



Team Up Impact Report 2019-20



Team Up works to reduce the widening achievement gap in education by helping underachieving disadvantaged pupils double their expected progress and improve their future prospects. We do this through inspirational volunteer tutors, with the support of qualified teachers.

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Message from our Chair and our CEO



Stewart Niblock



David Walker

Team Up works to level the playing field in education.

We help underachieving pupils from lower income backgrounds get back on track, so they have a better chance of achieving academically and a brighter future.

For the second year running, our pupils made, on average, 0.8 grades of progress over one term or 80% of a year's progress. Tutoring works.

A weight of evidence demonstrates that poor academic achievement can lead to long-term poverty, deprivation and low-waged employment. This has been thrown into even sharper relief this year as disadvantaged pupils have been the most impacted by Covid-19.

It is estimated that all the progress to narrow the attainment gap in the last decade has been lost, as a result. This requires a national effort to address it and Team Up is playing its part.

Our work to deliver online programmes as well as face-to-face tutoring is helping Team Up to emerge stronger to support these pupils, who risk falling even further behind because of this crisis.

Despite our continued growth, we know we only reach a fraction of those who really need support.

As a member of the Fair Education Alliance, we have been active in advocating more support for disadvantaged pupils, particularly through access to tutoring. We will continue to use our experience to innovate and influence and grow to help more pupils reach their potential.

Now, more than ever, the work we do matters, makes a difference and changes lives.

**Stewart Niblock, Chair of Trustees
David Walker, CEO**

Our History

Team Up was founded by social entrepreneur Sharla Duncan, who has built a highly successful career despite growing up in a deprived part of London, with few academic or professional role models in her life.

Sharla's success was sparked by a chance opportunity to receive free tuition from an inspiring young role model. This also gave her the inspiration for Team Up. While studying at King's College London, Sharla and her undergraduate friends began tutoring pupils at schools across south London. Team Up was then officially registered as a charity in 2012.

Today, Sharla has a BSc in Biochemistry and a PGCE and MSc in Educational Research Methodology from Oxford University. She is an inspirational speaker and has delivered talks on social action and addressing educational inequality for TEDx, NUS and the RSA. Sharla is an active Trustee at Team Up. She now runs her own start-up, increasing diversity in tech.



Sharla Duncan - Team Up Founder and Trustee speaking at last year's Impact Report Launch at City Hall.

We were delighted to launch our 2018-19 Impact Report at City Hall, London, in January 2020, hosted by Leonie Cooper AM.

Why What We Do Matters

We work to reduce the attainment gap at GCSE for disadvantaged pupils, particularly middle achieving students at risk of not achieving a good pass at GCSE.

Being poor puts children and young people at a significant educational disadvantage and damages their life chances. The evidence is stark:

- The **Education Policy Institute Annual Report 2020** found that the disadvantage gap between the poorest and richest had stopped closing for the first time in a decade. The gap of 18.1 months is the same as five years ago. This happened **before the impact of Covid-19**.
- Research by the **Children's Commissioner for England (2019)** found that one-in-six young people don't get five good GCSE passes. This rises to **one-in-three for those on free school meals**.
- Only 24.7% of free school meals pupils get a good pass at GCSE English and Maths, **less than half the national average**.
- **Department for Education** data for 2018 shows **25.6% of pupils on free school meals go into higher education**, compared to **43.3%** of all pupils and **80.7%** of pupils from private schools (*DfE 2018*).

Evidence from the DfE, Children's Commissioner, Impetus and others shows **that not achieving a pass at GCSE Maths and English limits destinations at 16** and has a longer-term impact on obtaining higher qualifications and wider life chances. Evidence also demonstrates **pupils on free school meals are twice as likely not to achieve a Level 2 qualification** as their non-deprived peers.



Why Tutoring Matters

Evaluation by the Education Endowment Foundation demonstrates that face-to-face, small group tutoring has a significant impact on raising attainment.

However, research by **The Sutton Trust (2019)** shows that of the 27% of 11-16-year-olds who have private tuition, 34% are from high-affluence backgrounds, compared with only 20% from low-affluence homes.

So, the best way of narrowing the attainment gap is currently least accessible to those who most need it. Team Up levels the playing field - helping those who need tutoring most.

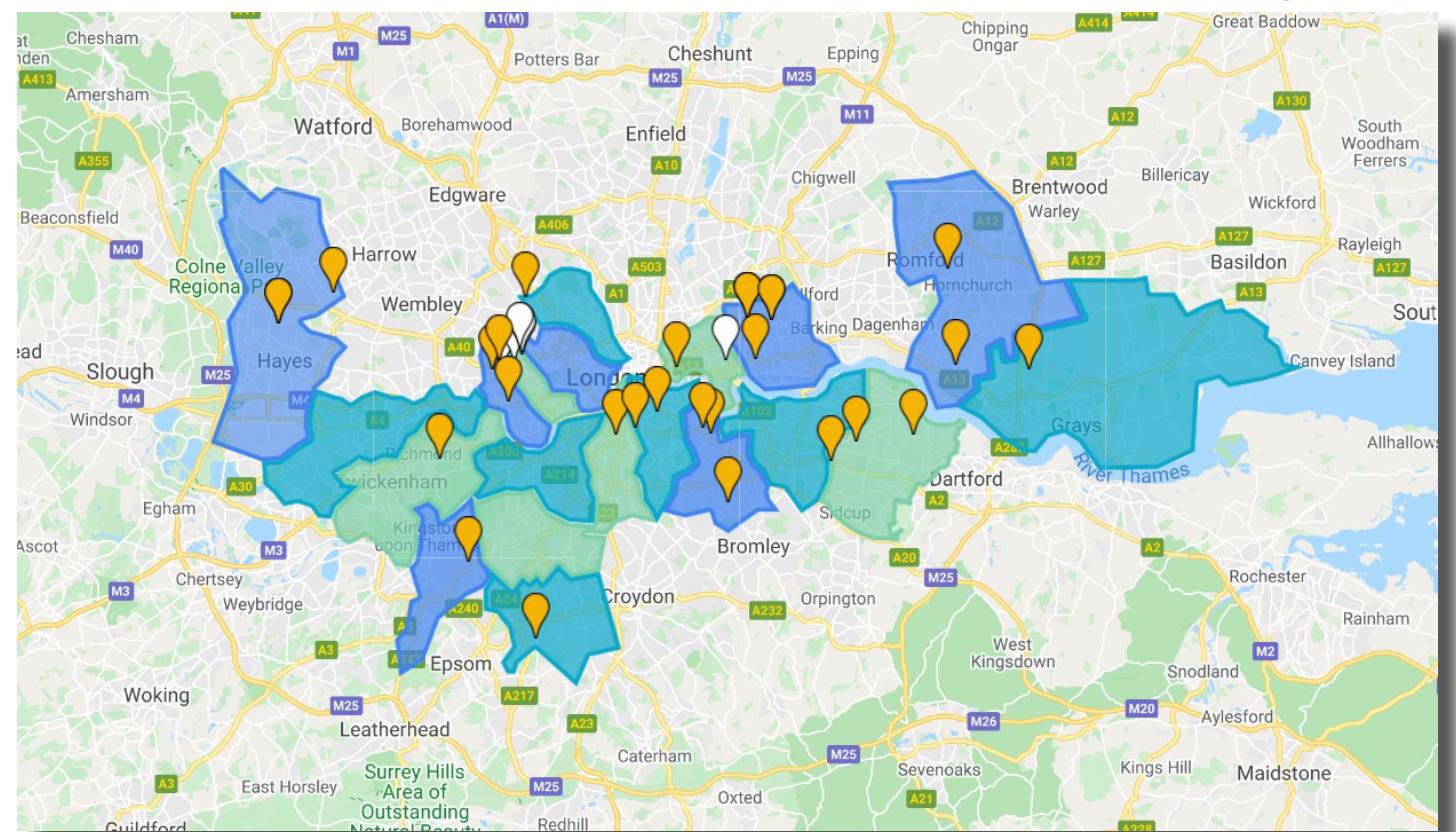
Our Growth

In 2019-20, we worked with 12 new schools, including several new locations in outer London and Essex:

- Ark All Saints Academy
- Ark Swift Primary Academy
- Conisborough College
- Frances Bardsley Academy
- Harris Academy Falconwood
- Harris Academy Ockendon
- King Henry School
- Oxford Gardens Primary School
- Platanos College
- St Mary's Catholic Primary School
- St Thomas CofE Primary School
- Welling School

Where We Work

31 schools:
7 primary
24 secondary
1 youth charity



Our Reach.

In 2019-20:

1,310 pupils

65 programmes

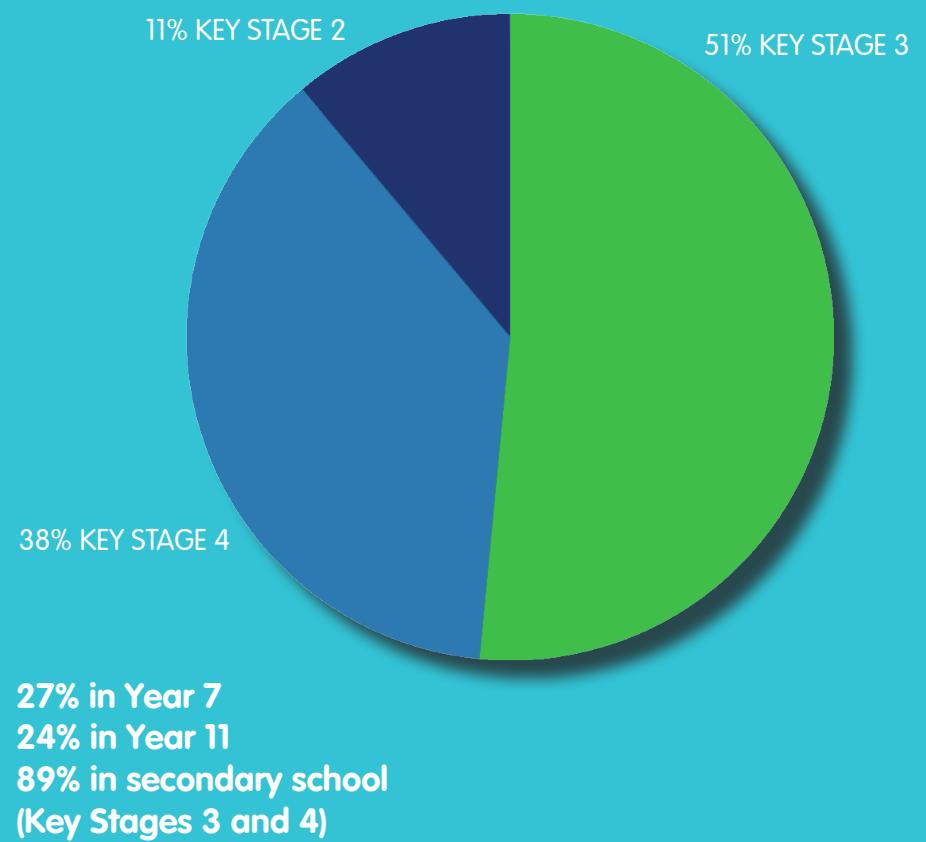
Almost 13,000 hours of tuition

Age Groups

We work across Key Stages 2, 3 and 4 in primary and secondary schools, with fully developed Maths and English curricula for each stage.

Where we differ from many other tutoring organisations is in our experience at Key Stage 3, where pupils in Year 7 make the transition from primary to secondary. This is often when underachieving and deprived pupils can fall further behind. We help to get these pupils back on track.

Our Pupils



Our Impact

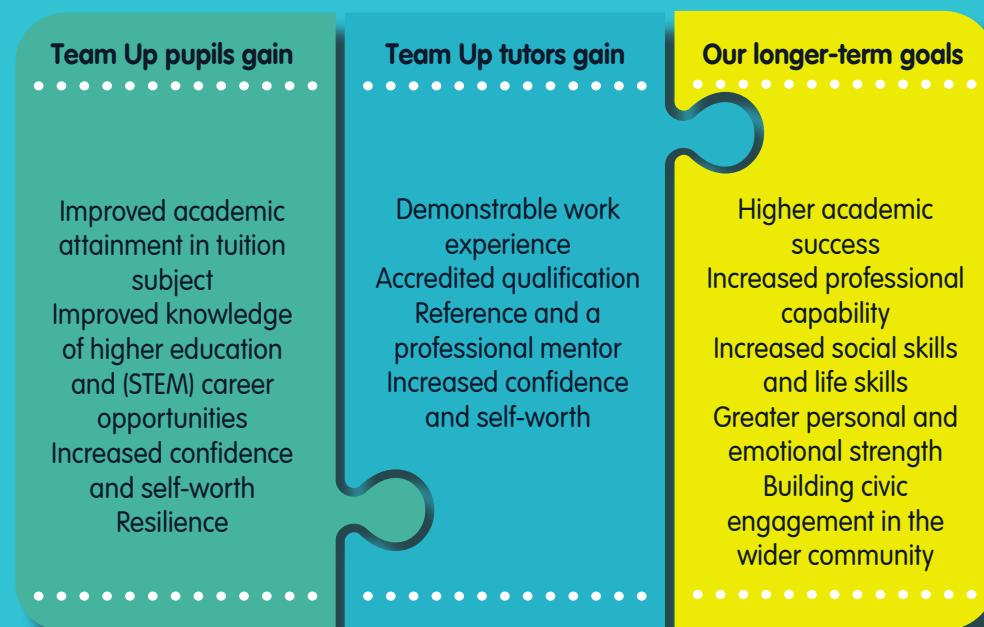
We aim for at least a Grade 4 (a pass) or ideally a Grade 5 (a good pass) for our Year 11 pupils, meaning they won't need to re-sit their GCSE.

For younger pupils, we aim to get them back on track with age related expectations.

Tracking Pupil Progress

We conduct baseline and post-programme academic tests, supported by pupil surveys, to provide data on pupil performance and engagement. Our Programme Managers also produce mid-way and end-of-programme reports to track programme and individual pupil progress.

Wherever possible, we also seek GCSE results to demonstrate impact and confirm positive destinations. We aim for Team Up beneficiaries to have better life chances.



In 2019-20

Our pupils made an average of **0.8 grades of progress** per term

Primary pupils: 0.5 grades of progress per term

Secondary pupils: 0.8 grades of progress per term

Average number of months of progress per pupil: **10 months**

Due to school closures, too few pupils took the progress test in Spring 2020 to be statistically relevant. However, other evidence for Spring Term 2020 suggests progress was in line with previous terms.

Programmes at the following schools were particularly successful, with pupils making an average of more than one year's progress in one term (1+ grades of progress):

Ark All Saints Academy

Ark Burlington Danes Academy

Frances Bardsley Academy

Mulberry School for Girls

Oak Wood School

Overton Grange School

Phoenix Academy

Sarah Bonnell School

St Angela's Ursuline School

How the Programme Works

Team Up has developed and improved our model based on continuous monitoring and feedback from pupils, tutors and schools.

Key Elements of our Programme

- High quality **curriculum materials** regularly updated by qualified teachers
- High quality **tutors** selected, trained and supported by Programme Managers (who are experienced, qualified teachers), together with **lesson plans and regular feedback**
- **Programme Managers** who manage pupil attendance, behaviour and academic progress
- **Strong relationships with schools** to ensure consistent, high quality programme outcomes and impact.

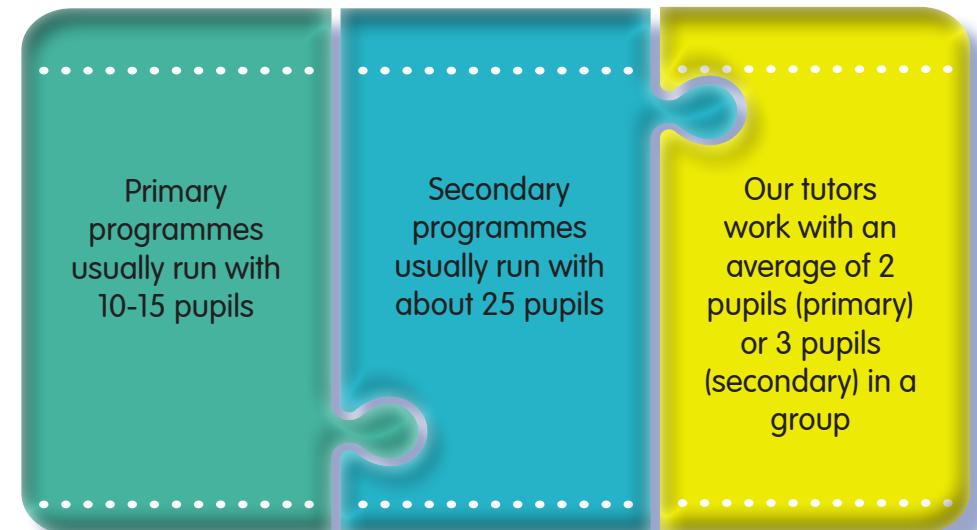
We work with each school to identify pupils eligible for our programme. We require minimum 80% attendance to ensure pupils get the full benefit of the programme.

The programme lasts for one term of twelve 90-minute sessions - ten tutor sessions, a baseline test and progress test.

Our tutors deliver small group tuition on a one-to-three ratio, to build confidence and address academic weaknesses.

Each school is assigned a dedicated Programme Manager to manage and run their tuition programme. Schools are clear that this is a fundamental strength of our programme.

What do our programmes look like?



“Team Up is now part of our recovery curriculum. They have always helped targeted students recover through closing the gap. Now in a post lockdown context, their contribution to recovery has taken on a new urgency.”

Eleisha Maton, Assistant Headteacher at Sacred Heart High School in Hammersmith, one of Team Up’s longstanding school partners

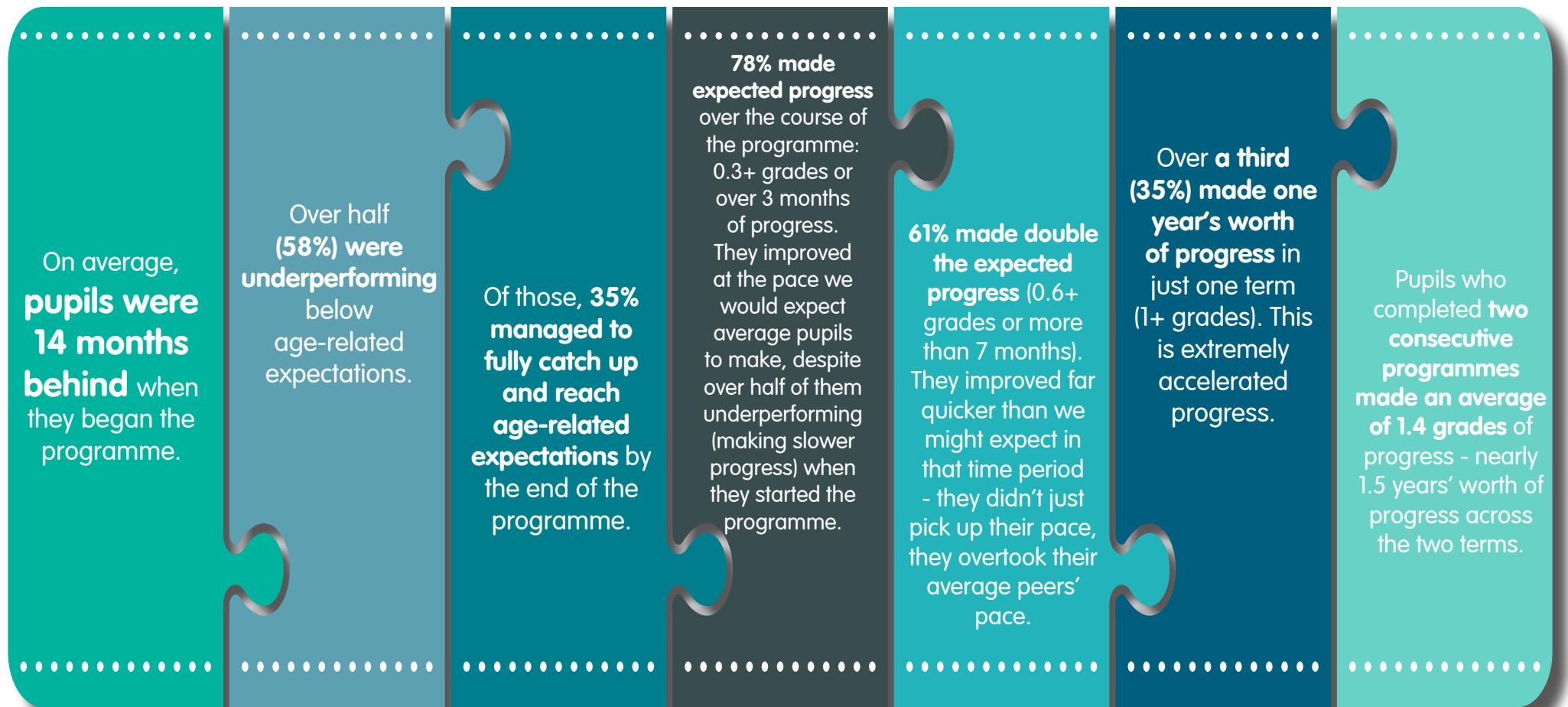
Pupil Characteristics

Of those for whom we have data:

- 61% were on Pupil Premium (free school meals)*
- 75% are from BAME backgrounds
- 60% are girls
- 25% are black boys
- 10% are white working-class boys at risk of underachieving

*Many more of our pupils are disadvantaged but not eligible for Pupil Premium: e.g. many have not lived in the country long enough to be eligible.

Pupil Progress



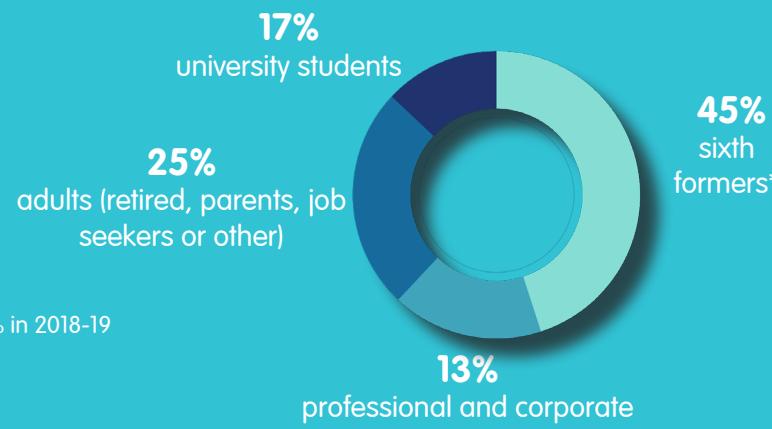
Our Volunteer Tutors

Our inspirational volunteer tutors are drawn from a range of backgrounds, including university and sixth-form students and professionals. They are all committed to making a difference to pupils' lives, helping them fulfil their potential and their own personal development.

Tutors completed an average of 1.4 programmes with us over the year.

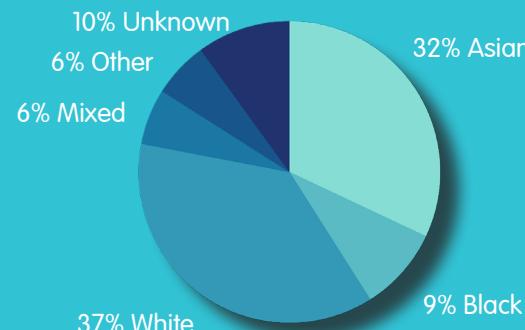
| | 2019-20 | 2018-19 |
|-------------------------|---------|---------|
| Tutor places | 479 | 452 |
| No of individual tutors | 345 | 316 |

Who are our tutors?



*Up from 27% in 2018-19

Tutor Diversity



33% of tutor applicants were first in their family to go to university.

Benefits of Tutoring

Volunteer tutors are vital to the success of the programme. But it isn't a one-way street – we ensure our tutors benefit too. Several have become teachers or work with children and young people.

All Tutors:

- Complete our application and interview process and must have at least a GCSE Grade 6 (or equivalent) in the subject they plan to tutor
- Undertake training in person or online and undergo an enhanced DBS check
- Have weekly pre- and post-session briefings with their Programme Manager, receiving peer and individual feedback
- Can complete a SSAT accredited Student Leadership Award
- Are offered a professional reference when they complete a tuition programme.

The Sixth Form Tutor Development Offer:

For tutors in Years 12 and 13, we have a dedicated sixth-form development opportunity, which is structured and tailored to their needs.

- > A **career mentor** from an industry of their choice
- > A UCAS and career application workshop
- > Interview feedback
- > A personal reference for university and employment applications
- > Access to exclusive seminars
- > Logged volunteering hours, so they meet Gatsby Benchmark 6 for work experience.

Tutor Case Study - Malcolm Low

Malcolm Low joined us as a volunteer tutor last year, while studying at King's College London. He tutored English to Key Stage 2 and 3 pupils at Southside Young Leaders Academy in Southwark. He started as a Teach First trainee in Summer 2020.

"I'm very excited to be joining Teach First. **My placements with Team Up allowed me to discover my passion for teaching** and I'm glad I'll keep playing my part in reducing educational inequality.

"I wanted my time at university to be purposeful, so **volunteering with Team Up was a meaningful way to contribute to society and gain new skills.** Tutoring English meant I could apply my knowledge in real-life

situations, even before graduating.

"The pupils I tutored came from a variety of backgrounds. Despite their differences, I realised they all shared one common trait – the drive to succeed.

"My favourite moments are those where pupils have a eureka moment. I remember during the final session of one programme, a pupil gave me a note from his mother, expressing her gratitude, even though we had never met. It made me realise that tutoring was truly meaningful, and I was making a difference.

The Programme Managers offered invaluable support. They were always on hand to guide me, offering help with managing pupils and ensuring I had the right resources to deliver my sessions

confidently. They were also readily available by email to answer my questions.

"Team Up provided me with lesson materials, keeping my pre-session preparation minimal. This meant I could easily juggle my university work and tutoring. The range of resources also meant I could tutor with confidence, despite no prior experience.

"Through the programme, I've gained teaching experience and learned skills such as communication, planning and reflection. I've also benefited from Team Up's leadership seminars, learning time management and goal setting. I've met like-minded tutors and I was matched with a mentor, all of whom I still keep in touch with. Most of all, **I've developed a love for teaching and I am now pursuing opportunities in the education sector.**



"Being in a group of volunteers who strive to help others is a meaningful and eye-opening experience. Even if you don't want to pursue an education career, the Team Up programme is an extraordinary way to learn transferrable skills and meet new people. Personally, in transforming the lives of others through the Team Up programme, I transformed my own too."

Tutor Case Study – Najhae McLaughlin

Sixth form tutor Najhae McLaughlin tells us about her experiences tutoring on the programme at Frances Bardsley Academy.

"To put into words the impact Team Up has had on me is, in all honesty, difficult. In the span of just two to three months, my eyes were opened to the power of human perception.

"At the start, I had lots of negative thoughts – I was doubting my teaching abilities and wondering if the students would like me. Would they improve through my tutoring? But at the first meeting, one of my Programme Managers said: 'Please don't worry, we're all still learning, just as much as the students are learning.'

"Suddenly, none of my negative thoughts mattered anymore. I knew I just needed to try my best, which is better than not trying at all. Even if the students did not understand the content at first, it would get better; and it certainly did!

"Although we are not wizards, **this experience has taught me how much power we really do have as tutors.** All we need to do is change our perception into positivity, telling ourselves 'we can do it', 'we will be just fine', and this will lead us in the right direction.

"Most importantly, **my Programme Managers acknowledged that there is never an end to learning, no matter how old you get.** Not only did I gain courage, but it also reminded me that I am human and will never know everything.

"With this in mind, over time, teaching my students became easy. The Programme Managers were at every session, reminding me weekly to not worry. In no time, with their help, my negative perception completely changed and became one of confidence. **I truly could not have asked for a better experience with Team up.**



Our Partners

West London Zone

A growing partnership

The charity West London Zone (WLZ) helps to change children's lives in disadvantaged areas of five West London boroughs. They improve emotional wellbeing, relationships, confidence and attainment, empowering children to flourish into adulthood.

We're in our fifth year partnering with WLZ and we regularly deliver 4-5 primary school programmes each term. Our Programme Managers have built strong relationships with WLZ and their link workers, to better understand each child's circumstances. This has meant we can tailor our support accordingly.



At a leadership level, we've also built trust and mutual collaboration. These relationships were key in our response to Covid-19, as they helped us develop our online tutoring. We began tutoring 39 pupils online, across eight schools, in less than a month.

Without West London Zone's dedicated support, we would not have been able to overcome the technical, resourcing and safeguarding challenges of delivering home tuition to pupils most at risk of falling behind.

"One of our biggest concerns during lockdown was how to prevent children and young people falling further behind in their academic progress. Our partnership with Team Up has been vital to them continuing their learning with a consistent tutor and it helped them be ready for their return to school."

"The children enjoy their sessions and we receive great feedback from our link workers. We valued Team Up's flexibility, commitment and fast-pace in setting up this partnership project, and we look forward to using the learning gained from this difficult period in the autumn term."

**Rosie Scott, Head of Partnerships,
West London Zone**

Nasim agreed that she had enjoyed her Team Up sessions and felt more confident in English as a result. She said that Fahima “teaches me very well. I used to not know what adverbs and adjectives were and I like her teaching.”



Pupil Case Study – Nasim

Nasim (not her real name) is a Year 4 pupil from Wendell Park Primary School.

Growing up in Syria, Nasim had no formal education until she was 7. She can experience high levels of anxiety and needs detailed explanations for new situations or people, such as when she met her Team Up tutor for the first time.

With the support of her link worker Megan, Nasim’s tutor Fahima worked hard to understand her needs during her tutoring sessions.

For example, Fahima learned that Nasim struggles to get a sense of time, so she benefits from a clear countdown during 5-minute activities. Nasim likes challenges and learning, so she enjoys having science, history or other subjects incorporated into her English lessons.

As a result of building this close bond and tailoring lessons, Nasim grew in confidence and achieved ‘green’ ratings across a variety of lesson topics. She’s now able to write in a consistent tense, add descriptive detail like adjectives and adverbs, and ensure verb-noun agreement.

Fahima said that Nasim is “a very determined and curious pupil. I have been impressed by how you have challenged yourself and been patient learning new skills.”

Our Partners

Goldsmiths

Widening Participation in South East London

Spring Term 2020 saw our second successful partnership with the Widening Participation Team at Goldsmiths, University of London. As last year, we were delighted to work with Goldsmiths' student ambassadors who we trained to deliver the tutoring.



Building on the success of our programmes with Deptford Green and Addey and Stanhope schools in 2019, we added King Henry in Bexley this year. Feedback from pupils, teachers and governors at King Henry was very positive.

Despite Covid-19 closing schools, pupils at Addey and Stanhope completed their progress tests at home. They recorded an impressive 0.9 grades of progress, equivalent to 11 months or almost a whole grade at GCSE.

"The support from Team Up, from inception to evaluation, has been exceptional throughout our partnership. Despite the challenges caused by Covid-19, we have been able to continue our amazing work in raising attainment and supporting young people's educational pathways.

"Our key external partners have shared positive feedback about Team Up's support and guidance. TeamUp have also helped to develop our student ambassadors, some of whom would like to work as teachers. The training, guidance and transferable skills they've gained as tutors will support their career pathways. We look forward to supporting many more students and schools through tutoring with TeamUp."

Faye Yasmin, Widening Participation Officer

We are looking forward to entering our third year with Goldsmiths in Autumn 2020.

Southside Young Leaders Academy

This was also the second year of our partnership with Southside Young Leaders' Academy (SYLA), a youth leadership charity in Camberwell. SYLA develops leadership potential in BAME at risk boys aged 8-16, many of whom are of African and Afro-Caribbean heritage.

We ran maths and English Programmes in both autumn and spring terms, with positive results.

Pupil Case Study - Armia

Armia is a Year 11 pupil receiving English tuition from a Goldsmiths' student volunteer. He said of his time on the programme:

"I was excited about the tuition because I was looking forward to meeting new people. My tutor is very friendly, helpful and kind. She gives me useful feedback on what I need to improve on, like writing in more detail."

"I think I've really improved my punctuation; I'm more confident using semi-colons, so I use less "ands" which makes my sentences flow better."

"After Year 11, I want to study physics, maths and art at A-level. When I leave school I want to be an architect and make money! I would say you should 100% do the tuition."



Enrichment with Corporate Partners

We offer enrichment visits to programme participants, including university visits, which we are now piloting online.

We also work with corporate partners who use their professional experience to help our pupils place their learning in a wider context.

Team Up is committed to helping its partners add value to what is already offered. We want not only to expose pupils to career and study options, but also to help our funders foster meaningful insight into our work and how their support translates into outcomes for young people.



Lancashire Insurance - Financial Literacy Workshops

Autumn term saw Team Up deliver its new financial literacy workshops at St Angela's Ursuline School in East London, kindly facilitated by staff at Lancashire Insurance.

A report by The Money Advice Service found that **only 60% of young people keep track of their spending** and that some financial behaviours can be established as early as age 15.

Our financial literacy workshop brings Team Up's hard-working pupils together with city professionals to learn about personal finance. The professionals share their workplace expertise and deliver our bespoke curriculum. The pupils leave equipped



with skills and knowledge to help them make future personal financial decisions.

Five members of Lancashire Insurance staff delivered two bespoke sessions to 68 pupils in Years 8 and 9. Topics included debunking financial jargon, budgeting and risk and reward.

Our professional volunteers each worked with a small group of enthusiastic pupils. Each group practiced functional skills, heard from the experts and questioned them on all things careers, business and finance.

Following the sessions, 90% of pupils said they enjoyed them, 86% said they would use the skills they learned and 84% were more confident in understanding and using skills from their workshop.



Our Plans for Growth

Over the next three years, Team Up will focus on those pupils who have fallen behind (due to Covid-19 and other factors) and need our help to get back on track - ensuring that the pupils we work with make greater than expected progress.

We plan to grow the number of pupils we work with and increase our geographical reach. We will do this by growing the number of partnerships with University Widening Participation Programmes and other children's charities, as well as schools. We will focus our growth on schools in outer London and adjacent areas with significant disadvantage and a high attainment gap, building local networks and partnerships to support these programmes.

Team Up will deliver programmes using face-to-face and online tutoring to open more opportunities for pupils to benefit from tutoring.

We will build on our experience to become a leader in volunteer tutor training, particularly for sixth formers. This will help



increase tutor retention and help us reach areas where other forms of face-to-face tutoring are not available.

We will further demonstrate our evidence of impact by commissioning independent evaluation and greater use of exam results. This will help us to continuously improve our programme.

We will use our evidence and experience to be a voice for disadvantaged pupils, influence policy, and create a compelling offer.

In this way we will make every pupil we work with feel valued and capable of achieving their potential.

How We Are Funded

In 2019-20 we

Received £418k income, of which:

- £174k (42%) from 25 grant providers and supporters
- £244k (58%) from 32 school partners

Invested £403k in our programme

Leaving £14k surplus in reserves

Reserves £126k

Fundraising costs: 9%

Our programme costs £308 per pupil

Our Online Model - Response to Covid-19

We were already exploring online delivery before the Covid-19 pandemic, but the crisis added renewed urgency to it.

Working in partnership with West London Zone, we developed an online offer over the Easter holidays, for delivery in the summer term. West London Zone facilitated the programmes and engaged with schools and pupils, by leveraging the existing strong relationships built by their link workers.

The pupils have engaged fantastically with their online tuition, even better than with our face-to-face programmes.

The average effort for our face-to-face programmes (rated by tutors) is 4.5 out of 6. For online tuition, tutors gave a near-perfect average effort of 5.8 out of 6!

We think this amazing result is down to:

- The support of West London Zone in encouraging pupils and parents to maintain commitment. We recognise this is invaluable. On our face-to-face programmes, we ask a staff member to be the School Coordinator for this kind of support
- Pupils receiving a high level of attention in their small tutoring groups
- Our volunteer tutors bringing experience, commitment and creativity to their teaching
- Fun activities built into sessions, for example mini games in between learning
- The fact online tuition sessions are currently plugging some gaps in pupils' lives. They provide live teaching, support, an opportunity to meet new people and peer-to-peer interaction.

Our experience in running face-to-face programmes was, of course, helpful to us in ensuring remote programmes also ran smoothly.

"The children I support have all benefited so hugely from their tutoring sessions throughout lockdown. Long may this continue when we go back to school!"

**Alex Wallace, Link Worker,
West London Zone**

"There was continued support despite it all being remote - the support you receive from Team Up, such as Programme Managers, training and curriculum resources is incredible."

Siru Chen, Team Up Volunteer Tutor

Thank you!

Team Up would like to say a huge thank you to all the passionate, dedicated and inspirational people and funders that support and work alongside us and make what we do possible.



Garfield Weston



The Drapers Charitable Trust
The Spear Charitable Trust
Jack Petchey Foundation
Ellis Campbell
The Grocers' Company
The Peter Stebbings Memorial Charity
John Lyon's Charity
The Worshipful Company of Builders Merchants
The Leathersellers' Company
Emmanuele Kaye Foundation
Hammersmith United
Schroder Trust
Vandervell Foundation
Lancashire Foundation
The National Lottery - Awards for All
The Tom ap Rhys Pryce Memorial Fund
Invesco
Ex-Pat Foundation
The Sir James Roll Charitable Trust
The Fuellers Charity
A&B Sainsburys
Jane and Michael Davis Charitable Trust
The White Benevolent Fund

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