



Department
for Education

National Tutoring Programme

Ad-hoc statistics

March 2022

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National Tutoring Programme

The [National Tutoring Programme \(NTP\)](#) is a scheme that provides support for pupils and students most affected by disruption to their education as a result of the coronavirus (COVID-19) pandemic. In the 2020 to 2021 academic year, the NTP delivered support to schools via two routes:

- Tuition Partners: subsidised 15 hour tuition courses available through approved tuition providers
- Academic Mentors: salaried members of staff who work alongside existing school staff to provide subject-specific work, revision lessons and additional support

In the 2021 to 2022 academic year, funding has also been provided directly to schools for “School Led Tutoring”, in addition to the Tuition Partner and Academic Mentor routes. [School-led tutoring guidance is available on gov.uk](#) to assist schools in understanding the eligibility criteria for the grant and how it should be used.

Like our previous publication '[National Tutoring Programme: Ad Hoc Statistics, January 2022](#)', this publication contains details of how many starts have been made on courses of tuition since the National Tutoring Programme began in 2020. As most figures are estimates, we have given all figures to the nearest 1,000. Some figures may not sum perfectly due to rounding.

We now intend to routinely publish data on a half-termly basis. The next data will be published at the end of March.

Overview Since Start of Programme

As at 27th February 2022, DfE estimates that at least **1,031,000 starts had been made by pupils** on courses of tuition provided through the National Tutoring Programme. This is across the 2020 to 2021 academic year and the 2021 to 2022 academic year.

An estimated **311,000** starts were made by pupils on course of tuition provided through the National Tutoring Programme in the **2020 to 2021 Academic Year**.

As at 27th February 2022, DfE estimates that at least **720,000** starts had been made by pupils on course of tuition provided through the National Tutoring Programme in the **2021 to 2022 Academic Year**.

Calculation methodology

The figure above has been arrived at by summing:

- The estimated total starts made by pupils on courses of tuition on the Tuition Partners pillar and the Academic Mentors pillar in the 2020 to 2021 Academic Year. [These figures can be found in a previous publication.](#)
- The estimated total starts made by pupils on courses of tuition on the Tuition Partners pillar, the Academic Mentors pillar, and the School Led Tutoring pillar so far in the 2021 to 2022 Academic Year. These figures can be found in this publication.

This figure for course starts may contain some duplication of individual pupils, whereby a pupil is counted more than once if they have received more than one course of tutoring. We have not made an assessment of how many individual pupils have received tutoring through NTP.

Please note, that because of differences between the dates of Tuition Partner and Academic Mentor estimates and School Led Tutoring estimates in the 2021 to 2022 Academic Year, we have provided the summation of estimates for the latter of the two relevant dates (27th February 2022) and described it as

a lower bound. It is probable that additional SLT starts were made between the 9th February and the 27th February and as such the estimate above has been described as a lower bound. This should not be interpreted as a statement about other forms of uncertainty in this estimate.

Academic year 2021 to 2022: To Date (Provisional)

School led tutoring

As at 9th February 2022, an estimated **532,000 starts had been made by pupils** on courses of tuition provided through school led tutoring in the 2021 to 2022 academic year.

We collect data on the uptake of school led tutoring approximately every four weeks through the Educational Settings Status form.

The questions asked are:

- Is your school currently using the School-Led Tutoring grant to provide tuition?
- Since the beginning of the Autumn term, how many pupils have received tuition through the School-Led Tutoring grant in total?
- Since the beginning of the Autumn term, how many pupil hours of tuition have been delivered through the School-Led Tutoring grant in total?

The figure published here is estimated from the form schools completed on Wednesday 9th February. This is a non-compulsory survey; 55% of SLT-eligible schools responded on 9th February.

A small number of outliers were removed (for example, where schools had reported delivery of unfeasibly high average numbers of hours of tutoring per pupil).

The responses on the numbers of pupils receiving school led tuition at the responding 55% of schools have been aggregated up to estimate how many pupils are receiving tutoring in total across all schools. We have assumed that the average number of pupils receiving tutoring at responding schools is equal to the average number of pupils receiving tutoring at non-responding schools. Unlike in our previous publication, we now do this for each Local Authority separately and aggregate across England, to improve accuracy. This only marginally changes the estimate, by +0.5%.

Previously, we have not found that responding and non-responding schools are significantly different in characteristics (for example size, phase, location).

As such we did not feel it was necessary or appropriate to make any adjustment for non-response bias. This is consistent with how other data from the Educational Settings form is currently reported, for example absence rates.

We will review whether there is a need for non-response corrections once we receive spring school census data which can be directly compared to the Educational Settings Status form responses. If appropriate, we will update this methodology appropriately.

For school led tutoring, we receive data on the number of pupils undertaking tutoring at each school. This is different to what we receive for tuition partners and academic mentors, where there is potential that individual pupils are duplicated in the data as they are undertaking multiple courses of tutoring.

We currently estimate of a total of 457,000 pupils had started receiving tutoring as at 9th February 2022. This figure is provisional. We intend to publish final figures at the end of the academic year.

In order to make these figures consistent with those we receive for Tuition Partners and Academic Mentors (where pupils can be duplicated), we have additionally estimated how many course starts have been undertaken by these estimated 457,000 pupils.

We found evidence from the numbers of hours of tutoring reported by schools that in some cases, pupils have received more than 15 hours of tutoring, meaning that they have in effect started more than one 15-hour course of tutoring. For example, some schools reported an average of in excess of 15 hours per pupil being delivered since the start of the academic year, meaning that at least some pupils must have received in excess of 15 hours of tutoring. This could be because they are receiving tutoring in multiple subjects, or because they are receiving intensive tutoring in one subject which has totalled more than 15 hours.

We have estimated how many pupils this affects by assuming that tutored pupils at each school have received the average number of hours of tutoring for that school. From this, we estimate that around 1 in 6 of the pupils who have started tutoring have started more than one course of tutoring. This is a different approach from our previous publication where we assumed a distribution of hours (within a school). This simplification is judged to make no difference to the estimate.

We therefore estimate that the total courses of tutoring started by pupils is likely to be around 532,000. Again, we will be able to assess this estimate more accurately using data from the spring 2022 school census when it is available. As such this figure is provisional.

Tuition partners

As at 27th February 2022, an estimated **114,000 starts had been made by pupils** on courses of tuition provided through tuition partners in the 2021 to 2022 academic year.

Calculation methodology

In the 2021 to 2022 academic year, the tuition partners pillar of the National Tutoring Programme is co-ordinated by Randstad, who provide management information to the DfE on a continuous basis.

Data pertaining to each order of a tuition course is collected by Randstad. To qualify as a 'start', there must be an order record and at least one timesheet of tuition attributed to that course.

This figure for course starts may contain some duplication of individual pupils, whereby a pupil is counted more than once if they have received more than one course of tutoring. We have not made an assessment of how many individual pupils have received tutoring through tuition partners.

Academic mentors

As at 27th February 2022, an estimated **74,000 starts had been made by pupils** on courses of tuition provided through academic mentors in the 2021 to 2022 academic year.

Calculation methodology

In the 2021 to 2022 academic year, the academic mentors pillar of the National Tutoring Programme is co-ordinated by Randstad, who provide management information to the DfE on a continuous basis.

Data pertaining to each course of tuition is collected from academic mentors by Randstad. To qualify as a 'start', there must be a record of the course.

Like in 2020 to 2021, the coverage of this information is not complete. We have taken the average number of recorded starts made by pupils per responding mentor with a number of starts within reasonable delivery parameters, split by school phase. We have assumed the average number of pupil starts made under non-responding mentors who have been in post for over a week is the same as the average number for responding mentors with a realistic number of starts, for each phase.

This methodology has changed since our previous publication. Previously, we included all mentors with recorded starts in the average. We have now removed responding mentors with an unrealistic number of starts when calculating the average number of pupil starts made per mentor. We have also another change, such as changing when we assume an AM will have started mentoring students. The combined effect of these changes is to approximately increase the estimate by 16%.

The figure given here is therefore an estimate based on the data available on the platform.

This figure for course starts may contain some duplication of individual pupils, whereby a pupil is counted more than once if they have received more than one course of tutoring. We have not made an assessment of how many individual pupils have received tutoring through academic mentors.



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