class and her independent work. We are incredibly proud of Rida's progress this year and wish her the best of luck as she starts Year 7!

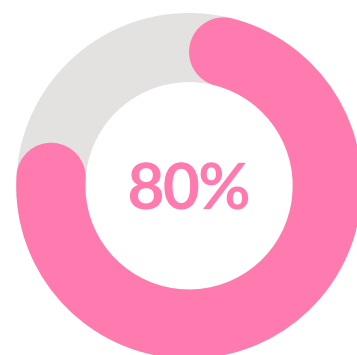
# Building confidence

It would be impossible to teach our pupils everything they will ever need to know, but **we can instil key skills to ensure that they are confident and resilient learners.** This is especially important for pupils making the transition to secondary school, which brings with it new social dynamics, different class formats, and unfamiliar curriculum topics.

Our curriculum gives pupils opportunities to explore exciting new topics and challenges, and through targeted group work, tutor-led exercises, and independent assignments, pupils are aided to understand how to approach problems using different methods and identify gaps in their knowledge **so they can confidently ask for help instead of feeling frustrated.**



pupils reported they felt more confident in Maths

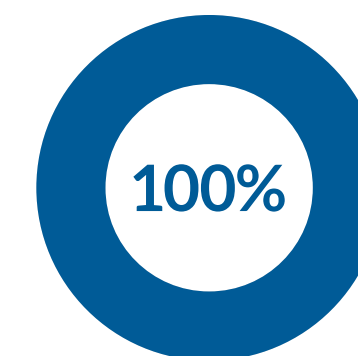


pupils reported they felt more confident in English

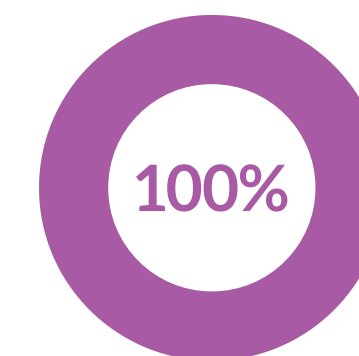


# Family support

While the pupils are the stars of the Tutors United show, we know that their families are just as important! **One of our main aims is to bridge the gap between school and home** to enable their parents and carers to more confidently support their children. To meet this aim, we ran termly training sessions for the parents and carers throughout the programme. These sessions provides them an **insight into what is being taught, their child's assessments, and with resources** to better support their children at home. To increase accessibility, we also offered consultation calls to give parents and carers the opportunity to receive more tailored advice about their child.



parents/carers reported the parent's evenings helped them to understand their child's performance



parents/carers better understand their child's performance from their tutor's weekly lesson feedback





# Family Spotlight

## Amina and Bai-Maró

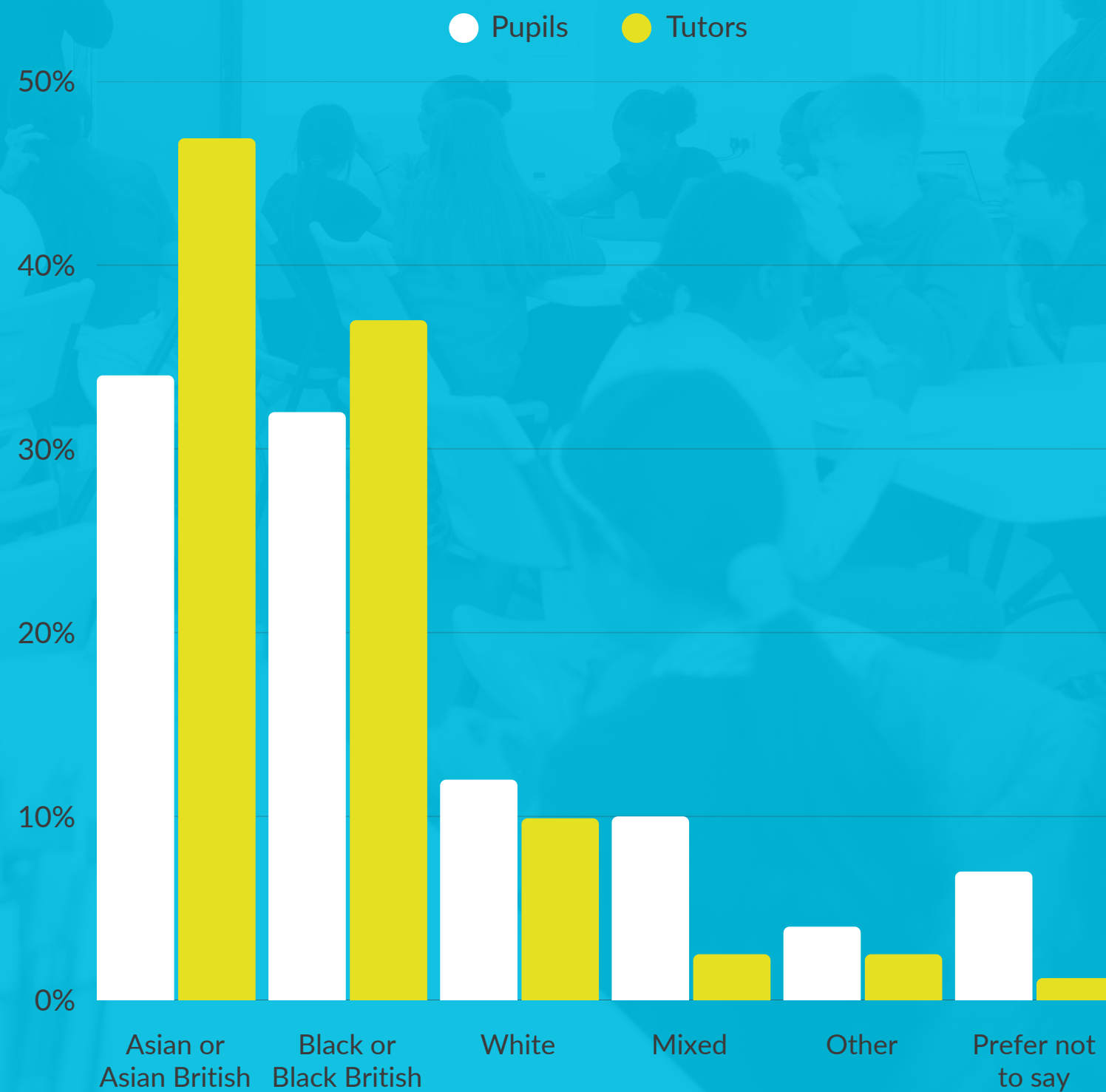
Amina and Bai-Maró are siblings who joined the Virginia Quays programme at the start of the academic year. Amina, Year 6, joined the programme identifying that she didn't feel very confident in English. **When asked what she hoped to get better at during her Tutors United lessons, she said "English because punctuation is very hard for me even if I try very hard"**. Her brother, Bai-Maró, is in Year 4 and joined feeling not at all confident in Maths and English.

Both Amina and Bai-Maró have made excellent progress in English. **Amina made an outstanding 9 sub-levels (3 whole year levels) of progress, from a Secure Year 2 Level in her Initial Assessments to a Secure Year 5 Level, bringing her to just 2 sub-levels off where she should be for her age.** Bai-Maró also made an impressive 4 sub-levels (over 1 whole year level) of progress, from a Below Year 2 Level to an Emerging Year 3 Level.

Their mum has also noticed an improvement in them since joining, and has also received support through attending the programme's Progress Evenings, saying **"I find the information useful especially around the SATs area"**. These sessions are designed to give parents advice and tips on a range of topics, including the Year 6 SATs, which many parents are experiencing for the first time.

We're blown away by Amina and Bai-Maró's progress, and wish Amina all the best as she prepares to start Year 7 in September.

# Tutor demographics



**101**

tutors hired,  
trained and paid



**39%**

tutors were  
eligible for  
free school meals



**44%**

tutors are fluent in an  
additional language  
to English



**51%**

tutors from  
households earning  
less than £35,000



# Tutor Report Card

2024-25



**96%**

of tutors agreed they  
felt supported in  
their role as a tutor



**91%**

of tutors agreed they  
felt wellbeing and mental  
health was well supported



**13**

Wednesday Welfare  
Workshops provided  
for tutors



**100%**

observed and  
given personalised  
lesson feedback



**100%**

of tutors trained in  
lesson delivery  
and safeguarding



**4**

tutors given  
leadership roles as  
Tutor Leaders



**91%**

of tutors agreed they  
received the training  
needed for role as a tutor



**94%**

of tutors agreed they  
received the resources  
needed for role as a tutor



**41**

tutors took part in  
additional employability  
opportunities with TU



**15**

paid placements  
provided by  
TU for tutors



**97%**

tutors agreed training  
and development events  
boosted their employability



**19**

tutors submitted CVs  
to receive personalised  
feedback and support

# Tutor development timeline 2024-25



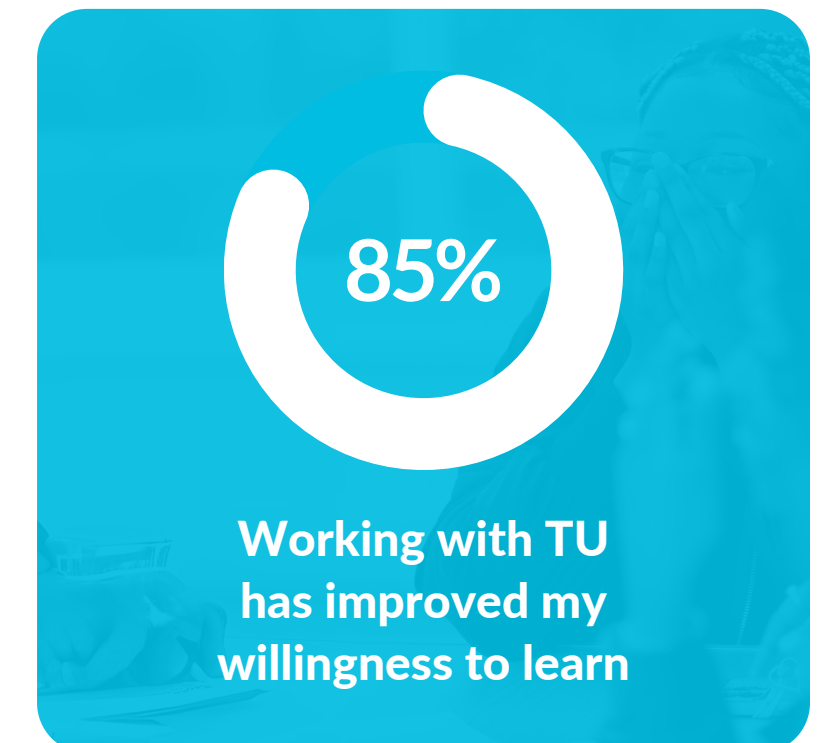
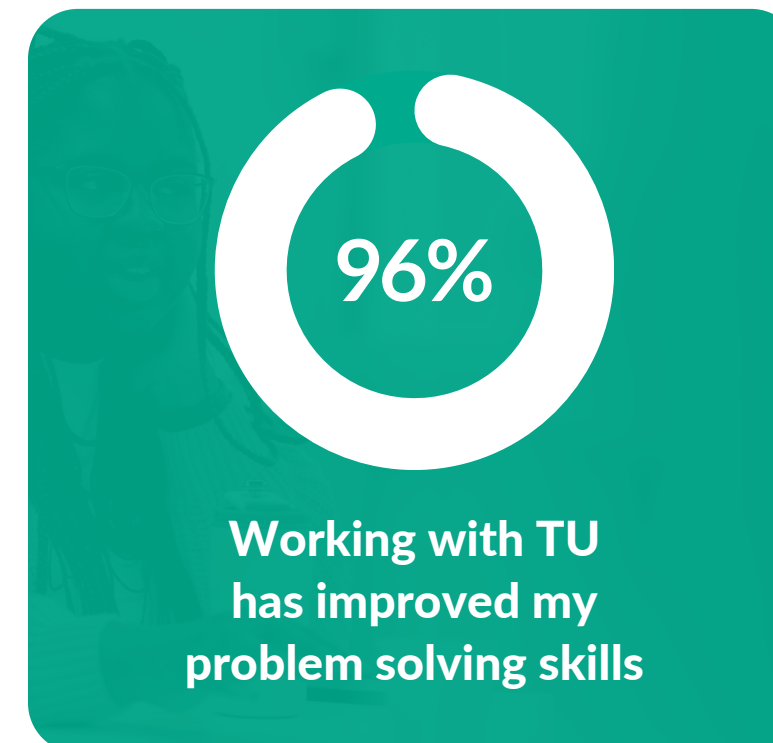
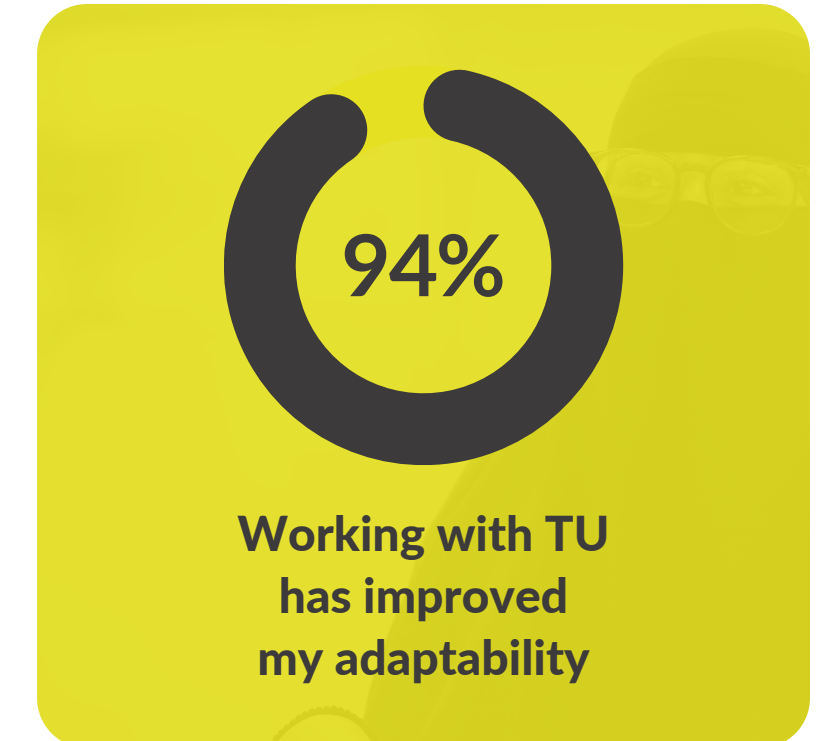


# Developing tutor employability

We are committed to equipping our tutors with the skills and experiences they need to thrive in the job market. Recent research from QS on “What Do Employers Want from Today’s Graduates?” highlights **communication, adaptability, willingness to learn, and problem-solving as four top skills where employers perceive a mismatch between their requirements and actual graduate skills**. Our tutoring model addresses this gap by providing our tutors with practical opportunities to enhance these vital skills.

Through their work at TU, our tutors sharpen their communication skills by delivering lessons, providing feedback live in class and afterwards in writing to parents/carers, and tailoring their approach to suit the needs of diverse pupils. They also develop adaptability by working in different learning environments and responding to the varied needs of pupils and families. Problem-solving becomes second nature as they design creative solutions to help pupils overcome challenges and handle issues that can arise in lessons or with partners on the ground. Finally, a willingness to learn is embedded in our culture, as tutors are encouraged to reflect on their practice through our observations, training, and feedback processes.

As well as gaining skills through their experiences in the classroom, **we aim to aid tutors’ employability through our tutor training sessions, by connecting them with our employer partners and providing paid internships to broaden their career experience.**

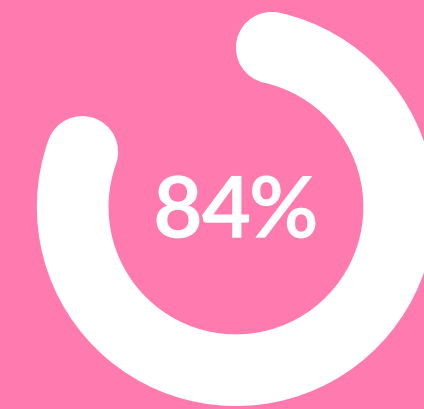


# Beyond employability

While tutors develop transferrable employability skills through tutoring, the impact of working with TU goes deeper. Indeed, tutors emphasise that the positive effect they feel their work has on their pupils and the fact they are contributing meaningfully to our mission of educational equity positively influences their self-esteem. Thus, **tutoring with Tutors United becomes more than a job, but a source of confidence, purpose, and social connection.**



**I feel proud of my work as a tutor**



**Working with TU has increased my motivation to engage with social issues**



**Working with TU has allowed me to act as a positive role model**



**Working with TU has allowed me to feel connectedness with a wider community**



**My tutoring has made a positive impact in relation to TU's mission statement**



# Tutor Spotlight

## Sharmen

Sharmen is a 1<sup>st</sup> Year Law student who joined Tutors United at the start of this academic year. She has taught at the Virginia Quays hub for the whole year, allowing her to build a relationship with her pupils and see how far they have progressed.

Sharmen shared “My favourite part has been working with the children, it’s been fun and really rewarding. The staff have also been very supportive, which made the experience even better.”

**“TU has had a really positive impact. It’s helped me grow both personally and professionally, especially by giving me a chance to work with children and gain useful experience related to my law degree.”**

Alongside delivering high quality lessons to her pupils, Sharmen has improved her communication, time management and leadership skills through tutoring, while also learning how to adapt her communication to different styles of learning.

The programme has also given Sharmen access to experiences that will support her future career goals.

**“I was given a law-related work experience opportunity through TU, which was really helpful for my degree and future career. The training sessions have also been great for building skills and confidence.”**

As Sharmen heads into her second year of university, we look forward to welcoming her back to our 2025-26 tutor cohort, and continuing to both support her as a Tutor, as well as continue to boost her employability skills and provide opportunities to support her career plans.





# Looking forwards

**The pupils on the Tower Hamlets programme have made fantastic progress this year in both subjects and shown excellent engagement with the programme. 27 Notting Hill Genesis families across Tower Hamlets have received support, alongside 2 university students being hired, trained and paid to deliver the programme.**

This year's programme also provided families with the option of 2 hubs, allowing them to choose the day and time that best suited them. This gave families flexibility and allowed us to engage even more pupils.

Pupils have not only made amazing progress in Maths and English, but also developed their confidence, independence and resilience in learning, with many Year 6 pupils leaving the programme ready to transition to secondary school at or above national averages.

With 13 pupils eligible to continue on the programme into 2025-26, and a further 15 pupils on the waiting list for Notting Hill Genesis programmes, we are excited to expand the programme and deepen our work in Tower Hamlets and across East London, reaching even more pupils and their families in the next academic year

**We would like to say thank you to Joy and Lauren for their continued support of the programme, and look forward to continuing to work with Notting Hill Genesis to reach even more families in 2025-26.**

**TUTORS**  
UNITED

