

# Our Impact 2016-17



## Sharla's story

Team Up is something I am absolutely passionate about because, 10 years ago, my own life chances were transformed by a meeting with an inspirational role model. She helped take me from being at risk of leaving school with no qualifications, to achieving the best set of A-Level results at my school and gaining access to King's College London.

Team Up is an education charity that uses inspiring volunteer tutors to transform the lives of disadvantaged young people. We know that high quality tuition helps them gain academic knowledge, personal confidence and the drive to strive for excellence.

## Summary

In 2016-2017, we delivered 8226 hours of tuition to 1106 pupils with a volunteer cohort of 315 tutors. 28% of our pupils were underperforming, whilst 39% of our pupils were classed 'significantly underperforming'.

**On average, pupils who completed one of our programmes improved their grade in the subject in which they were receiving tuition by 0.6 grades - almost double the rate of progress normally expected of pupils in the equivalent time.**

47% of the pupils that 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.

66% of all pupils made the expected level of progress for their demographic, which is .33 over one school term. Considering that the majority of the pupils Team Up work with have stagnated progress rates, this is a fantastic result.

53% of pupil participating on a Team Up programme made at least double the expected rate of progress for their demographic

# The Team Up story

Sharla founded Team Up in 2008 as a student society. In 2012 she became Team Up's CEO, when the organisation became a registered charity. From modest beginnings Team Up grew and flourished. Now in its fifth year, Team Up has over 300 volunteer tutors working with over 1,000 pupils across London.

## Tackling disadvantage

Knowing the household income and postcode of a school pupil, allows you to predict their academic and social success with frightening accuracy. This is because there is currently a strong relationship between a pupil's socio-economic background and the progress they make in school. Pupils from low income backgrounds are already almost three months behind their more affluent peers by the age of five<sup>1</sup> and, on average, 19 months behind their peers by the end of secondary school<sup>2</sup>. This attainment gap places significant barriers in their way and can limit aspiration, expectation and life opportunity. Too early in their lives they are unable to shape their destiny or develop the skills, passions and careers their innate ability may merit.

Education is the key to social mobility, and research from the DfE and the Sutton Trust suggests that regular small-group tuition is one of the most effective ways of accelerating a child's academic progress<sup>3</sup>. Team Up provides tuition in Maths and English to pupils who have the potential to meet the national standards, but who are at risk of underachieving. Tuition is delivered to small groups over the course of a term and can be delivered for all three terms of the school year.

## Our vision

Team Up is working to create a world in which all pupils, regardless of their start in life or factors beyond their control, have an equal and fair opportunity to achieve their potential.

## Our Mission

Team Up works towards the realisation of our vision through delivering its mission  
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.

## Team up role models

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<sup>1</sup> The Institute For Public Policy Research, forthcoming 'Future of Childcare in London 2017

<sup>2</sup> Divergent Pathways: the disadvantage gap, accountability and the pupil premium 20th July 2016 by Jo Hutchinson and Sir John Dunford

<sup>3</sup> The Boston Consulting Group, 2012. Premium Policies: What schools and teachers believe will improve standards for poorer pupils and those in low-attaining schools. The Sutton Trust

Team Up role models are the best people to provide this tuition because they provide a mechanism for young people to identify and aspire to positive behaviours and attitudes and have an important part to play in encouraging, inspiring and guiding our young people's choices and development<sup>4</sup>.

## Targeted work

Team Up work with young people from low income backgrounds because statistics show they are less likely to succeed academically. This year, 78% of the pupils we worked with were designated as Pupil Premium. This means that they have had an annual family income of £16,000 or less at some point in the last five years and are entitled to additional government funding to raise their attainment.

## 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 well being as it is the required stepping stone for progression.

## Measuring academic attainment

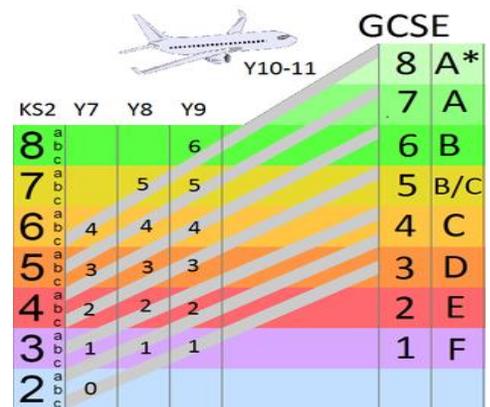
The government has set out 'flight paths' that show the relationship between the grades pupils achieve each year in school and the grades they will go onto achieve at GCSE. We consider 'Grade 5' to be a meaningful level of attainment for pupils in year 11, as this is now the level that a pupil needs to reach to be considered to have achieved a 'good pass' at GCSE.

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'.

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<sup>4</sup> <https://www.teachfirst.org.uk/blog/impact-role-models-young-people-brief-review>

KS2	KS3			GCSE	
End of year 6	End of year 7	End of year 8	End of year 9	End of Year 10	End of year 11
4a	3	4	5	5+	6+
4b	2	3	4	5	6
4c	1-2	2-3	3-4	4+	5+
3a	1	2	3	4	5
3b	0-1	1-2	2-3	3+	4+
3c	0	1	2	3	4
2a	0	0-1	1-2	3-	4-



## Absolute Progress

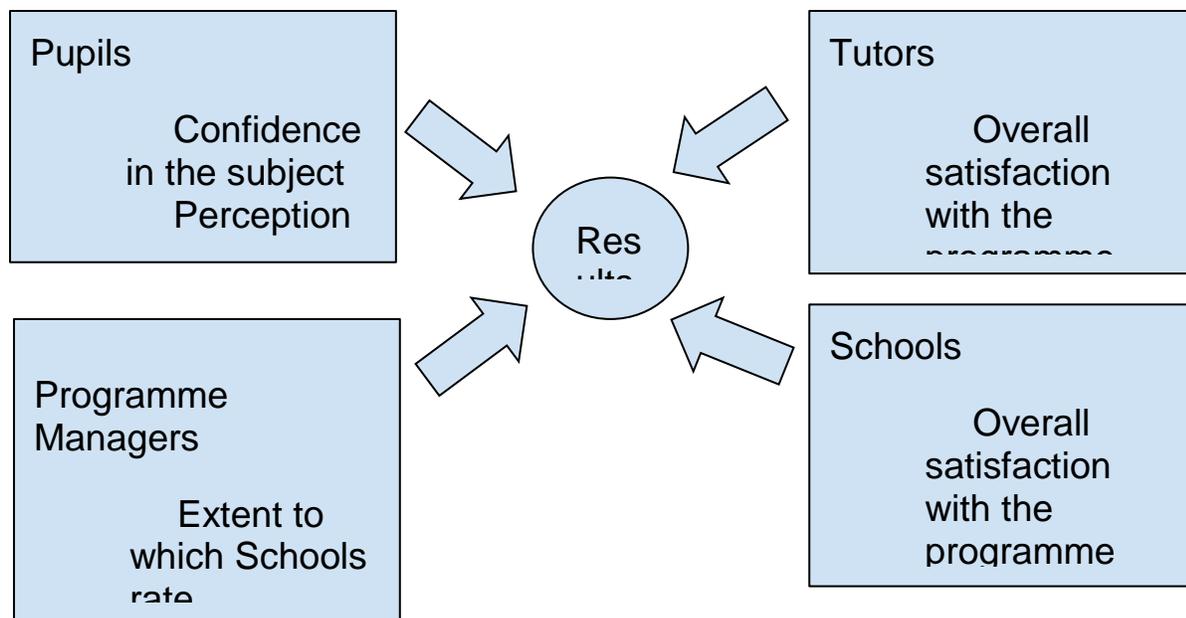
We measure progress against a pupils' target threshold grade. To ensure that we are working with pupils who have the potential to get a grade 5, we encourage schools to put a majority of pupils on the programme who are no more than 1 grade under their target.

## 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.

## Stakeholder Engagement

The success of our programme depends on high levels of engagement from all of our stakeholders, and high levels of professionalism from our staff. If our schools, tutors, pupils and staff are engaged and committed to the programme, we know we can deliver results. To ensure this is the case, we monitor and measure a range of outputs and outcomes in order to monitor the level of engagement of our stakeholders.



## Programme Managers

All of our Programme Managers are trained teachers with at least two years of classroom experience. Feedback on our Programme Manager work has been very positive;

- 100% of our schools agreed or strongly agreed that 'my Programme Manager was excellent at building relationships in the school', my Programme Manager demonstrated a proactive and responsible attitude to their work' and that 'my Programme Manager was organised and efficient'
- Similarly, 100% of tutors rated their Programme Managers positively

*'My Programme Manager was really motivating, approachable and helpful during the programme! This ranged from her printing out exam questions, the feedback I received from her, her relationship with the school, how she helped us deal with unforeseen events, and general motivation she gave students and tutors when at the school and via email!'*

## Tutors

Building on past successes, our volunteer tutors once again expressed high satisfaction levels with the programme.

- 91% rated the programme 'between good and outstanding', 77% of these rated it 'very good' or 'outstanding', 95% felt appreciated for their work by Team Up
- 99% of our tutors received at least a satisfactory grading in their tutorial observation, and in the few cases where the tutor's tuition was unsatisfactory, they were given extra support such as a partner or 1:1 supervision and training from their Programme Manager.
- 67% achieved a good in their observation

## Schools

Our schools were overwhelmingly positive about their experience working with Team Up.

- 100% rated their experience with the programme as 'good' - 'outstanding'
- 100% agreed or strongly agreed that they thought 'Team Up tuition has made a difference to the pupils on the programme'
- 100% agreed or strongly agreed that Team Up tuition is a valuable programme for our school'

*'We have worked with Team Up for the last three years and have been really impressed with the support they have given our students. It has given our students an opportunity to consolidate their understanding of key topics, that they were not fully secure with in class. The small group teaching meant that their individual needs could be more precisely met. Students who have attended the programme have become noticeably more confident mathematically'*

## Pupils

Team Up strives to make the programme an enjoyable and worthwhile experience for the pupils that take part. This year;

- 83% stated that they had enjoyed the programme
- 87% of pupils agreed or strongly agreed that they were more confident in the subject in which they had received tuition
- 79% of pupils agreed or strongly agreed that they were 'doing better in subject due to Team Up intervention.

*'Thank you for helping me, for telling me to not give up, for helping me improve on my work and thank you for a great time at team up because I enjoyed it a lot'*

## Aims

Team Up seeks to create the greatest value for all its communities, including; schools, pupils, volunteers, donors and staff. We pay very close attention to metrics and measurements, so we can be confident that we make maximum impact from the resources that we have available. We track the progress made by the pupils participating in our programme over the short, medium and the long term in order to do this.

### Short term aims

We aim to make a difference to pupils within one term of receiving tuition from Team Up. Our goals are that:

- 60% of pupils who are underperforming at the start of our programme have caught up

with their peers by the end of the programme<sup>56</sup>

- 75% make the expected level of progress for their demographic. Here demographic can mean both pupils of the same age, or pupils of the same economic background. For pupils of the same age, the expectation is that pupils will achieve .33 grades of progress per term. For pupils from low income backgrounds the usual rate of progress is
- 75% of pupils from low income backgrounds make the expected level of progress for their age, this is .33 grades per term or 1 grade per year
- 60% pupils make at least double the expected rate of progress for their demographic. As above, doubling age related expectations would mean that a pupil would be expected to improve by .66 grades over a term. Doubling the average rate of progress for pupils from low income backgrounds would lead to an expectation of x grades of progress per term

## Medium term aims

Where we are able to work with pupils for more than one term, we are able to make an even bigger difference. Our aims are that:

- 75% of pupils who are underperforming at the start of our programme have caught up with their peers by the end of the programme
- 95% of pupils from low income backgrounds make the expected level of progress for their age, this is .33 grades per term or 1 grade per year
- 80% pupils make at least double the expected rate of progress for their demographic

## Long term aims

Our longer term aims involve assessing the GCSE outcomes for our pupils. As this is the first year that we have introduced our new system of measuring academic improvement, we do not yet have these results, but will be collecting them over future years.

### One programme

For pupils who do one programme with us, we aim for 60% of those who achieve their target grade through Team Up, to achieve a grade 5 in their GCSEs.

### Two programmes

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<sup>5</sup> When we say 'underperforming pupils', we mean those who start our programme between 1 and .1 grades below their target threshold grade.

<sup>6</sup> When we say 'caught up with their peers' we mean that they are now working at their age related expectations in the form of their target threshold grade

For pupils who do more than one programme with us, we aim for 75% of those who achieve their target grade through Team Up, to achieve a grade 5 in their GCSEs.

## Evaluation of performance

This is our first year of pioneering the target threshold system of progress measurement. We are extremely proud of our achievements in designing the system and implementing it, and we are pleased with the results that we have generated.

There is room for improvement next year, and we have a programme of work to implement over the summer to prepare for our best year yet. This involves:

## Reviewing and improving our curriculum

After what will be the first year of national examinations using the new GCSE specifications in Maths and English, Team Up will be reviewing our assessments and curriculum to learn lessons from the results and to tailor our materials more closely to the needs of the exams. Our key stage 3 materials will also be extended, reviewed by experts and improved in terms of their engagement and effectiveness.

## Improving the quality and performance of our tutors

Though improvements to our marketing and selection process, as well as greater incentives for tutors to stay with us for longer, we plan to grow and increase the number of inspirational role models that work with us. Though a thorough review of our training materials, we will be improving the quality of the training and support offered to tutors.

## Improving our performance management system

Team Up now has an excellent system of data retrieval and analysis, offering schools a deep understanding of the progress of their pupils. We plan to improve the way we use this system to drive our work towards the results we want. This will involve improvements to the real time data available, the strategies at our disposal to course correct and/or improve outcomes, and the skills of our Programme Manager team to facilitate change.

# Thank you!

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

For further information on our work and impact please contact;

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