Department for Education

National Tutoring Programme: guidance for schools

Academic year 2022 to 2023

July 2022

Contents

Summary

This publication provides non-statutory guidance from the Department for Education (DfE). It has been produced to help schools understand how to provide targeted academic support for their pupils through the National Tutoring Programme (NTP).

The NTP was launched in academic year (AY) 2020 to 2021 to support schools to provide tutoring to their pupils. The programme is well-established, with the majority of state-funded schools in England now offering tutoring.

On 31 March 2022, DfE announced plans to simplify the programme for AY22/23. These plans involve providing £349 million of core tutoring funding directly to schools and giving them the freedom to decide how best to provide tutoring for their pupils.

Schools that are already providing tutoring to their pupils can continue doing so during AY22/23 under these new arrangements. If you are working with an existing Tuition Partner, you can retain this relationship from September 2022 where the organisation remains on the programme. Employment of academic mentors working in your school currently can continue into next year, with the cost subsidised by your AY22/23 funding allocation. If you have established your own School-Led Tutoring provision this year, this can also continue from the start of the next academic year.

Expiry or review date

This guidance will be reviewed before July 2023.

Who is this publication for?

This guidance is for:

- School leaders, school staff and governing bodies, in all state-funded mainstream schools and some non-mainstream schools

- Tutors, Academic Mentors, Tuition Partners

- Local authorities and virtual school headteachers

Main points

The NTP provides schools with funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors. We recognise that each school has pupils with varying needs so have developed a tutoring proposition that provides a high degree of flexibility and choice. For AY22/23, there will continue to be 3 types of subsidised tuition that schools can offer:

- **Academic Mentors**: employed to work as full-time, in-house staff members to provide intensive support to pupils who need it.

- **Tuition Partners:** external tutoring organisations, quality assured by DfE.

- **School-Led Tutoring**: offering flexibility for schools to use their own staff to provide tutoring, which may involve personnel they currently employ, or staff newly engaged for this purpose (which could include retired teachers, supply teachers, support staff or others).

State-funded schools will receive NTP funding over the course of AY22/23 to deliver tuition to their pupils. This funding is paid in termly instalments via local authorities and academy trusts. The funding is intended to cover 60% of the unit cost of tutoring, with schools targeting the tutoring offer towards their pupil premium cohort and making up the remainder of the cost using pupil premium[1] or other core school budgets.

The overall approach to the NTP in AY22/23 is to put schools in charge of designing and delivering a tutoring offer that suits the needs of their pupils. DfE will support this by:

- providing core funding to schools

- helping schools to find a high-quality Tuition Partner

- providing, via a delivery partner, training for school-based tutors

- recruiting, also via a delivery partner, well-qualified Academic Mentors who are available to schools to employ

- offering high-quality customer support to schools that need it

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[1] www.gov.uk/government/publications/pupil-premium

National Tutoring Programme

The NTP is making subsidised tutoring available to boost progress and support pupils to catch up on education lost as a result of coronavirus (COVID-19).

Throughout the pandemic, maintaining high quality education has been a priority. Since 2020, the NTP has provided pupils with one-to-one or small group tuition to support academic catch-up. It has targeted the most disadvantaged and vulnerable children in society. This has been crucial in the aftermath of the pandemic, which impacted the learning of socioeconomically disadvantaged children most acutely.

Tuition delivered through the NTP can support catch up in a range of academic subjects and help meet the Parent Pledge, the government's promise to ensure evidenced-based support for any child who is behind in English or maths and needs support to reach their potential. As disadvantaged pupils have been disproportionately impacted by the pandemic, schools should strongly consider targeting their tutoring offer to pupils who are eligible for pupil premium.

Embedding tutoring

As we return to pre-pandemic ways of living, our focus on helping pupils catch up on lost learning is turning towards the long-established challenge of tackling the attainment gap. It is a priority for NTP to embed tutoring as a permanent fixture of our school system, and a universally recognised method of addressing low attainment and educational inequality.

The government is committed to narrowing the attainment gap and improving outcomes for the most disadvantaged in society. Strong evidence suggests that the model of targeted, academic support – through highly trained tutors working with small groups and individuals – can make a difference to academic progress that can be expressed in months.

What's on offer?

The NTP provides schools with funding to spend on targeted academic support delivered by trained and experienced tutors and mentors. It is available to pupils in years 1 to 11 across all state-funded schools, with funding allocations calculated based on the number of students eligible for pupil premium. Tutoring should be delivered in alignment with the following guidelines:

- **Pupils:** schools should prioritise their pupil premium (PP) cohort to receive tutoring, in line with the NTP's objective of supporting disadvantaged pupils. Schools may also consider offering tutoring to other pupils where appropriate.
- **Coverage and funding**: all schools will receive a funding allocation that, based on the average cost of a tutoring course, will allow them to offer tutoring to all of their PP-eligible pupils. This does not mean that the programme is aimed at PP-eligible pupils only – schools should prioritise this group, but also have the discretion to offer tutoring to other pupils. Schools can also, if they wish, use their NTP funding flexibly to offer tutoring to a greater number of pupils, up to a maximum group size of six pupils.
- **Age groups:** pupils in key stages 1 to 4 (years 1 to 11) are eligible for the NTP.
- **Training:** training is available for all new tutors, and is mandatory for any school-based tutor who does not hold qualified teacher status (QTS). Tuition Partners are required to ensure that their tutors have received appropriate training.
- **Subsidies:** 60% of the tuition cost will be subsidised by DfE, subject to the information set out in [Funding and paying for tutoring](). Schools are required to meet the remaining cost using other funding sources, including pupil premium or other core school budgets. Tutoring is an effective use of pupil premium and is included in the pupil premium menu of approaches in the [guidance for school leaders.]()
- **Group sizes:** small groups of 1:3 are recommended to maintain high quality and impactful tuition, with the maximum permitted tutor-pupil ratio being 1:6.
- **Course length:** we advise that tutoring courses should be 12 to 15 hours to have a meaningful impact on pupil attainment. Schools should plan their tutoring with this in mind and avoid less effective piecemeal tutoring. Schools may also wish to deliver longer courses where this meets the need of their pupils.
- **School subjects:** for primary, tutoring can be carried out in mathematics, English, and science. For secondary, schools can provide tuition in mathematics, English, science, humanities, and modern foreign languages.
- **Delivery:** tuition can take place in-person or online and should be agreed between the tutor and the school. We expect schools to organise tuition at an appropriate time for pupils to encourage high attendance. On the occasion where students must be taken out of lessons for tuition, the school must ensure that students still have access to the full curriculum.

Academic Mentors

Academic Mentors are salaried, in-house members of staff who work alongside teachers to provide one-to-one and small group, subject-specific tuition. This means they can reach a large number of pupils and embed tutoring within the school. This makes Academic Mentors well-suited to schools with high levels of disadvantage or high numbers of students in receipt of pupil premium.

Role and responsibilities

Academic Mentors are responsible for one-on-one and small group tuition. The role involves:

- tutoring in one or multiple subject areas
- working closely with teachers to ensure that tutoring content directly supports the curriculum covered in the classroom
- planning tutoring sessions and providing feedback on pupil progress
- providing tutoring during school holidays, if requested by schools

Entry requirements

To apply for the role of Academic Mentor, candidates must meet both of the following qualifications requirements:

- Three A-Levels at grade A* to C (or equivalent, such as BTECs or T-levels)

- GCSE English and mathematics at grade 4 or C

Training

Before being placed in a school, Academic Mentors undergo intensive training provided by our delivery partner. This training consists of various pathways so that it can be tailored efficiently to the skills and experience of each tutor. Headteachers may request that their Academic Mentor undertake specific parts of the training, should they feel these are relevant to the needs of their school. The length of the training will vary for each individual, but it is expected to last approximately 1 to 2 weeks.

The core training is mandatory for all Academic Mentors, except for those who have already completed the recommended NTP training from a previous year. However, schools have the option to nominate Academic Mentors and school staff for a refresher training course if they have already undertaken NTP training in previous years.

Employment

The minimum salary for an Academic Mentor is £19,000 per year, or £21,000 for those with a university degree. Schools may choose to set higher salaries at their discretion. Schools will cover the costs of all onboarding processes.

An Academic Mentor's standard working hours will be structured around the school day, with flexibility to deliver tutoring sessions at lunchtimes or after school. If an Academic Mentor is required to provide tuition during the school holidays, this should be communicated to them clearly at the start of their employment.

Schools are responsible for providing employment contracts, which should run to the end of AY22/23 and must cover school holidays, including the summer holiday. The standard role is full-time, with pro rata part-time options available if preferred by the school and the Academic Mentor. Schools should additionally organise safer recruitment, DBS, and employment history checks, in line with standard practices for onboarding new staff.

If you are considering employing an Academic Mentor, and you are a small school, you may wish to consider arrangements with other schools in your academy trust or local area to share this tutoring resource. This flexibility is encouraged if it works best for schools and extends the benefits of tutoring to a higher number of students in need of support.

How do I employ an Academic Mentor for 2022/23?

Schools can apply for an Academic Mentor via our delivery partner. Details of the process will be added to this guidance at the start of AY22/23. You may also request an Academic Mentor before the end of August to start in your school in September, via the existing application process.

You will be able to request specific skills or qualifications, such as a background in a particular subject. Our delivery partner will allocate an Academic Mentor to your school based on location and compatibility.

If your school already has an Academic Mentor who you wish to re-employ, there is no need to follow this application process. Instead, you can employ these individuals directly, following the employment guidelines outlined above.

Tuition Partners

The Tuition Partner route allows schools to build partnerships with expert tutoring organisations that have been quality assured by DfE. They provide tutors to schools with specialisms including SEND, online tuition, English as an additional language (EAL) and subject-specific support.

Quality assurance

Schools can only spend NTP funding on quality assured Tuition Partners.

Tutors are recruited and employed according to the standards set by each individual Tuition Partner. If choosing to work with a Tuition Partner, you should work with your selected organisation to agree how they will deliver tutoring to your pupils.

How do I find the right Tuition Partner in AY22/23?

We expect the majority of Tuition Partners for AY21/22 to remain involved in the programme for AY22/23. Schools can engage any of these organisations now to provide tutoring from 1 September 2022. Schools that are already working with a Tuition Partner may wish to make arrangements to extend their partnership into the next academic year.

From the start of AY22/23, schools will be able to use the DfE Find a Tuition Partner service to find and choose a Tuition Partner to meet their needs. This service can filter Tuition Partners by parameters including postcode, subject, and delivery method (remote or in-person). The search results will contain contact details for each Tuition Partner and schools should reach out to organisations directly to make tutoring arrangements.

Paying for tutoring delivered by a Tuition Partner

For AY22/23, schools that choose to work with a Tuition Partner need to establish their own commercial and financial arrangements with their selected organisation. This should include agreeing the cost of tuition, the service the Tuition Partner will deliver and any other relevant arrangements. When establishing a commercial relationship with their chosen Tuition Partner, it is the responsibility of schools to ensure that they are complying with policies or procedures relevant to their organisation.

Schools may only use NTP funding on Tuition Partners that are listed on the DfE's Find a Tuition Partner service. All Tuition Partners listed on the service are subject to rigorous quality assurance, which will include ensuring that they offer value for money to schools.

School-Led Tutoring

The School-Led Tutoring route offers flexibility for schools to identify their own tutors. These may be people recruited from their own staff, such as classroom teachers or teaching assistants. Alternatively, retired, supply or returning teachers can be brought in to provide tutoring. School leaders are well placed to decide who will be an appropriate tutor with the skills and experience to deliver high-quality tuition to meet the needs of their pupils. Engaging an external organisation to provide tutoring personnel falls under the Tuition Partner route, which is covered in the previous section.

Training and quality

To ensure that tuition is high quality, staff employed by schools to provide tutoring will receive comprehensive training provided by the DfE's appointed training partner. Training content will vary according to the professional backgrounds of individual tutors, in recognition of the fact that staff hired as tutors will have different levels of experience working in a school setting. Training is optional for staff with QTS and staff who have completed the recommended training in a previous year.

Training is free of charge to schools and tutors. Schools that are employing new internal or external staff as tutors in AY22/23 will be able to nominate them for training via an online platform, the link to which will be added to this guidance at the start of the next academic year. Training will take place virtually and will be available early in AY22/23.

How do I provide School-Led Tutoring in 2022/23?

Many schools are having positive experiences working with trusted tutors, that have already completed any necessary training in AY21/22. Where schools have found a system that works, they are encouraged to continue this into the next academic year.

Schools can deploy their current staff to provide tutoring, or engage new staff for this purpose. Schools that are delivering tutoring via their current staff should ensure that the provision of tutoring is treated as additional to any staff member's core roles and responsibilities.

If you are engaging new staff as tutors, you should ensure that all safer recruitment checks have been completed. It is the responsibility of schools to agree with tutors the terms of their employment.

Supporting pupils with SEND

Many pupils with special educational needs and disabilities (SEND) are able to engage with traditional academic tutoring, especially when it is adapted to meet additional needs. To improve their tutoring experience and enhance academic outcomes for these pupils, schools can consider taking the following steps:

- Request Tuition Partners with SEND specialists and work closely with tutors to discuss accommodations for pupils with additional needs
- Maintain small group sizes of 1:1 or 1:2 for pupils with SEND
- Align any tutoring provision with requirements set out in the pupil's education, health and care plan (EHCP), where applicable
- Ensure learning is tailored and targeted to the individual needs of each pupil

Funding

Non-mainstream schools are eligible for a higher rate of funding to reflect smaller group sizes and higher tuition costs. The following non-mainstream institutions can receive the higher funding rate outlined in Funding and paying for tutoring:

- Local authority-maintained special schools
- Special academies and free schools
- Special schools not maintained by a local authority, including independent special schools, where the placement is funded by the local authority
- Pupil referral units

- Alternative provision academies and free schools
- Local authority-maintained hospital schools and academies
- SEND units within mainstream schools

Summer tuition

We have encouraged schools this year to offer tutoring during 2022 summer holidays. Schools may also wish to provide tuition during the summer holidays next year, which provides a valuable opportunity to ensure that all pupils have a smooth academic transition with the knowledge and skills to make a strong start in the new school year.

The delivery guidelines for term-time tuition equally apply to tuition over the summer, and any tutoring taking place in school holidays, alongside the following considerations:

- **Pupil eligibility:** schools should strongly consider targeting their tutoring to pupils eligible for pupil premium in their settings, alongside students in exam years. Tutoring should only be delivered to pupils currently on roll at your school.
- **Delivery:** tutoring can take place in-person or online. Schools should make arrangements for the school site to be open during the holidays, where needed.
- **Timetabling:** schools have the flexibility to organise condensed summer tuition over 1 to 2 weeks or for the entirety of the summer period.
- **Safeguarding:** schools retain their usual safeguarding responsibilities in relation to provision for their students and must ensure a designated safeguarding lead (DSL) is available for the entirety of the period in which summer tuition is offered. See Safeguarding section for further information.

Participation in summer tuition is voluntary for schools, pupils, and tutors. Many pupils could benefit from targeted support to refresh previous lessons in a quieter, more focussed environment. Teachers should communicate closely with parents and pupils to ensure that the right decision is made for each child.

Tutors should not be employed to provide childcare, enrichment, meals or entertainment. Schools are welcome to combine summer tuition with independently organised initiatives, such as private summer programmes taking place on school premises. NTP funding should not be spent on any activity other than academic tutoring.

Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. The following advice is intended to support schools to fulfil this.

Tutors

Each Tuition Partner is responsible for recruiting its own tutors, including making decisions on their suitability for employment.

Schools must make sure that they continue to meet all requirements set out in Keeping Children Safe in Education (KCSIE) to ensure that tutors are suitable and that effective safeguarding arrangements are in place. As would be the case for any third-party staff deployed in regulated activity, this will include obtaining satisfactory assurances of the pre-recruitment checks carried out by the tuition partner in relation to the individual tutor and copies of any information returned, including any positive disclosures and a copy of the tutor's DBS certificate as appropriate. These requirements are the same regardless of whether tuition is delivered face-to-face or remotely, paid or unpaid. KCSIE makes clear that on both graded (section 5) and ungraded (section 8) inspections, inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

Academic Mentors and tutors hired externally by schools will require pre-appointment and safer recruitment checks. Schools should complete these checks themselves, which must be compliant with their obligations under part 3 of KCSIE.

Delivery

It is good practice for small group and one-to-one tuition to take place in a visible area where possible, such as an open-plan work space, library or ICT suite. If tutoring takes place in a classroom or enclosed space, doors should ideally remain open at all times, especially for one-on-one tuition.

Where tuition is delivered remotely to pupils who are on the school site, a staff member should always be present to supervise students. Schools must also satisfy themselves that appropriate safeguarding arrangements are in place for any remote-to-home provision provided to their pupils, taking into account their statutory obligations under KCSIE.

School holidays

Schools must have regard to the requirements in KCSIE for any activities arranged by, or on behalf of, the school during the school holidays, such as summer tuition. Schools should be reminded that:

- Annex C of KCSIE outlines the role of the designated safeguarding lead (DSL): 'It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.'
- Duty of care still exists during holidays and the DSL or a deputy DSL should always be available. Schools should review DSL responsibilities and ensure arrangements are in place before tuition is delivered in the school holidays, ensuring DSL contact details are up-to-date and the DSL (or a deputy DSL) is contactable at all times, via telephone or social media if necessary.

Funding and paying for tutoring

Funding your school will receive

For AY22/23, we will provide the following funding for NTP:

- Mainstream schools receive £162 per PP-eligible pupil
- Non-mainstream schools receive £423 per PP-eligible pupil

You can use this information to work out your indicative allocation for AY22/23, by taking the number of PP-eligible pupils in your school this year and multiplying it by the relevant funding rate.

School-level funding allocations will be published before the end of the 2022/23 summer term.

How you can use your NTP funding

NTP funding can be used to pay for 60% of the total cost incurred by your school to deliver tutoring.

In addition, we will apply a maximum hourly per pupil rate. These are:

- £18 for mainstream schools, of which the DfE subsidy will be £10.80 (60%)
- £47 for non-mainstream schools, of which the DfE subsidy will be £28.20 (60%)

This means you must record, for all tutoring delivered in AY22/23, the total cost you incur and the number of hours delivered, which you will be required to share with DfE via your funding return in summer 2023. Where your hourly rate (total cost incurred divided by number of hours delivered) is £18 or less (£47 or less for non-mainstream schools), we will cover 60% of the cost you have incurred. Where your hourly rate is greater than £18 (or greater than £47 for non-mainstream schools), we will cap your return at the relevant maximum rate.

These hourly per pupil rates apply to all tutoring you may be delivering, whether this is through your own staff, new staff you bring in specifically to provide tutoring, or tutors engaged via a Tuition Partner.

We will not provide any subsidy beyond your funding allocation, although you may provide and fund more tutoring in your school if you wish.

The subsidy for AY23/24 will be 25%. Full guidance on funding arrangements for AY23/24 will be published in summer 2023.

The following examples illustrate some of the funding scenarios that may occur, and how schools should address them when managing their NTP funding:

Example 1

You are a mainstream school and have delivered 480 pupil hours of tutoring, at a total cost of £8,400. Your hourly rate is £17.50, which is below the maximum hourly rate. We will subsidise 60% of the total cost you have incurred, which works out at £5,040.

Example 2

You are a mainstream school and have delivered 150 pupil hours of tutoring, at a total cost of £3,000. Your hourly rate is £20, which is greater than the maximum hourly rate. We will cap your subsidy at £10.80 per pupil hour, which works out at £1,620.

Example 3

You are a special school and have a funding allocation of £14,805. You have delivered 550 pupil hours of tutoring at the maximum hourly per pupil rate of £47, which gives a total cost of £25,850. 60% of this total cost is £15,510, which is greater than your funding allocation. Your funding will therefore cover £14,805 of the total cost you have incurred.

Cancelled tutoring sessions

If a pupil cannot attend a scheduled tutoring session due to factors outside of your control, you should seek to make alternative arrangements. This may involve rearranging the missed session for a time that is convenient for all parties, or nominating another pupil to attend the session.

Schools that are working with Tuition Partners should agree arrangements in advance in case a tutoring session has to be cancelled. Where a cancelled session was being delivered by the school's own staff, it is for the school to make appropriate alternative arrangements.

Where you have to cancel a tutoring session at short notice, you can still include this in your Year-End Statement. This is intended to avoid either schools or TPs being financially penalised for circumstances outside of their control. We expect that this will only apply to sessions that are cancelled with less than 24 hours' notice.

Data, reporting and accountability

Keeping records of your tutoring provision

We recommend that you keep up to date, clear and accurate records of the tutoring you have delivered. Doing so will help to make any data returns requested by DfE, including your mandatory Year-End Statement. You may wish to record:

- The number of PP-eligible pupils who have received tutoring
- The number of other pupils who have received tutoring
- How many hours of tutoring you have provided to PP-eligible pupils
- How many hours of tutoring you have provided to other pupils
- The type of tutoring you have provided (whether it was delivered by an employee of the school or a Tuition Partner)

As a condition of funding, we have asked schools to make regular data returns during AY21/22, through both the Education Setting Status form and the termly School Census. We will provide full guidance to schools at the start of AY22/23 on the reporting requirements for next year.

Mandatory Year-End Statement

In June 2023, the ESFA will release the 'Year-End Statement'. All schools are required to complete and return the form.

In order to include tuition over the summer holidays, schools are required to complete their Year-End Statement in September 2023. If schools choose not to provide tuition over the summer, we strongly recommend that schools submit their Year-End Statement as soon as possible when the form is available. The form, guidance including exact timelines and further assistance will be available in June 2023.

The Year-End Statement will require data covering the areas set out below:

1. How much has your school has spent on National Tutoring Programme tutoring in AY22/23?

2. How many hours of tutoring did your school fund using the National Tutoring Programme in AY22/23?

3. How many pupils in your school have received tuition through the National Tutoring Programme in AY22/23?

This form is expected to go live in June 2023, and we will alert schools when it does. All schools will be required to complete this form once they have completed their tuition provision for 2022/23 academic year. Schools must return the form even if they have chosen not to use the grant.

Funds cannot be rolled over to use in AY23/24. Any unspent funding will need to be returned by schools at the end of AY22/23, accompanied by the Year-End Statement.

Further information

Ofsted will inspect all schools by Summer 2025.[2] Inspectors will consider how schools make effective use of tutoring, as part of their evaluation of quality of education and leadership and management.

In Autumn 2022, data will be published on each school's tutoring delivery, alongside their funding allocations and numbers of pupils eligible for pupil premium. This data will be available to Ofsted to enhance transparency. Inspectors will not consider this data in isolation and the data will not determine a school's inspection grade.

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[2] Every school will have at least one inspection between May 2021 and July 2025.

Help and support

If you have any queries about NTP in the 2022 to 2023 academic year or would like support to decide which tutoring route will meet your school's needs, contact us at: tutoring.support@service.education.gov.uk.

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