

Impact Report

2023-2024





OUR MISSION AND STORY

OUR MISSION

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.

OUR STORY

Team Up's story is impossible to separate from that of our founder- Sharla Jaye Duncan. Sharla grew up in South London, where, in her community, a combination of poverty, crime and social deprivation meant young people were more likely to go to prison than to university. Her own academic performance and outlook as a teenager was transformed when she met an aspiring medical student who committed to tutoring Sharla after school in core subjects. The results were phenomenal - from being at risk of leaving school with no GCSEs, Sharla achieved a string of top grades, and went to King's College London University. At University, she recruited a team of inspirational tutors and went to schools like hers to "team up" and tutor maths and English to disadvantaged children, to improve their grades, inspire them, and open up their future. This is exactly what Team Up continues to do today.

Team Up have tutored 10,000 disadvantaged young people in English and maths to improve their futures so far.

INTRODUCTION FROM OUR CEO

The attainment gap between those who are socio-economically disadvantaged and those who are not continues to widen. This social injustice is now compounded by the end of the Government funded tuition programme and, as a result, too many underachieving disadvantaged pupils are not reaching the grades they are capable of and are struggling in school. (Source: FEA 2024)

The work of Team Up in tutoring pupils with inspirational volunteer tutors works. **Our latest IMPACT is exceptional with our average pupil accelerating their progress by nearly three times the expected progress in a single term and almost two-thirds of our pupils are now significantly closer to reaching their age related target grades.** Furthermore, we are growing and expanding to reach more and more pupils in London and the South. In the Autumn our number of programmes we deliver will increase by 25%.

In addition to our excellent work in raising attainment, we are now increasing our focus on building resilience and confidence in our pupils. Helping our pupils have more of a growth mindset will serve as a platform for their future learning and serve hard-pressed schools by increasing engagement, attendance and participation in class.

Finances in schools are very tight and we are reliant on funding to maintain a significant subsidy and to help as many pupils as possible. We are incredibly grateful to all those who support us and there is so much more to do as we implement our new plan for growth and expansion in the South.

Please contact us if you would like to find out more about our mission and the difference we make. We are always interested in new partnerships and new forms of financial support to bring our excellent results to as many underachieving and disadvantaged pupils as possible.

In the past year, we have:

- Delivered 38 tutoring programmes
- Helped 700 pupils increase their grades
- Helped over 100 young student tutors learn new skills, gain confidence and find pathways into work through our enrichment programmes.
- Increased our number of tuition hours by 3%.

Tutoring works. It raises academic results, improves mental health and inspires pupils into higher education and new working opportunities. It also has great benefits for young and inspirational tutors.



CHRIS DEAVIN

CEO Team Up



THE PROBLEM: DISADVANTAGE AND EDUCATION

Socio-economic disadvantage impacts children throughout their years in education and without tutoring most pupils will struggle to achieve the grades that reflect their full potential. (Source: The Sutton Trust 2024)

This directly affects work and higher education opportunities and all too often means remaining trapped in poverty. Covid and the cost of living crisis has made the attainment gap between disadvantaged pupils and their peers even wider. Currently, those pupils who deserve tutoring the most, are those most likely to not receive tuition at all. Limited government support through the National Tutoring Programme was cut in the 2024 budget. Instead, tutoring is dominated by those who can afford to pay and who are already at an advantage.

Pupils on Free School Meals are leaving school, on average, 19.2 behind their wealthier peers - the widest gap in over 10 year (Education Policy Institute, 2024).

The disadvantage gap at the end of primary and secondary education in 2023 (EPI; 2024)



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. Pupils on free school meals are twice as likely not to achieve a Level 2 qualification as their non-deprived peers. (DfE, Children's Commissioner, and Impetus 2019)

Face-to face, small group tutoring has a significant impact on raising attainment. (Education Endowment Foundation 2021)

OUR WORK

Team Up provides grade changing English and maths tutoring to disadvantaged pupils across London and increasingly the South-East. Our tutors are inspiring role models from a range of backgrounds.

Who benefits from our work:

Our beneficiaries are school pupils aged 8-16, who come from economically deprived backgrounds and are identified as at risk of leaving school without qualifications – and thus have less prospect of progressing onto future education or prosperous employment.

Nearly 2/3 of Team Up students are in receipt of Pupil Premium and many more exhibit indicators of disadvantage, such as English as a second language and free school meals.



PUPILS ARE EXPECTED TO MAKE 1 GRADE OF PROGRESS PER YEAR AT SCHOOL BUT ON AVERAGE THE PUPILS ON OUR TUITION PROGRAMME MAKE NEARLY THAT PROGRESS (+ 0.8) IN JUST ONE TERM - NEARLY THREE TIMES THE EXPECTED PROGRESS WITHOUT TUTORING.

Impact on Pupil Attainment Highlights (2023-2024)

- Of the most underperforming pupils at the beginning of the programmes 60% are now significantly closer to reaching their age related targets making over double their expected progress. This is twice the progress achieved in the previous academic year for Team Up - largely due to improvements in curricula (especially in English), and the recruitment and training of tutors.
- Our highest impact, in terms of attainment, comes with years 7, 8 and 9 and we are seeing a shift to proportionally more programmes coming from secondary schools, now 87% (with 62% at KS3).

OUR WORK CONTINUED

Impact on pupil attendance:	Impact on Team Up tutors:	Impact reported by schools and partners:
<ul style="list-style-type: none">• Team Up have delivered over 6270 hours of tuition this year.• Our attendance figures have increased from 79% last year to 84% this year, despite schools saying that motivation and engagement of pupils is a key issue for them.• Our average secondary cohort size has increased from 18 to 19 pupils as a result of improved attendance.	<ul style="list-style-type: none">• 99% of our tutors agree that they have enjoyed tutoring with Team Up and have received the support and training needed to deliver effective tutoring• 90% of our tutors said that their confidence in engaging with young people from different backgrounds has increased.• 59% of our tutors mentioned enjoying seeing their pupils develop in their programme highlights	<ul style="list-style-type: none">• 90% of our schools and partners rated us good or outstanding and shared that the programme made a positive difference to the pupils.• 81% identified increased pupil confidence in the classroom• Nearly 60% identified an increase in academic resilience and perseverance.





INCREASING CONFIDENCE AND RESILIENCE

Our Aim

Many pupils from disadvantaged backgrounds are disproportionately affected by low confidence and resilience, problems that have worsened since COVID. From Autumn 2024 we have initiated an exciting new project which aims to help our pupils by:

- Building resilience
- Increasing confidence
- Improving motivation

How?

We have amended and redesigned some of our resources and programme structure to incorporate activities which develop Growth Mindset in order to support resilience through building self confidence and a greater sense of purpose. We ensure tutors feel prepared to support those struggling with resilience through 'Resilience Training' and the 'Tutor Tool Kit'.

We have also incorporated structured games and team activities into our weekly sessions so pupils experience enjoyment and camaraderie in order to create a feeling of team spirit and sense of belonging.

Impact

We will use surveys to collect data on pupils' sense of confidence, belonging and purpose at the start of the programme and at the end. We will also triangulate with surveys from both tutors and the schools.

We look forward to sharing our IMPACT in these key areas with you in the near future.

CASE STUDIES



Zara's Story

When Zara started the maths programme at the beginning of the Spring term, she achieved 38%, a grade 3 in her baseline. By the beginning of the Summer term, under the supervision of her Team Up tutor, she had already demonstrated incredible progress, achieving 58%, a grade 4.

But it wasn't just in her attainment that Zara had progressed. Her teacher, observed a noticeable difference in her confidence in the classroom with Zara repeatedly raising her hand to ask questions. Her teacher commented that Zara was "on fire"!

At the end of the programme, Zara reflected that Team Up had helped her to achieve 'better grades in school and her confidence being boosted in maths'. She also shared that the Team Up programme had supported her in 'getting closer with her friends'. When asked how she would describe the programme to a friend she said, 'It's very fun and I recommend it because it really helps with my academic learning.'

Mohammed's Story

When Mohammed started the programme, he achieved a score of 18%, equivalent to a grade 1 in his baseline assessment, which is below the target grade for a year 7 student studying English.

In the first session with his tutor, Anna (the Team Up Programme Lead) asked all students to write a target-setting letter to their future selves, including 3 areas that they would like to improve on during the course of the programme. Mohammed wrote 'handwriting, handwriting, handwriting'.

At first Mohammed became frustrated with his progress and disengaged, often avoiding or rushing tasks as a way for him to disguise his low confidence in writing. Anna, the Programme Lead, worked with his tutor on what could help Mohammed. They introduced more frequent and regular breaks and having heard Mohammed mention it introduced a Star of the Week reward chart. As a result Mohammed bought an amazing new attitude to his sessions and completed all the writing tasks asked of him.

Mohammed was rewarded with Star of the Week for such an amazing boost in confidence and positive change in attitude towards his writing.

In the progress assessment, Mohammed wrote three pages of descriptive writing, even asking his tutor for more paper. He worked hard throughout the hour assessment, and produced a good piece of writing - demonstrating that he had begun to achieve the personal target that he had set for himself at the beginning of the programme.

In his progress assessment, Mohammed achieved a score of 23%, still a grade 1, but this equates to 0.5 grades of progress. This is an excellent achievement in one term, but the real achievement and reason to celebrate was Mohammed beginning to complete creative writing tasks and even enjoy them, and watching him grow in confidence towards the end of the programme.



PARTNER TESTIMONIALS



Working with Universities

"Our partnership with Team Up has been key to the success of our raising attainment programme, Scholars+. They have been instrumental in delivering our weekly tuition programme, revision days and summer schools. The team has shown great professionalism, enthusiasm, passion, and commitment to the work they do and the young people we work with. As the Programme Managers are all former teachers, they provide such great insight in planning and reviewing the programme but also with training and supporting our student tutors. Their wealth of knowledge and experience helps to ensure the sessions are well organised, pupils are engaged, and our tutors are delivering high quality tuition. The feedback we have received from our partner schools has been positive and the young people find their sessions beneficial, which is shown in the progress they have made. We are delighted to continue our work with Team Up next academic year."

Micheala Whitely, KCL, **Social Mobility and Widening Participation Manager**

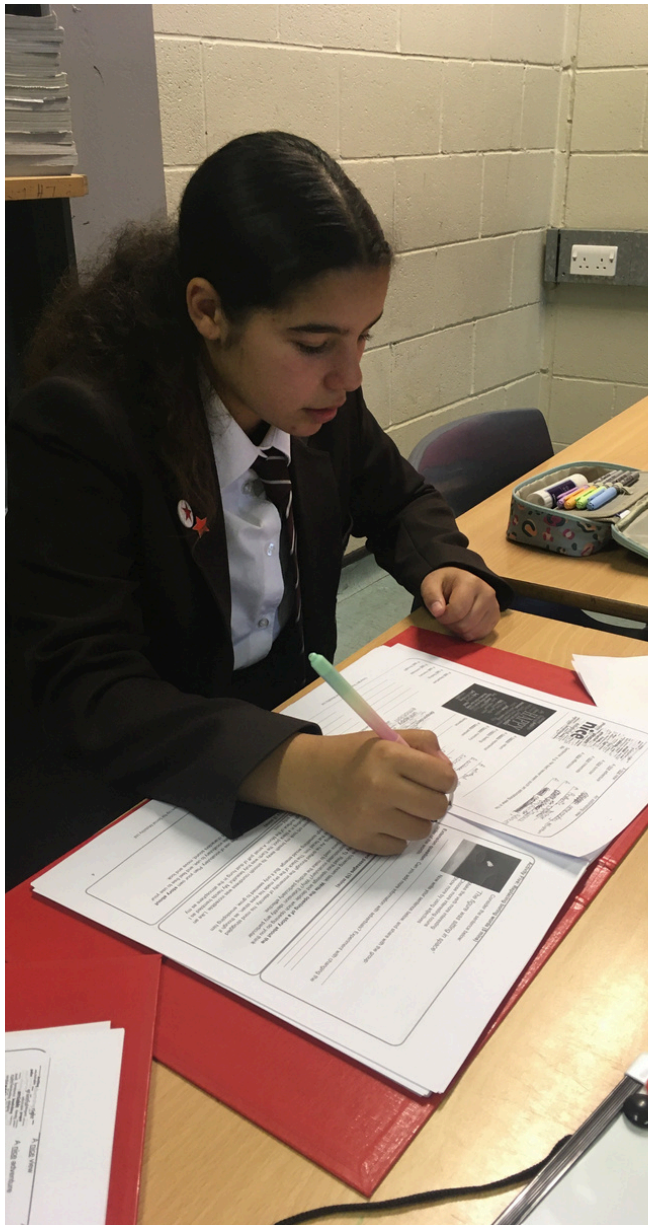
"We have used various companies for intervention over the past few years and Team Up have been the best by far. The work they completed for English intervention was clearly planned out, specific to pupils' needs and useful." Samia Masud, Headteacher, Maria Fidelis School, Partner since 2024



THANK YOU

TEAM UP WOULD LIKE TO THANK ALL THE PUPILS WHO HAVE ATTENDED OUR PROGRAMMES AND THE INSPIRING TUTORS WHO MAKE SUCH A DIFFERENCE TO EACH AND EVERY ONE OF THEM.

We would also like to thank all of our very kind donors and sponsors who have supported our work in 2023/24. We are funded by contributions from the schools and our other education partners combined with significant donations from grants and foundations and corporate sponsors. This enables us to subsidise at least half the cost of our tuition programmes for our education partners so that as many pupils as possible can benefit from our work.



We would especially like to thank Quintessentially Foundation for their financial and operational support as part of the Firefly Project.

Other key contributors to the 2023/24 year include:

The Emmanuel Kaye Foundation

The Drapers Charitable Fund

The Barbara Ward Children's Foundation

Tom Ap Rhys Pryce Memorial Fund

The 29th May 1961 Charitable Trust

The Vintners Company

and

The Jane and Michael Davis Charitable Trust

For full details of our finances please see our latest Annual Accounts or contact;

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