



Team Up Evaluation Report 2014-2015

Team Up uses tuition, delivered by inspirational university students, to enable secondary school pupils from low income backgrounds to meaningfully increase their academic attainment, in order to improve the choices open to them.

Contents

Introduction	2
Our targets for 2014/15	4
Scale	4
Impact.....	4
Monitoring and Evaluation.....	4
Cost Effectiveness.....	5
Our Progress in achieving our targets.....	5
Scale	5
Impact.....	6
Quantitative Data	6
Qualitative Feedback.....	7
Monitoring and Evaluation.....	8
Cost Effectiveness.....	9
Learning and Reflections	10
Next steps.....	11
Scale	11
Impact and Evaluation	11

Introduction

In 2014/2015 Team Up aimed to significantly scale-up our delivery, which has resulted in more pupils than ever receiving Team Up tuition, and some significant lessons learned about how to build our capacity in order to provide meaningful change to pupils' academic achievement.

This document reports against the following priority areas for the organisation in 2014/15:

1. Our targets for 2014/15
 - Scale
 - Impact
 - Monitoring and Evaluation
2. Progress in realising our targets
 - Scale
 - Impact
 - Monitoring and Evaluation
3. Learnings, Reflections and next steps

The last two years have been an exciting period for the organisation and this report intends to summarise the organisation's progress and subsequent actions that it will take to develop further. We feel we have learned



some significant lessons about how to ensure our work really makes a difference, and feel excited about the future we can envision where the structure and performance of our programme changes lives.

Our targets for 2014/15

In this section we will set out what we aimed to achieve in 2014/15. Our three focus areas for the year were to rapidly scale, continue our track record of having a high impact on young people's progress rates and to develop the way we monitor and evaluate the programme.

Scale

We set out to deliver a tuition programme in Maths, English and Science, at Key Stages 3 and 4, to 2,100 pupils across the following regions:

Cambridge	Leeds	Nottingham
Coventry / Warwick	London	Oxford
Birmingham	Liverpool	Sheffield
Derby	Manchester	

Impact

Following the successes of our 13/14 tuition programme, we planned to support children who were making less than 1 sublevel of progress to make 1.8 sublevels of progress, which is closer to the national average. Of those who were sitting their GCSE's in 2014/15, we planned for 70% to have secured the grades to progress onto further education and employment.¹

Monitoring and Evaluation

In 2014/15 we aimed for our evaluation to meet NESTA's stage 2 Standards of Evaluation, following our Stage 1 award in 2013; this would demonstrate our progress in the way we monitor and evaluate our programme. In order to achieve this, we planned to standardise our procedures and conduct a full evaluation in four stages. In 2014/15 we planned to execute the first two stages:

¹ 5 C grades or above, including English and Maths

Stage 1: Standardisation, consolidation and implementation

Implement a process of base lining, standardising and formalising the service that we deliver to schools, in order to create a clear set of delivery outcomes and processes, which we can then evaluate over the 2014-2015 programme.

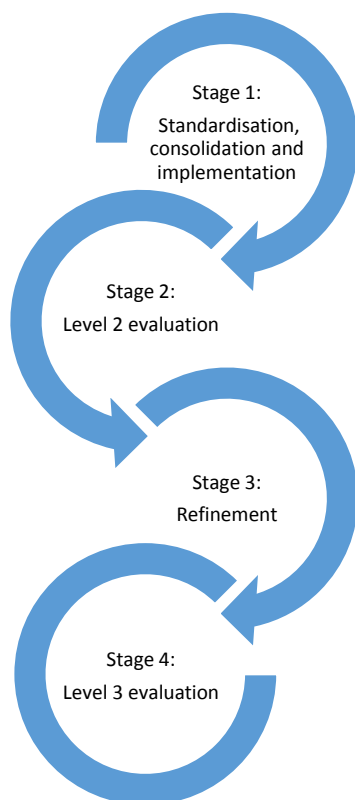
Stage 2: Level 2 Evaluation

Report on:

- Baseline, mid-point and end point data collection
- Data collection at end of each tutorial
- Formalised focus group feedback integrated into programme
- A range of outcomes assessed and triangulated at various intervals through:
 - Observations
 - Surveys
 - Reports

Stages 1 and 2:
2014/15

Stages 3 and 4:
2015/16



Cost Effectiveness

Less than 15% of young people who are eligible for free school meals receive private tuition, compared to nearly 40% of their more privileged peers². Our aim is to lower the cost of tuition in order to provide tuition at a rate that is significantly lower than market rates, which is currently just over £20 per hour nationally.

Our Progress in achieving our targets

In this section we will set out what we achieved in respect of our 2014/15 targets:

Scale

The Team Up 2014/15 programme achieved the following:

- Team Up worked with 2,100 pupils
- Team Up provided tuition for 55 schools
- We delivered tuition in all the cities / regions that we planned to
- Team Up provided tuition in Maths, English and Science to Key Stage 3 and 4
- We also delivered enrichment events for our schools through insight days with PwC and Lloyds Banking Group, which gave pupils exclusive access to PwC and the post 16 opportunities available there

² <http://www.suttontrust.com/wp-content/uploads/2014/08/1parentpower-final.pdf>

Impact

We managed to continue our track record of demonstrably improving pupil attainment, across all key stages and subjects. We obtained two types of impact data, quantitative and qualitative.

Quantitative Data

We collected quantitative data about pupils' baseline school levels at the start of the programme, and we compared this with their levels at the end of programme. On average, pupils increased by 1.96 sub levels across the cohort. A breakdown of subject progression can be found below:

Subject	Sub-level Increase
English	1.88
Maths	1.97
Science	2.06

64% of the data reflected pupil attainment at Key Stage 3. This data suggests that our tuition helped pupils to achieve more than double the national rate of expected progress of pupils over a year³.

Several of our schools significantly exceeded our target, for example:

- St Angela's Ursuline School Team Up pupils achieved an average increase of 2.48 sub-levels in English
- Grey Court School Team Up pupils achieved an average increase of 3 sub-levels in Maths
- Evelyn Grace Academy Team Up pupils achieved an average increase of 2.91 sub levels in Science

We will dedicate more resource in future to better understand why these schools performed so well.

"It's a small group so it helps us concentrate and not get easily distracted."

"It's giving me extra information that I can use towards my GCSEs in May. My tutor knows how to explain things so that I can understand things clearly. Also, it has allowed me to be ahead of my work in school and it gives me a lot of background knowledge about the

³ Research Report DFE-RR096: 'How do pupils progress during Key Stages 2 and 3?'

Qualitative Feedback

We also asked our pupils to complete an anonymous survey to tell us what they thought about the programme. The survey asked pupils:

1. "Overall how much are you enjoying the programme?"
2. "Overall how much do you think the programme is helping you to improve your grades at school?"
3. To provide feedback to their tutors about what they were doing well and what they could improve
4. How the programme could be improved
5. "To what extent did TU support you to secure your school leavers qualifications" (this question was asked to school leavers only)

432 pupils from 30 schools completed the survey.

"Overall how much are you enjoying the programme?"

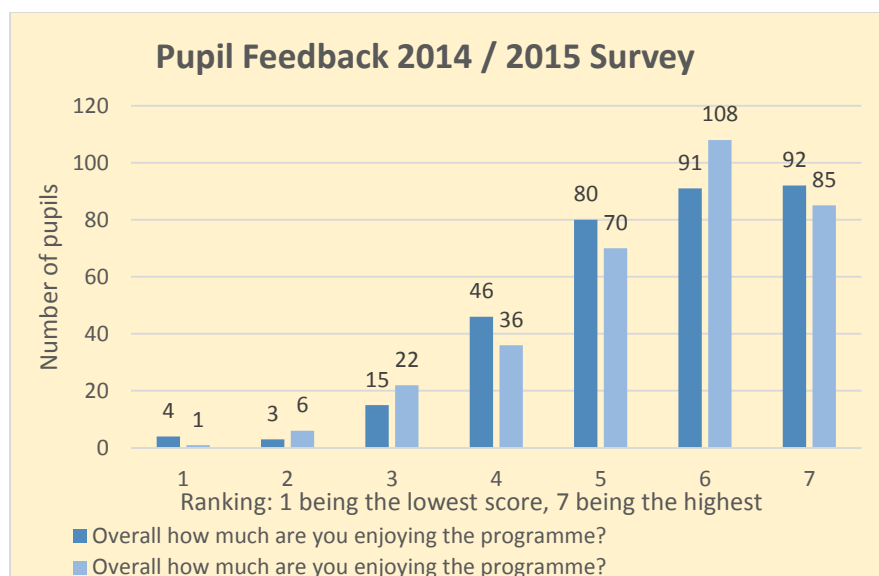
Scale: 1-7, 1=not at all, 7 = very much

The average score for enjoyment was 5.5 out of 7, whilst 80% gave an answer of 5+, indicating a high level of enjoyment amongst the pupils.

"Overall how much do you think the programme is helping you to improve your grades at school?"

Scale: 1-7, 1=not at all, 7 = very much

The average score for academic progress was 5.5 out of 7, whilst 79% gave an answer of 5+, indicating the majority of students felt the programme was helping them.



"We are going over things that we didn't understand before in more depth. This makes us understand the questions in an exam better and therefore may improve my grade for the GCSE exam."

"It's been making me understand things more clearly. So I know how to do them in class."

"It's making me work more confidently and making me think faster than I usually do."

"They teach in detail,

Monitoring and Evaluation

We made significant progress in developing the way we monitor and evaluate our systems, with the aim to progress onto NESTA's Level 2 Standard of Evaluation Award. Our developments consisted of two stages, which is described further in this section.

Stage 1: Standardisation, consolidation and implementation

Team Up has made huge strides in standardising, formalising and rationalising our programme structure and programme processes. This can be demonstrated by the publication of our programme resources. Our major achievements are:

- Creating a clear programme set up process to get schools and their pupils set up for the programme, and to induct, train and place tutors in schools
- Creating clear programme delivery methods to ensure a well run programme
- Creating clear tactical and strategic data collection methods to course correct and to ensure and measure impact

Stage 2: Level 2 Evaluation

Baseline, mid-point and end point data collection

Team Up collected two types of data to be able to track distance travelled:

Method 1: A Team Up before and after exam (1st exam to be marked by tutors as part of their training)

Method 2: School levels/grades of pupils before and after the Team Up intervention

Review of Method 1

We were able to collect a significant amount of pupil data, which informed our impact analysis. The challenges we faced were:

1. The logistics were, at times, hard to implement

Without our own curriculum, we used national curriculum assessments, which had to be mapped onto the subject and exam boards of the schools. This meant there were 24 different assessment papers that schools could pick from. Most assessments were 3 hours long, when schools only had time to do a one hour test. In addition, the process of getting the papers to schools, getting them back from schools and then getting them to tutors took longer than anticipated.

2. It was difficult to get many schools to baseline their pupils

The coordinators managing Team Up in their schools did not understand why we needed more data in addition to their own recent exams/assessment data, and felt they did not have the time to do it themselves.

3. It was difficult to get tutors to mark the baseline papers

It was difficult to get papers to volunteers in time for them to mark and it was felt that we were already asking a lot of tutors – i.e. to complete their DBS and safeguarding training and attend their induction - before we had even met them and ensured their investment in the programme.

Review of Method 2

Method 2 was more successful as the data formed part of already-existing data collection methods, but even with this it was hard to get data from all of our schools.

Data collection at the end of each tutorial

Team Up asked all tutors to complete an impact report after every session. This report asked for:

- The topic that was taught
- Evaluation of the following inputs of the pupil (1- 6, where 1 = poor, 6 = excellent)
 - Effort
 - Conduct
 - Independent learning skills
 - Organisational skills
- Evaluation of the following outcomes of the pupil (1- 6, where 1 = poor, 6 = excellent)
 - Academic progress
- Comments about the session

Formalised focus group feedback integrated into programme

Our focus group process was integrated into the Theory of Change workshops where we had student representatives attend sessions.

A range of outcomes assessed and triangulated at various intervals

- Observations - approximately 40% of our tutors were observed and given feedback over the programme
- Surveys:
 - All tutors were invited to take part in a number of surveys. 145 tutors completed the end of programme survey.
 - 432 pupils took part in the end of programme survey.
 - All schools were invited to take part in an end of programme survey. 24 schools took part in the end of programme survey.

Overall our intended evaluation processes reflected our concerted efforts to better understand the way we evaluate our work. We have used this learning to provide future recommendations for the organisation, which is outlined in the next section.

Cost Effectiveness

A recent study by First Tutors found that the average cost of secondary tuition nationally is £20.07 per hour per pupil, and that rates are even higher in London⁴. Through Team Up tuition we planned to offer support to less than half the average costs per hour per pupil.

The average cost of Team Up tuition at our schools in 2014/15 was £7.72 per hour per pupil. Our programme is roughly a third of the price of the national average cost of tuition, making it very cost effective.

⁴ Data taken from the Sutton Trust, 2011

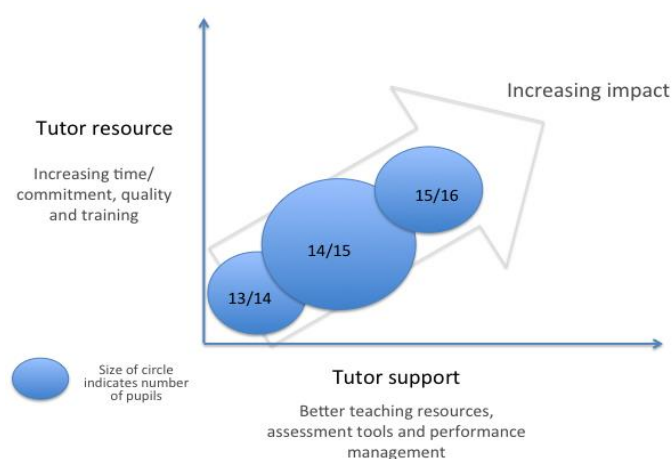
Learning and Reflections

There were several ways in which Team Up benefited from the fast growth it undertook from 2014-2015. We learned very quickly of the key areas that we need to get right to run a programme at scale, such as a robust curriculum, high quality tutors and 'more on the ground' management structure. As a result Team Up have invested time and energy in improving our management systems, and we feel that we have the right team and organisational structure in place to take us forward.

The growth we undertook revealed areas in the model that we plan to strengthen to be able to operate at scale. These are outlined in the table below, with some recommendations on how we move forward:

Issue	Recommendations for 2015/16
Tutor supply in rural areas	Scale back the programme to London where partnerships are strong. Before scaling to new regions, spend 12 months building partnerships with recruitment channels.
Using volunteer students to manage sessions in addition to tutoring	Reduce the case load of schools to Programme Manager, to allow Programme Managers more time to visit sessions each week and carry out impact and evaluation activities. This will provide the oversight required and reduce the requirement for school teachers to run the programme.
Too high a case load of schools per Programme Manager	

These realisations prompted a period of great reflection and research throughout the first half of 2015, channelled through the Impetus-PEF 'theory of change' process, and resulting in some significant developments to the Team Up Programme model. Team Up planned to provide more 'on-the-ground' support, particularly during sessions. To achieve this also meant improving the quality and commitment of our tutor resource and providing them with tools and management to be more effective.



Next steps

Scale

In order to focus on improving our capacity in order to build a more robust model, Team Up has chosen to scale back activities in 2015/2016.

The 15/16 programme will focus on:

- 17 schools (London only)
- 19 programmes (a programme = an aggregate of sessions running on a particular day between November and March)
- 640 pupils
- 230 tutors
- 4 Programme Managers
- 2 subjects at 2 key stages: KS3 and 4, English and Maths

Following 15/16 we plan to look at the ways in which we can scale across all regions.

Impact and Evaluation

Each Programme Manager will work with 3-5 schools (depending on their experience) in 2015/16, approximately 50-60 tutors and 150-160 pupils. This ratio represents a third of the ratio they worked with in 2014/15. The reduced ratio means they will be expected to attend, manage and collect data at all sessions, which should develop the way we monitor and evaluate our programme. We also recognise that there is a need to focus more on building aspirations and monitoring long-term outcomes for our young people.