TUTORS UNITED

England & Wales · Charity number 1176968

Details

Status	Registered
Legal form	Charitable company
Company number	08595641
Registered	2018-02-02
Register	View on the Charity Commission register

Contact

Address	63-66 Hatton Garden London EC1N 8LE
Phone	03003654466
Email	info@tutorsunited.org
Website	www.tutorsunited.org

Activities

Objects: 5.1 TO ADVANCE THE EDUCATION OF STATE SCHOOL PUPILS IN THE UK BY PROVIDING COMMUNITY-BASED PRIVATE TUTORING PROGRAMMES IN SUCH WAYS AS THE CHARITY TRUSTEES SEE FIT, INCLUDING BY COLLEGE AND UNIVERSITY STUDENTS, WITH THE AIM OF:A) IMPROVING AND ADVANCING THE PUPIL'S KNOWLEDGE AND UNDERSTANDING OF THE SUBJECTS THEY ARE STUDYING AT SCHOOL; ANDB) IMPROVING THE PUPIL'S LEARNING SKILLS MORE GENERALLY

Activities: To advance the education of state school pupils in the UK by providing community-basedtutoring programmes in such ways as the charity trustees see fit, including by university students. As aresult, we expect to see pupils increase their academic attainment, become confident in learning and thrive as independent learners and have a successful transition to secondary school.

Classification

- **How:** Provides Services, Provides Advocacy/advice/information
- **What:** Education/training
- **Who:** Children/young People

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Geography

- Throughout England

Finances

Period end	Income	Expenditure	Assets	Employees
2025-07-31	£754,183	£627,077	£519,481	11
2024-07-31	£661,490	£525,102	£392,375	11
2023-07-31	£571,251	£557,456	£220,943	13
2022-07-31	£481,073	£459,928	-	-
2021-07-31	£488,633	£404,376	-	-

Trustees

Name	Role	Appointed
Laura Wilson	Chair	2021-11-29
Dr Freda Kaian Chio Tait		2024-07-22
Emily Jane Kell		2024-07-22
Katie Anna Carr		2024-07-22
Robert Holmes		2022-11-28
Robert James Hale		2024-07-22

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TUTORS UNITED

England & Wales - Charity number 1176968

Accounts

Company no. 08595641
Charity no. 1176968

Tutors United

Report and Unaudited Financial Statements

31 July 2025



TUTORS UNITED

Impact Report

2024-25



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Introduction from our CEO and Chair

Amy Whitelock Gibbs and Laura Wilson

This year, we reached over 800 young people, launched our 2028 strategy for growth, expanded into Liverpool, piloted innovative programmes, and embraced new partnerships. Like all charities, we faced setbacks and financial challenges, but we couldn't be prouder of how our small but mighty team stepped up to find creative solutions, support each other, and continue delivering high-quality, impactful, and inclusive work to achieve our mission.

Our **Strategy Celebration**, generously hosted by the Leathersellers' Company, was a real highlight. Surrounded by friends, funders, and families, we reflected on our journey and spotlighted how **collaborative partnerships** across our sectors are critical to future success and sustainability, given the challenging economic climate we all face.

We're grateful to all the pioneering housing associations, councils, livery companies, and corporate partners, alongside trusts and foundations – who believe in our vision, share our values, and fund our work – as well as our amazing school and community partners, who allow us to have a deep impact in the communities we serve.

In year one of our 2028 strategy, we set out to consolidate our delivery and **strengthen our foundations**, to maximise the ingredients for growth and combat blockers – such as stretched staff capacity and overly manual processes. We've put more resource into our North West team to match our Liverpool growth ambitions, while investing in tech transformation and systems upgrades to improve workloads, efficiency, and engagement with beneficiaries.

We also prioritised **embedding anti-racism and equity** even more strongly within our leadership and frontline practice – reinforced by tutor training on neurodiversity and an anti-racism development programme for the Board and team. Next year, we'll drive this work forward with a team equity squad, including creating a meaningful, robust youth voice mechanism to shape our work and hold us to account.

Hitting all our strategic goals in year one, we ran 62 tuition hubs and saw outstanding pupil progress in both attainment and confidence. Looking to 2026-27, **we feel optimistic but uncertain**, with the financial pressures everyone is facing. We're hopeful that together, we can weather the storms!



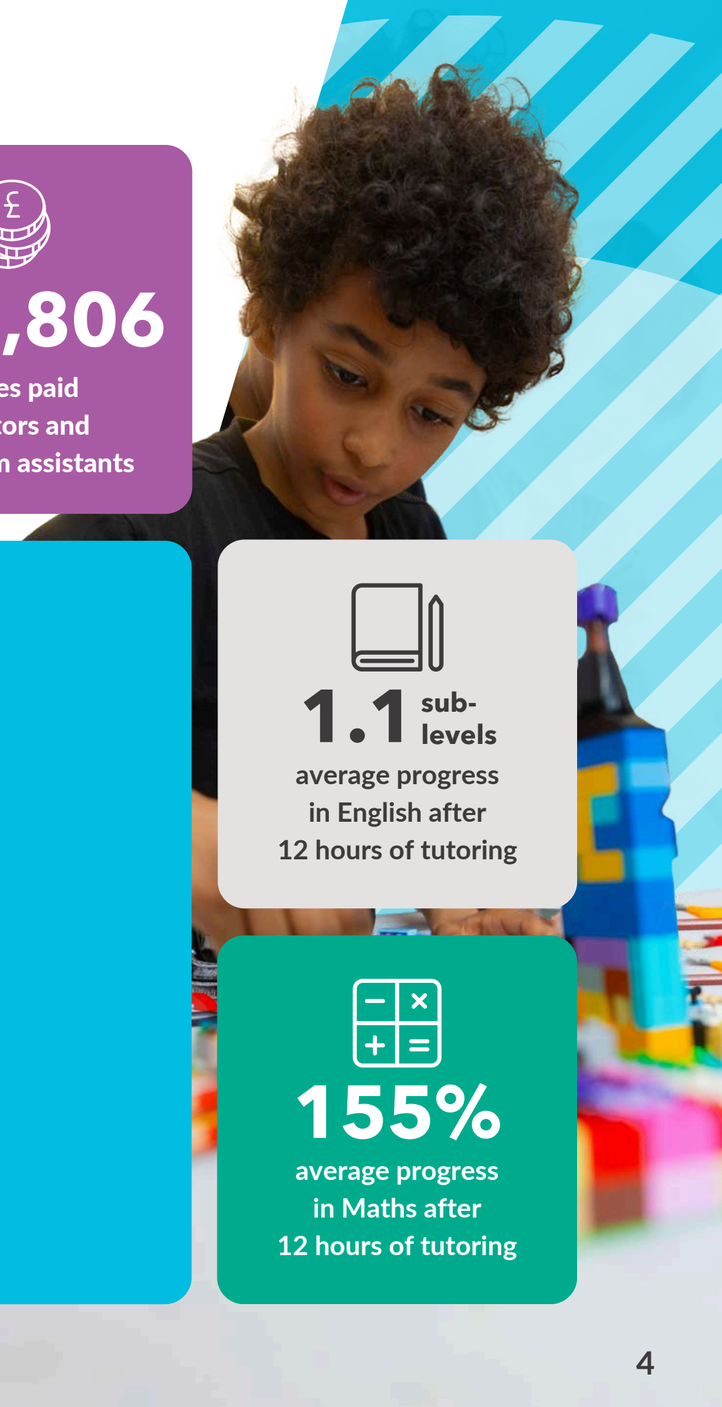
TUTORS UNITED

Report Card

2024-25

108
young people hired, trained, and paid as tutors and classroom assistants

£62,806
wages paid to tutors and classroom assistants



3,288
hours of tutoring delivered

81%
of parents/carers agreed TU supported their child's transition to Year 7

93%
of parents/carers noticed an increase in their child's confidence in learning

694
primary school pupils tutored

1.1 sub-levels
average progress in English after 12 hours of tutoring

62
total tuition hubs delivered

87%
of pupils felt more confident in Maths and/or English

155%
average progress in Maths after 12 hours of tutoring

What we do

Founded in 2013, Tutors United is an award-winning national charity that uses **the power of tutoring to support young people's attainment, confidence, and skills at two key transition points: from primary to secondary school, and from university to employment.**

Working primarily with housing associations, alongside local and corporate partners, we deliver community-based tutoring programmes **across London, the Midlands, and the North West to primary school children from low-income, migrant, and refugee backgrounds**, providing access to vital educational support to those who need it most.

We hire, train, and pay diverse university students – most of whom also come from low-income households – as tutors, providing them with meaningful, paid work experience, underpinned by academic and professional development. We also recruit 16-18 year-olds as classroom assistants, building their skills and supporting our tutors.

Our work ensures children transition to secondary school literate and numerate with a strong foundation of soft skills and ongoing family support to boost long-term success. **We equip parents and carers** with functional skills to maximise both their children's and their own education and employment prospects – **building the bridge between school and home in communities from Liverpool to Lewisham.**

Hire, train, and pay university students as tutors to deliver our programme

National curriculum-aligned Maths and English lessons for primary school pupils

Ongoing engagement with parents and carers to encourage learning at home

Bespoke training and development for our tutors to boost their skills and careers



2024-25 highlights

Tech transformation

Working with innovative startup OneHive, we developed a new classroom management system to enhance how tutors, parents, and carers access programme resources and to unlock growth through greater automation and efficiency across our delivery team.

STEAM Ahead programme pilot

Working with youth charity KORI, we delivered a new transition programme (p. 17-18), offering children in Years 5-7 a week-long programme of STEM and arts-based learning to reinforce literacy and numeracy, youth-worker led wellbeing sessions, and fun extracurricular activities.

Growing work in Liverpool

In addition to our first face-to-face hub in Speke (p. 15), we partnered with Liverpool Learning Partnership to deliver two school-based hubs in Wavertree and Aintree – the first step in our strategic goal to expand across Liverpool City Region by 2028.

Building our team

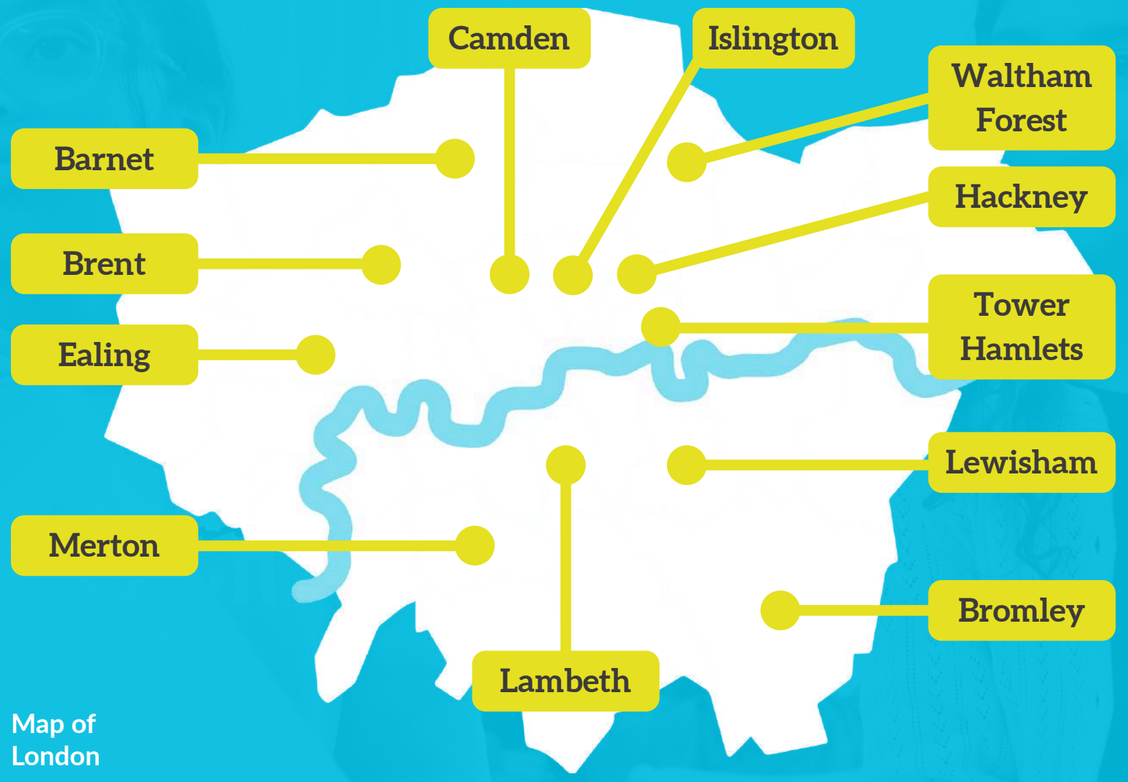
We tripled our North West team (p. 16) to advance delivery and partnerships in Liverpool, and welcomed Racheal Olaitan in London to support our systems upgrade – taking our small but mighty team to 14!

Strengthening English Progress Assessment

We conducted an in-depth review of our English Mark Scheme to align with the latest national curriculum benchmarks and offer greater insight into pupils' writing skills. Representing a collaborative effort between trained teachers, our tutors, and our team, this new framework will greatly improve how we assess and communicate pupil progress.

Social value return on investment (SVROI)

We worked with a charity finance specialist to calculate our social value return on investment, drawing on our robust impact data and national government statistics. We are thrilled to announce that for every £1 spent on our tutoring programmes, we produce £9.28 in economic and fiscal benefits, bringing our total value to society in 2023-24 to at least £5,299,710.



Map of London



Map of England

Where we worked

33 face-to-face hubs

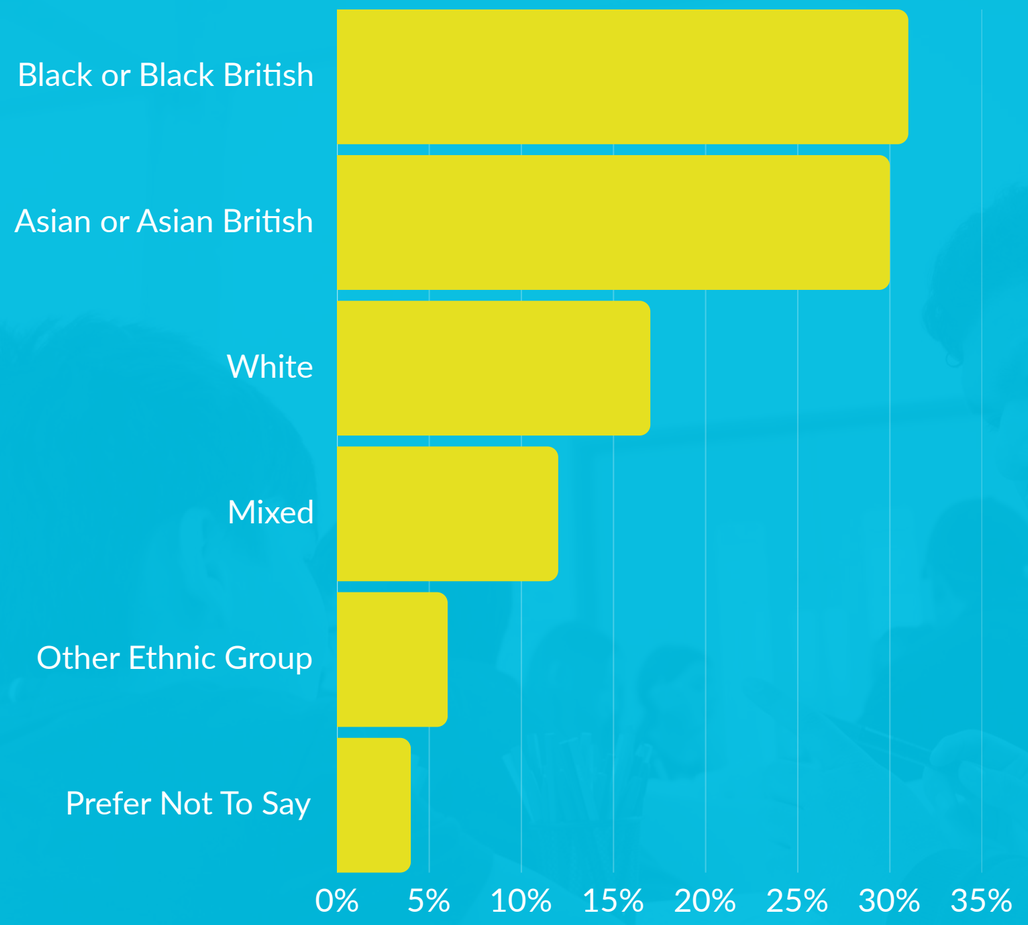
29 online hubs

46 London hubs

16 out-of-London hubs

62 total hubs

Who we served



Our communities

84%
household income below £35,000

74%
families on means-tested benefits

76%
pupils eligible for free school meals

51%
from single-parent households

30%
speak English as an additional language

24%
have a recent migrant background



Celebrating our 2028 strategy

With the need for our work higher than ever, while the financial climate places unprecedented pressures on charities and our partners, we developed our new 4-year strategy for growth. By 2028, we will:

- **Grow** to reach more young people than ever before, deepening our work in London and broadening into targeted core areas
- **Sustain** the quality and impact of our programmes as we grow
- **Diversify** our funding and partnerships to drive sustainable multi-year delivery and boost the tutor career development offer
- **Evolve** our core model to maximise the transition from Year 6 to 7 and from education to employment
- **Strengthen** TU to be a more inclusive and efficient organisation, where all staff can thrive and wellbeing is prized

The Leathersellers' Company generously hosted our Strategy Celebration at their beautiful hall in June 2025. Expertly compèred by our Chair, Laura Wilson, the night opened with a joint speech from our Founder Joel Buchanan and CEO Amy Whitelock Gibbs, charting TU's past and future. Leading Leathersellers' Member Serena Cheng KC delivered an incredible keynote speech on her personal journey in Lewisham and the vital role of education for low-income, migrant communities.

But it was young people who stole the show!
Tutors Aisosa Okunhon-Uduebor, Romaisa Aftab, Tarun Ramphul, and classroom assistant, Jayden, beautifully shared their life-changing experiences of working with TU. We rounded off the evening with superstar pupils Mariam and Iman reciting creative stories they wrote on the programme.

2028 Goals

1,000
primary school pupils tutored

1,000
parents and carers supported

1/3
total hubs delivered outside of London

160
young people hired as tutors and classroom assistants





Jayden's TU journey

From star pupil to brilliant classroom assistant

Jayden joined Tutors United as a pupil at Clapham Park Cube in Lambeth at 10 years old. Now, in his final year at sixth form college, he's come back as a classroom assistant at Moorlands Centre to support the next generation with their Maths and English attainment. When discussing his motivation to return, Jayden shared: **"Tutors United gave a lot to me so I wanted to give back."**

In the classroom assistant role, he supported the tutor with lesson delivery and behaviour management, gaining key transferable skills. "I wasn't very confident with presentations but now I'm able to explain confidently in class," reflected Jayden. His growth in public speaking was showcased at the Strategy Celebration event this summer, when he delivered a powerful, moving, and humorous speech to our audience, highlighting his experience at TU and future career goals!

Our work with Livery Companies

Livery Companies have been instrumental to our growth and success this year. From direct programme funding to championing us externally and brokering introductions to new partners, they have given us an abundance of opportunities to enhance our work. These three livery companies joined forces to co-fund existing and new hubs in Lewisham, to maximise our collective impact in the borough. We're so grateful for their ongoing, multi-year support into 2025-26!

The Haberdashers' Company

Funding for Lewisham hubs was enhanced by a grant from their Resilience Fund to invest in our operational systems, to increase efficiency and quality of delivery as we grow.

The Leathersellers' Company

The generous hosts of our Strategy Celebration event have underpinned our Lewisham programmes since 2023, plugging gaps in other funding to protect hubs and pilot new ones.

Merchant Taylors' Foundation

Alongside match-funding Lewisham hubs with the Haberdashers, the Merchant Taylors' Foundation made it possible to launch our first face-to-face Liverpool hub – and to continue it into next year.

TU in Lewisham

Since 2020, we have reached 265 local families in Lewisham – a borough where over a third of children live in poverty. Thanks to the continued support and collaboration from council, livery, housing, and community partners, we are growing our work in the borough to meet the high demand for support, especially in wards with historic and deep inequalities.

This year, **we hired, trained, and paid 11 university students to deliver 279 hours of tuition to 69 pupils across 5 hubs in 4 local areas.** The collective impact of our programmes has been astounding, with **the 2024-25 Lewisham cohort progressing by an average of 76% in Maths and 1.6 sub-levels in English.**

As part of our strategy, we will deepen our growth across Lewisham, doubling to 8 hubs next year. By 2028, we aim to deliver 12 hubs and a summer holiday transition programme annually. We are hugely grateful to our partners who share this vision: the Bellingham Family Hub, the Downham Library, The Haberdashers' Company, The Leathersellers' Foundation, Lewisham Homes, the Merchant Taylors' Foundation, Peabody Homes, and Phoenix Homes.



Our brilliant Lewisham partners

It has been a pleasure to host Tutors United at Bellingham Family Hub. The tutors were professional, reliable, and engaging with both children and parents. **This has been an excellent example of partnership working to meet the needs of the community, and it was fantastic to see families participating in the wider activities available at the Hub as well as benefitting from the learning.**

Charlotte Smith
Family Hub Manager
Lewisham Council







Embracing corporate social value

With an ever more challenging economic landscape for charity fundraising and increased financial pressures faced by housing associations, we've explored new, creative ways to secure income and sustain delivery, which **harness the power of charity, community, and corporate partners coming together**. Accessing social value funding within our partners' supply chains has been critical to bridge budget gaps.

Our **partnership via Peabody Housing with T Brown**, a mechanical, electrical, and building services company, has enabled us to deliver impactful work across Hackney, Islington, Tower Hamlets and Waltham Forest. **PA Housing** also drew on social value funding from their contractors to grow our programme to 10 hubs across Leicester and London.

Corporate investment via the **Insurance Industry Charitable Foundation** (IICF) UK funded an extra hub with Poplar HARCA in Tower Hamlets and a local classroom assistant to enhance our impact.

Our direct relationships with businesses have boosted both programme delivery and career development for our student tutors, exemplified by our collaboration with **Amazon Web Services**. Their social value funding made our **first ever national programme with Clarion Futures** possible, delivering 15 hubs with 25 tutors that reached over 180 pupils.

A site visit to their HQ brought students together with AWS staff to offer insights into career pathways at a global tech company. One of our tutors shared:

"I loved learning more about AWS and having the chance to network, as well as being given tips for interviews and job applications."

These new types of partnerships are helping us build a more resilient and dynamic funding model — one that supports both programme growth and deeper engagement with the communities we serve.

Inspiring future engineers

We're thrilled to spotlight one of our most exciting new collaborations – a 3-year partnership with global engineering consultancy **Mott MacDonald** to inspire hundreds of young people about engineering as it relates to their lives and as a future career option!

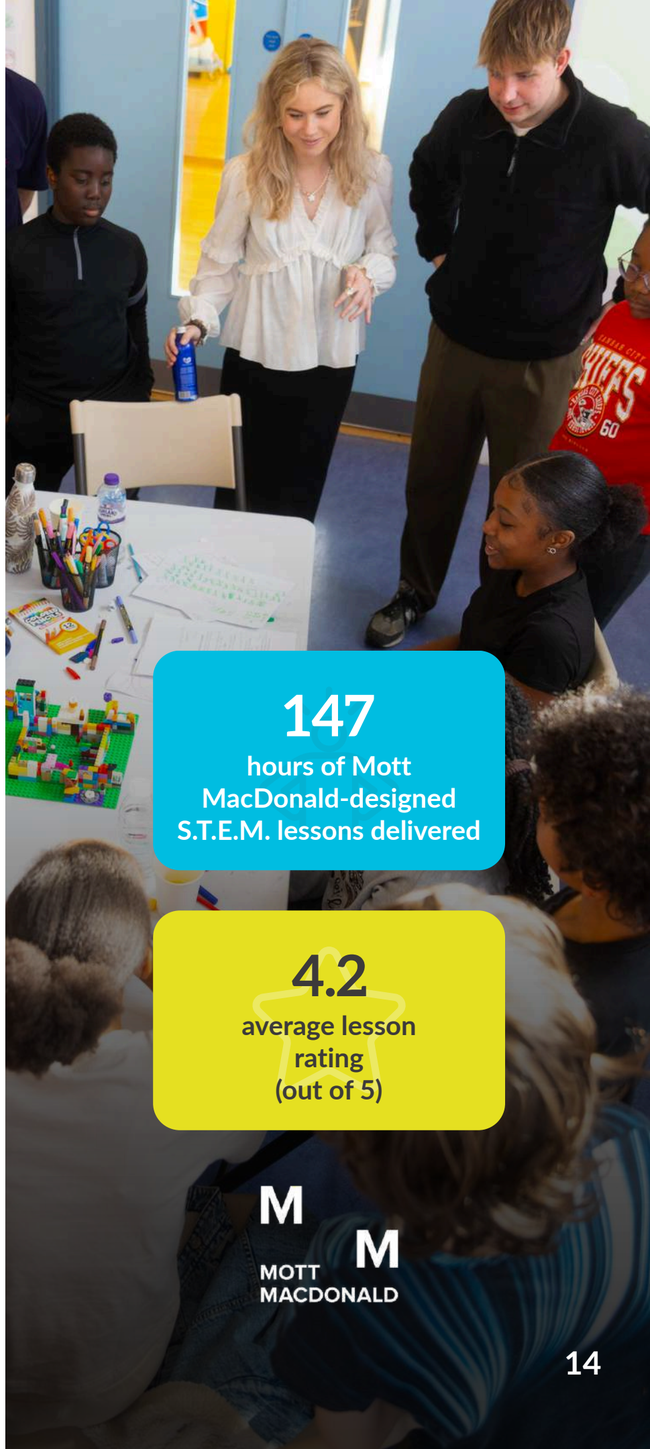
Mott MacDonald first joined us at our pilot STEAM Ahead programme to lead a tactile learning session – using LEGO blocks, pupils were given a set 'budget' to design their own housing development based on community needs. The session exposed participants to engineering, while improving numeracy. **100% of pupils reporting they found the session engaging and enjoyable.**

Building on that success, we developed a long-term partnership to embed engineering in our curriculum. In July, **we delivered 147 hours of engineering-focused lessons that were co-developed by our curriculum experts and their staff, with their team skilling up 28 of our tutors** at 'Train the Trainer' sessions. We also co-created an activity pack to foster learning over the school holiday, with input from the **London Transport Museum** too.

Guy Schmidt, Social Value Lead at Mott MacDonald shared of the experience: "**It was great to help contribute towards a lesson plan for Tutors United that both linked into what we do around social value and focused on practical English skills as the foundation.** I enjoyed the challenge of designing a lesson for a younger audience, which I haven't ever done before and so made me think about how we articulate the problem and task in a different way."

Luke Mason-Hobbs, Social Value Consultant and CSR Rep, shared his thoughts on the partnership: "Mott MacDonald, as an engineering consultancy, deeply care about the communities that we work in... It's always exciting to expand our partnerships with **great people that are doing great work in the local community.**"

We are incredibly grateful for their financial support and excited for their continued involvement to give our pupils and tutors enriching learning experiences that bring engineering careers to life.





Our first Liverpool hub

Thanks to funding from Merchant Taylors' Foundation and a brand new partnership with South Liverpool Homes, we delivered our very first face-to-face hub in Liverpool! Targeting pupils in Speke living in South Liverpool Homes' social housing, 91% of our first cohort were low-income, 64% were eligible for free school meals, and 27% had a recent migrant background.

Liverpool's average Key Stage 2 attainment is below national average in both Maths and English. Following this trend, only 37% of residents have qualifications higher than GCSE level, which contributes to higher rates of unemployment in the region. Furthermore, pupils who are statistically disadvantaged are, on average, 24.8 months behind their peers by the end of Key Stage 4, which is an even larger gap than nationally (18.8 months). For these reasons, **Liverpool is a top priority area for our growth** – with 2 further school-based hubs in collaboration with Liverpool Learning Partnership this year and ambitions to deliver 5 hubs across the city region in 2025-26.

To celebrate our pupils' amazing progress, we held our first out-of-London graduation ceremony at the hub, inviting families to come and see their children receive certificates and have their hard work recognised.

44 hours of tuition

12 pupils and families

2 tutors hired, trained, and paid

4 family progress sessions

1 graduation event

100% of families would recommend Tutors United

88% of families reported an increase in their child's ability in Maths/English

Growing our North West team

Building on the success of our first face-to-face hubs in Liverpool and in line with our prioritisation of Liverpool City Region and the wider North West, we have invested in expanding our local team – with **three new staff joining our existing Liverpool- and Manchester-based COO and Head of Region.**

This gives us dedicated senior and operational resource – along with local knowledge and networks – to ensure we target delivery into areas of need, establish trusting relationships with other community providers, and give Liverpool university students a positive tutoring experience with TU!



Arran Wylde-Eccles

Programme Officer (Manchester)

After graduating during the pandemic, Arran began working as an online tutor – an experience that sparked a passion for helping young people reach their full potential. Since then, he's worked across the charity sector and is committed to using education as a tool for creativity, character-building, and real change in the communities he serves.



Lula Taylor

Programme Officer (Liverpool)

Lula studied Law at the University of Liverpool and went on to complete a PGCE in Secondary Education at Liverpool John Moores University (LJMU). While working as a teacher of Religious Education, Lula acquired a Master's degree in Educational Practice at LJMU, focusing her final research on tackling Misogyny in Secondary Education.



Joe Coombes

Finance and Governance Officer (Liverpool)

Joe has an extensive background working in higher education at Liverpool Hope University and Liverpool John Moores University. Joe has worked as a Sport Development Officer, Sport Centre Manager, and Operations Manager, working with local authority councils, Sport England, and national governing bodies of sport.

STEAM Ahead

One of our strategic priorities is to evolve our model to **boost the support we offer pupils with the transition from primary to secondary school.**

The need for accessible and affordable support that addresses both attainment and wellbeing is more important than ever, especially over the school holidays when learning loss threatens to further entrench the attainment gap. Research shows that over the summer, on average, pupils' achievement scores fall by one month's worth of learning – with increased loss for pupils from low-income families who struggle to afford educational materials and activities.

While some have called for shortening the summer break, the Education Endowment Foundation reports that **summer schools using small group, targeted tutorials are an effective way to reduce learning loss, especially when coupled with other enriching activities**, which encourage the development of key soft skills that improve pupils' overall wellbeing and resilience.

Our new STEAM Ahead programme, in partnership with KORI Youth Charity, aims to:

- Improve literacy and numeracy skills through STEM-themed activities, underpinned by arts learning, for pupils in Years 5, 6, and 7
- Strengthen confidence, resilience, and independence through youth work activities designed to engage children and boost their wellbeing
- Offer enriching extracurricular activities to encourage creativity and contextualise learning

With a generous grant from the Rank Foundation, our Easter holiday pilot engaged 27 children from low-income backgrounds in peer-led wellbeing workshops, challenge-based Maths and English sessions, a LEGO activity with Mott MacDonald volunteers, and a visit to the Barbican to explore real-world STEM applications.

Pupils reported feeling more confident, more positive about the transition to secondary, and equipped with a deeper appreciation for STEM.

86%
pupils reported feeling more positive about transition to secondary school

75%
pupils agreed they gained skills to manage their wellbeing

+17%
"I know what to do when I feel anxious or nervous about something"

+43%
"I ask for help when I don't understand something"

+10%
"I keep trying even when I don't understand something"



Maths and English tutorials led by trained tutors

Through targeted group work, tutor-led exercises, and independent assignments, pupils learned how to use different methods to approach problems and identify gaps in their knowledge, so they can confidently ask for help. All lessons gave pupils the chance to learn and apply their Maths and English skills within a particular week-long theme – which for our Easter pilot was building an environmentally sustainable town.



Wellbeing group activities led by youth workers

Standard learning environments often fail to identify or fully support the needs of young people with vulnerabilities. With this in mind, KORI Youth Workers facilitated group sessions designed to explore some of the challenges, fears, and realities of entering secondary school, with Year 7 pupils sharing their experiences with the younger pupils. These sessions were framed within the wellbeing theme, completed at the beginning of each day.



Practical learning sessions with professional volunteers

Business volunteers delivered complementary sessions building on the week's STEM theme. The content of these sessions is co-created by corporate employees in collaboration with Tutors United and KORI staff, with the aim of contextualising learning and showing real-life application of taught skills. Global engineering firm Mott MacDonald led a fantastic LEGO workshop for our pilot, which was unanimously loved by pupils and staff alike!

> My girls really enjoyed the programme. They found it both fun and educational at the same time. One of my daughters has recently been showing a lot of anxiety when I drop her off at school, but seeing her happy and excited to go to the programme each morning, and content at the end of each day, truly means the world to me. **As a single mum on a low income, I wouldn't have been able to offer them something like this on my own.**

Our core curriculum

Our inclusive, interactive curriculum has been specially-devised in consultation with trained teachers to build foundational skills, cover key subjects, and boost confidence, while reinforcing the national curriculum to put our pupils in the best possible position before transitioning to secondary school.

In Maths, the curriculum covers a range of topics that mirror what they are doing in school, particularly in the run up to Key Stage 2 SATs. Following a spiral pattern, topics are covered multiple times with increasing difficulty to encourage retention and reinforce their comprehension, focused around essential Maths skills such as:

- **Problem solving**
- **Mental and written maths**
- **Logic and reasoning**

In English, our curriculum asks pupils to look at a range of different text types and explore various styles of writing, all while keeping a solid focus on vital spelling, punctuation, and grammar skills (SPAG). While the national curriculum at Key Stage 2 focuses on building basic techniques to develop writing skills, the assumption at Key Stage 3 is that pupils have mastered those skills and can confidently and competently write at length to demonstrate mastery in multiple subject areas. That's why our curriculum focuses on engaging pupils' creativity and imagination to apply their SPAG skills in long-form writing, to build confidence and proficiency with writing at length. Some of the English skills pupils develop are:

- **Writing at length**
- **Communicating and debating ideas**
- **Planning and organisation of ideas**

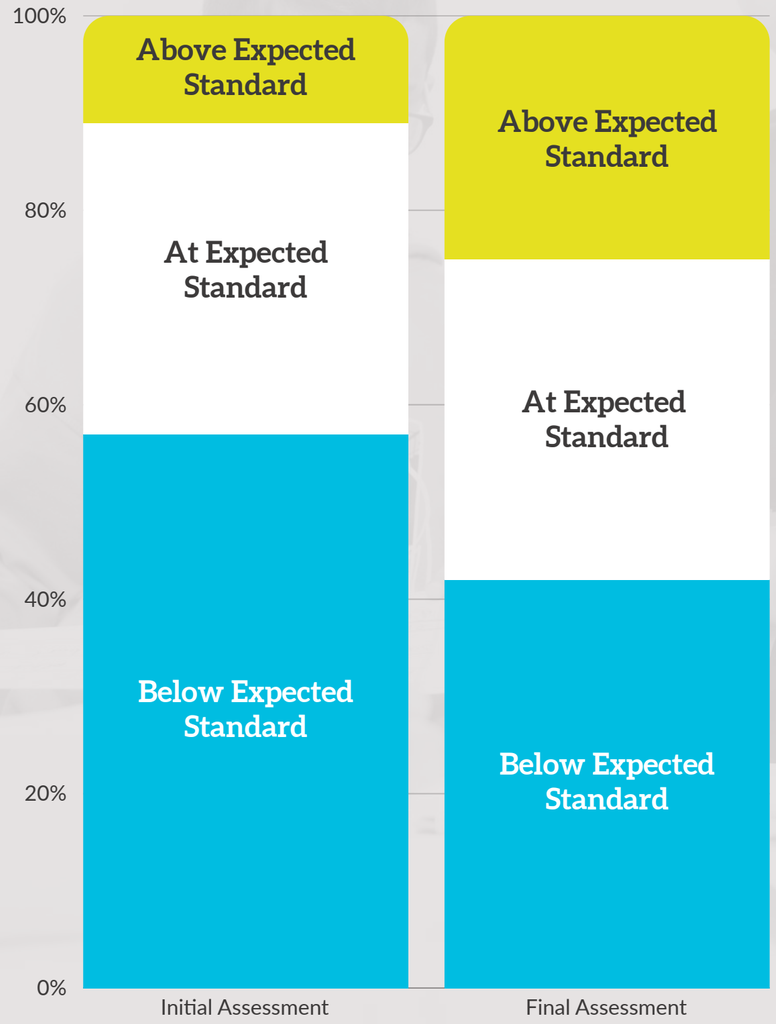
Building literacy and numeracy

The importance of numeracy and literacy extends far beyond the classroom. Yet, all too often, children, particularly those from low-income families, continue to fall behind.

Currently, children from statistically disadvantaged backgrounds are 1.7 times less likely to achieve expected standards in reading, writing, and Maths by the time they complete primary school. Pupils who are below the expected standard in their Year 6 SATs are 4 times less likely to pass at GCSE and are 3.5 times less likely to be in education, apprenticeship, or employment by age 21.

Despite the deepening educational inequalities post-pandemic and in the ongoing cost of living crisis, our amazing pupils continued to improve their academic attainment and confidence in both Maths and English.

Pupils performing at each level in Maths



54%
Average Final Score (Year 4, 5 and 6)

155%
Average Individual Progress (Year 4, 5 and 6)

63%
Year 5 and Year 6 pupils finished At or Above Expected Standards

Maths progress

Pupil progress is measured through assessments administered in the first lesson (Initial Assessments) and at the end of the programme (Final Assessments). For Maths, the assessments are structurally identical, but the numbers are altered to measure and evaluate their progress. **Our programme aims to enable pupils to leave primary school working At or Above Expected Standards.**

The average score across all pupils in their Final Assessment was 54%, with an average progress rate of 155%. **68% of Year 6 pupils were working At or Above the Expected Standard by the end of the programme**, compared with just 47% at the start, ensuring they start Year 7 with the knowledge and confidence they need to succeed.

Both Year 5 and Year 6 pupils finished the programme achieving Expected Standard average scores for their year (53% and 60% respectively), while Year 4s – who learn the Year 5 curriculum – finished on 44%, just 6 percentage points off the Year 5 standard, setting them up to start Year 5 with excellent foundations in Maths.

English progress

Our English Assessments provide pupils with a writing prompt and are graded by a mark scheme that aligns with the national curriculum. Pupils are assessed on features of text type, handwriting, spelling, grammar, punctuation, and writer's voice, and are accordingly given a Year-Related Standard of Year 2, 3, 4, 5 or 6. Within that Year-Related Standard, pupils are given a sub-level to define whether they are Emerging (E), Secure (S), or Advanced (A).

The national average for progress in English is 2 sub-levels per academic year. **40% of pupils made this same amount of progress after just 12 hours of TU tuition, with 29% pupils making 3 sub-levels (1 whole-year level) of progress in this same time period.**

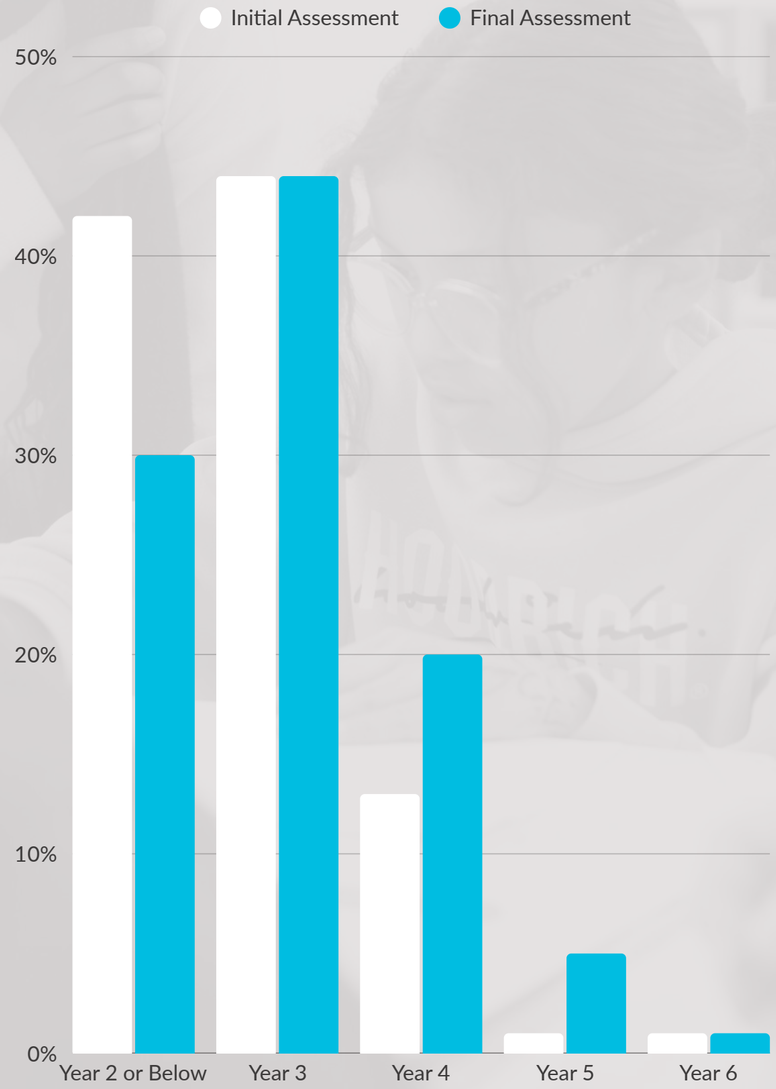
In addition, 30% of this year's cohort come from families with English as an Additional Language (EAL). These pupils made a fantastic 0.9 sub-levels of progress, while 38% of EAL pupils progressed by 2 or more sub-levels after 12 hours of tuition.

3S
Average Final Grade (Year 4, 5 and 6)
vs. 2A in Initial Assessment

1.1
sub-levels average progress after 12 hours of tutoring

40%
pupils made 2 or more sub-levels of progress

Pupil attainment by Year-Related Standards



Attainment by different groups



As the disadvantage gap continues to increase, our work focuses on children who are most likely to fall through the cracks in mainstream education. Here is a summary of how different target groups, that perform below average, progressed in Maths and English.

Maths Attainment

Boys with Caribbean backgrounds

39%	46%	925%
Average Initial Score	Average Final Score	Average Individual Progress

Pupils on free school meals

45%	54%	167%
Average Initial Score	Average Final Score	Average Individual Progress

English Attainment

Pupils with English as an Additional Language

2A	3E	0.9
Average Initial Score	Average Final Score	Average sub-levels of progress

Pupils on free school meals

2A	3S	1.15
Average Initial Score	Average Final Score	Average sub-levels of progress

Pupil spotlight

Chelsee

Chelsee, a Year 6 pupil, achieved an incredible 97% attendance, missing only one lesson over the course of the programme. Her dedication to learning is reflected in her incredible progress.

Chelsee started with an Advanced Year 3 level (3A) in her Initial English Assessment, placing her 3 years behind where she should be at her age. **After just 9 hours of tuition, in her Final Assessment she achieved a Secure Year 5 level (5S), making an amazing 5 sub-levels of progress** and catching up to just 2 sub-levels behind where she should be by the end of Year 6.

In the same amount of time, **Chelsee progressed from 40% to 85% between her Initial and Final Maths Assessments, finishing the year in the Above Expected Standard grade boundary.**

Reflecting on her time at TU, she said the sessions “have really boosted my confidence in English.” And while she attributes a lot of this to her tutor, who “has been amazing... and takes her time to explain our lesson to us,” we think Chelsee should be incredibly proud of herself too.

With Chelsee now preparing to begin Year 7 in September, her mum has also seen a big difference. **“The TU lessons have really helped Chelsee grow in confidence, especially in English. She's more willing to speak up and tackle work that she would have previously found challenging. The support has made a big difference to both her learning and her mindset.”**



> The support we have received from TU has been incredibly helpful in preparing Chelsee for her transition to secondary school. The sessions have not only strengthened her academic foundation in Maths and English but have also boosted her confidence and independence – skills that will be essential as she begins this next chapter.
>
> Crystal, Chelsee’s mum

Building a legacy of learning

Our curriculum is designed to not only spark curiosity and joy for learning, but also equip our pupils with the skills and mindset to become confident, resilient, and independent learners – contributing to a strong foundation that will support them through the transition to secondary school and beyond. With **93% of parents and carers having noticed an increase in their child's confidence in learning** and **87% of pupils saying they have improved their confidence in Maths and/or English**, we are proud of our impact, readying children to face higher academic demands, new challenging topics, and changing learning environments.

Through a combination of collaborative group work, tutor-led lessons, and independent assignments, pupils learn to recognise gaps in their understanding, develop problem-solving strategies, and boost their attainment to promote lifelong learning.

An important part of our approach is **equipping parents and carers with the tools to engage with their child's learning** during our termly progress evenings, which provide valuable insights into both curriculum content and assessment results, alongside practical strategies and resources to support learning at home.

To measure our long-term impact, we interview families after a year following their participation on our programme, with the former pupil having just completed Year 7. We measure what percentage of pupils are achieving expectations in Maths and English and whether parents/carers found their child's time at Tutors United to be beneficial for their transition to secondary school.

Following their first year at secondary school...

78%
of former parents/carers reported their child was meeting targets in Maths

75%
of former parents/carers reported their child was meeting targets in English

81%
of parents/carers agreed that TU supported their child's transition to secondary school



95%

parents/carers agreed that they better understand their child's performance from the tutor's weekly lesson feedback

94%

parents/carers agreed that the sessions helped them to understand their child's performance

84%

parents/carers agreed their child had improved in Maths and English since attending tutoring with Tutors United

Bridging the gap between school and home

One of the core pillars of our model is supporting parents and carers to better understand their child's learning needs and integrate learning opportunities in the home. We do this through weekly lesson feedback, regular progress reports, and termly Tutors United-led sessions. This year, **we ran 98 progress evenings, with excellent engagement from parents and carers.** Sessions were delivered online or in-person, to maximise flexibility, accessibility, and convenience. The aim of these sessions is to:

Inform parents and carers about how their child is performing and where they can improve in Maths and English

Give parents and carers tips on how to easily embed Maths and English learning into everyday life (e.g. having your child list all the ways they can calculate the number of the bus you're on together)

Our sessions give parents and carers an opportunity to connect with their peers while also gaining vital information on how they can reinforce learning at home and get their children the right support.

They also serve as a great opportunity for us to better understand the needs of the families we support and identify trends which we can share with our partners, to inform a stronger system of wraparound support.

Our tutors

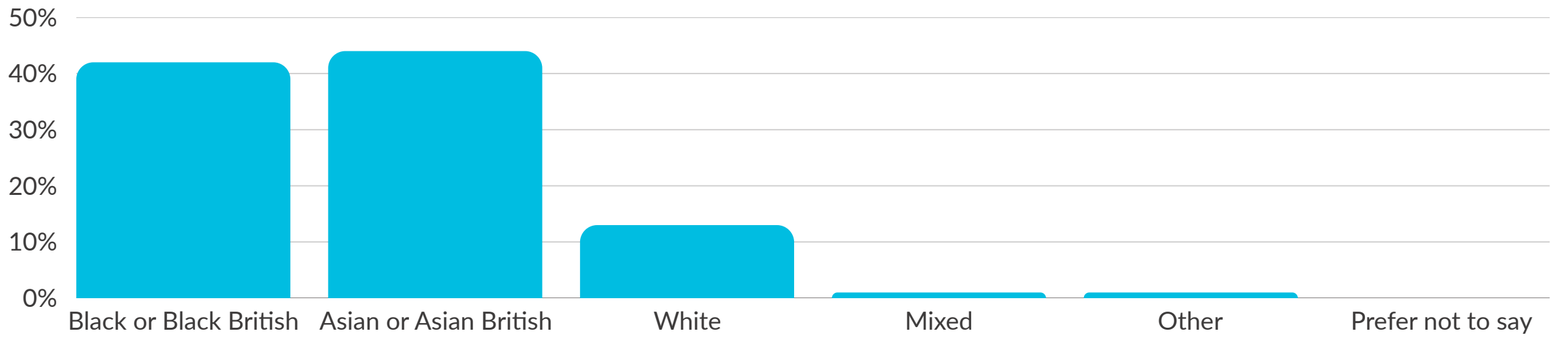
This year we hired, trained, and paid 100 diverse university students – most of whom also come from low-income households – as tutors, providing them with meaningful, paid work experience, underpinned by academic and professional development.

All tutors are Enhanced DBS-checked, reference-checked, and fully trained by our externally-accredited development programme. **We were thrilled to receive the Princess Royal Training Award in November 2024!**

The flagship training in September focuses on pedagogy, behaviour management, and essential teaching skills to ensure tutors are well-prepared to deliver high-quality lessons. We hold three further training and development events across the academic year, centred around personal and professional growth.

We take a collaborative approach by regularly consulting with our tutors. This co-design ensures that training is both relevant and empowering, giving tutors a voice in shaping their development. This enhances the quality of the training while also instilling a sense of ownership and confidence in their learning journey.

Ethnicity





97%
tutors agreed training and development events boosted their employability

59%
"a desire to make a difference to society" was primary reason for joining

95%
tutors felt their role allowed them to act as a positive role model

Results from our final tutor survey

93%

improved their communication skills

90%

improved their adaptability

78%

improved their problem solving skills

99%

felt supported in their role as tutor

96%

reporting feeling pride in their work as a tutor

Developing tutor employability

For 79% of our tutors, working at Tutors United is their first professional job and, as part of our mission, we're committed to equipping them with the skills and experiences they need to thrive when they enter the postgraduate job market. We focus on four key skills where evidence shows employers have reported a mismatch between their requirements and graduate competencies – **communication, adaptability, problem-solving, and willingness to learn.**

These skills are reinforced as our tutors sharpen their communication skills by delivering lessons, providing feedback live in class and afterwards in writing to parents/carers, and tailoring their approach and style to suit diverse pupils. They also develop adaptability by working in different learning environments and responding to the varied needs of pupils. Problem-solving is encouraged when they design creative solutions to help pupils overcome challenges and handle issues that arise in lessons or with partners on the ground. Finally, a willingness to learn is embedded in our culture, as tutors are encouraged to set personal goals and reflect on their practice through our regular observations, training, and feedback processes.

As well as gaining skills through their experiences in the classroom, **we further boost tutors' employability through our tutor training sessions, by connecting them with our employer partners, and providing paid internships** within the TU team to broaden their career experience.

Our approach to the tutoring role blends professional development with social advocacy, contributing to a stronger, more skilled, and civically-minded workforce. In fact, **85% of tutors agreed that TU improved their motivation to engage with social issues** and **75% agreed tutoring with TU allowed them to feel more connected with their community.**

Tutor employer partnerships

This year we've ramped up our pipeline of career opportunities for tutors – offering more paid internship placements at Tutors United HQ and working with more employer partners than ever before. We team up with small and large organisations across a range of sectors to provide life-changing opportunities for our cohort of diverse, multilingual, highly-skilled tutors, which in turn benefits those employers' graduate profile and inclusive talent pipeline. **Tutors had access to bespoke career workshops via our charity partner Kori and directly with Amazon Web Services, the Bank of England, BlackRock and Sustainable Trading.**

Equinix

Exclusive mentoring scheme for our tutors, with mentees and mentors matched according to career interests and undertaking monthly sessions – growing from 7 pairs in the pilot year to 17 in year two.

Leigh Day

Dedicated spaces on a highly sought-after legal skills workshop for three TU law students, including CV writing, networking opportunities with legal professionals, legal document drafting, and Q&A sessions.

Quintessentially Foundation

Provided paid, exclusive summer internships to two TU tutors, working on their charity support programme The Firefly Project.

Our 2024-25 tutor interns

Bilquis Ahmed
Recruitment Assistant
University of Birmingham

Dilni Edirisinghe
Impact and Evaluation Assistant
University of Greenwich

Jemima Kennedy
Programmes Assistant
University of London

Aisosa Okunhon-Uduebor
Programmes Assistant
University of Warwick

Kunjal Rawal
Recruitment Assistant
Loughborough University



Equity at Tutors United

Founded by a 17-year-old Black man living in social housing, and rooted in his lived experience of educational and racial injustice, equity continues to be a core driver for Tutors United's strategic and frontline practice. We're proud to be co-led by a Black woman and former tutor as Chair, and a queer single parent as CEO. **We strive to recruit staff and trustees who reflect the communities we serve. Day-to-day, we adapt our inclusive practice to meet families' diverse needs, while our People and Equity Committee holds us to account from the very top of TU.** This year, we commissioned JMB Consulting to deliver an in-depth anti-racism development programme for the team, trustees and tutors. Youth voice is a priority for 2026-27.

35%
Asian, Black or Mixed ethnicity

25%
LGBTQ+

50%
household income below £35,000 as a child

40%
first generation in their family to go to university

70%
women

50%
parent or carer

45%
disability or health condition

20%
eligible for free school meals as a child

30%
their parent/s speak English as additional language

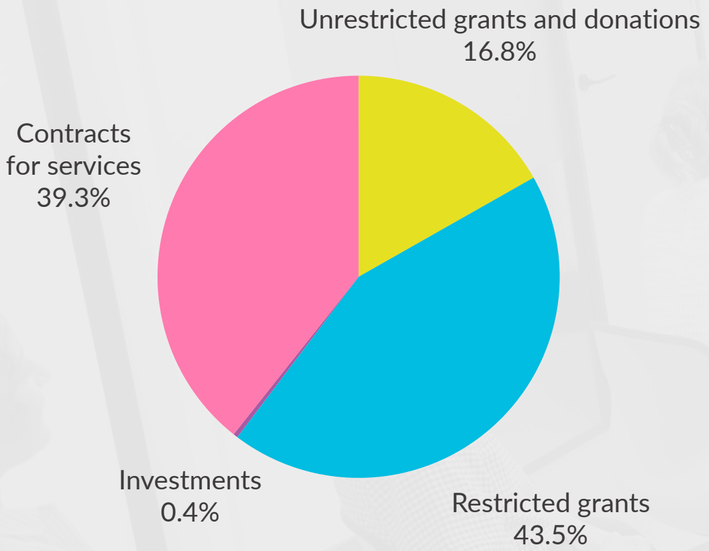
10%
Tutors United is their first professional job

Financial review

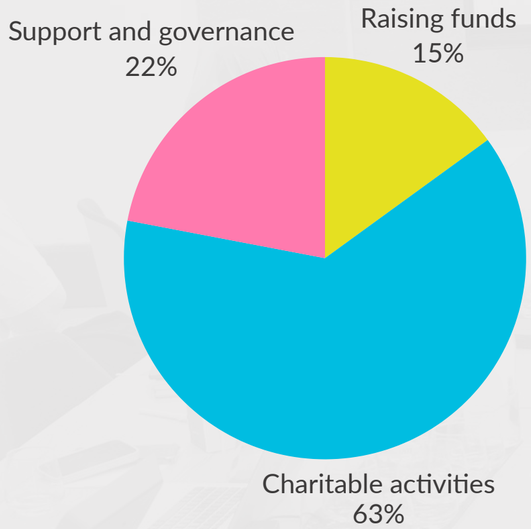
Overall, we achieved a positive financial outturn and surpassed our income target thanks to strong performance with grant fundraising and securing new corporate investment. Along with our designated funds, this allowed us to invest in strategic priorities to underpin our growth – **growing our team, creating more paid tutor internships, piloting our school holiday transition programme, and strengthening our pricing model and operational systems.**

However, income from contracts dropped to 39% – its lowest-ever level from a previous high of 60% pre-pandemic – due to continued downward pressure on housing association community investment budgets. This trend is increasing as we move into 2025-26, underlining our strategic imperative to build more diverse, multi-year, and multi-partner funding sources to support our growth and give sustainability to young people and families.

Total income: £754,183



Total expenditure: £627,077



Reserves position

Our reserves policy requires TU to hold between three and five months of operating costs to cover overheads, which equates to £184k – £306k for 2025-26 planned expenditure. So our free reserves position of £303,119 at 31 July 2025 is in line with our reserves policy, covering just under 5 months of expenditure. This modest cushion is vital as we look to a more uncertain financial picture in 2025-26, with reduced income from contracts and grants, alongside cost pressures such as London Living Wage increases. The trustees do not plan to invest these unrestricted funds for specific purposes, as we anticipate a deficit in 2025-26 due to these income and expenditure challenges.

Our partners in 2024-25




























































































































TUTORS
UNITED

Reference and administrative information set out on page 35 forms part of this report. The financial statements comply with current statutory requirements, the Memorandum and Articles of Association and the Statement of Recommended Practice - Accounting and Reporting by Charities (effective from January 2019).

Public benefit
The trustees have regard to the Charity Commission's guidance on public benefit in directing the work of the charity and in ensuring the charity's compliance with the Good Governance Code and the provisions of the Charities Act 2011 as amended.

Structure, governance and management
Constitution
Tutors United is registered as a charitable company limited by guarantee and was set up by a Memorandum of Association.

Methods of appointment or election of Trustees
The management of the company is the responsibility of the Trustees, who are elected and co-opted under the terms of the Memorandum of Association.

Financial risk management
The Trustees have assessed the major risks to which the company is exposed, in particular those related to the operations and finances of the company, and are satisfied that systems and procedures are in place to mitigate exposure to the major risks.

Statement of responsibilities of the trustees
The trustees (who are also directors of the charity for the purposes of company law) are responsible for preparing the trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102: The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

Company law requires the trustees to prepare financial statements for each financial year, which give a true and fair view of the state of affairs of the charity and of the income and expenditure of the charity for that period. In preparing those financial statements the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgements and accounting estimates that are reasonable and prudent;
- state whether applicable UK accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and which enable them to ensure that the financial statements comply with the Companies Act 2006. The trustees are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Members of the charity guarantee to contribute an amount not exceeding £1 to the assets of the charity in the event of winding up. The trustees are members of the charity but this entitles them only to voting rights. The trustees have no beneficial interest in the charity.

Independent examiners
Godfrey Wilson Limited were re-appointed as independent examiners to the charitable company during the year and have expressed their willingness to continue in that capacity.

Approved by the trustees on 12 February 2026 and signed on their behalf by



Robert Holmes - Treasurer

Tutors United

Reference and administrative details

For the year ended 31 July 2025

Company number	08595641
Charity number	1176968
Registered office address	63/66 Hatton Garden London EC1N 8LE
Operational office address	19-21 Garden Walk London EC2A 3EQ
Trustees	Trustees, who are also directors under company law, who served during the year and up to the date of this report were as follows:

Katie Carr	appointed 22 August 2024
Dr Freda Chio Tait	appointed 22 August 2024
Matthew Corner	resigned 22 August 2024
Robert Hale	appointed 22 August 2024
Robert Holmes	
Emily Kell	appointed 22 August 2024
Annie Maciver	resigned 22 August 2024
Liam McLaughlin	resigned 16 November 2024
Laura Wilson	

Chief executive officer	Amy Whitelock Gibbs
Bankers	Barclays Bank UK plc Leicester LE87 2BB
Independent examiners	Godfrey Wilson Limited Chartered accountants and statutory auditors 5th Floor Mariner House 62 Prince Street Bristol BS1 4QD

Independent examiner's report

To the trustees of

Tutors United

I report to the trustees on my examination of the accounts of Tutors United (the charitable company) for the year ended 31 July 2025, which are set out on pages 38 to 53.

Responsibilities and basis of report
As the trustees of the charitable company (and also its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the charitable company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of the charitable company's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

Independent examiner's statement
Since the charitable company's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination because I am a member of the Institute of Chartered Accountants in England and Wales (ICAEW), which is one of the listed bodies.

Godfrey Wilson Limited also provides bookkeeping and payroll services to the charitable company. I confirm that as a member of the ICAEW I am subject to the FRC's Revised Ethical Standard 2024, which I have applied with respect to this engagement.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

(1) accounting records were not kept in respect of the charitable company as required by section 386 of the 2006 Act; or
(2) the accounts do not accord with those records; or
(3) the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination; or
(4) the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

Independent examiner's report

To the trustees of

Tutors United

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Dougal Howard

Date: 12 February 2026
Dougal Howard ACA
Member of the ICAEW
Godfrey Wilson Limited
Chartered accountants and statutory auditors
5th Floor Mariner House
62 Prince Street
Bristol
BS1 4QD

Tutors United

Statement of financial activities *(incorporating an income and expenditure account)*

For the year ended 31 July 2025

	Note	Restricted £	Unrestricted £	**2025 Total £**	2024 Total £
Income from:					
Donations	3	-	126,650	**126,650**	93,470
Charitable activities	4	328,220	296,584	**624,804**	565,708
Investments		-	2,729	**2,729**	2,312
Total income		328,220	425,963	**754,183**	661,490
Expenditure on:					
Raising funds		-	119,819	**119,819**	118,273
Charitable activities		225,258	282,000	**507,258**	406,829
Total expenditure	6	225,258	401,819	**627,077**	525,102
Net income and net movement in funds		102,962	24,144	**127,106**	136,388
Reconciliation of funds:					
Total funds brought forward		99,457	292,918	**392,375**	255,987
Total funds carried forward		202,419	317,062	**519,481**	392,375

All of the above results are derived from continuing activities. There were no other recognised gains or losses other than those stated above. Movements in funds are disclosed in note 15 to the accounts.

Tutors United

Balance sheet

As at 31 July 2025

	Note	£	2025 £	2024 £
Fixed assets				
Tangible assets	10		**13,943**	6,346
Current assets				
Debtors	11	**81,682**		58,803
Cash at bank and in hand		**477,893**		357,155
		559,575		415,958
Liabilities				
Creditors: amounts falling due within 1 year	12	**(54,037)**		(29,929)
Net current assets			**505,538**	386,029
Total assets less current liabilities			**519,481**	392,375
Net assets	14		**519,481**	392,375
Funds	15			
Restricted funds			**202,419**	99,457
Unrestricted funds				
Designated funds			**-**	20,000
General funds			**317,062**	272,918
Total charity funds			**519,481**	392,375

The directors are satisfied that the company is entitled to exemption from the provisions of the Companies Act 2006 (the Act) relating to the audit of the financial statements for the year by virtue of section 477, and that no member or members have requested an audit pursuant to section 476 of the Act.

The directors acknowledge their responsibilities for:

(i) ensuring that the Company keeps proper accounting records which comply with section 386 of the Act; and

(ii) preparing financial statements which give a true and fair view of the state of affairs of the Company as at the end of the financial year and of its profit or loss for the financial year in accordance with the requirements of section 393, and which otherwise comply with the requirements of the Act relating to financial statements, so far as applicable to the company.

These accounts have been prepared in accordance with the special provisions applicable to companies subject to the small companies' regime.

Tutors United

Balance sheet

As at 31 July 2025

Approved by the trustees on 12 February 2026 and signed on their behalf by



Robert Holmes - Treasurer

Tutors United

Statement of cash flows

For the year ended 31 July 2025

	2025	2024
	£	£
Cash flows from operating activities:		
Net movement in funds	**127,106**	136,388
Adjustments for:		
Depreciation charges	**1,981**	2,117
Dividends, interest and rents from investments	**(2,729)**	(2,312)
(Increase) / decrease in debtors	**(22,879)**	27,835
Increase / (decrease) in creditors	**24,108**	(37,254)
Net cash provided by operating activities	**127,587**	126,774
Cash flows from investing activities:		
Dividends, interest and rents from investments	**2,729**	2,312
Purchase of tangible fixed assets	**(9,578)**	-
Net cash (used in) / provided by investing activities	**(6,849)**	2,312
Increase in cash and cash equivalents in the year	**120,738**	129,086
Cash and cash equivalents at the beginning of the year	**357,155**	228,069
Cash and cash equivalents at the end of the year	**477,893**	357,155

The charity has not provided an analysis of changes in net debt as it does not have any long term financing arrangements.

1. Accounting policies

a) General information and basis of preparation

Tutors United is a charitable company limited by guarantee registered in England and Wales. The registered office address is 63/66 Hatton Garden, London, EC1N 8LE.

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Tutors United meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note.

b) Going concern basis of accounting

The accounts have been prepared on the assumption that the charity is able to continue as a going concern, which the trustees consider appropriate having regard to the current level of unrestricted reserves. There are no material uncertainties about the charity's ability to continue as a going concern.

c) Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the item of income have been met, it is probable that the income will be received and the amount can be measured reliably.

Income from the government and other grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

Income received in advance of provision of services is deferred until criteria for income recognition are met.

d) Donated services and facilities

Donated professional services and donated facilities are recognised as income when the charity has control over the item, any conditions associated with the donated item have been met, the receipt of economic benefit from the use by the charity of the item, is probable and the economic benefit can be measured reliably. In accordance with the Charities SORP (FRS 102), general volunteer time is not recognised.

e) Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the charity: this is normally upon notification of the interest paid or payable by the bank.

1. Accounting policies (continued)

f) Funds accounting

Unrestricted funds are available to spend on activities that further any of the purposes of the charity. Designated funds are unrestricted funds of the charity which the trustees have decided at their discretion to set aside to use for a specific purpose. Restricted funds are donations which the donor has specified are to be solely used for particular areas of the charity's work or for specific projects being undertaken by the charity.

g) Expenditure and irrecoverable VAT

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

h) Allocation of support and governance costs

Support costs are those functions that assist the work of the charity but do not directly undertake charitable activities. Governance costs are the costs associated with the governance arrangements of the charity, including the costs of complying with constitutional and statutory requirements and any costs associated with the strategic management of the charity's activities. These costs have been allocated between cost of raising funds and expenditure on charitable activities based on the proportion total cost by each activity as follows:

	2025	2024
Raising funds	**19.1%**	22.5%
Charitable activities	**80.9%**	77.5%

i) Tangible fixed assets

Depreciation is provided at rates calculated to write down the cost of each asset to its estimated residual value over its expected useful life. The depreciation rates in use are as follows:

Computer equipment	25% reducing balance

Items of equipment are capitalised where the purchase price exceeds £500.

j) Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

k) Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

1. Accounting policies (continued)

l) Creditors

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

m) Financial instruments

The charitable company only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value with the exception of bank loans which are subsequently recognised at amortised cost using the effective interest method.

n) Pension costs

The company operates a defined contribution pension scheme for its employees. There are no further liabilities other than that already recognised in the SOFA.

o) Accounting estimates and key judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying values of assets and liabilities that are not readily apparent from other sources. The estimates and underlying assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affects both current and future periods.

The key sources of estimation uncertainty that have a significant effect on the amounts recognised in the financial statements are accrued income and deferred income as described in note 1(c) above.

2. Prior period comparatives: statement of financial activities

	Restricted £	Unrestricted £	2024 Total £
Income from:			
Donations	-	93,470	93,470
Charitable activities	271,614	294,094	565,708
Investments	-	2,312	2,312
Total income	271,614	389,876	661,490
Expenditure on:			
Raising funds	-	118,273	118,273
Charitable activities	220,605	186,224	406,829
Total expenditure	220,605	304,497	525,102
Net income and net movement in funds	51,009	85,379	136,388

3. Income from donations

	2025 Total £	2024 Total £
Corporate donations	**56,500**	-
Donations	**150**	15,970
Grants		
Stone Family	**70,000**	62,500
Drapers Charitable Trust	**-**	15,000
Total income from donations	**126,650**	93,470

All income from donations in the current and prior year was unrestricted.

4. Income from charitable activities

	Restricted £	Unrestricted £	**2025 Total £**
Contracts for services	-	296,584	**296,584**
Grants > £10k			
National Lottery Community Fund	212,080	-	**212,080**
The Considered Ask	33,925	-	**33,925**
Postcode Society	17,532	-	**17,532**
Leathersellers Lewisham	14,975	-	**14,975**
Rank Foundation STEAM Ahead	14,000	-	**14,000**
The Hargreaves Foundation	10,000	-	**10,000**
Grants < £10k	25,708	-	**25,708**
Total income from charitable activities	328,220	296,584	**624,804**

Prior period comparative

	Restricted £	Unrestricted £	2024 Total £
Contracts for services	-	294,094	294,094
Grants > £10k			
National Lottery Community Fund	172,928	-	172,928
The Considered Ask	33,348	-	33,348
Cheshire Community Fund	19,240	-	19,240
Peabody Community Fund	15,000	-	15,000
Grants < £10k	31,098	-	31,098
Total income from charitable activities	271,614	294,094	565,708

5. Government grants

The charitable company receives government grants, defined as funding from the National Lottery Community Fund to fund charitable activities. The total value of such grants in the period ending 31 July 2025 was £212,080 (2024: £172,928). There are no unfulfilled conditions or contingencies attaching to these grants in 2024-25.

6. Total expenditure

	Raising funds £	Charitable activities £	Support and governance costs £	**2025 Total £**
Staff costs (note 8)	86,925	257,218	88,828	**432,971**
Other staff costs	-	18,565	-	**18,565**
Tutor fees	-	62,806	-	**62,806**
Direct delivery costs	-	58,652	-	**58,652**
Consultancy fees	6,907	-	2,960	**9,867**
Rent	-	-	15,782	**15,782**
Office costs	-	-	1,251	**1,251**
Depreciation	-	-	1,981	**1,981**
IT	-	-	12,053	**12,053**
Accountancy	-	-	13,149	**13,149**
Sub-total	93,832	397,241	136,004	**627,077**
Allocation of support and governance costs	25,987	110,017	(136,004)	**-**
Total expenditure	**119,819**	**507,258**	**-**	**627,077**

Total governance costs were £3,660 (2024: £3,480).

Prior period comparative	Raising funds £	Charitable activities £	Support and governance costs £	2024 Total £
Staff costs (note 8)	90,600	237,773	72,453	400,826
Other staff costs	-	5,357	-	5,357
Tutor fees	-	50,844	-	50,844
Direct delivery costs	-	23,323	-	23,323
Consultancy fees	1,644	-	-	1,644
Rent	-	-	15,136	15,136
Office costs	-	-	1,181	1,181
Depreciation	-	-	2,117	2,117
IT	-	-	13,602	13,602
Accountancy	-	-	11,072	11,072
Sub-total	92,244	317,297	115,561	525,102
Allocation of support and governance costs	26,029	89,532	(115,561)	-
Total expenditure	118,273	406,829	-	525,102

7. Net movement in funds

This is stated after charging:

	2025	2024
	£	£
Depreciation	**1,981**	2,117
Operating lease payments	**14,184**	13,824
Trustees' remuneration	**Nil**	Nil
Trustees' reimbursed expenses	**45**	Nil
Independent examiner's remuneration (excluding VAT):		
▪ Independent examination	**3,050**	2,900
▪ Other services	**7,408**	3,482

In common with other charities of our size and nature we use our independent examiners to assist with the preparation of the financial statements, and to prepare and submit returns to the tax authorities. Our independent examiners have also provided payroll services and other consultancy services to the charity during the year.

During the year, 1 trustee incurred expenses for travel of £45 (2024: £nil).

8. Staff costs and numbers

Staff costs were as follows:

	2025	2024
	£	£
Salaries and wages	**393,109**	360,407
Social security costs	**33,340**	31,337
Pension costs	**6,522**	9,082
	432,971	400,826

Employees earning more than £60,000 during the year:

	2025	2024
	No.	No.
Between £60,000 and £70,000	**1**	1

The key management personnel of the charitable company comprise the trustees, chief executive officer, and the senior leadership team. The total employee benefits of the key management personnel were £227,794 (2024: £212,420).

	2025	2024
	No.	No.
Average head count	**11**	11

9. Taxation

The charity is exempt from corporation tax as all its income is charitable and is applied for charitable purposes.

10. Tangible fixed assets

	Total £
Cost	
At 1 August 2024	**17,879**
Additions	**9,578**
At 31 July 2025	**27,457**
Depreciation	
At 1 August 2024	**11,533**
Charge for the year	**1,981**
At 31 July 2025	**13,514**
Net book value	
At 31 July 2025	**13,943**
At 31 July 2024	6,346

11. Debtors

	2025 **£**	2024 £
Trade debtors	**11,101**	42,082
Prepayments	**10,244**	8,134
Accrued income	**60,310**	8,560
Other debtors	**27**	27
	81,682	58,803

12. Creditors: amounts falling due within 1 year

	2025	2024
	£	£
Trade creditors	**11,420**	7,784
Accruals	**12,546**	10,880
Other taxation and social security	**12,498**	9,046
Deferred income (note 13)	**17,573**	-
Other creditors	**-**	2,219
	54,037	29,929

13. Deferred income

	2025	2024
	£	£
At 1 August	**-**	37,116
Deferred during the year	**17,573**	-
Released during the year	**-**	(37,116)
At 31 July	**17,573**	-

Deferred income relates to fees invoiced in advance of the activities taking place.

14. Analysis of net assets between funds

	Restricted funds	Designated funds	General funds	**Total funds**
	£	£	£	**£**
Tangible fixed assets	-	-	13,943	**13,943**
Current assets	202,419	-	357,156	**559,575**
Current liabilities	-	-	(54,037)	**(54,037)**
Net assets at 31 July 2025	**202,419**	**-**	**317,062**	**519,481**

Prior period comparative	Restricted funds	Designated funds	General funds	Total funds
	£	£	£	£
Tangible fixed assets	-	-	6,346	6,346
Current assets	99,457	20,000	296,501	415,958
Current liabilities	-	-	(29,929)	(29,929)
Net assets at 31 July 2024	99,457	20,000	272,918	392,375

15. Movements in funds

	At 1 August 2024 £	Income £	Expenditure £	**At 31 July 2025 £**
Restricted funds				
The Considered Ask	-	33,925	(7,121)	**26,804**
Haberdashers Lewisham	5,000	5,000	(5,000)	**5,000**
Haberdashers Resilience Fund	-	3,000	(3,000)	**-**
Insurance Industries Charitable Foundation	-	8,710	(8,710)	**-**
Leathersellers	-	14,975	(14,975)	**-**
Merchant Taylors (Lewisham)	-	8,998	(8,998)	**-**
Merchant Taylors (Liverpool)	5,000	-	(5,000)	**-**
National Lottery Community Fund	89,457	212,080	(152,454)	**149,083**
Postcode Society	-	17,532	-	**17,532**
Rank Foundation STEAM Ahead	-	14,000	(14,000)	**-**
The Hargreaves Foundation	-	10,000	(6,000)	**4,000**
Total restricted funds	99,457	328,220	(225,258)	**202,419**
Unrestricted funds				
Designated funds				
English progress review	10,000	-	(10,000)	**-**
Website redevelopment	10,000	-	(10,000)	**-**
Total designated funds	20,000	-	(20,000)	**-**
General funds	272,918	425,963	(381,819)	**317,062**
Total unrestricted funds	292,918	425,963	(401,819)	**317,062**
Total funds	392,375	754,183	(627,077)	**519,481**

Purposes of restricted funds

The Considered Ask

Funding for a Programme and Systems Coordinator plus developer costs from March 2025 to March 2028 to unlock our strategic growth.

Haberdashers Lewisham

Match-funding towards delivery of 2 tuition hubs in Lewisham from September 2024 to July 2026.

Haberdashers Resilience Fund

Funding for phase one of our digital systems development from January to March 2025 to underpin organisational sustainability and growth.

15. Movements in funds (continued)

Purposes of restricted funds (continued)

Insurance Industries Charitable Foundation

Funding for 1 tuition hub enhanced by a classroom assistant role for a local sixth former in Tower Hamlets from January to July 2025.

Leathersellers

Funding for 2 tuition hubs and additional family learning opportunities in Lewisham from November 2024 to July 2025.

Merchant Taylors (Lewisham)

Match-funding towards delivery of 2 tuition hubs in Lewisham from September 2024 to July 2025.

Merchant Taylors (Liverpool)

Match-funding for 1 tuition hub and a graduation celebration in Liverpool from January to July 2025.

National Lottery Community Fund

Funding for increased staff capacity (6 posts) to support regional growth over 3 years from January 2023 to December 2025.

Postcode Society

Funding for a pilot school holiday transition programme for 30 year 5 to 7 pupils, co-delivered with Kori Youth Charity - carried forward to October 2025.

Rank Foundation STEAM Ahead

Funding for a pilot school holiday transition programme for 30 year 5 to 7 pupils, co-delivered with Kori Youth Charity in April 2025.

The Hargreaves Foundation

Funding towards expansion of our London tuition hubs to reach 30 additional pupils and their families from January to December 2025.

Purposes of designated funds

English progress review

Funding to review, re-design and pilot a new method of assessing and reporting pupils' English progress, delivered in 2024-25.

Website redevelopment

Funding to commission a full re-design of our website to improve parent and partner engagement, delivered in 2024-25.

15. Movements in funds (continued)

Prior period comparative	At 1 August 2023 £	Income £	Expenditure £	Transfers between funds £	At 31 July 2024 £
The Considered Ask	-	33,348	(33,348)	-	-
Edward Cadbury	-	5,000	(5,000)	-	-
EMR Building Brighter Futures (Cheshire Community Fund)	-	19,240	(19,240)	-	-
Gosling Foundation	-	5,000	(5,000)	-	-
Haberdashers Lewisham	-	5,000	-	-	5,000
Leathersellers	-	6,500	(6,500)	-	-
Lee Education Charitable Fund	-	1,528	(1,528)	-	-
Merchant Taylors (Liverpool)	-	5,000	-	-	5,000
National Lottery Community Fund	43,150	172,928	(126,621)	-	89,457
Peabody Community Fund	-	15,000	(15,000)	-	-
Rotherhithe Consolidated Charities	-	3,070	(3,070)	-	-
Wimbledon Foundation	5,298	-	(5,298)	-	-
Total restricted funds	48,448	271,614	(220,605)	-	99,457
Unrestricted funds					
Designated funds					
English progress review	-	-	-	10,000	10,000
Website redevelopment	-	-	-	10,000	10,000
Total designated funds	-	-	-	20,000	20,000
General funds	207,539	389,876	(304,497)	(20,000)	272,918
Total unrestricted funds	207,539	389,876	(304,497)	-	292,918
Total funds	255,987	661,490	(525,102)	-	392,375

16. Operating lease commitments

The charity had operating leases in the year but there were no commitments at the year end. Operating lease payments made in the year are disclosed in note 7.

17. Related party transactions

There were no related party transactions in the current or prior period.

TUTORS UNITED

England & Wales - Charity number 1176968

Accounts

Company no. 08595641
Charity no. 1176968

Tutors United

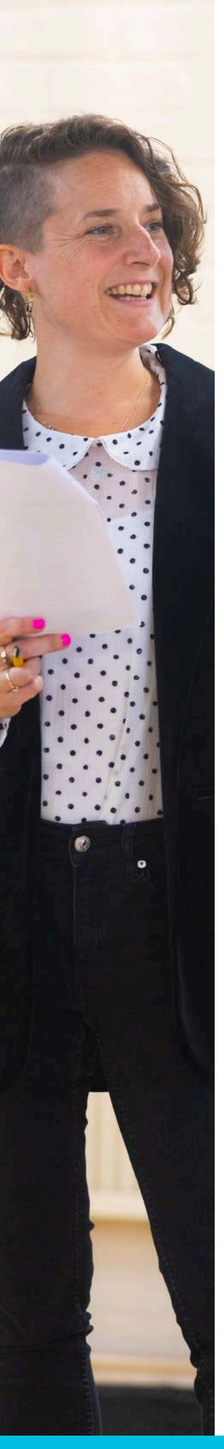
Report and Unaudited Financial Statements

31 July 2024



TUTORS UNITED

Annual Report 2023-24



Introduction from our CEO and Chair

Amy Whitelock Gibbs and Laura Wilson

We're proud to report on another successful year for Tutors United, providing 800 young people with vital academic and career support to help them thrive from primary to secondary school, and from university to work.

We expanded our frontline programmes to **more areas of England than ever before**, delivering new hybrid models within schools while **innovating our core model** to create new paid work experience roles and extra educational support for families.

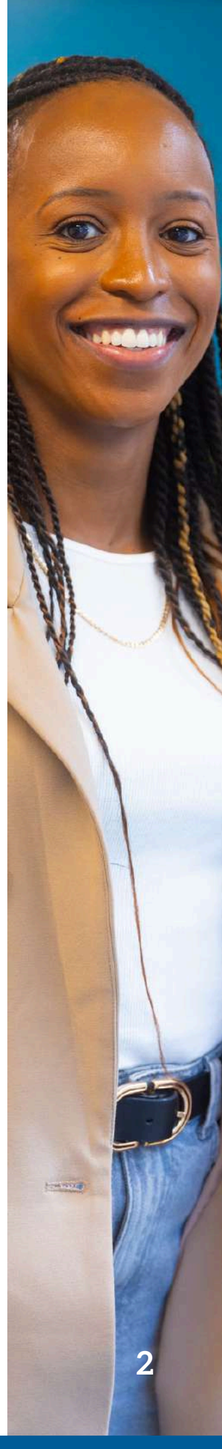
Diversifying our partnerships was a major focus - we were thrilled to secure new funding from livery companies to support existing and new tutoring hubs and cultivate **exclusive career development opportunities for our tutors** led by a range of major employers - all continuing into next year!

We're proud to have worked with more community and corporate partners than ever before while deepening our longstanding relationships with housing associations. Huge thanks to everyone who has supported TU!

We conducted new research to understand the **impact of the cost of living crisis** on our families, which underlined how community-based tutoring that combines academic support with social connection is needed now more than ever. And we underwent an **extensive engagement process with our beneficiaries and partners to shape our new 2024-28 strategy for growth**.

Financially, it was a year of ups and downs - starting with a worrying drop in contract income due to the wider economic climate's impact on our housing partners - but ending positively thanks to successful fundraising to plug gaps and sustain our programmes.

We said goodbye to three of our incredible trustees - Annie, Matt and Liam - when their terms ended after six years of dedicated commitment to TU. While we were sad to see them go, this gave us the chance to recruit four brilliant new people - Emily, Freda, Katie and Rob - who bring expertise from the charity, corporate, education and financial sectors, while **strengthening equity and lived experience within the Board.** We can't wait to see what 2024-25 brings!



TUTORS UNITED

2023-24 Report Card

31%
returning pupils from the previous academic year

1.2 sub-levels
average progress in English after 12 hours of tutoring

66%
average progress in Maths after 12 hours of tutoring

85%
of pupils felt more confident in Maths and/or English

683
families supported

3,080
hours of tutoring delivered

60
total hubs

51
London hubs

9
out-of-London hubs

65
parent sessions delivered

112
tutors and classroom assistants hired, trained and paid

£50,844
wages paid to tutors and classroom assistants

45
students took up career development opportunities

93%
of parents/carers noticed an increase in their child's confidence in learning

92%
of parents/carers agreed TU supported their child's transition to Year 7



What we do

Founded in 2013, Tutors United is an award-winning national charity that uses **the power of tutoring to support young people's attainment, confidence, and skills at two key transition points: from primary to secondary school, and from university to employment.**

Working primarily with housing associations, alongside local and corporate partners, we deliver community-based tutoring programmes across London, the Midlands, and the North West to primary school children from low-income, migrant and refugee backgrounds, **providing access to vital educational support to those who need it most.**

We hire, train, and pay inspiring university students – most of whom also come from low-income households – as tutors, providing them with meaningful, paid work experience, underpinned by academic and professional development.

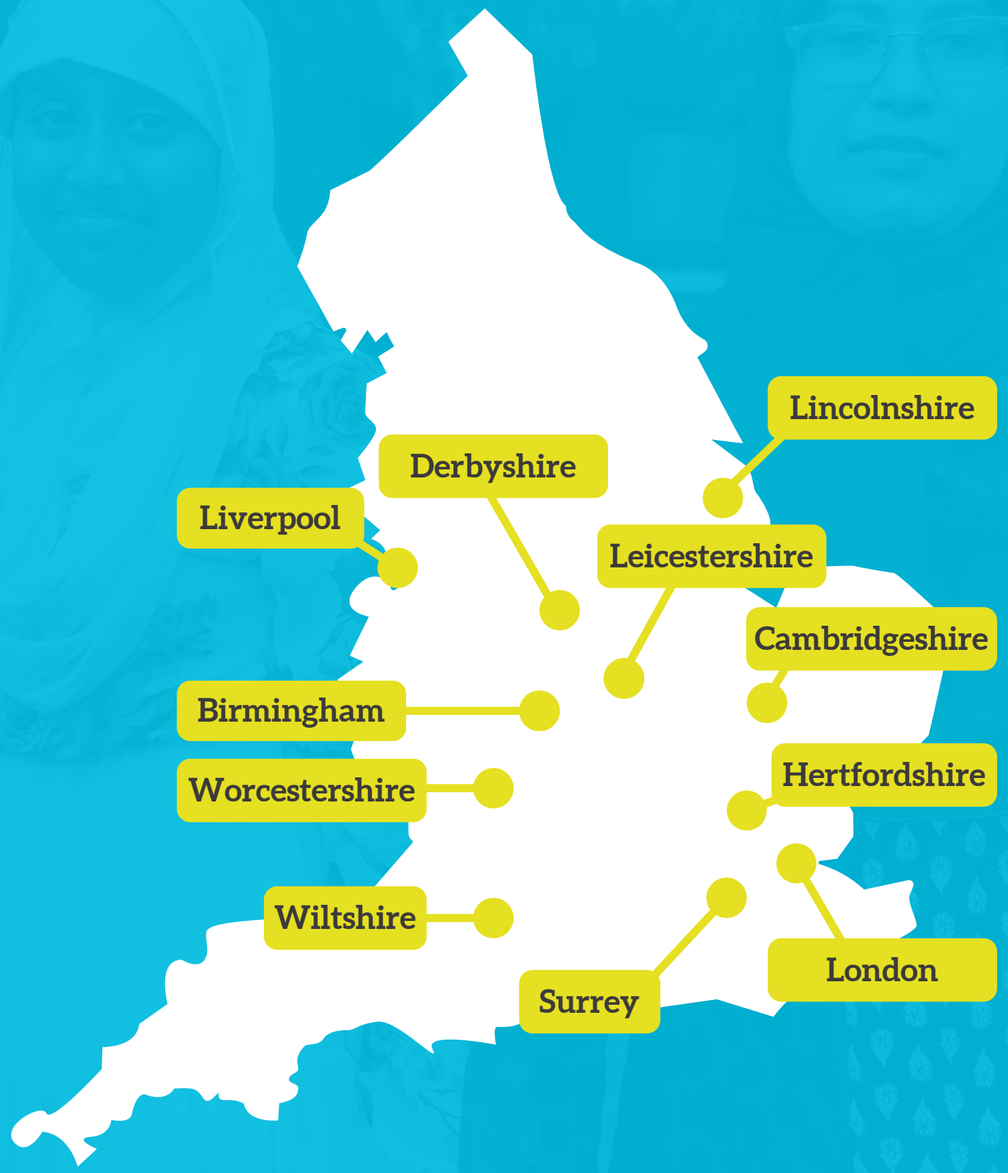
Our work ensures primary school children can transition to secondary school literate and numerate with a strong foundation of soft skills and ongoing family support to guarantee long-term success. **We upskill parents and carers** with functional skills to maximise both their children's and their own education and employment opportunities.

Hire, train and pay university students as tutors to deliver our programme

Specially-devised Maths and English lessons for primary school pupils

Ongoing engagement with parents and carers to encourage learning at home

Bespoke training and development offer for our tutors to boost their skills and careers



Where we worked

60
total hubs

35
face-to-face hubs

25
online hubs

51
London hubs

9
out-of-London hubs

Who we served

82%

household income below £35,000

77%

families on means-tested benefits

69%

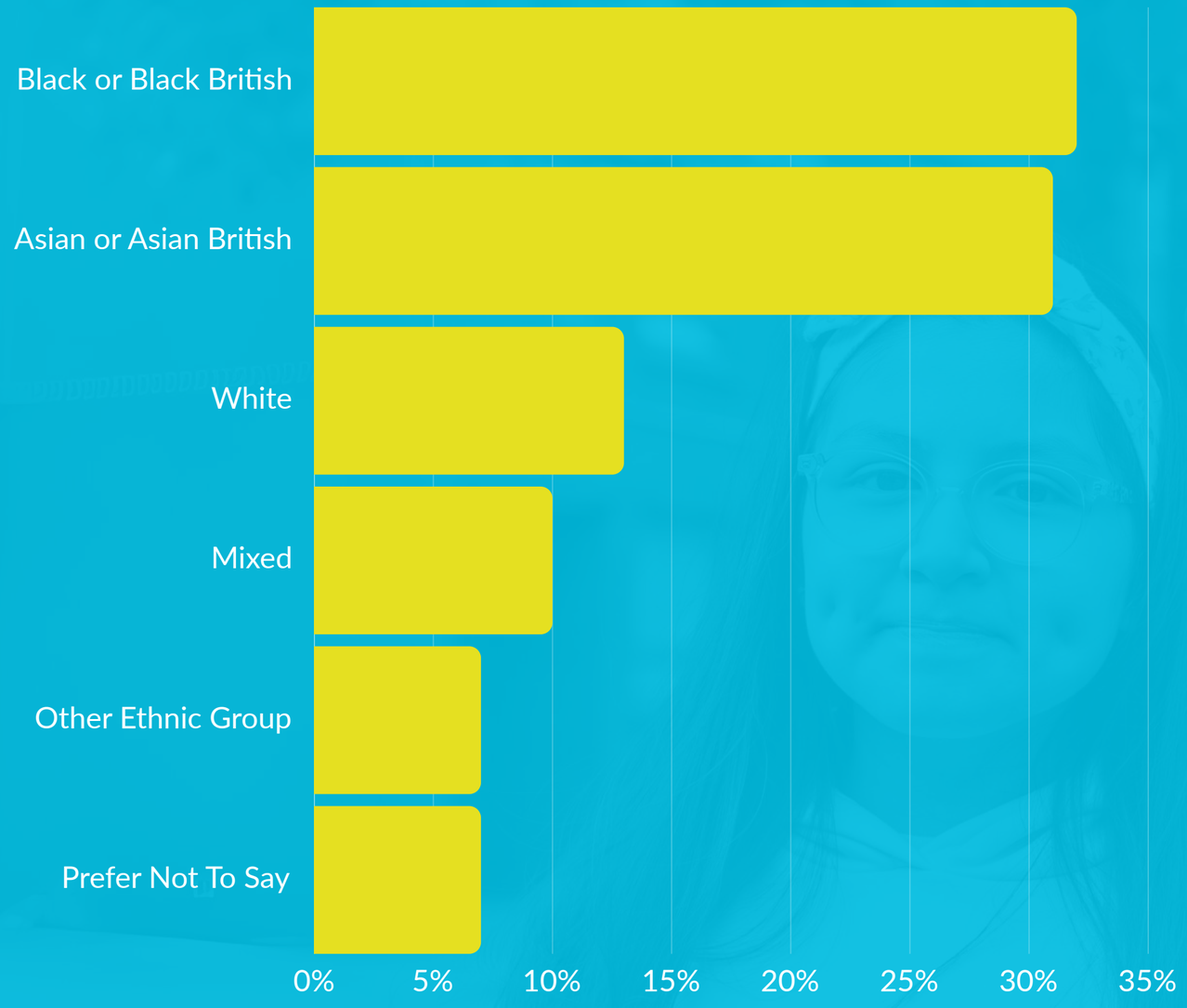
pupils eligible for free school meals

41%

speak English as an additional language

47%

from single-parent households



Our communities

What's new at TU



Classroom Assistants

We piloted our brand new Classroom Assistant role to boost individual support for pupils during lessons and extend our offer of meaningful work experience to young people (16-18) and adults looking to return to work. **This year we had 3 Classroom Assistants and found it so successful we plan to have 11 next year!**



Subject Masterclasses

As part of our effort to build a community around learning, **we piloted 4 Subject Masterclasses, which saw 35 parents, carers, and children attend Saturday sessions** focused on how to support their child's learning at home in the lead up to Year 6 SATs. Following the success of the pilot, we will be delivering 10 sessions next year.



Local authorities

We partnered with Islington, Southwark, and Wandsworth Councils, including delivering from 'Family Hubs' as part of their early help provision. This allowed us to embed TU in the local community and serve as a connector between families in need and the council's wider offer of services.



Daily tutoring

This year, **we partnered with Riverside to launch our first programme that delivered daily online lessons (Mon-Fri).** This allowed families to engage with our partner regardless of their other commitments or location, engaging 102 families from London to Liverpool! We are thrilled to be offering the same provision with Riverside next year.

School-based adaptations

We trialled a new hybrid model of delivery to meet the unique needs of our school partners and their communities. Pupils attended lessons in the classroom, supported by school staff, with our tutors delivering the lesson online. This model aimed to bring together the benefits of face-to-face learning with the flexibility of delivering online.

Corporate partnerships

A main focus for us this year was building **new employer partnerships to enhance the career development offer for our tutors.** As a result of our work, we had 45 students access opportunities with 6 employer partners, including a site visit hosted by Amazon Web Services and bespoke career sessions led by tech, financial and sustainability firms.

Key reflections

As we continue to grow and evolve, **we prioritise maintaining open and collaborative relationships with our partners and beneficiaries** to reflect on our learnings, adapt, and shape our work moving forward.

Stronger partnerships with schools have been a big priority. **This year, we worked directly with 12 schools**, who promoted the programme to their pupils, hosted lesson delivery onsite, or enabled pupils to join online lessons from school. This worked well for pupils but could also be a challenge for schools, as they needed to provide tech and school staff– so we have learned to set expectations more clearly at the start to plan together what support is needed onsite.

In developing new programme elements, we've received excellent feedback from participants. An unanticipated highlight was TU pupils coming along with their parents to the Subject Masterclasses and starting the learning at home process during the session. In response, we'll be looking at ways to directly engage attending children in the planned activities. Additionally, following some scheduling challenges, we'll be trialling next year's sessions online and on different days to maximise engagement.

We are also keen to deepen employer partnerships in response to tutor feedback about what they most value - such as work placements and mentoring opportunities.

Riverside and East London graduation

We are thrilled to have delivered **our first ever daily tuition through the 2023-24 One Housing and Riverside programme**, supporting 136 pupils and their families, while providing paid work experience and training to 23 tutors.

Online, we ran hubs from Monday to Friday, giving families the flexibility to access tuition on whichever day worked best for them. Alongside this, we ran our first online hub specifically targeting families in North London, expanding the reach of our support. This approach to programme delivery saw high levels of engagement from the families across the year and fantastic outcomes.

We delivered 636 hours of tuition to One Housing/Riverside pupils and by the end of the programme, **pupils progressed by an average of 1.5 sub-levels in English and 80% in Maths** after just 12 hours of tutoring in each subject. 75% of pupils felt more confident in Maths and/or English and **100% of parents noticed an increase in their child's confidence in learning**.

We ended the academic year by bringing together our incredible East London pupil cohort, their supportive families, and our exceptional tutors at our **East London graduation, hosted by Rich Mix Cinema and headlined by Riverside, in partnership with Notting Hill Genesis, Equans, Poplar HARCA and Clarion Futures**.

Pupils were presented with a Certificate of Completion, and five outstanding pupils and one tutor received awards, including Best Progress, the Aspire award, and the One Housing/Riverside Pupil of the Year. The event was punctuated with beautiful speeches from our valiant valedictorians and films featuring pupils, tutors, and families, which helped to capture the journey they had been on with Tutors United across the academic year.

With 100% of parents agreeing that the graduation celebrated their child's achievements and the event receiving a 4.9/5 star rating, we are proud to say the graduation was a huge success!



Riverside



Pupil spotlight

Sarrinah

Sarrinah is one of our longest-standing Poplar HARCA pupils and has been with us at the Gayton House hub since September 2021 when she joined in Year 4. Over the past three years, **Sarrinah has flourished, and at this year's East London Graduation she took home the TU Best Progress Award for her incredible academic achievements.**

When Sarrinah started the programme this year, her initial score in Maths was 45%, placing her in the below average category for her new Year 6 class. After just 14 hours of Maths tuition, Sarrinah improved this initial score by 67%, achieving 75% in her final assessment and placing her in the Above Average category! And if that wasn't enough, **Sarrinah improved her initial English score by an incredible 5 sub-levels**, finishing the programme with a Year-Related Expectation of a 4E – this is equivalent to almost two years of progress after just 14 hours!

My tutor was very kind, helpful and friendly. She made the hardest things easy with her explanation. I really enjoyed learning with her. She was a super star.

Sarrinah

TU has helped my daughter with everything. I saw a big difference in her communication skills and she seemed more confident in herself. **She had a huge improvement in her core subjects; her SATS results were amazing.**

Koly
Sarrinah's Mum

Growing our work outside of London

Following the successful pilot of our first online programme in partnership with Clarion in 2020, we have since expanded significantly to reach communities in the Midlands, North West, and South Coast - with no end in sight!

This year we worked alongside Platform Housing, PA Housing, Rosebery, Riverside and Clarion to reach **110 families across Birmingham, Liverpool, Leicester, Hertfordshire, and Peterborough** - making it our largest year yet for delivery outside London!

While online delivery gave us the initial opportunity to rapidly expand our geographical reach and continues to prove impactful, we have been exploring ways to introduce the benefits of face-to-face delivery by trialling a hybrid model.

Thanks to Clarion's continued support, this year, we were able to build partnerships with local primary schools in Wisbech and Borehamwood, utilising their classrooms to host communal sessions and their expertise to identify pupils who would benefit from the programme. Children could access lessons conveniently in a classroom under the supervision of a teacher, while our tutors delivered the TU curriculum online.

Learning the lessons from these pilots, we are keen to grow our physical presence in areas where there is substantial demand and preference for face-to-face delivery. With this in mind we will be launching our **first ever face-to-face hub outside London, with South Liverpool Homes, next year!**

CLARION FUTURES

PA Housing

platform housing group

Riverside

ROSEBERY





Pupil spotlight

Esmée

Esmée is a Year 5 pupil from Oxfordshire whose mother signed her up in January this year shortly after the programme with Platform Housing had begun. **Esmée has achieved an amazing 100% attendance across this programme**, which has no doubt contributed to her success.

Esmée began her journey with us by scoring a Secure Year 2-Related Standard in English. **By the end of the programme she progressed by an amazing 1 whole Year-Related Standard,** performing at a Secure Year 3 Standard. That's a jump of 3 sub-levels, 1 more than the national average progress expected per pupil within a school academic year.

Esmée was very engaged with the lesson – offering to read aloud, contributing ideas and thoughts, and being curious about word definitions to broaden her vocabulary. Very impressed!

An extract from Esmée's weekly feedback from her tutor

Esmée also made amazing progress in Maths. In her Initial Maths Assessment, Esmée scored a Below Average score and then **progressed by 64% to achieve a very high Average score which was only 3 percentage points away from Esmée achieving an Above Average score in Maths**.

Her mother, Julie, has said, **"the biggest impact TU has had for Esmée is in her confidence, both in her ability but also to ask questions. Her school teachers have remarked a number of times how she is keen to contribute and share her ideas."**

Julie added "Thank you, this has been a fantastic opportunity that **we would not have otherwise been able to access for Esmée.**"

Finally, let's hear from Esmée who has said that, **"The lessons were made fun because the tutor used fun games to teach us and she was friendly and whenever I asked a question she was helpful and knew the answer straight away."**

Innovation with MTVH

One of the many benefits of long-term partnerships like the one we have with MTVH is it allows for collaborative innovation to meet new demands and enhance our existing offer. After consulting with MTVH community teams, we developed ways to increase our reach by **engaging with new beneficiaries** - primarily young people not yet in university, and adults currently not in education, employment, or training (NEET) - alongside **increasing the support we offer parents and carers** through our Subject Masterclasses.

Classroom Assistant roles for 16-18 year olds

Subject Masterclasses

Classroom Assistant roles for adults/parents/carers

This year, we had 3 Classroom Assistants, who were also MTVH residents. One was a young person studying for their A-levels, one a parent of a current pupil and one an adult resident who was NEET. The latter has now secured a part-time job and will be continuing as a Classroom Assistant next year! We also saw positive impacts on pupil progress and on tutor development.

MTVH

3
MTVH residents hired, trained and paid as Classroom Assistants

95%
of parents/carers would recommend the Subject Masterclasses

92
hours of additional classroom support

1.5 sub-levels
average progress in English after 12 hours of tutoring with a Classroom Assistant

52%
average progress in Maths after 12 hours of tutoring with a Classroom Assistant

35
parent/carer/child attendees at Subject Masterclasses

Classroom Assistants receive training, London Living Wage, support from the TU team and their hub tutor, a DBS check, flexible work experience, and an employment reference from TU.

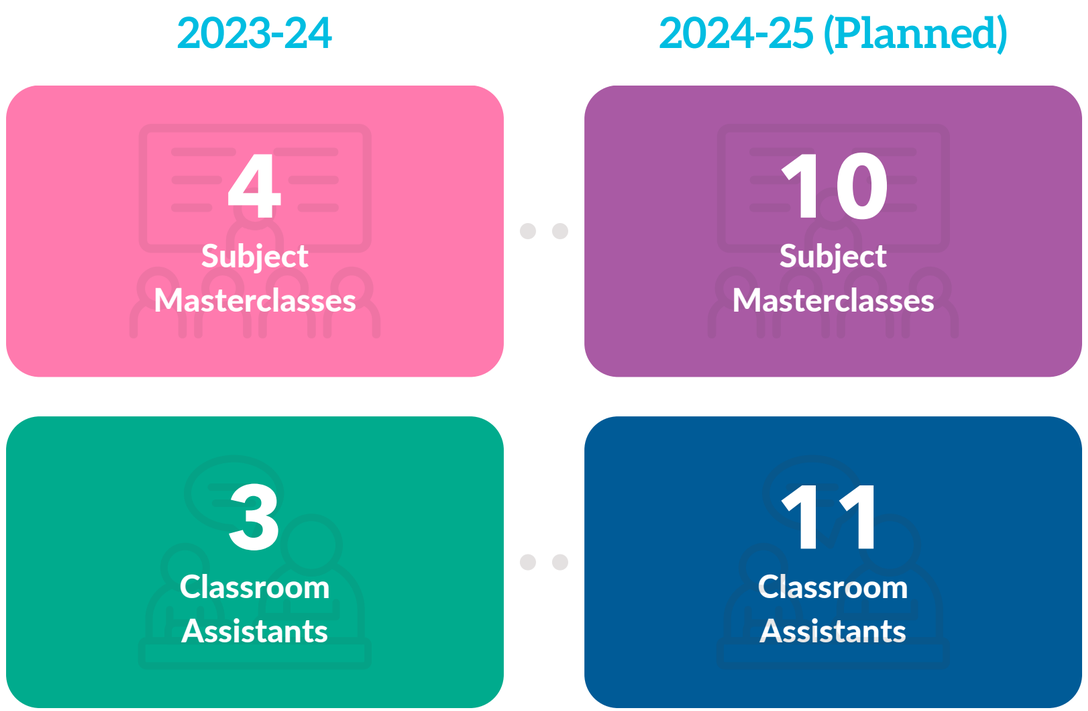
Our evaluation shows Classroom Assistants are highly effective both for pupils getting more one-to-one support and for tutors developing their leadership skills and having assistance in managing special educational needs and/or behaviour during lessons. Reflecting on their development, the tutor at our Chalkhill hub, Tajinder, shared:

"Regarding my growth, I'd say supervising someone has made me more comfortable with delegating work and has improved my leadership skills, as it lets me give the students work alongside finding a way to put Shaista's skills to use."

Further speaking to the positive impact of Classroom Assistants, Chalkhill pupils progressed by 3.8 sub-levels in English (+1.8 sub levels more than the national expected average) and by 113% in Maths!

Building on this successful pilot, we're excited to be rolling out classroom assistants with five partners in 2024-25 – with Clarion, Peabody, Poplar HARCA, South Liverpool Homes and again with MTVH – employing 11 young people in total. A wonderful outcome is that two of the MTVH classroom assistants recruited for next year are former TU pupils, showing the lasting legacy of our work within communities.

Another new feature **we piloted this year was Subject Masterclasses**, which ran on Saturday mornings and invited parents/carers of Year 6 pupils to learn how to support their child's learning at home in the lead up to SATs. **100% of participants reported that they would recommend the sessions**, but we found it could be challenging to engage parents/carers on the weekend given childcare restraints. While this had the unexpected benefit of having children attend and take part in the activities, we've decided to **trial different delivery methods and formats next year as we increase the number of sessions we run from 4 to 10!**



“

I really enjoyed how well everything was explained during the class.

Roma

MTVH parent on Subject Masterclass



Building literacy and numeracy

The importance of numeracy and literacy extends far beyond the classroom. Yet, all too often, children, particularly those from low-income families, continue to fall behind.

Currently, children from statistically disadvantaged backgrounds are 20% less likely to achieve expected standards in reading, writing, and Maths by the time they complete primary school – with pupils from low-income families on average **10.3 months behind their wealthier peers, rising to 18.8 months by the time they sit their GCSEs**.

Despite the deepening educational inequalities post-pandemic and in the cost-of-living crisis, our pupils continued to improve their academic attainment and confidence in both English and Maths.

Our curriculum

Our curriculum has been specially-devised in consultation with trained teachers to build foundational skills, cover key subjects, and boost confidence, while reinforcing the National Curriculum to put our pupils in the best possible position before transitioning to secondary school.

In Maths, the curriculum covers a range of topics that mirror what they are doing in school, particularly in the run up to Key Stage 2 SATs – from tricky fractions to prickly percentages. Following a spiral pattern, topics are covered multiple times with increasing difficult to encourage retention and reinforce their comprehension.

In English, our curriculum asks pupils to look at a range of different text types and explore different styles of writing, all while keeping a solid focus on vital spelling, punctuation, and grammar skills (SPAG). While the National Curriculum at Key Stage 2 focuses on building basic techniques to develop writing skills, the assumption at Key Stage 3 is that pupils have mastered those skills and can confidently and competently write at length to demonstrate subject mastery in multiple subject areas. This is why our curriculum focuses on **engaging pupils' creativity and imagination to apply their SPAG skills in longform writing to build confidence and proficiency with writing at length** – a key skill they will need to succeed at secondary school. Here are just a few of the topics we cover:



Reports and journalistic writing



Quest fiction



Slam poetry



Poetic imagery

Maths progress

To track their progress across the year, pupils sit an assessment before their first lesson (Initial Assessment) and one at the end of the programme (Final Assessment). For Maths, the assessments are structurally identical, but the numbers are altered to measure and evaluate their progress.

Our aim is to ensure pupils leave primary school working at or exceeding the expected standard for their age. **By the end of the programme, an amazing 73% of Year 6s were meeting this target, compared to just 54% at the start of the programme**, meaning our pupils are heading into Year 7 with the skills and confidence they need to excel.

Across our cohort both Year 5s and Year 6s finished the year working at the expected standard for their age (59% and 64% respectively), while our Year 4s, who are learning a Year 5 curriculum, finished on 49% – just one percentage point off the expected Year 5 level. We think that's a fantastic achievement!

46%
Average Initial Score (Year 4, 5 and 6)

59%
Average Final Score (Year 4, 5 and 6)

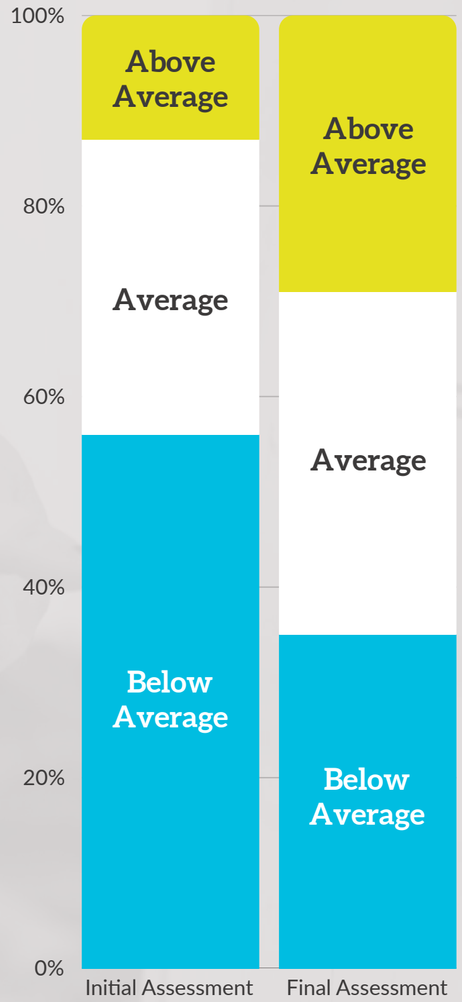
54%
Year 6 pupils working at or above expected standard in Maths in Initial Assessments

73%
Year 6 pupils working at or above expected standard in Maths in Final Assessments

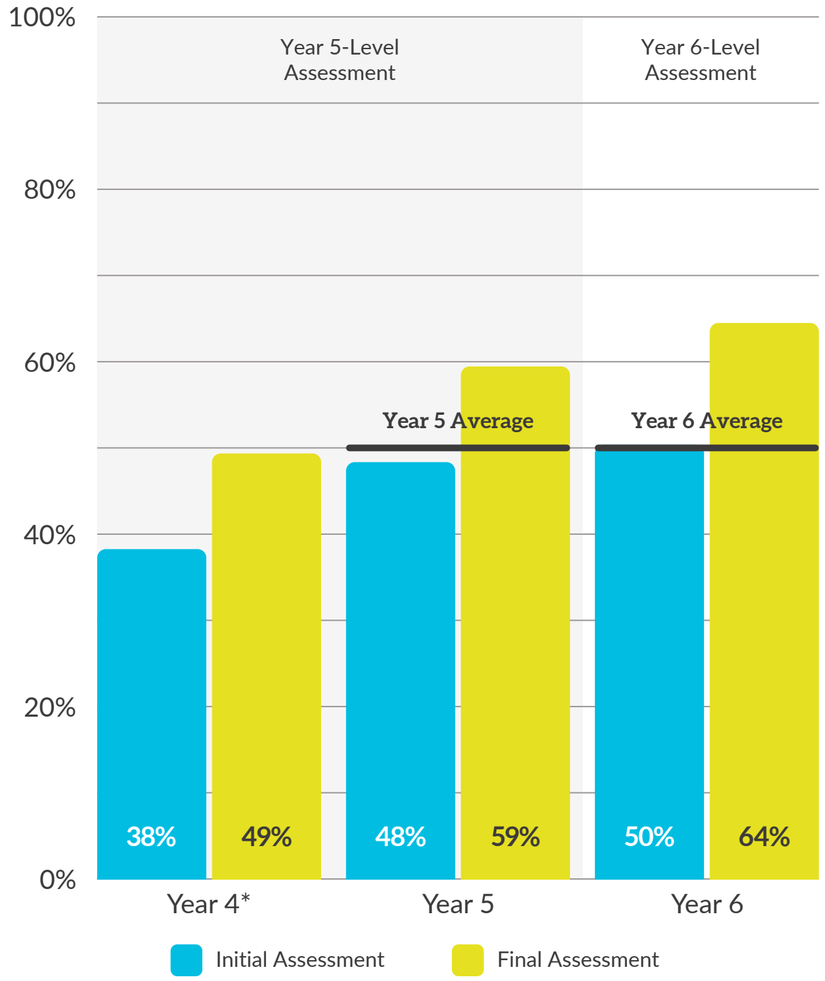
71%
Year 5 and Year 6 pupils finished at or above expected standards

66%
Average Individual Progress (Year 4, 5 and 6)

Pupils performing at each level in Maths



Average percentage attained in Maths assessments by year group



*Year 4 pupils complete the Year 5-level assessment, and are therefore not expected to be meeting the Year 5 Average yet.

Maths grades explained

Year-Related Expectation	Assessment Percentage
Above Average	75-100%
Average	50-74%
Below Average	0-49%



Pupil spotlight

Andrew

Andrew joined the programme at the start of the academic year at the PA East Midlands hub. He has shown incredible dedication through his commitment to his lessons, achieving 80% attendance while on the programme. **Andrew has made tremendous improvement in Maths starting at a Below Average grade in the Initial assessment to working at an Average grade by the end of the programme, making a whopping 175% progress!**

Andrew's tutor, Ziad, has consistently highlighted in the weekly lesson feedback that Andrew challenges himself and does not shy away from asking questions and contributing his ideas to the class. Ziad has praised Andrew's work ethic and writes:

"Andrew was an absolute pleasure to teach! His enthusiasm and energy was contagious and made every lesson - even the seemingly tedious ones - fun for the other students and for me equally. It was nice seeing his confidence in Maths grow throughout the year."

When asked what Andrew enjoyed about TU lessons, he responded: "They were fun, I learnt a lot and it helped me with my confidence in myself. The tutors were great as well, they were kind and lessons were good."

Andrew's parent also highlighted the positive impact that TU has had on Andrew, saying that, **"Andrew always left the sessions feeling good about the work he had done. His confidence has flourished and he now has more of a 'I can' attitude instead of bringing himself down when he has struggled in the past."**

Andrew's parent also noted that TU's support has, **"helped Andrew to fly through his SATs and has left him feeling ready for the work expected of him come Year 7."**

Tutors United is proud of Andrew's development and looks forward to his continued success and transition into secondary school.

English progress

Our English lessons focus on writing – at length and in different forms – where we know children get less support at primary school, yet face the greatest jump upon starting secondary school. Pupils are given a writing prompt and our assessments follow a mark scheme that aligns with the National Curriculum. Pupils are assessed on features of text type, handwriting, spelling, grammar, punctuation, and writer's voice, and are accordingly given a Year-Related Standard of Year 2, 3, 4, 5 or 6. Within that Year-Related Standard, pupils are given a sub-level to define whether they are emerging (E), secure (S), or advanced (A).

The national average for progress in English is 2 sub-levels per academic year. 43% of pupils made this same amount of progress after just 12 hours of tuition, with 31% pupils making 3 sub-levels (1 whole year level) of progress in this same time period. We think that's an incredible achievement!

Our fantastic English as an Additional Language (EAL) pupils also made amazing progress, improving by 1.3 sub-levels across the 2023-24 programme.

3E
Average Initial Grade (Year 4, 5 and 6)

3S
Average Final Grade (Year 4, 5 and 6)

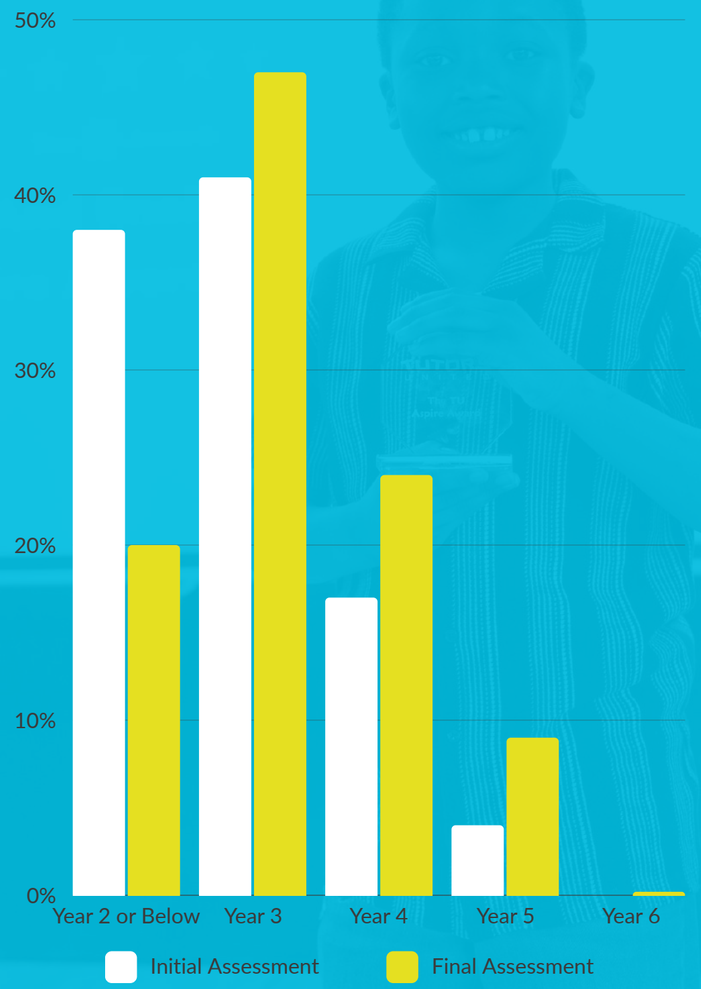
21%
pupils working at a Year 4 Expected Standard or above in Initial Assessments

33%
pupils working at a Year 4 Expected Standard or above in Final Assessments

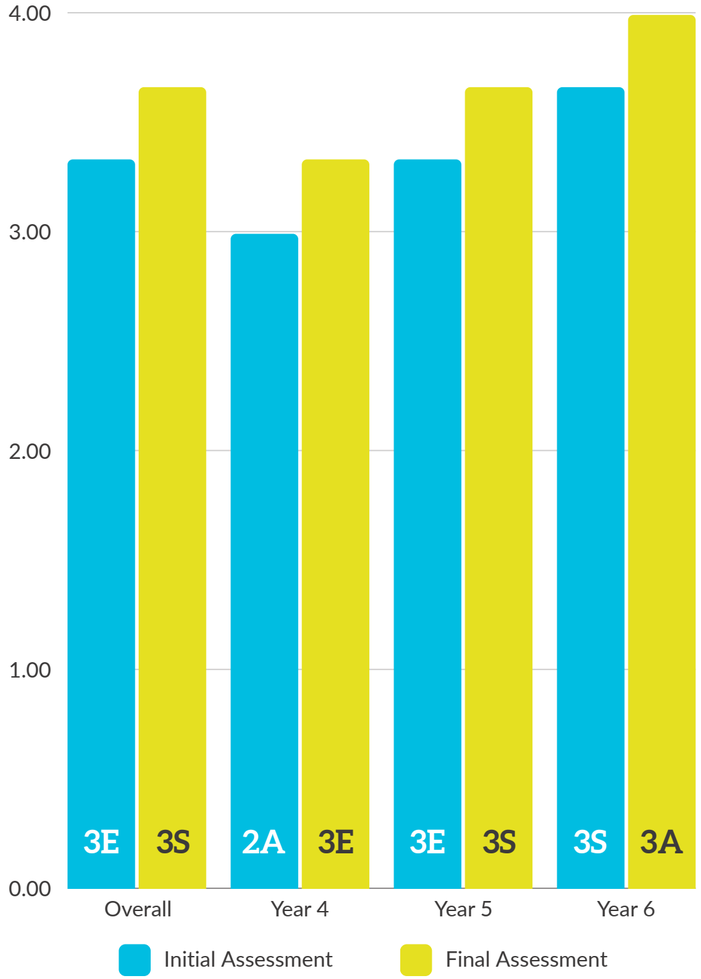
43%
pupils made 2 or more sub-levels of progress

1.2
sub-levels of progress

Pupil attainment by Year-Related Standards



Average grade in English in Initial and Final Assessments by pupil year group



English grades explained

Year-Related Standard	English Sub-Level
Year 6	Advanced
	Secure
	Emerging
Year 5	Advanced
	Secure
	Emerging
Year 4	Advanced
	Secure
	Emerging
Year 3	Advanced
	Secure
	Emerging
Year 2	Advanced
	Secure
	Emerging

Building a legacy of learning

It would be impossible to teach our pupils everything they will ever need to know, but what we can do is **instil key skills to ensure that they are confident and resilient learners**. This is especially important for pupils making the transition to secondary school, which brings with it new social dynamics, different class formats, and unfamiliar curriculum topics.

Our curriculum gives pupils opportunities to explore exciting new topics and challenges, and through targeted group work, tutor-led exercises, and independent assignments, pupils are aided to understand how to approach problems using different methods and identify gaps in their knowledge, **so they can confidently ask for help instead of feeling frustrated.**

We also aim to enable parents and carers to more confidently support their children effectively – **bridging the gap between school and home**. Our termly Progress Evenings give parents an insight into what is being taught, context to their child's assessment scores, and provides them with resources, tips, and games to help them support their children at home.

Building confidence at Tutors United

73%
of pupils felt more confident in Maths

76%
of pupils felt more confident in English

93%
of parents/carers noticed an increase in child's confidence in learning

Following their first year at secondary school...

89%
former parents reported their child was meeting targets in Maths

85%
former parents reported their child was meeting targets in English

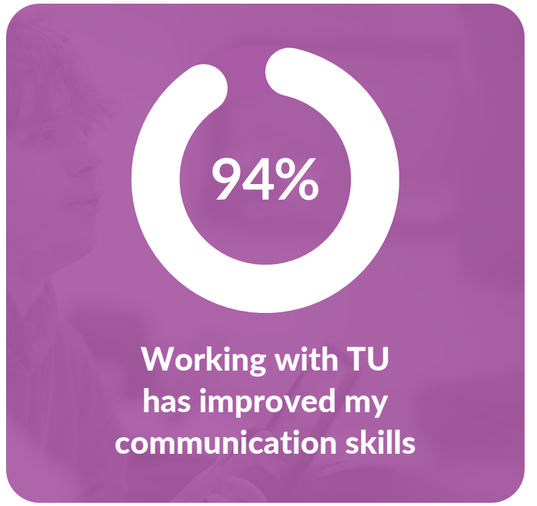
92%
parents/carers agreed that TU supported child's transition to secondary school

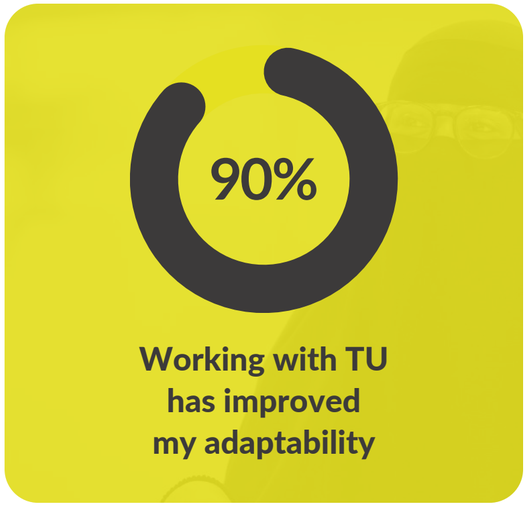
Developing tutor employability

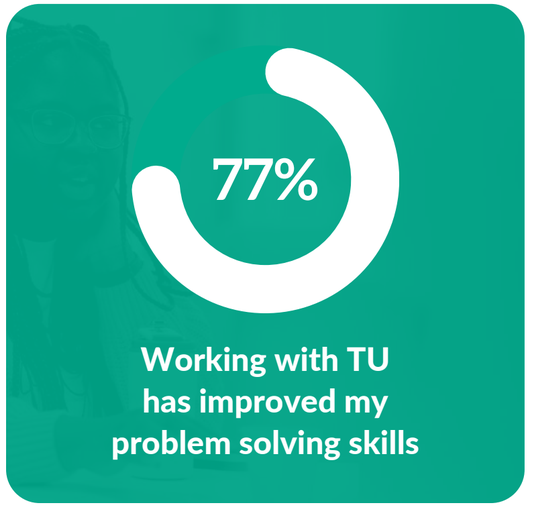
We are committed to equipping our tutors with the skills and experiences they need to thrive in the job market. Recent research from QS on "What Do Employers Want from Today's Graduates?" highlights **communication, adaptability, willingness to learn, and problem-solving as four top skills where employers perceive a mismatch between their requirements and actual graduate skills.** Our tutoring model addresses this gap by providing our tutors with practical opportunities to enhance these vital skills.

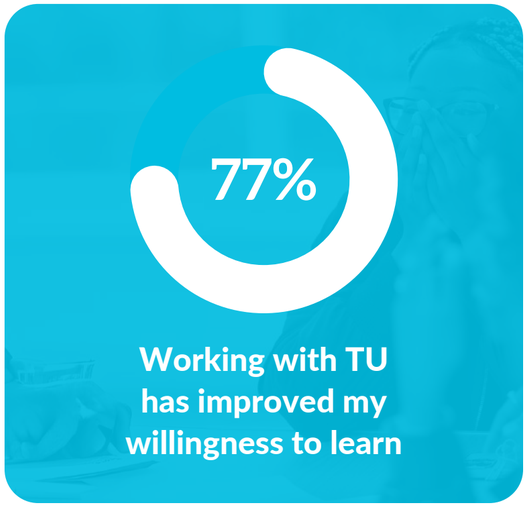
Through their work at TU, our tutors sharpen their communication skills by delivering lessons, providing feedback live in class and afterwards in writing to parents/carers, and tailoring their approach to suit the needs of diverse pupils. They also develop adaptability by working in different learning environments and responding to the varied needs of pupils and families. Problem-solving becomes second nature as they design creative solutions to help pupils overcome challenges and handle issues that can arise in lessons or with partners on the ground. Finally, a willingness to learn is embedded in our culture, as tutors are encouraged to reflect on their practice through our observations, training and feedback processes.

As well as gaining skills through their experiences in the classroom, we aim to aid tutors' employability through our **tutor training** sessions, by **connecting them with our employer partners** and providing **paid internships** to broaden their career experience.









Tutor training

Our training programme is designed to provide tutors with a strong foundation and ongoing development opportunities throughout the year. We deliver four training sessions across the academic year. The main training in September, conducted before tutors are onboarded, focuses on pedagogy and essential teaching skills. This session ensures that tutors are well-prepared to deliver high-quality lessons from the start.

In addition to the September training, we hold three Training and Development events during the academic year in November, January, and April. These sessions are centred around personal and professional development.

We take a collaborative approach to our training by consulting with our tutors on the modules they would like included in our training sessions. This co-design ensures that the **training is both relevant and empowering, allowing tutors to have a voice in shaping their professional development.** By involving tutors in this process, we not only enhance the quality of the training but also instil a sense of ownership and confidence in their learning journey.

- Safeguarding
- Behaviour Management
- Differentiation and Assessment for Learning
- CV and Interview Skills workshop, delivered by Interview Skills Clinic
- AI in Class, at University, and in Employment, delivered by AI expert
- Money Management for Students, delivered by The Money Charity

Princess Royal Training Awards

During the 2023-24 academic year, we underwent a rigorous, evidence-based application process for the Princess Royal Training Award to demonstrate how our investment in training has positively impacted on both our tutors and organisational performance.

We are proud that we were subsequently awarded the prestigious Princess Royal Training Award. **This recognition highlights the efficacy of our training and its impact in driving positive outcomes for our tutors.**





“

The training sessions aim to develop us tutors not only professionally, but also personally and academically. I remember in our training sessions we had a discussion on how we can utilise AI to help us with our university studies and job searches, which was incredibly useful. **Not a lot of workplaces focus on the holistic development of their tutors,** so it was nice seeing TU do that.

Ziad
Tutor

Tutor employer partnerships

Amazon Web Services

Hosted 30 TU tutors on a site visit at Amazon HQ in London, including an insight into their culture of innovation, careers in tech, and advice on how to apply and interview for a role at AWS.

Sustainable Trading

Members of this network held an exclusive online event for 11 tutors on careers within finance and pathways into the industry.

Quintessentially Foundation

Provided paid, exclusive summer internships to two TU tutors, working on their charity support programme The Firefly Project.

Equinix

Ran an exclusive virtual event for 11 TU tutors on ‘Where is the Internet & how to start thinking about a career’, and developing a mentoring scheme with us for next year!

Kori Youth Charity

Hosted 4 TU tutors at their technology and engineering industry ‘Blooming Minds lab’ workshop to teach technical and professional skills and support them in their career pathway.

Graduate Coach

Offered their online courses to TU tutors for a discounted price (covered by TU) and provided a free copy of their book on employment advice.

Employer partner spotlight

We were thrilled to work with leading cloud technology company Amazon Web Services to develop our first corporate partnership that combines employability support for our tutors with funding for our programmes.

We started off with a brilliant site visit to AWS HQ in for 30 current and former tutors, to learn all about the company, their culture and values, careers in teach, and how to succeed in graduate recruitment.

We then worked with the AWS team to scope how we can draw on their social value funding from public sector contracts to support our frontline programmes. AWS have many partners in common with TU - like housing associations and local authorities - and share our passion for to giving academic and career support to young people who need it. **So we're delighted they are match-funding our Clarion National Programme to deliver 15 hubs across England in 2024-25!**

> **"I loved learning more about AWS and having the chance to network, as well as being given tips for interviews and job applications."**

Tutor who attended AWS site visit







Tutor internships

This year, **we provided exclusive internships to three TU tutors and a recent graduate to help fill operational and capacity needs and to give them an opportunity to broaden their work experience**, refine their career goals, and gain key professional and transferrable skills. **All internships were paid at the London Living Wage rate.**

I think the most rewarding thing about my internship is that I got to work closer with the TU team and understand what goes on outside the lessons to make them run smoothly. I learnt to work under time pressures efficiently and work with a team.

These are very great soft skills to gain and they are important to me given that I want to be a doctor.



Ziad
Operations Assistant

The best thing about my internship at TU was the opportunity to challenge myself in new settings and see what I was capable of. It allowed me to develop a wide range of skills, from interacting with children to professionally to handling conversations with parents, like scheduling them for the graduation event. These experiences helped me build confidence and taught me how to approach such tasks with professionalism.



Tajinder
Events Assistant

While my prospective career in engineering is dissimilar to the internship, the organisational skills, attention to detail, and ability to work effectively under time constraints apply to my industry and many others nonetheless.

I am very grateful for the opportunity as I know these skills and experiences will serve me well as I advance in my career.



Tarun
Programmes Assistant



The team was incredibly welcoming and helpful. Transitioning from university, I initially felt a bit lost, but TU provided me with the opportunity to explore and develop new skill sets. This helped me discover what I truly enjoy. The team was more than willing to guide me and involve me in their daily tasks, which greatly boosted my confidence in my abilities. Thank you, TU!

Tess

Programme Intern for 3 months

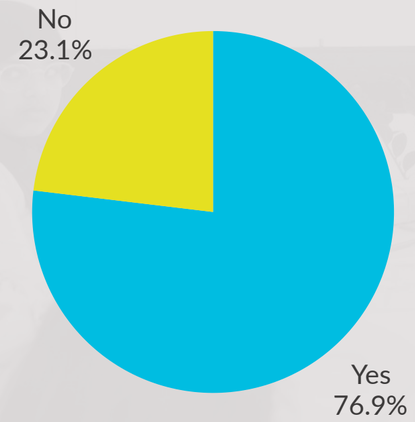
Secured a full-time programme role in another youth charity after working with TU

Long-term tutor impact

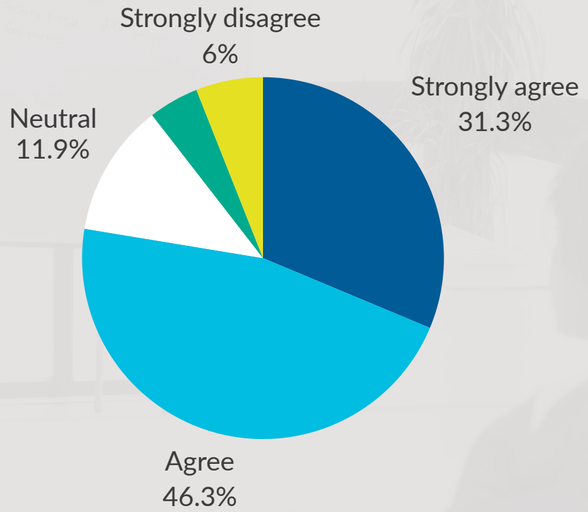
Our focus on developing employability aims for long-term impact by equipping tutors with the tools to build fulfilling and successful careers. Data from our tutor cohort and our alumni highlights the benefits of working with TU on careers and personal growth.

Many tutors express immense pride in their work, emphasizing the value of being positive role models for their pupils. This sense of purpose enhances their confidence, employability and leaves a lasting impact on their communities.

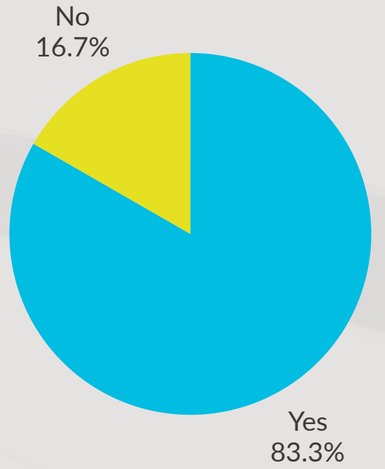
Did you manage to find meaningful employment within 6 months of graduating from university?



Do you feel that your experience and training at TU has helped contribute to you finding employment?



Did the training at Tutors United help develop any employment skills?



Tutor spotlight

Hetal

Hetal joined TU as a tutor as part of the 2022-23 cohort, and was promoted to the Tutor Leader position the following academic year. **Hetal has since graduated from university, and TU, moving into work as a Graduate Analyst at HSBC.**

> **I joined Tutors United initially to continue tutoring kids and helping them go above and beyond. Not only has TU provided me with opportunities to improve my soft skills, I have really seen my confidence change as I have now graduated and am working in a graduate scheme. I strongly believe that with Tutors United's support, I can better manage my time, and take on leadership and challenging responsibilities!**



How the cost of living crisis is affecting TU families

We conducted new research in December 2023 to understand the impact of the cost of living crisis on our families to better understand how we can directly and indirectly support. **With 108 participants responding, we found the extra financial pressures are leading to less education and greater isolation for children.**

We already knew many of our families are struggling to cover the cost of food and energy bills, which hugely impacts their wellbeing and access to basic needs. Our research highlighted that in addition to this strain, parents and carers are being forced to cut back on social activities with family and friends as well as after-school activities and academic support for their children.

This compounds the deepening inequalities children from low income backgrounds face, particularly since the pandemic - meaning that community-based tutoring is more vital than ever to boost attainment and offer children positive social interactions.

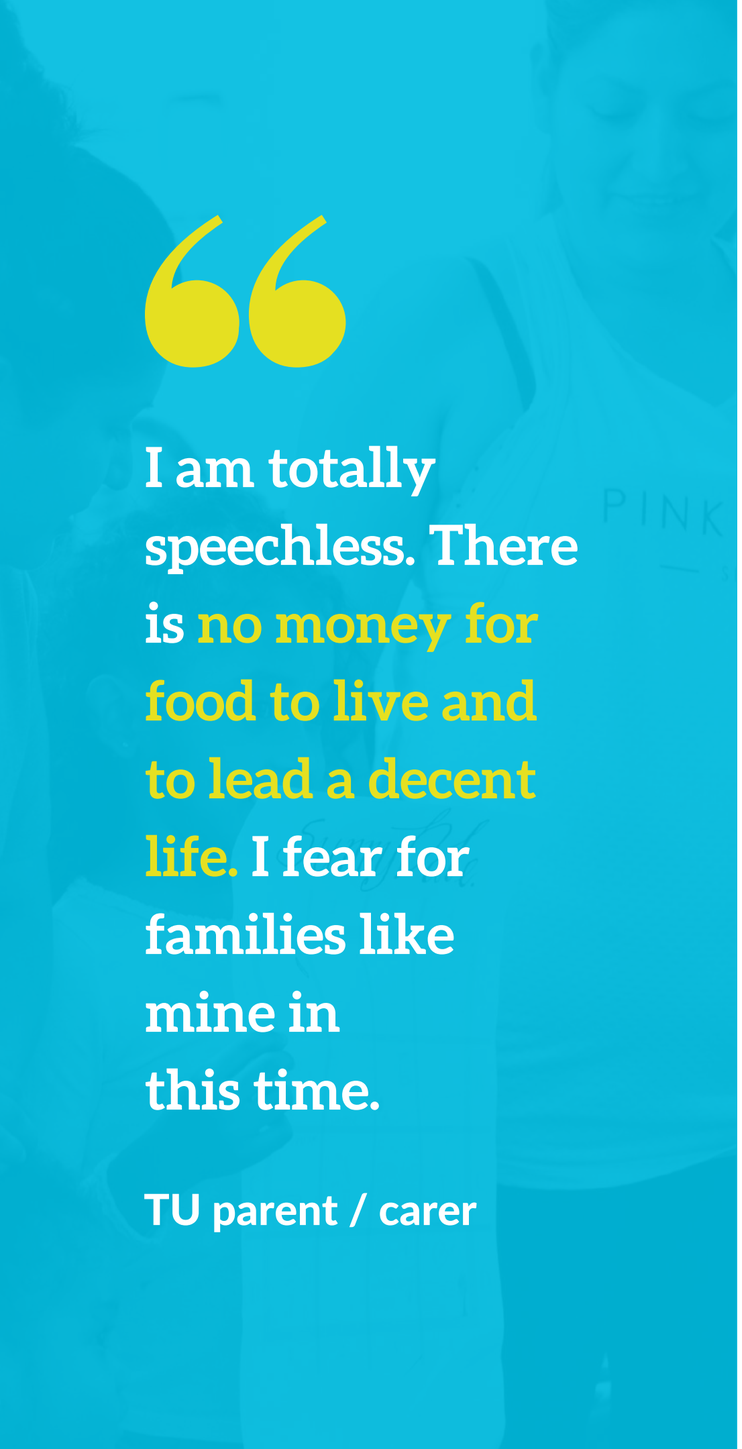
100%
have been affected by the increased cost of living

93%
decreased how much spent they on academic support

82%
want more academic support in their community

74%
cutting back on family days out

70%
limiting how often they meet up with family and friends



I am totally speechless. There is no money for food to live and to lead a decent life. I fear for families like mine in this time.

TU parent / carer

Call to Action

While there is a general acknowledgement of the urgent pressure the cost of living crisis is having on access to basic needs, it is important not to forget all the other ways families are being affected – **all of which have huge implications on future attainment, social mobility, and overall wellbeing.** This year we've collaborated with similarly-minded organisations such as the Fair Education Alliance to advocate for the following:

Community-based tutoring

Our research underlines that community-based tutoring which provides academic support for children, plus social connection for families, is needed now more than ever.

Local partnerships

Tutors United commits to working with our partners to expand and evolve our provision to meet families' needs in the cost of living crisis.

National investment

We call on the Government to commit national long-term investment in local community-based tuition, so every child can succeed.

2024-28 strategy development

A big priority this year was to develop our new 2024-28 strategy for growth. We drew on the rich knowledge and experience of our team, trustees, families, tutors, and partners across a range of sectors. Over 18 months, we reflected internally, analysed our quantitative data, and conducted qualitative workshops, focus groups and interviews engaging 130 people from across these audiences.

Standout, consistent themes from internal and external stakeholders were:

We have a **highly-valued, relationship-based, impactful core delivery model** that we need to consolidate and preserve as we grow, by sequencing and scaling sustainably.

There is **clear need and scope for growth** - both more depth within existing areas such as London, and breadth into newer areas such as the Midlands and Liverpool.

We need to build a **stronger career development offer** for tutors, combining in-house TU opportunities with a range of corporate and employer partnerships.

We should **boost our core offer for young people**, to support the secondary school transition and combat holiday 'learning loss', and to offer more work opportunities.

We must **strengthen our systems and funding model**, to maximise our 'ingredients' for growth, combat the 'blockers' for growth and ensure our small team can thrive.



Our growth ambition and approach

Our strategy development insights led us to develop a four-year plan for growth combining modest but ambitious reach goals by year four, with a focus on consolidation to bolster our foundations in year one.

Strategic objectives (2024-28)

1. **Grow** to reach more young people than ever before, deepening our work in London and broadening into targeted core areas
2. **Sustain** the quality and impact of our programmes as we grow
3. **Diversify** our funding and partnerships to drive sustainable multi-year delivery and boost the tutor career development offer
4. **Evolve** our core model to maximise the transition from Year 6 to 7 and from education to employment
5. **Strengthen** TU to be a more inclusive and efficient organisation, where all staff can thrive and wellbeing is prized

Year one priorities (2024-25)

- **Liverpool** strategy, relationship building and pilot hubs
- **English progress review** to improve assessment of pupils and communication of impact
- **Systems improvements** and automation plus website revamp to support scale-up and parent/carer engagement
- **Pricing model review** and new income strategy to ensure we grow in a financially profitable and operationally sustainable way
- **Corporate partnerships** strategy and relationship building
- **Embed innovation** into core model e.g. Classroom Assistants and year 6 transition pilot
- **Team skills-mapping** and resourcing review

2028 goals

Reach 1,000 primary school children with our tuition programmes

Engage with 1,000 parents and carers to support their child's learning at home

Deliver a third of hubs outside London, focused on Liverpool and the Midlands

Hire, train and pay 160 young people as tutors and classroom assistants

Annual impact goals

80% of pupils make progress in English and/or Maths

75% of pupils, parents and carers report increased confidence in learning

90% of tutors report increased employability skills

Equity at Tutors United

Founded by a young Black man living in social housing, we continue to strive for a team and Board that reflects the communities we serve.

Through inclusive recruitment practices, we have further strengthened equity and lived experience among our staff and trustees in 2023-24. Led by a queer CEO, we are proud to have people from a range of backgrounds and identities at all levels of TU.

Wellbeing is a major focus for our Board and our Senior Management Team, and we are pleased that we can support a highly effective team where almost half have a disability or health condition.

But we know we need to do more to improve inclusive representation and practice. This will be a priority for 2024-25, focused on anti-racism, LGBTQ+ rights and neurodiversity.

Our team

36%
Asian, Black or Mixed ethnicity

18%
LGBTQ+

27%
household income below £35k as a child

46%
first generation in their family to go to university

27%
parent or carer

Our trustees

33%
Asian, Black or Mixed ethnicity

33%
LGBTQ+

33%
household income below £35k as a child

33%
first generation in their family to go to university

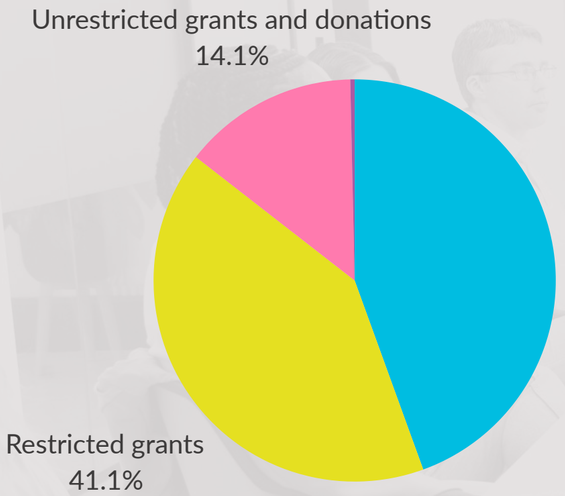
50%
parent or carer

Financial review

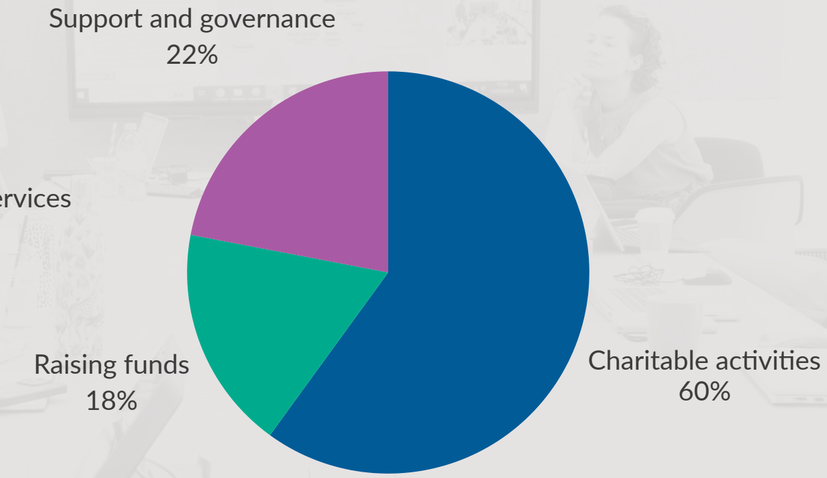
We entered the year facing an uncertain financial picture, with only a small surplus from 2022-23 coupled with a number of longstanding and loyal partners having to reduce or pause their investment in our programmes, due to the challenging economic climate and its impact on the housing market. In August 2023, we had forecast a deficit due to reduced contract income.

The CEO and Board took difficult decisions to reduce core expenditure, including on staffing, to ensure TU could sustain our delivery. The second half of the year was far more positive, thanks to effective fundraising by our small team to plug gaps in contract income, which led to new grants from local funders, trusts and foundations, corporates, and livery companies.

Total income: £661,490



Total expenditure: £525,102



Reserves position

Our reserves policy requires TU to hold between three and five months of operating costs to cover overheads, which equates to £146k to £245k for 2024-25 planned expenditure. So our free reserves position of £266k at 31 July 2024 meets our reserves policy, taking into account designated funds of £20k that trustees have ring-fenced for specific purposes.

Our partners in 2023-24

























































































TUTORS
UNITED

Reference and administrative information set out on page 42 forms part of this report. The financial statements comply with current statutory requirements, the Memorandum and Articles of Association and the Statement of Recommended Practice - Accounting and Reporting by Charities (effective from January 2019).

Public benefit
The trustees have regard to the Charity Commission's guidance on public benefit in directing the work of the charity and in ensuring the charity's compliance with the Good Governance Code and the provisions of the Charities Act 2011 as amended.

Structure, governance and management
Constitution
Tutors United is registered as a charitable company limited by guarantee and was set up by a Memorandum of Association.

Methods of appointment or election of Trustees
The management of the company is the responsibility of the Trustees, who are elected and co-opted under the terms of the Memorandum of Association.

Financial risk management
The Trustees have assessed the major risks to which the company is exposed, in particular those related to the operations and finances of the company, and are satisfied that systems and procedures are in place to mitigate exposure to the major risks.

Statement of responsibilities of the trustees
The trustees (who are also directors of the charity for the purposes of company law) are responsible for preparing the trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102: The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

Company law requires the trustees to prepare financial statements for each financial year, which give a true and fair view of the state of affairs of the charity and of the income and expenditure of the charity for that period. In preparing those financial statements the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgements and accounting estimates that are reasonable and prudent;
- state whether applicable UK accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and which enable them to ensure that the financial statements comply with the Companies Act 2006. The trustees are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Members of the charity guarantee to contribute an amount not exceeding £1 to the assets of the charity in the event of winding up. The trustees are members of the charity but this entitles them only to voting rights. The trustees have no beneficial interest in the charity.

Independent examiners
Godfrey Wilson Limited were appointed as independent examiners to the charitable company during the year and have expressed their willingness to continue in that capacity.

Approved by the trustees on 4 February 2025 and signed on their behalf by



Robert Holmes - Treasurer

Tutors United

Reference and administrative details

For the year ended 31 July 2024

Company number	08595641
Charity number	1176968
Registered office address	63/66 Hatton Garden London EC1N 8LE
Operational office address	19-21 Garden Walk London EC2A 3EQ
Trustees	Trustees, who are also directors under company law, who served during the year and up to the date of this report were as follows:

Katie Carr	appointed 22 August 2024
Dr Freda Chio Tait	appointed 22 August 2024
Matthew Corner	resigned 22 August 2024
Robert Hale	appointed 22 August 2024
Robert Holmes	
Emily Kell	appointed 22 August 2024
Annie Maciver	resigned 22 August 2024
Liam McLaughlin	resigned 16 November 2024
Laura Wilson	

Chief executive officer	Amy Whitelock Gibbs
Bankers	Barclays Bank UK plc Leicester LE87 2BB
Independent examiners	Godfrey Wilson Limited Chartered accountants and statutory auditors 5th Floor Mariner House 62 Prince Street Bristol BS1 4QD

Independent examiner's report

To the trustees of

Tutors United

I report to the trustees on my examination of the accounts of Tutors United (the charitable company) for the year ended 31 July 2024, which are set out on pages 45 to 62.

Responsibilities and basis of report
As the trustees of the charitable company (and also its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the charitable company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of the charitable company's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

Independent examiner's statement
Since the charitable company's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination because I am a member of the Institute of Chartered Accountants in England and Wales (ICAEW), which is one of the listed bodies.

Godfrey Wilson Limited also provides bookkeeping and payroll services to the charitable company. I confirm that as a member of the ICAEW I am subject to the FRC's Revised Ethical Standard 2016, which I have applied with respect to this engagement.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

(1) accounting records were not kept in respect of the charitable company as required by section 386 of the 2006 Act; or
(2) the accounts do not accord with those records; or
(3) the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination; or
(4) the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

Independent examiner's report

To the trustees of

Tutors United

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Dougal Howard

Date: 4 February 2025
Dougal Howard ACA
Member of the ICAEW
For and on behalf of:
Godfrey Wilson Limited
Chartered accountants and statutory auditors
5th Floor Mariner House
62 Prince Street
Bristol
BS1 4QD

Tutors United

Statement of financial activities *(incorporating an income and expenditure account)*

For the year ended 31 July 2024

	Note	Restricted £	Unrestricted £	**2024 Total £**	Restated 2023 Total £
Income from:					
Donations	3	-	93,470	**93,470**	80,000
Charitable activities	4	271,614	294,094	**565,708**	483,493
Investments		-	2,312	**2,312**	802
Total income		271,614	389,876	**661,490**	564,295
Expenditure on:					
Raising funds		-	118,273	**118,273**	123,531
Charitable activities		220,605	186,224	**406,829**	433,925
Total expenditure	6	220,605	304,497	**525,102**	557,456
Net income and net movement in funds		51,009	85,379	**136,388**	6,839
Reconciliation of funds:					
Total funds brought forward		48,448	207,539	**255,987**	249,148
Total funds carried forward		99,457	292,918	**392,375**	255,987

All of the above results are derived from continuing activities. There were no other recognised gains or losses other than those stated above. Movements in funds are disclosed in note 14 to the accounts.

Prior period income and expenditure have been reclassified to reflect the requirements of the Charities SORP (FRS 102) and to be comparable with the current year. The income restatements have been disclosed in note 17 to the accounts. The expenditure restatement is purely a reclassification, and does not affect total expenditure.

Tutors United

Balance sheet

As at 31 July 2024

	Note	£	2024 £	Restated 2023 £
Fixed assets				
Tangible assets	10		**6,346**	8,463
Current assets				
Debtors	11	**58,803**		86,638
Cash at bank and in hand		**357,155**		228,069
		415,958		314,707
Liabilities				
Creditors: amounts falling due within 1 year	12	**(29,929)**		(67,183)
Net current assets			**386,029**	247,524
Total assets less current liabilities			**392,375**	255,987
Net assets	13		**392,375**	255,987
Funds	14			
Restricted funds			**99,457**	48,448
Unrestricted funds				
Designated funds			**20,000**	-
General funds			**272,918**	207,539
Total charity funds			**392,375**	255,987

The directors are satisfied that the company is entitled to exemption from the provisions of the Companies Act 2006 (the Act) relating to the audit of the financial statements for the year by virtue of section 477, and that no member or members have requested an audit pursuant to section 476 of the Act.

The directors acknowledge their responsibilities for:

(i) ensuring that the Company keeps proper accounting records which comply with section 386 of the Act; and

(ii) preparing financial statements which give a true and fair view of the state of affairs of the Company as at the end of the financial year and of its profit or loss for the financial year in accordance with the requirements of section 393, and which otherwise comply with the requirements of the Act relating to financial statements, so far as applicable to the company.

These accounts have been prepared in accordance with the special provisions applicable to companies subject to the small companies' regime.

Tutors United

Balance sheet

As at 31 July 2024

Approved by the trustees on 4 February 2025 and signed on their behalf by



Robert Holmes - Treasurer

Tutors United

Statement of cash flows

For the year ended 31 July 2024

	2024	Restated 2023
	£	£
Cash used in operating activities:		
Net movement in funds	**136,388**	6,839
Adjustments for:		
Depreciation charges	**2,117**	2,821
Dividends, interest and rents from investments	**(2,312)**	(802)
Decrease / (increase) in debtors	**27,835**	(55,377)
Decrease in creditors	**(37,254)**	(29,712)
Net cash provided by / (used in) operating activities	**126,774**	(76,231)
Cash flows from investing activities:		
Dividends, interest and rents from investments	**2,312**	802
Purchase of tangible fixed assets	**-**	(4,149)
Net cash provided by / (used in) investing activities	**2,312**	(3,347)
Increase / (decrease) in cash and cash equivalents in the year	**129,086**	(79,578)
Cash and cash equivalents at the beginning of the year	**228,069**	307,647
Cash and cash equivalents at the end of the year	**357,155**	228,069

The charity has not provided an analysis of changes in net debt as it does not have any long term financing arrangements.

1. Accounting policies

a) General information and basis of preparation

Tutors United is a charitable company limited by guarantee registered in England and Wales. The registered office address is 63/66 Hatton Garden, London, EC1N 8LE.

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Tutors United meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note.

b) Going concern basis of accounting

The accounts have been prepared on the assumption that the charity is able to continue as a going concern, which the trustees consider appropriate having regard to the current level of unrestricted reserves. There are no material uncertainties about the charity's ability to continue as a going concern.

c) Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the item of income have been met, it is probable that the income will be received and the amount can be measured reliably.

Income from the government and other grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

Income received in advance of provision of services is deferred until criteria for income recognition are met.

d) Donated services and facilities

Donated professional services and donated facilities are recognised as income when the charity has control over the item, any conditions associated with the donated item have been met, the receipt of economic benefit from the use by the charity of the item, is probable and the economic benefit can be measured reliably. In accordance with the Charities SORP (FRS 102), general volunteer time is not recognised.

e) Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the charity: this is normally upon notification of the interest paid or payable by the bank.

1. Accounting policies (continued)

f) Funds accounting

Unrestricted funds are available to spend on activities that further any of the purposes of the charity. Designated funds are unrestricted funds of the charity which the trustees have decided at their discretion to set aside to use for a specific purpose. Restricted funds are donations which the donor has specified are to be solely used for particular areas of the charity's work or for specific projects being undertaken by the charity.

g) Expenditure and irrecoverable VAT

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

h) Allocation of support and governance costs

Support costs are those functions that assist the work of the charity but do not directly undertake charitable activities. Governance costs are the costs associated with the governance arrangements of the charity, including the costs of complying with constitutional and statutory requirements and any costs associated with the strategic management of the charity's activities. These costs have been allocated between cost of raising funds and expenditure on charitable activities based on the proportion total cost by each activity as follows:

	2024	2023
Raising funds	**22.5%**	22.2%
Charitable activities	**77.5%**	77.8%

i) Tangible fixed assets

Depreciation is provided at rates calculated to write down the cost of each asset to its estimated residual value over its expected useful life. The depreciation rates in use are as follows:

Computer equipment	25% reducing balance

Items of equipment are capitalised where the purchase price exceeds £500.

j) Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

k) Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

l) Creditors

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

1. Accounting policies (continued)

m) Financial instruments

The charitable company only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value with the exception of bank loans which are subsequently recognised at amortised cost using the effective interest method.

n) Pension costs

The company operates a defined contribution pension scheme for its employees. There are no further liabilities other than that already recognised in the SOFA.

o) Accounting estimates and key judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying values of assets and liabilities that are not readily apparent from other sources. The estimates and underlying assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affects both current and future periods.

The key sources of estimation uncertainty that have a significant effect on the amounts recognised in the financial statements are accrued income and deferred income as described in note 1(c) above.

2. Prior period comparatives: statement of financial activities

	Restricted £	Unrestricted £	Restated 2023 Total £
Income from:			
Donations	-	80,000	80,000
Charitable activities	147,005	336,488	483,493
Investments	-	802	802
Total income	147,005	417,290	564,295
Expenditure on:			
Raising funds	-	123,531	123,531
Charitable activities	187,930	245,995	433,925
Total expenditure	187,930	369,526	557,456
Net income and net movement in funds	(40,925)	47,764	6,839

3. Income from donations

	2024 Total £	Restated 2023 Total £
Donations	**15,970**	15,000
Grants > £10k		
Stone Family	**62,500**	62,500
Drapers Charitable Trust	**15,000**	-
Grants < £10k	**-**	2,500
Total income from donations	**93,470**	80,000

All income from donations in the current and prior year was unrestricted.

4. Income from charitable activities

	Restricted £	Unrestricted £	**2024 Total £**
Contracts for services	-	294,094	**294,094**
Grants > £10k			
National Lottery Community Fund	172,928	-	**172,928**
The Considered Ask	33,348	-	**33,348**
Cheshire Community Fund	19,240	-	**19,240**
Peabody Community Fund	15,000	-	**15,000**
Grants < £10k	31,098	-	**31,098**
Total income from charitable activities	271,614	294,094	**565,708**

4. Income from charitable activities (continued)

Prior period comparative (restated)

	Restricted £	Unrestricted £	2023 Total £
Contracts for services	-	336,488	336,488
Grants > £10k			
National Lottery Community Fund	71,391	-	71,391
The Considered Ask	30,316	-	30,316
Postcode Society Trust	25,000	-	25,000
Garfield Weston Foundation	15,000	-	15,000
Grants < £10k	5,298	-	5,298
Total income from charitable activities	147,005	336,488	483,493

5. Government grants

The charitable company receives government grants, defined as funding from the National Lottery Community Fund to fund charitable activities. The total value of such grants in the period ending 31 July 2024 was £172,928 (2023: £71,391). There are no unfulfilled conditions or contingencies attaching to these grants in 2023-24.

6. Total expenditure

	Raising funds £	Charitable activities £	Support and governance costs £	**2024 Total £**
Staff costs (note 8)	90,600	237,773	72,453	**400,826**
Other staff costs	-	5,357	-	**5,357**
Raising funds	-	-	-	**-**
Tutor fees	-	50,844	-	**50,844**
Direct delivery costs	-	23,323	-	**23,323**
Consultancy fees	1,644	-	-	**1,644**
Rent	-	-	15,136	**15,136**
Office costs	-	-	1,181	**1,181**
Depreciation	-	-	2,117	**2,117**
IT	-	-	13,602	**13,602**
Accountancy	-	-	11,072	**11,072**
Sub-total	92,244	317,297	115,561	**525,102**
Allocation of support and governance costs	26,029	89,532	(115,561)	**-**
Total expenditure	**118,273**	**406,829**	**-**	**525,102**

Total governance costs were £3,480 (2023: £2,400).

Prior period comparative (restated)	Raising funds £	Charitable activities £	Support and governance costs £	2023 Total £
Staff costs (note 8)	95,492	250,613	76,366	422,471
Other staff costs	-	9,829	-	9,829
Raising funds	129	-	-	129
Tutor fees	-	46,464	-	46,464
Direct delivery costs	-	28,981	-	28,981
Rent	-	-	20,561	20,561
Office costs	-	-	5,788	5,788
Depreciation	-	-	2,821	2,821
IT	-	-	11,476	11,476
Accountancy	-	-	8,936	8,936
Sub-total	95,621	335,887	125,948	557,456
Allocation of support and governance costs	27,910	98,038	(125,948)	-
Total expenditure	123,531	433,925	-	557,456

7. Net movement in funds

This is stated after charging:

	2024	2023
	£	£
Depreciation	**2,117**	2,821
Operating lease payments	**13,824**	21,600
Trustees' remuneration	**Nil**	Nil
Trustees' reimbursed expenses	**Nil**	Nil
Independent examiner's remuneration (excluding VAT):		
▪ Independent examination	**2,900**	2,000
▪ Other services	**3,482**	-

In common with other charities of our size and nature we use our independent examiners to assist with the preparation of the financial statements, and to prepare and submit returns to the tax authorities. Our independent examiners have also provided payroll services and other consultancy services to the charity during the year.

8. Staff costs and numbers

Staff costs were as follows:

	2024	2023
	£	£
Salaries and wages	**360,407**	376,115
Social security costs	**31,337**	35,822
Pension costs	**9,082**	10,534
	400,826	422,471

Employees earning more than £60,000 during the year:

	2024	2023
	No.	No.
Between £60,000 and £70,000	**1**	-

The key management personnel of the charitable company comprise the trustees, chief executive officer, and the senior leadership team. The total employee benefits of the key management personnel were £212,420 (2023: £193,551).

	2024	2023
	No.	No.
Average head count	**11**	13

9. Taxation

The charity is exempt from corporation tax as all its income is charitable and is applied for charitable purposes.

10. Tangible fixed assets

	Total £
Cost	
At 1 August 2023 and 31 July 2024	**17,879**
Depreciation	
At 1 August 2023	**9,416**
Charge for the year	**2,117**
At 31 July 2024	**11,533**
Net book value	
At 31 July 2024	**6,346**
At 31 July 2023	8,463

11. Debtors

	2024 **£**	Restated 2023 £
Trade debtors	**42,082**	61,847
Prepayments	**8,134**	11,287
Accrued income	**8,560**	13,504
Other debtors	**27**	-
	58,803	86,638

The prior year restatement is to separately disclose accrued income, previously included within the trade debtors balance. There is no impact on the total debtors.

12. Creditors: amounts falling due within 1 year

	2024	Restated 2023
	£	£
Trade creditors	**7,784**	-
Accruals	**10,880**	17,385
Other taxation and social security	**9,046**	10,470
Deferred income	**-**	37,116
Other creditors	**2,219**	2,212
	29,929	67,183

Deferred income relates to fees invoiced in advance of the activities taking place.

13. Analysis of net assets between funds

	Restricted funds	Designated funds	General funds	**Total funds**
	£	£	£	**£**
Tangible fixed assets	-	-	6,346	**6,346**
Current assets	99,457	20,000	296,501	**415,958**
Current liabilities	-	-	(29,929)	**(29,929)**
Net assets at 31 July 2024	**99,457**	**20,000**	**272,918**	**392,375**

Prior period comparative (restated)	Restricted funds	Designated funds	General funds	Total funds
	£	£	£	£
Tangible fixed assets	-	-	8,463	8,463
Current assets	48,448	-	266,259	314,707
Current liabilities	-	-	(67,183)	(67,183)
Net assets at 31 July 2023	48,448	-	207,539	255,987

14. Movements in funds

	Restated At 1 August 2023 £	Income £	Expenditure £	Transfers £	**At 31 July 2024 £**
Restricted funds					
The Considered Ask	-	33,348	(33,348)	-	**-**
Edward Cadbury	-	5,000	(5,000)	-	**-**
EMR Building Brighter Futures (Cheshire Community Fund)	-	19,240	(19,240)	-	**-**
Gosling Foundation	-	5,000	(5,000)	-	**-**
Haberdashers	-	5,000	-	-	**5,000**
Leathersellers	-	6,500	(6,500)	-	**-**
Lee Education Charitable Fund	-	1,528	(1,528)	-	**-**
Merchant Taylors (Liverpool)	-	5,000	-	-	**5,000**
National Lottery Community Fund	43,150	172,928	(126,621)	-	**89,457**
Peabody Community Fund	-	15,000	(15,000)	-	**-**
Rotherhithe Consolidated Charities	-	3,070	(3,070)	-	**-**
Wimbledon Foundation	5,298	-	(5,298)	-	**-**
Total restricted funds	48,448	271,614	(220,605)	-	**99,457**
Unrestricted funds					
Designated funds					
English progress review	-	-	-	10,000	**10,000**
Website redevelopment	-	-	-	10,000	**10,000**
Total designated funds	-	-	-	20,000	**20,000**
General funds	207,539	389,876	(304,497)	(20,000)	**272,918**
Total unrestricted funds	207,539	389,876	(304,497)	-	**292,918**
Total funds	255,987	661,490	(525,102)	-	**392,375**

Purposes of restricted funds

The Considered Ask

Funding for a Programme Officer from July 2022 to July 2024 to manage delivery in London and the Midlands.

Edward Cadbury

Match-funding towards delivery of two tuition hubs in Birmingham and Leicester from September 2023 to July 2024.

EMR Building Brighter Futures (Cheshire Community Fund)

Funding for three hubs across Greenwich, Newham, Southwark and Tower Hamlets from November 2023 to July 2024.

14. Movements in funds (continued)

Purposes of restricted funds (continued)

Gosling Foundation
Funding for a tuition hub in Churchill Gardens, Westminster, from September 2023 to July 2024.

Haberdashers
Match-funding towards delivery of two tuition hubs in Lewisham from September 2024 to July 2025.

Leathersellers
Match-funding towards delivery of two tuition hubs in Lewisham from September 2023 to July 2024.

Lee Education Charitable Fund
Match-funding towards delivery of a tuition hub in Lewisham from September 2023 to July 2024.

Merchant Taylors (Liverpool)
Funding for a tuition hub in Liverpool - carried forward to be delivered in September 2024 to July 2025.

National Lottery Community Fund
Funding for increased staff capacity (six posts) to support regional growth over three years from January 2023 to December 2025.

Peabody Community Fund
Match-funding towards delivery of six tuition hubs in Lewisham and Newham from September 2022 to July 2024.

Rotherhithe Consolidated Charities
Match-funding towards delivery of a tuition hub in Southwark from October 2023 to June 2024.

Wimbledon Foundation
Funding for delivery of a tuition hub in Burridge Gardens, Clapham, from September 2023 to July 2024.

Purposes of designated funds

English progress review
Funding to review, re-design and pilot a new method of assessing and reporting pupils' English progress, to be delivered in 2024-25.

Website redevelopment
Funding to commission a full re-design of our website to improve parent and partner engagement, to be delivered in 2024-25.

14. Movements in funds (continued)

Prior period comparative (restated)	At 1 August £	Income £	Expenditure £	At 31 July 2023 £
Considered Ask	-	30,316	(30,316)	-
Garfield Weston Foundation	-	15,000	(15,000)	-
National Lottery Community Fund	-	71,391	(28,241)	43,150
Postcode Society Trust	-	25,000	(25,000)	-
SESF (Big Lottery Fund)	42,000	-	(42,000)	-
Wimbledon Foundation	-	5,298	-	5,298
Other restricted funds	47,373	-	(47,373)	-
Total restricted funds	89,373	147,005	(187,930)	48,448
Unrestricted funds				
General funds	159,775	417,290	(369,526)	207,539
Total unrestricted funds	159,775	417,290	(369,526)	207,539
Total funds	249,148	564,295	(557,456)	255,987

Details of the prior period movements by restricted fund were not available, hence the disclosure of total restricted funds only.

15. Operating lease commitments

The charity had operating leases in the year but there were no commitments at the year end. Operating lease payments made in the year are disclosed in note 7.

16. Related party transactions

There were no related party transactions in the current or prior period.

17. Prior period income restatement

Prior period grant income has been restated to ensure income recognition is compliant with the Charities SORP (FRS 102). The impact on income and deferred income is shown below.

Additionally, prior period restricted grant income has been reclassified between income from donations and income from charitable activities to reflect the requirements of the Charities SORP (FRS 102) and to be comparable with the current year.

Brought forward restricted funds

	2023 £
Restricted funds as originally stated as at 1 August 2022	47,373
Adjustment to de-recognise 22/23 income received in the 21/22 financial year	42,000
Restricted funds as restated as at 1 August 2022	89,373

Restricted grant income

	2023 £
Restricted grant income as originally stated	153,961
Adjustment to de-recognise 22/23 income received in the 21/22 financial year	(42,000)
Adjustment to reverse deferred grant income	35,044
Restricted grant income as restated	147,005

Deferred income

	2023 £
Deferred income as originally stated	72,160
Adjustment to reverse deferred grant income	(35,044)
Deferred income as restated	37,116

17. Prior period income restatement (continued)

Income from donations

	2023 £
Income from donations as originally stated	233,961
Adjustment to de-recognise 22/23 income received in the 21/22 financial year	(42,000)
Adjustment to reclassify restricted grant income in the 22/23 financial year	(111,961)
Income from donations as restated	80,000

Income from charitable activities

	2023 £
Income from charitable activities as originally stated	-
Reclassification of other income	336,488
Adjustment to reclassify restricted grant income in the 22/23 financial year	111,961
Adjustment to reverse deferred grant income	35,044
Income from charitable activities as restated	483,493

TUTORS UNITED

England & Wales - Charity number 1176968

Accounts

TUTORS UNITED

Annual Report and Accounts 2022-23





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Amy Whitelock Gibbs

CEO

I was honoured to take over the reins from our inspiring founder Joel Davis in January 2023, as we celebrated Tutors United's 10th birthday. And what a fantastic decade of growth and impact it has been! I'm so grateful to the TU team, trustees, tutors, families, funders, and partners for their passionate commitment to our mission – especially in the face of a challenging economic climate.

This was our biggest year yet! **We worked with more families and tutors than ever before, growing our footprint in the Midlands and North West – from Birmingham and Leicester up to Liverpool and Carlisle – and continuing to serve diverse, low-income, multilingual communities.** We were thrilled to win new National Lottery funding to support further regional growth over the next three years.

With our pioneering housing association partners, **we delivered weekly Maths and English tuition to 786 pupils in community centres and online** – up from 564 last year – providing regular feedback and support to their parents and carers, to build a legacy of learning.

And we hired, trained and paid 132 university students (103 last year), offering them paid work experience along with professional development to boost their careers.

Despite the ongoing challenges to learning post-pandemic, our superstar pupils continue to make impressive progress – especially those who access multi-year support – and this is sustained into Year 7. **My personal highlight was celebrating these successes and seeing the magic of TU come to life at our flagship graduation in June, generously sponsored by Clarion to mark the South London Partnership**, a new cross-housing association programme that deepened our impact across that patch.

I always say I'm very lucky to lead TU. It's been a tough year financially – for our families, partners, and us as a small charity. But we've pulled together to weather the storm, and we enter the new academic year more determined than ever to end the attainment and employability gap for young people through the power of community-based tutoring.





Laura Wilson

Chair of the Board of Trustees

It has been a real year of change for Tutors United. We saw **the departure of our founder and CEO for 10 years, Joel Davis, who's been at the heart of making TU the inclusive, ambitious, and incredibly fun organisation it is today** – years of work and passion we'll forever be grateful for. Losing a long-standing CEO can be tough, but we've been fortunate to have found such a brilliant leader in our new CEO, Amy Whitelock Gibbs. **Amy is a real asset to TU, championing our values and bringing a wealth of experience and energy to continue making this charity the great organisation it is.** On behalf of the board, I would like to take this opportunity to thank her for a fantastic first year with us.

This also marks my first year as Chair of the Board of Trustees, with Matt Corner stepping down in January 2023. Having been a trustee for a few years, it's been a real privilege to have stepped into this role, giving me a greater opportunity to get more involved with the work we do. I would also like to thank Matt for all he has done to lead the board for a number of years. He's been a brilliant leader and, again, instrumental in making TU what it is today.

While, like many, we've faced a challenging year in the tough economic climate, I'm pleased we've been able to navigate difficult decisions together and, as reflected in this report, ensured another strong year of growth and impact for TU.

As a Board, **one of my highlights has been taking more time to scrutinise the impact of our tuition**. The Managing Impact Sub-Committee has been in place for almost a year and has acted as a brilliant space to delve into how our pupils learn and develop, whilst challenging ourselves to continuously improve. We're also increasingly hearing how our tuition would be valuable more broadly, for example, aiding the summer transition from primary to secondary school.

As a result, this year ahead, **our key focus is to develop a new strategy for TU which is even more ambitious and innovative, set to broaden our impact across the country, whilst maintaining our core values and principles.** With TU being in a strong position, supported by a brilliant and committed team, I have no doubt we will deliver against this and have even stronger years to come.

2022-23 Report Card

1.1 sub-levels
average progress in English after 12 hours of tutoring

64%
average progress in Maths after 12 hours of tutoring

786
families supported

132
tutors hired, trained and paid

3,476
hours of tutoring delivered

63
online and community hubs

75%
average pupil attendance

134
parent sessions

24%
returning pupils from the previous academic year

1
creative writing competition

80%
of pupils felt more confident in English

81%
of pupils felt more confident in Maths

83%
of parents/carers noticed an increase in child's confidence in learning

74%
of parents/carers agreed TU supported their child's transition to Year 7

What we do

We're Tutors United. We're on a mission to end the attainment and employability gap through the power of community-based tutoring. **We support young people to thrive at two key transition points - from primary to secondary school, and from university to employment.**

Working with housing associations and other local partners, **we run free programmes for primary school children and their families**, providing access to vital educational support to those who need it most. We're proud to serve diverse, low-income, refugee, migrant, and multilingual communities across London, the Midlands, and the North West.

We hire, train, and pay inspiring university students – most of whom also come from low-income households – as tutors, providing them with meaningful, paid work experience and support to boost their careers.

Each year, **our work gives hundreds of young people, parents and carers the knowledge, skills and confidence they need to maximise education and employment opportunities.**



Hire, train and pay university students as tutors to deliver our programme

Ongoing engagement and support with parents and carers to encourage learning at home

Specially-devised Maths and English lessons for primary school pupils

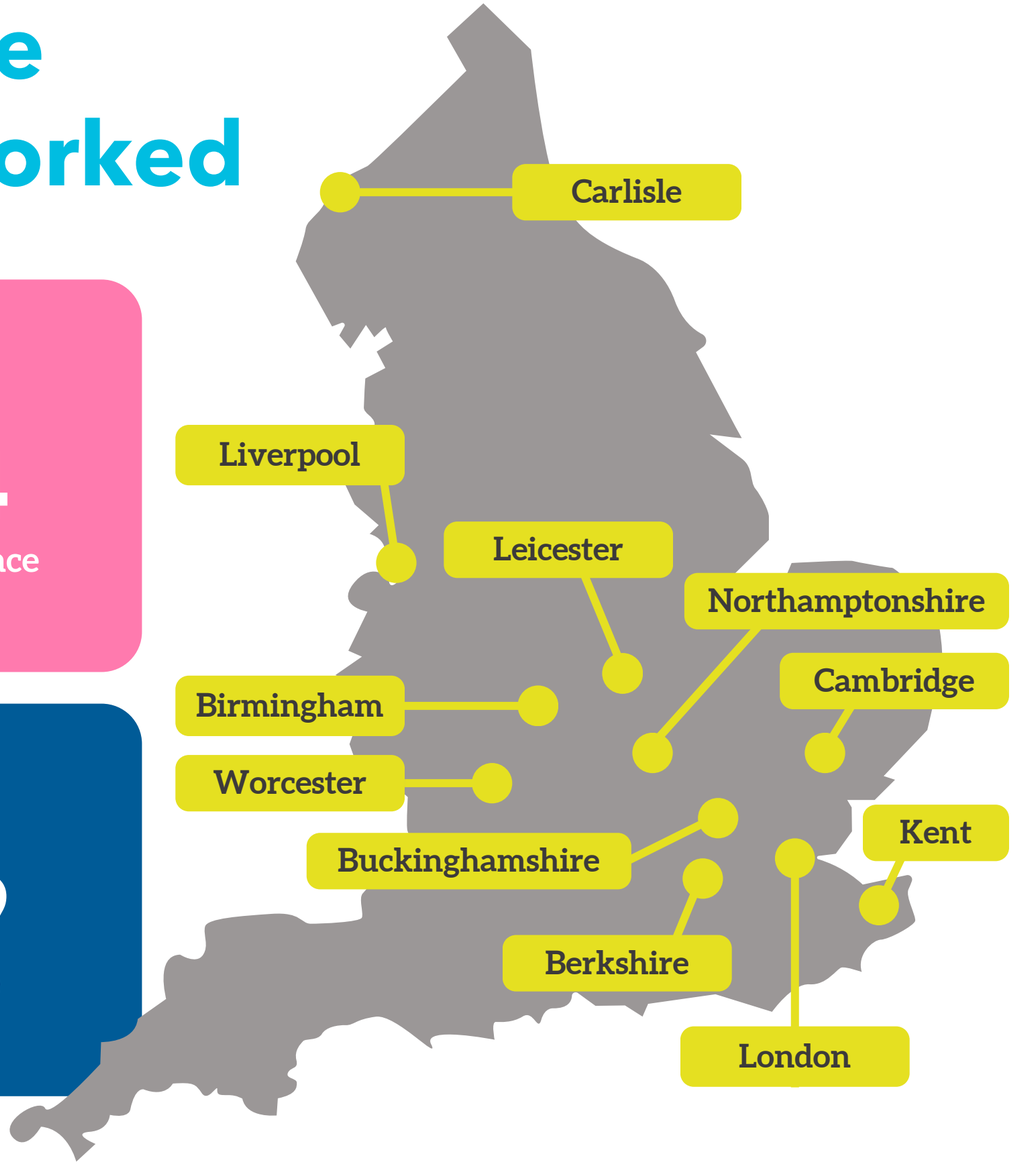
Bespoke training and development offer for our tutors to boost their skills and careers



Where we worked

34
face-to-face hubs

29
online hubs



Who we served

82%

household income below £35,000

77%

families on means-tested benefits

63%

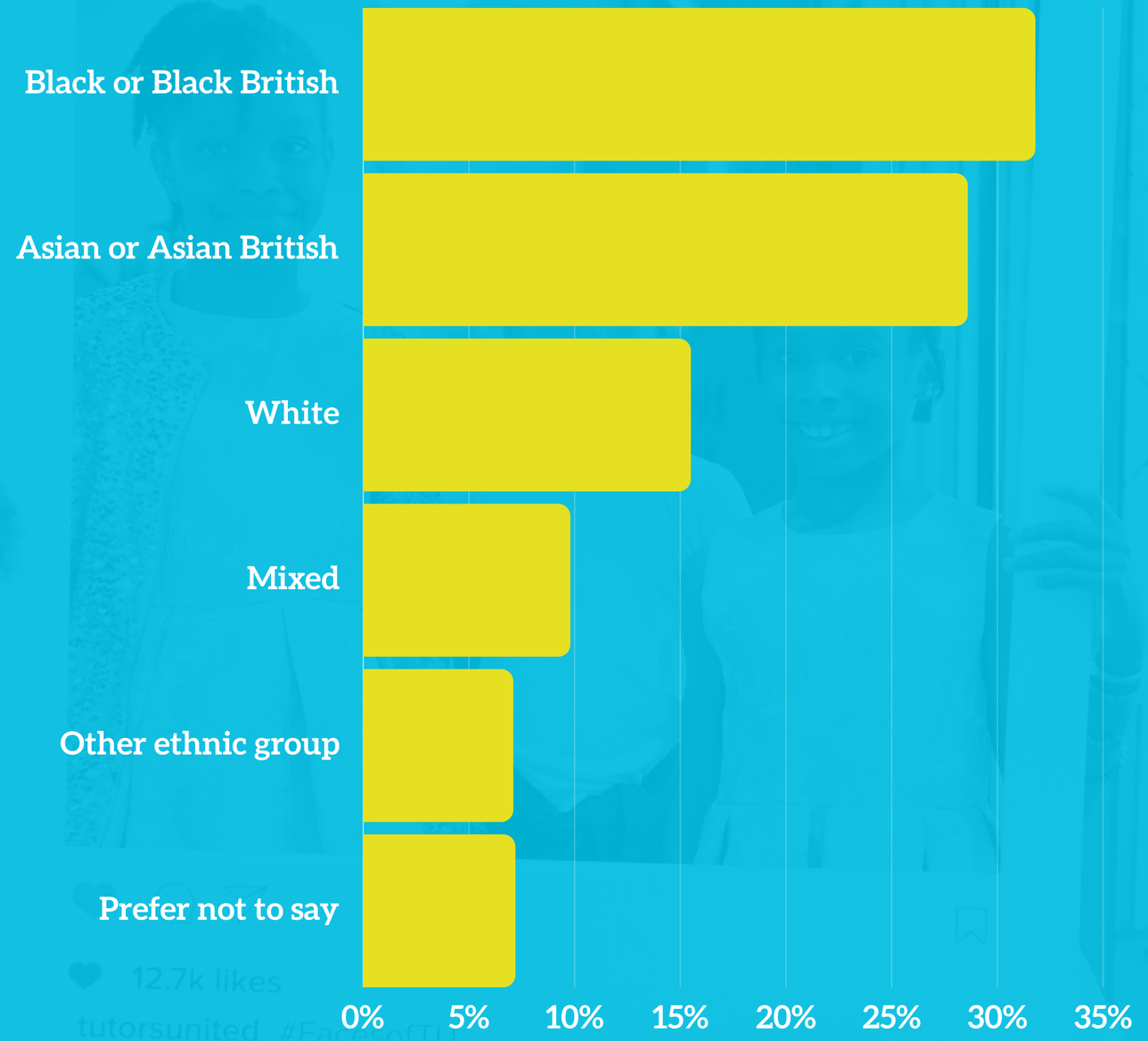
pupils eligible for Free School Meals

37%

speak English as an Additional Language

46%

single-parent household



10 years of Tutors United

2013

TUTORS UNITED FOUNDED

We worked with 72 families across London with our first housing association partners Metropolitan and Affinity Sutton

2014

EXPANDED OUTSIDE LONDON

Started delivery in Nottingham and Derby in partnership with Metropolitan

2015

WORKING WITH MORE FAMILIES

Our total number of beneficiaries hit 250 families

2016

WE BECOME A CHARITY

And we grew our partnerships to include A2Dominion, L&Q, Newlon, Notting Hill Genesis, and Peabody

2018

CELEBRATING GRADUATION

We held our first big Graduation event, celebrating pupils' achievements at UEL

2019

OUR CEO HONOURED

Founder and CEO Joel Davis named Rising Chief Executive at the Third Sector Awards

2020

ONLINE INNOVATION

We launched online during the pandemic to ensure our families continue to have access to tutoring

2022

RECORD GROWTH

We worked with 786 pupils and 132 tutors in the academic year, and the team expands to 10 permanent team members

2023

NEW CEO

Amy Whitelock Gibbs joined Tutors United as CEO, as founder Joel Davis steps down after 10 years of leadership

South London Partnership

One of our primary goals is to bring learning into the home and contribute to supportive, cohesive local communities. We achieve this by developing partnerships across different housing providers to bring our services to key areas and target communities with the greatest need. In building these partnerships, we are able to broaden our reach and deepen our impact.

This year, we worked with Clarion Futures, L&Q, Lewisham Homes, and Peabody, with additional funding from the Postcode Society Trust, to work with families across Lewisham, Southwark, Merton, Bromley, and Croydon with a blended online and face-to-face model. The benefits of working in such a partnership are the ability to cross-refer services, utilise a variety of community assets, and to offer families additional experiences – like a bespoke Graduation!

To celebrate the hard work of our incredible South London Partnership pupil cohort, their supportive families, and our exceptional tutors, Clarion Housing hosted a wonderful Graduation event at their spectacular London offices, with the help of many Clarion staff. Pupils and their families were invited to celebrate their efforts, with some outstanding pupils winning awards. The event was marked by immense joy and pride, and we have no doubt that our families will forever remember this occasion.

CLARION FUTURES

L&Q

Lewisham Homes

Peabody

Supported by players of PEOPLE'S POSTCODE LOTTERY

Awarded funds from POSTCODE SOCIETY TRUST

97
young residents accessed tuition

5
boroughs represented

429
hours of learning

13
tutors hired, trained, and paid

1.3 sub-levels
average progress achieved in English

24%
average progress achieved in Maths



CLARION FUTURES

The partnership between Tutors United and Clarion is crucial for us. Through the project we are able to reduce the barriers often faced by families with accessing additional education support for their children and young people. It enables us to maintain our role as a collaborative partner in South London, working with essential charities like TU.

Through this partnership, we can provide vital and meaningful support to our residents, ensuring that we fulfil the mission of Clarion Futures, which is to make a difference and transform lives in communities.



Larry Evans
Communities Officer (London South Region)
Clarion Futures

Pupil Spotlight

Ezekiel, Best Progress Award Winner

Ezekiel joined the Tutors United programme in January 2023, as part of the South London Partnership, hoping to get some extra support ahead of starting secondary school in September. He has been committed to his lessons, achieving a fantastic 87% attendance this year.

In his Initial Maths Assessment he scored just 25%, placing him Below the Expected Standard. However, by his Final Assessment, he made **220% progress**, scoring an incredible 80%, placing him well into the Above the Expected Standard bracket! Ezekiel's progress this year was so impressive that he was awarded the **Best Progress Award** at the South London Partnership Graduation in July.

Ezekiel said, **"I enjoy the weekly face-to-face classes and also the learning and help with revising."** His Tutor, Mariam, describes him as often working quickly and independently through tasks and regularly contributing to class discussions, reflecting his good understanding of and confidence in both Maths and English.

When nominating him for the Best Progress Award, Mariam said she has witnessed first-hand his dedication and determination: **"He pushes himself to do a bit more every lesson. He began with completing the task to a basic level but gradually worked his way up to completing challenge and extension questions so that he can improve his knowledge."**

Ezekiel's parents have also noticed his progress, saying, **"Tutors United has helped Ezekiel improve in his learning by making more progress in his assessments. He is confident in answering questions and solving equations, especially in Maths."**



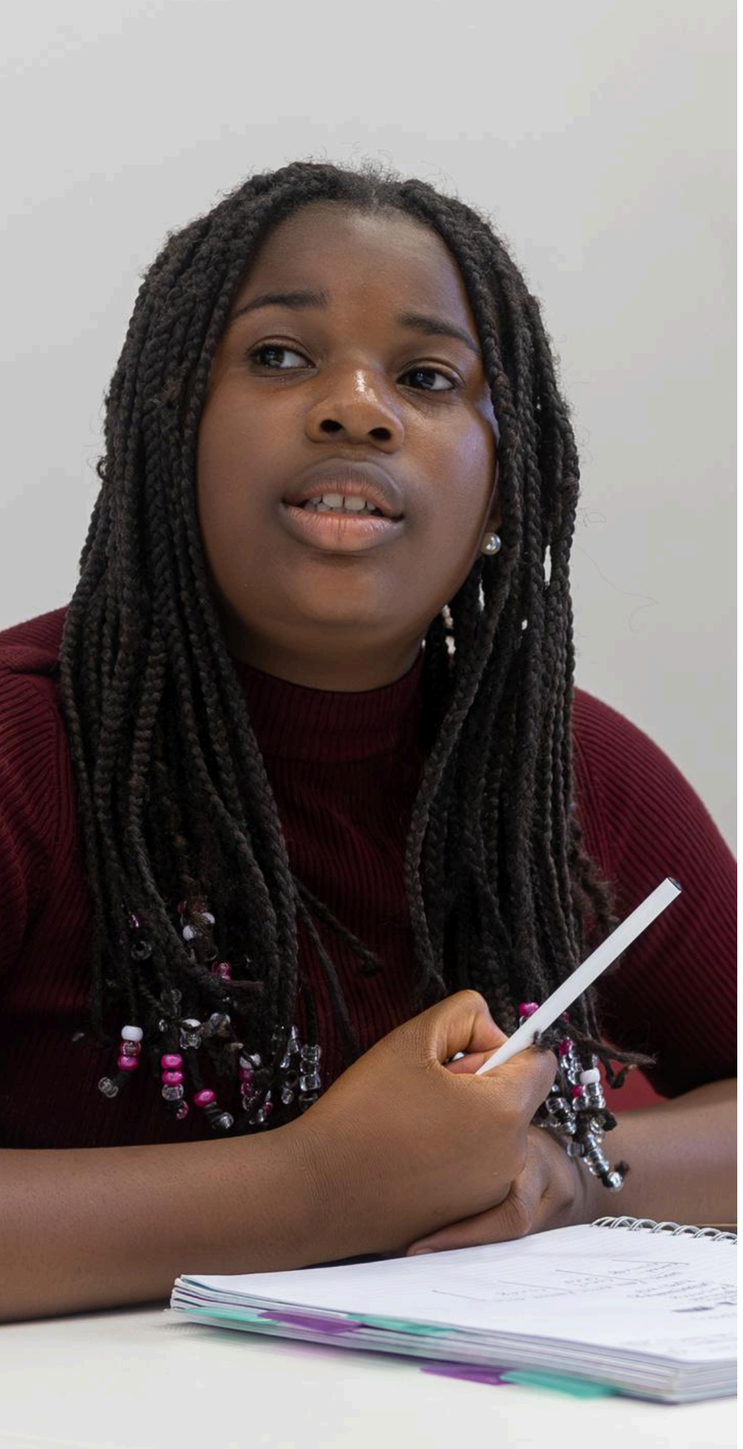


When asked if they wanted to say anything to L&Q, who were members of the South London Partnership, about the support provided through Tutors United, they said:

"The support L&Q are providing for my son has really helped him tremendously in his SATs. He was very confident in sitting his exams and has continuously shown great improvements in both Maths and English."

Not only has Ezekiel been making amazing progress in his lessons, but **his parent also feels it has helped prepare him for starting secondary school this September**, sharing that Tutors United's support will "allow him to settle well in his new classes with ease."

We think Ezekiel has been a fantastic pupil this year, making amazing progress and working hard across all his lessons. **We're certain he will keep achieving great things as he heads into Year 7!**



Building literacy and numeracy

The importance of numeracy and literacy extends far beyond the classroom. Yet, all too often, children, particularly those from low-income families, continue to fall behind.

Currently, children from statistically disadvantaged backgrounds are 20% less likely to achieve expected standards in reading, writing, and Maths by the time they complete primary school. In fact, **the attainment gap at primary school has increased from 9.3 months in 2019 to 10.3 months as of 2022**.

Among those pupils who are considered 'persistently disadvantaged' (those who are in-receipt of Free School Meals for at least 80% of their school life), the gap is even wider at 12.2 months.

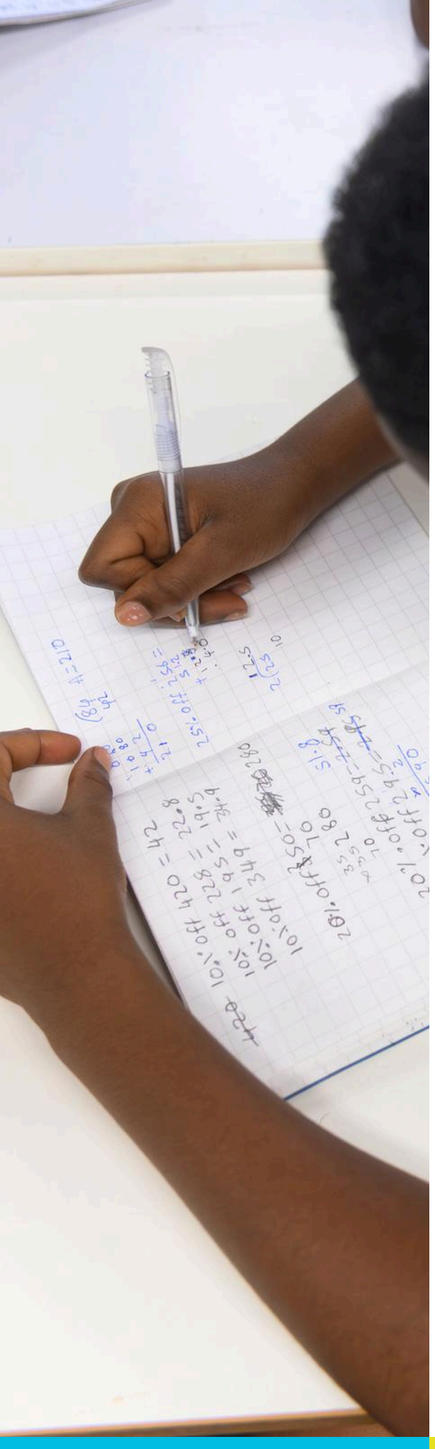
Given this context, we are particularly proud of the strides our pupils made this year – in both English and Maths.

In Maths, our pupils went from an average 46.7% in their Initial Assessment to an average 57.7% in their Final Assessment, which brought them collectively from Below the Expected Standard to At the Expected Standard. **On average, they progressed by 64%!**

Making similar strides in English, **pupils progressed by an average of just over one sub-level, with 37% of pupils progressing by 2 sub-levels and 29% of pupils jumping 3 sub-levels** (the equivalent to a whole year-related expectation).

64% average progress in Maths after 12 hours of tutoring

1.1 sub-levels average progress in English after 12 hours of tutoring



Our approach to teaching

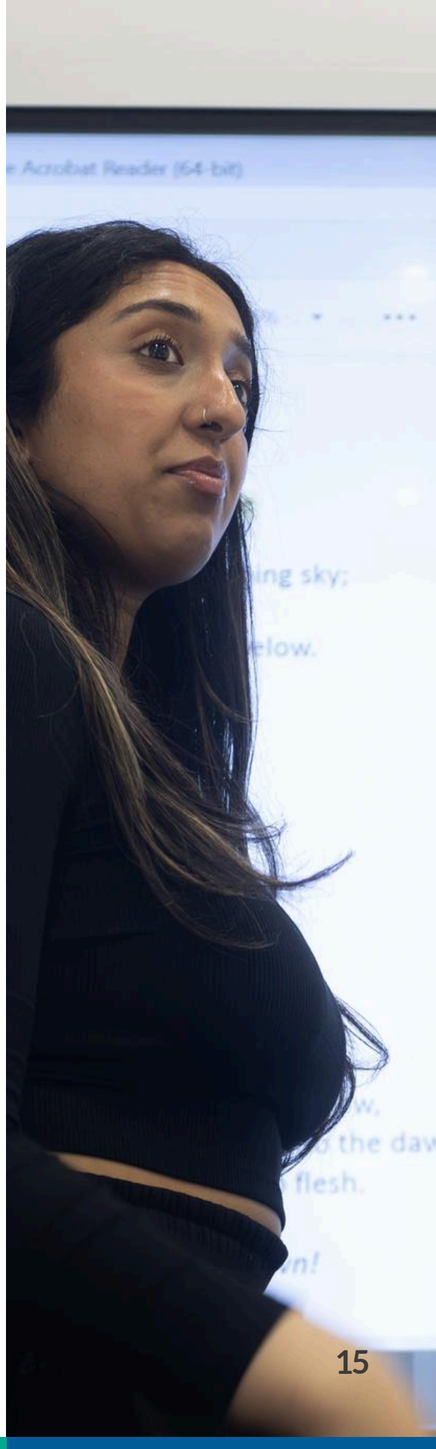
When they start at Tutors United, many of our pupils are significantly behind where they should be in Maths or English – and often both. In order to effectively boost their attainment, our curriculum has been specially-devised in consultation with trained teachers to build foundational skills, cover key topics, and boost confidence, while reinforcing the National Curriculum.

In Maths, the curriculum covers a range of topics that mirror what they will be doing in school and tackling in their Key Stage 2 SATs – from tricky fractions to prickly percentages. **The curriculum follows a spiral pattern, so that topics are covered multiple times throughout the year with increasing difficulty, building on pupils' understanding and creating opportunities for retention.**

In English, our curriculum asks pupils to look at a range of different text types and explore different styles of writing, all while keeping a solid focus on the vital spelling, punctuation, and grammar skills they will need for their SATs and beyond. **By engaging their creativity and imagination, our pupils are challenged to understand and utilise a range of literary devices to build confidence and proficiency with writing at length** – a key skill they will need to succeed at secondary school.

Here are just a few of the topics we cover:

- **Tales from other cultures**
- **Persuasive writing**
- **Performance poetry**
- **Fraction word problems**



Maths progress

To track their progress across the year, pupils sit an assessment before their first lesson (Initial Assessment) as well as one at the end of the programme (Final Assessment). For Maths, the assessments are structurally identical, but the numbers are altered to measure and evaluate their progress.

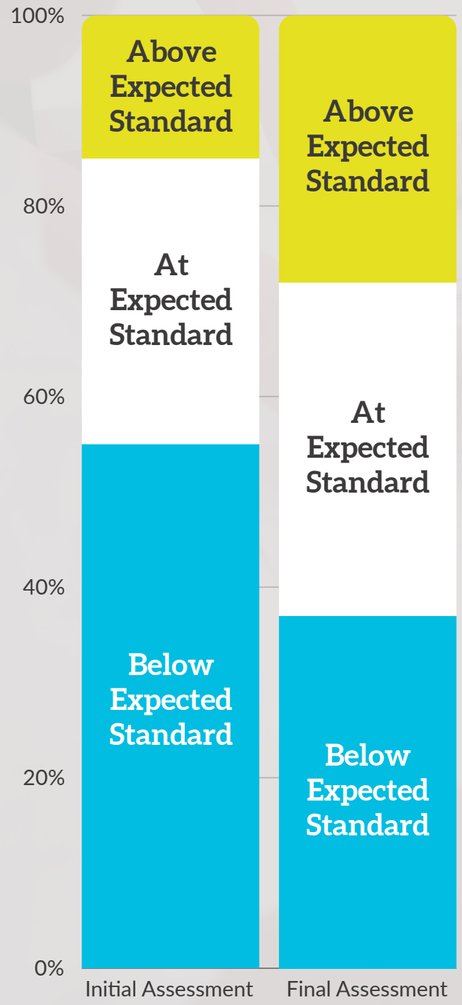
In their Initial Assessment, pupils scored an average of 46.7% with over half of pupils scoring Below the Expected Standard. However in their Final Assessment, **pupils scored an average of 57.7%, with the percentage of pupils scoring Below the Expected Standard decreasing by a third and the pupils performing At or Above the Expected Standard increasing to 62.8%.** No wonder 86% of our parents and carers have noticed an improvement in their child's Maths skills!

Here are some key highlights from these fabulous pupils' progress in Maths this year:

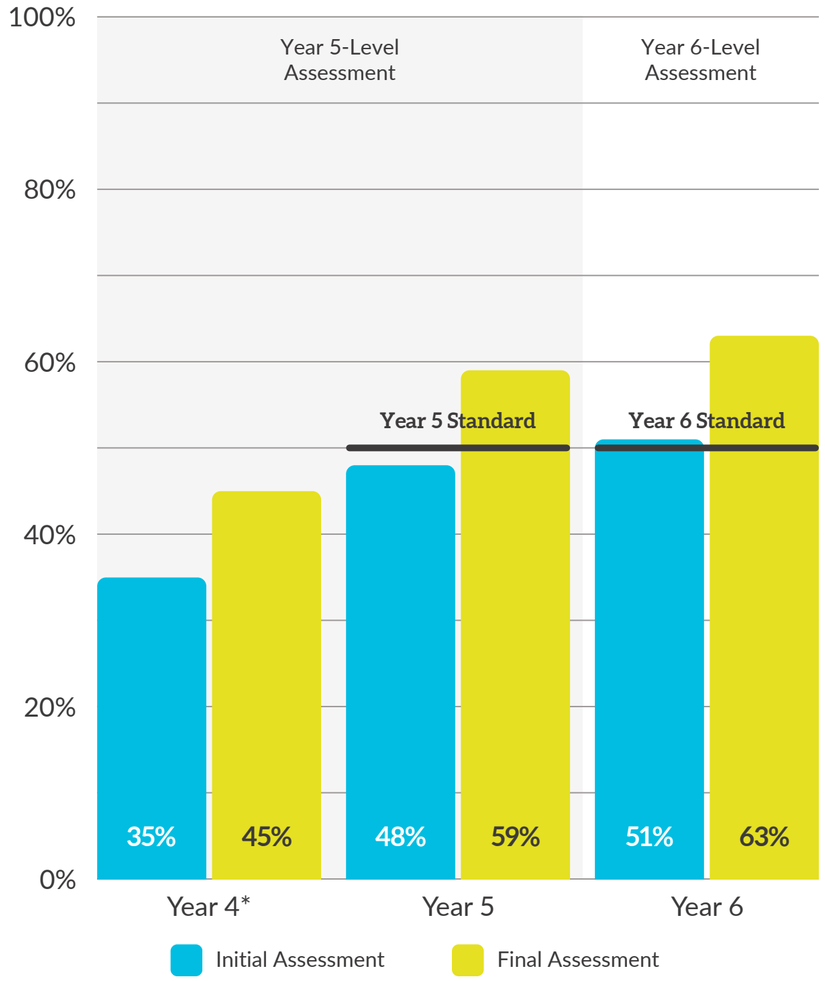
1. One of our core goals is to have our Year 6 pupils catch up to the Expected Standard by the time they finish primary school, and we're ecstatic that **72% of Year 6s are At or Above the Expected Standard in their Final Assessments!**
2. After sitting the Final Maths Assessments, an impressive **28% of all pupils are working Above the Expected Standard**, with an incredible **21% of pupils doubling their initial score** after only 12 hours of Maths tuition.
3. One superstar Year 4 Rosebery Housing pupil **progressed by 260% on his Final Assessment** – he only achieved 20% in his Initial Assessment, and then **shot up to an Above Expected Standard score of 72%** by the end of the academic year.



Pupils performing at each level in Maths



Average percentage attained in Maths assessments by year group



*Year 4 pupils complete the Year 5-level assessment, and are therefore not expected to be meeting the Year 5 Standard yet.

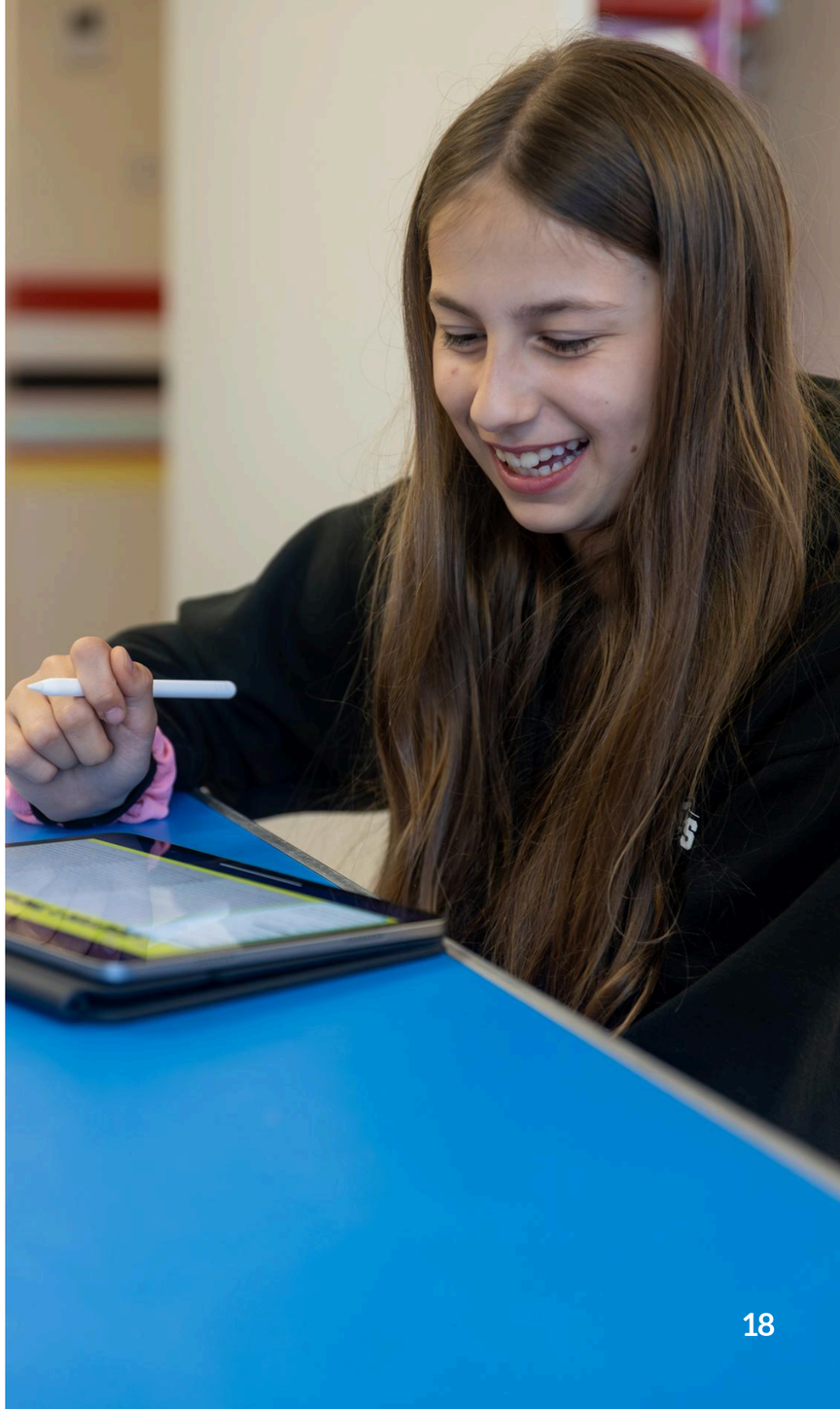
Maths grades explained

Year-Related Expectation	Assessment Percentage
Above Expected Standard	75-100%
At Expected Standard	50-74%
Below Expected Standard	0-49%

“

Tutors United lessons are exciting and I get lots of support. My tutor is very supportive and helps me to do my best.

Ellie
Year 4 pupil





English progress

Our English lessons focus on writing – at length and in different forms – where we know children get less support at primary school, yet face the greatest jump upon starting secondary school. Pupils are given a writing prompt and our assessments follow a mark scheme that aligns with the National Curriculum. Pupils are assessed on features of text type, handwriting, spelling, grammar, punctuation, and writer's voice, and are accordingly given a Year-Related Standard of Year 2, 3, 4, 5 or 6. Within that Year-Related Standard, pupils are given a sub-level to define whether they are emerging (E), secure (S), or advanced (A).

This year, overall our pupils started at an average of 3E (at the bottom of the Year 3 writing standard), but finished the year at a 3S (securely in the middle of the Year 3 writing standard), **progressing by an average of 1.1 sub-level.**

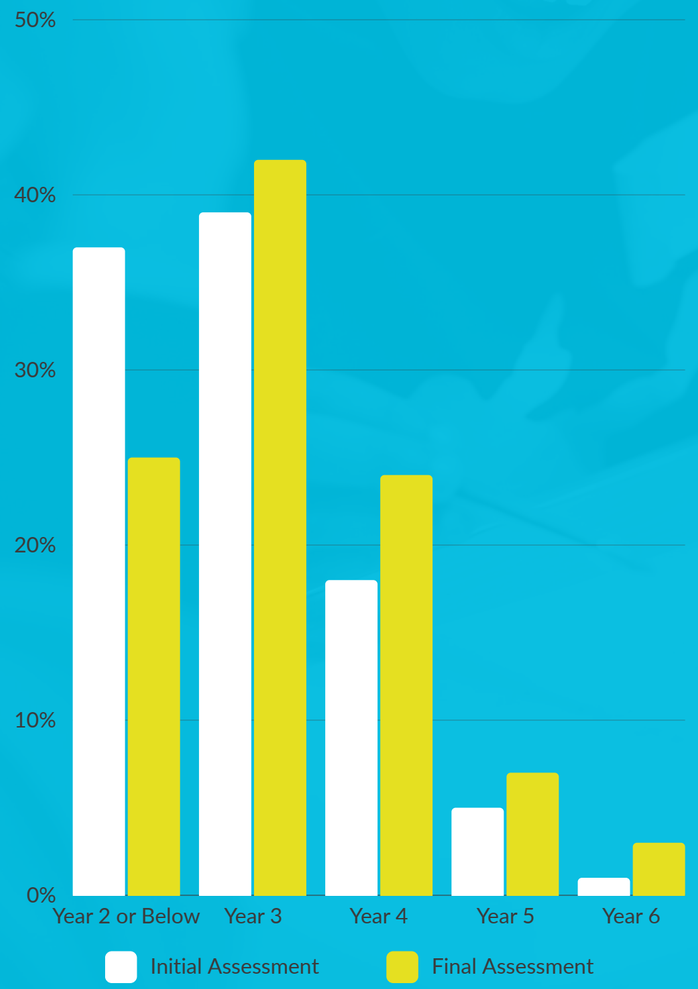
Here are some highlights of our pupils' incredible English achievements:

A. From the Initial Assessment results, only 23% of our pupils were working at a Year-Related Standard of Year 4 or above, compared to **34% after completing their Final Assessments.**

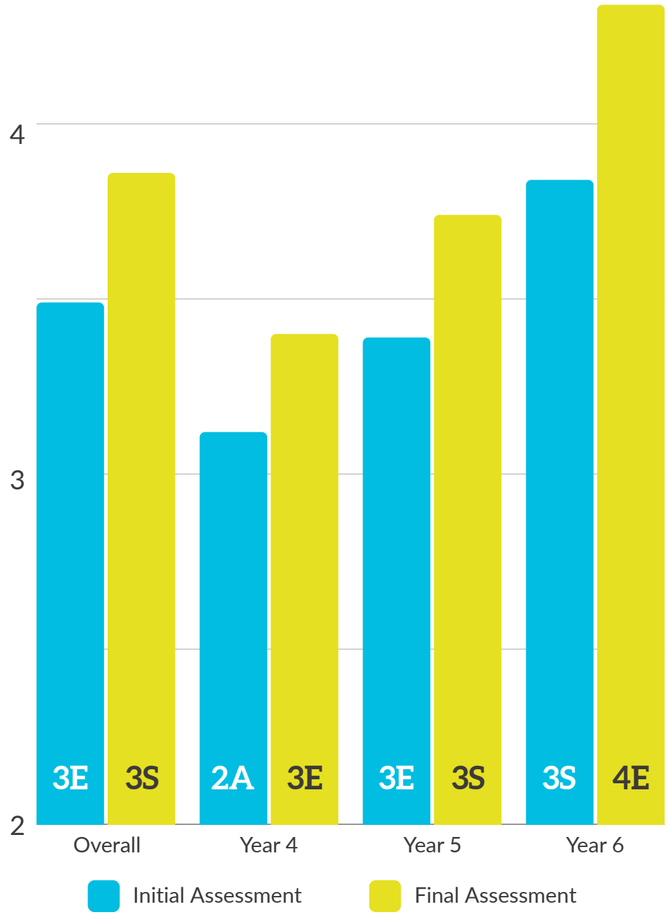
B. A fantastic **37% of pupils progressed by 2 or more sub-levels** with **29% progressing by at least 1 entire Year-Related Standard!**

C. One superstar Lewisham Homes pupil at **went from a Year 2-Related Standard in his Initial Assessment to a Year 4-Related Standard in his Final Assessment.** That's some impressive progress!

Pupil attainment by Year-Related Expectation

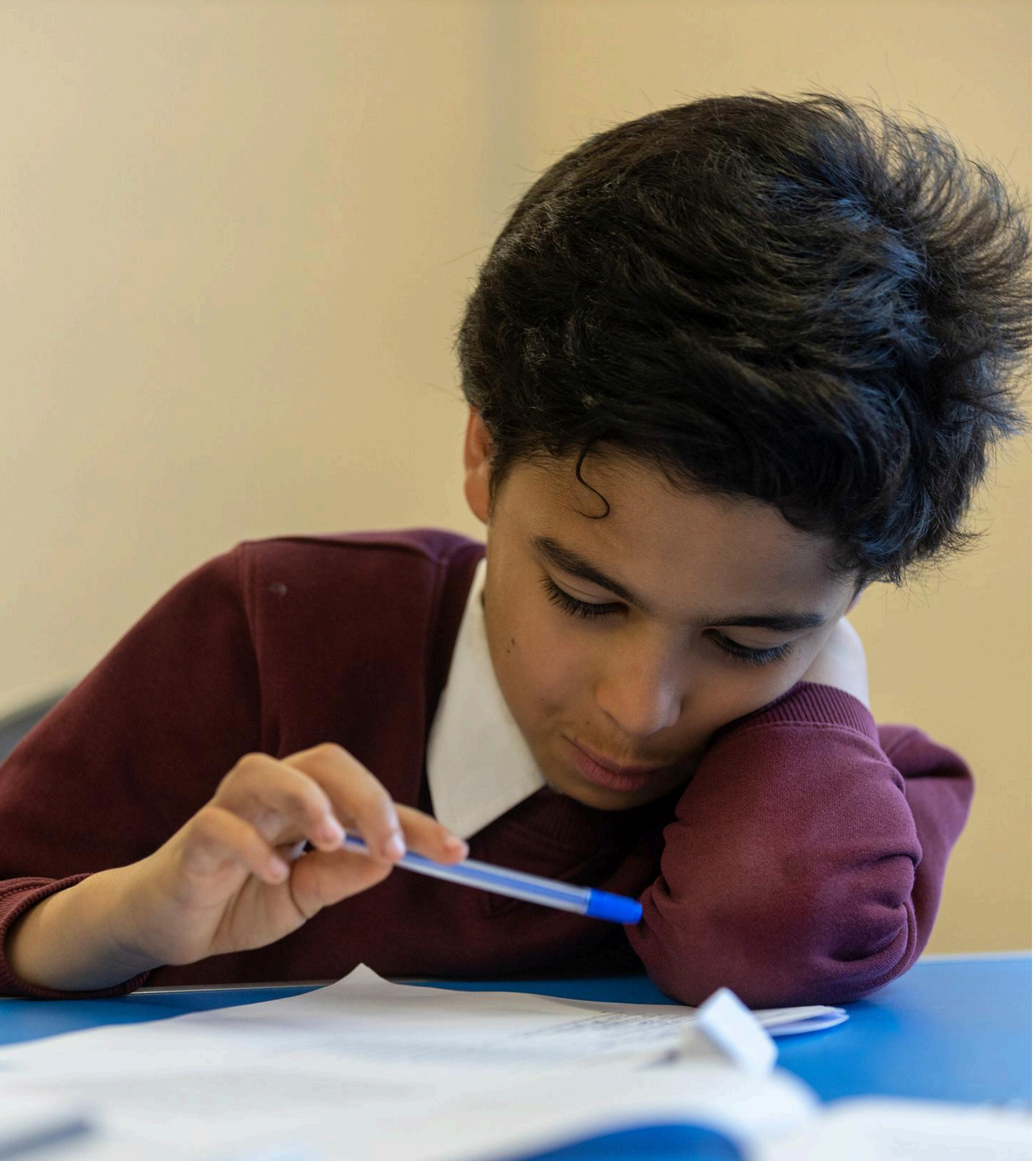


Average grade in English in Initial and Final Assessments by pupil year group



English grades explained

Year-Related Standard	English Sub-Level
Year 6	Advanced
	Secure
	Emerging
Year 5	Advanced
	Secure
	Emerging
Year 4	Advanced
	Secure
	Emerging
Year 3	Advanced
	Secure
	Emerging
Year 2	Advanced
	Secure
	Emerging



I like that the curriculum focuses on writing and comprehension as the school only focuses on SPAG [Spelling, Punctuation, and Grammar]. It has improved his writing ability and widened the literature he is exposed to.

Fahrida
Parent

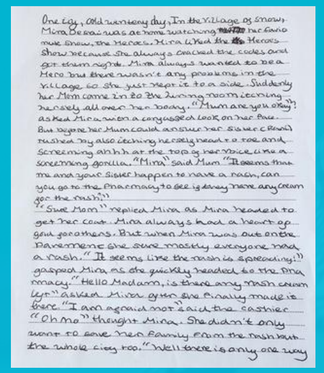
TU Young Authors Writing Competition

The ability to write and communicate ideas confidently and proficiently is a key life skill which in many ways determines the opportunities individuals have access to – from employment to self-advocacy. That's why we're determined to use best practice in English teaching to develop opportunities for pupils to engage with core writing skills, contributing to a strong foundation in literacy.

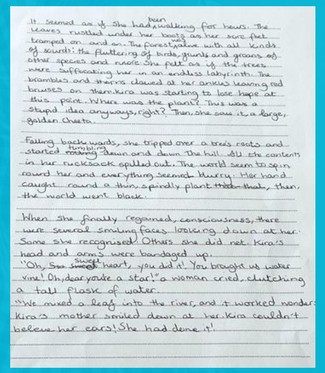
One of the ways we do this is by running a creative writing competition, newly dubbed the TU Young Authors Writing Competition. Our annual competition invites our pupils to not just showcase **their fabulous creativity, writing skills, and storytelling techniques**, but also practice planning, drafting, revising, and editing – all important skills in developing writing proficiency (as identified by the Education Endowment Foundation).

Pupils begin their entry in class with the support of their tutor and peers, and are then encouraged to continue their entry at home, together with their families. The TU Team shortlists the entries and selects the winners to be shared with our funders and partners.

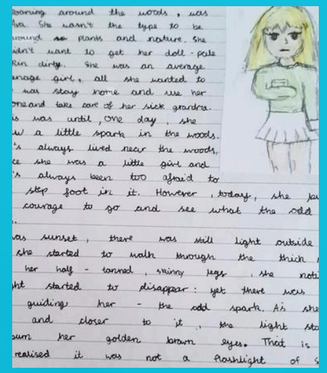
This year, **the focus of the project was on science and exploration!** The goal for our imaginative pupils was to write an exciting story about an explorer who goes on a mission to find a plant that has power to heal or help people or society-at-large. As well as getting our pupils to utilise all the great knowledge that they have gained from their English lessons, we enabled them to lean into **the exciting world of STEM subjects** and geography, as their characters scoured the globe to make a ground-breaking discovery!













Building a love of reading: World Book Day 2023



One of the reasons why we at Tutors United like to share our love of reading is that **we know a lot of children haven't yet discovered their own love of reading yet.** We also know that enjoyment of reading is associated with higher attainment in reading.

However, according to the National Literacy Trust, "**Fewer than 1 in 2 (47.8%) children aged 8 to 18 said they enjoyed reading in 2022.** This is back on a par with those recorded in early 2020, previously the lowest level since we first asked the question in 2005."

So for World Book Day on 2nd March 2023, we ran a fun competition for our pupils to win one of five £10 National Book Tokens. All they had to do was record and send a short video sharing a book they've recently read and why they loved it. **We had so many incredible entries, including some spectacular air guitar!**

As Manha, one of our fabulous pupils, said, **"Reading is very, very beneficial as you can learn so many things from it!"** We couldn't agree more, which is why we continue to look for fun ways to promote reading!

Kayleb enjoys the lesson[s] and has made massive improvement[s] with his confidence. It's lovely to see him go up to the tutor and show off his work every time.

Augustina
Parent



Building a legacy of learning

It would be impossible to teach our pupils everything they will ever need to know, but what we can do is **instil key skills to ensure that they are confident and resilient learners**. This is especially important for pupils making the transition to secondary school, which brings with it new social dynamics, different class formats, and unfamiliar curriculum topics.

Our curriculum gives pupils opportunities to explore exciting new topics and challenges, and through targeted group work, tutor-led exercises, and independent assignments, pupils are aided to understand how to approach problems using different methods and identify gaps in their knowledge, **so they can confidently ask for help instead of feeling frustrated.**

We also aim to enable parents and carers to more confidently support their children effectively – **bridging the gap between school and home**. Our termly Progress Evenings give parents an insight into what is being taught, context to their child's assessment scores, and provides them with resources, tips, and games to help them support their children at home.

Building confidence at Tutors United

80%
of pupils felt more confident in English

81%
of pupils felt more confident in Maths

83%
of parents/carers noticed an increase in child's confidence in learning

Following their first year at secondary school...

87% former pupils were meeting targets in Maths

86% former pupils were meeting targets in English

74% parents/carers agreed that Tutors United helped their child transition to secondary school

The importance of multi-year support

One of the unique aspects of our programme structure is that it is designed to support pupils right across their final years at primary school. Our curriculum follows a spiral pattern across our Year 5 and Year 6 curriculums, meaning pupils who remain on the programme for both years get the opportunity to revisit key topics and fortify their skills and understanding with increasing difficulty. This ensures that our brilliant pupils are always being challenged and expanding their knowledge.

From the 2021-22 academic year, **58.5% of eligible pupils returned to TU for 2022-23 – making up nearly a quarter of our total cohort!** This speaks to the quality of our tutors, as well as the close relationship we have with our amazing families.

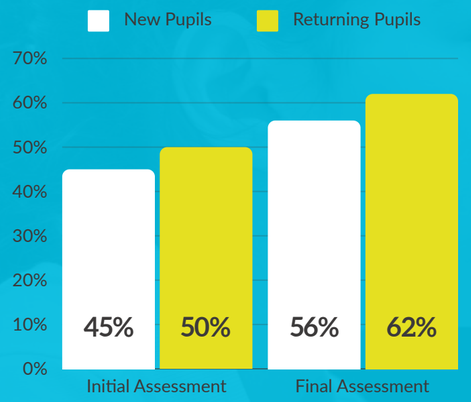
The impact of pupils receiving multi-year support is evident when comparing the performance of pupils returning to the programme to pupils who are in their first year. **Returning pupils outperform new pupils in both subjects.**

In English, on average, new pupils progressed from a 3E to a 3S, while our **returning pupils progressed from a 3S to a 3A, ending the academic year one sub-level higher than their new-to-TU peers.**

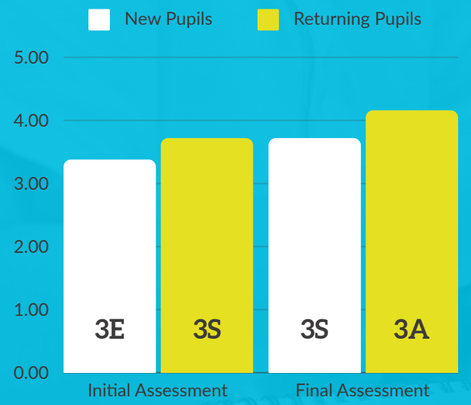
Likewise in Maths, new pupils went from an initial average of 45% to a final average of 56%, in comparison to our returning pupils who improved from an initial average of 50% to a final average of 62%. In fact, **68% of returning pupils were performing At or Above the Expected Standard in their Final Assessments**, compared to 60% among new pupils.

These statistics demonstrate how **access to multi-year support allows pupils to gain a deeper understanding and achieve higher levels of attainment** so that when they leave the programme at the end of Year 6, pupils have a strong foundation in Maths and English as they enter secondary school.

Average percentage attained in Maths



Average grade attained in English





“

As a person who has lived in South East London for all of my life now, it’s really good to see the people who are in my situation getting the help I never got.

Daniils
Tutor

Developing tutor employability

Tutors United was founded by a young person struggling to find meaningful employment despite achieving excellent academic results. As such, since the start of TU, **we've always been committed to offering our tutors opportunities to develop key skills that will support their transition from university to employment.**

This year, we've worked with some new partners to offer our tutors unique insights and experiences, including a careers talk from leading law firm Stone King. **A particularly exciting opportunity was with Quintessentially Foundation, an innovative grass-roots funder of social projects in the UK. Our tutors were given exclusive access to apply to a new internship scheme they hosted in their offices.**

Two of our amazing tutors, Dan and Kunjal, applied, with the Tutor Team supporting them throughout the process.

Dan, who was brought in to work on the foundation's website, was particularly grateful to TU for the support with his CV. Not only did the team give him feedback on it, he also admitted he wouldn't have had anything to put on it without the TU role! **"Getting assistance on my CV developed my skill immensely."**

Kunjal's internship focused on developing marketing and communications for an upcoming Christmas event. Of the experience, she shared, **"Within this role, I believe I developed personally and professionally."**

We also ran a number of professional development sessions during our regular top-up training days with Francesca Louise from Change Blueprint – an expert in HR, learning, and inclusion. The topics covered included networking, using LinkedIn, and navigating career progression.

Who are our tutors?

54%

come from a low-income background

31%

were eligible for free school meals

56%

speak English as an Additional Language

43%

are the first in their family to attend university

54

universities represented



Tutor Spotlight

Ruth

Ruth first joined Tutors United in 2019. Now, a second year Biochemistry student, **she describes her time at Tutors United as "transformative and invaluable."** As well as providing Ruth with an opportunity to enhance her transferrable skills, the experience of tutoring has shaped her career ambitions.

"Being a tutor has helped me realise that I would love to be a teacher when I graduate." We think her future pupils couldn't be luckier! Throughout the year, Ruth has honed her teaching skills by tutoring both in-person and online lessons and, as a result, has "become much better at adapting my lessons to the pupils' ability, [having] learnt different ways of explaining difficult topics that they are unfamiliar with. I hope to be able to bring this forward if I do (hopefully!) become a qualified teacher!"

According to Ruth, the experience of tutoring has been immensely satisfying, particularly the feeling of witnessing pupils' progression throughout the year.

"I have had many proud moments as a tutor but one that sticks out in my memory is when I nominated one of my pupils for an end-of-year award. She won the award and was presented with her prize at the graduation ceremony. Her beaming face was a sight to behold! She and her family were so proud, as was I. I felt that my efforts to make the lessons fun and engaging had been worthwhile."

Ruth's amazing efforts to provide fun and engaging sessions for her pupils in the 2022-23 academic year have resulted in her being promoted to the Tutor Leader position for 2023-24.

In her new leadership role, Ruth hopes to encourage and support other tutors and continue to hone her "communication and leadership skills" through the increased responsibility that the role provides. We are immensely grateful for all Ruth's hard work throughout the year and are proud to witness her ongoing development.

Working as a tutor will increase your confidence – in teaching and in communicating more widely. At first, calling parents and covering sessions made me slightly anxious. Now, meeting new pupils and teaching different materials can be the highlight of my week.

Louisa
Tutor



Our partners













































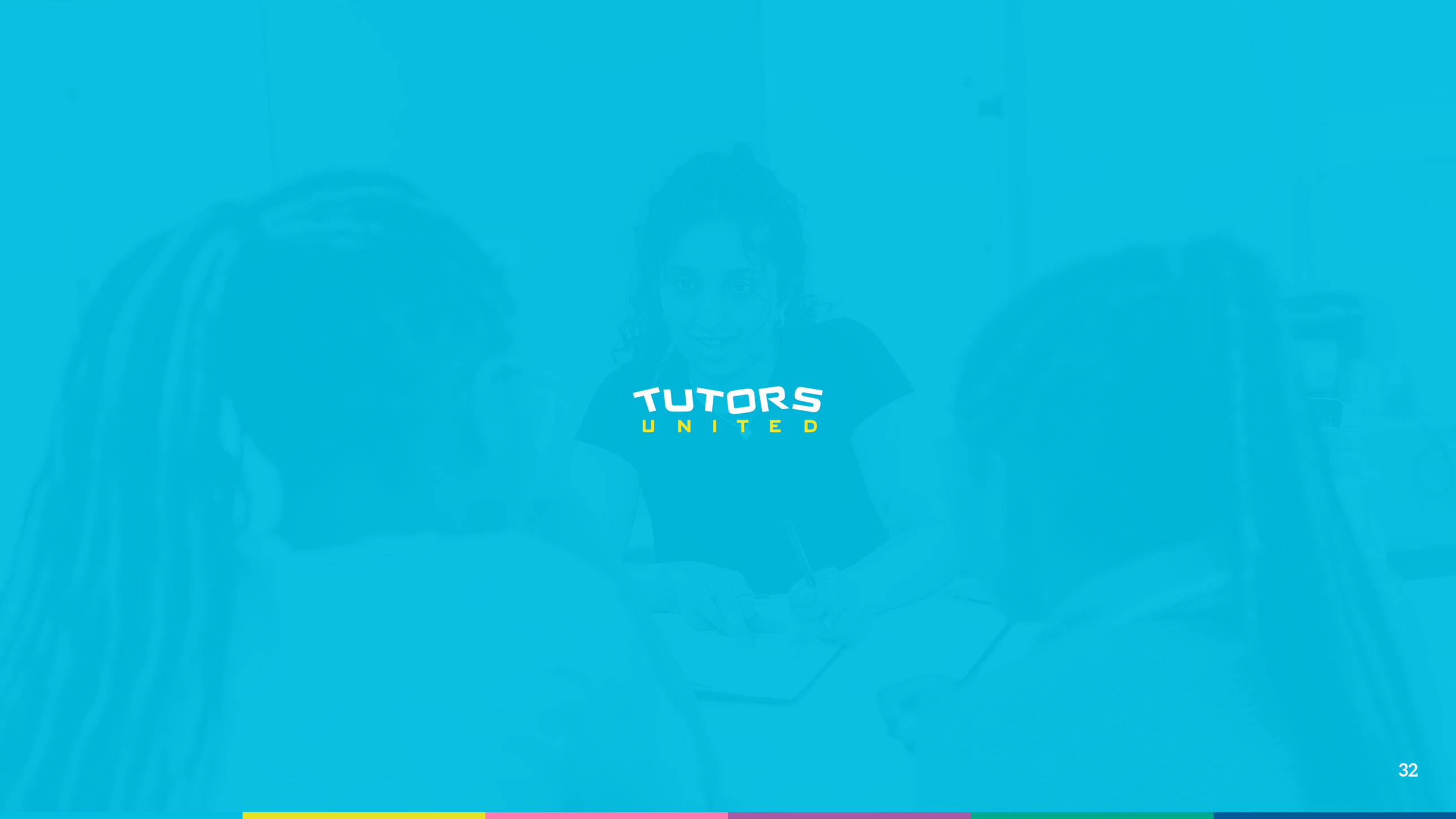











TUTORS
UNITED

Registered number: 8595641
Charity number: 1176968

TUTORS UNITED

(A company limited by guarantee)

UNAUDITED

TRUSTEES' REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 JULY 2023

TUTORS UNITED
(A company limited by guarantee)

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REFERENCE AND ADMINISTRATIVE DETAILS OF THE COMPANY, ITS TRUSTEES AND ADVISERS FOR THE YEAR ENDED 31 JULY 2023

Trustees	Matthew Corner Annie Maciver Liam McLaughlin Robert Homes (appointed 28 November 2022) Samreen Shah (resigned 29 November 2022) Laura Wilson, Chair
Company registered number	8595641
Charity registered number	1176968
Registered office	63/66 Hatton Garden London EC1N 8LE
Chief Executive Officer	Amy Whitelock Gibbs
Independent Examiner	Dean Howard & Co Chartered Certified Accountants Unit F55 Expressway Studios 1 Dock Road London E16 1AH

TRUSTEES' REPORT
FOR THE YEAR ENDED 31 JULY 2023

The Trustees present their annual report together with the financial statements of the company for the 1 August 2022 to 31 July 2023. The Annual report serves the purposes of both a Trustees' report and a directors' report under company law. The Trustees confirm that the Annual report and financial statements of the charitable company comply with the current statutory requirements, the requirements of the charitable company's governing document and the provisions of the Statement of Recommended Practice (SORP) applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (effective 1 January 2019).

Since the company qualifies as small under section 382 of the Companies Act 2006, the Strategic report required of medium and large companies under the Companies Act 2006 (Strategic Report and Directors' Report) Regulations 2013 has been omitted.

Financial review

a. Going concern

After making appropriate enquiries, the Trustees have a reasonable expectation that the company has adequate resources to continue in operational existence for the foreseeable future. For this reason, they continue to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the accounting policies.

b. Reserves policy

Tutors United needs the reserves to be maintained at a level that:

- Ensures our responsibilities to staff, beneficiaries and partners could be met during a period of unforeseen difficulty
- Underpins long-term commitments, expansion possibilities, and organisational development
- Provides transparency to funders and other stakeholders
- Meet the Trustees' duty to apply our financial resources towards Tutors United's charitable objectives.

Considering each of these in turn, Tutors United:

- Has some compulsory overheads in the form of salaries, with the notice period for key staff being six-weeks
- Is committed to working towards growth and sustainability
- Needs sufficient reserves to provide security, reliability, and confidence in the organisation's on-going sustainability to potential partners
- Needs to meet expenditure commitments, not only to staff and stakeholders but ultimately to beneficiaries.

Following Tutors United's requirement assessment, the board will retain at least three months reserves to cover overheads. Tutors United will take steps to maintain reserves at this level, of which at least one month's worth of reserves should be maintained in a readily realisable form.

To optimise Tutors United Income, and minimise the impact of inflation, trustees may choose to invest reserves in excess of one months' worth, in term deposits or other financial deposits, subject to:

- The deposit accounts or savings products must be covered by the Financial Services Compensation Scheme (FSCS)
- The amount of any deposit or investment must not exceed the FSCS compensation limit (currently £85,000)
- The deposit accounts or savings products must allow for early withdrawal of funds – recognising that this will result in a loss of interest income for Tutors United
- The fixed term or duration of any deposit or investment shall not exceed 12 months
- The deposit account or savings product must not expose Tutors United to any potential capital loss.

This reserves policy will be monitored by the Board annually.

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2023

Structure, governance and management

a. Constitution

Tutors United is registered as a charitable company limited by guarantee and was set up by a Memorandum of Association.

b. Methods of appointment or election of Trustees

The management of the company is the responsibility of the Trustees, who are elected and co-opted under the terms of the Memorandum of Association.

c. Financial risk management

The Trustees have assessed the major risks to which the company is exposed, in particular those related to the operations and finances of the company, and are satisfied that systems and procedures are in place to mitigate exposure to the major risks.

Members' liability

The Members of the company guarantee to contribute an amount not exceeding £1 to the assets of the company in the event of winding up.

Statement of Trustees' responsibilities

The Trustees (who are also the directors of the company for the purposes of company law) are responsible for preparing the Trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the Trustees to prepare financial statements for each financial. Under company law, the Trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP (FRS 102);
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards (FRS 102) have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The Trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Approved by order of the members of the board of Trustees on 5 April 2024 and signed on their behalf by:



Laura Wilson
(Chair of Trustees)

INDEPENDENT EXAMINER'S REPORT FOR THE YEAR ENDED 31 JULY 2023

Independent examiner's report to the Trustees of Tutors United ('the company')

I report to the Charity Trustees on my examination of the accounts of the company for the year ended 31 July 2023.

Responsibilities and basis of report

As the Trustees of the company (and its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of the company's accounts carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination, I have followed the Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act.

Independent examiner's statement

Since the company's gross income exceeded £250,000, your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination because I am a member of Association of Chartered Certified Accountants (ACCA), which is one of the listed bodies.

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the company as required by section 386 of the 2006 Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities [applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)].

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

This report is made solely to the company's Trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. My work has been undertaken so that I might state to the company's Trustees those matters I am required to state to them in an Independent examiner's report and for no other purpose. To the fullest extent permitted by law, I do not accept or assume responsibility to anyone other than the company and the company's Trustees as a body, for my work or for this report.

Signed: Dated: 17 April 2024

Dean Dairo FCCA

INDEPENDENT EXAMINER'S REPORT (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2023

Dean Howard & Co
Chartered Certified Accountants
Unit F55
Expressway Studios
1 Dock Road
London
E16 1AH

STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT) FOR THE YEAR ENDED 31 JULY 2023

	Note	Unrestricted funds 2023 £	Restricted funds 2023 £	Total funds 2023 £	*Total funds 2022 £*
Income from:					
Donations and legacies	3	**80,000**	**153,961**	**233,961**	*277,270*
Investments	4	**802**	**-**	**802**	*41*
Other income	5	**336,488**	**-**	**336,488**	*203,762*
Total income		**417,290**	**153,961**	**571,251**	*481,073*
Expenditure on:					
Raising funds	6	**4,433**	**86,638**	**91,071**	*79,083*
Charitable activities	7	**365,093**	**101,292**	**466,385**	*380,845*
Total expenditure		**369,526**	**187,930**	**557,456**	*459,928*
Net movement in funds		**47,764**	**(33,969)**	**13,795**	*21,145*
Reconciliation of funds:					
Total funds brought forward		**159,775**	**47,372**	**207,147**	*186,002*
Net movement in funds		**47,764**	**(33,969)**	**13,795**	*21,145*
Total funds carried forward		**207,539**	**13,403**	**220,942**	*207,147*

The Statement of financial activities includes all gains and losses recognised in the year.

The notes on pages 11 to 23 form part of these financial statements.

TUTORS UNITED

(A company limited by guarantee)
REGISTERED NUMBER: 8595641

BALANCE SHEET
AS AT 31 JULY 2023

	Note		2023 £		*2022 £*
Fixed assets					
Tangible assets	12		**8,463**		*7,134*
			8,463		*7,134*
Current assets					
Debtors	13	**86,638**		*31,261*	
Cash at bank and in hand		**228,069**		*307,647*	
		314,707		*338,908*	
Creditors: amounts falling due within one year	14	**(102,227)**		*(138,894)*	
Net current assets			**212,480**		*200,014*
Total assets less current liabilities			**220,943**		*207,148*
Net assets excluding pension asset			**220,943**		*207,148*
Total net assets			**220,943**		*207,148*
Charity funds					
Restricted funds	15		**13,404**		*47,373*
Unrestricted funds	15		**207,539**		*159,775*
Total funds			**220,943**		*207,148*

The company was entitled to exemption from audit under section 477 of the Companies Act 2006.

The members have not required the company to obtain an audit for the year in question in accordance with section 476 of Companies Act 2006.

The Trustees acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and preparation of financial statements.

The financial statements have been prepared in accordance with the provisions applicable to entities subject to the small companies regime.

The financial statements were approved and authorised for issue by the Trustees on 05 April 2024 and signed on their behalf by:

BALANCE SHEET (CONTINUED)
AS AT 31 JULY 2023

L Wilson

Laura Wilson
(Chair of Trustees)

The notes on pages 11 to 23 form part of these financial statements.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 JULY 2023

1. General information

The company is limited by guarantee and a registered charity in England. The address of the registered office is given in the company information page of these financial statements.

2. Accounting policies

2.1 Basis of preparation of financial statements

The financial statements have been prepared in accordance with the Charities SORP (FRS 102) - Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Tutors United meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy.

2.2 Income

All income is recognised once the company has an entitlement to the income, it is probable that the income will be received and the amount of income receivable can be measured reliably.

Grants are included in the Statement of financial activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the Balance sheet. Where income is received in advance of entitlement of receipt, its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received, the income is accrued.

Income tax recoverable in relation to investment income is recognised at the time the investment income is receivable.

Other income is recognised in the period in which it is receivable and to the extent the goods have been provided or on completion of the service.

2.3 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party. It is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges are allocated on the portion of the asset's use.

Expenditure on raising funds includes all expenditure incurred by the company to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

2. Accounting policies (continued)

2.3 Expenditure (continued)

Expenditure on charitable activities is incurred on directly undertaking the activities which further the company's objectives, as well as any associated support costs.

All expenditure is inclusive of irrecoverable VAT.

2.4 Tangible fixed assets and depreciation

Tangible fixed assets costing £NIL or more are capitalised and recognised when future economic benefits are probable and the cost or value of the asset can be measured reliably.

Tangible fixed assets are initially recognised at cost. After recognition, under the cost model, tangible fixed assets are measured at cost less accumulated depreciation and any accumulated impairment losses. All costs incurred to bring a tangible fixed asset into its intended working condition should be included in the measurement of cost.

Depreciation is charged so as to allocate the cost of tangible fixed assets less their residual value over their estimated useful lives on a reducing balance basis.

Depreciation is provided on the following basis:

Office equipment	- 25% on reducing balance

2.5 Debtors

Trade and other debtors are recognised at the settlement amount after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

2.6 Cash at bank and in hand

Cash at bank and in hand includes cash and short-term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

2.7 Liabilities and provisions

Liabilities are recognised when there is an obligation at the Balance sheet date as a result of a past event; it is probable that a transfer of economic benefit will be required in settlement and the amount of the settlement can be estimated reliably.

Liabilities are recognised at the amount that the company anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre-tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised in the Statement of financial activities as a finance cost.

2. Accounting policies (continued)

2.8 Pensions

The company operates a defined contribution pension scheme and the pension charge represents the amounts payable by the company to the fund in respect of the year.

2.9 Fund accounting

General funds are unrestricted funds which are available for use at the discretion of the Trustees in furtherance of the general objectives of the company and which have not been designated for other purposes.

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the company for particular purposes. The costs of raising and administering such funds are charged against the specific fund. The aim and use of each restricted fund are set out in the notes to the financial statements.

Investment income, gains and losses are allocated to the appropriate fund.

3. Income from donations and legacies

	Unrestricted funds 2023 £	**Restricted funds 2023 £**	**Total funds 2023 £**	*Total funds 2022 £*
Donations	15,000	-	**15,000**	*15,626*
Grants	65,000	153,961	**218,961**	*261,644*
	80,000	153,961	**233,961**	*277,270*
Total 2022	*128,328*	*148,942*	*277,270*	

4. Investment income

	Unrestricted funds 2023 £	Total funds 2023 £	*Total funds 2022 £*
Investment income	802	**802**	*41*
Total 2022	*41*	*41*	

5. Other incoming resources

	Unrestricted funds 2023 £	Total funds 2023 £	*Total funds 2022 £*
Other incoming resources	336,488	**336,488**	*203,762*
Total 2022	*203,762*	*203,762*	

6. Expenditure on raising funds

Costs of raising voluntary income

	Unrestricted funds 2023 £	Restricted funds 2023 £	Total funds 2023 £	*Total funds 2022 £*
Advertising and promotions	4,433	-	**4,433**	*13,742*
Wages and salaries	-	86,638	**86,638**	*65,341*
	4,433	86,638	**91,071**	*79,083*
Total 2022	*13,742*	*65,341*	*79,083*	

7. Analysis of expenditure on charitable activities

Summary by fund type

	Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £	*Total 2022 £*
Charitable activities	365,093	101,292	**466,385**	*380,845*
Total 2022	*210,845*	*170,000*	*380,845*	

8. Analysis of expenditure by activities

	Support costs 2023 £	Total funds 2023 £	*Total funds 2022 £*
Charitable activities	466,385	**466,385**	*380,845*
Total 2022	*380,845*	*380,845*	

8. Analysis of expenditure by activities (continued)

Analysis of support costs

	Activities 2023 £	Total funds 2023 £	*Total funds 2022 £*
Staff costs	335,832	**335,832**	*252,104*
Depreciation	2,821	**2,821**	*2,557*
Tutoring fees	46,465	**46,465**	*32,549*
Office costs	2,156	**2,156**	*546*
Telephone	5,000	**5,000**	*4,830*
Computer costs	4,775	**4,775**	*5,014*
Rent and rates	20,561	**20,561**	*9,802*
Printing, postage and stationery	2,330	**2,330**	*3,086*
Travel and subsistence	2,331	**2,331**	*10,034*
Staff training	6,352	**6,352**	*5,150*
Staff welfare	1,616	**1,616**	*2,214*
Recruitment costs	16,346	**16,346**	*23,736*
Insurance	1,159	**1,159**	*1,487*
Consultancy	-	**-**	*11,096*
Accountancy fees	8,936	**8,936**	*6,138*
Bank charges	(7)	**(7)**	*99*
Sundry expenses	-	**-**	*274*
Web hosting	1,702	**1,702**	*956*
Storage costs	-	**-**	*309*
Learning materials	7,209	**7,209**	*7,979*
Quality assurance	150	**150**	*885*
Subscriptions	651	**651**	-
	466,385	**466,385**	*380,845*
Total 2022	*380,845*	*380,845*	

9. Independent examiner's remuneration

The independent examiner's remuneration amounts to an independent examiner fee of £2,400 (*2022 - £2,400*).

10. Staff costs

	2023 £	*2022* *£*
Wages and salaries	**376,115**	*282,243*
Social security costs	**35,822**	*27,770*
Contribution to defined contribution pension schemes	**10,534**	*7,432*
	422,471	*317,445*

The average number of persons employed by the company during the year was as follows:

	2023 No.	*2022* *No.*
	13	*10*

No employee received remuneration amounting to more than £60,000 in either year.

11. Trustees' remuneration and expenses

During the year, no Trustees received any remuneration or other benefits *(2022 - £NIL)*.

During the year ended 31 July 2023, no Trustee expenses have been incurred *(2022 - £NIL)*.

12. Tangible fixed assets

	Office equipment £
Cost or valuation	
At 1 August 2022	**13,729**
Additions	**4,150**
At 31 July 2023	**17,879**

12. Tangible fixed assets (continued)

	Office equipment £
Depreciation	
At 1 August 2022	**6,595**
Charge for the year	**2,821**
At 31 July 2023	**9,416**
Net book value	
At 31 July 2023	**8,463**
At 31 July 2022	*7,134*

13. Debtors

	2023 £	*2022 £*
Trade debtors	**75,351**	*22,708*
Prepayments and accrued income	**11,287**	*8,553*
	86,638	*31,261*
	86,638	*31,261*

14. Creditors: Amounts falling due within one year

	2023 £	*2022 £*
Other taxation and social security	**10,470**	*24,219*
Pension fund loan payable	**2,212**	*1,211*
Other creditors	**-**	*18,765*
Accruals and deferred income	**89,545**	*94,699*
	102,227	*138,894*

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 JULY 2023

15. Statement of funds

Statement of funds - current year

	Balance at 1 August 2022 £	Income £	Expenditure £	Balance at 31 July 2023 £
Unrestricted funds				
General Funds - all funds	**159,775**	**417,290**	**(369,526)**	**207,539**
Restricted funds				
Restricted Funds - all funds	**47,373**	**153,961**	**(187,930)**	**13,404**
Total of funds	**207,148**	**571,251**	**(557,456)**	**220,943**

15. Statement of funds (continued)

Statement of funds - prior year

	Balance at 1 August 2021 £	*Income £*	*Expenditure £*	*Balance at 31 July 2022 £*
Unrestricted funds				
General Funds - all funds	*154,932*	*229,429*	*(224,586)*	*159,775*
Restricted funds				
Restricted Funds - all funds	*31,070*	*251,644*	*(235,341)*	*47,373*
Total of funds	*186,002*	*481,073*	*(459,927)*	*207,148*

16. Summary of funds

Summary of funds - current year

	Balance at 1 August 2022 £	**Income £**	**Expenditure £**	**Balance at 31 July 2023 £**
General funds	**159,775**	**417,290**	**(369,526)**	**207,539**
Restricted funds	**47,373**	**153,961**	**(187,930)**	**13,404**
	207,148	**571,251**	**(557,456)**	**220,943**

Summary of funds - prior year

	Balance at 1 August 2021 £	*Income £*	*Expenditure £*	*Balance at 31 July 2022 £*
General funds	*154,932*	*229,429*	*(224,586)*	*159,775*
Restricted funds	*31,070*	*251,644*	*(235,341)*	*47,373*
	186,002	*481,073*	*(459,927)*	*207,148*

17. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Unrestricted funds 2023 £	Restricted funds 2023 £	Total funds 2023 £
Tangible fixed assets	8,463	-	**8,463**
Debtors due after more than one year	86,638	-	**86,638**
Current assets	228,069	-	**228,069**
Creditors due within one year	(115,631)	13,404	**(102,227)**
Total	207,539	13,404	**220,943**

Analysis of net assets between funds - prior year

	Unrestricted funds 2022 £	*Restricted funds 2022 £*	*Total funds 2022 £*
Tangible fixed assets	*7,134*	-	*7,134*
Debtors due after more than one year	*31,261*	-	*31,261*
Current assets	*260,274*	*47,373*	*307,647*
Creditors due within one year	*(138,894)*	-	*(138,894)*
Total	*159,775*	*47,373*	*207,148*

18. Pension commitments

The company operates a defined contributions pension scheme. The assets of the scheme are held separately from those of the company in an independently administered fund. The pension cost charge represents contributions payable by the company to the fund and amounted to £10,534 (2022 - £7,432). Contributions totalling £2,212 (2022 - £1,211) were payable to the fund at the balance sheet date and are included in creditors.

19. Related party transactions

The company has not entered into any related party transaction during the year, nor are there any outstanding balances owing between related parties and the company at 31 July 2023.

TUTORS UNITED

England & Wales - Charity number 1176968

Accounts

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TUTORS UNITED

2021-22 ANNUAL REPORT

Enabling every child.
Supporting every family.



Our Mission

We want a world where income doesn't affect education. So, we are on a mission to use the power of tutoring to smash the barriers in education and enable every child to succeed.



Joel Davis

Chief Executive

I speak for many when I say this period felt like a blur. Just when we were preparing to go back to in-person delivery, we were hit with the Omicron variant and had to change our plans – yet again. Straddling hybrid delivery throughout the academic year, enduring Zoom fatigue and what felt like everlasting periods of social distancing, **every staff member, tutor and pupil persevered with smiles, humour, and endless enthusiasm.**

So, it's no surprise that the return of our in-person annual Graduation was the highlight of the year. **There's something truly magical about seeing the families get together to celebrate their pupils,** beyond the academic progress and the increased confidence in learning, recognising that each significant achievement or small milestone is a huge personal victory that will shape that child's life. Behind every statistic is an incredible story of a family overcoming many systemic hurdles. While we are big on data here at TU, I acknowledge that some things just cannot be measured. You have to be there to see it. To hear it. To feel it. We hope this report will take you through the journey to that magical moment at the graduation.

In a year that marked a decade of Tutors United, in June 2022 **I announced that this would be my last full financial year with the charity**, which also means this is my last TU Annual Report. Therefore, a considerable part of the year's work was consolidation and preparation as we laid the foundations for a record-breaking year ahead. Expect more geographic growth, more brilliant individuals joining the team, and even more magical moments for our tutors, pupils and families. **I will leave TU knowing that it has everything it needs to continue learning, developing and helping many more families smash those educational barriers.**

Signing off for the last time, with smiles and full of TU joy.

Your founder and friend,

Joel

Matt Corner

Board of Trustees - Chair

Tutors United achieved significant successes in 2021-22 as we exited the pandemic and dealt with a challenging economic backdrop. We continued to finance and deliver our tutoring services in person and remotely, allowing us to serve more pupils across the country. We also saw the return of our in-person graduation ceremony, the first since 2019, where we celebrated our strong partnerships and the success of the 564 pupils we tutored.

TU has a big role to play in supporting systemic change. A key theme of our work is to support the families of the children we tutor. **We believe that by empowering the whole family to support learning, we can have a longer lasting impact on a child's attainment.** I'm delighted we were able to share this approach to tackling educational disadvantage with the wider education and policy-making community at a panel event in February 2022.

I am privileged to lead such a superb board at Tutors United. We have a robust governance structure which includes a finance, audit and risk committee, and a managing impact subcommittee, which continue to ensure that Tutors United is appropriately resourced and delivers outstanding outcomes for pupils.

We are entering a period of change for the charity. **After over 10 years as our CEO, Joel Davis is departing Tutors United in early 2023.** It was amazing to see his impact as a leader acknowledged at our graduation event, and **I would like to take this opportunity to thank Joel for his inspirational leadership in founding and building this organisation,** which I firmly believe changes the lives of the children and families we serve. We all wish him well for an exciting future ahead.

We are in a strong position to continue executing our strategy for 2021-2024, which focuses on three key areas: increasing our influence, managing our income, and expanding into new regions. I have no doubt that Tutors United will continue to succeed in its mission: to smash down barriers in education by delivering life-changing tuition, which enables young people to succeed.



2021-22 Report Card

1.5 sub-levels
average progress in English after 12 hours of tutoring

48%
average progress in Maths after 12 hours of tutoring

564
families supported

103
tutors hired, trained and paid

2,909
hours of tutoring delivered

45
locations served

80%
of pupils felt more confident in English

89%
of pupils felt more confident in Maths

£32,549
earned in tutor wages

23
housing associations and partners

80%
of parents/carers noticed an increase in child's confidence in learning

95%
of parents/carers would recommend Tutors United to other families

93%
of former pupils achieving targets in English one year post-TU

88%
of former pupils achieving targets in Maths one year post-TU

Who We Serve

73.2%

household income below £30,000

68.1%

families on means-tested benefits

55.9%

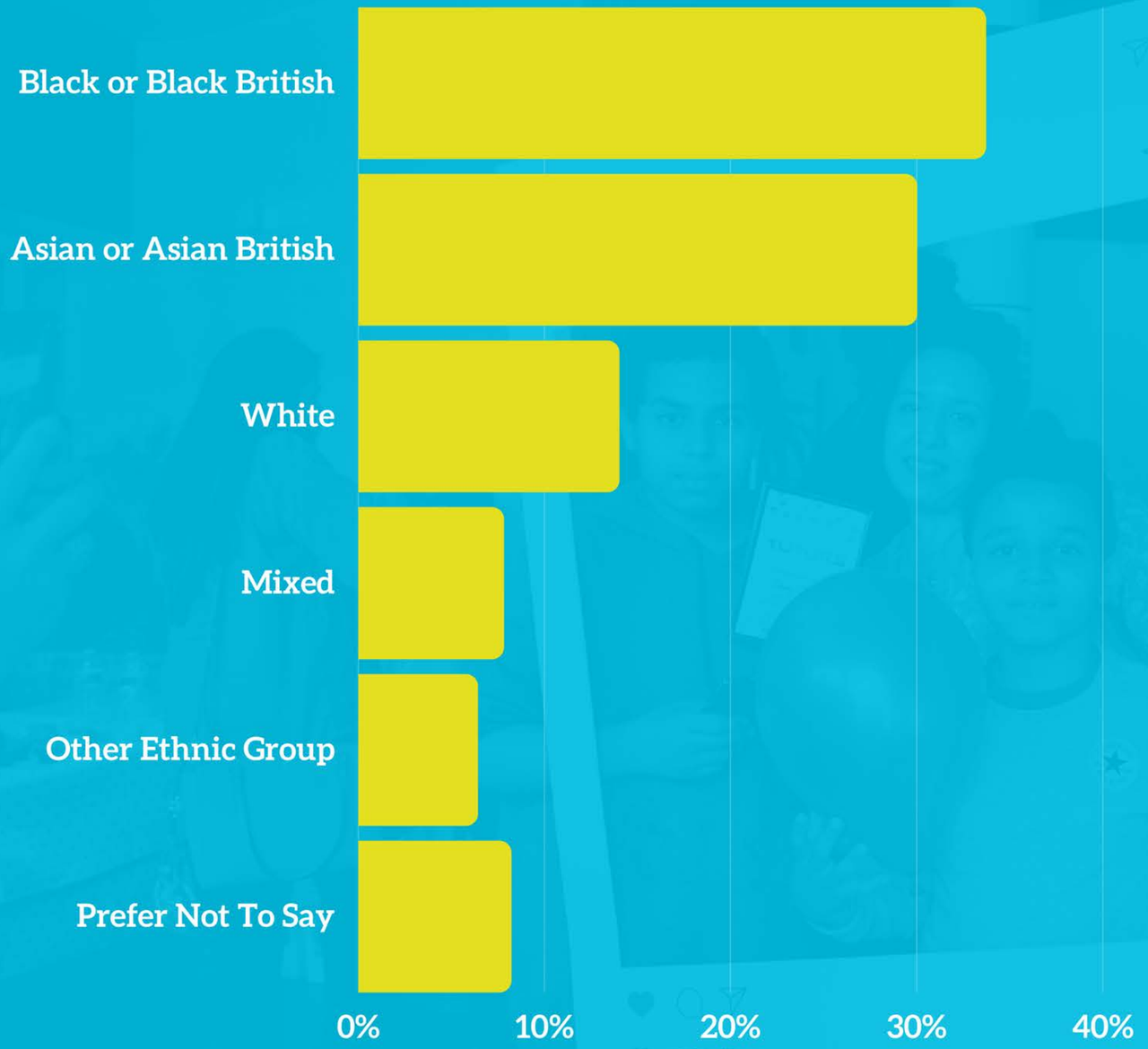
pupils eligible for free school meals

48.4%

speak English as an Additional Language

28.7%

recent migrant background
(parent or child born outside the UK)



What We Do

Tutors United hires and trains inspiring university students to deliver confidence-boosting, attainment-raising tutorials to some of the country's coolest primary school pupils. We are committed to bringing the benefits of tutoring to every child, ensuring their socio-economic background doesn’t hinder how much they can achieve in life.

Using the power of tutoring in core subjects, 8-11 year-olds from low-income households receive regular academic support to transition to secondary school. Our specially-devised curriculum was designed by expert teachers to complement the National Curriculum. All our lessons are interactive, adaptable, and, most importantly, fun.

We also engage parents through regular progress reports and training sessions designed to improve literacy and numeracy, ensuring they are able to support their child's learning at home.

Our brilliant tutors run lessons online and in local community centres, making them accessible to all families looking to boost their child's attainment.

Hire, train and pay university students as tutors

Provide affordable Maths and English tutoring

Work with families to help them support learning at home



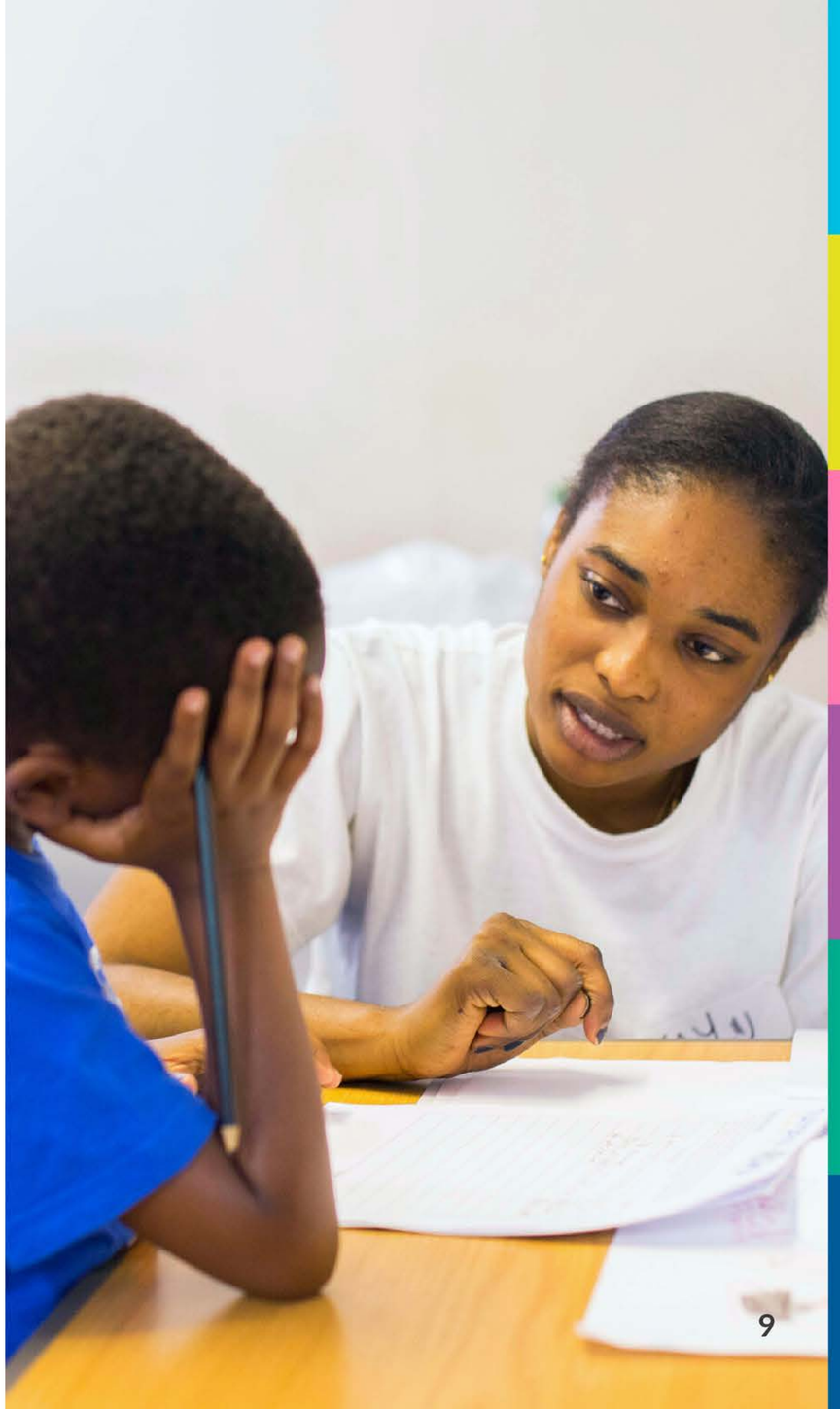
One Housing

Part of Riverside

Predictably, children from wealthier backgrounds are the main beneficiaries of private tuition, which can exacerbate education inequalities. **I am extremely proud that through the partnership with Tutors United we can offer free tuition for children,** particularly those from low income homes. Offering initiatives, such as this, **helps the housing association build trust with our residents,** increases engagement and contributes towards our community investment and social value programmes.



Kimberley Wadham-Castles
Head of Resident Engagement
One Housing



Our Theory of Change

Inputs

- Funding and support from Housing Associations
- Curriculum and activities designed by education experts
- University students hired, trained and paid as tutors
- Ongoing management from experienced programme officers

Activities

Regular Academic Support
Tutors lead interactive, small-group Maths and English tuition, taking place weekly in local community centres or online across the academic year.

Consistent Parent Engagement
Parents are given regular information on what their child is learning, how they are performing, and practical ways they can further support their learning at home.

Additional Family-Based Activities
TU engages the whole family in activities that promote academic attainment and confidence growth, including the Summer Challenge, Writing Competitions, and more.

Outcomes

Parents and Carers
Increased ability to support learning at home

Pupils
- Academic progress in core subjects
- Increased resilience in learning
- Increased independence in learning
- Increased confidence in learning

Tutors
Increased career and employability skills

Impact

Pupils will transition to secondary school at or above the national average with the confidence and learning skills required to achieve their full academic potential, reducing the likelihood of them becoming NEET (not in education, employment or training).

By offering experience, targeted training and ongoing support, tutors develop highly valuable skills to increase their ability to find meaningful employment following graduation. These skills include communication, time management, leadership, and organisation.

Families and the Future of Learning

The pandemic brought learning into the home like never before, creating a shift in what we expect from parents and carers with respect to their child's education. With schools now open and back to normal, we were keen to look at what the effects of this shift were for primary school pupils and if there were any opportunities we can build on, embracing and supporting these new levels of parental involvement, to continue to close the attainment gap that the pandemic exacerbated.



Post-Pandemic Learning Landscape

As we continue to gain distance from the worst of the pandemic, we are only beginning to understand the ways in which it deepened inequalities in education. Even before Covid hit, pupils from low-income backgrounds were on average 9.5 months behind their wealthier peers by the end of primary school. By the time they sit their GCSEs this gap nearly doubles, meaning that those furthest behind are less likely to afford external support to narrow this life-changing gap.

During lockdown, pupils from the wealthiest families had access to 31% more learning time compared to those from low-income backgrounds – equivalent to 75 minutes a day. Even by summer 2021, following a year of fairly consistent schooling, the Department for Education found pupils, especially those from low-income backgrounds, were facing attainment levels below pre-pandemic levels in Maths and English, with writing outcomes for primary-aged and Year 7 children being the most consistently negatively affected.

This academic year has seen the most consistent return to full-time education since the pandemic, but this is not to say things have fully returned to normal. **According to the latest national statistics, at Key Stage 2:**

65% → 59%

Pupils achieving the expected standards in reading, writing and maths dropped from 65% in 2019 down to 59%, a decrease of 9.2%.

59% → 43%

While the overall average is 59%, only 43% of disadvantaged pupils are achieving the expected standards.

2.91 → 3.21

The disadvantage gap index (which shows the attainment gap between disadvantaged and all other pupils) increased from 2.91 in 2019 to 3.21 in 2022, a 10.3% increase.

So, what does this mean?

What this all means is that while we are on the road to recovery, there are still huge gaps in learning that have yet to be addressed and without increased support for those young people most affected by disruptions in their learning they will continue to fall further and further behind, making them vulnerable to becoming NEET (not in education, employment, or training).

Sources

Education Endowment Foundation (2020) Impact of school closures on the attainment gap: Rapid Evidence Assessment, London

Education Endowment Foundation (2022) The Impact of Covid-19 of Learning: A review of the evidence, London

https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment

https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment-national-headlines

The Evolving Role of Parents

We know children, especially at primary school, do not learn in isolation and often rely on their family for support – a trend which only increased during the pandemic. But what does this mean as we shift back to full-time face-to-face education?

In a Censuswide survey conducted in July 2021, **79% of pupils aged 4-11 expressed they would like their parents or guardians to continue to support them with their schoolwork**. The same children were asked to rate how much they enjoyed their parents teaching them during the pandemic with 1 being 'hated it' and 10 being 'the best thing ever.' Despite parents reporting feeling underprepared to support their child's learning at home, **the average rating was an impressive 7**, suggesting pupils positively benefited from their parent's involvement with their schooling.

Summarised by our CEO, Joel Davis: **"The pandemic has highlighted the important but traditionally underemphasised role parents play in education, and we believe that the current moment represents a great opportunity to empower parents."**



Creating a Legacy of Learning

Our research suggests, as we navigate out of the pandemic, it is vital we take steps to narrow the attainment gap by supporting kids inside and outside of school. To maximise their learning, there is great potential to provide support and guidance to parents and carers. With this in mind, we have:

- **Amped up our package of support for parents and carers, with homework packs and detailed answer booklets, individual consultations, and more flexible parents' evenings**
- **Launched our digital parent portal, where families can see their child's work and progress reports**
- **Begun building relationships with community partners to contribute to a wraparound support for local needs, including with the Metropolitan Police and Lambeth Council**

What the Experts Had to Say

We invited an amazing panel of experts to talk on this subject at our learning event that we ran in February 2022. The purpose of the event was to unpack the impact of the pandemic on families and discuss solutions to ensure children don't continue to fall through the cracks in education.



Eleanor Stringer

Councillor for Merton
and Joint Deputy Leader & Cabinet Member for Children and Education

The pandemic forced us to look at the lives of the children we're working with, look at the outcomes and the challenges they're facing and say hang on, actually this isn't fair. **There already were inequalities before the pandemic started that were already unfair...** Whilst there is good evidence that gaps did emerge and more for some groups than for others... I'm pretty sure that children are resilient and can bounce back... but not for all.



Judie Obeya

Communities Manager
London South Region
Clarion Futures

We're more and more thinking about how we're including families, so **we're looking at parents and guardians and how we include them on that journey for that young person's learning...** One of the issues we do have is that there is a knowledge gap for some parents and some households in terms of what's being taught in the school curriculum and sometimes that challenge in itself unfortunately makes parents withdraw or just feel they don't know how to address the situation.



Ruth Maisey

Programme Head
Education
Nuffield Foundation

Skills beget skills, and **when you miss out on those fundamentals, then it might impact your ability to access the next stages of learning** and you might just end up with that gap growing, so you can't minimise the effect of the pandemic on younger children for that reason.

TU Goes Multilingual

With funding from the National Lottery Community Fund, we have increased our support for families with English as an additional language (EAL), who may face barriers to accessing our programmes due to language barriers.

To address this, we consulted with our current EAL families through a survey and individual phone consultations (aided by a tutor to translate where necessary) to understand levels of fluency and where the demand lay for additional support. We identified 4 languages that represented the greatest demand:

- Urdu
- Somali
- Bengali
- Punjabi

Our current parents reported that the support was most required at the start of the programme, when there was a significant amount of instructions for parents/carers as part of our onboarding processes. We also decided to include attraction materials, such as leaflets, as a priority, alongside creating translated versions of our onboarding communications, including email instructions and our parent handbook.

In all, **we translated 12 key resources into the 4 most relevant languages** (Punjabi, Urdu, Somali, and Bengali). This represents just a first step in ensuring all families, especially those with the greatest need, are able to access our support regardless of their language ability. **"I can 100% see the value of this project for the families we work with because some parents may feel much more comfortable dealing with their native language, which could make a difference [in] their engagement in the programme,"** said Haadi, a 2nd-year law student, TU tutor, native Urdu speaker, and translator for this project.



COMMUNITY FUND

Where We Worked



45
locations served

Our Work in The Midlands



Greer Mulcahey Banks
Head of Regions: North and Midlands

At Tutors United, we have the privilege of working with Planet Earth's coolest primary school pupils – not just London's. So, where better to go next than the Midlands?!

This academic year, we began our entry to the marvellous Midlands, delivering over **105 hours of tutoring in Maths and English to pupils across Birmingham, Sandwell, and Leicestershire.**

In Birmingham specifically, we worked across areas of need and opportunity, such as **Newtown**, which is ranked as the most deprived Birmingham ward, and **Alum Rock**, the fifth most (Index of Deprivation, 2015), offering accessible and affordable tuition to local residents to help level the playing field.

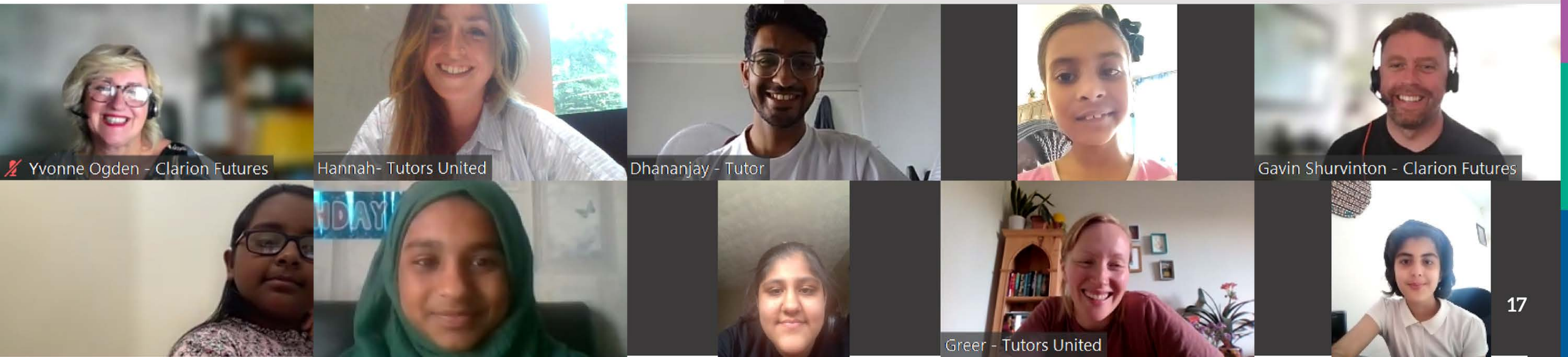
"50% of wards in Birmingham rank in the top 10% of literacy need in England," according to research from the Literacy Trust and Experian. Through continuing our work in these wards and beyond, we can provide more families with the learning support they need and reduce educational inequalities, increasing life chances for pupils and their families.

To achieve this, we will continue to invest in more Midlands-based housing associations partnerships and expand our work with community organisations and local schools. With extended EAL support for our brilliant families and by offering both face-to-face and online tuition, we can provide more accessibility and visibility of our services.

Pupil Spotlight: Taybah

Taybah, a Year 4 pupil, has shown some amazing commitment to her lessons across the year, boasting an attendance rate of 91%, which we can all agree is amazing. This dedication to her learning has shone through in her academic grades, as she has progressed by **one whole Year-Related Standard in English**, progressing from a 3S to a 4S. On average, a pupil progresses by 2-sub levels in English across an academic year, so this pupil has smashed that target!

In her lessons, although she sometimes wasn't as keen to do certain tasks, she was engaged in every lesson and really tried her best. Outside of her lessons she submitted some great work, in both the writing competition and also to celebrate World Book Day!





“

At Clarion Futures we feel proud to be able to work with such a wonderful and empowering partner as Tutors United. The work they are doing with children in our local communities is truly amazing. **We have been able to see the confidence in the Clarion Cohort grow** as the sessions have progressed. Tutors United are such a joy to work with. **They are always full of positive energy and are able to offer solutions to any challenges that arise.**



Gavin Shurvinton
Communities Officer – North
Clarion Futures Communities

Raising Attainment

To measure progress in attainment, our pupils sit three assessments in both English and Maths at various points throughout the year. The English assessments take the form of a writing prompt, while the Maths assessment is mirrored, where the same questions are presented but with different numbers. English assessments are marked and moderated by specially-trained tutors or a member of our team. All results and work are shared with parents and carers so they can see how their child is progressing and where they still need to develop.

English

Many of our pupils come to our lessons with negative feelings towards English. That's why we've designed our curriculum to help pupils find their voice and develop their skills, so they can use writing to express themselves and engage with the world around them.

Our curriculum reflects the diversity of our pupils and ensures that each child on our programme is able to see themselves in our materials and also learn more about different cultures. Beyond that, we know pupils have different interests and tastes, so we've selected a variety of texts from slam poetry to fantasy stories. Some of our curriculum topics include:

- Tales from other cultures
- Persuasive writing
- Performance poetry
- Fantasy writing



Most of the classwork our pupils do in their English lessons revolves around developing and improving their writing skills, to prepare them for the demands of secondary school, where pupils will be expected to write persuasively and creatively at length.

Utilising a variety of topics, pupils are given opportunities to improve and practise their handwriting, writer's voice, spelling, punctuation, grammar, and complex sentence structure – all skills vital for a smooth transition to secondary school.

Between 2019 to 2022, the percentage of pupils in Key Stage 2 achieving the expected standard in writing has fallen from 78% to 69%. In fact, writing attainment has been hardest hit over the last few years. This year, our pupils have bucked the trend and have continued to make excellent progress!

Overall, after just 12 hours of English tutoring, **our pupils went from a year-related expectation of 3E (at the bottom of a Year 3 writing standard) to a 3A (at the top end of a Year 3 writing standard)**. Not impressed yet? **On average, pupils progressed by 1.5 sub-levels with 27% of our pupils progressing by more than 1 whole year level.**

NB: Our marking system is based on the National Curriculum, which outlines the writing skills a child is expected to have mastered in each year at primary school. Depending on the attributes of their writing, a piece of work is given a year-related expectation (2-6) and, within that year level, a sub-level, which indicates the extent to which they have mastered certain skills: E is emerging (the lower level of a given year-related expectation); S is secure (the middle level); and A is advanced (the top end).



English Attainment Highlights

A 57%

The percentage of pupils writing at the top three Year Related Expectation Levels (Years 4, 5 & 6) increased by 57% compared to their initial assessment!

B 1.9 sub-levels

Pupils with English as an Additional Language (EAL) exceeded the overall average – progressing by a whopping average of 1.9 sub-levels!

C 1.7 sub-levels

Black or Black British boys, who often are at the bottom of attainment tables in the UK, progressed by a hugely impressive 1.7 sub-levels after just 12 hours of English tutoring.

Maths

Our specially-devised Maths curriculum follows a spiral pattern, meaning that the same topics are covered multiple times across the year with increasing difficulty. This approach ensures our brilliant pupils are always being challenged and given opportunities to expand their knowledge, so by the time they get to secondary school they'll feel like old pros!

Our curriculum covers topics such as:

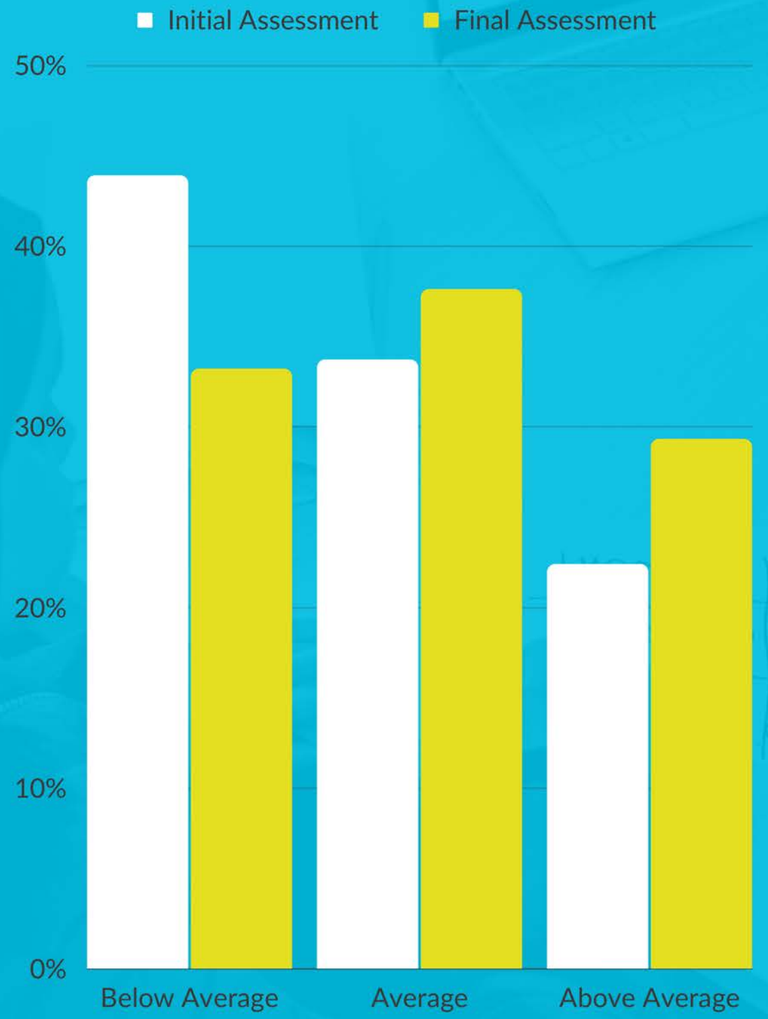
- **Written decimal addition**
- **Converting between units of time**
- **Mental addition and subtraction**
- **Mixed and improper fractions**

Following the pattern of overall trends, Maths attainment is also lower than in previous years. According to the latest statistics published by the Department for Education, the percentage of pupils achieving the expected standard in Maths is down from 79% in 2019 to 71% in 2022.

With regular support solely online this year, our pupils have maintained their Maths progress. At the start of the programme, pupils had an average score of 52%, but by the end of the programme, with an average progress of 48%, pupils finished with an average of 58%.

This doesn't seem like a huge jump, right? Another way of looking at it is that **the percentage of pupils working at average or above increased by 19%, and pupils working above average soared by 30%.**

Percentage of pupils performing at each level





Building Confident and Resilient Learners

While it would be impossible to teach our children everything they will ever need to know, we can instil certain key skills to ensure that they are confident and resilient learners who can face challenges head on and continue to persevere.

This is especially important for pupils making the transition to secondary school, which brings with it new social dynamics, different class formats, and unfamiliar curriculum topics. For this reason, our curriculum gives pupils opportunities to explore exciting new topics, take part in creative activities to support further learning at home, and learn from our amazing tutors, who always know how to bring the fun to the virtual or physical classroom. Through targeted group work, tutor-led exercises, and independent assignments, pupils are aided to understand how to approach problems using different methods and identify gaps in their knowledge so they can confidently ask for help instead of feeling frustrated.

To measure non-cognitive growth, we have pupils complete self-assessments at the start and end of the academic year to capture their feelings towards their own learning. Since attending tuition with Tutors United:

89% of pupils reported they felt more confident in Maths

80% of pupils reported they felt more confident in English

80% of parents/carers reported they had noticed an increase in their child's confidence in learning

88% of pupils agreed that they ask for help at school when they don't understand something

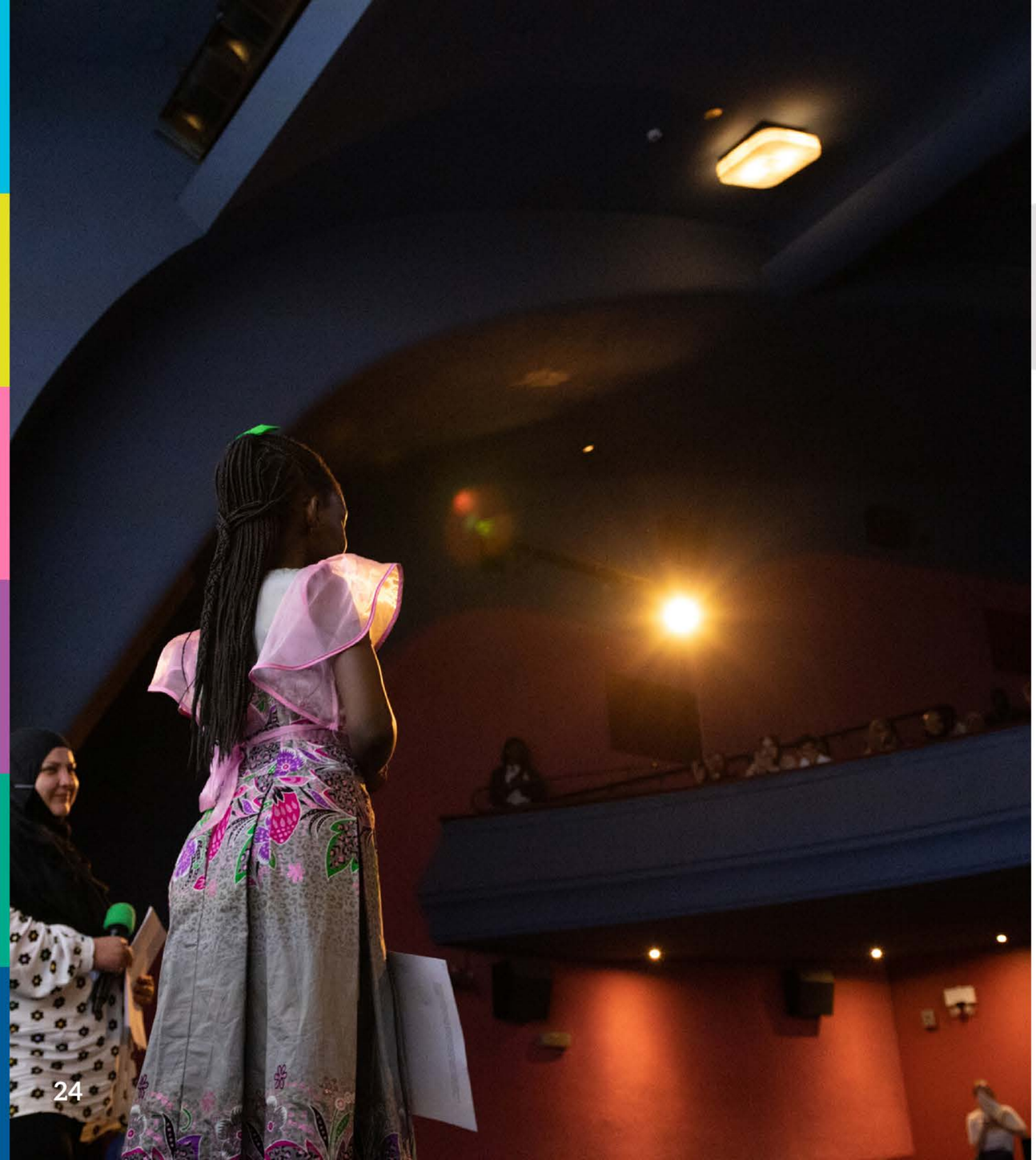
95% of pupils agreed that they like learning new things

95% of parents/carers would recommend Tutors United to other families

Thank you to Tutors United for all the help and support they've given me and for going the extra mile to **build my confidence.**

Amaira
Valedictorian





In-Person Graduations Are Back!



Olivia Meade
Head of Regions: South and London

At Tutors United we aim to deliver more than attainment-raising tutorials for our pupils; **we uplift, reward, and celebrate their hard work.** We recognise that this is crucial in building more resilient and confident learners so they can see the benefits of education.

Our staple TU graduation event is a family-centred and interactive celebration. Certificates, awards, valedictorian speeches, and comedic pupil-led 'spoof videos', with education at their heart, are all brought together to tie up a successful academic year of growth and development for the families in our flagship Tutoring Young Residents Programme.

On the 2nd July 2022, we held our first in-person pupil graduation ceremony since 2019 at the Rio Cinema, in the heart of East London. **We had over 350 pupils, family members, supporters, Housing Association partners, and special guests join us to celebrate the past academic year together!**

We received fantastic feedback, with parents describing the graduation as **“amazing”**, **“incredible”**, and that it made **“every child feel special”**. Nashrin, a parent based in Whitmore, wanted to thank the TU staff for the hard work that was put into the graduation, and that she **“really appreciates the effort that TU puts into their pupils”**.

100% of attending parents rated the day at least

★★★★

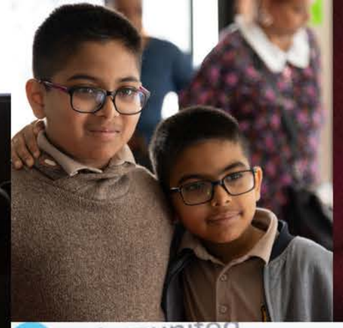
Hearing from our valedictorians was a special highlight of the day, using what they had learnt in their Tutors United lessons to reminisce about their past year at TU and look forwards to what they will go on to achieve in the future. In her speech, Amaira wanted to **“thank Tutors United for all the help and support they've given me and for going the extra mile to build my confidence”**.

We were so happy to have the opportunity to host this event jointly with two of our fantastic housing association partners: **Metropolitan Thames Valley Housing** and **A2Dominion**. We are already excited for our 2023 Graduation and can’t wait for the next opportunity to celebrate our brilliant TU pupils. But until then, **take a look at some of our pupil's spoof videos here** and keep an eye out for our 2023 graduation date!

Thank you, Fatiha!

Fatiha El-Ghorri was our brilliant emcee for our graduation this year, and she certainly lived up to her reputation. As well as being a hilarious comedienne, she aligned perfectly with our values as she is a firm believer in educational equality and said herself that she has experienced the impact that barriers to learning can have on a young person's upbringing. Fatiha is also born and bred Hackney; there was no one more fitting to lead us through the Graduation, in her home borough, at the Rio Cinema.

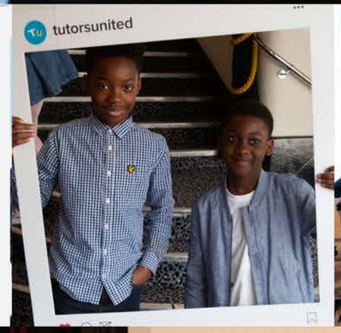






tutorsunited

TUTORS

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TUTORS
UNITED






Award Winners



From left to right:

Janelle
L&Q: TU Rising Star

Dilan
A2D: Pupil of the Year

Cayden
MTVH: TU Aspire Award

Lilly
MTVH: Pupil of the Year

Kayla
A2Dominion: TU Aspire Award

Jayden
MTVH: TU Best Progress

Haadi Khan
A2D: Tutor of the Year



Dilan: A2Dominion Pupil of the Year

Dilan is Year 6 pupil who has made outstanding progress in not just one but both of his subjects. In English, he progressed by over an entire year level, bringing his score from an initial Year 3 standard to writing at a Year 5 standard! In Maths, Dilan improved his score by 56%; going from an initial 45%, which is below average, to 70%, which is only 5% away from above average.

It wasn't just Dilan's impressive progress that made him stand out. His tutor describes him as **"an absolute gem of a student"** and described him as a **"role model, in the way that he is able to contribute to classroom discussion… consistently and persistently with a smile."** With the skills and knowledge he has gained, we have absolutely no doubt he will continue to excel as he starts secondary school.

a2dominion



Lilly: MTVH Pupil of the Year

Lilly is a Year 6 pupil who has been attending lessons at Clapham Park Cube since September 2020 when she was in Year 5.

Her mum, Carla, thinks the programme is "brilliant" and says that the "TU team are so good at keeping [her] updated" with "extremely valuable" regular feedback. She has noticed Lilly make progress in both her English and Maths, which is confirmed by her assessment results.

In English, Lilly progressed by an entire year level, going from a Year 3 writing standard to a Year 4. In Maths, she progressed by an outstanding 200%. With 92% attendance, **Lilly exemplifies commitment to the programme and her learning**.

Metropolitan Thames Valley

Our Long-Term Impact

Research shows that pupils who enter secondary school behind their peers, tend to fall further behind as they progress in their schooling. This is why our work is founded upon the principle of early intervention. We want to ensure every child has the tools necessary to successfully transition to secondary school with a strong foundation of knowledge and skills, so they can achieve their full potential.

Each year, we interview parents and carers who had a child that graduated from our programme and had gone on to complete their first year at secondary school. We give every family the opportunity to participate and this year we spoke with 87 of them to get their insights as to how their child was doing.

As a result of the additional tuition we provided, **80% of parents noticed an increase in confidence in English** and **76% noticed an increase in confidence in Maths.**

One parent noted of her son, a former TU pupil who has moved on to Year 7,

"Adam is doing well and progressing... TU helped in his confidence... and got him used to doing his homework for secondary school."

Another parent shared that their child, Aatik, "improved his communication skills" and made new friends while on the programme.

In fact, the national average for 'disadvantaged' pupils meeting expectations in reading, writing, and maths is 43% (DfE, 2022). However, a **whopping 92% of our former pupils were achieving their English** targets and **81% were achieving their Maths targets**. Looking at this through another lens:



88%

of former TU pupils were performing at average or above in Maths



93%

of former TU pupils were performing at average or above in English



82%

of parents agreed that Tutors United helped their child transition into Year 7

Considering the pupils we work with are statistically less likely to achieve as well as their peers and were more likely to face challenges related to the pandemic, **we are so proud of the fact that they are exceeding national averages!**

Our Tutors in Numbers

103
university students hired, trained and paid as tutors

2,909
hours of tutoring delivered

£32,549
earned in tutor wages

49%
fluent in an additional language

21
languages spoken across the tutor cohort

38%
tutoring with TU was their first paid employment

55%
grew up in low-income households themselves

31%
were Free School Meals eligible as children

29%
first in their family to attend university

Our Growing Commitment to Our Tutors

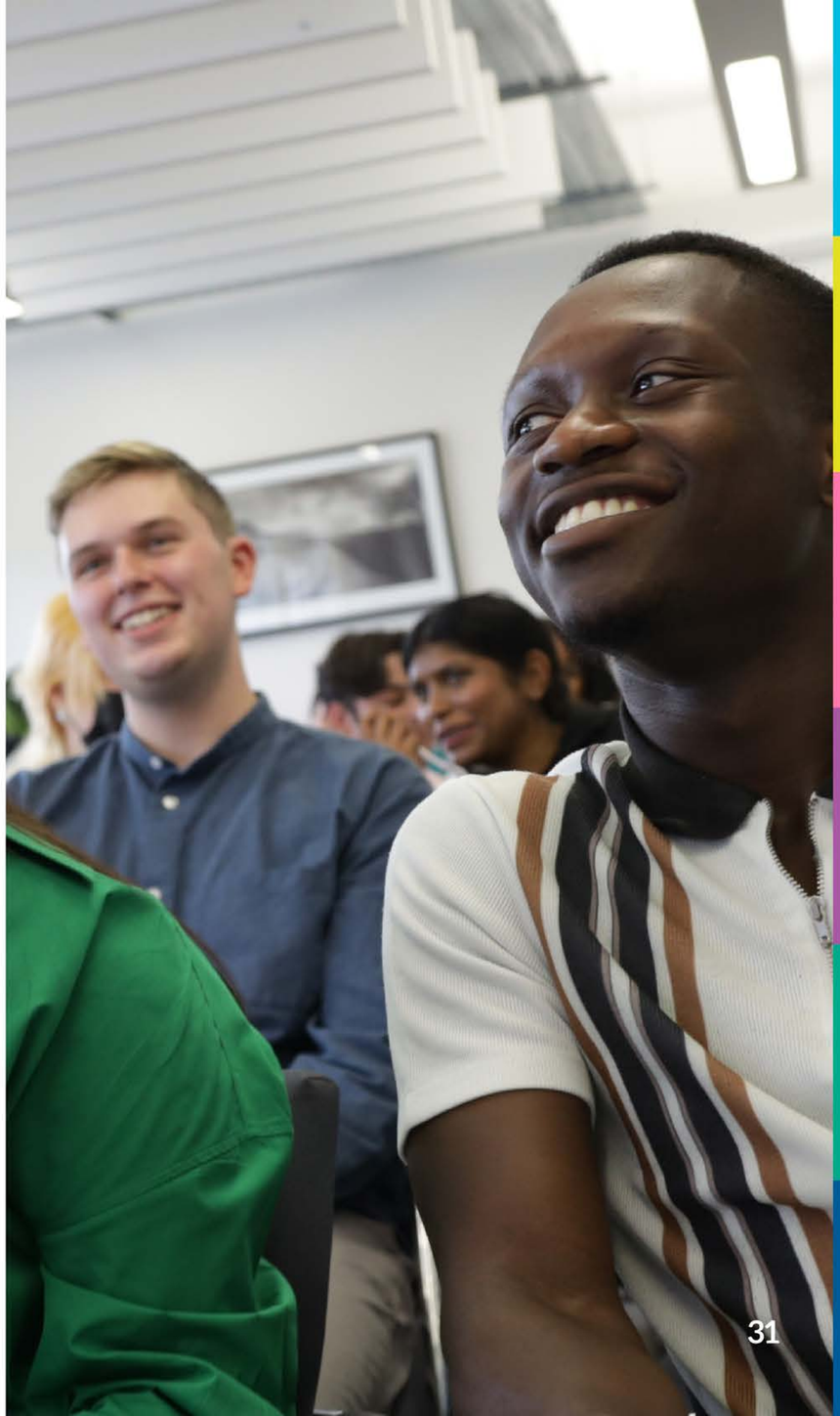
One of our key aims as an organisation is to give our tutors fantastic opportunities to develop key transferable skills to support their employment after graduation. Our tutor offer is tailored to work with a university timetable and workload while giving them targeted training and professional development opportunities.

All tutors are trained by qualified teachers in how to manage a classroom and deliver lessons at the right level. Our training ensures they are prepared for the challenges of tutoring and able to get the most out of the experience in the development of important employability skills such as:

- **Adaptive communication**
- **Organisation and time management**
- **Stakeholder management**
- **Leadership and presentation skills**

Beyond that, they also receive guidance and training on how to represent their tutoring experience on their CVs and in job interviews with future employers. We know it isn't just about getting the experience, but being able to leverage and apply it to fulfil professional aims.

A key focus for our growing Tutor Team, this year and going forward, has been to improve our offer to tutors, continuing to provide new benefits to them beyond a competitive hourly rate.



We are determined to make working with TU more than just your average part-time job for university students. To do this, we have been working on a dual approach to provide new training and opportunities to current and former tutors, enhancing their employability and preparing them for graduate life.

Training

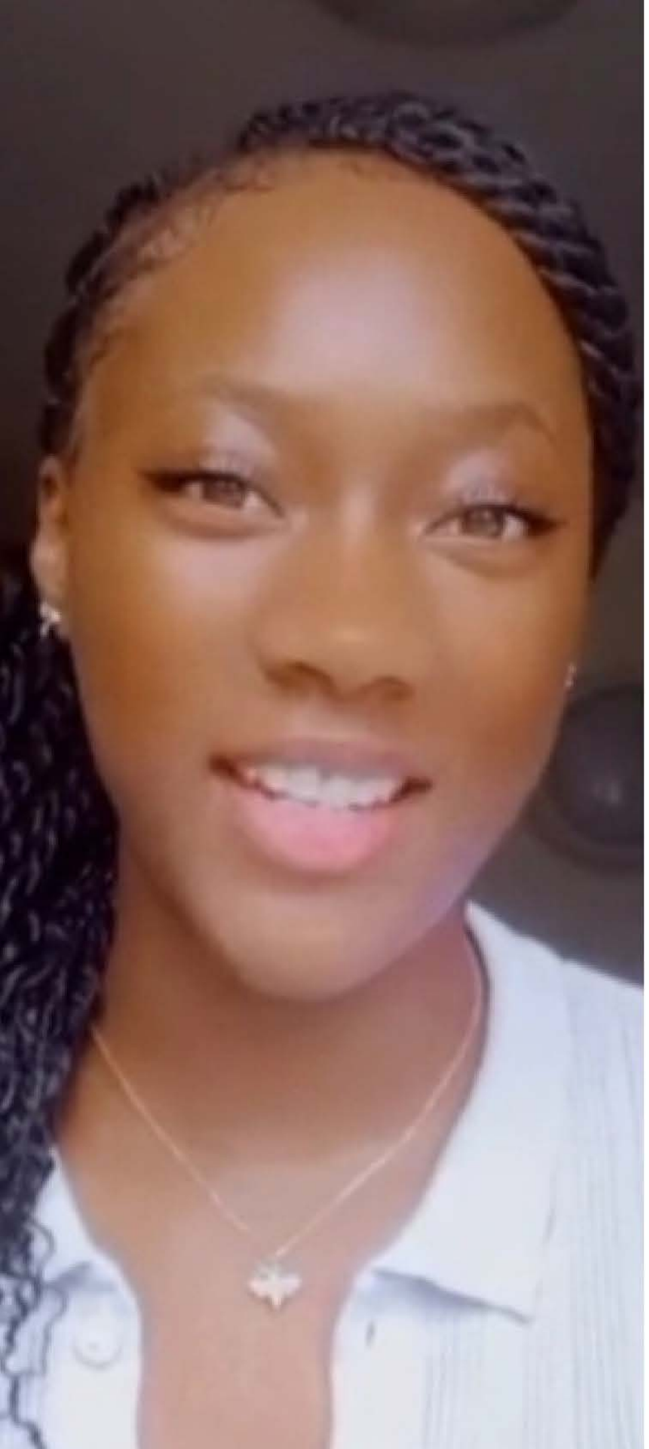
The Tutor Team has listened to tutor feedback regarding the structure and content of top-up training sessions and has adapted our method of working to provide more career-relevant workshops for our tutors. This has included sessions on building networks, using LinkedIn, CV support, and money management. Our tutors have responded brilliantly to these changes, and we have seen this reflected in increased attendance rates.

Opportunities

We are also working to provide current and former tutors with individually-designed internship and graduate opportunities, to support them to achieve their desired careers. We have developed an exciting partnership with industry-leading law firm Stone King, which will provide tutors with guaranteed spaces on their Insight Scheme, enabling those interested to gain experience and networks within the legal field, and this is just the beginning of the partnerships and opportunities we are looking to offer.

As we and our networks grow, we are confident that the number and scale of these opportunities will multiply as well. We are determined to be recognised as one of the most appealing undergraduate employers in the UK and are excited to see what the future will hold as we work to achieve this.





Tutor Spotlight: Khadijat

Khadijat is a Marketing and Management 2nd year student at the University of Manchester and one of our brilliant English tutors. This was her first year at Tutors United, but she quickly stood out for her incredible commitment and enthusiasm for her classes.

Something she really loved about her lessons was observing students who were shy at the start of the programme, becoming ‘visibly more confident, contributing ideas and reading more in lessons.’

After reflecting on how this experience will support her future employment, Khadijat observed that learning to anticipate the individual needs of her pupils will build toward her leadership skills and a career in marketing, which will require her to ‘anticipate the needs of her clients’ and have ‘high levels of organisation.’

Given Khadijat’s passion and dedication to her pupils, we have absolutely no doubt that she will continue to find success beyond graduation.

Tutor Spotlight: Lily

Lily has taught English and Maths at Tutors United this year, while also keeping busy as a 2nd year Law Student at the University of Bristol. Lily really enjoyed being able to interact with the bubbly personalities of her pupils and watching their abilities develop week by week.

As Lily pursues a career in law, she knows that 'patience goes hand in hand with resilience', qualities that she believes she has learnt from her class and which are imperative in the legal sector. As the Clarion Newtown pupils were working at different abilities, Lily knew it was really important to ensure that she 'remained calm and patient, allowing pupils to work at their own pace'.

She must be on to something as, one of her pupils, **Tobias believes that Lily is the 'best teacher in the world'** and attributed her skills to helping him to improve his confidence in his learning.

Celebrating 6 Years with City University's Micro-Placement Programme

Since 2016, we have been working with City University's Micro-Placement Programme to offer their undergraduates a taste of the education charity sector through a variety of summer projects.

Over the years, micro-placements have played an integral role in organising our graduation events, researching our long-term impact, recruiting our tutors, and designing summer activities. This year we welcomed 10 fantastic students - our biggest cohort of micro-placements yet!

Jesse Boloco, an Economics student, who was one of this year's Data and Reporting Assistants, shared, **"Not only have I learnt about the organisation and their impact on communities up and down the country, but also about how organisations work with data in a professional environment, particularly for the use of summarising and presenting it to clients."**

The purpose of the programme is to offer opportunities for students who want to explore careers different from those traditionally associated with their degree while also giving them some real-world professional experience.

We are proud of our ongoing participation in the programme and, through this partnership, we have been able to expand our summer activities and more effectively report on our impact.

We'd like to give a special thanks to our amazing team of micro-placements this year:

Anisah Khatun
Samira Ahmed
Ijaz Muneerudeen
Jesse Boloco
Lyba Iqbal Paracha
Rahila Hussain
Heba Amini
Zaynab Ahmadzi
Jensen Lockwood
Sarie Curtis

CITY
UNIVERSITY OF LONDON
EST 1894



Our Partners

a2dominion

Barn Croft Primary School

CLARION FUTURES

CITY UNIVERSITY OF LONDON EST 1894

Esmée Fairbairn FOUNDATION

the guinness partnership

Lewisham Homes

L&Q

MTVH

COMMUNITY FUND

newlon HOUSING TRUST

Notting Hill Genesis

One Housing

Part of Riverside

Paragon Asra PA Housing

Peabody

POPLAR HARCA

PwC Foundation

Social Enterprise Support Fund

SOUTHERN HOUSING

THE STONE FAMILY FOUNDATION

SK | STONE KING

STONEYDOWN PARK PRIMARY

WALCOTFOUNDATION



I already feel like I've got the best job in the world. **I've had the warmest of welcomes from our fantastic founder and outgoing CEO Joel Davis,** our super talented team and dedicated trustees, and our wonderful partners and funders.

I'm lucky to have inherited an exciting strategy to grow our core tutoring programmes into new areas, cultivate new partnerships, and increase our influence on education policy and practice both nationally and locally.

Tutors United's impact, resilience and flexibility throughout the pandemic is seriously impressive and I've been instantly struck by the hope, passion and impact that is infused in everything at TU.

I have so much energy and excitement for leading TU into its next phase. **I can't wait to build on Joel's incredible legacy and reach even more young people and families with our life-changing programmes in 2023 and beyond.**

Amy Whitelock Gibbs
New Chief Executive

TUTORS UNITED

Registered number: 8595641
Charity number: 1176968

TUTORS UNITED

(A company limited by guarantee)

UNAUDITED

TRUSTEES' REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 JULY 2022

TUTORS UNITED

(A company limited by guarantee)

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REFERENCE AND ADMINISTRATIVE DETAILS OF THE COMPANY, ITS TRUSTEES AND ADVISERS FOR THE YEAR ENDED 31 JULY 2022

Trustees	Matthew Corner, Chairman Annie Maciver Liam McLaughlin Neil Barry Riley (resigned 19 July 2022) Samreen Shah (resigned 29 November 2022) Laura Wilson (appointed 29 November 2021)
Company registered number	8595641
Charity registered number	1176968
Registered office	127 Farringdon Road London EC1R 3DA
Chief Executive Officer	Joel Davis
Independent Examiner	Dean Howard & Co Chartered Certified Accountants Unit F55 Expressway Studios 1 Dock Road London E16 1AH

TRUSTEES' REPORT
FOR THE YEAR ENDED 31 JULY 2022

The Trustees present their annual report together with the financial statements of the company for the 1 August 2021 to 31 July 2022. The Annual report serves the purposes of both a Trustees' report and a directors' report under company law. The Trustees confirm that the Annual report and financial statements of the charitable company comply with the current statutory requirements, the requirements of the charitable company's governing document and the provisions of the Statement of Recommended Practice (SORP) applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (effective 1 January 2019).

Since the company qualifies as small under section 382 of the Companies Act 2006, the Strategic report required of medium and large companies under the Companies Act 2006 (Strategic Report and Directors' Report) Regulations 2013 has been omitted.

Financial review

a. Going concern

After making appropriate enquiries, the Trustees have a reasonable expectation that the company has adequate resources to continue in operational existence for the foreseeable future. For this reason, they continue to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the accounting policies.

b. Reserves policy

Tutors United needs the reserves to be maintained at a level that:

- Ensures our responsibilities to staff, beneficiaries and partners could be met during a period of unforeseen difficulty
- Underpins long-term commitments, expansion possibilities, and organisational development
- Provides transparency to funders and other stakeholders
- Meet the Trustees' duty to apply our financial resources towards Tutors United's charitable objectives.

Considering each of these in turn, Tutors United:

- Has some compulsory overheads in the form of salaries, with the notice period for key staff being six-weeks
- Is committed to working towards growth and sustainability
- Needs sufficient reserves to provide security, reliability, and confidence in the organisation's on-going sustainability to potential partners
- Needs to meet expenditure commitments, not only to staff and stakeholders but ultimately to beneficiaries.

Following Tutors United's requirement assessment, the board will retain at least three months reserves to cover overheads. Tutors United will take steps to maintain reserves at this level, of which at least one month's worth of reserves should be maintained in a readily realisable form.

To optimise Tutors United Income, and minimise the impact of inflation, trustees may choose to invest reserves in excess of one months' worth, in term deposits or other financial deposits, subject to:

- The deposit accounts or savings products must be covered by the Financial Services Compensation Scheme (FSCS)
- The amount of any deposit or investment must not exceed the FSCS compensation limit (currently £85,000)
- The deposit accounts or savings products must allow for early withdrawal of funds – recognising that this will result in a loss of interest income for Tutors United
- The fixed term or duration of any deposit or investment shall not exceed 12 months
- The deposit account or savings product must not expose Tutors United to any potential capital loss.

This reserves policy will be monitored by the Board annually.

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2022

Structure, governance and management

a. Constitution

Tutors United is registered as a charitable company limited by guarantee and was set up by a Memorandum of Association.

b. Methods of appointment or election of Trustees

The management of the company is the responsibility of the Trustees, who are elected and co-opted under the terms of the Memorandum of Association.

c. Financial risk management

The Trustees have assessed the major risks to which the company is exposed, in particular those related to the operations and finances of the company, and are satisfied that systems and procedures are in place to mitigate exposure to the major risks.

Members' liability

The Members of the company guarantee to contribute an amount not exceeding £1 to the assets of the company in the event of winding up.

Statement of Trustees' responsibilities

The Trustees (who are also the directors of the company for the purposes of company law) are responsible for preparing the Trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the Trustees to prepare financial statements for each financial. Under company law, the Trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP (FRS 102);
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards (FRS 102) have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The Trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Approved by order of the members of the board of Trustees on 27 February 2023 and signed on their behalf by:



Matthew Corner

INDEPENDENT EXAMINER'S REPORT FOR THE YEAR ENDED 31 JULY 2022

Independent examiner's report to the Trustees of Tutors United ('the company')

I report to the Charity Trustees on my examination of the accounts of the company for the year ended 31 July 2022.

Responsibilities and basis of report

As the Trustees of the company (and its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of the company's accounts carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination, I have followed the Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act.

Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the company as required by section 386 of the 2006 Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities [applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)].

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

This report is made solely to the company's Trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. My work has been undertaken so that I might state to the company's Trustees those matters I am required to state to them in an Independent examiner's report and for no other purpose. To the fullest extent permitted by law, I do not accept or assume responsibility to anyone other than the company and the company's Trustees as a body, for my work or for this report.

Signed: Dated: 22 March 2023

Dean Dairo FCCA

Dean Howard & Co
Chartered Certified Accountants
Unit F55
Expressway Studios
1 Dock Road

INDEPENDENT EXAMINER'S REPORT (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2022

London
E16 1AH

TUTORS UNITED

(A company limited by guarantee)

STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT) FOR THE YEAR ENDED 31 JULY 2022

	Note	Unrestricted funds 2022 £	Restricted funds 2022 £	Total funds 2022 £	*Total funds 2021 £*
Income from:					
Donations and legacies	3	**25,626**	**251,644**	**277,270**	*291,777*
Investments	4	**41**	**-**	**41**	*47*
Other income	5	**203,762**	**-**	**203,762**	*196,809*
Total income		**229,429**	**251,644**	**481,073**	*488,633*
Expenditure on:					
Raising funds	6	**13,742**	**65,341**	**79,083**	*68,278*
Charitable activities	7	**210,845**	**170,000**	**380,845**	*336,098*
Total expenditure		**224,587**	**235,341**	**459,928**	*404,376*
Net movement in funds		**4,842**	**16,303**	**21,145**	*84,257*
Reconciliation of funds:					
Total funds brought forward		**154,932**	**31,070**	**186,002**	*101,745*
Net movement in funds		**4,842**	**16,303**	**21,145**	*84,257*
Total funds carried forward		**159,774**	**47,373**	**207,147**	*186,002*

The Statement of financial activities includes all gains and losses recognised in the year.

The notes on pages 11 to 22 form part of these financial statements.

TUTORS UNITED

(A company limited by guarantee)
REGISTERED NUMBER: 8595641

BALANCE SHEET
AS AT 31 JULY 2022

	Note		2022 £		*2021 £*
Fixed assets					
Tangible assets	12		**7,134**		*3,159*
			7,134		*3,159*
Current assets					
Debtors	13	**31,261**		*36,931*	
Cash at bank and in hand		**307,647**		*293,133*	
		338,908		*330,064*	
Creditors: amounts falling due within one year	14	**(138,894)**		*(147,221)*	
Net current assets			**200,014**		*182,843*
Total assets less current liabilities			**207,148**		*186,002*
Net assets excluding pension asset			**207,148**		*186,002*
Total net assets			**207,148**		*186,002*
Charity funds					
Restricted funds	15		**47,373**		*31,070*
Unrestricted funds	15		**159,775**		*154,932*
Total funds			**207,148**		*186,002*

The company was entitled to exemption from audit under section 477 of the Companies Act 2006.

The members have not required the company to obtain an audit for the year in question in accordance with section 476 of Companies Act 2006.

The Trustees acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and preparation of financial statements.

The financial statements have been prepared in accordance with the provisions applicable to entities subject to the small companies regime.

The financial statements were approved and authorised for issue by the Trustees on 27 February 2023 and signed on their behalf by:

BALANCE SHEET (CONTINUED)
AS AT 31 JULY 2022



Matthew Corner
(Chair of Trustees)

The notes on pages 11 to 22 form part of these financial statements.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 JULY 2022

1. General information

The company is limited by guarantee and a registered charity in England. The address of the registered office is given in the company information page of these financial statements.

2. Accounting policies

2.1 Basis of preparation of financial statements

The financial statements have been prepared in accordance with the Charities SORP (FRS 102) - Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Tutors United meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy.

2.2 Income

All income is recognised once the company has an entitlement to the income, it is probable that the income will be received and the amount of income receivable can be measured reliably.

Grants are included in the Statement of financial activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the Balance sheet. Where income is received in advance of entitlement of receipt, its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received, the income is accrued.

Income tax recoverable in relation to investment income is recognised at the time the investment income is receivable.

Other income is recognised in the period in which it is receivable and to the extent the goods have been provided or on completion of the service.

2.3 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party. It is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges are allocated on the portion of the asset's use.

Expenditure on raising funds includes all expenditure incurred by the company to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

2. Accounting policies (continued)

2.3 Expenditure (continued)

Expenditure on charitable activities is incurred on directly undertaking the activities which further the company's objectives, as well as any associated support costs.

All expenditure is inclusive of irrecoverable VAT.

2.4 Tangible fixed assets and depreciation

Tangible fixed assets costing £NIL or more are capitalised and recognised when future economic benefits are probable and the cost or value of the asset can be measured reliably.

Tangible fixed assets are initially recognised at cost. After recognition, under the cost model, tangible fixed assets are measured at cost less accumulated depreciation and any accumulated impairment losses. All costs incurred to bring a tangible fixed asset into its intended working condition should be included in the measurement of cost.

Depreciation is charged so as to allocate the cost of tangible fixed assets less their residual value over their estimated useful lives on a reducing balance basis.

Depreciation is provided on the following basis:

Office equipment	- 25% on reducing balance

2.5 Debtors

Trade and other debtors are recognised at the settlement amount after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

2.6 Cash at bank and in hand

Cash at bank and in hand includes cash and short-term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

2.7 Liabilities and provisions

Liabilities are recognised when there is an obligation at the Balance sheet date as a result of a past event; it is probable that a transfer of economic benefit will be required in settlement and the amount of the settlement can be estimated reliably.

Liabilities are recognised at the amount that the company anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre-tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised in the Statement of financial activities as a finance cost.

2. Accounting policies (continued)

2.8 Pensions

The company operates a defined contribution pension scheme and the pension charge represents the amounts payable by the company to the fund in respect of the year.

2.9 Fund accounting

General funds are unrestricted funds which are available for use at the discretion of the Trustees in furtherance of the general objectives of the company and which have not been designated for other purposes.

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the company for particular purposes. The costs of raising and administering such funds are charged against the specific fund. The aim and use of each restricted fund are set out in the notes to the financial statements.

Investment income, gains and losses are allocated to the appropriate fund.

3. Income from donations and legacies

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total funds 2022 £	*Total funds 2021 £*
Donations	15,626	-	**15,626**	*10,825*
Grants	10,000	251,644	**261,644**	*280,952*
	25,626	251,644	**277,270**	*291,777*
Total 2021	*101,675*	*190,102*	*291,777*	

4. Investment income

	Unrestricted funds 2022 £	Total funds 2022 £	*Total funds 2021 £*
Investment income	41	**41**	*47*
Total 2021	*47*	*47*	

5. Other incoming resources

	Unrestricted funds 2022 £	Total funds 2022 £	*Total funds 2021 £*
Other incoming resources	203,762	**203,762**	*196,809*
Total 2021	*196,809*	*196,809*	

6. Expenditure on raising funds

Costs of raising voluntary income

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total funds 2022 £	*Total funds 2021 £*
Advertising and promotions	13,742	-	**13,742**	*10,097*
Wages and salaries	-	65,341	**65,341**	*58,181*
	13,742	65,341	**79,083**	*68,278*
Total 2021	*10,097*	*58,181*	*68,278*	

7. Analysis of expenditure on charitable activities

Summary by fund type

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total 2022 £	*Total 2021 £*
Charitable activities	210,845	170,000	**380,845**	*336,098*
Total 2021	*224,279*	*111,819*	*336,098*	

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 JULY 2022

8. Analysis of expenditure by activities

	Support costs 2022 £	Total funds 2022 £	*Total funds 2021 £*
Charitable activities	380,845	**380,845**	*336,098*
Total 2021	*336,098*	*336,098*	

8. Analysis of expenditure by activities (continued)

Analysis of support costs

	Activities 2022 £	Total funds 2022 £	*Total funds 2021 £*
Staff costs	252,104	**252,104**	*193,625*
Depreciation	2,557	**2,557**	*1,053*
Tutoring fees	32,549	**32,549**	*42,186*
Office costs	546	**546**	*2,832*
Telephone	4,830	**4,830**	*2,231*
Computer costs	5,014	**5,014**	*5,034*
Rent and rates	9,802	**9,802**	*-*
Printing, postage and stationery	3,086	**3,086**	*1,701*
Advertising and promotions	-	**-**	*177*
Travel and subsistence	10,034	**10,034**	*5,680*
Staff training	5,150	**5,150**	*7,962*
Staff welfare	2,214	**2,214**	*1,898*
Recruitment costs	23,736	**23,736**	*575*
Insurance	1,487	**1,487**	*607*
Consultancy	11,096	**11,096**	*50,220*
Accountancy fees	6,138	**6,138**	*5,374*
Bank charges	99	**99**	*96*
Sundry expenses	274	**274**	*171*
Web hosting	956	**956**	*4,431*
Repairs and renewals	-	**-**	*226*
Storage costs	309	**309**	*2,583*
Learning materials	7,979	**7,979**	*11,516*
Hire of hall	-	**-**	*(4,080)*
Quality assurance	885	**885**	*-*
	380,845	**380,845**	*336,098*
Total 2021	*336,098*	*336,098*	

9. Independent examiner's remuneration

The independent examiner's remuneration amounts to an independent examiner fee of £2,400 (*2021 - £2,220*).

10. Staff costs

	2022 £	2021 £
Wages and salaries	**282,243**	*224,822*
Social security costs	**27,770**	*21,366*
Contribution to defined contribution pension schemes	**7,432**	*5,617*
	317,445	*251,805*

The average number of persons employed by the company during the year was as follows:

	2022 No.	2021 No.
	10	*8*

No employee received remuneration amounting to more than £60,000 in either year.

11. Trustees' remuneration and expenses

During the year, no Trustees received any remuneration or other benefits *(2021 - £NIL)*.

During the year ended 31 July 2022, no Trustee expenses have been incurred *(2021 - £NIL)*.

12. Tangible fixed assets

	Office equipment £
Cost or valuation	
At 1 August 2021	**7,376**
Additions	**6,353**
At 31 July 2022	**13,729**

12. Tangible fixed assets (continued)

	Office equipment £
Depreciation	
At 1 August 2021	**4,217**
Charge for the year	**2,378**
At 31 July 2022	**6,595**
Net book value	
At 31 July 2022	**7,134**
At 31 July 2021	*3,159*

13. Debtors

	2022 £	*2021 £*
Due after more than one year		
Trade debtors	**22,708**	*23,107*
Prepayments and accrued income	**8,553**	*13,530*
	31,261	*36,637*
Due within one year		
Other debtors	**-**	*294*
	31,261	*36,931*

14. Creditors: Amounts falling due within one year

	2022 £	2021 £
Other taxation and social security	**24,219**	*12,176*
Pension fund loan payable	**1,211**	*1,089*
Other creditors	**18,764**	-
Accruals and deferred income	**94,700**	*133,956*
	138,894	*147,221*

15. Statement of funds

Statement of funds - current year

	Balance at 1 August 2021 £	Income £	Expenditure £	Balance at 31 July 2022 £
Unrestricted funds				
General Funds - all funds	**154,932**	**229,429**	**(224,586)**	**159,775**
Restricted funds				
Restricted Funds - all funds	**31,070**	**251,644**	**(235,341)**	**47,373**
Total of funds	**186,002**	**481,073**	**(459,927)**	**207,148**

15. Statement of funds (continued)

Statement of funds - prior year

	Balance at 1 August 2020 £	*Income* £	*Expenditure* £	*Balance at 31 July 2021* £
Unrestricted funds				
General Funds - all funds	*90,777*	*298,531*	*(234,376)*	*154,932*
Restricted funds				
Restricted Funds - all funds	*10,968*	*190,102*	*(170,000)*	*31,070*
Total of funds	*101,745*	*488,633*	*(404,376)*	*186,002*

16. Summary of funds

Summary of funds - current year

	Balance at 1 August 2021 £	**Income** £	**Expenditure** £	**Balance at 31 July 2022** £
General funds	**154,932**	**229,429**	**(224,586)**	**159,775**
Restricted funds	**31,070**	**251,644**	**(235,341)**	**47,373**
	186,002	**481,073**	**(459,927)**	**207,148**

Summary of funds - prior year

	Balance at 1 August 2020 £	*Income* £	*Expenditure* £	*Balance at 31 July 2021* £
General funds	*90,777*	*298,531*	*(234,376)*	*154,932*
Restricted funds	*10,968*	*190,102*	*(170,000)*	*31,070*
	101,745	*488,633*	*(404,376)*	*186,002*

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 JULY 2022

17. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total funds 2022 £
Tangible fixed assets	7,134	-	**7,134**
Debtors due after more than one year	31,261	-	**31,261**
Current assets	260,274	47,373	**307,647**
Creditors due within one year	(138,894)	-	**(138,894)**
Total	159,775	47,373	**207,148**

Analysis of net assets between funds - prior year

	Unrestricted funds 2021 £	*Restricted funds 2021 £*	*Total funds 2021 £*
Tangible fixed assets	*3,159*	-	*3,159*
Debtors due after more than one year	*36,637*	-	*36,637*
Current assets	*262,357*	*31,070*	*293,427*
Creditors due within one year	*(147,221)*	-	*(147,221)*
Total	*154,932*	*31,070*	*186,002*

18. Pension commitments

The company operates a defined contributions pension scheme. The assets of the scheme are held separately from those of the company in an independently administered fund. The pension cost charge represents contributions payable by the company to the fund and amounted to £7,432 (2021 - £5,617). Contributions totalling £1,211 (2021 - £1,089) were payable to the fund at the balance sheet date and are included in creditors.

19. Related party transactions

The company has not entered into any related party transaction during the year, nor are there any outstanding balances owing between related parties and the company at 31 July 2021.

TUTORS UNITED

England & Wales - Charity number 1176968

Accounts

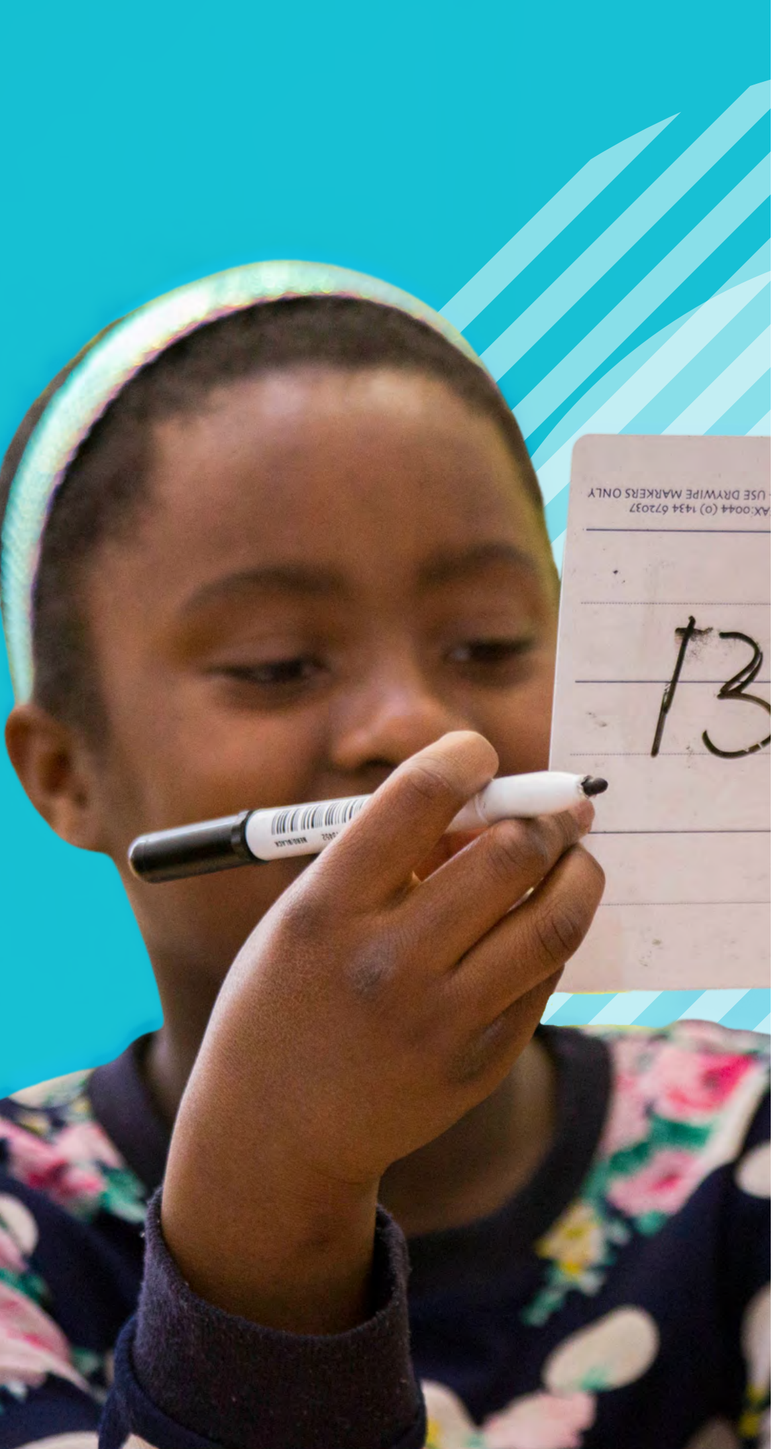


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TUTORS UNITED

2020-21 ANNUAL REPORT

Enabling every child.
Supporting every family.



Registered Charity Number:
1176968

Company Number:
08595641

OUR MISSION

We want a world where income doesn't affect education. So, we are on a mission to use the power of tutoring to break down the barriers in education and enable every child to succeed.



Matthew Corner
Chair

One of the great joys of being involved in Tutors United is seeing the life-changing impact that we have on pupils and their families. This was clearly evident during our first-ever virtual graduation ceremony in July where so many proud children and parents were able to celebrate their successful completion of the Tutors United programme.

Despite the continued uncertainty that the pandemic has brought, the entire Tutors United team has stepped up to deliver our tutoring services to families across the country. This has been achieved while tailoring our operating model throughout, to ensure our online delivery remains highly effective. My thanks go to Joel and the whole team – which is the largest it has ever been – for achieving this success during a challenging year.

We also **refreshed our strategy in 2021, which focuses on growing our reach, income and influence** in the education sector. Our finances and relationships with partner organisations remain strong, meaning we can be ambitious in our aims. Our in-person organisation away days were extremely valuable in making sure staff and trustees are aligned and ready to deliver on these priorities as we come out of the pandemic.

I am delighted to welcome Samreen Shah and Laura Wilson to the trustee team, who bring valuable experience of working in education and local government settings. We now have sub-committees looking at finance and maximising our impact, both of which have strengthened our approach to governance.

I am also pleased that we have been able to commission external reviews of our tutoring services and board effectiveness. This will help us ensure that Tutors United continues to be set on firm foundations as we aim to grow our organisation, offer more opportunities for young people to tutor, and reach even more children and families.

Welcome New Trustees

This year we welcomed two new fantastic members to our Board of Trustees – Laura Wilson and Samreen Shah. Laura brings to the board years of experience in recruitment and improving diversity within the Ministry of Justice, as well as her experience as a primary school governor. Samreen's background is also in education, with two decades of experience as a secondary school teacher both in London and Bahrain. She's also a parent governor of her local primary school.

We are super excited to have them both on board, lending us their insight as we continue to evolve and enhance the support we offer our families and tutors.







Joel Davis

Chief Executive

In a year that saw multiple lockdowns, several rounds of home-schooling, and a year of delivery solely online, I am delighted and proud that Tutors United could provide the much-needed consistency for our families during one of the most difficult years. Though much more work is to be done. Months of learning were lost throughout the country, and the attainment gap is increasing. We cannot deny the enormous challenge ahead of us to narrow the gap in educational achievement rates for pupils facing additional hurdles.

Despite all the challenges and uncertainty that came with Covid-19, the TU tutor team worked tirelessly to keep our programmes running smoothly. Confined to bedrooms and university halls, with mounting deadlines, our fantastic undergraduate tutors didn't drop the ball and stepped up when they were needed the most. So much so we were able to put a whopping £42,186 back into their pockets over the year. I cannot thank the team enough for their dedication and endless enthusiasm.

So, what's next for TU? With a broader geographic coverage and hybrid in-person and online delivery models, we are ready to put our foot on the accelerator with our growth. With a refined set of values, you can expect TU to be **bold, brilliant, family-focused, and committed** in all that we do, particularly as we charge ahead to increase our footprint and fight for systemic change in education for our pupils. A huge thank you to all our partners, funders, and supporters, who continue to champion our work as we evolve and grow as an organisation for our families and brilliant tutors.
The best of TU is yet to come!

2020-21 at a Glance

82

university students hired and trained as tutors

2,736

hours of online tutorials in Maths and English

537

families engaged across the academic year

after 12 hours of tuition, pupils progressed by an average of:

2 sub-levels in English

29% in Maths

£42,186

into the pockets of university students

14.1% pupils felt more confident in English

27.8% pupils felt more confident in Maths

About Tutors United

Tutors United hire and train inspiring university students to deliver **confidence-boosting, attainment-raising** tutorials to some of the country's coolest primary school pupils. We are committed to bringing the benefits of tutoring to every child, ensuring their socio-economic background doesn't hinder how much they can achieve in life.

What We Do

Using the power of tutoring in core subjects, 8-11 years-olds from low-income households receive regular academic support to transition to secondary school. Our specially-devised curriculum was designed by expert teachers to complement the National Curriculum. All our lessons are interactive, adaptable, and, most importantly, **fun**.

We also engage parents through regular progress reports and training sessions designed to improve literacy and numeracy, ensuring they are able to support their child's learning at home.

Our brilliant tutors run lessons online and in local community centres, making them accessible to all families looking to boost their child's attainment.

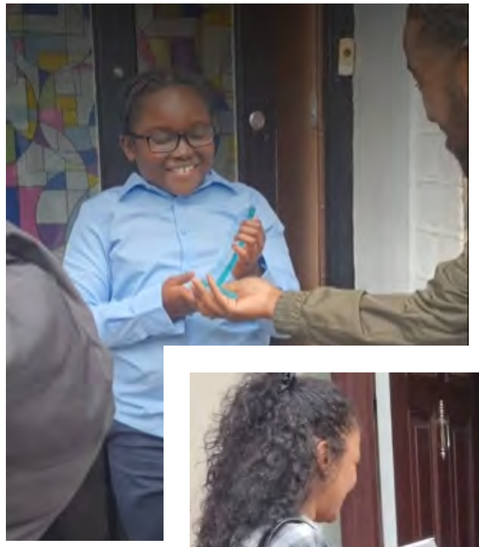
Train and employ inspiring university students

Deliver tutorials in core subjects that support the National Curriculum

Work closely with parents and carers to help them support learning at home



Highlights This Year





Our inaugural online graduation event

More than any previous year, we wanted to do something special for our families. Between school lockdowns and changing Covid protocols, we wanted to recognise how resilient and amazing our families had been throughout the academic year.

That's why we decided to bring our annual graduation event online, so TU families and tutors from across the country could tune in and celebrate their accomplishments from the comfort of their front room. It was certainly a new challenge for TU, but not one we couldn't overcome.

With the brilliant Judi Love hosting, we had pupils giving valedictorian speeches and videos of our fantastic award winners receiving prizes on their doorsteps. In true TU spirit, we weren't going to let Covid stop us even if it meant hand-delivering awards to some of our top pupils.

We also have to give a special thank you to City students, Edward Manthorpe and Muhamad Rameez Dayal, who joined us as part of City University's Micro-Placement Programme to bring our graduation to life. We couldn't have done it without them!

The launch of our Family Learning Programme

Targeting families in Lambeth, we launched our Family Learning Programme, which offers children the same great tuition we've perfected over the years alongside new, enhanced support for their parents and carers. Families worked on projects that encouraged them to work together using their Maths and English skills and also attended parent sessions on Saturdays to review what their child is learning and how they can support.

Thanks to the support of Walcot Foundation and St Andrews Primary School in Lambeth, this year we worked with 18 children and their families to deliver 30 hours of learning for the whole family!

Our Learnings Delivering During Covid

In March 2020, just ahead of the first lockdown, we quickly pivoted to delivering our services online with minimal disruption. However, we never would have thought going into this academic year that we would be delivering all of our programmes entirely online – a huge first for the organisation!

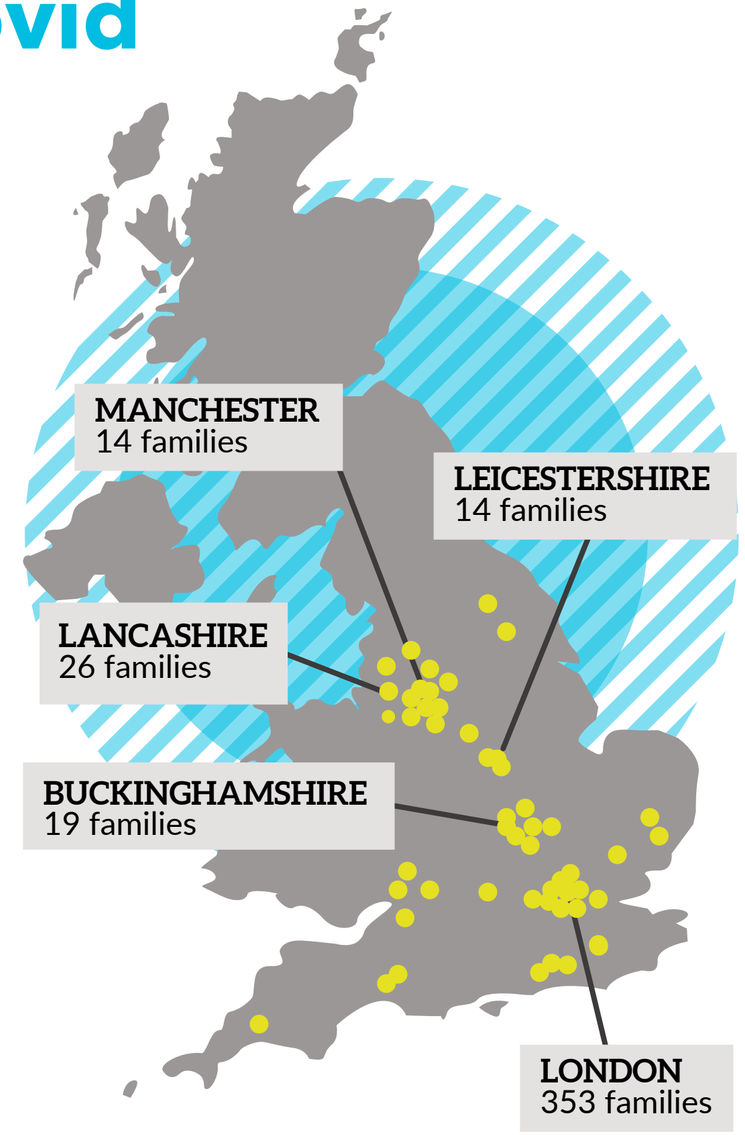
This year has been a period of many firsts for Tutors United. Our geographic reach was wider than ever before with just under a third of our families living outside London, our base city. Our tutor cohort was the largest it has ever been with 82 university students being hired and trained to work as tutors. Additionally, the TU team has also grown and is now bigger than ever.

We're proud of all those accomplishments, but that isn't to say it hasn't been a challenge. With recurring lockdowns and restrictions, outreach was particularly difficult this year as we did not have access to our usual avenues of reaching families.

Traditionally, we look to embed ourselves in the wider community through a physical presence. However this year, that wasn't possible due to restrictions, so we had to rely on digital and remote methods that simply weren't as effective.

We also saw a great deal of families struggling during this period. Mental health was at the forefront of everyone's mind, alongside growing concerns over the long-term effects of lost learning time. In fact, in the summer of 2020, only 43% of primary school pupils eligible for pupil premium were achieving their targets in English and Maths (compared to 63% of their peers). It's hardly a surprise that anxiety amongst parents and carers is at an all-time high.

In response, we've spent this year looking at how we can deepen our support. From launching the Family Learning Programme to growing our Booster Series, this year was all about giving families tools to ensure this challenging period doesn't determine their child's academic future.



Brilliant but not perfect

We're not afraid to do things differently to make sure our families receive the best possible support. That's why we work directly with parents and carers to provide our service.

The downside of this approach means we are often doing things without a precedent to follow. When the pandemic hit, there was no existing blueprint for us to follow to adapt our delivery model to an online environment. Since we don't deliver our work through an intermediary (e.g. a school), that meant we had to re-build our programmes from the ground up.

While we think we're pretty fantastic, we know we're far from perfect. That being said, we never let a fear of mistakes stop us from trying new things and learning from those mistakes to continue to improve our services.

And the truth is, even after over a year of online delivery, **we're still learning**.

Our results don't look the same as they used to. With pupils sitting their assessment at home instead of the classroom, we've had much less control over the testing environment and had to rely on parents for the return of assessments and self-assessments - the same parents facing new challenges in all parts of life due to Covid-19.

Another huge learning experience was outreach. Hubs that used to have mile-long waiting lists suddenly went quiet. While we knew families were struggling to maintain their children's attainment, we didn't seem able to reach them. Truth be told, we're still figuring it out and trying new things, but these things take time. As such our aim right now is to make sure our programme is as accessible as possible so that as we're exploring new avenues of outreach, we can make sure those who need it can access our support without additional stress.

Keep reading to find out some key learnings.



Frequent check-ins

Without a physical presence, we realised we would have to be more intentional with how our we nurtured relationships with our beneficiaries. As such, we made a concerted effort to increase our availability to offer support and check-in with our families and tutors.

Flexibility where possible

Recognising the levels of anxiety, we slackened some of our expectations around attendance. If parents expressed that their child needed a break, we felt it would be unfair to not grant them some leniency. We know a foundation of health and wellness is needed for children to learn effectively, so instead, we offered breaks and allowed families access to recordings if live attendance wasn't feasible.

Rethink data collection

One of the biggest challenges of remote delivery was collecting data. In previous years we would use in-person touchpoints to collect important information like feedback surveys and assessments for marking and moderating. For this year we had to rethink our approach. We set up new systems and asked parents to do things online or take pictures and send copies in. We made everything as simple and mobile-friendly as possible and made sure our parents understood the importance of the information we collected.

Embrace change

We're as keen as anyone to return to face-to-face delivery. However, until things are completely safe, we are going to use this opportunity to continue to explore the potential of online delivery and embrace the things we previously would have been unable to do with our usual methods of delivery.



Guinness Covid Response Programme

Working with the Guinness Partnership, we delivered our very first national programme offering free online tuition to their residents and staff. The programme offered three different levels of support based on the level of need.

Through this project, we worked with 175 Guinness families from all over the country for a total of 465 hours of learning across the summer and academic year - that's an average of 18.7 hours of learning per pupil. In case you aren't impressed yet, that breaks down to 5 Summer Challenges, 3 phases of the Tutoring Young Residents programme, and 80 hours of Booster Series access. To deliver all this work, we hired 38 amazing university students to work as tutors, including the brilliant Halima!

One of our many star pupils was Amaya, a Year 4 pupil, a Guinness resident, who really blew us away with her commitment. Not only did Amaya make 133% progress in Maths, but she also exceeded the national average by progressing an incredible 4 sub-levels in English. It looks like that 93% attendance rate paid off because Amaya went on to win the Guinness Partnership Pupil of the Year Award at our graduation event in July 2021.

175
Guinness families

465
hours of learning

38
tutors hired

the guinness partnership

Halima

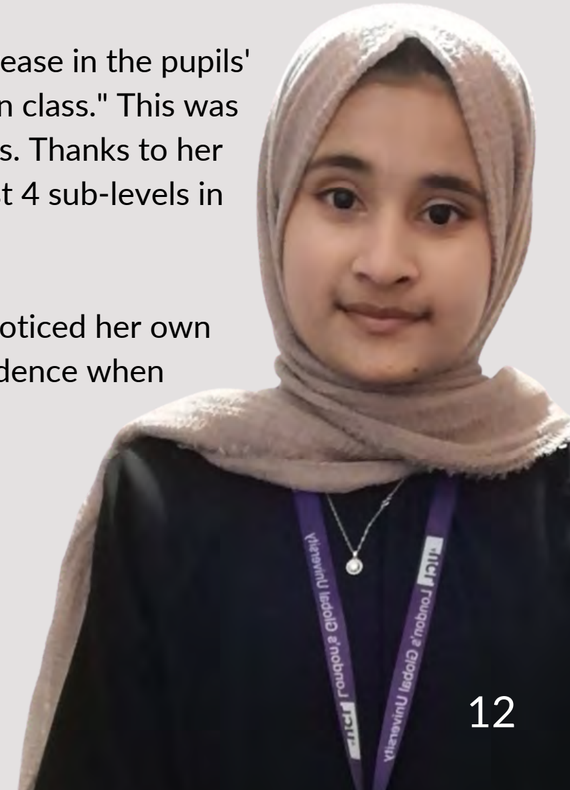
Tutoring always comes with its challenges and rewards. Tutoring during the pandemic? You could say double the challenges and double the rewards!

Halima, a first-year student studying Education Studies, is just one of our brilliant tutors who spent the academic year tutoring from home. She worked with Guinness pupils as part of a Covid Recovery Programme, which was designed to offer tiered support to families to make up for the learning lost during the numerous lockdowns.

Halima reported, "I have noticed an increase in the pupils' confidence when answering questions in class." This was reflected in her pupils' fantastic progress. Thanks to her support, her pupils progressed by almost 4 sub-levels in English and 59% in Maths.

Halima went on to share that she also noticed her own growth, identifying how her own "confidence when working as a team" has improved.

We're so proud of Halima and her commitment to her pupils!
You're amazing!



Our Impact

As we continue to broaden what we offer to our families, our goal remains the same: high-quality, impactful support in Maths and English, so that every child is able to successfully transition to secondary school and reach their full potential.

Our formula for success has always had four key elements that we know are key to closing the attainment gap and increasing employability. Everything that we do can be boiled down to these four outcomes:

1. **Raising pupil attainment in Maths and English**
2. **Boosting pupil confidence and resilience in learning**
3. **Engaging parents in supporting learning at home**
4. **Supporting and upskilling tutors to build transferable skills**



Data is king!

When it comes to impact measurement, we have a mantra - 'data is king.' While warm fuzzies and smiling kids make our work rewarding, we rely on a sophisticated evaluation system to track progress, non-cognitive growth, and assess the effectiveness of our programme.

Pupils sit three assessments in each subject over the course of the academic year. The first is sat before any lessons are held to get a snapshot of where pupils sit coming into the programme. The second is sat after the first few months to ensure pupils are on the right track. The last assessment is sat towards the end of the year to compare to the initial results to measure attainment growth.

To give us a more three dimensional understanding of pupil growth, we also have pupils and parents do a self-assessment and feedback survey at the beginning and end of the programme.

We compare all these data points when we look at our impact. Keep reading to see how!

External Evaluation

Thanks to support from Esmee Fairbairn, we commissioned IARS to perform an external evaluation to measure the effectiveness of our programme across our various stakeholders.

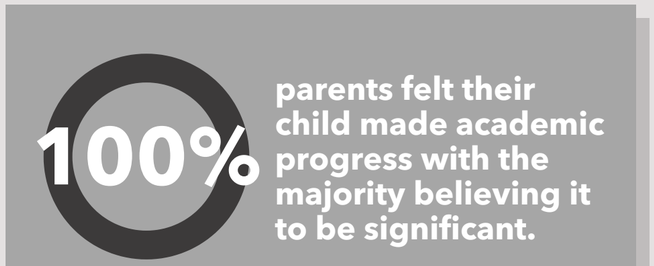
The project ran across the academic year and involved assessment data from the current and previous year, online surveys, and semi-structured interviews. The subsequent analysis found that all parents noticed an improvement in their child's academic progress, with most feeling this progress was significant.

This was affirmed by the quantitative analysis which found that pupils had made excellent progress in both subjects, even outperforming last year's cohort by 0.2-0.5 points in English and 10%-15% in maths.

It's not just all about attainment though! Parents also felt that the tutoring lessons helped their children to become more efficient and independent in their learning. In their interviews, a recurring theme for parents was that, as a direct result of the tutoring, their children were more engaged with their learning and showed a desire to learn outside of the classroom.

Lastly, they looked at the work we do with our tutors and found that all the tutors they interviewed reported having gained or improved transferable skills, which we think is absolutely brilliant!

All in all, the findings gave us a lot to be proud of and a lot to consider as we move forward into next year.



parents felt their child made academic progress with the majority believing it to be significant.



increase in percentage of parents reporting their child is achieving what they should at school.



decrease in percentage of parents reporting their child gives up when something is difficult.

Outcome 1
Raising Attainment

Even before Covid, the average attainment gap at the end of Key Stage 2 for low-income families, when compared to their wealthier peers, was 9.5 months. The situation has only been exacerbated by school closures and nationwide lockdowns, which resulted in huge amounts of learning loss.

According to a recent report looking at academic progress across the 2020-21 academic year, by the end of the autumn term, primary-aged pupils had lost an average of 1.2 months of learning in reading and 3.6 months in Maths, with pupils eligible for Free School Meals seeing even greater losses of learning. In fact, those pupils were a further 0.5 months behind in reading and 0.7 months behind in maths when compared to their wealthier peers.[1]

While there has been a degree of catching up, the fact remains that pupils from low-income backgrounds still have more ground to cover and will face greater challenges in catching up to their peers. With this in mind, we are particularly proud of the significant progress our pupils from lower socioeconomic backgrounds have made.

1. Department for Education. Understanding progress in the 2020 to 2021 academic year: findings from the summer term and summary of all previous findings. 24 February 2021. ISBN Ref: 978-1-83870-313-4

Here's a breakdown of our 2020-21 cohort of families:

84% had a combined family income of less than £30,000

73% were eligible for means-tested benefits

54% were eligible for Free School Meals

Attainment of pupils from low-income backgrounds

after 12 hours of tuition, pupils progressed by an average of:

2 sub-levels in English

29% in Maths



Outcome 1
Raising Attainment in English

Although we're a big fan of the subject, many of our kids find English to be tricky - or worse, boring! That's why we've made sure our curriculum reflects the diversity of our pupils to ensure we are engaging all of our children and their different backgrounds and learning preferences.

Our curriculum focuses mainly on improving writing skills. If a child can't utilise what they're learning to express themselves, we know how much they will struggle at secondary school, where pupils are expected to be able to write persuasively and creatively at length.

To get kids excited about English and strengthen that skill, we include different types of writing that our kids will find relatable and engaging, like SLAM poetry and fantasy writing. Across all of the different topics our curriculum covers, our pupils are given opportunities to improve and practise their handwriting, writer's voice, spelling, punctuation, and grammar - all skills that are vital for a smooth transition to secondary school.



After 12 hours of tuition pupils increased their scores by an average of over

2

sub-levels in English

Celebrating Black Superheroes

We also pay special attention to the texts we select, making sure that they reflect the same range of cultures represented in our families. It is important that our kids see themselves in the topics we cover.

However, diversity is more than just cultural representation. It's about offering pupils of different abilities the opportunity to engage in reading and writing at their level and with the support of their tutor.

This year we held a writing competition inviting our pupils to create their own Black superhero and write a poem, rap, or song about them. We asked them to describe their super powers and describe how they make a positive change in their community. We had a lot of fantastic responses, but one of our favourites was from Lemar who wrote this entry about his superhero, Pop Smith:

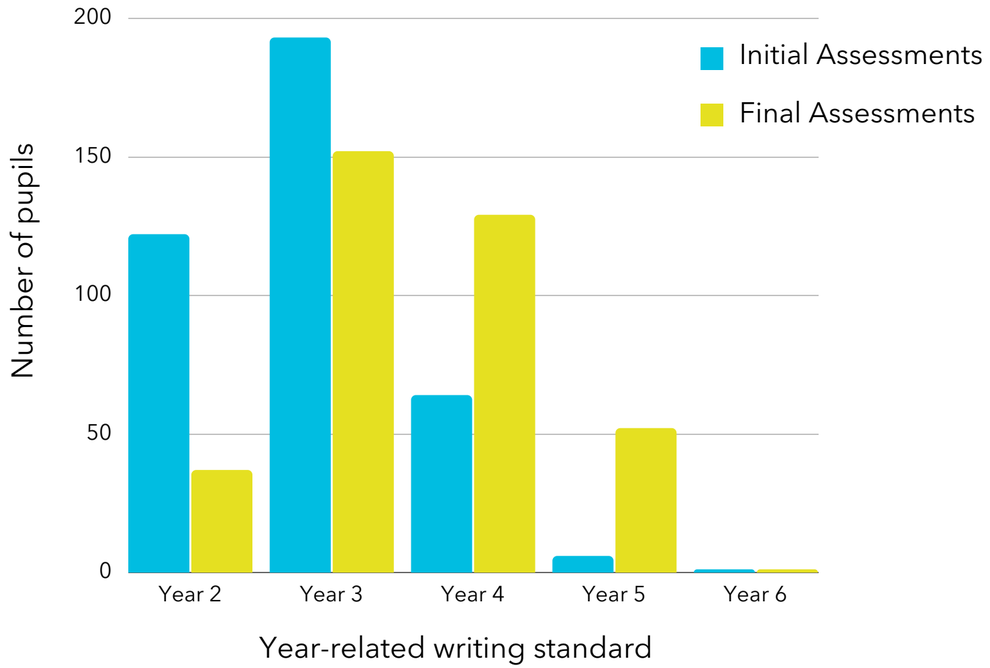


This Black Superhero is brave
He puts his life to the test to save
Everytime he hears a crash
He would care and rarely would smash
Pop Smith never kills
But is loving and chill
He spares the lives of his enemies
And changes them into Frienemies
He always works alone
And never gets jacked by a clone
He is never evil
Or even deceitful
This is Pop Smith
BLM

Pop Smith
by Lemar

We're super proud to share that, despite all the loss of learning time, our pupils made excellent progress in English!

From the initial assessment to the final assessment, the overall average standard went from a 3E to 3A, with 38% of pupils making over a year's worth of progress in just 12 hours of tuition. Additionally, the number of pupils who were working at a Year 4 and above increased by 156%, which indicates our cohort is on track to enter secondary school with the writing skills they need to engage meaningfully in a more advanced curriculum.



Kosi

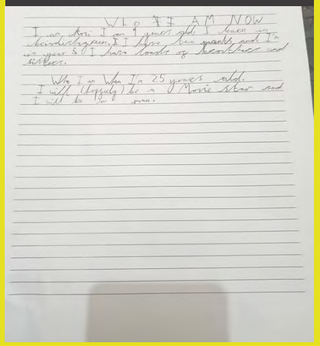
One of the pupils we want to give a big shout out to is Kosi! He was just one of our star pupils at our Lewisham programme, which targeted families living in temporary accommodation.

In his initial assessment, Kosi, who speaks Igbo at home, was writing at a Year 2 writing standard, which put him 3 years behind where he should be as a Year 5 pupil.

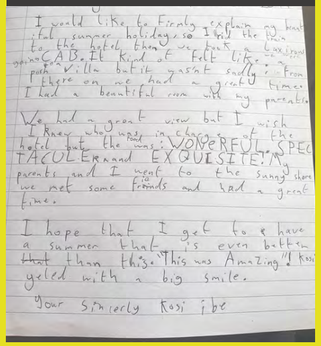
However, Kosi worked super hard in his lessons and made excellent progress. Towards the end of the programme, his tutor was complimenting his ability to read aloud and "express his ideas eloquently and justify his opinions."

After just 8 hours of English, Kosi progressed by an amazing 6 sub-levels (that's 2 whole years' worth of progress) to score a year-related expectation level of a 4S. He is now working very close to where he should be for his year group. Well done, Kosi!

Initial Assessment



Final Assessment



Outcome 1 Raising Attainment in Maths

Our specially-devised Maths curriculum follows a spiral pattern so that topics are covered multiple times throughout the year with increasing difficulty. This ensures our fantastic pupils are always being challenged and expanding their knowledge, so by the time they get to secondary school they'll feel like old pros!

This is super important because the transition to secondary school is often associated with a decrease in positive attitudes and an increase in anxiety towards Maths, especially among pupils with lower Maths attainment.[1]

Entering secondary school with a strong foundation in Maths is vital for long-term attainment. Unfortunately, recent research done by the Education Endowment Fund shows that, since the onset of the pandemic, pupils from low-income backgrounds have fallen behind in Maths by an additional month on top of the existing gap.[2]

Despite all the challenges, our kids progressed by an average of 29%. While still impressive, you might notice that this number isn't quite as big as in previous years. This is likely due to the fact that pupils sat their initial assessments at home and the conditions were inconsistent. A number of parents admitted they did not supervise their children, which may explain why the initial assessment rate was much higher than in previous years.

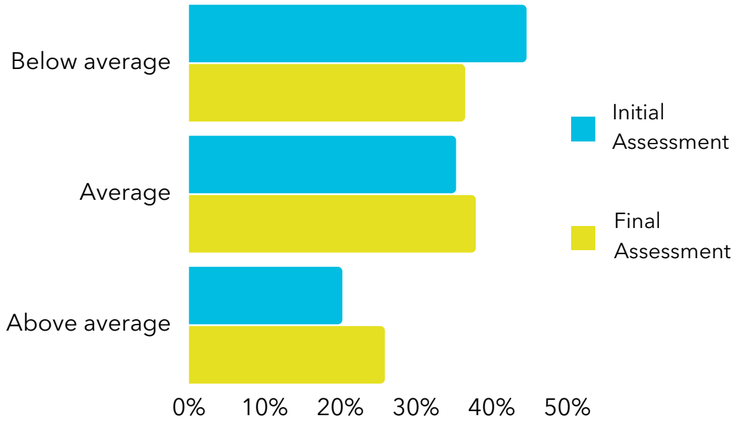
1. Evans, Danielle and Andy P. Field. 2020 Maths attitudes, school affect and teacher characteristics as predictors of maths attainment trajectories in primary and secondary education. The Royal Society. https://doi.org/10.1098/rsos.200975
2. Weidmann, B., Allen, R., Bibby, D., Coe, R., James, L., Plaister, N. and Thomson, D., Covid-19 disruptions: Attainment gaps and primary school responses, Education Endowment Foundation, 2021



However, we aren't going to get hung up on this small hiccup. Let's be real - parents have had enough on their plate! So, to get an accurate idea of how pupils did this year, we compared the final average to previous years, since the pupils sat their final assessments under strict testing conditions and are therefore more accurate. On average, pupils scored, 56.5%, which is very similar to last year when the final average was 57.1%.

We also looked at the distribution of pupils performing at below-average, average, and above-average levels. This analysis showed that our pupils made great progress in Maths and are on track to enter secondary school at or above the national average.

Percentage of pupils performing at each level





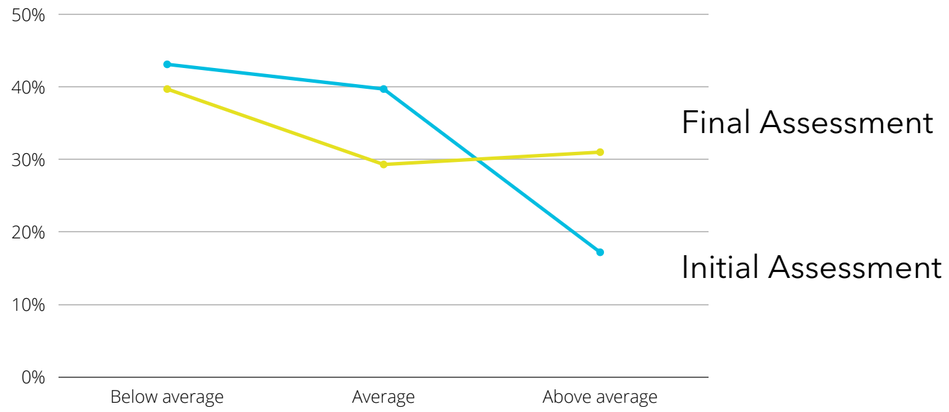
What about pupils who statistically face greater challenges in maths?

Decreased funding in state education has left many schools with limited budgets to invest in individualised support for struggling pupils. This leaves the lowest-performing groups vulnerable to a cycle of low attainment.

According to the Department for Education's 2020 report on Maths attainment for Key Stage 2, Black Caribbean boys were identified as one of the most underperforming groups when compared to their peers. The effects are long-term, with Black pupils achieving the lowest rate of passing GCSEs compared to all other ethnic groups.

Our pupils from Black and Black British backgrounds absolutely blew us away this year with their progress. Their average progress was 35%, with the number of pupils achieving an above-average score increasing by 63.6%!

Percentage of Black and Black British boys performing at each level



Ayana

Another of our amazing pupils is Ayana, who attended lessons at one of our Islington hubs. Ayana began her lessons in January 2020 and consistently attended through to June 2021, ending the year with 100% attendance! In that time Ayana has made considerable progress with the support of her tutor.

At the start of the academic year, she received a 35% on her initial assessment, but after 10 hours of Maths tuition, she achieved 70%, doubling her score!

It wasn't just her results that were impressive: Ayana exemplifies the TU spirit. Her tutor shared, "[H]er commitment to the sessions is inspirational. She has turned up to every session (even on Eid!) with a big smile on her face, enthusiastic and ready to learn. She is not afraid to ask questions and is always trying to push herself."

This is why Ayana was presented with our inaugural TU Aspire Award. We are so proud of her and her achievements and can't wait to see what brilliant things she continues to do.

Outcome 2

Boosting Confidence & Resilience in Learning

Academic attainment is super important, but if a child doesn't have the confidence and resilience to persevere when they don't understand something, they are at risk of not achieving their full potential at school.

While we think our tutors are pretty amazing, we know there's no way they can make sure our children perfectly understand every single topic and concept ahead of them at school.

However, what we can do is support pupils in becoming confident and resilient learners, so that when they do face something they don't understand, they have the mindset to figure it out and not give up at the first hurdle or let their frustration prevent them from asking for help.

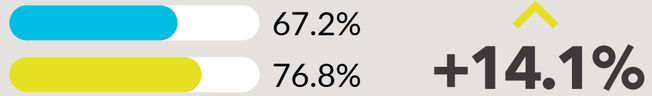
With this in mind, we are really proud to see significant growth in our pupils this year. The percentage of pupils who reported they would give up when they don't understand something decreased by 29.3%.

This is affirmed by the feedback we received from parents. In fact, 85% of parents reported that they noticed an increase in their child's confidence in their learning since attending Tutors United lessons.

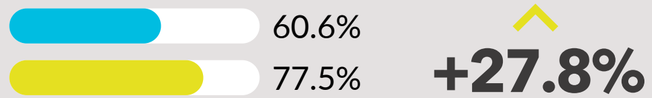


To measure non-cognitive growth, we have pupils do two matching self-assessments. Below shows the percentage of pupils who selected 'Strongly Agree' or 'Agree' to the following statements at the start of the programme (in blue) and at the end (in yellow).

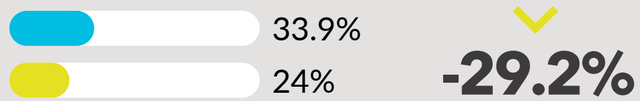
I feel confident in English.



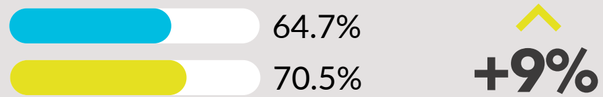
I feel confident in Maths.



When I don't understand things, I get frustrated and want to give up.



I enjoy class work that is challenging.



Outcome 3 Engaging Parents to Support Learning at Home

There are a lot of factors that contribute to the academic success of a child. That's why we want to bring a strong safety net around our children to ensure they don't fall through the cracks.

To do this, we engage the whole family as well as focus on increasing the confidence and resilience of our kids so, as they meet challenges, they have the support at home and the mindset to continue to succeed.

To engage parents and support their ability to engage with their child's learning, we offer parents various types of support. All our parents receive weekly lesson feedback, which outlines what their child is learning, how they are performing against the learning objectives, and any homework that was set that week.

We also send parents progress reports after their child sits each of their assessments, so they can see how their child is getting on and in which areas they need to continue to improve.



Lastly, we offer parents termly parents evenings to review their child's progress reports and offer some activities they can do at home to tackle topics we know pupils struggle with. For many of our parents, they are unfamiliar the methods their child is learning at school, either because it's been a long time since they've been in primary school themselves or because they were educated in a different system altogether. By giving them insight into what their child is learning at school, they are better able to reinforce their learning and help them with their homework.

We ask parents/carers to complete regular surveys to share how they feel about their child's progress and their own development. At the end of the programme, these are the percentages of parents and carers who agreed:

85% the programme has helped them to support their child with their maths & English work

54% they are more confident in their own maths and/or English skills

92% felt supported by Tutors United throughout the pandemic (lockdowns and school closures)



Malachi and Cavelle

Malachi and his mum, Cavelle, started the Family Learning Programme in February 2021.

When Malachi first joined the programme, his tutors noticed he was hesitant to make contributions during lessons. However, over the course of the programme, he became more confident and began to share his thoughts and contribute to group discussions.

It wasn't just his tutors that noticed this change. Both his teacher and mum commented on how much the programme helped build his confidence. Cavelle shared, "it has allowed him to broaden his learning ability."

As part of the Family Learning Programme, Cavelle and Malachi had a creative writing assignment that was meant to give them an opportunity to apply all the skills they learned in their sessions. Their hard work paid off, with them winning the Best Family Project Award at our pupil graduation. However, for Cavelle, the true reward was the "opportunity to bond while working on the project together."

Malachi's success extends beyond this assignment. In fact, despite all the challenges presented by the pandemic and the resulting disruptions, Malachi was able to maintain a 97% attendance rate and make significant strides in his assessments. He progressed by one sub-level in English and by 45% in Maths.

Reflecting on the experience, Malachi said, "Now when I'm in school, I already know what I need to do for some topics because I learnt it at Tutors United."

We are so proud of you, Malachi! Excellent work.

Outcome 4

Supporting and Upskilling Tutors to Build Transferable Skills

Our tutors are vital to our work - so much so it's in our name! That's why we have a robust recruitment and support system to ensure that we not only find the absolute best tutors but also so our tutors have opportunities to develop key transferable skills to support their employment after graduation.

Increasing employment opportunities for young people is an important part of Tutors United, having been founded by a young man with the right grades but not enough experience to find work.

More and more a degree is no longer sufficient in acquiring meaningful employment. That's why we have tailored our tutoring role to best offer university students the opportunity to gain important skills that extend beyond their coursework.

All of our tutors are trained by qualified teachers in how to manage a classroom, deliver lessons at the right level, and manage difficult behaviour. This ensures they are prepared for their role and able to make the most of the opportunity to gain important skills such as:

- adaptive communication
- stakeholder management
- organisation and time management
- leadership and presentation skills

Beyond that, we also give them additional tips and training on how to represent their tutoring experience on their CV and in job interviews with future employers. We know it isn't just about getting the experience, it's about being able to leverage and apply it to fulfil their professional aims.



Why Tutoring with TU is Different... (and better)

There are lots of things that make the TU tutoring experience unique, but here are some of the biggest differences that set us apart:

1 We pay our tutors the London Living Wage.

We will never dispute the benefits of volunteering. However, not everyone can afford to spend their limited free time not in employment.

University students shouldn't have to choose between making money and getting meaningful experiences they can use on their CV. That's why we think it's important that university students have opportunities to earn money and build transferrable skills that will make them stand out in a competitive job market.

2 We prioritise pastoral care for our tutors.

We recognise that our tutors are dealing with a lot of stress. For many it is their first time away from home and for 70% it is the first time balancing paid employment with full-time studying. That's why we make sure that they have access to mental health resources and someone to talk to if they find themselves struggling.

3 We offer tutors professional training.

Working with kids is fun, but also challenging. To equip our tutors with the right tools, they are trained by teaching professionals who bring a wealth of experience to our training offer.

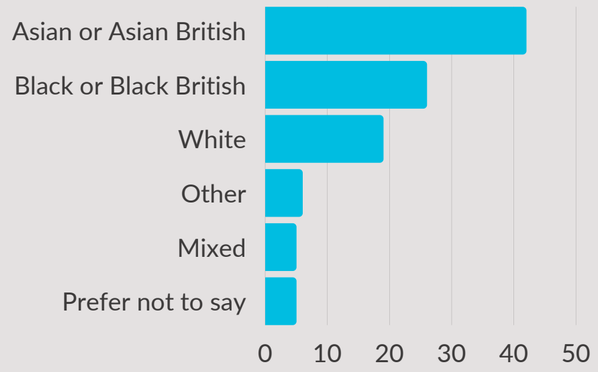
82
university students hired and trained as tutors

70%
tutoring was their first paid employment

47%
grew up in low-income households themselves

£42,186
earned in tutor wages

Tutor Demographics



Long-Term Impact

Supporting Successful Transitions to Secondary School

The purpose of our work is to improve pupils' academic attainment alongside their confidence and resilience so that they enter secondary school with the knowledge and mindset to achieve their full potential as they move beyond primary education.

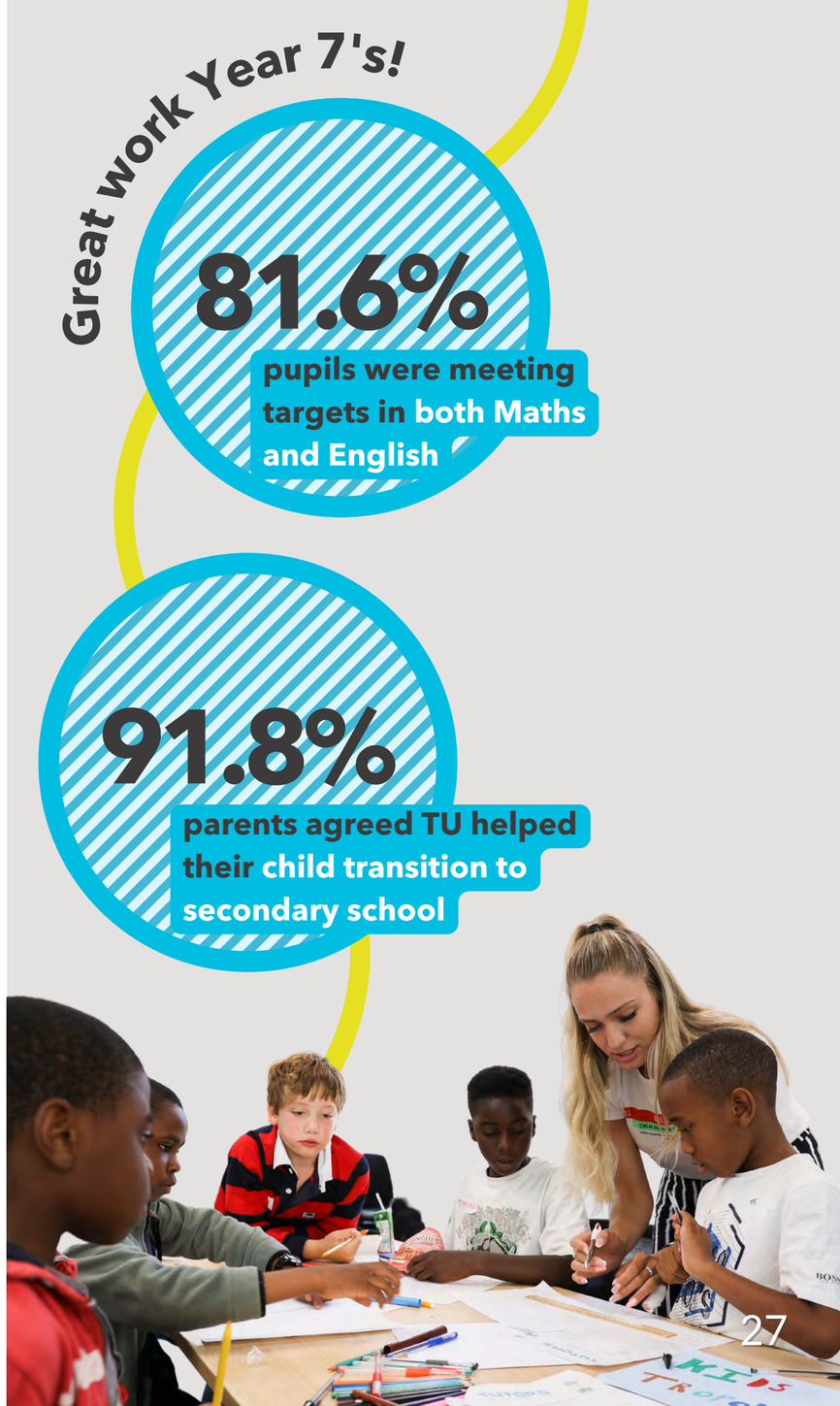
We hold ourselves accountable to this aim by interviewing families a year after their child has graduated from our programme and has completed Year 7. This year, despite everything our pupils continued to do great things.

In fact, 81.6% of the former pupils we spoke to were meeting targets in both Maths and English with 26.5% of them actually performing above average in both subjects. Breaking that down further, 87.8% of pupils were average or above average in Maths and 79.6% were average or above average in English.

Obviously, we know it's not just about attainment. That's why we're so happy to see that 85.7% of parents reported that they noticed an increase in their child's confidence in both subjects as a result of the extra tuition provided by TU.

And if that's not enough to make us burst with pride, 91.8% of parents agreed that Tutors United helped their child transition to secondary school!

One of our brilliant mums, Jan, shared that her daughter, Derya, was "average, but Tutors United helped her become above average." As a result of her child's participation in our lessons, she noticed a 'boost' in her abilities and now can happily report that her daughter is above average in Maths and English. Great work Derya!



Looking Forward

As you've probably noticed, we are all about challenging ourselves and continually trying to enhance the service we provide our families. Forgive us for being cheesy, but we think they are simply the best and therefore deserve the best.

Looking ahead, we don't know what to expect any more than anyone else (although if you know someone with a crystal ball, do let us know!). What we do know is that we will be here doing what we do best - trying new things, learning from our mishaps, and working harder than we thought possible to enhance the support we offer our beneficiaries. That includes our parents, but also our amazing tutors, who have shown so much resilience and have made us proud as punch.

Roll on, next year!

We doubt it will be easy (is it ever?!) but **we are ready** for you.



A special thank you to all of our amazing supporters.





































Registered number: 8595641
Charity number: 1176968

TUTORS UNITED

(A company limited by guarantee)

UNAUDITED

TRUSTEES' REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 JULY 2021

TUTORS UNITED

(A company limited by guarantee)

REFERENCE AND ADMINISTRATIVE DETAILS OF THE COMPANY, ITS TRUSTEES AND ADVISERS FOR THE YEAR ENDED 31 JULY 2021

Trustees	Matthew Corner, Chairman Liam McLaughlin Kartik Rawal (resigned 9 February 2021) Neil Barry Riley Annie Maciver Samreen Shah (appointed 29 October 2021) Laura Wilson (appointed 29 November 2021)
Company registered number	8595641
Charity registered number	1176968
Registered office	127 Farringdon Road London EC1R 3DA
Chief Executive Officer	Joel Davis
Independent Examiner	Dean Howard & Co Chartered Certified Accountants Unit F55 Expressway Studios 1 Dock Road London E16 1AH

TRUSTEES' REPORT
FOR THE YEAR ENDED 31 JULY 2021

The Trustees present their annual report together with the financial statements of the company for the year 1 August 2020 to 31 July 2021. The Annual report serves the purposes of both a Trustees' report and a directors' report under company law. The Trustees confirm that the Annual report and financial statements of the charitable company comply with the current statutory requirements, the requirements of the charitable company's governing document and the provisions of the Statement of Recommended Practice (SORP) applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (effective 1 January 2019).

Since the company qualifies as small under section 382 of the Companies Act 2006, the Strategic report required of medium and large companies under the Companies Act 2006 (Strategic Report and Directors' Report) Regulations 2013 has been omitted.

Financial review

a. Going concern

After making appropriate enquiries, the Trustees have a reasonable expectation that the company has adequate resources to continue in operational existence for the foreseeable future. For this reason, they continue to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the accounting policies.

b. Reserves policy

Tutors United needs reserves to be maintained at a level that:

- Ensures our responsibilities to staff, beneficiaries and partners could be met during a period of unforeseen difficulty
- Underpins long-term commitments, expansion possibilities, and organisational development
- Provides transparency to funders and other stakeholders
- Meet the Trustees' duty to apply our financial resources towards Tutors United’s charitable objectives.

Considering each of these in turn, Tutors United:

- Has some compulsory overheads in the form of salaries, with the notice period for key staff being six-weeks
- Is committed to working towards growth and sustainability
- Needs sufficient reserves to provide security, reliability, and confidence in the organisation's on-going sustainability to potential partners
- Needs to meet expenditure commitments, not only to staff and stakeholders but ultimately to beneficiaries.

Following Tutors United’s requirement assessment, the board will retain at least three months reserves to cover overheads. Tutors United will take steps to maintain reserves at this level, of which at least one month’s worth of reserves should be maintained in a readily realisable form. This reserves policy will be monitored by the Board annually.

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2021

Structure, governance and management

a. Constitution

Tutors United is registered as a charitable company limited by guarantee and was set up by a Memorandum of Association.

b. Methods of appointment or election of Trustees

The management of the company is the responsibility of the Trustees who are elected and co-opted under the terms of the Memorandum of Association.

c. Financial risk management

The Trustees have assessed the major risks to which the company is exposed, in particular those related to the operations and finances of the company, and are satisfied that systems and procedures are in place to mitigate exposure to the major risks.

Members' liability

The Members of the company guarantee to contribute an amount not exceeding £1 to the assets of the company in the event of winding up.

Statement of Trustees' responsibilities

The Trustees (who are also the directors of the company for the purposes of company law) are responsible for preparing the Trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the Trustees to prepare financial statements for each financial year. Under company law, the Trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP (FRS 102);
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards (FRS 102) have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The Trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2021

Approved by order of the members of the board of Trustees on 14 April 2022 and signed on their behalf by:

Joel Davis

INDEPENDENT EXAMINER'S REPORT FOR THE YEAR ENDED 31 JULY 2021

Independent examiner's report to the Trustees of Tutors United ('the company')

I report to the Charity Trustees on my examination of the accounts of the company for the year ended 31 July 2021.

Responsibilities and basis of report

As the Trustees of the company (and its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of the company's accounts carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination, I have followed the Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act.

Independent examiner's statement

Since the company's gross income exceeded £250,000, your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination because I am a member of Association of Chartered Certified Accountants (ACCA), which is one of the listed bodies.

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the company as required by section 386 of the 2006 Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities [applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)].

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

This report is made solely to the company's Trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. My work has been undertaken so that I might state to the company's Trustees those matters I am required to state to them in an Independent examiner's report and for no other purpose. To the fullest extent permitted by law, I do not accept or assume responsibility to anyone other than the company and the company's Trustees as a body, for my work or for this report.

Signed: Dated: 20 April 2022

Dean Dairo FCCA

INDEPENDENT EXAMINER'S REPORT (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2021

Dean Howard & Co
Chartered Certified Accountants
Unit F55
Expressway Studios
1 Dock Road
London
E16 1AH

TUTORS UNITED

(A company limited by guarantee)

STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT) FOR THE YEAR ENDED 31 JULY 2021

	Note	Unrestricted funds 2021 £	Restricted funds 2021 £	Total funds 2021 £	*Total funds 2020 £*
Income from:					
Donations and legacies	3	**101,675**	**190,102**	**291,777**	*114,232*
Investments	4	**47**	**-**	**47**	*265*
Other income	5	**196,809**	**-**	**196,809**	*203,252*
Total income		**298,531**	**190,102**	**488,633**	*317,749*
Expenditure on:					
Raising funds	6	**10,097**	**58,181**	**68,278**	*-*
Charitable activities	7	**224,279**	**111,819**	**336,098**	*292,962*
Total expenditure		**234,376**	**170,000**	**404,376**	*292,962*
Net movement in funds		**64,155**	**20,102**	**84,257**	*24,787*
Reconciliation of funds:					
Total funds brought forward		**90,777**	**10,968**	**101,745**	*76,958*
Net movement in funds		**64,155**	**20,102**	**84,257**	*24,787*
Total funds carried forward		**154,932**	**31,070**	**186,002**	*101,745*

The Statement of financial activities includes all gains and losses recognised in the year.

The notes on pages 10 to 21 form part of these financial statements.

TUTORS UNITED

(A company limited by guarantee)
REGISTERED NUMBER: 8595641

BALANCE SHEET
AS AT 31 JULY 2021

	Note		2021 £		*2020 £*
Fixed assets					
Tangible assets	12		**3,159**		*1,267*
			3,159		*1,267*
Current assets					
Debtors	13	**36,931**		*39,595*	
Cash at bank and in hand		**293,133**		*138,603*	
		330,064		*178,198*	
Creditors: amounts falling due within one year	14	**(147,221)**		*(77,720)*	
Net current assets			**182,843**		*100,478*
Total assets less current liabilities			**186,002**		*101,745*
Net assets excluding pension asset			**186,002**		*101,745*
Total net assets			**186,002**		*101,745*
Charity funds					
Restricted funds	15		**31,070**		*10,968*
Unrestricted funds	15		**154,932**		*90,777*
Total funds			**186,002**		*101,745*

The company was entitled to exemption from audit under section 477 of the Companies Act 2006.

The members have not required the company to obtain an audit for the year in question in accordance with section 476 of Companies Act 2006.

The Trustees acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and preparation of financial statements.

The financial statements have been prepared in accordance with the provisions applicable to entities subject to the small companies regime.

The financial statements were approved and authorised for issue by the Trustees on 14 April 2022 and signed on their behalf by:

BALANCE SHEET (CONTINUED)
AS AT 31 JULY 2021

Matthew Corner
(Chair of Trustees)

The notes on pages 10 to 21 form part of these financial statements.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 JULY 2021

1. General information

The company is limited by guarantee and a registered charity in England. The address of the registered office is given in the company information page of these financial statements.

2. Accounting policies

2.1 Basis of preparation of financial statements

The financial statements have been prepared in accordance with the Charities SORP (FRS 102) - Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Tutors United meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy.

2.2 Income

All income is recognised once the company has entitlement to the income, it is probable that the income will be received and the amount of income receivable can be measured reliably.

Grants are included in the Statement of financial activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the Balance sheet. Where income is received in advance of entitlement of receipt, its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received, the income is accrued.

Income tax recoverable in relation to investment income is recognised at the time the investment income is receivable.

Other income is recognised in the period in which it is receivable and to the extent the goods have been provided or on completion of the service.

2.3 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges are allocated on the portion of the asset’s use.

Expenditure on raising funds includes all expenditure incurred by the company to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

2. Accounting policies (continued)

2.3 Expenditure (continued)

Expenditure on charitable activities is incurred on directly undertaking the activities which further the company's objectives, as well as any associated support costs.

All expenditure is inclusive of irrecoverable VAT.

2.4 Tangible fixed assets and depreciation

Tangible fixed assets costing £NIL or more are capitalised and recognised when future economic benefits are probable and the cost or value of the asset can be measured reliably.

Tangible fixed assets are initially recognised at cost. After recognition, under the cost model, tangible fixed assets are measured at cost less accumulated depreciation and any accumulated impairment losses. All costs incurred to bring a tangible fixed asset into its intended working condition should be included in the measurement of cost.

Depreciation is charged so as to allocate the cost of tangible fixed assets less their residual value over their estimated useful lives on a reducing balance basis.

Depreciation is provided on the following basis:

Office equipment	- 25% on reducing balance

2.5 Debtors

Trade and other debtors are recognised at the settlement amount after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

2.6 Cash at bank and in hand

Cash at bank and in hand includes cash and short-term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

2.7 Liabilities and provisions

Liabilities are recognised when there is an obligation at the Balance sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement and the amount of the settlement can be estimated reliably.

Liabilities are recognised at the amount that the company anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre-tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised in the Statement of financial activities as a finance cost.

2. Accounting policies (continued)

2.8 Pensions

The company operates a defined contribution pension scheme and the pension charge represents the amounts payable by the company to the fund in respect of the year.

2.9 Fund accounting

General funds are unrestricted funds which are available for use at the discretion of the Trustees in furtherance of the general objectives of the company and which have not been designated for other purposes.

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the company for particular purposes. The costs of raising and administering such funds are charged against the specific fund. The aim and use of each restricted fund are set out in the notes to the financial statements.

Investment income, gains and losses are allocated to the appropriate fund.

3. Income from donations and legacies

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total funds 2021 £	*Total funds 2020 £*
Donations	10,825	-	**10,825**	*350*
Grants	90,850	190,102	**280,952**	*113,882*
	101,675	190,102	**291,777**	*114,232*
Total 2020	*10,772*	*103,460*	*114,232*	

4. Investment income

	Unrestricted funds 2021 £	Total funds 2021 £	*Total funds 2020 £*
Investment income	47	**47**	*265*
Total 2020	*265*	*265*	

4. Investment income (continued)

5. Other incoming resources

	Unrestricted funds 2021 £	Total funds 2021 £	*Total funds 2020 £*
Other incoming resources	196,809	**196,809**	*203,252*
Total 2020	*203,252*	*203,252*	

6. Expenditure on raising funds

Costs of raising voluntary income

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total funds 2021 £	*Total funds 2020 £*
Advertising and promotions	10,097	-	**10,097**	-
Wages and salaries	-	58,181	**58,181**	-
	10,097	58,181	**68,278**	-

7. Analysis of expenditure on charitable activities

Summary by fund type

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total funds 2021 £	*Total funds 2020 £*
Charitable activities	224,279	111,819	**336,098**	*292,962*
Total 2020	*189,502*	*103,460*	*292,962*	

8. Analysis of expenditure by activities

	Support costs 2021 £	Total funds 2021 £	*Total funds 2020 £*
Charitable activities	336,098	**336,098**	*292,962*
Total 2020	*292,962*	*292,962*	

8. Analysis of expenditure by activities (continued)

Analysis of charitable activities

	Activities 2021 £	Total funds 2021 £	*Total funds 2020 £*
Staff costs	193,625	**193,625**	*177,680*
Depreciation	1,053	**1,053**	*422*
Tutoring fees	42,186	**42,186**	*29,356*
Office costs	2,832	**2,832**	*842*
Telephone	2,231	**2,231**	*1,892*
Computer costs	5,034	**5,034**	*15,491*
Rent and rates	-	**-**	*17,901*
Printing, postage and stationery	1,701	**1,701**	*928*
Advertising and promotions	177	**177**	*7,852*
Travel and subsistence	5,680	**5,680**	*7,083*
Staff training	7,962	**7,962**	*4,974*
Staff welfare	1,898	**1,898**	*4,385*
Recruitment costs	575	**575**	*743*
Insurance	607	**607**	*681*
Consultancy	50,220	**50,220**	*561*
Accountancy fees	5,374	**5,374**	*3,330*
Bank charges	96	**96**	*38*
Sundry expenses	171	**171**	*1,716*
Web hosting	4,431	**4,431**	*1,191*
Legal and professional fees	-	**-**	*300*
Repairs and renewals	226	**226**	*263*
Storage costs	2,583	**2,583**	*-*
Learning materials	11,516	**11,516**	*10,685*
Hire of hall	(4,080)	**(4,080)**	*4,648*
	336,098	**336,098**	*292,962*
Total 2020	*292,962*	*292,962*	

9. Independent examiner's remuneration

The independent examiner's remuneration amounts to an independent examiner fee of £2,220 (*2020 - £1,800*).

10. Staff costs

	2021 £	2020 £
Wages and salaries	**224,822**	*161,076*
Social security costs	**21,366**	*11,860*
Contribution to defined contribution pension schemes	**5,617**	*4,744*
	251,805	*177,680*

The average number of persons employed by the company during the year was as follows:

	2021 No.	2020 No.
	8	*6*

No employee received remuneration amounting to more than £60,000 in either year.

11. Trustees' remuneration and expenses

During the year, no Trustees received any remuneration or other benefits *(2020 - £NIL)*.

During the year ended 31 July 2021, no Trustee expenses have been incurred *(2020 - £NIL)*.

12. Tangible fixed assets

	Office equipment £
Cost or valuation	
At 1 August 2020	**4,431**
Additions	**2,945**
At 31 July 2021	**7,376**

12. Tangible fixed assets (continued)

	Office equipment £
Depreciation	
At 1 August 2020	**3,164**
Charge for the year	**1,053**
At 31 July 2021	**4,217**
Net book value	
At 31 July 2021	**3,159**
At 31 July 2020	*1,267*

13. Debtors

	2021 £	*2020 £*
Due after more than one year		
Trade debtors	**23,107**	*39,301*
Prepayments and accrued income	**13,530**	*-*
	36,637	*39,301*
Due within one year		
Other debtors	**294**	*294*
	36,931	*39,595*

14. Creditors: Amounts falling due within one year

	2021 £	*2020 £*
Trade creditors	**-**	*20,741*
Other taxation and social security	**12,176**	*-*
Pension fund loan payable	**1,089**	*953*
Accruals and deferred income	**133,956**	*56,026*
	147,221	*77,720*

14. Creditors: Amounts falling due within one year (continued)

	2021	*2020*
	£	*£*

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 JULY 2021

15. Statement of funds

Statement of funds - current year

	Balance at 1 August 2020 £	Income £	Expenditure £	Balance at 31 July 2021 £
Unrestricted funds				
General Funds - all funds	**90,777**	**298,531**	**(234,376)**	**154,932**
Restricted funds				
Restricted Funds - all funds	**10,968**	**190,102**	**(170,000)**	**31,070**
Total of funds	**101,745**	**488,633**	**(404,376)**	**186,002**

15. Statement of funds (continued)

Statement of funds - prior year

	Balance at 1 August 2019 £	*Income £*	*Expenditure £*	*Balance at 31 July 2020 £*
Unrestricted funds				
General Funds - all funds	*65,990*	*214,289*	*(189,502)*	*90,777*
Restricted funds				
Restricted Funds - all funds	*10,968*	*103,460*	*(103,460)*	*10,968*
Total of funds	*76,958*	*317,749*	*(292,962)*	*101,745*

16. Summary of funds

Summary of funds - current year

	Balance at 1 August 2020 £	**Income £**	**Expenditure £**	**Balance at 31 July 2021 £**
General funds	**90,777**	**298,531**	**(234,376)**	**154,932**
Restricted funds	**10,968**	**190,102**	**(170,000)**	**31,070**
	101,745	**488,633**	**(404,376)**	**186,002**

Summary of funds - prior year

	Balance at 1 August 2019 £	*Income £*	*Expenditure £*	*Balance at 31 July 2020 £*
General funds	*65,990*	*214,289*	*(189,502)*	*90,777*
Restricted funds	*10,968*	*103,460*	*(103,460)*	*10,968*
	76,958	*317,749*	*(292,962)*	*101,745*

17. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total funds 2021 £
Tangible fixed assets	3,159	-	**3,159**
Debtors due after more than one year	36,638	-	**36,638**
Current assets	262,355	31,070	**293,425**
Creditors due within one year	(147,221)	-	**(147,221)**
Total	154,931	31,070	**186,001**

Analysis of net assets between funds - prior year

	Unrestricted funds 2020 £	*Restricted funds 2020 £*	*Total funds 2020 £*
Tangible fixed assets	*1,267*	-	*1,267*
Debtors due after more than one year	*39,301*	-	*39,301*
Current assets	*127,929*	*10,968*	*138,897*
Creditors due within one year	*(77,720)*	-	*(77,720)*
Total	*90,777*	*10,968*	*101,745*

18. Pension commitments

The company operates a defined contributions pension scheme. The assets of the scheme are held separately from those of the company in an independently administered fund. The pension cost charge represents contributions payable by the company to the fund and amounted to £5,617 (2020 - £4,744). Contributions totalling £1,089 (2020 - £953) were payable to the fund at the balance sheet date and are included in creditors.

19. Related party transactions

The company has not entered into any related party transaction during the year, nor are there any outstanding balances owing between related parties and the company at 31 July 2021.