

Team UP



Impact Report
2017/18

Team Up uses tuition, delivered by inspirational role models, to enable pupils from low income backgrounds to meaningfully increase their academic attainment, in order to improve the choices open to them.

Sharla Duncan Team Up Founder and Trustee

Team Up was founded by social entrepreneur, Sharla Duncan, who has succeeded in her career despite growing up in a deprived part of London with few academic or professional role models in her life. Her success was made possible by a chance opportunity to receive free tuition from an inspiring young role model; this provided the inspiration for Team Up. Team Up officially registered as a charity in 2012, although Sharla and her undergraduate friends at King's College London had already been tutoring pupils at schools in South London for several years.

Today Sharla has a BSc in Biochemistry from King's College London, as well as a PGCE and MSc in Educational Research Methodology from Oxford University. She is also an inspirational speaker, and has delivered talks on social action, and addressing educational inequality for TEDx, NUS, and the Royal Society of the Arts. Sharla is an active Trustee at Team Up.

In March 2018 at Team Up we completed our sixth full year of operating and have grown from supporting 200 pupils in 2012 to supporting over 6,000 pupils to date in both primary and secondary schools across Greater London.



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Our Impact in 2017-18

Overall in 2017/18 we delivered 8,226 hours of tuition to 1,106 young people with a volunteering team of 315 tutors in 27 schools across Greater London.

Pupil performance prior to Team Up Tuition:

- 17% of our pupils were 'underperforming' (between 0 and 1 grades below their target threshold grade).
- 60% of our pupils were classed 'significantly underperforming' (more than one grade below their target threshold grade).

Pupil performance following Team Up Tuition:

- On average, pupils who completed one of our tuition programmes improved their grade in their tuition subject by 0.7 grades (increasing from 0.6 grades in 2016/17) - double the rate of progress normally expected of pupils in the equivalent time.
- For pupils completing two tuition programmes, this grade increase significantly rose to 1.1 grades of improvement (not measured in 2016/17).

Pupil Target Thresholds:

- 52% of the pupils who were underperforming at the start of the programme achieved their target threshold grade at the end of the programme. This means that as a result of Team Up tuition, these pupils had caught up with their peers and reached age related

expectations on the topics covered, putting them on track to achieve their target threshold grade at the end of the year, and their GCSE grade 5 at the end of their school career.

Expected Level of Progress:

- 67% of all pupils made the expected level of progress for their demographic, which is 0.3 grades over one school term. Considering that the majority of the pupils Team Up work with have stagnated progress rates, this is a fantastic result.
- 49% of pupils participating on a Team Up programme made at least double the expected rate of progress for their demographic.

Increasing Pupil Confidence:

- 80% of our pupils said the programme was helping them do better in their tuition subject.
- 78% would recommend Team Up to another pupil like them.
- 77% of pupils felt more committed to achieving their target grade at GCSE (or expected standard in their SATs).

'I have seen an utter transformation in one of the year nine pupils in my group, David.'

When I started tutoring David in January 2018, he was reluctant to take part in sessions, to which he was often late. I also heard reports of him being involved with fighting and other incidents in the school.

Since April, it has been as though I'm tutoring a different pupil, with a gradual change over time becoming apparent. He is rarely late, and apologises profusely if he is. He is highly engaged in sessions now, tries his hardest and is beginning to really grasp key mathematical concepts as a result. He still struggles sometimes, but he shows now that he really wants to focus and learn, as his whole attitude towards Maths and learning has changed. I've even stopped hearing reports about fighting. It has been a real pleasure seeing that change, and I'm so happy to have been able to be a part of it'.

Bill Lonsdale

Tutor, Oak Wood School, Hillingdon

CEO Sean McFadden

Our Team Up HQ is a small office in East London with one long desk around which nine members of staff sit planning, evaluating, fundraising and sharing ideas. In the last school year this small dedicated team, supported by 315 inspirational volunteers, delivered 8,226 hours of tuition to 1,106 young people in 27 schools across Greater London.

The Team Up model of positive social action, with volunteers giving up their time and sharing their knowledge with young people, is powerful and effective. The 0.7 grades of progress that pupils make on average per term with Team Up, is a statistic that translates into more than 500 young people moving towards a good pass in Maths or English.

At Team Up, we are always looking for ways to improve attainment and further develop pupil confidence and the aspirations that go along with it. Our successful Revision Programme piloted at Harris Academy Rainham and the incredible enthusiasm of our first Primary cohort demonstrated again the positive difference we can make even over a short period of time. We also tapped into the resource of sixth form volunteer tutors, enabling us to work in schools in Outer London and seeing them gain leadership skills and the life-changing experience of helping create a more positive future for another young person.

None of this would have been possible without our partner schools and organisations and the hard work and professionalism of their School Coordinators, our committed band of funders and every single one of those 315 inspiring volunteers.

If you want to know more about our work, please sign up for our newsletter at newsletter@teamup.org.uk, or follow us on social media, and if you have a few hours a week to spare during term time, we know some young people who could really benefit from your support.



Theory of Change

The Problem is

Being poor puts children and young people at a significant disadvantage.

- The attainment gap is largest for children and young people who are or were at some point eligible for free school meals (Pupil Premium) over the duration of their secondary education. (FFT Data Education Lab 2018)
- Early evidence suggests that, relative to other pupils, Pupil Premium pupils have found the new reformed GCSEs to be more difficult. In 2018 the attainment gap between Pupil Premium and other pupils widened for both Maths and substantially for English. (FFT Data Education Lab 2018)
- 40% of London school children have had access to a private tutor at some stage during their schooling. (Sutton Trust)
- 22% of pupils on free school meals go into higher education, compared to over 80% of pupils from private schools. (DFE 2016).
- Young people age 27, previously eligible for free school meals were three times more likely to be unemployed than their peers not eligible for free school meals. (DFE 2018)

Targeted work

We work with each school to identify children and young people whose home life and school difficulties put them at risk of failing and not achieving their full academic potential would otherwise not have an opportunity or the financial means to receive high quality out-of-school tuition from Team Up's talented role models.

Our Vision is

To help realise young people's aspirations and improve social mobility.

Our solution is

We train and support outstanding teams of volunteer role models, university students, sixth-form students and professionals to deliver free, curriculum-based Maths and English tuition and STEM Enrichment Programmes. We deliver small group tuition on a 1 tutor: 3 pupil ratio, to build pupils' confidence and address academic weaknesses.

This achieves - Unlocking the potential of Team Up pupils and Team Up tutors

Team Up pupils gain

- Improved academic attainment in tuition subject
- Improved knowledge of higher education and (STEM) career opportunities
- Confidence & self worth
- Resilience

Team Up Tutors gain

- Demonstrable work experience, an accredited qualification, a reference and a professional mentor.

Longer term goals are

- Higher academic success
- Increased professional capacity
- Increased social skills and life skills
- Greater personal and emotional strength
- Building civic engagement in the wider community

Systemic change is

- Team Up beneficiaries have better life chances.

Primary School Tuition Pilot Success

In September 2017, Team Up began a new chapter with the launch of our Key Stage 2 pilot, aiming to help pupils from low-income backgrounds in Years 5 and 6 move towards their expected standard in either Maths or Writing. As in our secondary partner schools, we aimed to achieve this by matching them with our inspirational role models, using small-group tuition to build their confidence and address academic weaknesses.

Why move into primary school?

The government's analysis of the 2016 SATs revealed that an attainment gap still exists for pupils on free school meals - a difference of 21 percentage points. Team Up's mission focuses on improving the life opportunities of pupils from low-income backgrounds, and the chance to close that gap couldn't be passed up.



The pilot

Over three academic terms, we ran thirteen programmes across eight schools, reaching over eighty-five pupils, around half of whom continued on our programme for two terms. Pupils attended one hour tuition sessions, usually during or just after the school day, working in groups of three or four with their volunteer tutor.



The Results

The outcomes were fantastic. Team Up expects that pupils should make at least 7% progress across a term (0.3 of a grade), and, on average, our pupils achieved more than double this rate. Those who stayed on with us for two terms increased their test scores by 28%.

In surveys, 87% of pupils agreed or strongly agreed that taking part in Team Up made them feel more confident about their subject, and pupil enjoyment was rated as 4.4/5.

The tutors have been dedicated and caring, and the improvement in the group's grades during this early intervention has been significant. Their confidence in maths has increased so much, and this has had an impact back in the classroom as well. I have no doubt that these pupils will continue to go from strength to strength with the knowledge and skills they have developed with the Team Up programme as they head towards Year 6 and into secondary school."

Frank Harrowell, Assistant Head Teacher, Manorfield Primary School in Tower Hamlets.

"[Before the programme] Maths felt really hard and I couldn't concentrate sometimes - I had to do too many stuff. Now I can do all that stuff and it's not that hard for me anymore because I have been to Team Up. I felt that Maths was too hard for me and now it's easy. Before I was shy to show my answers to the whole class and now I'm not. [My tutor] teaches me and when I need help she helps me with the question, but she doesn't tell me the answer. Instead she asks me questions and that helps me. I don't feel that scared any more about the assessment."

Juleka



"I hoped that my Maths could be better before the programme. When I started, I felt very nervous but now I find it very fun and I like it. I didn't know Maths that well and my mum was worried about me when I go to secondary and my Maths won't improve that much and now I feel better about it. [My tutor is] helpful, she's very helpful, and she's kind as well."

Humairah

GCSE Revision Programme Pilot Success

The background

In the Summer term 2018, Team Up piloted our first ever Revision Programme at Harris Academy, Rainham. The programme was planned in response to high demand from schools requesting GCSE revision sessions for their Year 11 pupils in the lead up to their big exams. This was a perfect opportunity to continue to use the skills of our amazing university students, who tend to finish term around the same time as GCSE exams start, while at the same time supporting school pupils at this crucial moment.

The pilot

In order to ensure that pupils had the same amount of tutoring hours as on a standard Team Up tuition programme, and that they had sufficient time to make real progress towards their target grade, the decision was taken to provide 3 hours of tutoring per session (rather than the standard hour and a half) over 5 weeks (rather than the standard ten weeks).

The Maths curriculum was adapted to ensure that pupils had the chance to practice and revise a range of key skills that they would need for their Maths GCSE, while also spending a large proportion of the sessions focusing on one particular skill and completing some revision using past papers as well.

20 pupils at Harris Academy, Rainham in the London Borough of Havering took part in the pilot. Some of the pupils had been on a tuition programme with us in the Spring term, but many of the pupils were new to Team Up.

The Results

To measure the pupils' progress, we compared mock exam data captured in formal school mocks taken at the end of the Spring term in April 2018 to their final GCSE grades. The results were outstanding. Pupils that benefitted from the programme were at least two grades below their target threshold grade prior to Team Up tuition. For this programme our aim was that as many pupils as possible reached the re-sit threshold Grade 4 (formerly GCSE grade C).

Prior to Team Up tuition, among the 20 pupils on the programme only 2 pupils reached Grade 4. Following Team Up tuition 14 pupils (70%) went up by one grade between their last mock exam and final GCSE result. 10 pupils gained at least a Grade 4 in their final exam, meaning they passed and will not have to retake their GCSE. A life-changing achievement for 10 (50%) of the pupils.

Throughout the programme, pupils reported that they were enjoying sessions, and that it was helping them to improve and build confidence in maths.

In the end of Programme survey: 100% of the pupils reported enjoying the Team Up programme and felt it was helping them do better in Maths.

100% of the pupils also agreed 'Working with my tutor makes me feel more confident that I can achieve the results I want in my GCSEs.'

“We were so impressed with the amount of progress our pupils were able to make with the support of Team Up over just five weeks before their GCSE. The sessions were highly focused, targeting the areas where pupils needed most help: the group still haven’t stopped talking about how useful the programme was for them. I would definitely recommend the Team Up Revision programme for pupils who need that final boost to pass their exams.”

Steph Stronach, Executive Achievement Director of Maths at Harris Academy, Rainham

How we measure our Progress

Secondary School

Making meaningful progress

Team Up's tuition targets particular groups who are capable of achieving expected standards for their age range but are currently falling below that standard. Team Up focus on raising these pupils' academic attainment to 'meaningful' levels. By this we mean meeting the expected standard for their age group. This is because Team Up believes that gaining these expected standards enables a better quality of life, more rewarding work and greater wellbeing as it is the required stepping stone for progression.

Measuring academic attainment

The government has set out 'flight paths' that show the relationship between the grades pupils achieve each year in school and the grades they will go onto achieve at GCSE. Whilst we would like all of our pupils to achieve at least Grade 4, which means they would not need to re-sit their GCSE exam, we consider 'Grade 5' to be an aspirational/meaningful level of attainment for pupils in year 11, as this is now the level that a pupil needs to reach to be considered to have achieved a 'good pass' at GCSE.

Pupil Target Thresholds

Key Stage 3			GCSE	
End of Year 7	End of Year 8	End of Year 9	End of Year 10	End of Year 11
3	4	5	5+	6+
2	3	4	5	6
1-2	2-3	3-4	4+	5+
1	2	3	4	5
0-1	1-2	2-3	3+	4+
0	1	2	3	4
0	0	1-2	3-	4-

The yellow band shows the absolute grades a pupil needs to achieve each year if they are to be 'on track' to attain a grade 5 at GCSE. For example, a pupil in year 7 will need to achieve a grade 1 by the end of the year if they are to be on track to achieving their grade 5 at GCSE. We refer to these end of year grades as 'target threshold grades'.

Absolute Progress

We measure progress against a pupil's target threshold grade. To ensure that we are working with pupils who have the potential to get a grade 5, we encourage schools to put a majority of pupils on the programme who are no more than 1 grade under their target. Where pupils are significantly below 1 grade under their target, we aim to bring them as close as possible to their target threshold.

Relative progress

We will also measure relative progress by measuring the start and end grade of all pupils

and report on progress between each result.

Primary School

Making meaningful progress

As with our secondary school pupils, we target those in Years 5 or 6 who are capable of achieving expected standards for their age range but are currently falling below that standard. Changes to the Key Stage 2 SATs have set a clear benchmark for pupil attainment at the end of Year 6. Team Up have therefore adopted 'Expected Standard' as our measure of meaningful progress, believing that meeting this will set pupils on the pathway to a successful transition to secondary school and therefore a greater possibility of achieving the later qualifications that will enable them to progress.

Measuring academic attainment

Team Up has created our own system for measuring academic attainment at Key Stage 2, for a number of reasons. Firstly, there are only three possible

outcomes in the SATs (below, at or exceeding the expected standard), but we need to measure attainment and progress more finely. Secondly, with the removal of standardised 'levels' leading to a wide variety of assessment systems used across primary schools, we need our own model to stand independently.

Therefore, we have established the following five grades:

Beginning
Emerging
Advancing
Expected
Exceeding

Individual lesson topics are rated as Red, Amber or Green to allow us to track the pupils' growing understanding.

Absolute Progress

We measure progress towards expected standard, both on an individual topic basis (demonstrated by achieving a Green rating in the mini-assessment) and in our main assessments (where pupils are assigned one of the five grades above).

Relative progress

As in our secondary programmes, we also monitor relative progress by measuring the start and end grade of all pupils and report on progress between each result.



The Value of Team Up Tutors

315 volunteer tutors dedicated 8,226 volunteer hours to tutor 1,106 pupils.

Our inspirational role models are drawn from a range of backgrounds, including university students, sixth-form students and professionals, with a shared commitment to helping others and themselves fulfil their potential.

74%

of pupils agreed or strongly agreed that 'working with my tutor makes me feel more confident that I can achieve the results I want in my exams/ GCSEs.'

72%

of pupils strongly agreed or agreed that 'working with a tutor makes me feel more committed to achieving the future (study/ career/lifestyle) I want.'

Rising Leaders Programme

At Team Up we hugely value the commitment and dedication of all our volunteers through our leadership programme. We are passionate in helping them to realise their future aspirations too. Development opportunities for our tutors include:

- ✓ A certified qualification in leadership and teaching (accredited by the Schools, Students and Teachers Network).
- ✓ Access to a career mentor.
- ✓ Dedicated training from Programme Managers with personalised developmental feedback.
- ✓ Access to leadership seminars.
- ✓ A reference.

56

Tutors benefitted from 'CV & Interview Skills', 'Getting things Done' and 'Coaching Skills' Seminars

67

Tutors had a Mentor

33%

of Tutor applicants were first generation university students

Diversity among applicant tutors:

- 38% White
- 34% Asian/ Asian British
- 14% Black/ African/Caribbean/ Black British
- 6% Mixed/ Multiple ethnic groups
- 6% Other ethnic group
- 2% Unknown

"While helping others get their grades that would enable them to go onto university, I myself feel that as a sixth former volunteering for Team Up, I have gained experience that would help me in higher education and my later career." Che Applewhaite – former sixth-form tutor, now studying at Harvard University

"Team Up has not only provided me with leadership skills as well as increased confidence but has also provided me with an amazing reference for job interviews. Team Up is such a rewarding experience, and enlightening and encouraging young children to be the best they can be is an amazing opportunity that I believe everyone should take part in." Alanna Burton – former sixth-form volunteer tutor

We are increasingly recruiting talented and motivated sixth form tutors. In 2017-18 Team Up recruited 64 volunteer sixth form tutors

Spotlight- Rickmansworth School and Sixth Form, Summer Tuition Programme 2018.

All tutors were recruited from within Rickmansworth school's sixth form and with demand high (we received 25 applicants for 10 volunteer tutor placements) we undoubtedly benefitted from a high calibre of tutors. All tutors benefitted from Team Up's induction day, personalised development feedback from their Programme Manager, mentoring and personal references at the end of the programme.

Pupils' progress was outstanding. 20 Year 10 pupils studying Key Stage 4 Maths and English on the programme made on average three times the nationally expected level of progress. This equates to a GCSE grade of improvement in just ten weeks. Normally, a GCSE grade of improvement would be expected over a year.

'A sixth form tuition programme brings benefits to everyone. Tutors grow in confidence and build their skills in leadership, communication and self-management. Pupils benefit from working with a tutor who has recently completed their exams, with a fresh understanding of revision techniques and specific tips to improve performance. Schools have the chance to develop their own pupils as role models for the younger years, creating cohesion and aspiration within the school community. With the support of our Programme Managers, we have seen our sixth form tutors make a massive difference to their younger counterparts and inspire them to work towards the next phase of education'

Catherine Miller,
Programme Director at Team Up



Meet Eduard Bruchner, Team Up Sixth Form Tutor

“The programme has motivated me to consider teaching as a possible career for me. I strongly hope that Team Up and I will cross paths again in the future.”

Eduard is an example of a selfless, inspiring Team Up volunteer tutor; he continues to help pupils from low-income backgrounds in his community to achieve academic success.

Eduard joined Team Up as a volunteer Maths tutor at Chelsea Academy in January 2018 for the Spring term Programme.

Eduard worked with two pupils at the school. One was hardworking and focused, while the other was less willing to learn. Eduard presented the pupils with a friendly face and a really positive attitude to Maths, enthusing them with his love of the subject. **This had a very positive effect - one pupil improved almost one grade over the course of the programme!**

Eduard initially struggled with how to assess the pupils' learning during the session, but persevered and showed his commitment by signing up to a second programme. For his

second programme, he embraced the challenge of tutoring at a different school. From April 2018, Eduard tutored Maths to three Year 7 pupils at Sarah Bonnell School for the summer term. These pupils showed a lot of potential in their ability, so they really needed to be pushed. **As Eduard himself had impressively achieved a Grade 8 in his Maths GCSE and was studying Maths and Further Maths for A Level, he was the perfect tutor to inspire these pupils.** He pushed them onto challenging topics in Algebra and Geometry to maximise their learning.

Eduard demonstrated excellent long-term as well as short-term planning skills, considering in advance which topics he wanted his students to prioritise over the 10 weeks of the programme. He planned his lessons to be fun and interactive to fully engage the pupils. He used different coloured cards with questions at different ability levels (Green = easy, Amber = medium, Red = hard) to encourage pupils to start with the level that was appropriate for them and then push themselves onto the higher level.

Eduard was also extremely professional - always punctual and reliable. He completed a report for Team Up every week to evaluate how the pupils were progressing. He would reflect on what he himself could do the following week to improve as a tutor, which is why he grew so much as a tutor and achieved an **'Outstanding' grading** in his lesson observation in the summer term.

Eduard's hard work to help the pupils paid off when they got their results at the end of the summer term. **Each pupil improved by nearly a whole grade. That is approximately 3 times the amount of progress that pupils are expected to make in a term!** This was a fantastic positive outcome for these pupils. In addition to using the lesson plans provided by Team Up, Eduard went above and beyond to plan and create his own activities to stretch his pupils.

Eduard is an inspiring tutor for his pupils. He was selected to attend a Sutton Trust Summer School at the University of Bristol this summer due to his high academic potential to attend a top university. He is now applying for a place at an Ivy League university in the USA in order to pursue his passions of studying Physics and Philosophy. We wish him the best of luck and thank him for all the support that he has given to Team Up pupils!



Meet Bushra Amjad, Team Up SOAS Student Volunteer

I applied to Team Up because I felt like when I was in primary and secondary school, I faced the same sort of troubles and I was the first generation of my family to be brought up in the UK. When I saw there were other kids like me, I wanted to help out and I wanted to help pupils throughout school and give back to pupils who have been through a similar situation.

I really enjoyed tutoring, because I built a great bond with the pupils I was working with. I felt that my pupils learned a lot, but I learned a lot as well and built my skills through the programme. I really enjoyed being a role model for the children.

So far in my role as President of the Team Up committee on campus, I have helped to organise the freshers fair stall. In 2018/19 I will be organising events on campus in the Spring term, as well as working to build and expand the Team Up community at SOAS.

Team Up has made me realise I want to work in the charity sector, and how rewarding helping other people is. After university I want to utilise my background in Law within the charity sector and get involved with an organisation that is helping others and where I'm making a positive difference.



Thank you to SOAS University for generously funding and supporting our Tuition Programmes. Additional thanks to King's College for providing the most volunteer tutors and the University College London student-led committee who have provided significant support to Team Up's operations in 2017-18.

Meet Team Up's Star Pupils *

Ashanti, Year 6

It was not the best start on the programme for 10-year-old, Year 6, pupil Ashanti. Ashanti lives in South London and is from a low-income family in receipt of free school meals.

Ashanti started the Team Up programme with a score of only 7% in our baseline test, putting her at the lowest grade in our Key Stage 2 Maths assessment model (Beginning). Although she rated her enjoyment of school at 4/5, she gave Maths a dismal 1/5 and also rated her confidence in the subject at the lowest level. In early sessions, she was defiant, disruptive and easily distracted, although Programme Manager Catherine, suspected underlying reasons for this challenging behaviour.

Over the course of the first tuition programme, Ashanti worked with her tutor Natalie, a young mum from South London who was looking to use her maternity leave to help others. Gradually, Ashanti formed a positive relationship with Natalie and began to make progress in Maths. At the end of that programme, she scored 41% in her progress test, improving most in the all-important area of calculations. In the second programme, working with IT professional Susan, she reached 68% in the final assessment, hitting the expected standard. Her confidence in Maths had also significantly increased to 4/5.

In making 61% improvement, five times the expected progress, over two tuition programmes, Ashanti was one of our star performers and showed enormous progress in both academic skills and self-confidence.

We are delighted with Ashanti's tenacity and transformation; she is now undoubtedly achieving her true potential and has the confidence in her own ability. A huge credit also to the dedication of her Programme Manager, Catherine Miller and her tutors Natalie and Susan. We wish Ashanti the best of luck.

Aaron, Year 8

13-year-old Year 8 pupil Aaron had a lot of obstacles preventing him from being successful in his education. He lives in White City, West London, and comes from a low-income background and receives free school meals. His home life can be challenging with social services regularly in contact with his family to try to support him. Before the programme, his attendance in school was very poor and he was increasingly involved in fights with other pupils. His behaviour was preventing him from learning and putting him at risk. The school had identified him as working below the expected level of a pupil his age in English.

However, Aaron found an incredible role model in his Team Up tutor, Peter. Peter is an English graduate with a masters and a TV Football journalist for Sky Sports. His enthusiasm inspired Aaron. Peter showed unfailing belief in Aaron's ability to make progress in English and become an amazing writer. Imagination shone through in Aaron's writing. As Peter began to foster Aaron's passion for writing, this led to some incredible results. Aaron's way with words developed significantly. This led Aaron to achieve an incredible grade 5 for his use of linguistic devices and ambitious vocabulary in his assessment piece of writing. This grade is seen as a good pass grade at GCSE and is typically expected of Year 11 pupils (16-year olds). It was truly impressive to see Aaron using a plethora of ambitious linguistic devices, such as similes, metaphors, onomatopoeia and pathetic fallacy, with confidence.

What really changed in Aaron was his mindset as a result of working with Peter. Aaron said 'Before Peter, I was on a bad path. He changed me. He looked out for me.' The bond between tutor and pupil was one that left a lasting impact on Aaron's self-belief.

Continued on the next page.

Aaron, Year 8 (continued)

His tutor wrote him this poignant report at the end of the programme to celebrate his success:

What worked well:

- You understand the importance of having a positive outlook and have shown a noticeable improvement during your time with Team Up - you must keep showing the will to improve and I have no doubt that you'll be proud (and maybe even surprised!) about the levels you can get to.
- You have a creative mind and a brilliant imagination which is the foundation of any great story. It also meant that you were able to shine on topics such as similes & metaphors.
- Your verbal engagement during a lesson is great and definitely helps you understand the subject more - you just need to practise your writing with a pen and paper a little more!

Even better if:

- You should try to focus a little more and throughout the whole session so that you can make the most of your great ideas.
- You should always ask if you're unsure about anything and accept that no one expects you to understand everything straight away. Remember that your tutor is there to help you!

Overall you've been a pleasure to teach and also to talk to. Keep going with the right attitude and you'll be writing superhero movies of your own soon!

Aaron is now keenly tackling the Maths programme at his school (English was just the start for him!).

We look forward to seeing his progress develop even further.

Bilal, Year 8

Bilal was initially very disengaged at the start of the Team Up programme. He was a Year 8 pupil (13 years old) living in West London, who was in receipt of free school meals. For the first few tuition sessions, he made it very clear that he did not want to be there. He tried to leave the sessions early and sometimes refused to speak to his tutor.

However, his tutor, Evie, did not give up on him. Evie was a medical student from Hong Kong completing a one-year intercalated degree in Neuroscience at UCL. She knew that she would have to work hard to win over Bilal. With the support of her Programme Manager, she planned interactive Maths lessons that turned learning into a game. This even involved a Maths snakes and ladders board!

Gradually, Bilal began to trust Evie more and more. His effort and interest in Maths began to grow. He improved by an excellent 34% across just one term and moved up by 2.8 grades. His progress was so fantastic that he is now using Key Stage 4 materials that were originally designed to be used for Year 10 and 11 pupils at least 2 years older than Bilal. Evie and Bilal's parents were incredibly proud of his progress.

Bilal told us, "Team Up has made me better at Maths. I used to be on Foundation Material in school and now I am on Higher Material." Bilal is always keen to stay behind even after the Team Up sessions have finished to complete extension material to stretch his learning further! We wish Bilal all the best as continues to grow in Maths.

**Pupil names have been changed.*

Team Up Schools

We delivered Tuition Programmes in eight primary and nineteen secondary schools across Greater London.

Alongside recruiting inspirational tutors, we deliver a tailored curriculum to compliment the lessons in the classroom.

Partnership is the Key to Success

Every school is assigned a dedicated Programme Manager to manage and run their tuition Programme. **All Team Up Programme Managers are qualified and experienced teachers.** We feel this is important because of the level of support and ongoing training they can provide to our volunteer tutors. Our Programme Managers train our tutors and provide ongoing observation and appraisals. They also manage pupil attendance, behaviour and academic progress on a weekly basis. Indeed, we applied this approach in the last two years and it significantly improved the impact we've had on our pupils.

Measuring and Demonstrating our Impact.

To measure pupil progress we conduct mid and post programme academic tests and pupil surveys, providing useful feedback on pupil performance and engagement. Team Up Programme Managers also produce Midway and End of Programme Reports for each school to track the programme and individual pupil progress.

School Testimonials

"It has been a pleasure to see how much pupils at Hampstead School have benefited academically in Maths and English as a result of the Team Up programme. We began working with Team Up in 2015 and have been impressed with the thorough data analysis that Team Up provides on pupils' progress. Our own in-school analysis also validated that Team Up has a positive impact on pupils' progress. We found that our school data correspondingly evidenced that Team Up pupils had made increased progress compared to those who had not been on the programme."

Adrian Sherriff,

Deputy Head Teacher of
Hampstead School in Camden.

"Team Up has had a very positive impact on pupils at Sarah Bonnell School. We were very pleased with the progress that 15 Year 11 pupils made in Maths during the Spring term 2018 on the Team Up programme. As a result, we have now launched a Year 7 programme of Maths tuition for summer 2018 to boost pupils' progress. Team Up has provided a professional, reliable service that is data driven, with half termly and end of programme reports that effectively analyse pupils' progress. This has significantly helped to improve pupils' confidence in Maths to prepare them for GCSEs. I would very much recommend Team Up to other schools in the area."

Faisal Rahman,

Deputy Curriculum Leader for Maths at Sarah Bonnell School for Girls in Newham

“Team Up has been an excellent addition in supporting our students with intervention which is delivered in a tailored and professional manner. Our students have progressed and are appearing more confident in their use of English and Maths. Team Up provide regular updates and consistent tutors to help deliver a programme which is effective, reliable and measures impact”

Troy Gray,

Assistant Head Teacher of
Queensmead School in Hillingdon

“Team Up has been fantastic!

Our boys always look forward to working with the dynamic and friendly tutors each week. Progress is very well measured via assessments at the beginning and at the end of the course. The analysis of data provided mid-way through and at the end of the course, has been extremely useful in helping understand progress each student makes on the course. We are very happy with Team Up and look forward to working with them each year”

Omer Bashir,

Year 8 Coordinator,
Rokeby School for boys in Newham



Team Up's Dream Big STEM Enrichment Programme- inspiring trips for Team Up Pupils

180 Team Up pupils enjoyed inspirational trips to top London Universities and City Law firm Stephenson Harwood LLP. 4 of 6 trips specifically focussed on STEM (Science, Technology, Engineering and Maths) related subjects and careers.

Enrichment activities play an important role at Team Up in inspiring and engaging young Team Up pupils. The aim of Team Up's Enrichment Programme is to:

- ✓ Encourage pupils to do well in their education.
- ✓ Boost pupils' confidence and growth mind-set.
- ✓ Help pupils to consider their future career ambitions, including STEM subjects [Science, Technology, Engineering and Maths] and careers.

Feedback from the trips has been overwhelmingly positive from both pupils and teachers.

100%

of pupils felt the trips had encouraged them to do well in their education.

80%

of pupils felt the trips had boosted their

confidence and growth mind-set.

79%

of pupils agreed the trips helped them to think about what they wanted to do in the future.

"Before the trip I wasn't sure if I want to go to university, but now I do definitely want to go to university."

Year 7 pupil

"This event has made me care more about doing well in my education, because seeing many people put their education first has made me want to."

Year 7 pupil

"The campus tour was extremely useful. The facilities at London Metropolitan University really inspired the children to think about university."

Shacklewell Primary School Teacher,
Harry Spencer

"We would not have been able to take the pupils on these trips without your generous support. 65% of Year 5 pupils at Woodberry Down Primary School are from low income families and so it is vital that we help them to create high aspirations for them and their future education."

Katie Beecroft,

Head Teacher at Woodberry Down Primary School in Hackney

Our sincere thanks to The Progress Foundation and Hackney Parochial Charities for funding such inspiring opportunities for Team Up pupils. Our thanks also to The Worshipful Company of Arbitrators, Stephenson Harwood LLP, London Metropolitan University and Goldsmiths University for arranging and hosting such fantastic trips.

What Next? Team Up in 2018-19

- ✓ Launching our Primary School Key Stage 2 Reading Programme to complement our Key stage 2 Maths and Writing Programmes.
- ✓ Launching and expanding our GCSE Revision Programme to include both English and Maths GCSE Revision.
- ✓ Continuing to develop and expand our Sixth-Form Tuition model.
- ✓ Securing more funding to develop and expand our Dream Big STEM Enrichment Programme to even more Team Up pupils.

How can you help?

Becoming a Team Up Tutor: A fantastic and incredibly rewarding volunteering role and a chance to meet vibrant and diverse range of school children.

Professional Mentoring Opportunities: mentoring talented sixth-form, university student and young professional tutors on Team Up's Rising Leaders Programme to support their career development.

Help to host a Dream Big (STEM) Enrichment trip opportunity at your company or university: Be a role model to pupils by volunteering as a workshop facilitator experience. Linking education to tangible rewarding and challenging careers.

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.

"Thank you for helping me catch up to my classmates."

"Thank you, Abi, for helping me with everything I needed help with. Even when I didn't get it the first time you always believed in me."

"It's the best programme for improving grades!"

"The things I struggle with in class, I can learn here."

"Thank you for being very helpful and kind to us. You are really helping us improve our reading tests and hopefully do well in SATS."

"I have learnt new things that I don't think I would have learned in a normal Maths lesson and this has helped me improve my grades in school. Thank you."

Team Up

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