



ANNUAL IMPACT REPORT 2020

A REVIEW OF TALENTED'S IMPACT ACROSS 2019-20

TalentEd
Tailored tuition to help students grow



FOREWORD

TALENTED ANNUAL IMPACT REPORT 2019-20

Our education system develops some of the brightest minds in the world. Just look at the two British Nobel Prize winners this year. Yet too often, that same education system fails to reach the most disadvantaged in our society. The latest estimates from the Education Policy Institute suggest that the attainment gap between disadvantaged students and their peers stands at more than 18 months by age 16 and, for most, the COVID pandemic is only likely to have exacerbated this gap.

At TalentEd, our work is focused on closing this gap in attainment. Our high-quality tuition provides young people with the support they need to flourish. We believe that teachers and students working together delivers the best learning, which is why all our tutors are qualified and experienced teachers.

Central to everything we do is the positive impact we make. Being able to demonstrate the impact we have on our students is critical – our partner schools need to know their students are in good hands, and our funders need to know their money is being well spent. We produce tailored impact reports for our partners and we also publish an annual impact report to summarise our work each academic year.

I am delighted to share very positive results in this year’s impact report. We have doubled the number of students we worked with. Within weeks of lockdown we had fully transitioned to online delivery, and significantly increased the tuition we were providing to disadvantaged students. We also piloted an exciting new concept – the Maths Masterclass Tutorials – which will scale up further over the coming months.

Importantly, for the first time our impact analysis compares the progress of students on our programmes with a control group, showing that disadvantaged students who completed a TalentEd programme made additional gains in both Maths and English GCSEs. These findings underline the importance of our work in closing the attainment gap. In what has been a most difficult year for everyone in the education sector, I am immensely proud of the work we have done to support teachers, parents and students during this demanding time.

Finally, this year marks the end of my journey as Chair of TalentEd, as I move on to Chair Ofsted. However, I will remain a staunch supporter of TalentEd and am confident that the team will continue to expand the positive impact we have. Now more than ever the work TalentEd does is needed.

Dame Christine Ryan, DBE
Chair of Trustees, TalentEd



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EXECUTIVE SUMMARY



579
students



42
schools



+1 grade

improvement of TalentEd
students over control group

2019-20 was a rollercoaster for just about everyone. Sadly it was a particularly bleak year for young people from disadvantaged backgrounds as school closures interrupted their learning, and GCSE results disproportionately penalised them. Given this, TalentEd responded by stepping up our work.

OUR CHALLENGE

The Attainment Gap between disadvantaged students and their peers continues to widen, further deepening the inequalities in our education outcomes. The pandemic only exacerbated this trend, as school closures and the switch to remote learning disproportionately impacted those from poorer backgrounds. The Education Endowment Foundation estimates that the Attainment Gap could grow by 36%.

OUR WORK

In response to this context, 2019-20 was our busiest year ever at TalentEd. We revamped our tuition offering, we piloted a new programme (The Maths Masterclass Tutorials), we fast-tracked our switch to online tuition, and most importantly we doubled the number of students and schools we worked with. This year we worked with 579 students, across 42 schools, up from 274 students in 18 schools in 2018-19.

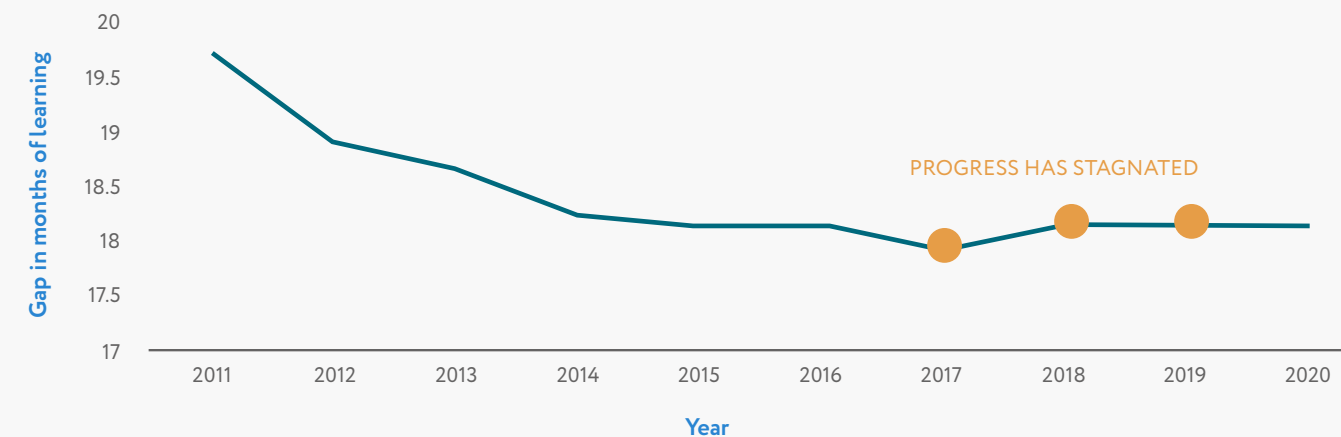
OUR IMPACT

Thanks to an improved approach to impact evaluation, this year we can also report clearer and more robust impact on our students than previously. We were able to compare the improvement in grades of TalentEd students from baseline (KS2 or KS3 grades) to GCSE on the one hand, with the improvement of comparable peers who didn't take part in the programme on the other. We're really proud of the results: **Pupil Premium students on our programme improved their Maths and English GCSEs by a whole grade more than the comparison group.**

WHO WE ARE

OUR CHALLENGE: CLOSING THE ATTAINMENT GAP

ATTAINMENT GAP BETWEEN DISADVANTAGED STUDENTS AND THEIR PEERS



SOURCE: <https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>

We believe every young person should have the support they need to flourish, regardless of background.

Yet the gap in attainment between disadvantaged students and their peers currently stands at 18.1 months by the time young people leave compulsory education. Worse still, the Education Policy Institute reported that this gap is now growing larger.

Sadly, all the evidence suggests that the pandemic will only exacerbate this situation. The closure of schools has left disadvantaged students at risk of falling even further behind their peers.

The Sutton Trust found that only 16% working-class children were able to access their education online compared to 30% of more affluent children.

Similarly, the Institute for Fiscal Studies found that 64% of secondary pupils in state schools from the richest households are being offered active help from schools, such as online teaching, compared with 47% from the poorest fifth of families. The Education Endowment Foundation has warned that the Attainment Gap could grow by 36% as a result of the pandemic if urgent action is not forthcoming.

5.8

Children from higher
income families spent
5.8 hours a day on
educational activities

4.5

Children from the
lowest income families
spent 4.5 hours a day on
educational activities

WHO WE ARE

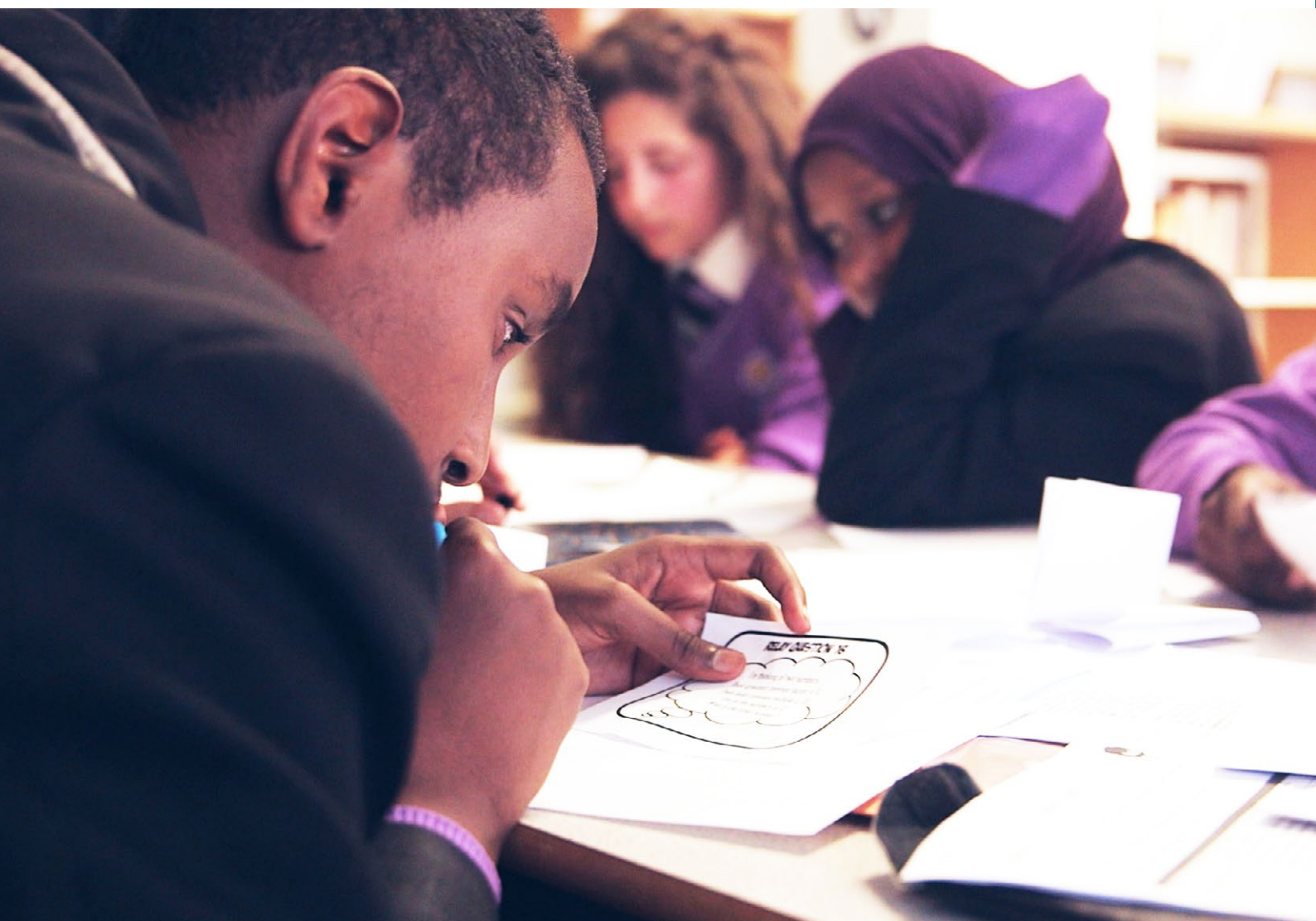
OUR CHALLENGE: CLOSING THE TUTORING GAP

There is plenty of strong evidence demonstrating the positive impact that tuition can have on helping young people improve their attainment, particularly for those from disadvantaged backgrounds. A recent study found that young people from disadvantaged backgrounds receiving 12 hours of tuition were able to catch up on over 3 months of learning.

Yet there is another stark gap which exacerbates educational inequality – the Tutoring Gap – between those who are able to access tuition and those who cannot afford such support. The Sutton Trust found that 34% of students from affluent backgrounds received private tuition, compared to just 20% of students from less affluent backgrounds. In certain areas, such as London, the proportion accessing private tuition rises to more than 40%.

In an education system that is already heavily skewed in favour of children from affluent households, this Tutoring Gap only makes the inequality worse. That is why there is clear and urgent need for the provision of high-quality tuition for students who can't afford the high fees charged by private tutors.

That is what we do at TalentEd.



WHO WE ARE

OUR APPROACH

TalentEd provide high quality small group tuition to young people from disadvantaged backgrounds.

WHAT DOES THIS MEAN?



QUALITY TUTORS

All our tutors are qualified teachers (QTS or equivalent) and three quarters have more than 10 years teaching experience.



DISADVANTAGED BACKGROUNDS

The majority of students we work with are eligible for Pupil Premium funding, and/or come from an area of high deprivation



HIGH POTENTIAL LEARNERS

We do not select students based on prior attainment. We work with schools to identify students who have real potential to improve, whether that's going from failing to passing, or going from good to excellent



SMALL GROUPS

We work in groups of max. four students to one tutor, as this reflects the best balance of tutoring effectiveness with cost reduction



SCHOOL AND STUDENT-LED

Each tuition programme is tailored to the specific needs of the tutor group, in consultation with subject teachers and the students themselves

THE YEAR IN SUMMARY

2019-20 was our busiest year yet, with lots of change at TalentEd, not just because of the pandemic. We welcomed a new Chief Executive and brought on board three new team members.




SOME HIGHLIGHTS:

- We revamped our proprietary session resources. Our fantastic Programmes Team put their teaching experience to good use by overhauling the resources our tutors use, to ensure pedagogical best practice, greater student engagement, and student-led learning.
- We shortened our programme. Responding to feedback from our partner schools, we introduced a shorter, more intensive programme. It runs for 12 weeks and allows targeted focus on key areas of student development.
- We accelerated our move to online tuition. Even before the pandemic struck, we had begun work to deliver tuition online. Of course, once lockdown forced schools to close, this meant we were in a good position to transition all our programmes to online delivery.
- We piloted a new concept – the Maths Masterclasses Tutorials. We partnered with best-selling maths author Simon Singh to pilot this exciting new programme. See page 12 below for more detail.
- We upgraded our tutor induction and onboarding. All tutors now go through a comprehensive onboarding process, which ensures that our tutors deliver the most effective sessions possible, while adhering to the latest Safeguarding and social distancing measures.
- We campaigned for government support for disadvantaged students post-lockdown. Alongside influential MP Robert Halfon, academics, business leaders, and other members of the Fair Education Alliance, TalentEd campaigned for government action to support disadvantaged students catch up after lockdown. The result is the government’s £1bn pledge for schools, of which the National Tutoring Programme (NTP) is a central pillar. This important scheme will provide heavily subsidized tuition for disadvantaged students. TalentEd are delighted to have been selected as an approved partner of the NTP.

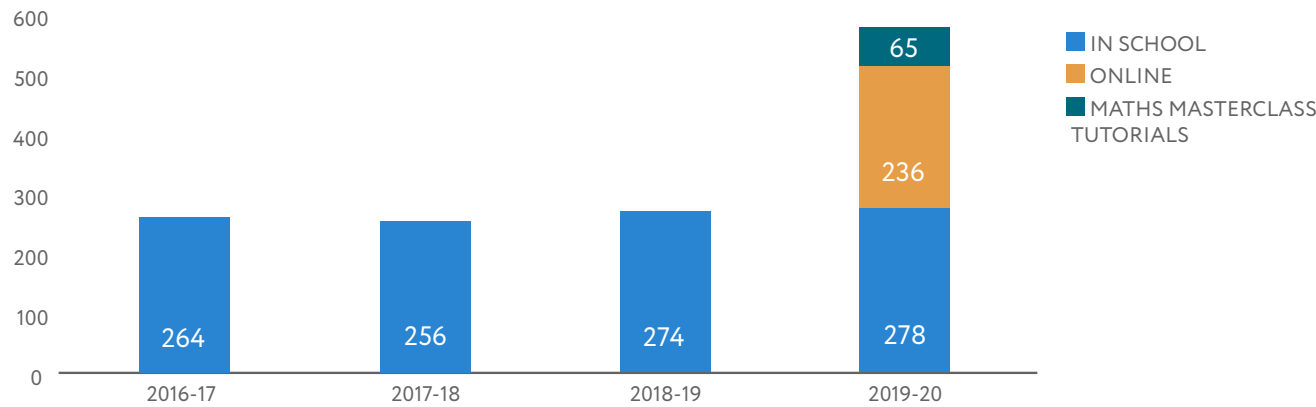
THE YEAR IN SUMMARY

KEY STATS

This year saw significant growth for TalentEd, working with more students and delivering more sessions than ever before.

	2018-19	2019-20	INCREASE
 STUDENTS	274	579	2.1x
 HOURS	950	1515	1.6x
 SCHOOLS	18	42	2.3x

NUMBER OF STUDENTS ACROSS ACADEMIC YEARS



27%

of TalentEd students achieved a top grade in English or Maths at GCSE

83%

Pupil Premium eligible

53%

Male

47%

Female

THE YEAR IN SUMMARY

WHERE WE WORKED



“

The TalentEd tutors were clearly experienced teachers who were good at their job and wanted to tutor these students. It felt like they had made a choice to work with this particular agency and the ethos it upholds. That is why we will continue to work with TalentEd this year and beyond.

Julian Kozah, Senior Assistant Head, Kingsmead

NUMBER OF STUDENTS

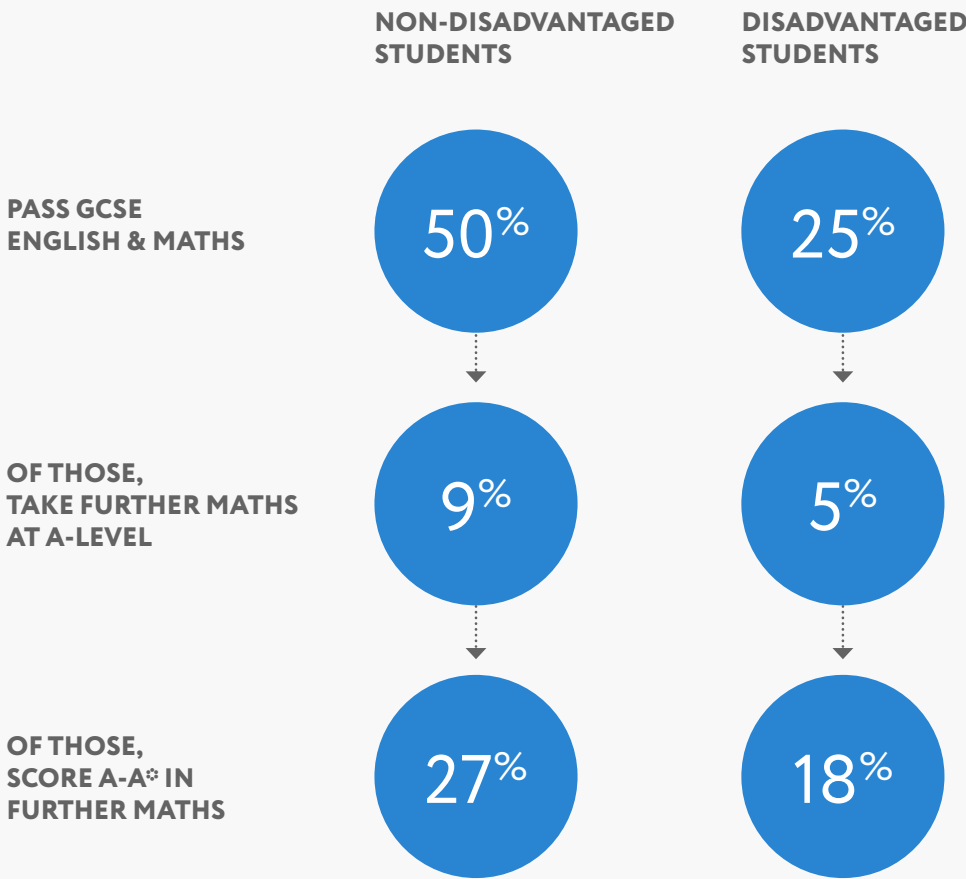
MATHS MASTERCLASS TUTORIALS PILOT

Early in the year we teamed up with best-selling maths author Dr. Simon Singh (author of many popular books including Fermat’s Last Theorem). Singh is passionate about fostering excellence in maths education, and has spent many years championing the provision of maths education for truly gifted young mathematicians with programmes such as Top Top Set Maths.

Together we wanted to tackle the lack of progression to advanced mathematical studies by students from disadvantaged backgrounds. Currently, disadvantaged students make up just 7% of those achieving top grades in Further Maths A-level, despite making up nearly a third of the school-age population at GCSE.



DISADVANTAGED STUDENTS ARE NOT PROGRESSING TO ADVANCED MATHEMATICAL STUDIES

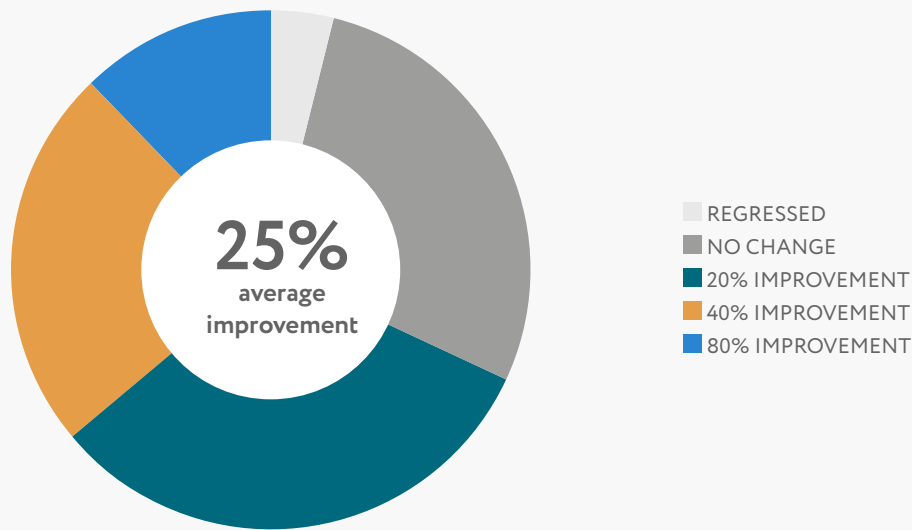


SOURCE: Department for Education, GCSE results in England 2016/17 (revised); A-level subjects by characteristic 2019 (revised)

MATHS MASTERCLASS TUTORIALS PILOT

We designed a fully online programme of maths tuition, aimed at high-attaining students. Students would attend weekly online tutorials with a small group of like-minded students from across the country. The sessions would cover challenging maths problems designed to stretch their maths problem-solving skills and build their confidence. We ran a 4-week pilot in May with 65 strong maths students to test the format and assess our impact. The results were promising.

STUDENT TEST SCORE PROGRESS FROM PRE-TEST TO POST-TEST



PLAN FOR 2020-21

Following the success of the pilot, we will scale up the programme in 2020-21. Our aim is to foster a generation of brilliant young mathematicians from less affluent backgrounds.

We will be accepting up to 300 students onto the programme completely free of charge. The programme will run from November through to the end of the school year, and in this first year we will restrict the intake to Year 8 and Year 11.

Much like the pilot, the programme in 20-21 will:

- Consist of weekly online sessions for small groups of the best young UK mathematicians
- Involve challenging sessions designed to push students beyond their comfort zone
- Be open to the top young UK mathematicians with a hunger to challenge themselves
- Give preference for places to students from disadvantaged backgrounds

The 2020-21 Maths Masterclass Tutorials is generously supported by the Gerko Foundation.



“

The beauty of it was that it was a break from the norm. The work and homework was challenging, but he felt supported. He had a smile on his face when he finished.

- Parent

“

Having a small group so we got to have a go at trying the problems and sharing our methods. It was fun whether you got them right or wrong.

- Maths Masterclass student

“

They loved interacting with kids from other schools... They can learn from the others. Just four classes, but they’ve made a big difference.

- Parent

“

I really loved how interesting and fun the teaching methods were, it was a great session and I learnt a lot!

- Maths Masterclass student

“

Their school maths work is not nearly stretching enough, despite being in the top sets, so it was a great opportunity for them to have some more engaging material and in a small group format.

- Parent

“

I enjoyed the fact that there were questions that I actually found hard, creating a nice challenge for me.

- Maths Masterclass student

OUR IMPACT

OUR APPROACH TO EVALUATING IMPACT

Measuring and demonstrating the impact we have on the young people we work with is central to everything we do at TalentEd. It is important for schools to see the effect on their students, and it is important for funders to see that their money is being well spent.

We evaluate our impact in two ways:



ATTAINMENT

We want to see what effect our support has on the grades of our students. We collect baseline (Key Stage 2 SAT scores) and GCSE grades in English and Maths for all students on our programmes, as well as anonymised grade data from a comparison group of students not on our programme, but with similar characteristics (same baseline grades, disadvantage profile, and gender). This allows us to look at the improvement our students make from baseline to GCSE, and compare this with the improvement of students not on our programme.



ESSENTIAL SKILLS

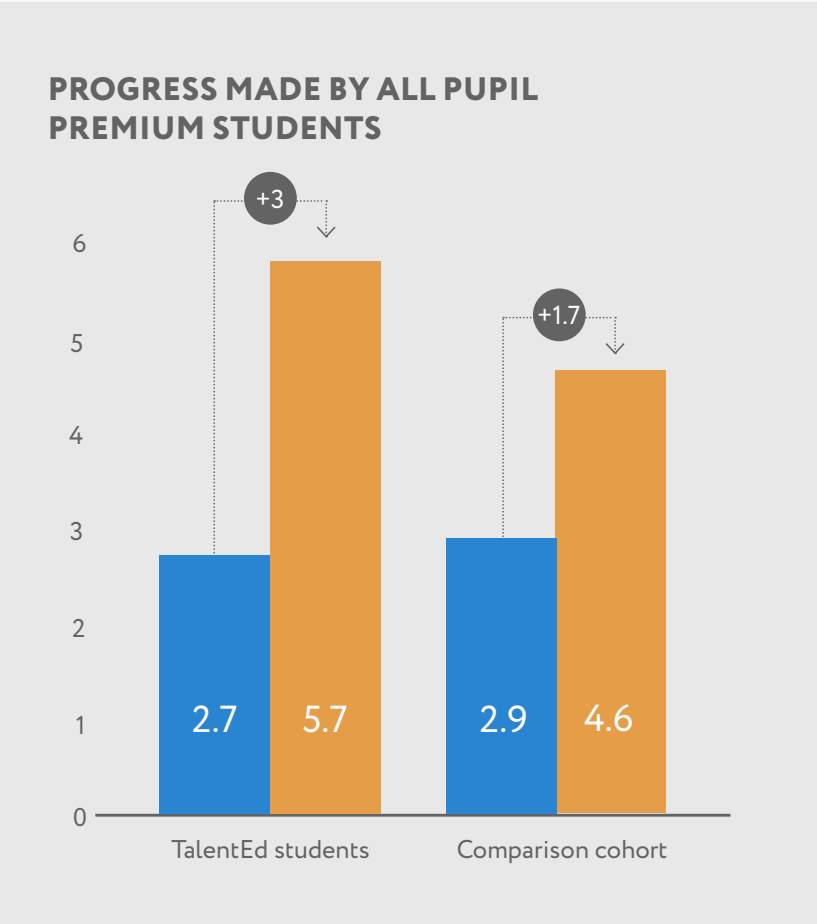
We collect students' self-assessment of their essential skills at the beginning, middle, and end of each programme. This covers a number of areas which are essential for raising attainment, such as confidence, subject knowledge, and awareness of future options. Unfortunately this strand of evaluation was interrupted by school closures, meaning we have incomplete data from students across full programmes. Due to TalentEd staff being on furlough, we were forced to limit ourselves to light touch evaluation via end-of-programme student surveys only.

On top of our more quantitative evaluation methods, we also collect a range of qualitative data from students, parents, teachers and tutors about the progress of students and the success of our programmes.

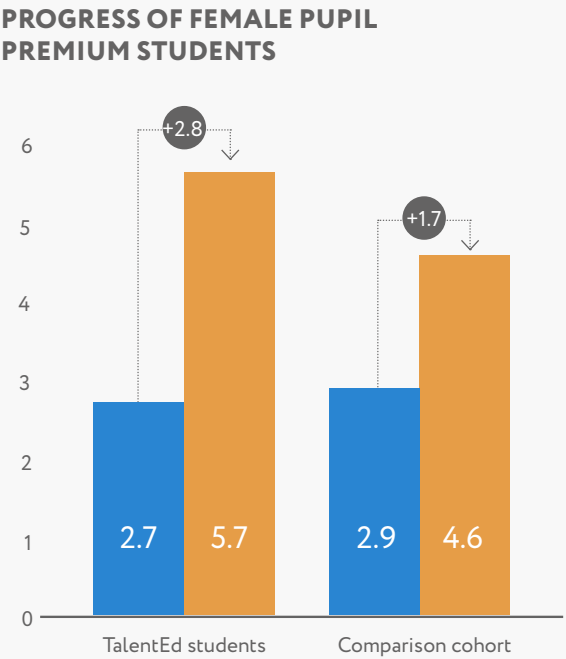
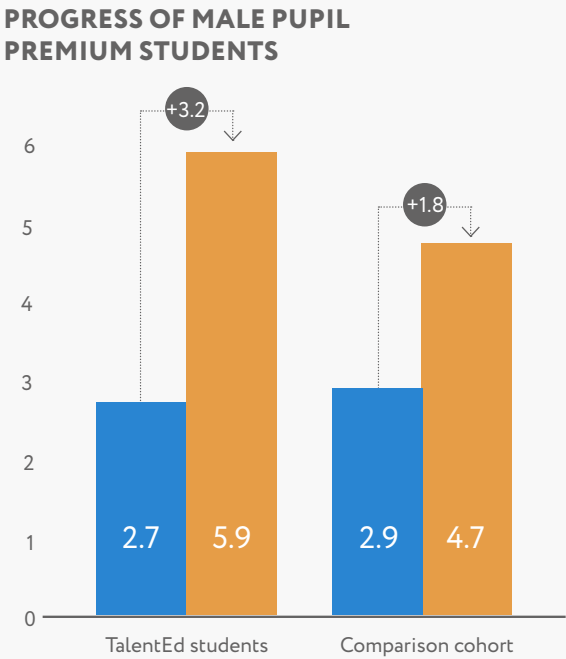
OUR IMPACT: ATTAINMENT

This year, we are really proud to share the stellar impact we had on students on our programmes.

■ BASELINE GRADE ■ GCSE GRADE



Pupil Premium students who completed the TalentEd programme improved from baseline to GCSE by more than a grade more than students in the comparison cohort, in both Maths and English.



° English and Maths grades have been averaged together

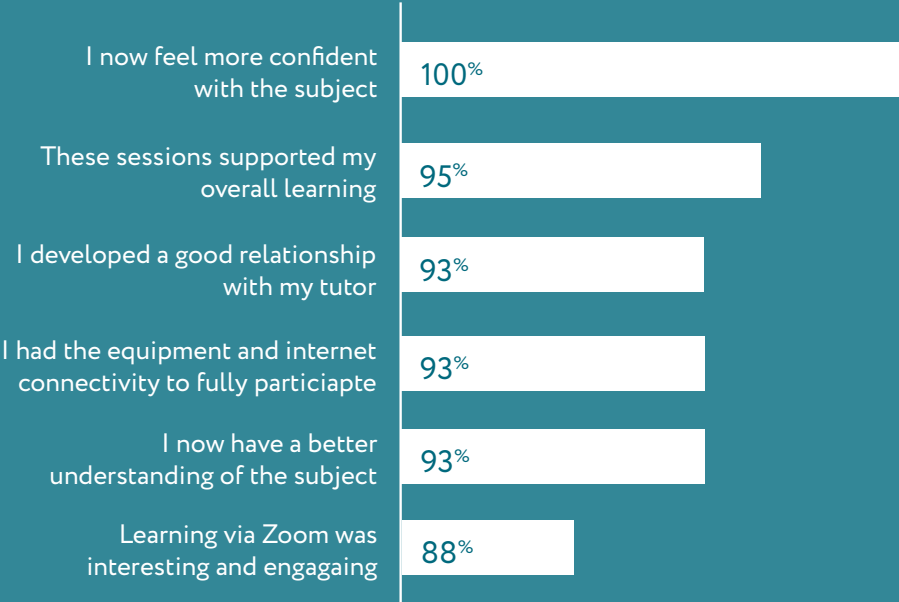
OUR IMPACT:

STAKEHOLDER FEEDBACK

As highlighted earlier, this year our data collection on essential skills development was interrupted, meaning we have very few programmes for which we have a full dataset. Due to central staff being on furlough during lockdown, we were limited to light touch data collection during this time.

While less robust than usual, these results are nonetheless encouraging. Students overwhelmingly reported a positive impact on their confidence, subject understanding, and contribution to their overall learning. It is also reassuring that the online format did not obstruct students feeling engaged and developing a good relationship with their tutors.

STUDENT SURVEY ANALYSIS – ONLINE PROGRAMMES



TEACHER FEEDBACK

Link Teachers are teachers nominated by the school to help coordinate the TalentEd programme. Below is some feedback from them:

75%
agreed the TalentEd Programme had a meaningful impact on their students

83%
believed the sessions supported their student's overall learning

75%
thought the sessions were an important addition to their student's school work



REMY MAL
HARBORNE ACADEMY
DIRECTOR OF SCIENCE AND TECHNOLOGY

The programme provided stability to students who needed to access the curriculum to achieve their potential in preparation for their return to school in Year 11. It also helped maintain some progression and we can measure impact from the mock exams held in November. The programme has prepared them to return to school and invested in our parent contact during lockdown. The programme has also contributed to the student's confidence and their stability.

JULIAN KOZAH
KINGSMEAD
ASSISTANT HEADTEACHER

The programme was designed to support our most underachieving disadvantaged students. We wanted to give them something that made them feel like the school cared about how well they performed and made them feel special. Even though the sessions were after school and involved more work with often already disengaged students, attendance was excellent. This would not have been the case had the tutors not been as excellent as they were.

All of the tutors were skilled in their subject but also in their ability to engage and motivate the most disengaged students. The programme has improved our student's confidence in returning to school. Especially as we were able to continue the tuition sessions online during lockdown. It provided those students lucky enough to receive the sessions the feeling that they were getting something special, live lessons during lockdown when none of their other friends did. They knew they had been chosen. They knew the school was paying for these sessions and that built their confidence.

The TalentEd tutors were clearly experienced teachers who were good at their job and wanted to tutor these students. It felt like they had made a choice to work with this particular agency and the ethos it upholds. That is why we will continue to work with TalentEd this year and beyond.

CASE STUDIES

MEET OUR TUTORS



NADIA VAN GORDON
TALENTED TUTOR, ENGLISH

Through TalentEd, students had the live feedback, praise and guidance that they missed out on while schools were closed, which helped students stay focused and minimise learning gaps. Students gained in confidence every week. At first, students were often shy and reluctant to take a leading role in their tuition sessions. But as the programme progressed, they started taking more risks, asking probing and challenging questions and being more and more willing to share their work and ideas. Some students even completed additional tasks and asked for extension work, which is incredible.



FRANCES REGAN
TALENTED TUTOR, MATHS

The tuition gave students the opportunity for assessment and feedback which is lacking in self-directed learning, and it enabled the students to interact with a tutor and their peers. Student behaviour and engagement was fantastic. One student was quite dismayed that he felt he 'knew nothing', but by the end of the programme he had gained a lot of confidence. For him, learning in a small group, away from the distractions of friends and the normal classroom environment, allowed him to focus on his learning and helped him realise his academic potential.



MIKE GIBSON
TALENTED TUTOR, MATHS

I think TalentEd’s online tuition has supported students very well. I tutored various students over the summer who wouldn’t have been able to access that support without TalentEd. Every programme was well supported, TalentEd have moved with the times if not in fact ahead of the times. TalentEd has been innovative and proactive. The online tuition has been absolutely crucial and pivotal to the development of students. Any educational intellectual stimulation during lockdown was crucial to keeping students engaged and involved, particularly with the uncertainties they were facing. It’s imperative TalentEd continue to do what they’re doing, children need consistency.

I have seen differences in students before and after the programme, there was a young girl who was very nervous and apprehensive about Maths, during the programme she gained a lot of confidence and now looks forward to the Maths. I try to develop rapport very quickly with students. Individually focused tuition is very important, I ask my students, “what can I support you with?”. I try to make tuition as bespoke as possible with a professional ethos.



FROM OUR STUDENTS



NAME: KATIE
Year 7

Favourite subject: Music

My tutor was really nice and if we ever wanted to go over something he was always willing to do that until we understood the topic. The sessions made me feel more confident in Maths and English. Also, I became more confident with algebra and fractions. I found that I answered up a lot more. I feel more prepared to be back in school. The sessions made me feel I did know the subject and this has given me more confidence in the long term. I answer up more in class now as a result.



NAME: ODUNAYO
Year 9

Favourite subject: English

It was a comfortable environment, it gave me confidence to ask as many questions as possible. I benefitted by learning more about my subject and it helped me for when I eventually return back to school. I gained mathematical skills. The sessions boosted my confidence level in my chosen GCSE subjects.



NAME: MAISIE
Year 11

Favourite subject: Maths

The TalentEd sessions were a good pace and covered topics I was unsure of. I liked going over questions to check the answers are correct and building my confidence. I feel more prepared for more challenging work.

LOOKING AHEAD 2020-21

20-21 promises to be another exciting year for TalentEd! Key things we are looking forward to...

National Tutoring Programme

NATIONAL TUTORING PROGRAMME

We are delighted to have been selected as one of the National Tutoring Programme Tuition Partners. This will mean schools we work with received a 75% discount on our programmes. We are committed to supporting the government's effort to help disadvantaged students across the country catch up on lost learning under lockdown.



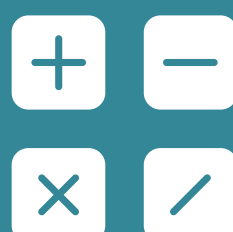
NEW CITIES

While much of our work to date has been primarily in the South East, we are conscious that educational need is most acute in other parts of the country. As such, we are committed to growing our footprint so we can offer support to students in areas where the need is greatest.



SCALE

This year we are planning to continue the rapid growth we achieved in 19-20. We want to reach more students who need our support, and are aiming to work with 1000 students this year.



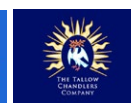
MATHS MASTERCLASSES TUTORIALS

We will work with over 400 students over the year, delivering high quality tuition to support gifted maths students to become excellent. We are partnering with Simon Singh and evaluation organisation ImpactEd to measure our impact.

OUR SUPPORTERS



Our work is only possible with the generous support of our funders



Sources:

[https://educationendowmentfoundation.org.uk/public/files/EEF_\(2020\)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf](https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf)
<https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>
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<https://nationaltutoring.org.uk/>

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 TalentEd Data
 TalentEd Parent surveys
 TalentEd Link Teacher surveys
 TalentEd Student surveys
 TalentEd Student Testimonials
 TalentEd Tutor Testimonials

GET IN TOUCH

Please visit our website for more information:

<https://www.talent-ed.uk/>

If you would like to tutor with us:

<https://www.talent-ed.uk/our-tutors>

If you are interested in taking part in one of our programmes:

<https://www.talent-ed.uk/school-enquiry>

For any other enquiries, please email us at info@talent-ed.uk