



Department  
for Education

# Evaluation of the National Tutoring Programme Year 2 Study Plan

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Educational Research



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## Project information

Project Information	Details
Project title	Evaluation of the National Tutoring Programme Year 2
Evaluator (institution)	NFER
Principal investigator(s)	Jack Worth
Study plan author(s)	Ruth Staunton, Jack Worth, Sarah Lynch, Megan Lucas
Study design	Programme evaluation involving a quasi-experimental design (QED)
Pupil age range and Key stage	5-16 years (Key Stages 1-4)
Number of schools	<p>Target for Research Champion analysis (primary schools only):</p> <ul style="list-style-type: none"> <li>• Maths: 106 intervention; 106 comparison</li> <li>• English: 106 intervention; 106 comparison</li> </ul> <p>Target for Population analysis:</p> <ul style="list-style-type: none"> <li>• Primary (maths): 5600 intervention; 10400 comparison</li> <li>• Primary (English): 5600 intervention; 10400 comparison</li> <li>• Secondary (maths): 720 intervention; 2280 comparison</li> <li>• Secondary (English): 720 intervention; 2280 comparison</li> </ul> <p>Note that, for the sample size calculations, the intervention groups consist of schools involved in Tuition Partners and/or Academic Mentors. The expectation is that similar numbers of schools will be involved in the SLT route across both intervention and comparison schools (see sample size calculations explained in more detail below).</p>

Project Information	Details
Number of pupils	<p>Target for Research Champion analysis (primary schools only):</p> <ul style="list-style-type: none"> <li>• 2544 in each group (maths/English; intervention/comparison)</li> </ul> <p>Target for Population analysis:</p> <ul style="list-style-type: none"> <li>• Primary (Maths): 22400 intervention; 416000 comparison</li> <li>• Primary (English): 22400 intervention; 416000 comparison</li> <li>• Secondary (maths): 9360 intervention; 29640 comparison</li> <li>• Secondary (English): 9360 intervention; 29640 comparison</li> </ul>
Intervention	The National Tutoring Programme: Tuition Partners; Academic Mentors; and School-Led Tutoring
Primary outcome measure and source	<p>Attainment in English and maths.</p> <p>Using standardised assessments and key stage 1/2/4 data available in the NPD.</p>
Secondary outcome measure and source	Not applicable.

## Programme summary

Aspect	Description
Programme	<p>The National Tutoring Programme (NTP) aims to provide tuition support to disadvantaged pupils who have been hit hardest by the disruption of Covid-19. The NTP has three routes of support – Tuition Partners (TP), Academic Mentors (AM) and School-Led Tutoring (SLT). The TP route offers subsidised (70%) tuition to schools via approved tuition partners. The AM route supports the most disadvantaged schools. Schools qualify for the programme if their percentage of Pupil Premium pupils is 20% or more or if they are located in areas where educational standards are considered low (Priority Area for Raising School Standards or Opportunity Area<sup>1</sup>). Academic mentors are employed by the school with 95% of the core salary cost subsidised by the DfE. The SLT route, new in 2021/22, provides schools with a ring-fenced grant to fund locally-sourced tutoring provision. Tutoring via these three routes is available for years 1 to 11. The SLT route is subsidised at 75% in the 2021/22 academic year. For AM and TP, tutoring is restricted to certain subjects: Primary - Literacy, Numeracy and Science; Secondary - English, Maths, Sciences, Humanities and Modern Foreign Languages. For SLT, schools are given guidance about subject focus. In year 2, Randstad oversees delivery of AM and TP, while schools administer SLT.</p>
Why (rationale)	<p>Evidence indicates that small-group tuition can be effective in producing accelerated learning and can be particularly effective for disadvantaged pupils (Nickow, Oreopoulos and Quan, 2020; EEF, 2018a, 2018b; Torgerson et al., 2018; Dietrichson et al, 2017).</p>

<sup>1</sup> [Identifying Local Authority Districts with the lowest proportions of pupils attending OfSTED Good and Outstanding schools](#)

Aspect	Description
Who (recipients)	The programme aims to benefit disadvantaged pupils and those who have most fallen behind in their learning as a result of Covid-19 disruption. Schools are best placed to decide which pupils need provision the most, but are encouraged to focus on Pupil Premium pupils considering the evidence of the impact of lost learning on this cohort during the pandemic. There is an expectation that for Tuition Partners, 65% of provision delivered in schools will be to Pupil Premium pupils and this will be monitored across the programme. In year 2 of the programme in the 2021/22 academic year the programme aims to support over 500,000 tuition courses via Tuition Partners and over 250,000 courses via Academic Mentors. This is in addition to tutoring courses delivered by School-Led Tutoring.
What (materials)	For year 2 the costs of all three tutoring routes are subsidised by government: 70% of TP costs are covered, 95% of the salary costs of an academic mentor are covered and for SLT 75% of the costs are covered. Outstanding costs can be funded using other budgets available to schools e.g. Covid-19 Recovery Premium budget or Pupil Premium budget.



Aspect	Description
What (procedures)	<p>Tuition Partners can be accessed by all state-funded schools including special schools and Alternative Provision settings. To access tutoring via TP, schools choose from a list of approved Tuition Partners.</p> <p>Schools are eligible for the Academic Mentoring programme if they serve a deprived population, defined as more than 20 per cent of pupils eligible for Pupil Premium in a school and schools in the priority areas for raising standards. Academic mentors initially had to have: a university degree (2.2) or above; or have Qualified Teacher Status (QTS); and Level 4 (Grade C) or above in GCSE Maths and English or equivalent qualifications. This was later amended to a minimum requirement of 3 A Levels at A*-C and Grade 4/C in Maths and English at GCSE. Once selected, academic mentors complete a programme of online training with Liverpool Hope University. This training lasts one week for QTS applicants and two weeks for non-QTS applicants.</p> <p>All state-funded schools in England with pupils eligible for Pupil Premium will receive the ring-fenced School-led Tutoring (SLT) grant from the DfE. The amount received is dependent on the proportion of Pupil Premium pupils at the school. Schools must use this grant to fund tutoring using their own sourced staff. Staff without QTS (with the exception of those who have at least two years' experience in the subject and phase they wish to tutor in) must complete a training course before they begin tutoring.</p>
Who (provider)	<p>Randstad oversee the delivery of TP and AM strands of the NTP in 2021/22.</p> <p>Approved tutoring providers, Tuition Partners, provide tutors to schools for the Tuition Partners route.</p> <p>Tutors for the Academic Mentoring Programme (known as 'academic mentors') are recruited and trained by the NTP and then placed in schools. Academic mentors are employed by the school.</p> <p>Schools are responsible for administering tutoring using the School-Led Tutoring grant.</p>

Aspect	Description
How (format)	<p>TP funding covers 1:1/small group tuition with a tutor/pupil ratio up to 1:6. Tutoring can be conducted face to face or online. The intended aim of the TP route is that 80% of sessions are delivered on a tutor/pupil ratio of up to 1:6, with groups of 1:1 and 1:2 largely reserved for pupils with additional needs and exceptional cases. Schools can purchase one 15-hour course of tuition per pupil.</p> <p>Academic mentors are employed by a school and work wholly within that school. Academic mentors provide 15-hour courses of tutoring per pupil. A tutor/pupil ratio of 1:3 is recommended but schools can use ratios of up to 1:6.</p> <p>For SLT, schools are also expected to provide a 15-hour course of tutoring per pupil.</p>
Where (location)	<p>State-maintained primary, secondary and special schools in England. For the TP route, schools can select from a range of tutoring providers in their area which provide tutors who work with the school to deliver tutoring. Tutoring is provided either in person at the school or online.</p> <p>Academic mentors are employed by and work in a school.</p> <p>SLT tutoring is delivered in school.</p>
When and how much (dosage)	<p>Year 2 of the NTP is being delivered in the 2021/22 academic year. For each route of support, there is an expectation that each pupil will receive 15 hours of tutoring. In year 2 of the programme in academic year 2021/22 the programme aims to provide over 500,000 tuition courses via Tuition Partners and over 250,000 courses via Academic Mentors. This is in addition to tutoring courses delivered by School-Led Tutoring.</p> <p>Schools are expected to arrange sessions at a time that encourages high attendance. Pupils should not miss out on core curriculum.</p>
Tailoring (adaptation of the programme)	None to date.

## Context in schools: Covid-19 and the impact on pupils' learning

This section sets out the ongoing impact of the Covid-19 pandemic on schools and the rationale for the National Tutoring Programme (NTP). We go on to outline the evidence for the effectiveness of tutoring as a learning tool and helping pupils' catch-up lost learning. Finally, we identify the key features of tutoring identified in the literature as contributing to effective learning.

The National Tutoring Programme (NTP) is an important part of the Government's Covid-19 recovery response, supporting schools to respond to the disruption to education caused by the pandemic. The Covid-19 pandemic has caused significant disruption to pupils' learning. Pupils in England lost on average 61 days of schooling between March 2020 and April 2021<sup>2</sup>. There is evidence to suggest that pupils from disadvantaged backgrounds found it more challenging to keep up with learning during school closure. One study found that disadvantaged pupils missed out on 11% more of their learning during periods of lockdown than their non-disadvantaged counterparts<sup>3</sup>.

This disruption to learning is likely to have had a detrimental impact on pupil attainment. A number of studies have suggested that pupils experienced a 'learning loss' during 2020/21 compared to levels of learning that would be expected in a typical academic year. One study found that by the 2021 summer term, primary aged pupils had experienced a learning loss in reading equivalent to around 0.9 months of progress and secondary aged pupils a loss of around 1.2 months. In maths, primary aged pupils experienced a much greater learning loss of around 2.2 months.<sup>4</sup>

Year 2 of the NTP follows an initial year of the programme in the academic year 2020/21. As in its first year, the programme aims to reduce the attainment gap for disadvantaged pupils by providing targeted tuition support to pupils who have been hit hardest by disruption caused by Covid-19. The programme also aims to help create a sustainable tutoring market which schools can use to access high quality tutoring going forward. The overall aim of the programme is to establish tutoring as an effective tool for schools to help disadvantaged pupils recover lost learning and reduce the attainment gap.

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<sup>2</sup> [Learning loss since lockdown](#)

<sup>3</sup> [Learning loss since lockdown](#)

<sup>4</sup> [Understanding Progress in the 2020/21 Academic Year](#)

## Evidence for small group tuition

In their review of the evidence on Covid-19 disruption and its impact on attainment, the EEF suggested two key ways to support learning in these challenging times:

- 1) to support effective remote learning to mitigate the extent to which the gap widens
- 2) sustained support to help disadvantaged pupils catch up. They particularly highlighted tuition as a route for providing support, in addition to high quality teaching and learning in the classroom.

There is a large body of evidence that small-group tuition is effective, particularly where it is targeted at pupils' specific needs. The EEF toolkit pages on [small group tuition](#) show that it can be an effective intervention, and that training and support are important in the effectiveness of the tuition. Effect sizes vary across studies, with an average impact of two months additional progress for secondary schools and four months additional progress for primary schools. A key finding is that the smaller the group and the more aligned it is to pupils' needs, the more effective the intervention.

Meta-analyses have shown that tutoring programmes yield consistent and substantial positive impacts on learning outcomes: the EEF Teaching and Learning Toolkit meta-analysis estimates the average effect size of tutoring to be 0.3 SD for small group tuition and 0.37 SD for 1:1 tuition; Nickow *et al.*, (2020) found an overall pooled effect size estimate of 0.37 SD; Dietrichson *et al.*, (2017) found a pooled effect size of 0.36 SD; and Ritter *et al.*, (2009) found a pooled effect size of 0.30 SD.

### Particular benefits of tutoring for disadvantaged students

There is evidence to suggest that the advantages of small group tuition may be particularly relevant for disadvantaged pupils (Dietrichson *et al.*, 2017; Torgerson *et al.*, 2018). These pupils may suffer in the classroom due to comparison to their peers. A perceived sense of failure may result in low motivation and low self-efficacy, leading to poor learning outcomes. In contrast, teaching these pupils in homogenous small groups allows favourable comparisons between pupils and allows teachers to readily communicate pupil improvements (Mischo and Haag, 2002). These incentives, in turn, help maintain high levels of motivation (Pintrich and Schunk, 2002).

This section of the study plan identifies the importance of certain delivery features and structures for tutoring to produce effective learning. The clear message from the research is that tutoring needs to be high quality with sessions having the right duration and frequency to achieve optimal results. Tutor subject knowledge and pedagogic expertise are commonly identified as important delivery elements as well as the following structural characteristics; relationship with classroom learning, duration and frequency. Overall, it is

recommended that tutors are knowledgeable in their subject area and trained in pedagogy, and that they deliver at least weekly sessions to pupils for a term or longer.

## **Tutor subject knowledge**

The literature suggests tutor subject knowledge is beneficial for learning outcomes. Skilled teaching requires a complex interrelationship between knowledge of lesson structure and subject matter (Leinhardt and Greeno, 1986). Tutors with strong subject knowledge are more likely to be able to communicate that knowledge effectively to pupils. But learning can still occur where it is not present, for example, when tutors are peers or volunteers (Fantuzzo, King and Heller, 1992; Rogoff, 1990). Therefore, although tutor subject knowledge should not be considered a prerequisite for tutorial learning it is clearly advantageous and preferable to it not being present at all.

## **Pedagogic expertise**

The techniques that tutors use to facilitate learning is widely acknowledged in the literature as important. In particular, tutoring that exploits the intimate environment offered by small group tutorials is likely to be highly effective (Collins and Stevens, 1982). In this sense, tutorials should be an interactive rather than a didactic experience between tutor and student (Lepper, Drake and O'Donnell-Johnson, 1997; Lepper and Woolverton, 2002). Tutors should make the tutorial a learning conversation in which students contribute much of the dialogue and the tutor intervenes appropriately to guide learning (Education Endowment Foundation, 2018a; McArthur, Stasz and Zmuidzinas, 1990; Merrill *et al.*, 1992). Among the most important pedagogic principles identified is the idea of tutors managing conversations that encourage active learning from students (Chi *et al.*, 2001). Ideally, students should be at the centre of these learning conversations, encouraged to explain their answers and ask questions and with tutors holding back from giving detailed explanations. Tutors should also use this conversational style to probe students' understanding of content. For example, this could include tutors using comprehension-gauging questions rather than accepting pupil's own assessment of their understanding.

## **Structured format**

Aside from delivery, there is considerable focus in the literature on the most effective format for sessions. This relates to the frequency and duration of sessions as well as, when interventions take place in school, how sessions are coordinated with classroom learning. The clear message in the literature is that the format and coordination of sessions with classroom teaching has an important impact on the effectiveness of academic mentoring (Education Endowment Foundation, 2018). In terms of format, short, regular sessions (30-40 minutes, three to five times a week) over a term or more appear

to result in optimum impact (Smyth, 2008). In terms of coordination, the close alignment of teaching to the classroom curriculum is strongly recommended.

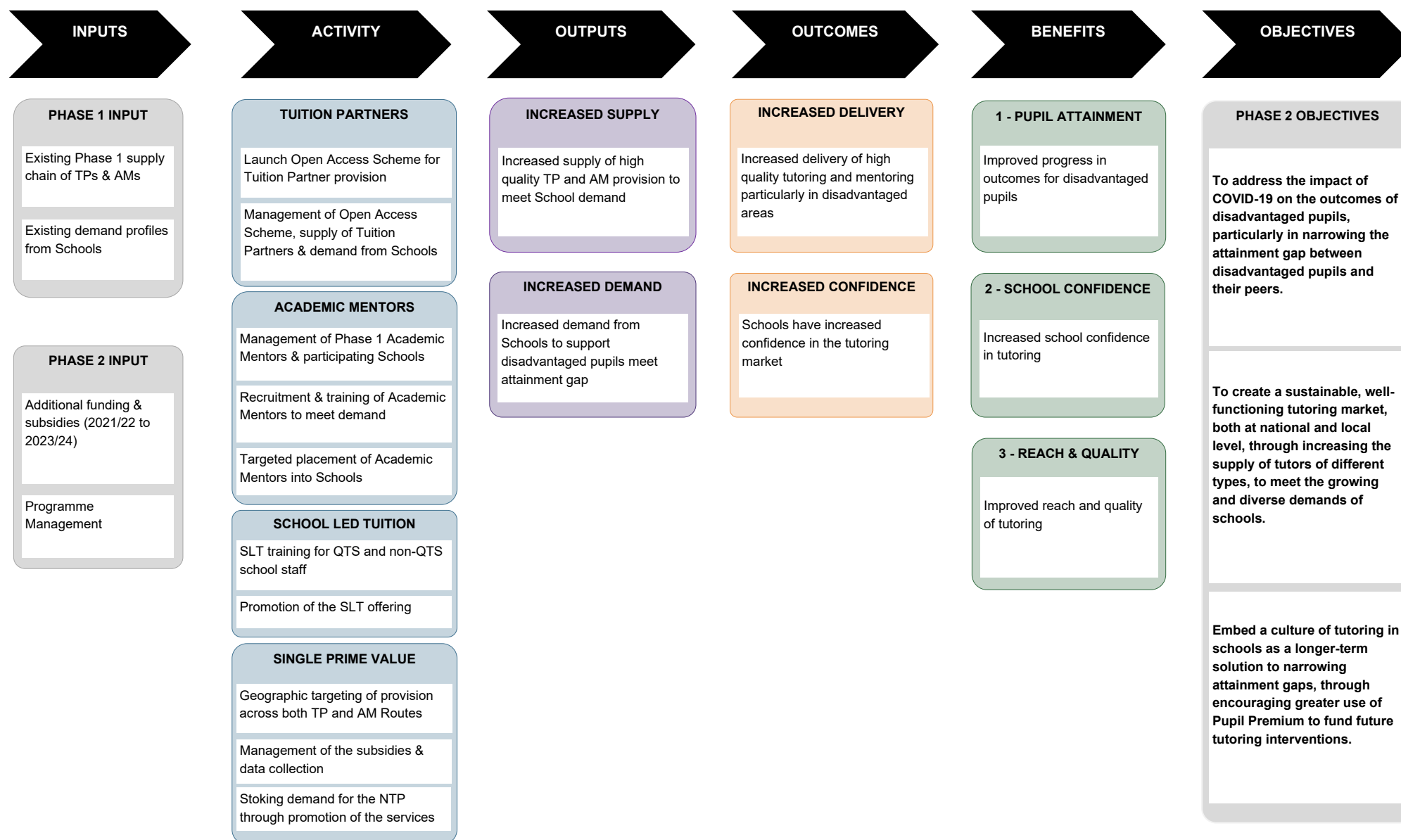
## **Relationship with classroom learning**

An issue of concern in the literature is how targeted school interventions such as tutoring relate to wider school learning. Research suggests that learning is more effective when tutoring is linked with regular classroom teaching (Education Endowment Foundation, 2018). The tutoring pupils receive should be closely aligned with what is being taught in regular classes, e.g. by providing remedial support on difficult topics. The coordination of tutoring and classroom teaching should be fostered by a close and supportive relationship between tutor and teacher.

## **Duration and Frequency**

Most studies demonstrate learning benefits from extended periods of academic mentoring. For example, one study found that students receiving less than 20 hours tutoring scored 1 grade point higher than non-participants and those who had received more than 20 hours tuition scored 1.8 points higher than those who had no tuition (Smyth, 2008). Also, the 20 week programmes Every Child a Reader and Every Child a Writer both showed larger achievement gains than the 10 hours of tuition provided through the Making Good Progress (Tanner *et al.*, 2009). Studies suggest that intensive tutoring, where sessions are held several times a week tend to have greater impact (Elbaum *et al.*, 2000).

**Figure 1 National Tutoring Programme Logic Model**



# About the evaluation

## Evaluation rationale and aims

The evaluation of the NTP in its second year focusses primarily on the impact of the programme on pupils' attainment and on the extent to which the NTP has created a functioning tutoring market that schools can use to access high-quality tutoring to meet their needs.

The primary aim of the evaluation is to capture the impact of the NTP in Year 2 on educational attainment outcomes in the 2021/22 academic year, as well as the longer-term impact of the TP and AM routes (introduced in Year 1) on educational attainment outcomes. The evaluation will also explore whether the impact of the NTP on attainment varies by route, geographic region and dosage (hours of tutoring received). It will investigate the impact of the NTP on attainment for pupils eligible for the Pupil Premium (PP) and pupils with prior lower attainment (PLA) than the expected standard. These aims will be explored via an impact evaluation.

Secondary research aims include exploring teacher and leader perceptions of whether the NTP has affected workloads, the effect of the NTP on pupil premium spend and exploration with non-participating schools around reasons for non-engagement. The research will also aim to explore how the School Led Tutoring Grant (introduced in Year 2) is being delivered, perceived benefits, and how it could be improved for the future. These aims will be explored via an Implementation and Process Evaluation (IPE).

## Research Questions

RQ1: What is the impact of the NTP on educational attainment outcomes in the 2021/22 academic year? [Impact]

RQ2: What has been the longer-term impact of the NTP on educational attainment outcomes for pupils who were involved in Year 1 (2020/21 to 2021/22 impact)? [Impact]

RQ3: How does the impact of the NTP programme vary by route (TP, AM and SLT), geographic region and dosage? [Impact]

RQ4: What are the characteristics of the pupils involved in the NTP evaluation sample? [For context]

RQ5: Is the impact of the NTP participation different between groups within pupil characteristics (SEN type, Ethnicity, Language, Gender, Attainment/PP)? [Impact]



RQ6: To what extent, if at all, has the NTP encouraged schools to allocate a higher proportion of their pupil premium spend to high quality tutoring and mentoring? [IPE]

RQ7: To what extent, if at all, has the NTP affected teacher/leader workload? [IPE]

RQ8: For what reasons are schools choosing not to participate in NTP? [IPE]

RQ9: How have schools chosen to spend the school-led tutoring grant? [IPE]

RQ10: How successfully has the training provided supported tutoring (where used)? [IPE]

RQ11: What were the perceived benefits of the NTP? [IPE]

RQ12: How could the school-led tutoring grant be improved for the future? [IPE]

## Sampling and recruitment

Figure 2 below illustrates the recruitment process. All state primary schools (except some exclusions, including those involved in other large-scale evaluations) will be invited to take part in the whole study (impact and IPE). All state secondary schools (with the same exclusions as primary) will be invited to take part in the IPE part of the study. All schools are invited to take part; both those participating in the NTP (who will become our intervention group) and those that are not (who will become our comparison group). Note that, for sample size calculations and therefore recruitment, a 'participating school' is categorised as taking part in the TP and/or AM routes of NTP support (see Intervention schools).

Across both groups, primary schools using standardised assessments in English and/or maths in 2021/22 (provided by Renaissance Learning, Rising Stars/Hodder, GL Assessment or NFER) and routinely upload their data to the relevant online repository, will be eligible for inclusion in the impact evaluation as Research Champion (RC) schools. If a school agrees to be a RC school, it will be asked to provide pupil-level data for all pupils that sit assessments with the given assessment provider in 2021/22. A list of RC schools will then be sent to each assessment provider to verify that they exist on their online test score repository. Only schools with viable data will then go forward to the RC impact analysis. Once the target number of schools has been achieved for each subject, we will conduct statistical matching to ensure that the intervention and comparison groups have similar characteristics. If schools do not use such assessments, they will still be invited to take part in the IPE. Schools will sign an MOU agreeing to take part as a Research Champion participating school or comparison school (which will also include an invitation to participate in the IPE), or just an IPE school.

Our assignment of schools to the intervention or comparison groups will be aided by tranches of Management Information (MI) data received from the Department for Education (DfE), which will inform us if schools have signed up to the NTP routes. It may

be that some direct recruitment will be required to meet minimum targets for intervention and comparison groups. Attention will also be paid to the spread of schools across geographic regions as per RQ3. Since it is possible that a tendency to sign up to the research study is associated with a tendency to sign up to AM or TP, we may need to target some non-NTP schools to ensure we have enough comparison schools. We will liaise with DfE to gain up to date information about school involvement in TP and/or AM in December 2021 and February 2022 and adapt our recruitment strategy accordingly. We will know from Pupil Census data whether a school is also using the SLT grant. All schools receive the SLT grant and funds will be recovered from schools who do not make use of it.

### Figure 2 Recruitment process

Approach schools by inviting them to be part of the evaluation

Recruitment will be supported by:

- Assessment Providers (APs)
- Prioritising schools that have been involved in other NFER Covid-19 research
- NFER Teacher Panel used to identify additional schools working with APs

- Is the school already using standardised assessments in Maths and/or English provided by one of the APs and will have data available from baseline and follow-up assessments?
- Is the school already using the APs online platform or marking service?
- Is the school willing to share their pupil and assessment data with the Evaluator?
- Is the school participating in NTP year 2 in either TP, AM or both?

<b>Participating School Research Champion Sample</b>	<b>Non Participating School Research Champion Sample</b>	<b>RQs6-12 Only Sample</b>
<ul style="list-style-type: none"> <li>The school is a primary school participating in NTP year 2</li> </ul>	<ul style="list-style-type: none"> <li>The school is a primary school not participating in NTP year 2</li> </ul>	<ul style="list-style-type: none"> <li>The school is not working with one of the APs or is working with them and not using their online platform or will not have both baseline and follow-up assessments available but would like to be involved in the evaluation</li> </ul>
<ul style="list-style-type: none"> <li>The school works with one of the APs, uses their online platform and will have baseline and follow-up assessment data available</li> </ul>	<ul style="list-style-type: none"> <li>The school works with one of the APs, uses their online platform and will have baseline and follow-up assessment data available</li> </ul>	<ul style="list-style-type: none"> <li>The school is either Participating or Not Participating in year 2 NTP and either primary or secondary</li> </ul>
<ul style="list-style-type: none"> <li>The school is happy for the Evaluator to have access to their pupil data and assessment data</li> </ul>	<ul style="list-style-type: none"> <li>The school is happy for the Evaluator to have access to their pupil data and assessment data</li> </ul>	<ul style="list-style-type: none"> <li>The school will be happy to respond to the Evaluation Survey</li> </ul>
<ul style="list-style-type: none"> <li>The school will also be part of the RQs6-12 Sample</li> </ul>	<ul style="list-style-type: none"> <li>The school will also be part of the RQs6-12 Sample</li> </ul>	

All schools will get another opportunity to agree to participate in the IPE survey when all schools are invited to take part in March 2022.

## Impact evaluation

### Research Champion and Population Analyses

The Sampling and recruitment section above describes recruitment of our ‘Research Champion’ schools. As described, these schools will be primary schools working with at least one assessment provider (AP), and so we will receive data from pupils in Y1-Y6. In addition to these analyses, we will be using KS2 and KS4 attainment outcomes to perform an analysis using Y6 and Y11 pupils in all mainstream schools in England. This is referred to hereafter as the ‘Population’ analysis.

### Intervention schools

This evaluation aims to assess the impact of the NTP, so ideally the impact analysis intervention group would contain all schools participating in any NTP route and schools not participating in the NTP would make up the comparison group. However, with the addition of the SLT route in the 2021/22 academic year, it is anticipated that a comparison group comprising only non-participating schools would be too small and non-comparable to the intervention group to be able to draw reasonable conclusions.

Therefore, the analysis will split research questions 1-3 in two and assess the impact of the TP/AM and SLT routes separately. In each case, allocation of schools to intervention/comparison groups and matching by other route participation will ensure that the statistical analysis assesses the additive<sup>5</sup> impact of the route in question. Schools will fall into one of eight categories based on their NTP participation: all three routes; TP & SLT; TP & AM; AM & SLT; TP only; AM only; SLT only; and none of the routes. As demonstrated in Table 1, when assessing the impact of TP/AM, the intervention group will contain schools in the all three, TP & SLT, TP & AM, AM & SLT, TP only, and AM only categories. The comparison group will contain schools in the SLT only and none categories. When assessing the impact of SLT, the intervention group will contain schools in the all three, TP & SLT, AM & SLT, and SLT only categories. The comparison group will contain schools in the TP only, AM only, TP & AM, and none categories.

**Table 1 – Schools in intervention and comparison groups**

TP	AM	SLT	Group Label	Group for TP/AM assessment	Group for SLT assessment
N	N	N	None	Comparison	Comparison
N	N	Y	SLT only	Comparison	Intervention
N	Y	N	AM only	Intervention	Comparison
N	Y	Y	SLT & AM	Intervention	Intervention
Y	N	N	TP only	Intervention	Comparison
Y	N	Y	TP & SLT	Intervention	Intervention
Y	Y	N	TP & AM	Intervention	Comparison
Y	Y	Y	All three	Intervention	Intervention

## Comparison schools

The first stage of the process to build comparison groups of schools will be to identify ‘common support’, which means ensuring that there are no school characteristics that are present only in either the intervention or comparison group. We will do this separately for TP/AM and SLT intervention routes of the NTP, and for each subject. We will focus this ‘common support’ school selection on key variables that either determine eligibility or affect the likelihood of engaging with the NTP and also influence attainment: namely school prior attainment (e.g. Key Stage 2 value added) from 2020, priority area for raising school standards, region and proportion of pupils eligible for pupil premium. We have allowed for up to 20% of schools to be dropped via the match or because they are discovered to have incomplete assessment data.

The second stage of the matching will involve estimating statistical weights for each school in the comparison group, so that the average characteristics of the group match

<sup>5</sup> The validity of the additive assumption will be investigated using the dosage data to ensure additional routes result in higher total hours of tutoring. In the event that this assumption does not hold, the alternative approach will attempt to match across the eight possible route combinations shown in Table 1.

the characteristics in the relevant intervention group. We favour a weighting approach (rather than, for example, nearest-neighbour matching) as it avoids discarding any sufficiently comparable data from the analysis and ensure we use, wherever possible, all the data we collect. We will use the set of key matching variables outlined above for this process, to ensure that a manageable number of variables is used in the matching process. We will supplement this with a post-matching comparison of a wider set of school characteristics to ensure these are well-balanced between the groups, such as school type, Ofsted rating, proportion of EAL pupils, proportion of SEN pupils and other NTP route participation. If there are any significant remaining imbalances, then we will consider including that variable in the matching to ensure it is balanced.

We will choose an appropriate statistical technique (e.g. kernel density, entropy balancing) to use for the analysis, selecting a technique, and taking an iterative approach with it, that ensures the match generates good balance between the groups.

## **Sample size calculations for the impact evaluation**

Two sample size calculations were performed to determine the number of schools required to have a reasonable chance of detecting a relevant difference in outcomes as statistically significant. The first calculation applies to the Research Champion analysis for the TP/AM angle on RQ1. The second calculation applies to the population analysis for the TP/AM angle on RQ1.

Calculation of these sample sizes assumed an intra-cluster correlation of 0.15 and pre-post correlation of 0.7 (Allen et. al., 2018), a significance threshold of 5% and power of 80%. We assumed that there would be 24 PP pupils per school for the Research Champion analysis, and 4 and 13 PP pupils per schools for primary and secondary, respectively, in the population analysis. These numbers were based on data collected during the year 1 evaluation of NTP, so they are considered to be realistic estimates of the number of PP pupils in year groups where at least one student was tutored.

## **Research Champion Analysis**

The sample size calculations were performed for a cluster design, with schools representing the clusters and PP pupils (in year groups where at least one student had received tutoring) representing the 'within cluster' individuals. For the Research Champion analysis, the number of schools determined as necessary to detect a Minimum Detectable Effect Size (MDES) of 0.13 SD is shown in Table 2. Although larger effect sizes have been demonstrated in tutoring intervention studies, a more modest effect of 0.13 has been chosen for three reasons: delivery of tutoring will be at scale; not all PP pupils will receive the intervention so dilution of the effect size is expected; and it is realistic to assume non-NTP schools might also be providing tutoring outside of the NTP.

**Table 2 – Sample size calculation**

		<b>Number of schools – Intervention</b>	<b>Number of schools – Comparison</b>	<b>Number of pupils – Intervention</b>	<b>Number of schools – Comparison</b>
Primary	Maths	106	106	2544	2544
Primary	English	106	106	2544	2544

These numbers allow for 20% attrition; either through matching or due to data quality issues. An individual school may be included in both maths and English outcomes.

Since the eventual allocation of schools will not be known at the initial recruitment, there is a risk of unequal sized groups presenting at the time of matching. If this occurs and it proves impossible to produce an appropriately matched set of schools with the required number in each group, an alternative approach would be to match cases in the smaller group to multiple cases in the larger group. The total number of schools required may be larger, but the number required in the smaller group will be fewer, potentially allowing matching to occur (Table 3).

**Table 3 – Number of schools by matching ratio**

	<b>Number of Schools (for both maths and English outcomes) – Matching Ratio</b>	<b>Number of Schools (for both maths and English outcomes) – Smaller Group</b>	<b>Number of Schools (for both maths and English outcomes) – Larger Group</b>	<b>Number of Schools (for both maths and English outcomes) – Total</b>
Primary	1:1	106	106	212
	1:2	80	160	240
	1:3	71	213	284

## Population Analysis

For the population analysis, the total sample size is reasonably fixed as we intend to include all mainstream primary and secondary schools in England. What we do not yet understand is the proportion of schools that will be in the intervention group. The greatest statistical power would be achieved with a 50/50 split between intervention and

comparison groups, though this seems unlikely to occur. For a MDES of 0.02 in Primary schools (n=16000 after attrition), the furthest deviation from an even split would be 5600 schools vs 10400 schools. For a MDES of 0.04 in Secondary schools (n=3000 after attrition), the furthest deviation from an even split would be 720 schools vs 2280 schools.

## Intervention pupils

For each matched set of intervention and comparison schools (Intervention schools), three pupil inclusion definitions will also be applied. These are detailed below and also in Table 4.

### School level

All Pupil Premium (PP) and Pupils with Lower Attainment (PLA) in both intervention schools and comparison schools will be included in this analysis. This approach investigates the impact of the school's choice of NTP, rather than which pupils are chosen to receive tutoring. This approach is robust to data quality issues regarding individual pupil participation in tutoring. It is also unbiased by any factors that were considered in selecting which pupils received tutoring, which are likely to be challenging to replicate in comparison schools (i.e. it is challenging to identify similar pupils in comparison group schools who would have received tutoring if their school had participated – see 'pupil level' below). Since not all analysed pupils in intervention schools will have received tutoring, we expect to estimate a diluted effect. However, the aim of NTP is to target support on PP and PLA pupils, so we expect a large proportion of these pupils to receive tutoring, and therefore the extent of dilution to be small.

### Pupil level

In intervention schools, only (PP and PLA) pupils who have received NTP tuition<sup>6</sup> will be included in this analysis. In comparison schools, we will aim to identify PP and PLA pupils who are likely to have undertaken NTP tuition if their school had participated. This will be accomplished by building a statistical model to predict receipt of tuition in intervention school pupils using pupil characteristics. Several modelling approaches will be applied (random forests, generalised linear regression, support vector machines) and cross-validation will be used to assess the prediction accuracy of each approach. Once a suitable model has been established, it will be applied to the comparison group schools to select a set of comparison pupils. This approach is aiming to estimate a less diluted estimate of the impact associated with tutoring because all intervention pupils will have received tutoring. However, the approach is at risk of being unworkable if the predictive model is not able to predict receipt of tutoring with acceptable accuracy. It also risks being biased if the statistical model cannot adequately capture all the factors that were

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<sup>6</sup> Where subject of tuition is known, 'receipt of NTP tuition' will be defined as receipt of tuition in the subject that matches the outcome measure i.e. only tuition in English for English outcome measures. Tuition subject will not be known for the population analysis in SLT participants.

considered in selecting which pupils received tutoring and that are associated with attainment (i.e. selection bias).

### Within school

Only intervention schools will be used in this analysis approach. The intervention pupils will be PP and PLA pupils who received NTP tuition and the comparison group will be PP and PLA pupils in the same school who did not receive NTP tuition. To attempt to address selection bias, this model will use both baseline and endpoint data as outcome data and include a time variable as a dependent variable so that the change from baseline to endpoint can be compared between the two groups.

**Table 4 – Pupil inclusion definitions**

	<b>Intervention</b>	<b>Comparison</b>
School level	PP and PLA pupils in year groups where at least one pupil has received NTP tuition	All PP/PLA pupils in corresponding year groups to the 'intervention group' in comparison schools
Pupil level	PP and PLA pupils who have received NTP tuition	A subset of comparison school pupils predicted to be those who would have received tuition
Within school	PP and PLA pupils who have received NTP tuition	PP and PLA pupils not receiving NTP tuition in year groups where at least one pupil has received NTP tuition



## Analysis

Although all research questions examine different aspects of the NTP, there will be some consistencies in approach across several impact questions. As described above, research questions 1 to 3 will be assessed in two different populations (RC and Population), using four matched sets of intervention and comparison *schools* (combinations of maths or English outcomes and TP/AM or SLT as the intervention), and using three different definitions for the 'intervention' and 'comparison' *pupils* (school level, pupil level and within school). For RQ1 and RQ3, this will result in 24 different models and so, 24 sets of findings. RQ2 will only be assessed in the population analysis schools so there will be 12 different models and 12 sets of findings.

All outcome scores will be standardised to be on a consistent scale.

### **RQ1: What is the impact of the NTP on educational attainment outcomes in academic year 2021/22?**

Each model will be a linear mixed effects model, with standardised score as the outcome, intervention group and any other appropriate covariates as fixed effects and school as the random effect. Model weights will be taken from the matching procedure and applied at a school level. Probable covariates for inclusion will be the variables used in the matching and those suggested to check the matching balance. Baseline scores (see Table 5) will be used as a covariate for the school-level and pupil-level pupil definitions.

The treatment group coefficient will be tested for significant difference from 0 at a 5% testing level. For the within-school pupil definition, baseline score will be included in the outcome measure and a time variable (baseline, endpoint) will be included, interacting with intervention group as a fixed effect. The difference between the change from baseline to endpoint in the intervention and comparison groups will be tested for significant difference from 0 at a 5% testing level.

### **RQ2: What has been the longer-term impact of the NTP on educational attainment outcomes 2020-2022?**

For RQ2 we will introduce an additional binary variable that indicates whether a pupil received TP and/or AM tuition in the 2020/21 academic year (i.e. while in Y5 or Y10) since this RQ is population analysis only. Interacting this variable with 2021/22 intervention group will result in four groups: No tuition, tuition in 2020/21 only, tuition in 2021/22 only, and tuition in both years. Each model will be a linear mixed effects model, with the standardised score as the outcome, treatment group in 2020/21, treatment group in 2021/22, the interaction between treatment groups, and any other appropriate covariates as fixed effects and school as the random effect. Model weights will be taken from the matching procedure and applied at a school level. Probable covariates for inclusion will be the variables used in the matching and those suggested to check the matching balance. Post-hoc pairwise comparisons between 2020/21 treatment group

levels within each of the 2021/22 treatment group levels will be tested for significant difference from 0 at a 5% testing level.

### **RQ3: How does the impact of the NTP programme vary by route (tuition partners, academic mentors, school led tutoring), geographic region and dosage?**

The analysis for RQ3 will repeat the analysis for RQ1 three times, but in each case with the addition of an interaction term with treatment group. The interacting variables will be route, geographic region and dosage (number of hours of tuition). Post-hoc pairwise comparisons between treatment group levels within interaction group levels and between interaction group levels within each of the treatment group levels will be tested for significant difference from 0 at a 5% testing level.

### **RQ4: What are the characteristics of the pupils involved in the NTP evaluation sample?**

This question will be addressed through descriptive statistical analysis of the evaluation sample, which includes all tuition inputted in the census as well as tuition submitted to the Tuition Hub up to the 25<sup>th</sup> July. The sample does not include any tuition received over the summer holidays, or tuition data for the 2021/22 academic year submitted during the summer holidays. The analysis will address each of the following:

- What number and percentage of pupils have received tutoring through the NTP in the evaluation sample in the 2021/22 academic year?
- What percentage of PP pupils have received tutoring through the NTP in the evaluation sample?
- What percentage of PLA pupils have received tutoring through the NTP in the evaluation sample?
- What percentage of tutored pupils in the evaluation sample are PP/PLA/both?
- How do the above percentages vary by school (standard deviation, 10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, 75<sup>th</sup>, 90<sup>th</sup> percentiles)?
- How many hours of tutoring has each pupil received from the NTP in the evaluation sample? Reported as a histogram and also broken down into number and percent by categories e.g. 0-15 hours, 15-30 hours etc.

### **RQ5: Is the impact of the NTP participation different between groups within pupil characteristics (SEN type, Ethnicity, Language, Gender, Attainment/PP)?**

Two questions will be sequentially answered:

- 1) Are any groups receiving tutoring at a higher or lower percentage compared to the percentage expected from the population?
  - This will be assessed using Pearson's chi-squared tests. Significance will be tested at a 5% threshold.
- 2) Is the impact of NTP participation different between groups?
  - This will be assessed by repeating the methodology for RQ1 but with an additional interacting fixed effect. Post-hoc pairwise comparisons between

treatment group levels within interaction group levels and between interaction group levels within each of the treatment group levels will be tested for significant difference from 0 at a 5% testing level.

Caveat: If the answer to Q1 is yes, then the answer to Q2 will be biased. We will attempt matching and weighting, but this is unlikely to remove all underlying bias.

Characteristics that will be explored:

- SEN type. If a low sample size in some of the groups causes issues, then groups will be combined.
- Ethnic Group: In RC primary, lower numbers will likely result in just white vs all ethnic groups other than white combined. In population analysis, we can look more granularly.
- Language: As above with English as a first language vs all others in RC primary and more detail in population analysis.
- Gender: Male vs Female.
- Attainment/PP: Our population definition is PP or PLA pupils so the comparison would be PP vs PLA vs both.

## Outcome measures for impact evaluation

Table 5 summarises the assessments which will be used for the baseline and outcome measures to explore impact on attainment in English and maths.

**Table 5 – Baseline and outcome measures**

Year Group	Baseline	End point outcome
Y1	Autumn 2021 Assessment	Summer 2022 Assessment
Y2 - Y5	Autumn or Summer 2021 Assessment	Summer 2022 Assessment
Y6	Autumn or Summer 2021 Assessment (RC analysis), KS1 Score from NPD (Population analysis)	KS2 Maths Score and Reading Score from NPD
Y11	KS2 Maths Score and Reading Score from NPD	KS4 Maths and (combined) English Assessment NPD

# Implementation and Process Evaluation (IPE)

## Methods

We will use a mixed methodology for the IPE as summarised in Table 6. An online school survey will offer breadth of data collection, covering a wide range of schools which are either participating or not participating in the NTP routes. The addition of case studies offers a more in-depth exploration of the research questions.

**Table 6 – IPE methods matrix**

Method	Sample	Respondent(s)	RQs	Considerations	Analyses
School survey (participating and non-participating schools, routed)	All schools in England	School leaders (one response per school)  Class teachers involved in the NTP (routed)	RQ6-12	Mini pilot  25-30 min survey  Focused reminder strategy to achieve sample representative of all schools	Breakdowns by: Route: TP, AM, SLT or a mixture of the three Geography School phase School-level FSM Role
Qualitative interviews and case studies in NTP and non-NTP schools	To cover TP, AM, SLT, or a mixture of the three, or non-NTP; geography; FSM/IDACI, phase Aim for 10 schools with a range of interviews	Interviews with senior leaders, teachers, SLT tutors, and SLT pupils (if interviews are carried out with three or more different roles in a school this will be categorised as a 'case study')	RQ6-12	Might be difficult to find schools doing none of the NTP routes	Within and across case studies Thematic (inductive and deductive)  Maxqda package

## Surveys

### Survey sample

All schools in England will be invited to respond to the online school survey.

### Survey design and administration

All questions in the survey will be closed and, where appropriate, include drop-down categories, rating scales and 'not applicable' response options. The survey is estimated to take a maximum of 20-25 minutes for senior leaders and 10 minutes for teachers.

Prior to administering the surveys to schools, we will pilot the survey with senior leaders in up to six 'friendly' schools with relevant characteristics to test the clarity of the questions and response options.

Once 'live', it will be accessible for approximately six weeks. After the initial invitation has been sent out we will send reminders to non-responding schools every ten working days. Reminders will also be targeted if necessary to support schools in understanding why we need them to respond. Each school will receive their own unique link to enable us to monitor which schools have responded and remind them appropriately.

The online survey will be sent to the headteacher/a senior leader in all schools in England in March 2022. We anticipate a response rate of five per cent for school leaders.

To obtain views from classroom teachers involved in the NTP, we will ask the headteacher/senior leader to share the survey with their teachers. They will be routed to relevant questions on their participation in the NTP routes and/or other tutoring, the impact of tutoring on their workload (RQ7) and on their general views of the NTP (including SLT). We acknowledge that the response rate from class teachers might be lower as a result of this cascade approach, but consider that this is offset by gaining teachers' feedback on whether the NTP has affected their workload.

The design of the survey is included in Appendix B. The survey analysis plan is included in Appendix C.

### Qualitative interviews and case studies

We will complete a series of interviews with senior leaders, teachers, SLT tutors, and SLT pupils in approximately 10 schools. If interviews are carried out with three or more different roles in a school this will be categorised as a 'case study' school. A range of types of schools will be selected for interviews, to ensure we include: schools doing the different NTP routes or none of the routes; primary, secondary and special schools; different geographical regions; and different proportions of pupils eligible for free school meals (a range of medium and high proportions).

**Table 7 – Aim for interview schools to be sampled and achieved**

	<b>Schools sampled - Participating in NTP</b>	<b>Schools sampled - Not participating in NTP</b>	<b>Achieved number of school and response rate - Participating in NTP</b>	<b>Achieved number of schools and response rate - Not participating in NTP</b>
Primary (KS1 and KS2)	50	50	5 (10%)	5 (10%)
Secondary (KS3 and KS4)	30	30	3 (10%)	3 (10%)
Special/PRU	20	20	2 (10%)	2 (10%)

### **Design and delivery of case studies**

In order to minimise the burden on schools, we will conduct interviews by phone or video call, if preferred. As telephone interviews are prone to higher attrition, we will secure additional reserve case-studies. We will devise a suite of semi-structured interview schedules, which can be tailored to the interviewee’s role.

### **Design and delivery of qualitative work with participating schools**

We will contact the headteacher/senior leader to request an interview with themselves or another senior leader and up to three other members of staff who would be able to comment on the organisation and workload implications of the NTP. This could include: senior leaders; subject leads; heads of recovery; pupil premium leads; SENCOs and classroom teachers. Interviews will last between 30 minutes and one hour (depending on staff role and level of involvement in one or both routes).

Interviews will help to understand the administrative burden of the initiative on schools and identify ways of minimising this. We will also explore a small number of wider themes, to complement year 1 and to add greater depth to the survey data. Questions will focus on:

- Reasons for adopting one/or more routes of the NTP
- How the NTP fits in with the school’s wider strategy for support and recovery.
- What proportion of their pupil premium budget is being spent on the NTP, and whether schools are using other tutoring/mentoring in addition.

- Whether the school was already using tutoring before taking part in the NTP and if funded from the pupil premium, what proportion of the budget did tutoring represent?
- How the NTP is organised in the school.
- Perceived impact of NTP on teacher/staff workload; who is affected, how and to what extent?
- Whether and how information on pupil progress is exchanged between tutors and teachers.
- How any administrative burdens of the NTP could be reduced in future.
- General satisfaction with the NTP and suggestions for improvement.

### **Design and delivery of qualitative work with non-participating schools**

Where schools are not involved in the NTP, interviewees will be selected who are involved in planning/delivering learning recovery. Interviews will last between 30 minutes and one hour and focus on:

- Awareness of the NTP, reasons for non-participation and how the decision was reached.
- Whether schools are currently using tutoring/mentoring. If so, how is it funded e.g. from the pupil premium budget?
- How is tutoring organised?
- To what extent does tutoring affect teacher/staff workload; how is information on pupils exchanged, who is affected, how and to what extent?
- What other strategies are schools using for learning recovery instead/in addition to tutoring and why?
- Would the interviewee be open to participating in NTP in future? What would influence that decision? How could the NTP be changed/developed to make it more attractive to schools?

### **Design and delivery of qualitative work exploring the SLT grant**

The staff interviews for both groups of schools will include an additional set of questions to explore schools' uptake of the SLT fund, including:

- The reasons for the SLT fund being spent (in isolation, or in combination with other NTP routes), or not.
- If it is being spent, how and why?
- Views on the SLT training provided.

- Any perceived benefits or barriers to using the fund and what improvements they would like to see implemented in the future.

We will also interview a number of tutors delivering the SLT route. In addition to the staff interviews, we will conduct online group discussions with students who have received tuition through the SLT grant only. We will identify students to participate in the group discussions and set-up the online student discussions with the headteacher in each school. The online group discussions will explore students' experience of the tutoring they received, including: the approach taken; the quality of the tutoring, and the impact on their learning.

### **Analysis of case study data**

We will use qualitative data analysis software (MAXQDA) to analyse the interview data. The process will involve designing a template and initial coding frame; preparing the data; loading the interviews and strategy statements into the system; and coding data, using both an inductive and deductive approach.



## Outputs and Dissemination

There will be four outputs from the study:

- a report and presentation on the findings from the IPE, for publication
- a short interim impact report (Interim 1) based on the population analysis for Year 6 pupils
- a short interim impact report (Interim 2) based on assessment provider test results for RC schools.
- a final impact report for publication

On completion of the evaluation, in partnership with the Department, we will share the evaluation findings with key stakeholders to enable their policy/practice decision-making on learning recovery.

## Ethics

All of NFER's projects abide by our [Code of Practice](#), which is in line with the Codes of Practice from BERA (the British Educational Research Association), MRA (the Market Research Association) and SRA (the Social Research Association), among others.

# Data protection

## Data protection statement and GDPR compliance

The evaluation will be compliant with the Data Protection Act 2018 (DPA) and General Data Protection Regulation (GDPR). NFER has ISO27001 and Cyber Essentials Plus certifications and registration with the Information Commissioner's Office.

To carry out the evaluation, it will be necessary to use and share personal data about pupils (both those who take up the offer and those who do not), as well as key staff members at participating schools.

NFER will use appropriate measures to prevent pupils' personal information from being accidentally lost, used or accessed in an unauthorised way, altered or disclosed. In addition, they will limit access to pupils' personal information to their staff members who have a business need to see it. Any data shared between the school, Randstad, NFER and DfE will be via secure portal.

## Legal bases

DfE is the data controller and have commissioned NFER to process the data for the evaluation as it is necessary for the performance of a task carried out in public interest vested in the DfE as controller (article 6 1 e).

The statutory basis for these tasks are set out in:

- S.10 The Education Act 1996: The Secretary of State shall promote the education of the people of England and Wales.

A separate legal basis is identified for processing special data. The legal basis for processing special data is covered by:

GDPR Article 9 (1) (g) which states that processing is necessary for reasons of substantial public interest, on the basis of Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.

## Linking to NPD and use of Secure Research Service (SRS)

NFER will securely submit the pupil data to the National Pupil Database (NPD) team to be matched to the pupil data held on NPD. NFER will access the matched NPD data for analysis through the SRS secure online system. The SRS system does not allow users to remove or copy data from its servers.

The project meets the Office for National Statistics “five safes” in the following ways:

- Safe people: all researchers accessing the project’s data via the SRS are Accredited Researchers and hold a ‘basic disclosure’ certificate that is no more than 2 years old
- Safe projects: the project meets the conditions for accessing personal level data. A full request to the NPD team will be submitted, outlining the appropriate and ethical use of the data, and the public benefit of the research (to contribute to the evidence base on tutoring, and inform future tutoring programmes). It has broader societal benefits and will contribute to improving the lives of learners by providing evidence about the most effective ways of providing catch-up tuition. The evaluation cannot be done without processing personal data but processing does not override the data subject’s interests.
- The research team and the DfE are committed to publishing the results of the study.
- Safe settings: all researchers working on the NPD data will only access the data via the SRS secure online system. Our organisations will apply for safe room connectivity to have SRS remote connectivity access.
- Safe outputs: All outputs will be checked by the ONS team to ensure that the outputs do not allow identification of individuals. Outputs will be checked against the Intended Permitted Outputs and be subject to standard ONS disclosure rules.
- Safe data: the data request includes data variables of identifiability risk level 3 (PMR), as the DfE will match the data we collect with the NPD data. The PMR (meaningless identifier) replaces the UPN when the data are matched and then archived to minimise the risks of identification. Our researchers will only analyse de-identified data in the SRS.

All privacy notices for the evaluation contain information about personal data collection and linking to NPD. They can be found on the [evaluation website](#).

## Rights and retention periods

Individuals have the right for their data not to be included in the evaluation by contacting [NTP@nfer.ac.uk](mailto:NTP@nfer.ac.uk) and the evaluators will ensure they do not receive their data from the Tuition Hub or data from the NPD for analysis.

Under data protection legislation, individuals have the right:

- to request access to information that we hold about them (subject access request)
- to have their personal data rectified, if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing

- to restrict our processing of pupil’s personal data (for example, permitting its storage but no further processing)
- to object to our processing
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on the pupil

If an individual wishes to make a subject access request, restrict or object to processing, they should contact NFER’s [Compliance Officer at compliance@nfer.ac.uk](mailto:compliance@nfer.ac.uk).

Upon completion of the contract NFER will send pseudonymised datasets to DfE to be saved as part of an archive to allow for secondary analysis. DfE will keep pseudonymised datasets and anonymous survey findings in this archive for the duration of the National Tutoring Programme and two years after the end of the National Tutoring Programme.

The NFER will securely delete any personal data relating to the evaluation one year after the publication of the final report, currently expected to be late Spring/Summer 2023.

## Data controller and processing roles

The DfE is the data controller for any personal information used for this evaluation. It has determined the means and purpose of the processing of personal data in the evaluation. The NFER is a data processor; it only follows the instructions of DfE when processing personal data.

## Personnel

Name	Roles and responsibilities
Jack Worth Lead Economist	Project Director, responsible for project oversight, quality assurance, conceptual leadership and directing data analysis and reporting. QED design and analysis adviser
Sarah Lynch Senior Research Manager	Project leader, responsible for day-to-day running of the project
Ruth Staunton Senior Statistician	Project statistician, impact analysis and supervision of survey analysis
Kathryn Hurd Head of Survey Operations	Operational oversight of the team responsible for collecting, cleaning and matching data for the impact analysis and surveys
Kinnery Korja Project Manager	Research and Product Operations team; responsible for recruitment of schools and data collection
Jishi Jose Project Manager	Research and Product Operations team; responsible for the operational elements of the IPE surveys

Name	Roles and responsibilities
Maddie Wheeler Director of Communications	Will lead NFER's marketing, communication and dissemination relating to the study
Megan Lucas Research Manager	Survey lead; providing assistance to the Project Leader on project tasks; IPE report analysis/author
Helen Poet Senior Research Manager	IPE case-study team
Aarti Sahasranaman Senior Research Manager	IPE report analysis/author
Lydia Fletcher Researcher	IPE case-study team
Elizabeth Davies Research Associate	IPE interview team; report analysis/author

## Risks

Risk	Assessment	Controls, countermeasures and contingencies
Covid-19 restrictions close schools nationally or regionally	<b>Likelihood:</b> medium <b>Impact:</b> high	If tuition delivered online in the home, evaluation of that provider can continue. Extend testing window if restrictions are extensive (acknowledging risk of delay to data feeds). Analysis of non-response to check for bias.
Large numbers of pupils self-isolating	<b>Likelihood:</b> high <b>Impact:</b> medium	If tuition delivered online in the home, evaluation of that provider can continue. Tests may be sat by the sub-set of pupils in school or testing window can be extended.
KS 2 and KS 4 tests cancelled	<b>Likelihood:</b> medium <b>Impact:</b> high	Standardised tests from other year groups will provide substantial back-up attainment data.

Risk	Assessment	Controls, countermeasures and contingencies
Covid-19 causes insufficient capacity at NFER or in schools	<b>Likelihood:</b> medium <b>Impact:</b> high	NFER has digital systems in place to enable most staff to work at home and is implementing Covid-secure workplaces, with appropriate mitigations to reduce the risk of contagion. Tasks can be re-allocated to another appropriately-skilled colleague. Clear and accurate project documentation will support continuity in the event of any team changes. Secure and engage with more than 1 contact per school.
Rate of take-up of TP and AM lower than planned	<b>Likelihood:</b> high <b>Impact:</b> medium	Develop a project timeline with key dates for activities, milestones and deliverables clearly stated but with flexibility built in. Extend timeline for measurement if required. Escalation procedures used to alert the Department to any risks around meeting deadlines and our plan to avoid them.
Unequal sized intervention and comparison groups	<b>Likelihood:</b> medium <b>Impact:</b> high	If it proves impossible to produce an appropriately matched set of schools with the required number in each group, we will match cases in the smaller group to multiple cases in the larger group.
Low participation rate from schools in evaluation	<b>Likelihood:</b> medium <b>Impact:</b> high	Weighted matching approach will ensure we can use as much collected data as possible. Starting school engagement and recruitment early (September 2021). Experienced school communications team trained in persuasive techniques and an evidence-informed recruitment strategy, including lessons learned from Evaluation of NTP in year 1. Close monitoring of school sign-up to tailor follow-up calls to non-responding schools. Directed recruitment will be implemented as required.

Risk	Assessment	Controls, countermeasures and contingencies
School attrition	<b>Likelihood:</b> low <b>Impact:</b> medium	<p>Clear initial and ongoing communication with schools explaining principles and expectations. Schools sign MoU with clear identification of requirements. Choice of tests is driven by schools. One key contact per school with termly keep in touch re update of any changes in contact and to keep schools informed of next steps. Minimise burden on schools. For qualitative research, telephone interviews are prone to slightly higher attrition which we will address by securing additional (reserve) case-studies, monitoring progress closely and allowing sufficient time for rescheduling take place.</p>
Low response rates from surveys	<b>Likelihood:</b> medium <b>Impact:</b> medium	<p>Clear and concise communications to schools, focusing on the value of the research. Use of project email address, named project contact to answer queries. Targeted reminder strategy (as per section 3.2.8.4). We have set pragmatic response rates (30 – 35%) based on a more optimistic situation in schools in year 2, but acknowledging the ongoing C-19 disruptions schools may face in 21/22.</p>
Non-participating schools may not engage in the case studies	<b>Likelihood:</b> medium <b>Impact:</b> high	<p>Present this as an opportunity for schools to share how they are approaching ‘recovery’ learning/programmes including their ‘say on the NTP’. Emphasise NFER’s independence; and explain the intended impact of the work. If necessary, approach more schools and/or offer a financial incentive for participation (extra cost).</p>
Slippage in project timetable/ deadlines	<b>Likelihood:</b> medium <b>Impact:</b> high	<p>Realistic project plan. Use of project management systems to track progress. Regular progress meetings, progress reporting and escalation procedures. Agree any schedule revisions, considering appropriate periods for collecting data. Apply more resources if required.</p>



Risk	Assessment	Controls, countermeasures and contingencies
Lack of clear findings	<b>Likelihood:</b> low <b>Impact:</b> high	Thorough understanding of the policy area and requirements of this evaluation, enhanced by experience of year 1. Clear sampling and analysis strategy designed to ensure sufficient variation to answer the research questions. Time scheduled in for detailed analysis. We will discuss results with DfE at key points throughout project. Significant experience of designing and implementing policy and practice-relevant analyses and writing high quality reports.
Data received from NTP Hub is of mixed quality	<b>Likelihood:</b> medium <b>Impact:</b> high	Review of data collection samples at early stage in project and alert DfE and Randstad to any issues identified. Explore possibility of using other data fields in system to collect key information. Increase information collected from RC schools to compensate for data missing from Tuition Hub.

## Timeline

Date	Activity
October (Half-term 24 <sup>th</sup> – 29 <sup>th</sup> )	<ul style="list-style-type: none"> <li>• Data collection and data sharing discussions and agreements put in place including privacy notices</li> <li>• Agree wording of MOUs</li> <li>• Confirm Assessment Provider data sharing process and agreements</li> <li>• Drafting of study plan</li> <li>• Start drafting IPE surveys and case-study schedules</li> </ul>
November	<ul style="list-style-type: none"> <li>• Finalise school recruitment materials and privacy notices</li> </ul>
November	<ul style="list-style-type: none"> <li>• School recruitment starts</li> <li>• Pupil data collection requests sent to Research Champion samples (November 2021 – February 2022)               <ul style="list-style-type: none"> <li>○ Schools will be selected and requests sent on a bi-weekly basis, this will allow close monitoring of numbers and consistent resource allocated to reviewing and managing returned data</li> </ul> </li> <li>• Book in survey piloting</li> </ul>
December (Christmas Break 22 <sup>nd</sup> - 3 <sup>rd</sup> January)	<ul style="list-style-type: none"> <li>• School recruitment and pupil data collection continues</li> <li>• Sign off surveys</li> <li>• Submit draft case-study instruments for comment</li> <li>• Receive list of signed NTP-MoU schools and contacts from Randstad/DfE</li> <li>• Match evaluation recruited schools to NTP list</li> <li>• Share recruitment update with DfE</li> <li>• Recruitment review point</li> <li>• Send Keep in Touch (KIT) email to Participating and Non-Participating schools</li> <li>• Pilot surveys</li> <li>• Sign off study plan</li> </ul>
January 2022	<ul style="list-style-type: none"> <li>• Second phase of recruitment begins if required, using list of NTP schools shared in December</li> <li>• Pupil data collection continues</li> <li>• Finalise survey recruitment materials</li> <li>• Finalise survey response monitoring tables</li> <li>• Define case studies/interview samples</li> </ul>

Date	Activity
February (Half-term break 14 <sup>th</sup> – 18 <sup>th</sup> or 21 <sup>st</sup> – 25 <sup>th</sup> )	<ul style="list-style-type: none"> <li>• Recruitment review point (new due to survey timetable shift)</li> <li>• Receive list of NTP schools and contacts from Randstad/DfE (signed NTP MoU schools)</li> <li>• Finalise pupil data collection</li> <li>• Recruitment to Research Champion school sample is complete</li> <li>• Send KIT email to Participating and Non-Participating schools</li> <li>• Define case studies/interview samples</li> <li>• Surveys programmed and reviewed</li> <li>• Participating and Non-Participating Surveys goes live after half-term <ul style="list-style-type: none"> <li>○ Share weekly updates on survey response with DfE</li> </ul> </li> <li>• Invite case studies</li> </ul>
March	<ul style="list-style-type: none"> <li>• Match evaluation recruited schools to NTP list</li> <li>• Conduct interviews</li> </ul>
April (Easter break 4 <sup>th</sup> – 19 <sup>th</sup> or 11 <sup>th</sup> – 22 <sup>nd</sup> (Easter Sunday 17 <sup>th</sup> ))	<ul style="list-style-type: none"> <li>• Confirm list of evaluation schools</li> <li>• Pupil data cleaned</li> <li>• Survey closes before Easter break</li> <li>• Survey cleaning and analysis</li> <li>• Complete any mop up case-study interviews</li> </ul>
May	<ul style="list-style-type: none"> <li>• KIT email to Participating and Non-participating schools confirming data will be collected from their assessment providers as agreed</li> <li>• Schools have the opportunity to update any pupil details if required</li> <li>• Provide DfE with statistical output from IPE surveys (by 6<sup>th</sup> May)</li> <li>• Analysis of surveys and case studies</li> <li>• Draft reporting</li> </ul>
June (Half term break 30 <sup>th</sup> May – 3 <sup>rd</sup> June)	<ul style="list-style-type: none"> <li>• Schools complete their Standardised Assessment or NCT</li> <li>• Schools confirm assessments have been completed</li> <li>• Presentation and submit draft IPE report (17<sup>th</sup> June)</li> <li>• Receive comments on IPE report (24<sup>th</sup> June)</li> </ul>
July (End of Summer term 22 <sup>nd</sup> )	<ul style="list-style-type: none"> <li>• Receive list of NTP schools and contacts from DfE (signed NTP MoU schools)</li> <li>• Match evaluation recruited schools to NTP list</li> <li>• Share Participating and Non-Participating school and pupil lists with Assessment providers</li> <li>• Amend and return IPE report (1<sup>st</sup> July)</li> <li>• Finalise IPE report by 8<sup>th</sup> July</li> </ul>
August	<ul style="list-style-type: none"> <li>• Assessment Providers share standardised assessment results with NFER</li> <li>• NPD match pupil hub data</li> </ul>
September	<ul style="list-style-type: none"> <li>• NPD KS2 matching</li> </ul>
October	<ul style="list-style-type: none"> <li>• KS2 dataset received/carry out analysis (population analysis Year 6)</li> <li>• Match Research Champion Pupil/School data with Assessment Provider data file ready for NPD match</li> </ul>

Date	Activity
November	<ul style="list-style-type: none"> <li>• Interim 1 report and presentation (KS2 population analysis)</li> <li>• Research Champion analysis</li> <li>• NPD team KS4 match</li> <li>• Implementation and Process Evaluation (IPE) report published (October/November).</li> </ul>
January 2023	<ul style="list-style-type: none"> <li>• Delivery of Interim 2 report and presentation (assessment analysis for RC schools)</li> <li>• KS4 data analysis</li> </ul>
February	<ul style="list-style-type: none"> <li>• Final impact report writing</li> </ul>
March	<ul style="list-style-type: none"> <li>• Draft final impact report and presentation to DfE early March</li> <li>• Finalise report following DfE comments</li> <li>• Final impact report to ONS for checking end of March</li> </ul>
April	<ul style="list-style-type: none"> <li>• Final impact report</li> </ul>
June/July	<ul style="list-style-type: none"> <li>• Impact report published</li> </ul>

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## Appendix A: Code of practice and ethics approval checklist

Section of Code of Practice	Consideration of Code of Practice (CoP)	Yes	No	N/A
Ethics	Level of consent required – does the project allow for the level of consent required?			
Ethics	Will research participants be provided with all the required information to enable them to make an informed choice?			
Ethics	Have you looked at and do you intend to follow the guidance on selecting children/young people for interview?			
Ethics	Will you follow the protection and safety guidelines?			
Ethics	If the project involves children/young people have all those involved undergone disclosures/child protection training?			
Data protection	Will the project follow the 8 principles of the data protection act?			
Data protection	Will the project follow the rules for the processing of sensitive personal data?			
Data security	Will the project allow for safe transfer of data into and out of our systems?			
Data security	Will the project include a secure coding system for recording participants' names?			
Data security	Have data transfer issues / protocols been discussed / confirmed with the client?			
Caring for research participants	Will the project take into account designing research questions that make sense to children/young people?			
Caring for research participants	Will the project follow the guiding principles for the development of assessment instruments, methods and systems? (Will only use standardised tests which we believe satisfy requirements)			
Caring for research participants	Will the project involve taking, producing and using visual images? (Please refer to points to consider when taking photographs or video images, storing images, producing illustrations and using visual images)			



## Appendix B: Survey Design

Survey to be sent to all schools, including non-participating schools.

### Education recovery: Evaluation of the National Tutoring Programme (2022)

Thank you for your willingness to complete this survey on tutoring and education recovery, which is part of the evaluation of the second year of the National Tutoring Programme (NTP). You are receiving this survey because we would like to find out about schools' participation in the NTP. The programme was developed as part of the Government's Covid-19 recovery response, supporting schools to respond to the disruption to education caused by the pandemic. **We are keen to hear from both schools involved in the NTP and those who are not; participation in this survey from both groups of schools is key to its success.**

The evaluation is being carried out by the National Foundation for Educational Research (NFER) on behalf of the Department for Education. This survey aims to understand:

- which routes of NTP support your school is using, if any, and why/why not
- your school's use of Pupil Premium and Covid-19 Recovery Premium to fund tutoring, including funding the NTP
- if your school is participating in the NTP, how, if at all, the programme has impacted staff workload
- how, if at all, your school is using the School-Led Tutoring grant
- any alternative tutoring provision schools not participating in the NTP may be using, including how this provision is funded and any impact of this on staff workload.

This survey should be completed by a senior leader. If your school is participating the NTP Tuition Partners, Academic Mentors and/or School-Led Tutoring, please also share this survey with classroom teachers who are involved in the organisation and management of the NTP and/or who teach children receiving this support. Participation in this survey is voluntary but we do hope you are able to help.

All responses will be treated confidentially. Please note that all data will be stored securely and will only be used by NFER for the purposes of the evaluation. Anonymised datasets will be shared with DfE for their research archive.

For further information about the research or to see the privacy policies, please visit our website.

We expect the survey to take a maximum of 20-25 minutes for senior leaders and 10 minutes for teachers. Thank you for your help with this important research.

**Please use the buttons at the bottom of the page to move through the survey.  
Please do not use your browser's forward and back buttons.**

**Please note that if the survey is left inactive for over 20 minutes you will be timed out.** If you exit the survey before the end, any answers that you give may still be analysed.

**Q1 – SR, ASK ALL, mandatory question**

**To begin, we would like to ask a bit more about you.**

**Which of the following best describes your role at your school?**

Please select one

1. Headteacher / other senior leader
2. Middle leader
3. Classroom leader

**Q2 – MR, ASK ALL, mandatory question**

**Show item 5 if Q1 = 2 or 3. Items 4 and 5 are mutually exclusive to all other items**

**Now we would like to understand how, if at all, your school is participating in the National Tutoring Programme (NTP).**

**Which route(s) of the NTP is your school currently using?**

Please select all that apply.

1. Tuition Partners (TP)
2. Academic Mentors (AM)
3. School-Led Tutoring (SLT)
4. We are not currently using any of the NTP routes
5. I'm not sure

**Exit Page – Show if Q1 = 2 or 3 AND Q2.5 or Q2.4 = selected**

**Thank you for your interest in completing this questionnaire. However, unfortunately you may have received this link in error. This survey should only be completed by middle leaders and classroom teachers if they teach children receiving support via the NTP Tuition Partners, Academic Mentors or School-Led Tutoring.**

**If your school is using any of these routes, then please use the buttons at the bottom of the screen to go back and check your previous responses are accurate.**

**Q3a – MR, ASK if Q1 = 1 AND Q2.1 = selected**

**Randomise items 1-10, Item 12 is mutually exclusive**

**What were the main reasons your school chose the Tuition Partners (TP) route this year?**

Please select all that apply.

1. TP offered the opportunity to choose the subject in which each pupil receives tuition
2. My school liked the delivery model of TP (e.g. having external tutors who deliver tutoring over a 15 hour block of sessions)
3. My school wanted to offer small group and individual tutoring
4. TP does not rely on the school's internal staff capacity
5. 70% of TP costs were subsidised
6. My school felt confident in the quality of the TPs
7. TP offered the opportunity to expand the school's tutoring offer
8. TP can be used to provide tutoring to disadvantaged pupils
9. My school accessed TP last year as part of the NTP and wanted to continue with the same support
10. My school was already working with the tutoring organisation before the NTP began and so transferred on to the TP route when it started.
11. Other
12. I'm not sure

**Q3b – MR, ASK if Q1 = 1 AND Q2.2 = selected**

**Randomise items 1-9, Item 11 is mutually exclusive**

**What were the main reasons your school chose the Academic Mentors (AM) route this year?**

Please select all that apply.

1. My school valued the opportunity to have AMs as an employee of the school
2. AMs can work closely within my school with classroom teachers and leaders
3. The AM route provided school autonomy over delivery in school
4. The AM route can be tailored to suit my school and pupils
5. The AMs can be guided by our classroom teachers
6. My school felt confident in the quality of the AMs
7. 95% of the AM cost were subsidised this year
8. AM can be used to provide tutoring to disadvantaged pupils
9. My school accessed AM last year as part of the NTP and wanted to continue with the same support
10. Other
11. I'm not sure

**Q3c – MR, ASK if Q1 = 1 AND Q2.3 = selected**

**Randomise items 1-7, Item 9 is mutually exclusive**

**What were the main reasons your school choose to use the School-led Tutoring (SLT) grant?**

Please select all that apply.

1. The school wanted to use tutors pupils were already familiar with
2. The SLT grant offered the opportunity to use tutors who we as a school think best meet the needs of our pupils
3. The SLT grant gave us the opportunity to train and pay staff who were already providing tutoring
4. The SLT grant offered the opportunity to expand the school's tutoring offer
5. The SLT grant offered the opportunity to train internal staff as tutors
6. The SLT grant can be used to provide tutoring to disadvantaged pupils
7. The school has autonomy over the delivery of tutoring in school
8. Other
9. I'm not sure

**Q4a – MR, ASK if Q1 = 1 and Q2.1 = not selected, soft nudge**

**Randomise items 1-12, Item 14 is mutually exclusive**

**(wording for all soft nudges = This is an important question for our research. Please consider providing a response.)**

**Now we'd like to explore your reasons for not using these NTP routes and what you may be offering instead.**

**Why did your school choose not to participate in Tuition Partners (TP)?**

Please select all that apply.

1. My school is not able to meet the 30% funding requirement.
2. The number of hours of tuition allowed per pupil within TP does not meet the needs of the school
3. My school preferred a different route of the NTP
4. Difficulties with the online booking system
5. Insufficient time and resource to complete the application
6. Insufficient time and resource to manage the tutoring in school
7. My school preferred to use our own staff who are known to pupils
8. My school has concerns about the quality of TP
9. My school has concerns about whether the programme represents value for money
10. My school does not think the programme will improve pupil outcomes
11. My preferred tutoring organisation is not an NTP provider
12. My school does not need/want to use tutoring at this time
13. Other
14. I'm not sure

**Q4b – MR, ASK if Q1 = 1 and Q2.2 = not selected, soft nudge**

**Randomise items 1-12, Item 14 is mutually exclusive**

**Now we'd like to explore your reasons for not using these NTP routes and what you may be offering instead.**

**Why did your school choose not to use Academic Mentors (AM)?**

Please select all that apply.

1. My school is not eligible for Academic Mentors
2. My school is not able to fund the costs of academic mentor(s)
3. My school preferred a different route of the NTP
4. Difficulties with the online booking system
5. Insufficient time and resource to complete the application
6. Insufficient time and resource to manage the tutoring in school
7. My school preferred to use our own staff who are known to pupils
8. My school has concerns about the quality of AM
9. My school has concerns about whether the programme represents value for money
10. My school does not think the programme will improve pupil outcomes
11. My preferred mentoring organisation is not an NTP provider
12. My school does not need/want to use mentoring at this time
13. Other
14. I'm not sure

**Q4c – MR, ASK if Q1 = 1 and Q2.3 = not selected, soft nudge**

**Randomise items 1-8, Item 10 is mutually exclusive**

**Now we'd like to explore your reasons for not using these NTP routes and what you may be offering instead.**

**Why did your school choose not to use the School-Led Tutoring (SLT) grant?**

Please select all that apply.

1. The grant is insufficient to cover the cost of providing tutoring in school
2. An insufficient number of our pupils are covered by the SLT grant
3. The school has been unable to identify any suitable candidates to become tutors
4. My school preferred a different route of the NTP
5. There is not sufficient time and resource in school to manage and deliver the tutoring
6. My school has concerns about whether the programme represents value for money
7. My school does not think the programme will improve pupil outcomes
8. My school does not need/want to use tutoring at this time
9. Other
10. I'm not sure

**Q5 – Grid SR per row, ASK if Q1=1 AND IF Q2.1 = not selected OR Q2.2 = not selected OR Q2.3 = not selected.**

**Show 5.1 if Q2.1 not selected. Show 5.2 if Q2.2 not selected. Show 5.3 if Q2.3 not selected**

**Do you intend to participate in any of the NTP routes in future academic years?**

Please select one per row.

		[1] Yes	[2] No	[3] Not sure
1.	Tuition Partners			
2.	Academic Mentors			
3.	School-Led Tutoring			

**Q6a – MR, ASK if Q1=1 and Q5.1 = 2 or 3**

**Items 8 and 9 are mutually exclusive to all other items**



**What factors would increase the likelihood of your school using Tuition Partners in future?**

Please select all that apply.

1. Increasing the subsidy provided to schools for TP
2. Extending the hours of tuition allowed per pupil
3. Shortening the hours of tuition allowed per pupil
4. A different model of TP tutoring delivery
5. Making it easier to identify providers that meet my school's needs
6. More information about the TP route
7. Other
8. Nothing would increase the likelihood of my school using TP in future
9. I'm not sure

**Q6b – MR, ASK if Q1=1 and Q5.2 = 2 or 3**

**Items 6 and 7 are mutually exclusive to all other items**

**What factors would increase the likelihood of your school using Academic Mentors in future?**

Please select all that apply.

1. Changing the eligibility criteria for the AM Programme
2. Increasing the subsidy provided to schools for AMs
3. Making the AM application and/or matching process easier
4. More information about the AM route
5. Other
6. Nothing would increase the likelihood of my school accessing AM in future
7. I'm not sure

**Q6c – MR, ASK if Q1=1 and Q5.3 = 2 or 3**

**Items 7 and 8 are mutually exclusive to all other items**

**What factors would increase the likelihood of your school using the School-led Tutoring (SLT) grant?**

Please select all that apply.

1. Increasing the grant available to cover the cost of providing tutors
2. Expanding the proportion of pupils covered by the SLT grant
3. Reduce the burden of managing SLT funded tutors in school
4. Having suitable candidates to deliver SLT in school
5. More information about the SLT grant
6. Other
7. Nothing would increase the likelihood of my school using SLT in future
8. I'm not sure

**Q7– SR, ASK if Q1=1 AND Q2.1 or Q2.2 = selected**

**At what stage is your school in accessing Tuition Partner and/or Academic Mentor support via the NTP this year?**

Please select one.

1. We are currently setting up and preparing to deliver the TP/AM support
2. We are currently delivering tutoring to pupils through TP/AM
3. We have finished delivering the tutoring support to pupils through TP/AM

**Q8 – SR, ASK if Q1=1**

**Did your school provide any tutoring to pupils prior to the Covid-19 pandemic?**

Please select one.

1. Yes
2. No
3. I'm not sure

**Q9a – SR, ASK if Q1=1, soft nudge**

**To what extent has your school increased or decreased the amount of your Pupil Premium budget spent on tutoring activities compared to before the pandemic?**

Please select one.

1. Decreased to a great extent
2. Decreased to a small extent
3. No change
4. Increased to a small extent
5. Increased to a great extent

**Q9b – SR, ASK if Q1=1**

**Are you as a school using any of your Covid-19 Recovery Premium budget to fund tutoring to support pupils' Covid learning recovery?**

Please select one.

1. Yes
2. No
3. Not sure

**Q10 – Grid SR per row, ASK if Q1=1 and if Q2.1 or Q2.2 = selected, soft nudge**

**We would now like to understand how the NTP has affected workload in your school.**

**To what extent has your involvement in the NTP (Tuition Partners, Academic Mentors and/or School-Led Tutoring) increased or decreased your workload as a senior leader in relation to each of the following?**

Please select one per row.

		[1] Decreased to a great extent	[2] Decreased to a small extent	[3]m No change	[4] Increased to a small extent	[5] Increased to a great extent	[6] Not applicable
1	Management of tutoring in school						
2	Administration and preparation						
3	Your overall workload as a senior leader						

**Q11a – Grid SR per row, ASK if Q1=1 and if Q2.1 or Q2.2 = selected**

**To what extent has your involvement in the NTP (Tuition Partners, Academic Mentors and/or School-Led Tutoring) increased or decreased the workload of your classroom teachers in relation to each of the following?**

Please select one per row.

		[1] Decreased to a great extent	[2] Decreased to a small extent	[3]m No change	[4] Increased to a small extent	[5] Increased to a great extent	[6] Not applicable
1	Management of tutoring in school						
2	Classroom teaching and learning activity						
3	Administration and preparation						
4	Their overall workload						

**Q11b – Grid SR per row, Ask if Q1 = 2 or 3 AND Q2.1 or Q2.2 = selected, soft nudge**

**We would now like to understand how the NTP has affected workload in your school.**

**To what extent has your involvement in the NTP (Tuition Partners, Academic Mentors and/or School-Led Tutoring) increased or decreased your workload in relation to each of the following?**

Please select one per row.

		[1] Decreased to a great extent	[2] Decreased to a small extent	[3] No change	[4] Increased to a small extent	[5] Increased to a great extent	[6] Not applicable/ I don't know
1	Management of tutoring in school						
2	Classroom teaching and learning activity						
3	Administration and preparation						
4	Your overall workload						

**Q12a – Grid SR per row, ASK if Q2.1 = selected, Randomise items**

**Show items 1, 4 and 5 to all. Show items 2, 6 and 10 if Q1=1. Show items 3, 7, 8, 9 and 11 if Q1=2 or 3.**

**To what extent do you agree with each of the following statements about Tuition Partners (TP)?**

Please select one per row.

		[1] Strongly agree	[2] Agree	[3] Neither agree nor disagree	[4] Disagree	[5] Strongly disagree	[6] Not applicable/ I don't know
1	TP is helping pupils to catch up with their peers						
2	TP is supporting my school to reduce the attainment gap for disadvantaged pupils						
3	TP is supporting me to meet the teaching and learning needs of my pupils						
4	TP is improving pupils' attainment						
5	TP is improving pupils' self-confidence						

6	TP is well aligned to the curriculum and learning needs of pupils						
7	The tutors and I liaise regularly to discuss pupils needs and pupils progress						
8	I find it easy to accommodate pupils missing lesson time for tutoring						
9	I have to spend time helping pupils catch up on learning they missed while attending tutoring sessions						
10	TP is improving teaching capacity in school						
11	TP is improving my teaching capacity						



**Q12b – Grid SR per row, ASK if Q2.2 = selected, Randomise items**

**Show items 1, 4 and 5 to all. Show items 2, 6 and 10 if Q1=1. Show items 3, 7, 8, 9 and 11 if Q1=2 or 3.**

**To what extent do you agree with each of the following statements about Academic Mentors (AM)?**

Please select one per row.

		[1] Strongly agree	[2] Agree	[3] Neither agree nor disagree	[4] Disagree	[5] Strongly disagree	[6] Not applicable/ I don't know
1	AM is helping pupils to catch up with their peers						
2	AM is supporting my school to reduce the attainment gap for disadvantaged pupils						
3	AM is supporting me to meet the teaching and learning needs of my pupils						
4	AM is improving pupils' attainment						
5	AM is improving pupils' self-confidence						

6	Mentoring is well aligned to the curriculum and learning needs of pupils						
7	The mentors and I liaise regularly to discuss pupils needs and pupils progress						
8	I find it easy to accommodate pupils missing lesson time for mentoring						
9	I have to spend time helping pupils catch up on learning they missed while attending mentoring sessions						
10	AM is improving teaching capacity in school						
11	AM is improving my teaching capacity						

**Q13a – MR, ASK if Q1=1 AND if Q2.3 = selected, Item 6 is mutually exclusive**

**The next block of questions will explore how your school is using the School-Led Tutoring (SLT) grant.**

**Please answer these questions thinking only about tutoring provided via the School-Led Tutoring (SLT) grant funded by the NTP.**

**How has your school chosen to spend the School-Led Tutoring (SLT) grant so far?**

Please select all that apply.

1. To pay for external staff or private tutors to deliver tutoring
2. To pay for internal staff to deliver tutoring
3. To pay to cover the duties of internal staff released for tutoring
4. We haven't started spending the SLT grant yet
5. Other
6. I'm not sure

**Q13b – SR, ASK if Q1 = 2 or 3 AND Q2.3 = selected**

**The next block of questions will explore how your school is using the School-Led Tutoring (SLT) grant.**

**Please answer these questions thinking only about tutoring provided via the School-Led Tutoring (SLT) grant funded by the NTP.**

**Have you been involved in the School-Led Tutoring (SLT) funded by the NTP?**

Please select all that apply.

1. Yes, as a tutor
2. Yes, to support the implementation in school
3. No
4. I'm not sure

**Q14 – MR, ASK if Q1 = 1 AND Q2.3 = selected**

**Show item 4 and 5 if Q13a option 1 ne 0.**

**Show item 6 if Q13a option 2 or 3 ne 0.**

**Item 7 is mutually exclusive**

**Which types of staff has your school used to deliver School-Led Tutoring (SLT)?**

Please select all that apply.

1. Qualified teachers permanently employed at the school
2. Qualified teachers who are not permanently employed at the school
3. Teaching assistants
4. Private tutors
5. Other external individuals
6. Other internal staff
7. We haven't decided yet

**Q15 – MR, ASK if Q1=1 and Q2.3 = selected**

**Items 9 and 10- are mutually exclusive to all other items**

**Which groups of pupils are you as a school prioritising to receive School-Led Tutoring (SLT) funded by the NTP?**

Please select all that apply.

1. Pupils eligible for Pupil Premium
2. Pupils eligible for free school meals
3. Pupils with SEND
4. Pupils who have fallen the furthest behind in their learning
5. Pupils with low prior attainment
6. Pupils with English as an additional language
7. Other vulnerable pupils (e.g. young carers, looked after children or children who have a social worker)
8. Other
9. We haven't decided yet
10. I'm not sure

**Q16a – Open numeric response, ASK if Q1=1 AND Q2.3 = selected AND Q13a ne 4 or 6**

**Show Q16a/b/c on the same page if possible**

**Limit response box to a 2 digit numeric response**

**In total, how many tutors has your school funded using the School-Led Tutoring (SLT) grant?**

Please enter a number in the box below.

My school has funded  tutors using the SLT grant.

**Q16b – Open numeric response, ASK if Q1=1 AND Q2.3 = selected AND Q13a ne 4 or 6**

**Show Q16a/b/c on the same page if possible**

**Limit response box to a 2 digit numeric response**

**In total, how many pupils per term does each tutor typically tutor?**

Please enter a number in the box below.

Each tutor typically tutors  pupils per term in total.

**Q16c – Open numeric response, ASK if Q1=1 AND Q2.3 = selected AND Q13a ne 4 or 6**

**Show Q16a/b/c on the same page if possible**

**Limit response box to a 2 digit numeric response**

**In your school, what is the maximum number of pupils tutored together in a tutoring session?**

Please only include tutors funded by the School-Led Tutoring (SLT) grant.

Please enter a number in the box below.

Tutoring sessions can have a maximum of  pupils.

**Q17 – MR , ASK if Q1=1 AND Q2.3 = selected, items 6 and 7 are mutually exclusive to all other items**

**When do School-Led Tutoring sessions occur?**

Please select all that apply.

1. Before school
2. During lesson time
3. During lunchtime
4. After school
5. Other
6. We haven't decided yet
7. I'm not sure

**Q18 – MR , ASK if Q1=1 AND Q2.3 = selected, items 7 and 8 are mutually exclusive to all other items**

**How frequently does each pupil receive School-Led Tutoring?**

Please select all that apply.

1. Less than once a week
2. Once a week
3. Twice a week
4. Three times a week
5. Four times a week
6. Every day
7. We haven't decided yet
8. I'm not sure

**Q19– SR , ASK if Q1=1 AND Q2.3 = selected**

**How long typically is each individual School-Led Tutoring session?**

Please select one.

1. Less than 15 minutes
2. 15-29 minutes
3. 30-44 minutes
4. 45-60 minutes
5. Over 60 minutes long
6. We haven't decided yet
7. I'm not sure

**Q20 – MR , ASK if Q1=1 AND Q2.3 = selected, items 8 and 9 are mutually exclusive to all other items**

**Which subjects are you as a school prioritising for School-Led Tutoring?**

Please select all that apply.

1. Maths
2. English
3. Science
4. Humanities
5. Modern Foreign Languages
6. Art subjects
7. Other subjects
8. We haven't decided yet
9. I'm not sure



**Q21 – Grid SR per row, ASK if Q2.3 = selected, Randomise items**

**Show items 1, 4 and 5 to all. Show items 2, 6 and 10 if Q1=1. Show items 3, 7, 8, 9 and 11 if Q1= 2 or 3.**

**To what extent do you agree with each of the following statements about School-Led Tutoring (SLT)?**

Please select one per row.

		[1] Strongly agree	[2] Agree	[3] Neither agree nor disagree	[4] Disagree	[5] Strongly disagree	[6] Not applicable/ I don't know
1	The SLT is helping pupils to catch up with their peers						
2	The SLT is supporting my school to reduce the attainment gap for disadvantaged pupils						
3	The SLT is supporting me to meet the teaching and learning needs of my pupils						
4	The SLT is improving pupils' attainment						
5	The SLT is improving pupils' self-confidence						

6	Tutoring is well aligned to the curriculum and learning needs of pupils						
7	The tutors and I liaise regularly to discuss pupils needs and pupils progress						
8	I find it easy to accommodate pupils missing lesson time for tutoring						
9	I have to spend time helping pupils catch up on learning they missed while attending tutoring sessions						
10	The SLT is improving teaching capacity in school						
11	The SLT is improving my teaching capacity						

**Q22 – SR, ASK if Q1=1 AND Q2.3 = selected OR if Q13b = 1 or 2**

**How effective has the School-Led Tutoring training been at equipping tutors for delivering high quality tutoring?**

Please select one.

1. Very effective
2. Effective
3. Neither effective nor ineffective
4. Ineffective
5. Very ineffective
6. Not applicable/I don't know

**Q23a – Grid SR per row, ASK if Q1=1 AND if Q2.1 = selected, Randomise answer options 1-12**

**We would like you to reflect on your satisfaction with your experience of the NTP.**

**Thinking about the support pupils have received through Tuition Partners so far how satisfied are you with...?**

Select one per row.

		[1] Very satisfied	[2] Satisfied	[3] Neither satisfied nor dissatisfied	[4] Dissatisfied	[5] Very dissatisfied	[6] Don't know/Not applicable
1	Quality of tuition						
2	Tutors' relationships with pupils						
3	Tutors' ability to manage pupils' behaviour						
4	How well tuition aligns with the school's curriculum						
5	Feedback from tutors on pupils						
6	Feedback from pupils on tutors						
7	Tutors' flexibility around delivery						
8	Tutors' support with pupil attendance at tutoring sessions						
9	Tutors' use of feedback they have received from teachers						

10	Tutors' support to identify/monitor any issues						
11	Tutors' ability to meet pupils' learning needs						
12	Tutors' relationships with teachers						
13	The Tuition Partners route overall						

**Q23b – Grid SR per row, ASK if Q1=1 AND if Q2.2 = selected**

**Randomise answer options 1-12**

**Thinking about the support pupils have received through Academic Mentors so far how satisfied are you with...?**

Select one per row.

		[1] Very satisfied	[2] Satisfied	[3] Neither satisfied nor dissatisfied	[4] Dissatisfied	[5] Very dissatisfied	[6] Don't know/Not applicable
1	Quality of mentors						
2	Mentors' relationships with pupils						
3	Mentors' ability to manage pupils' behaviour						
4	How well mentoring aligns with the school's curriculum						
5	Feedback from mentors on pupils						
6	Feedback from pupils on mentors						

7	Mentors' flexibility around delivery						
8	Mentors' support with pupil attendance at mentoring sessions						
9	Mentors' use of feedback they have received from teachers						
10	Mentors' support to identify/monitor any issues						
11	Mentors' ability to meet pupils' learning needs						
12	Mentors' relationships with teachers						
13	The Academic Mentors route overall						

**Q23c– Grid SR per row, ASK if Q1=1 AND if Q2.3 = selected**

**Randomise answer options 1-13**

**Thinking about the support pupils have received through School-Led Tutoring so far how satisfied are you with...?**

**Please answer this question thinking only about tutoring provided via the School-Led Tutoring (SLT) funded by the NTP.**

Select one per row.

		[1] Very satisfied	[2] Satisfied	[3] Neither satisfied nor dissatisfied	[4] Dissatisfied	[5] Very dissatisfied	[6] Don't know/Not applicable
1	Quality of tuition						
2	Tutors' relationships with pupils						
3	Tutors' ability to manage pupils' behaviour						
4	How well tuition aligns with the school's curriculum						
5	Feedback from tutors on pupils						
6	Feedback from pupils on tutors						



7	Tutors' flexibility around delivery						
8	Tutors' support with pupil attendance at tutoring sessions						
9	Tutors' use of feedback they have received from teachers						
10	Tutors' support to identify/monitor any issues						
11	Tutors' ability to meet pupils' learning needs						
12	Tutors' relationships with teachers						
13	The School-Led Tutoring overall						

**Q24 – SR, ASK if Q1=1 AND Q2.4 =select OR if Q2.3 = selected and Q2.1 and Q2.2 not selected**

**The following set of questions will explore what tutoring support you may be providing to pupils outside of the NTP (including Tuition Partners, Academic Mentors and the School-Led Tutoring).**

**Is your school currently providing any tutoring to support pupils' Covid-19 learning recovery independent of Tuition Partners, Academic Mentors or the School-Led Tutoring?**

Please select one.

1. Yes
2. No

**Q25 – SR, Ask if Q24 = 1**

**At what stage is your school in accessing tutoring support for pupils' Covid learning recovery this year, outside of the NTP Tuition Partners, Academic Mentors or the School-Led Tutoring?**

Please select one.

1. We are currently setting up and preparing to deliver tutoring support
2. We are currently delivering tutoring to pupils
3. We have finished delivering tutoring activity to pupils

**Q26– MR, Ask if Q24 = 1**

**What tutoring support is your school currently using or planning to use this academic year, independent of the NTP's Tuition Partners, Academic Mentors or the School-Led Tutoring?**

If your school has finished delivering tutoring activity to pupils, please select the options that reflect the support you used this academic year.

Please select all that apply.

1. Our own teachers as tutors
2. Other internal staff as tutors (e.g. teaching assistants)
3. External teachers who we have worked with in the past (e.g. supply teachers)
4. External tutors who we have worked with in the past.
5. External tutors who are new to our school.

**Q27 – MR, Ask if Q24 = 1**

**What sources of funding are your school currently using to provide tutoring activities that support pupils' Covid learning recovery, independent of the NTP's Tuition Partners, Academic Mentors or School-Led Tutoring?**

Please select all that apply.

1. Pupil Premium
2. Covid-19 Recovery Premium
3. Main school budget
4. SEND funding
5. Funding for ethnic minority pupils
6. Funds received by the LA/MAT
7. Income from facilities and services
8. Other government grants
9. Other grants

**Q28 – Grid SR per row, Ask if Q24 = 1, Randomise answer options 1-13**

Thinking about the tutoring support pupils have received so far to support their Covid learning recovery, how satisfied are you with...?

When answering this question, **do not include** tutoring delivered via the NTP’s Tuition Partners, Academic Mentors or School-Led Tutoring. Consider only the tutoring provided independently from the NTP.

(please select one answer per statement)

		[1] Very satisfied	[2] Satisfied	[3] Neither satisfied nor dissatisfied	[4] Dissatisfied	[5] Very dissatisfied	[6] Don't know/Not applicable
1	Quality of tuition						
2	Tutors' relationships with pupils						
3	Tutors' ability to manage pupils' behaviour						
4	How well tuition aligns with the school's curriculum						
5	Feedback from tutors on pupils						
6	Feedback from pupils on tutors						

7	Tutors' flexibility around delivery						
8	Tutors' support with pupil attendance at tutoring sessions						
9	Tutors' use of feedback they have received from teachers						
10	Tutors' support to identify/monitor any issues						
11	Tutors' ability to meet pupils' learning needs						
12	Tutors' relationships with teachers						
13	The tutoring overall						

**Q29a– SR, Ask if Q1=1, Display Q29a and Q29b on the page, soft nudge**

**Overall, how confident do you feel that your school can access high quality tutoring when needed?**

Please select one.

1. Very confident
2. Confident
3. Neither confident nor unconfident
4. Unconfident
5. Very unconfident

**Q29b – SR, Ask if Q1=1, Display Q29a and Q29b on the page, soft nudge**

**Are you more or less confident that your school can access high quality tutoring when needed compared to prior to the pandemic?**

Please select one.

1. Yes, I am more confident now than before the pandemic
2. My confidence level has not changed
3. No, I am less confident now than before the pandemic

**Q30 – SR, ASK if Q2.1, Q2.2 or Q2.3 = selected**

**Overall, how satisfied are you with the NTP?**

Please select one.

1. Very satisfied
2. Satisfied
3. Neither satisfied nor dissatisfied
4. Dissatisfied
5. Very dissatisfied

**SUBMIT PAGE**

You have reached the end of the survey. Thank you for answering our questions. Please click 'Submit' to send your response. Once submitted, you will not be able to go back and change any of your answers.

**FINAL PAGE**

Your response has been submitted. Thank you again for taking the time to complete the survey. You may close this page.

## Appendix C: Survey Analysis Plan

Each survey question will be analysed to produce descriptive statistics. The table below shows how the output tables will be stratified.

Question	Sub Q	Who answered	Overall %	By Route	By Phase	By FSM Quintile	By Region	By Role	By Route and Phase	By Route and FSM Quintile	By Route and Region	By Route and Role	Comments
1		All	✓										
2		All	✓		✓	✓		✓					Senior Leaders do not see option 5
3	a	Senior Leaders doing TP			✓	✓	✓						
	b	Senior Leaders doing AM			✓	✓	✓						
	c	Senior Leaders doing SLT			✓	✓	✓						
4	a	Senior Leaders not doing TP	✓		✓	✓	✓						
	b	Senior Leaders not doing AM	✓		✓	✓	✓						
	c	Senior Leaders not doing SLT	✓		✓	✓	✓						
5		Senior Leaders not doing all routes	✓		✓	✓							



6	a	Senior Leaders, based on Q5 answer	✓		✓	✓	✓						
	b	Senior Leaders, based on Q5 answer	✓		✓	✓	✓						
	c	Senior Leaders, based on Q5 answer	✓		✓	✓	✓						
7		Senior Leaders doing TP or AM		✓					✓	✓	✓		
8		Senior Leaders		✓					✓	✓	✓		
9	a	Senior Leaders		✓					✓	✓			
	b	Senior Leaders		✓					✓	✓			
10		Senior Leaders doing TP or AM		✓					✓	✓			Report % in each category and also mean score if 1 to 5 are considered numeric

11	a	Senior Leaders doing TP or AM		✓					✓	✓			Report % in each category and also mean score if 1 to 5 are considered numeric
	b	Middle Leaders and Classroom Teachers doing TP or AM		✓					✓	✓			Report % in each category and also mean score if 1 to 5 are considered numeric
12	a	All roles doing TP	✓		✓	✓		For 1, 4 and 5					Some subsections shown to all, some to senior leaders and some to middle leaders and classroom teachers. Report % in each category and also mean score if 1 to 5 are considered numeric.

	b	All roles doing AM	✓		✓	✓		For 1, 4 and 5					Some subsections shown to all, some to senior leaders and some to middle leaders and classroom teachers. Report % in each category and also mean score if 1 to 5 are considered numeric.
13	a	Senior Leaders doing SLT	✓		✓	✓	✓						
	b	Middle Leaders and Classroom Teachers doing SLT	✓		✓	✓							
14		Senior Leaders doing SLT	✓		✓	✓	✓						Some items not shown, based on Q13a response
15		Senior Leaders doing SLT	✓		✓	✓							

16	a	Senior Leaders doing SLT, based on Q13a response	✓		✓	✓							Report mean ± SD
	b	Senior Leaders doing SLT, based on Q13a response	✓		✓	✓							Report mean ± SD
	c	Senior Leaders doing SLT, based on Q13a response	✓		✓	✓							Report mean ± SD. Some response values are not possible, consider removing outlier outside Mean ± 3 SD?
17		Senior Leaders doing SLT	✓		✓	✓							
18		Senior Leaders doing SLT	✓		✓	✓							
19		Senior Leaders doing SLT	✓		✓	✓							
20		Senior Leaders doing SLT	✓		✓	✓							

21		All roles doing SLT	✓		✓	✓		For 1, 4 and 5					Some subsections shown to all, some to senior leaders and some to middle leaders and classroom teachers. Report % in each category and also mean score if 1 to 5 are considered numeric.
22		Senior Leaders doing SLT, or ML and CT based on Q13b response	✓		✓	✓		✓					Report % in each category and also mean score if 1 to 5 are considered numeric
23	a	Senior Leaders doing TP	✓		✓	✓							Report % in each category and also mean score if 1 to 5 are considered numeric

	b	Senior Leaders doing AM	✓		✓	✓							Report % in each category and also mean score if 1 to 5 are considered numeric
	c	Senior Leaders doing SLT	✓		✓	✓							Report % in each category and also mean score if 1 to 5 are considered numeric
24		Senior Leaders not doing NTP or only doing SLT		✓					✓	✓			
25		Senior Leaders not doing NTP or only doing SLT, based on Q24 response		✓					✓	✓			
26		Senior Leaders not doing NTP or only doing SLT, based on Q24 response		✓					✓	✓			

27		Senior Leaders not doing NTP or only doing SLT, based on Q24 response		✓					✓	✓			
28		Senior Leaders not doing NTP or only doing SLT, based on Q24 response		✓					✓	✓			Report % in each category and also mean score if 1 to 5 are considered numeric
29	a	Senior Leaders		✓					✓	✓	✓		Report % in each category and also mean score if 1 to 5 are considered numeric
	b	Senior Leaders		✓					✓	✓	✓		Report % in each category and also mean score if 1 to 5 are considered numeric
30		All roles doing any NTP		✓					✓	✓	✓	✓	



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