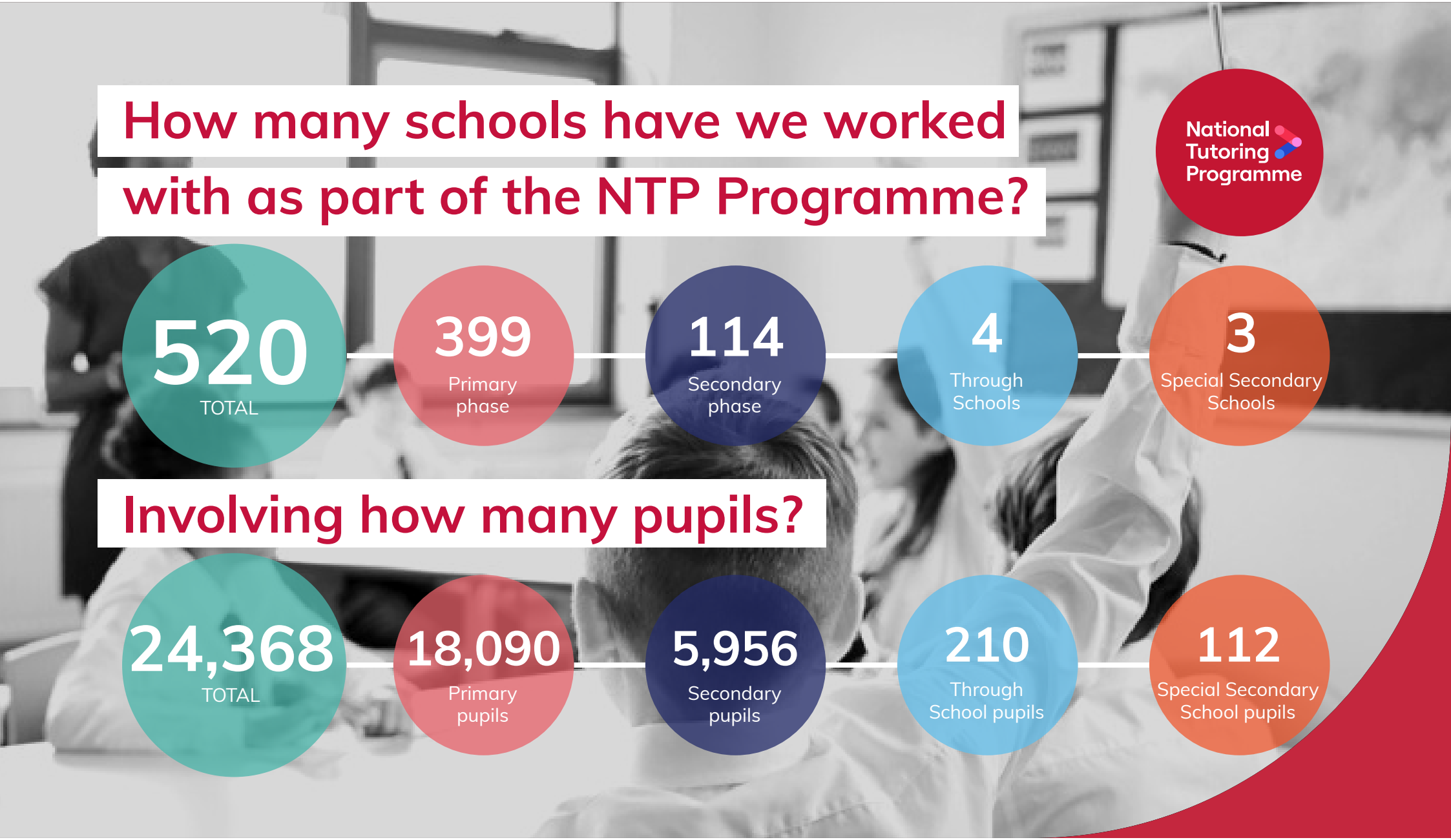
CONNEX EDUCATION PARTNERSHIP

'the education recruitment specialist'

National Tutoring Programme

NTP Impact Report 2020 - 2021



How many schools have we worked with as part of the NTP Programme?

National Tutoring Programme

- **520** TOTAL
- **399** Primary phase
- **114** Secondary phase
- **4** Through Schools
- **3** Special Secondary Schools

Involving how many pupils?

- **24,368** TOTAL
- **18,090** Primary pupils
- **5,956** Secondary pupils
- **210** Through School pupils
- **112** Special Secondary School pupils

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Welcome

Global Education has seen a huge step change forced upon us over the past eighteen months by the COVID-19 pandemic. The education world, by nature, is dynamic, however, it has been required to flex, adapt, and refine delivery and activities more rapidly than ever before. Resilience and determination are phrases persistent throughout our daily interactions and the most robust schools were and still are having to find the positivity to persevere with conviction

How far our pupils have been academically impacted by the continued pandemic academically continues to be assessed. The disruption and support requirement of essential skills recovery for 'lost learning' of our children provides a huge challenge.

Connex Education Partnership is proud to have been awarded Approved Tuition Partner status to provide subsidised tutoring support for pupils alongside and in collaboration with traditional classroom teaching.

Since the launch of the National Tutoring Programme in November 2020 and despite consistent COVID related disruption, Connex Education Partnership has delivered subsidised tuition sessions to over 24,000 pupils. In this delivery we have engaged with 622 schools and 988 tutors.

Our impact report is a result of a comprehensive survey of both our tutors and NTP schools and will inform our delivery on how best to continue to adapt to today's changing educational environment and crucially support those most disadvantaged pupils.

Paul Broderick,
Chief Executive Officer

From the very start of the National Tutoring Programme we embraced the mission to build nationwide capacity to deliver high quality tutoring to disadvantaged pupils across England irrespective of pupil location.

England's National Tutoring Programme is an example of how our education system can flex and be innovative. Embedding one to one or small group support, either face to face or virtually for identified disadvantaged pupils, alongside existing classroom teaching, at scale, was a monumental task.

Connex Education Partnership is proud to be playing its part in the national effort on pupil catch up.

Georgie McIntyre,
Director of Learning and Development

Our schools, teachers and pupils have faced such a difficult eighteen months and seeing the resilience and determination they have demonstrated has proven how strong our education system can be. It has forced us to consider alternative ways in which we are able to adapt when faced with challenges.

As one of the largest approved Tuition Partners for the NTP, we are proud of every one of our qualified teachers who have stepped into a tutoring support role, delivering over 103,000 tuition sessions through the NTP funding.

Our Impact Report evidences how targeted interventions are providing impact to improve pupil outcomes, indications are embedded and targeted tuition support is plugging pupils' knowledge gaps and we hope here to stay.

Tuition & Interventions
for over 2 decades

1999 — Connex Education opened first branch in Birmingham to deliver Teachers, Classroom Support & Interventions staff cross West Midlands

2001 — Opened Liverpool branch

2004 — Opened Nottingham branch

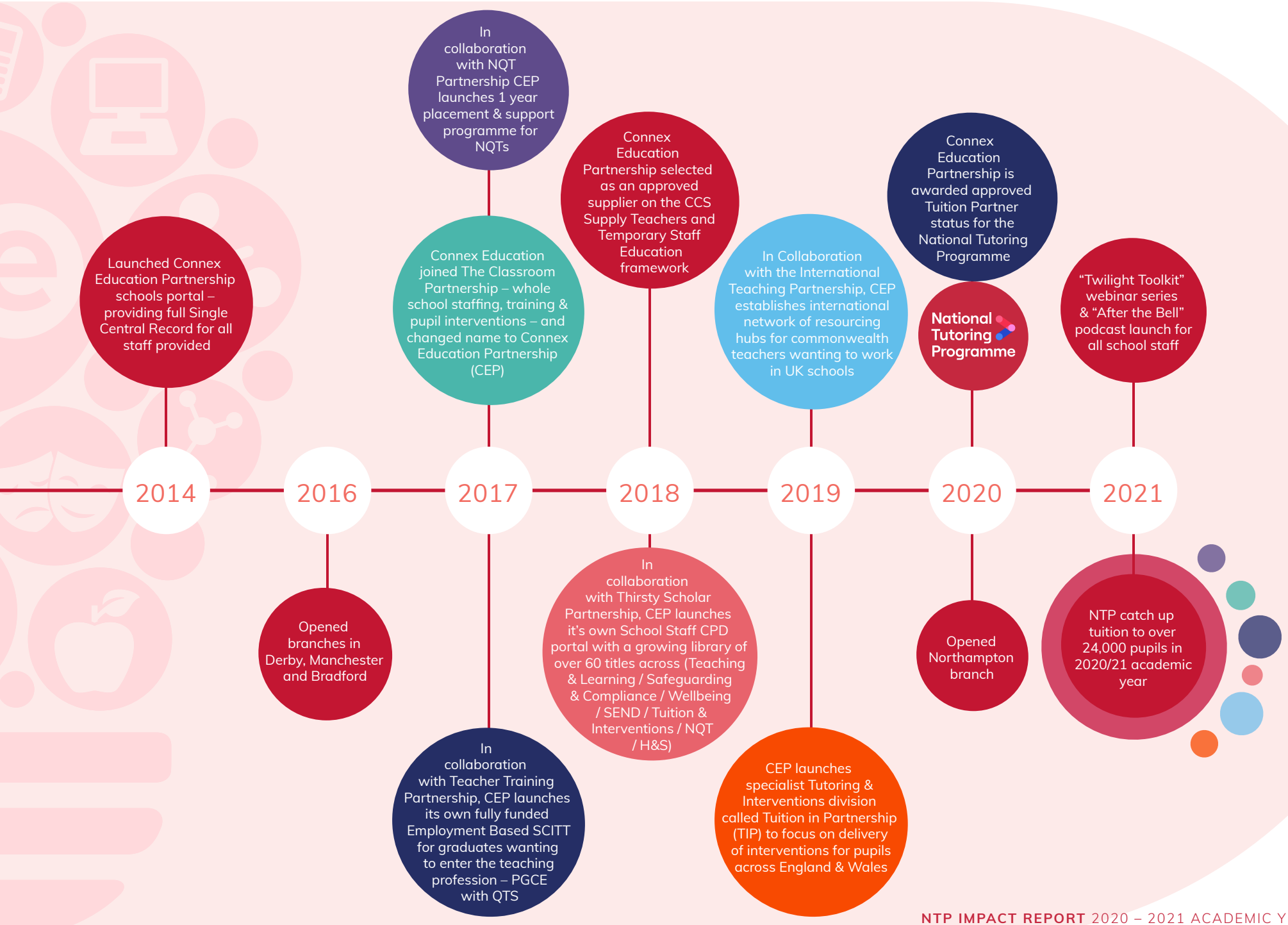
2005 — Awarded REC Quality Mark

2008 — Opened Warrington branch

2011 — Opened London branch

2012 — Started delivering managed programme of 1:1 tuition for pupils outside of normal provision, across Birmingham local authority. (soon to reach a decade of continuous delivery)

2013 — Awarded REC Audited Education standard (*supersedes the REC Quality Mark)


2014
Launched Connex Education Partnership schools portal – providing full Single Central Record for all staff provided
2016
Opened branches in Derby, Manchester and Bradford
2017
In collaboration with NQT Partnership CEP launches 1 year placement & support programme for NQTs
Connex Education joined The Classroom Partnership – whole school staffing, training & pupil interventions – and changed name to Connex Education Partnership (CEP)
In collaboration with Teacher Training Partnership, CEP launches its own fully funded Employment Based SCITT for graduates wanting to enter the teaching profession – PGCE with QTS
2018
Connex Education Partnership selected as an approved supplier on the CCS Supply Teachers and Temporary Staff Education framework
In collaboration with Thirsty Scholar Partnership, CEP launches it's own School Staff CPD portal with a growing library of over 60 titles across (Teaching & Learning / Safeguarding & Compliance / Wellbeing / SEND / Tuition & Interventions / NQT / H&S)
2019
In Collaboration with the International Teaching Partnership, CEP establishes international network of resourcing hubs for commonwealth teachers wanting to work in UK schools
CEP launches specialist Tutoring & Interventions division called Tuition in Partnership (TIP) to focus on delivery of interventions for pupils across England & Wales
2020
Connex Education Partnership is awarded approved Tuition Partner status for the National Tutoring Programme
National Tutoring Programme
Opened Northampton branch
2021
"Twilight Toolkit" webinar series & "After the Bell" podcast launch for all school staff
NTP catch up tuition to over 24,000 pupils in 2020/21 academic year

Why we matter

Our challenge - Plugging the gap

Before we had even heard of COVID-19, the EEF had already identified the significant attainment gap for disadvantaged pupils and made recommendations for a tiered approach to Pupil Premium spending. Once the pandemic hit, whilst schools, teachers and their community made a herculean effort to continue to educate their pupils through lockdown, there continues to be concerns around lost learning as pupils return to the classroom.

The Sutton Trust also identified that pupils experiences of access to learning varied significantly according to their socio-economic situations. Their research recommended that "disadvantaged pupils should have access to additional one-to-one or small group tuition to reduce the impact of school closures" and that "schools should consider running catch-up classes for children from poorer backgrounds over the summer". **Here are just some of the key findings:**

Parents on lower incomes were twice as likely to find home schooling harder

Key findings

National Tutoring Programme

5%

During the first lockdown **only 5% of teachers in state schools reported all their students had access to an appropriate device for remote learning.**

55%

Teachers reported that **over half of their pupils' work was of normal standard.**

84%

Teachers reported the **disruption from the pandemic would increase the attainment gap.**

40%

26%

During lockdown – **40% of children from affluent areas** reported to be accessing over five hours of schooling a day, **compared to 26% from less affluent backgrounds.**

24% of teachers said that **fewer than 1 in 4 children in their class returned work they had been set during lockdown.**

NTP Provision

In 2020-21 across England

24,368 pupils

Over

103,000

catch up tuition sessions delivered*

*to July 2021

North East
24 pupils

North West
5,078 pupils

Yorkshire & Humber
2,017 pupils

East Midlands
7,100 pupils

West Midlands
5,892 pupils

East of England
889 pupils

South East
833 pupils

London
2,535 pupils

School access to tuition support

All our tutors are teachers with QTS - we support great teachers to become excellent tutors.
We provide free, ongoing, CPD accredited training delivered by our sister company, Thirsty Scholars Partnership.

Embedded: Subsidised Tuition

The National Tutoring Programme in Year 2 will subsidise 70% of a school's tuition costs when they use an approved Tuition Partner. This means that Connex Education Partnership can deliver high quality tuition from as little as £4.90* per pupil per hour cost to the school.

*based on a tutor: pupil ratio of 1:3

Collaboration: Flexible solutions

Tuition must be aranged in 15-hour blocks and can be delivered flexibly to suit the needs of the school and pupils, in-person or online. With CEP, all of our tutors' reports are recorded within an accessible, secure online portal, allowing schools to track progress.

Development: Tutor professional development

All our tutors are teachers with recent classroom experience and QTS. We have a wide range of available tutors who have completed our suite of accredited CPD tutoring onboarding courses. They are also provided with further training such as, "re-engaging the reluctant student" and "tutoring online".

Online or face to face delivery

We know the important role technology has played in recent times, which is why we can deliver tutoring online as well as in-person. We'll provide the support and training if you choose to tutor online.

National Tutoring Programme

School Onboarding Process

Step 1

Schools registers interest for NTP intervention through the NTP portal and opts for Connex Education Partnership as their Tuition Partner.

Step 2

School receives NTP Evaluation Guidance Document, pupil(s)/parent(s) communication pack and signs NTP MoU through CEP.

Step 3

School registers pupil(s) who have a need for NTP tuition catch up funding. School provides confirmation of the following:

1. Delivery model - 1:1/1:2/1:3* pupil(s) *best value for money
2. Delivery type – face to face or virtual
3. Pupil premium pupil(s) – Y/N
4. SEND pupil – Y/N
5. UPN for each pupil
6. Pupil(s) successfully enrolled to access NTP tuition support.

Step 4

School's pupil(s) grouped and matched to a tutor aligned with school pedagogy and required school learning outcomes.

Step 5

School chooses own baseline assessment and/or selects from CEP's assessment package.

Step 6

If the school has decided to access the CEP Baseline Assessment:

1. School provides their internal current pupil baseline assessment data for tutor
2. Schools uses Connex Education Partnership Baseline Assessment and Attitude to Learning Package only
3. School provides their internal current pupil baseline assessment data for tutor plus accesses Connex Education Partnership Baseline Assessment package
4. School provides their internal current pupil baseline assessment data for tutor plus accesses Connex Education Partnership Baseline Assessment and Attitude to Learning Package
5. School provides their internal current pupil baseline assessment data for tutor plus accesses Connex Education Partnership Attitude to Learning Package

Step 7

Tutor uses data gathered to inform their support of pupil(s) in collaboration with school pedagogy and required school learning outcomes.

Step 8

Tutoring blocks commence. Session observations, learning outcomes, and any pupil(s) safeguarding concerns are recorded in secure tutor portal for school and tutor reference

Step 9

At the end of the tutoring block, pupil(s) takes endpoint assessments to measure impact progress and improvements. School can access the data on-demand to use for the future and if required the next interventions with the pupil(s)

A. CEP registers pupil(s) to complete the relevant assessments from options.

B. Schools organises a time for pupil(s) to complete CEP baseline assessments prior to tutoring intervention.

C. These are shared with school and allocated tutor

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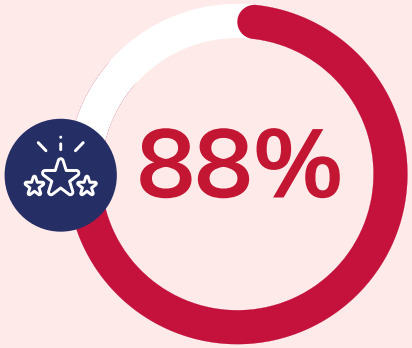
Our school impact

Statistics from our school survey

94%
of schools would use Connex Education Partnership again next year

National Tutoring Programme

95% of schools rated Tutors' depth of subject knowledge as excellent or good.



88% of schools rated Tutors' quality of tuition as excellent or good.

95% of schools reported pupils progressed at least one level.

96% of schools reported that tuition had been helpful and useful.

92% of schools reported that their pupils had found the tuition enjoyable and engaging.

97% of schools reported that their pupils found that the tuition had helped build their confidence.

How We Measure Pupil Impact

Step 1

School indicates pupil(s) need for NTP tuition catch up funding and provides the following confirmation of...

1. Delivery model - 1:1/1:2/1:3* pupil(s) *best value for money
2. Delivery type – face to face or virtual
3. Pupil premium pupil(s) – Y/N
4. SEND pupil – Y/N
5. UPN for each pupil
6. Pupil(s) successfully enrolled to access NTP tuition support.

Step 2

Pupil(s) grouped and matched to a tutor aligned with school pedagogy and required school learning outcomes

Step 3

School chooses own baseline assessment and/or selects from *CEP's* assessment package:

1. Schools uses Connex Education Partnership Baseline Assessment and Attitude to Learning Package only
2. School provides their internal current pupil baseline assessment data for tutor plus accesses Connex Education Partnership Baseline Assessment package
3. School provides their internal current pupil baseline assessment data for tutor plus accesses Connex Education Partnership Baseline Assessment and Attitude to Learning Package
4. School provides their internal current pupil baseline assessment data for tutor plus accesses Connex Education Partnership Attitude to Learning Package
5. School provides their internal current pupil baseline assessment data for tutor

Step 4

If the school has decided to access the *CEP* Baseline Assessment:

1. CEP registers pupil(s) to complete the relevant assessments
2. Schools organises a time for pupil(s) to complete CEP baseline assessments prior to tutoring intervention.
3. These are shared with school and allocated tutor

Step 5

Tutor uses data gathered to inform their support of pupil(s) in collaboration with school pedagogy and required school learning outcomes

Step 6

Tutoring blocks commence. Session observations, learning outcomes, and any pupil(s) safeguarding concerns are recorded in PIN access secure tutor portal for school and tutor reference

Step 7

As part of *CEP's* ongoing commitment to providing quality tuition support and tutor development, each tutor will be observed termly with observer feedback available via the portal to both tutor and the school when relevant

Step 8

At the end of the tutoring block, pupil(s) takes endpoint assessments to measure impact progress and improvements. Anonymised data will be used to inform QA and annual *CEP* impact reporting

Step 9

School can access the data on-demand to use for future interventions with the student

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School testimonials

National Tutoring Programme

CHILDWALL SPORTS & SCIENCE ACADEMY

"Connex Education Partnership were brilliant, they bent over backwards to ensure we were looked after. Whenever we've needed help the staff have been knowledgeable, accessible, and helpful. What we noticed the most, was the increased confidence in the children that had been tutored"

- Jane, PE. Teacher & Assistant Headteacher

Childwall Sports & Science Academy

BHSA BIRKENHEAD HIGH SCHOOL ACADEMY GDST

"Communication from Connex Education Partnership was excellent, the tutors have been great, and part of the appeal was that we were getting qualified teachers"

- Klaire, Vice Principal

Birkenhead High School Academy

HALEWOOD ACADEMY WADE DEACON TRUST

"We were really pleased with the communication from Connex Education Partnership, not just with us, but they also connected the tutors with our teachers to ensure there was contact beforehand. This communication was key to ensure the tutors our school and the children understood the process"

Nikki, NTP Programme Manager and English - Lead Practitioner

Halewood Academy

Tutor Quality Assurance

Step 1

Tutor registers interest and passes the following recruitment process:

1. Tutor completes in-depth face to face interview with a trained interviewer, who has undertaken Safer Recruitment Training
2. Provides evidence and reference of experience
3. Provides evidence of teaching qualification and/or QTS
4. Clears candidates Safer Recruitment Practices and DBS check
5. Tutor signs up to CEP Safeguarding Commitment Policy
6. Tutor signs up to The Tutor Association Code of Conduct and CEP's Quality & Impact policy.

Step 2

Tutor given access to our Tutor Training onboarding CPD and platform. Initial requirement is to complete mandatory modules and an expectation to work through the required (60+) titles over time as part of their identified development plan.

Step 3

Tutor is invited to our out of school hours schedule of webinars "Twilight Toolkit" and "After the Bell" podcast. Tutor is given unique PIN access to our School Intervention Portal for data collation, reporting, observations and any safeguarding concerns.

Step 4

Tutor is assigned to pupil(s) based on alignment factors including: School pedagogy, Pupil(s) and school required learning outcomes, baseline assessment data and any particular SEND requirements. The CEP Account Manager introduces tutor to the school and ensures relevant school data, baseline data, target outcomes and pedagogy is understood.

1. Pupil(s) baseline assessments
2. School expected learning outcomes
3. Pupil(s) attitude to learning reports
4. End point assessment
5. Resources
6. Personal tutoring observation(s) (when completed)

Step 5

Tutor and school agree pedagogy and required learning outcomes by individual pupil need and any specific school relevant communication requests, alongside safeguarding/ whistleblowing processes.

Step 6

The CEP Account Manager calls candidate to see how their first tutoring session went and makes notes of any feedback.

Step 7

Head of Quality and Impact, as part of the QA team, draws up session plan review and either face to face or virtual observation schedule within the first term. QA team will observe tutor, review use of portal (observations/record keeping) and in the spirit of continuous development and improvement, provide developmental feedback as appropriate. A tutor development plan is drawn up. It is a mandatory requirement that tutors report all pupil safeguarding concerns immediately to their school liaison and the CEP DSO for escalation and recording on our risk log.

Step 8

At the end of the tutoring block, endpoint assessments taken by pupil(s) are used to measure tutor academic and wider impact. Anonymised data will be used to inform QA and annual CEP impact reporting.

Step 9

As part of CEP's continued commitment to quality assurance of their tuition provision and a continuous feedback loop, all tutor observation reports will be reviewed on a quarterly basis through standardisation at director level and used to inform further wider thematic professional development and quality assurance requirements.

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National Tutoring Programme

From our recent tutor survey:

Our tutor impact

92% of tutors would use Connex Education Partnership to continue tutoring in the future

95% of tutors said they where happy with the support received by Connex Education Partnership

98% of our tutors would recommend tutoring through Connex Education Partnership

95% of tutors reported their pupils had made significant academic progress

86% of our tutors only tutor through Connex Education Partnership

What our tutors say about us

Tutor testimonials

Connex education employed 988 tutors on NTP assignments – this is our tutors reflections:

Rebecca

The team at Connex have been incredibly supportive. They have always looked to find the perfect roles for my skills and availability. They are friendly, offer clear and timely communication and the training provided is easy to access.

Nitharshi

The Connex team were supportive at each stage of onboarding and regularly checked in to make sure I was prepared before I began tutoring remotely. They are a friendly team and the staff that I have worked with are very responsive and receptive to feedback.

Philip

The entire process was simple. The staff in the office gave me a checklist that I needed to complete and helped me at every step. I emailed them scans of my qualifications, QTS and proof of my induction year, and then I was given my first tutoring session!

Tutor professional development

THIRSTY SCHOLARS PARTNERSHIP

'flexible online working'

As part of our commitment to ongoing professional development for our tutoring community, we offer a suite of free self-study courses and webinars designed to support our tutors whether they are new to tutoring or looking for new and refreshing strategies to enhance their tutoring practice. Some of our tutor professional development is mandatory for all tutors before being assigned to tuition.

Level 2 Advance Safeguarding, Child Protection and Prevention

SELF STUDY | MANDATORY

Awareness of GDPR Essentials

SELF STUDY | MANDATORY

Awareness of Basic Online Safety

SELF STUDY | MANDATORY

How to use our bespoke Tutoring Platform

WEBINAR | MANDATORY

Essentials of Tutoring

SELF STUDY | MANDATORY

How to plan and prepare engaging lessons when tutoring

SELF STUDY | MANDATORY

How to tutor online

SELF STUDY | MANDATORY

A further optional sixty courses are available through:

THIRSTY SCHOLARS PARTNERSHIP

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Our values

Integrity:

We are committed to honesty and transparency

Excellence:

We value the process of striving for excellence

Collaborative:

We are committed to working in partnership with others

Reflective:

We continually consult with our community

Developmental:

We demonstrate the power of learning by learning

Accessible:

We are committed to ensure no learner is left unsupported

Integrated:

We embrace engagement and celebrate collaboration

Impactful:

We are committed to measurable impact

Wellbeing:

We recognise our community's wellbeing matters

THE CLASSROOM PARTNERSHIP

National Tutoring Programme

THE ECT PARTNERSHIP

TEACHER TRAINING PARTNERSHIP

EDUCATION STAFFING PARTNERSHIP

TUITION IN PARTNERSHIP

INTERNATIONAL TEACHING PARTNERSHIP

THIRSTY SCHOLARS PARTNERSHIP

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