



## Team Up Impact Report 2018-19



Team Up works to reduce the widening attainment 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.



Sharla Duncan - Team Up Founder and Trustee

**“I grew up in South London, where more people went to prison than to university. That was apparent in my family and my community. By the age of 14, I didn’t think I’d be any different. That’s why I founded Team Up.”**

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.

## We support Street League’s Three Golden Rules:

1. **We will never overclaim what we do**
2. **All percentages are backed up by absolute numbers to avoid being misleading**
3. **All our outcomes are backed by auditable evidence.**



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## Message from our Chair

This is an exciting time for Team Up.

Over the past three years we have refined our operating model and increased our impact on pupil performance from 0.6 levels of progress to 0.8. This is a significant improvement and well above the expected progress of 0.3.

By improving pupils' attainment, we improve their life chances.

Our core mission remains the same: we raise the aspirations of disadvantaged young people and help them achieve better Maths and English grades, through our inspiring volunteer tutors. The tutors are supported by our talented programme managers to ensure quality and consistency across our programmes.

In conjunction with our partners, we have successfully extended our offer to:

- work with primary schools
- provide revision classes for GCSE students
- provide university and STEM visits; and
- increase our engagement with employers



Recent evidence shows the attainment gap between the richest and poorest students has grown for the first time since 2011 – to a shocking 18 months' gap. We know that small-group tuition is a cost-effective way to bolster achievement, but this is largely the preserve of the most affluent. The work of Team Up in providing this to disadvantaged pupils is more important now than ever.

But all this is not enough. We support only a small fraction of the one-in-three young people receiving free school meals who fail to achieve five good GCSEs.

Building on the vision and passion of our founder, Sharla, we have re-invigorated our board, increased our income and appointed a new Chief Executive. We are preparing to expand our reach, in London, the South East and beyond, to those areas where the need to close the gap is greatest.

We hope you will join us as we continue our vital journey to improve the outcomes and the lives of disadvantaged young people.

**Stewart Niblock, Chair of Trustees**

## Our Impact at a Glance

The 2018-19 academic year in numbers:

Over **15,000** hours of tuition

Helped **1,324** pupils

A team of **271** volunteer tutors

**31** schools in London and the South East

Pupils made **twice** the expected rate of process in a term\*

\*on average, pupils made 0.8 grades of progress over one term (the expected rate is 0.3 grades of progress per term, or one grade of progress in a year). This increased to 1.1 grades of progress for pupils who took part in two terms on a Team Up programme



### Charlotte Robinson, Headteacher, Rokeby School, Newham, East London

“Rokeby School is a boys’ school in Canning Town, with a large number of students receiving free school meals. A substantial majority do not have English as their first language.

“We have been running the Team Up programme for over five years with Year 7 and 8 pupils. Many of them have two terms of tuition. On average, they make 0.9 grades of progress, almost three times that expected.

“We value the programme because our students WANT to come. Tutors are reliable, interested, motivated and have the right knowledge. The support of link Programme Manager is vital and gives us assurance on quality and consistency.”



## How We Are Funded

In 2018-19 we

Received £400k income:

- £190k (45%) from 24 grant providers
- £210k (55%) from 31 school partners

Invested £392k in our programme

Leaving £8k surplus to reserves

Reserves £112k



Financials 2018/19



**Elena Goodman-Walsh,**  
**Head of UK Community Investment, Rothschild & Co**

“Since 2018, Rothschild & Co has proudly supported Team Up by providing funding for a London-based literacy and numeracy tuition project delivered by volunteer university students. Together, we aim to raise the level of educational attainment in children from low-income backgrounds, ensuring that they leave school with stronger qualifications, leading to higher education or employment.”

## Why We Exist

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 2019** found that the disadvantage gap between the poorest and richest in English and Maths had **increased for the first time since 2011 to 18.1 months**. For five good GCSEs, the gap is 18.4 months. At current rates of progress, it would take **560 years** to close the gap.
- 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**.
- **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).
- 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**. The research also shows that **one-to-one and small-group tuition** is a cost-effective way to bolster pupils' achievement. It recommends that schools consider using their pupil premium to fund tuition.

## How The Programme Works

We work with each school to identify pupils who are at risk of not achieving their full academic potential and who do not have the opportunity or the financial means to receive high quality out-of-school tuition.

The programme lasts for one term, with ten tutor sessions.

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

Each school is assigned a dedicated Programme Manager to manage and run their tuition programme. All Programme Managers are qualified and experienced teachers, who provide support and ongoing training to our volunteer tutors. They also manage pupil attendance, behaviour and academic progress on a weekly basis. Schools are clear that this is a fundamental strength of our programme.



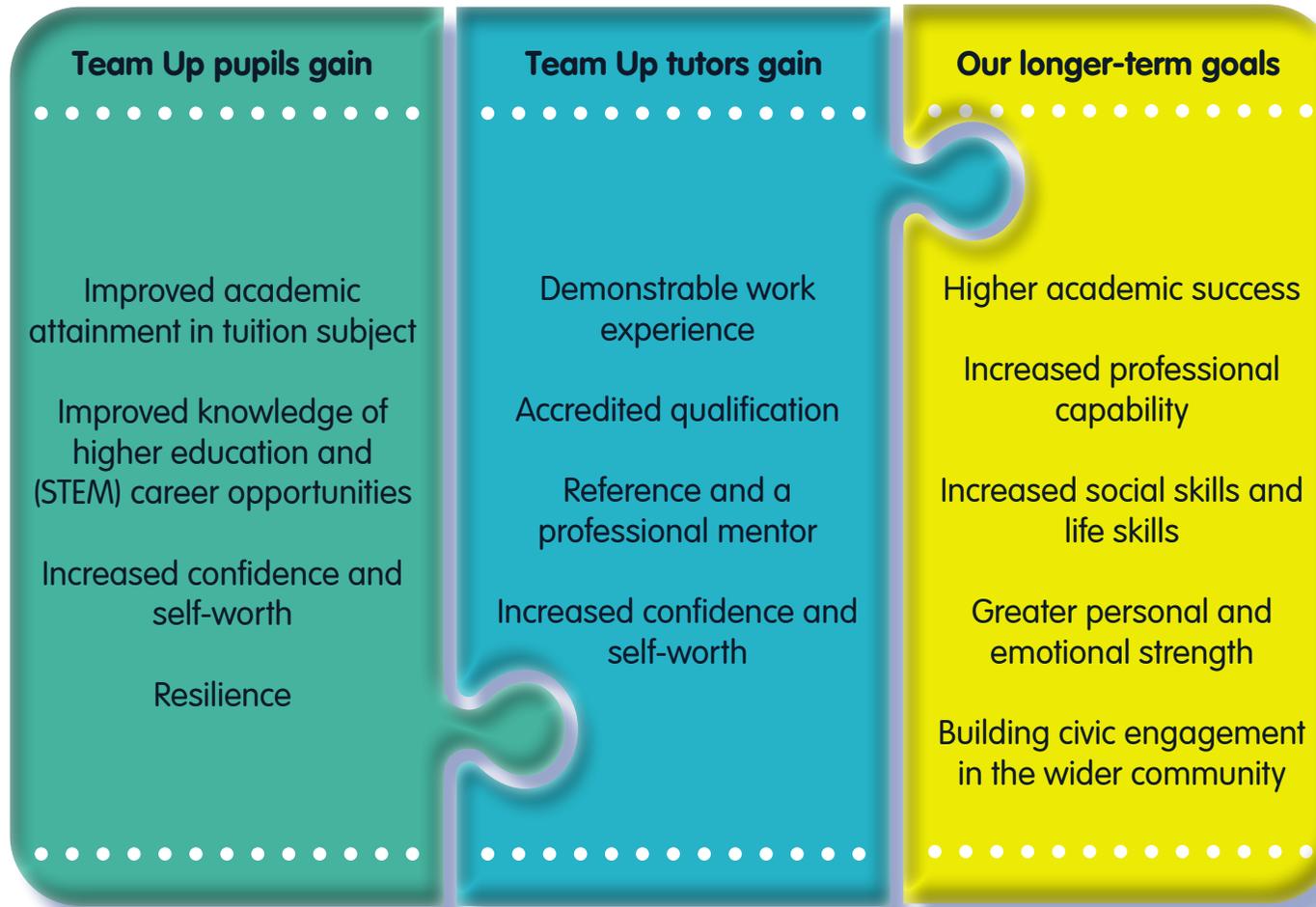
## Demonstrating Our Impact

We would like all our pupils to achieve at least Grade 4\* (a 'pass'), which means they would not need to re-sit their GCSE exam. We aim for a 'Grade 5' (a 'good pass') as an aspirational level of attainment.

To measure pupil progress, we conduct baseline and post-programme academic tests, supported by pupil surveys, providing data on pupil performance and engagement. 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.

The systemic change we aim to bring is that **Team Up beneficiaries have better life chances.**



\* This table shows the new GCSE 9-1 grading structure alongside the former A-G structure:

NEW grading structure	U	1	2	3	4	5	6	7	8	9
Old grading structure	U	G	F	E	D	C	B	A	A*	

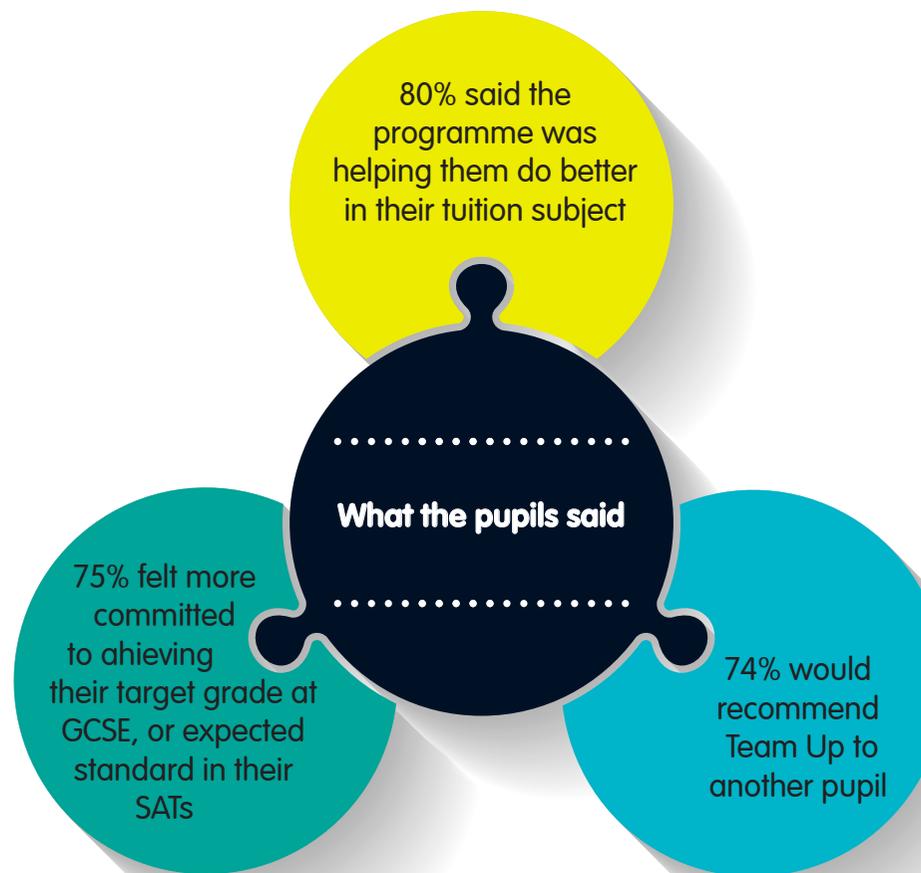
## Our Impact in 2018-19

### Pupil performance before Team Up tuition:

- **39% of our pupils were classed as 'significantly underperforming'** - more than one grade below where they need to be to achieve a good grade at GCSE.
- **20% of our pupils were 'underperforming'** - between 0 and 1 grades below their target. The remaining students were predominantly disadvantaged and had the capacity to make more progress.
- **65% of Team Up pupils are in receipt of Pupil Premium** and many more exhibit indicators of disadvantage such as English as a second language and high mobility.

### Pupil performance after Team Up tuition:

- **66%** of all those who were underperforming at the start achieved their target threshold grade at the end of the programme. This means these pupils caught up with their peers and reached age related expectations, putting them on track to achieve their target grade, and a good pass at GCSE (grade 5).
- **70%** of all pupils made the expected level of progress for their demographic, which is 0.3 grades over one school term. Considering that most of the pupils we work with have stagnated progress rates, this is a fantastic result.
- **53%** of pupils participating on a Team Up programme made at least double the expected rate of progress for their demographic.



### GCSE Success

In 2019 we delivered a 5-week intensive revision programme at Harris Academy Rainham, in Havering, to prepare 18 pupils for their GCSE Maths exams. **The results were impressive and repeated our success in 2018.**

This year, similar to last year, we saw half the pupils gain at least one grade and pass their GCSE. Five pupils got a grade 5 and some

improved by two grades compared to their mock exam.

We also ran several Year 11 programmes in Spring 2019, with very positive outcomes. In partnership with Goldsmiths University, we ran the programme with Year 11 pupils at Addey and Stanhope, where we saw **70% improve at least one grade and a 50% GCSE pass rate**, with several pupils getting even higher grades.

## Team Up Star Pupils

### Avina

Avina (not her real name) began the Team Up programme in 2017, when she was 12 years old and in Year 8. With extremely low confidence and reluctance to attend, Avina was in need of extra support. Her attendance was so poor, we could not conduct an English baseline assessment.

During her tuition, Avina's tutor learned she loved debating and games, so her tutor would maximise these opportunities. They also spent a lot of time recapping basic punctuation and grammar skills. Eventually, Avina's trust grew, along with her self-belief.

At the end of the two-year programme, Avina's interactions had completely changed. In her end of programme assessment, she followed all instructions perfectly and produced four high quality paragraphs. Her punctuation accuracy and descriptive language were particularly impressive, leading her to achieve her target grade for Year 9 (Grade 3).

### Omar

Omar (not his real name), Year 6, took part in Maths tuition for three terms in Autumn 2017 and then Autumn and Spring 2018-19. Initially in need of support with even the most basic maths functions, over time Omar was able to tackle more challenging topics. By the end, he was regularly finishing his work before others.

Positive role models were important, so Omar could see how maths is applied in real life. His tutors were a professional accountant, a pharmacist and a graduate in biomedical sciences. He also got the chance to visit City University to learn more about higher education.

Omar's academic progress was slow in 2017 (only 3%), but in 2018-19 he zoomed ahead. He had an incredible 32% improvement over two terms, equivalent to 1.6 grades, well over twice that usually expected. He was in a strong position to take his SATs at the end of Year 6 and make a confident transition to secondary school.



## Programme Enrichment

Over the past year Team Up has grown its enrichment offer, which helps pupils understand the context of their achievements. This has included university visits and masterclasses in developing financial literacy.

As part of the growing enrichment programme, over 280 Team Up pupils attended a **Dream Big (STEM) Enrichment Programme**: an inspiring one-day trip to a university campus.

We would like to thank our university partners who hosted these trips:

- Goldsmiths' University
- SOAS
- St Mary's University
- London Metropolitan University
- Imperial College, London
- City University

Each trip:

- Boosts pupils' confidence and growth mindset
- Encourages pupils to do well in their education
- Help them to consider their future career, including STEM (Science, Technology, Engineering and Maths) opportunities

Pupils from 12 schools (4 primary and 8 secondary) visited a university campus. Pupils met Student Ambassadors, had a campus tour and participated in taster workshops to find out more about university life. Over 60% of trips also highlighted STEM subjects and career options.

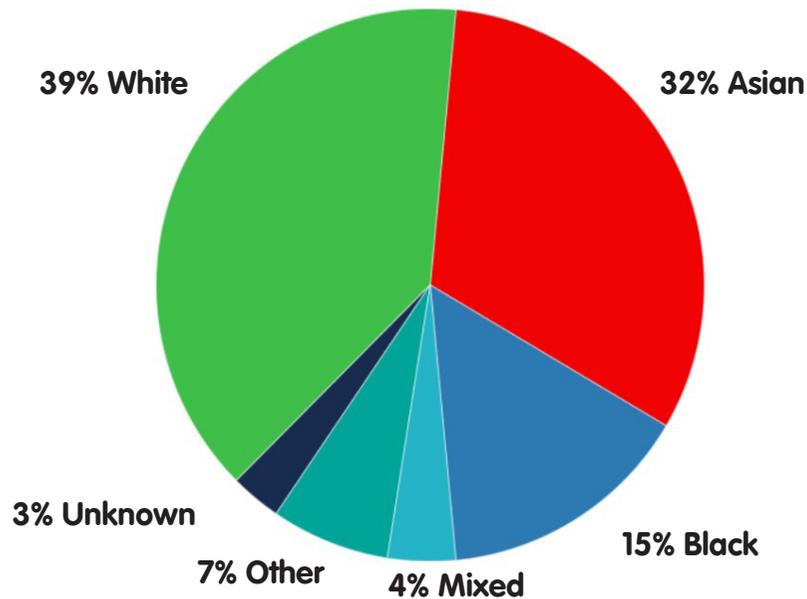
Feedback has been extremely positive from pupils and teachers, with 10% more pupils saying they knew about a range of career options, including STEM careers.

**We would like to thank the Progress Foundation, Lujenna Educational Trust, St James' Place Foundation, The Leathersellers Company, The Worshipful Company of Builders and Hammersmith United Charities for their support in funding these inspiring trips for pupils.**

## Why We Value Our Volunteer Tutors

Our inspirational volunteer tutors are drawn from a range of backgrounds, including university students, sixth-form students and professionals. They are all committed to making a difference to young people’s lives, helping them fulfil their potential and their own personal development. We provide a robust interview and training process for all our tutors.

### Diversity in our tutor applicants



### 34% of tutor applicants were first generation university students

- 80% of pupils agreed or strongly agreed that working with their tutor helped them do better in their tuition subject.
- 74% of pupils agreed or strongly agreed that working with their tutor makes them feel more confident that they can achieve the results they want in their exams or GCSEs.

**70% of pupils strongly agreed or agreed that working with a tutor makes them feel more committed to achieving the future they want.**

## The Impact of Our Sixth Form Tutors

**Over the last academic year, we recruited 110 Sixth Form Volunteer Tutors.**

Two years ago, Team Up began partnering high-performing and conscientious sixth form students with our pupils, to widen our impact and extend the benefits of volunteering. The results have been impressive.

Over 300 school pupils have been partnered with a sixth form tutor. These pupils have made on average 1.5 GCSE grades of progress over a term. Nationally, pupils in the UK are expected to make one grade of progress per year. This means that **with the help of our sixth form students, pupils have made over four times the nationally expected level of progress!**

We believe this success is down to the students’ closer proximity in age, making them more relatable and giving them a clearer understanding of the pupils’ syllabus.

**“I have gained leadership and communication skills,  
now knowing what I want to do after sixth form.”**  
A Sixth Form Tutor

**Charlotte Auger, Assistant Head Teacher at Overton Grange School:**

“We chose to use our sixth formers for a number of reasons. Firstly, what better way to learn than from someone who has recent, first-hand knowledge of GCSEs? Secondly, tuition from someone similar in age allows the students to learn in a more relaxed atmosphere.

“In return, our sixth formers are developing skills in leadership, communication and behaviour management. They are thoroughly enjoying sharing their knowledge and it has been great to see how their confidence has grown as a result.”

**“I truly could not have asked for a  
better experience with Team Up.”**

Sixth Form Tutor Najhae McLaughlin,  
Frances Bardsley Academy

**Meet Kate Chachanidze - Team Up Sixth Form Tutor**

“I was so inspired by Team Up that I decided to apply to be a maths tutor at Harris Academy Rainham, only fifteen minutes away.

“Although they were shy at first, the four Year 11 girls I worked with soon established a mutual understanding and were able to communicate efficiently. They would tell me what they needed help with, and I’d go over it thoroughly. I most enjoyed watching them help each other and share methods of remembering formulas.

“I returned in the summer term for a four-week GCSE revision programme. A highlight was one student saying how much she had enjoyed the programme and appreciated all we’d done.

“As an aspiring medic, Team Up has also helped me. Through their mentor programme, I’ve been partnered with an orthopaedic surgeon, gaining insight into healthcare, which I would’ve found incredibly difficult to organise myself. Thank you to Team Up for their support and for allowing me to use my skills in an impactful, rewarding way.”



## Rising Leaders Programme

We value the commitment and dedication of all our volunteers. Through our leadership programme, we give them opportunities to realise their future aspirations too. They receive:

- A certified qualification in leadership and teaching (accredited by the Schools, Students and Teachers Network – SSAT, a leading organisation working to develop educational leadership in the UK)
- Access to a career mentor
- Dedicated training from Programme Managers with personalised developmental feedback
- Access to leadership seminars
- A reference

In the last academic year:

- **60 tutors** benefitted from leadership seminars including: 'CV & Interview Skills', 'Getting things Done' and 'Coaching Skills' seminars
- **91 tutors** achieved the SSAT qualification
- **46 tutors** had a professional mentor

Team Up provides each tutor with a mentor, at their request. We carefully match them with someone from our extended network who can provide guidance in their chosen career, with UCAS support or with more general coaching. Mentors are given training on how to best support their mentees.

**“Thanks to my mentor, I already feel more comfortable with making decisions and finding my way after university.”**

Larissa Kirkpatrick, tutor from SOAS

## Elizabeth Anne Matthews, University Volunteer Tutor

“Volunteering with Team Up has been a favourite way to expand my cultural horizons as an American graduate student in London.”

“Team Up has provided me with an opportunity to engage with the different cultures around me in a deeper and more meaningful way. In a city that can often feel overwhelming and lonely, it provided a community of like-minded people who care deeply about education and its ability to affect social mobility.”



### Airton, Year 11 pupil

“My level has jumped: I used to be on a three now I’m writing at level six. The most useful thing about Team Up has been the way they help. They break everything down bit by bit until you get it, and you get things quickly because they explain it very clearly. I’ve enjoyed the sessions 100%; they’re fun and the tutors don’t make it boring.

Being around students from Goldsmiths has given me a view of how far you can go. I’ll 100% go to university now. I’m feeling more confident about my English GCSE because Team Up has helped me.”



**Goldsmiths**  
UNIVERSITY OF LONDON



### Partnership is the Key to Success

We could not make the impact we do without the support of our partners - universities, charities and employers. Here is how we work with partners to enhance the opportunities we provide.

#### Goldsmiths, University of London

In the 2018-19 academic year we began a successful partnership with Goldsmiths University, generously funded by them and staffed by their student ambassadors.



In Spring and Summer terms 2019, the partnership delivered two Maths and English programmes for Year 11 pupils at Deptford Green (20 pupils) and Addey and Stanhope (20 pupils) schools in Lewisham.

Across both programmes, pupils improved by an average of 0.7 grades - over double the amount typically made by pupils in this timeframe. At Addey and Stanhope, we saw a GCSE pass rate of over 50%, with a number of students getting even higher grades.

Pupils also visited Goldsmiths’ campus to understand what higher education entails. 82% of pupils who went on the trips said they understood more about progression to university afterwards.

We look forward to continuing and expanding our partnership for the 2019-20 academic year.

## What our Goldsmiths' Partners Say

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**Peggy Cooke, Widening Participation Manager, Goldsmiths:**

"This is our first year working with Team up and it's been a really positive experience. Our student ambassadors have received excellent training to deliver academic tutoring in two local schools. Staff at Team Up have been flexible and helpful. In addition, Team Up's weekly updates meant we were able to track progress. We are really happy to offer this opportunity to our student ambassadors and local schools. We have had excellent feedback from all stakeholders throughout."

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**Jake Armstrong, Business and Computing Teacher, Work-Related Learning and Pathways Leader at Addey and Stanhope School**

"The Team Up/Goldsmiths partnership is a great way to support pupils to succeed academically, as well as to encourage them to realise their aspirations."

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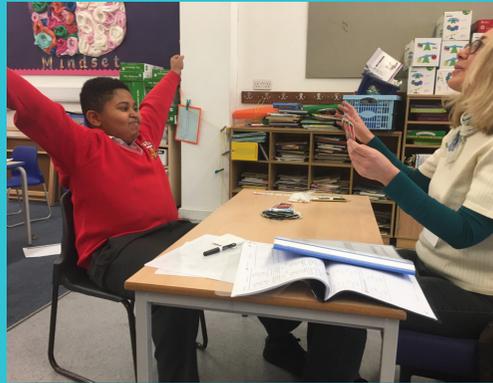
**Celine Nembhard, Head of Careers at Deptford Green School**

"I am so impressed with the constant feedback and praise between the Programme Manager, the student ambassadors and our pupils. It is rewarding to see both ambassadors and pupils developing and growing."

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## Southside Young Leaders Academy

This year we established a partnership with Southside Young Leaders' Academy (SYLA). SYLA is a youth leadership charity in Camberwell that develops leadership potential in at risk BAME boys aged 8-16. Most of their users are of African and Afro-Caribbean heritage. **This is the first time Team Up has run a programme in a community setting rather than in a school.**



We ran an English tuition programme for pupils aged 8-16 in the Spring term, and a Maths programme in the Summer term. In English, pupils improved by 1.3 grades and in Maths they improved by 0.6 grades. This is almost twice the expected progress for this time period.

Over 80% of pupils reported feeling more confident and doing better in their tuition subject as a result of the programme.

## West London Zone

West London Zone is a children's charity bringing together different organisations to provide support to change children's lives. They improve children's emotional wellbeing, relationships, confidence and attainment, to empower them to flourish into adulthood. Starting with Ark Burlington Danes Academy in 2017, we have worked with five different schools, and continue to grow our partnership.

We have accessed pupils with a real need for our help. It has been helpful to collaborate with their West London Zone representatives based in each school. Their knowledge of each pupil's strengths and the skills they need means Team Up tutors get more support in tailoring their sessions.

We have enjoyed working with West London Zone and look forward to continuing our partnership.

## SOAS, University of London

SOAS University are long standing and valued partners of Team Up, having generously funded the development of our tuition programme, supporting many Team Up pupils.

As well as providing their talented student ambassadors, this year the university hosted several Team Up events, including tutor training days, mentoring programme launch and tutor leadership seminars.



In Summer term, 48 pupils from Rokeby School in Newham and Hampstead School in Camden enjoyed fun and interactive workshops facilitated by student ambassadors. These included a Japanese class and a Near and Middle Eastern class, which Rokeby students particularly enjoyed as many have family or ancestry in this part of the world.

## What Next? Team Up in 2019-20

### This coming year we will:

- Continue to strive to understand how best we can help our pupils reach their goals
- Develop and deepen our existing partnerships so we can grow in London and the South East to support more pupils
- Explore how to work with partners in the rest of the country, to bring the benefits of the Team Up model to areas with the greatest disadvantage gap
- Continue to develop and expand our sixth form tuition model, expanding our reach and bringing the benefits of our leadership programme to more young tutors
- Expand our GCSE Revision Programme; develop and expand our enrichment offer to even more Team Up pupils.

### How Can You Help?

- **Support Team Up pupils by funding a school:** support a particular school or group of schools in a geographical area with funding
- **Support Team Up pupils by providing enrichment opportunities:** host a Dream Big (STEM) enrichment opportunity at your company or university - be a role model by hosting a workshop, linking education to rewarding careers
- **Support Team Up tutors by providing funding** to help with tutor training and development
- **Support Team Up tutors by offering professional mentoring opportunities:** mentor talented sixth formers, university students and young professionals on Team Up's Rising Leaders Programme to support their career development.



**Chief Executive:**

David Walker

**Trustees:**

Stewart Niblock, Sharla Duncan,  
Perella Bridgland, Natasha Westover,  
John Mullins, Jonny Goggs

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Thank you!

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

