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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!

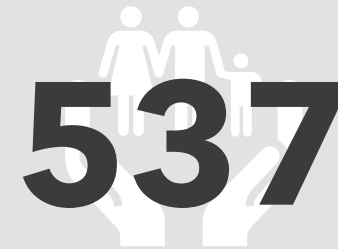
2020-21 at a Glance



82
university students
hired and trained
as tutors



2,736
hours of
online tutorials in
Maths and English

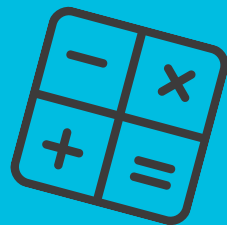


537
families engaged
across the
academic year

after 12 hours of tuition, pupils
progressed by an average of:



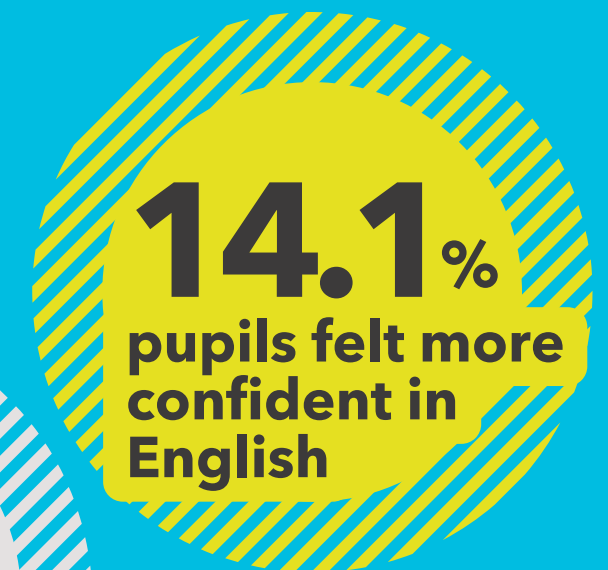
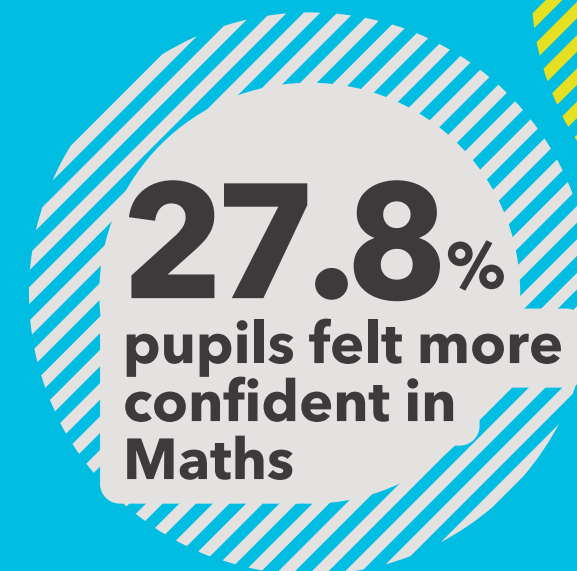
2 sub-levels
in English



29% in
Maths



£42,186
into the
pockets of
university students



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



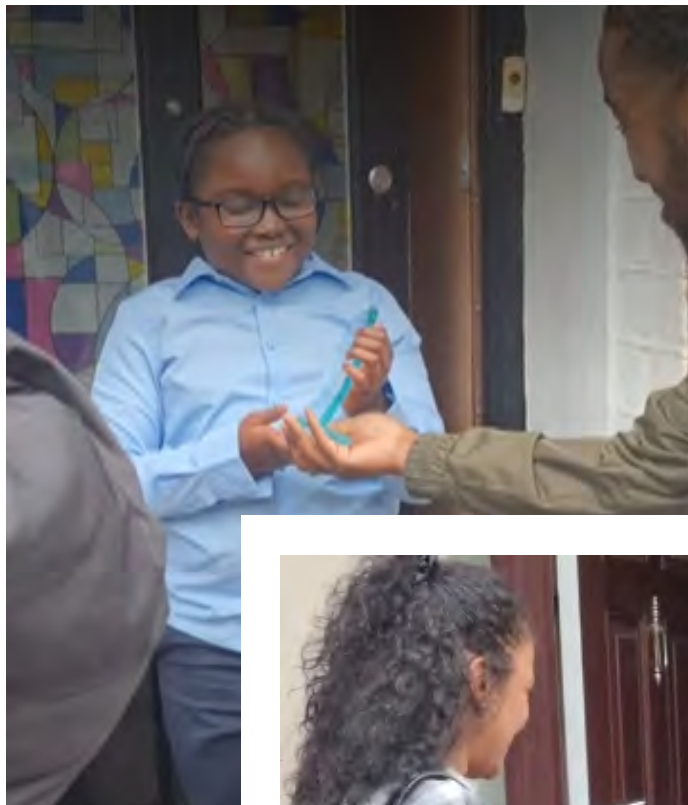
Deliver tutorials in core
subjects that support the
National Curriculum



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!

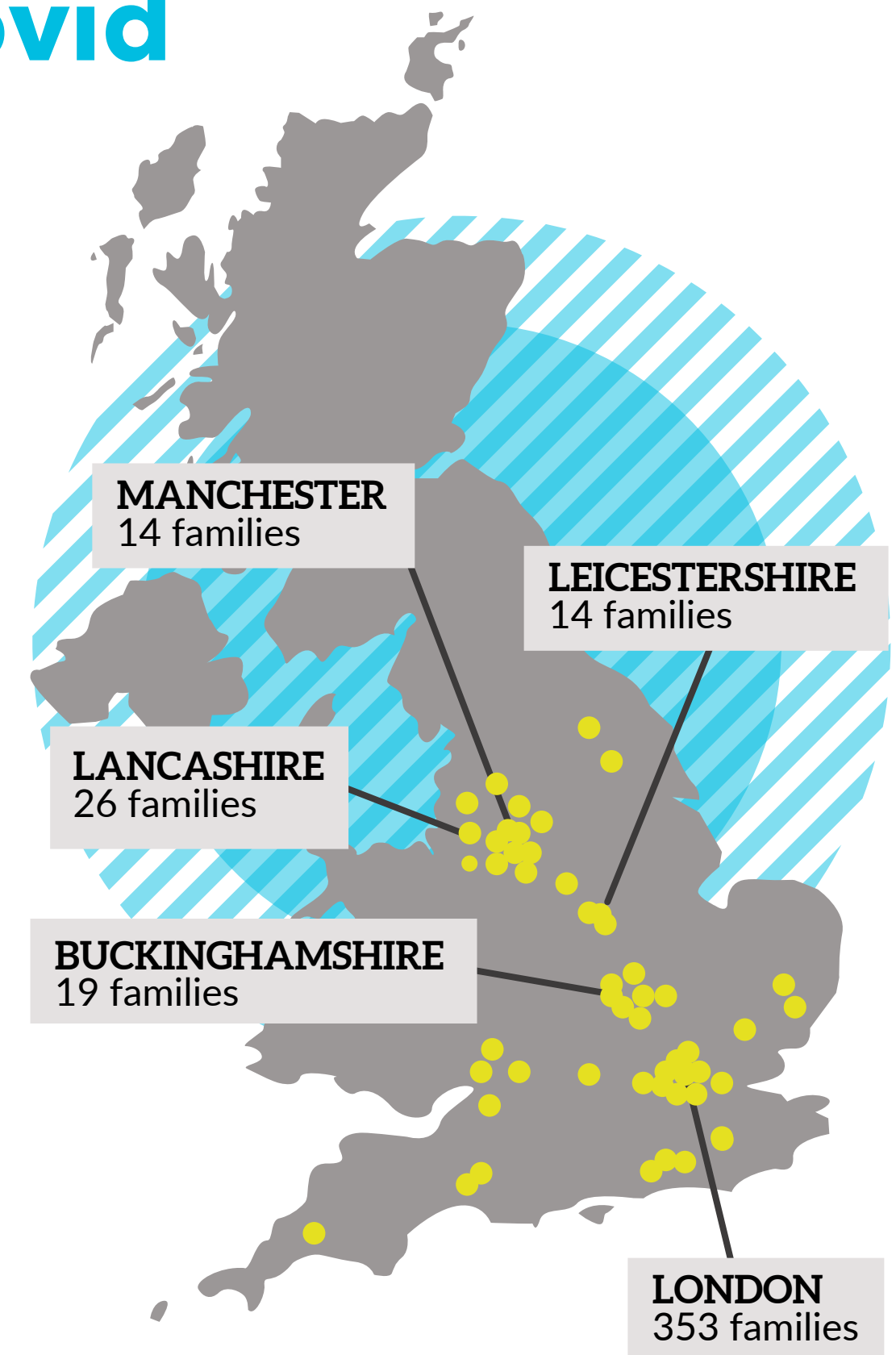
This year has been a period of many firsts for Tutors United. Our geographic reach was wider than ever before with just under a third of our families living outside London, our base city. Our tutor cohort was the largest it has ever been with 82 university students being hired and trained to work as 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.



Halima

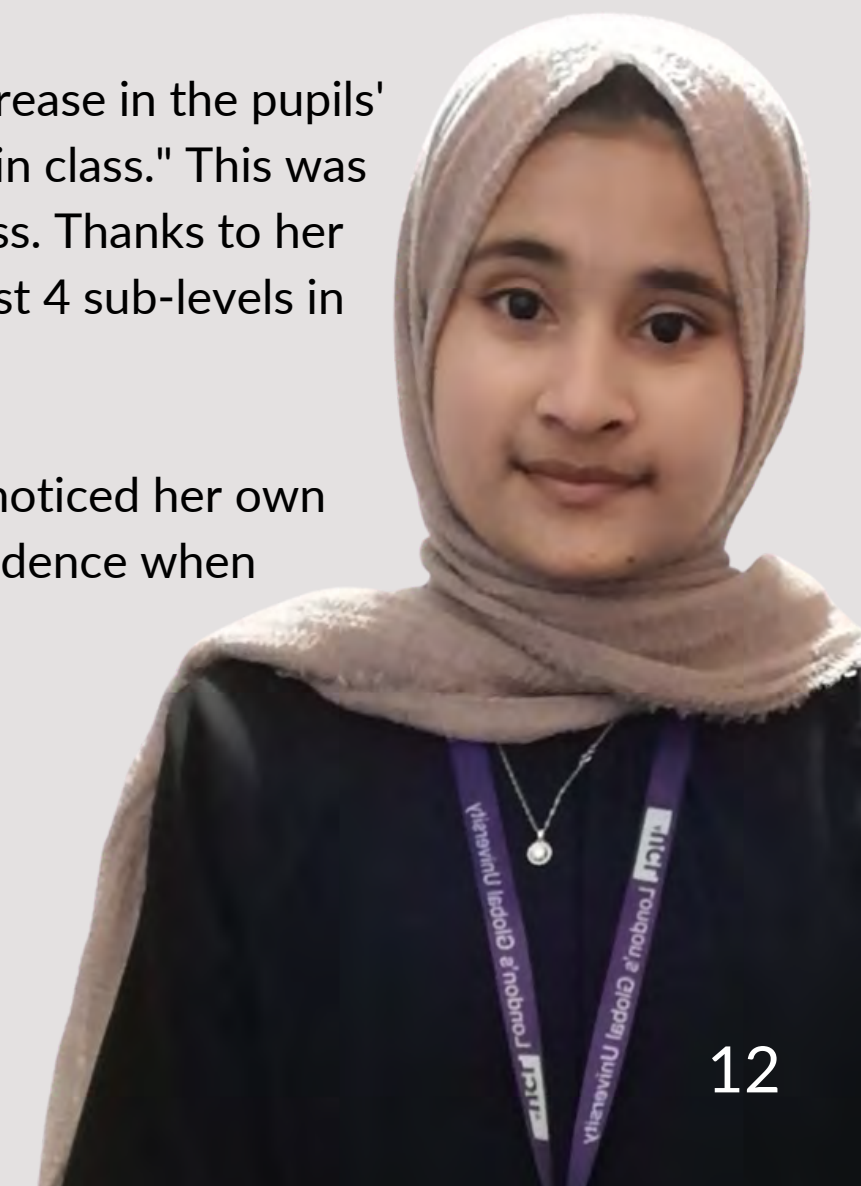
Tutoring always comes with its challenges and rewards. Tutoring during the pandemic? You could say double the challenges and double the rewards!

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 Esmée 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.

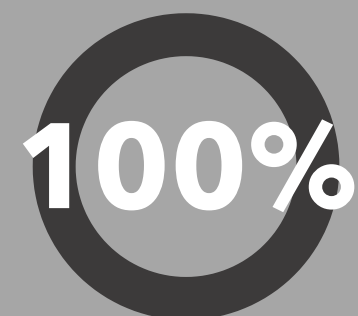
This was affirmed by the quantitative analysis which found that pupils had made excellent progress in both subjects, even outperforming last year's cohort by 0.2-0.5 points in English and 10%-15% in maths.

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!

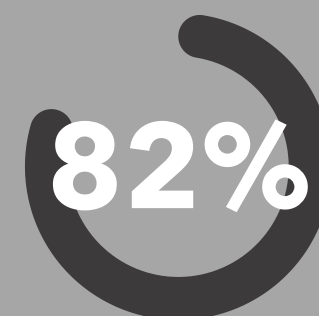
All in all, the findings gave us a lot to be proud of and a lot to consider as we move forward into next year.



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

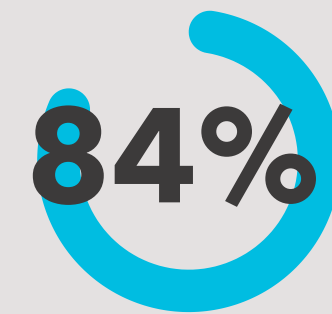
Even before Covid, the average attainment gap at the end of Key Stage 2 for low-income families, when compared to their wealthier peers, was 9.5 months. The situation has only been exacerbated by school closures and nationwide lockdowns, which resulted in huge amounts of learning loss.

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

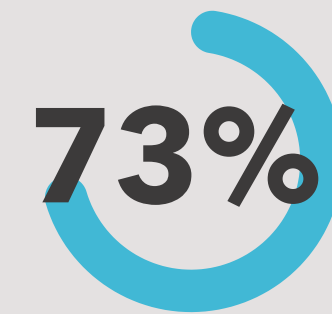
While there has been a degree of catching up, the fact remains that pupils from low-income backgrounds still have more ground to cover and will face greater challenges in catching up to their peers. With this in mind, we are particularly proud of the significant progress our pupils from lower socioeconomic 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

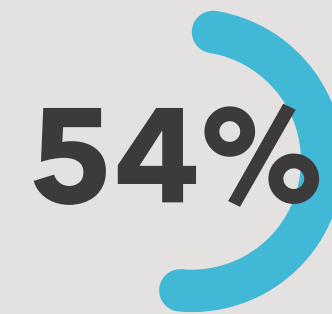
Here's a breakdown of our 2020-21 cohort of families:



had a combined family income of less than £30,000



were eligible for means-tested benefits



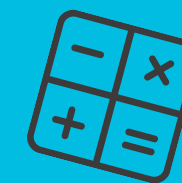
were eligible for Free School Meals

Attainment of pupils from low-income backgrounds

after 12 hours of tuition, pupils progressed by an average of:



sub-levels in English



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:

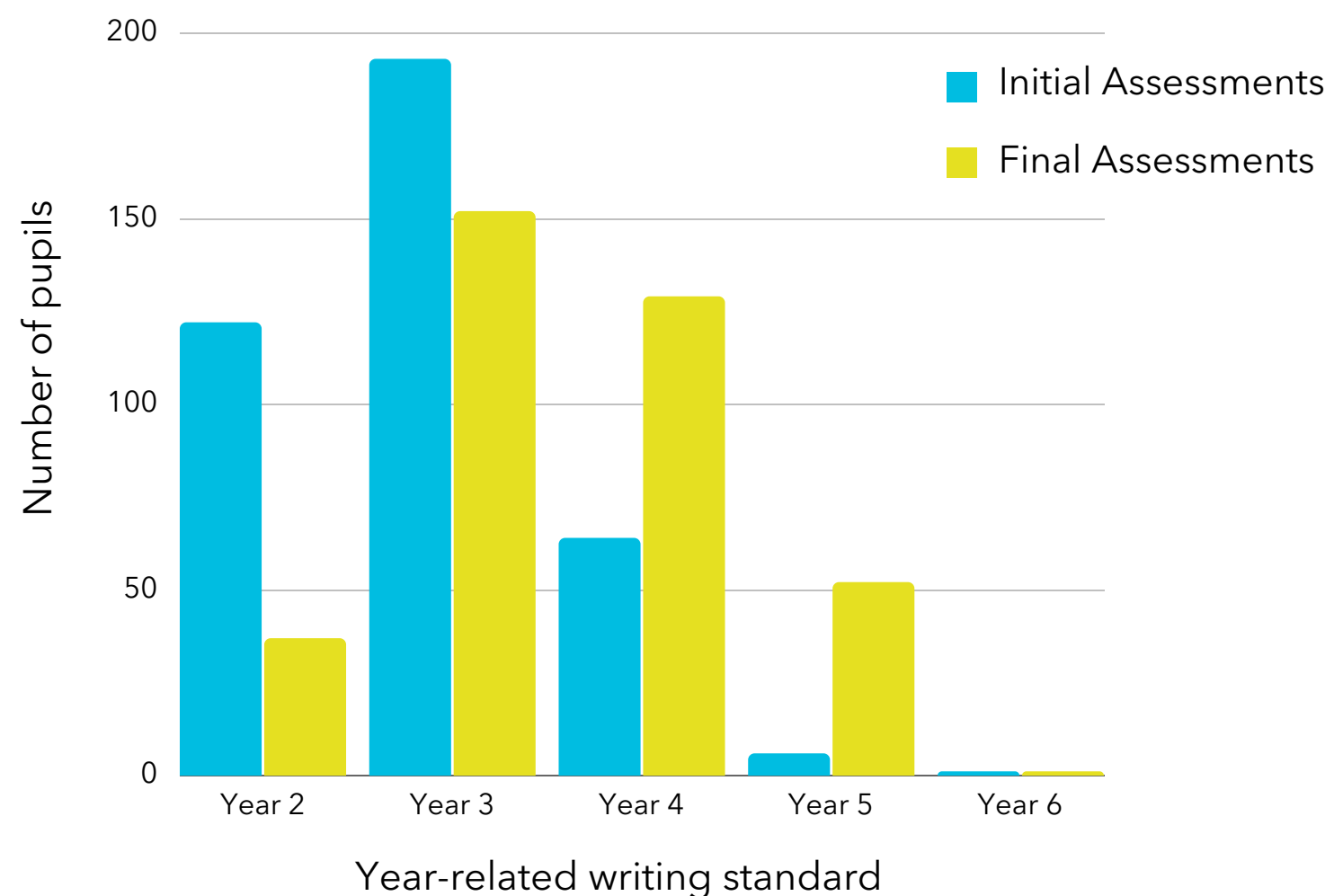


**This Black Superhero is brave
He puts his life to the test to save
Everytime he hears a crash
He would care and rarely would smash
Pop Smith never kills
But is loving and chill
He spares the lives of his enemies
And changes them into Frienemies
He always works alone
And never gets jacked by a clone
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.



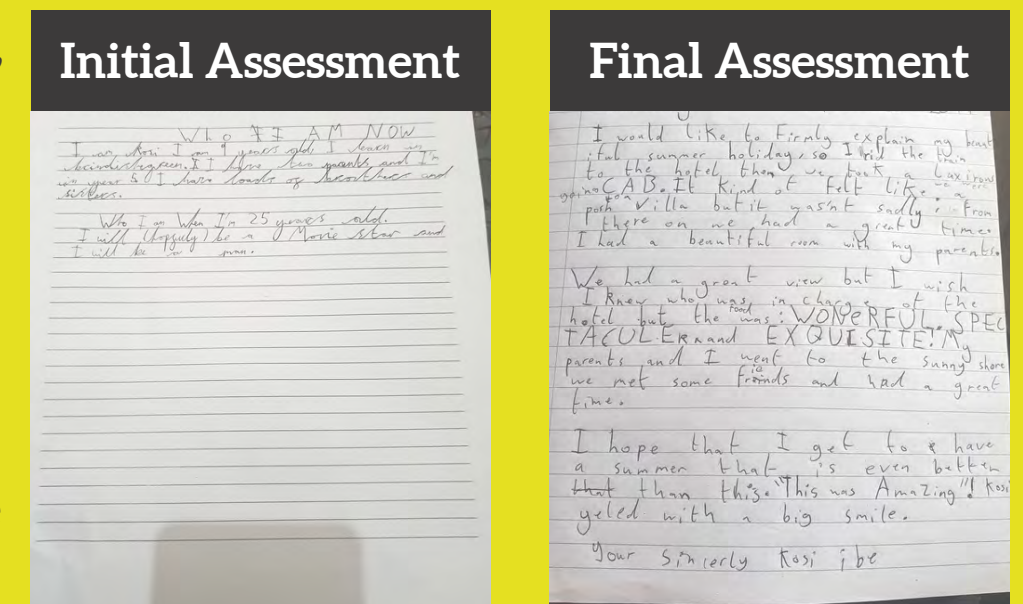
Kosi

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!



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.

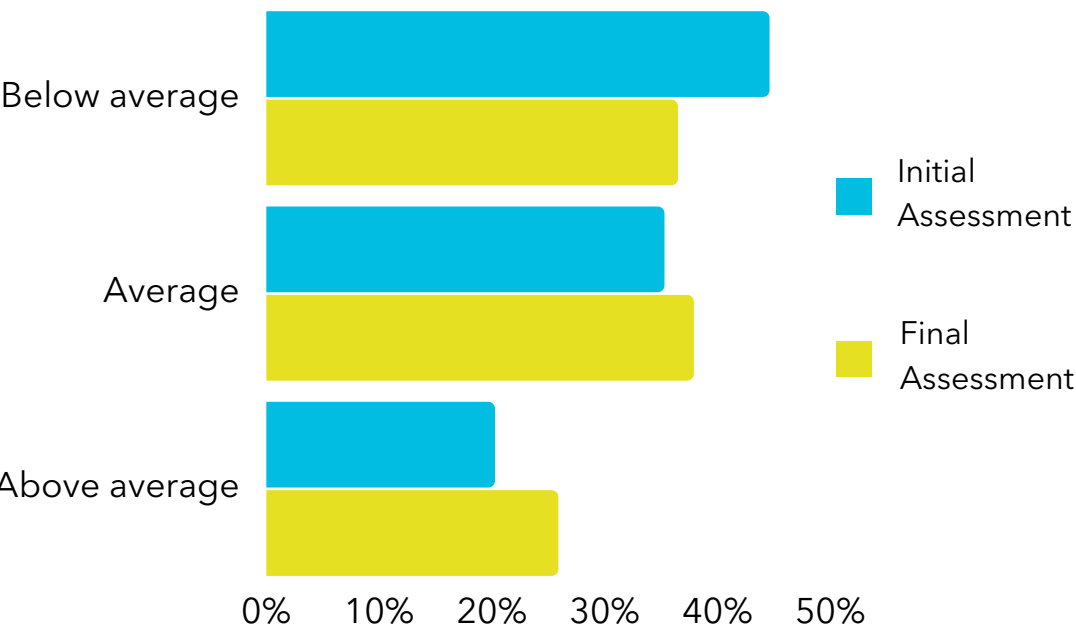
1. Evans, Danielle and Andy P. Field. 2020 Maths attitudes, school affect and teacher characteristics as predictors of maths attainment trajectories in primary and secondary education. The Royal Society. <https://doi.org/10.1098/rsos.200975>
2. Weidmann, B., Allen, R., Bibby, D., Coe, R., James, L., 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



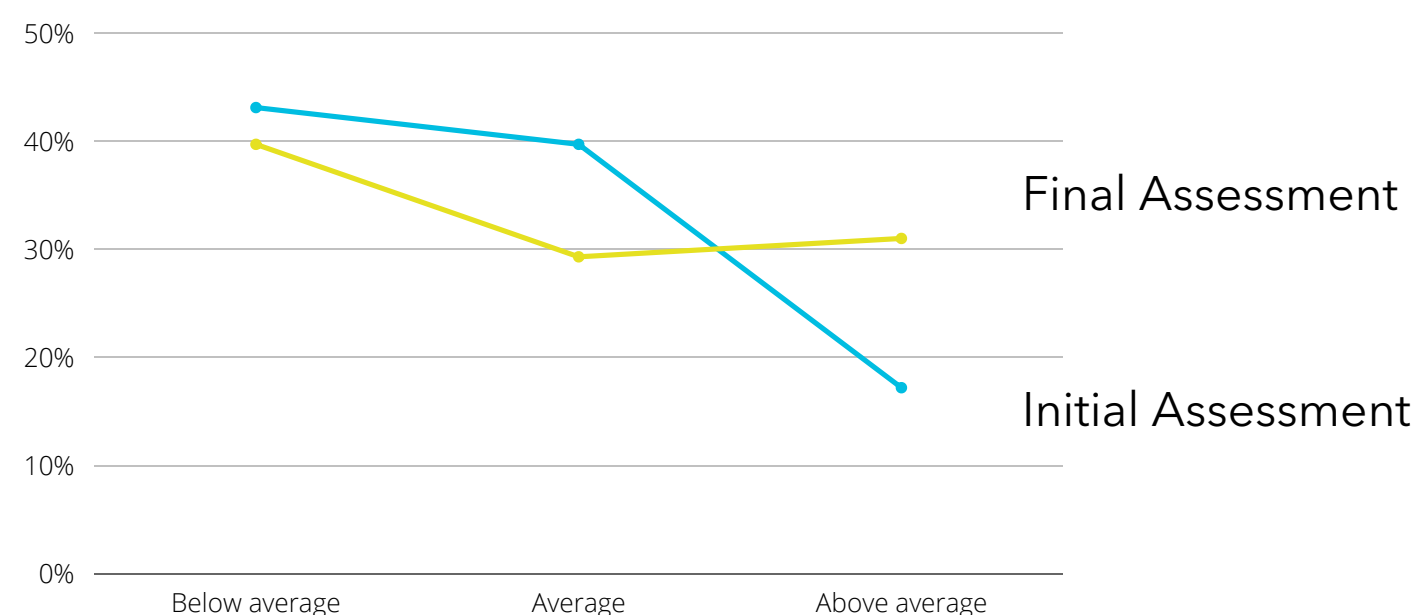
What about pupils who statistically face greater challenges in maths?

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.

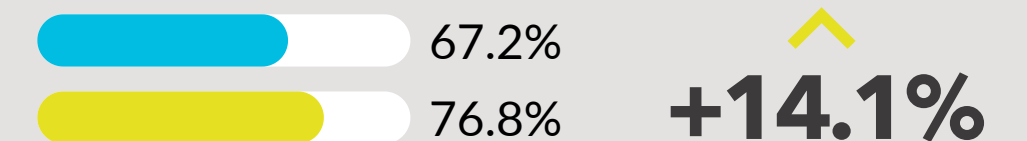
With this in mind, we are really proud to see significant growth in our pupils this year. The percentage of pupils who reported they would give up when they don't understand something decreased by 29.3%.

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.

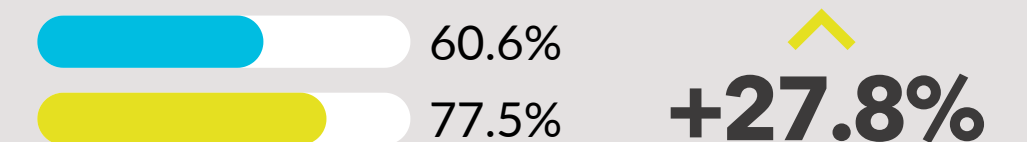


To measure non-cognitive growth, we have pupils do two matching self-assessments. Below shows the percentage of pupils who selected 'Strongly Agree' or 'Agree' to the following statements at the start of the programme (in blue) and at the end (in yellow).

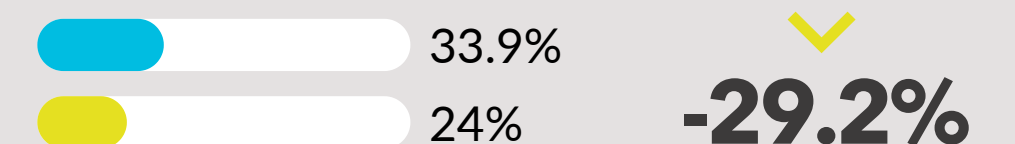
I feel confident in English.



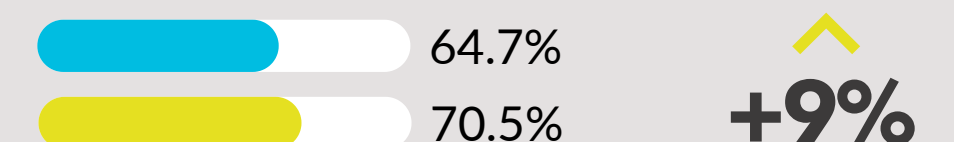
I feel confident in Maths.



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.



**"It has
been such
a valuable
experience
that I will
always hold
dear to me."**

Zainab
Tutor, 2020-21

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

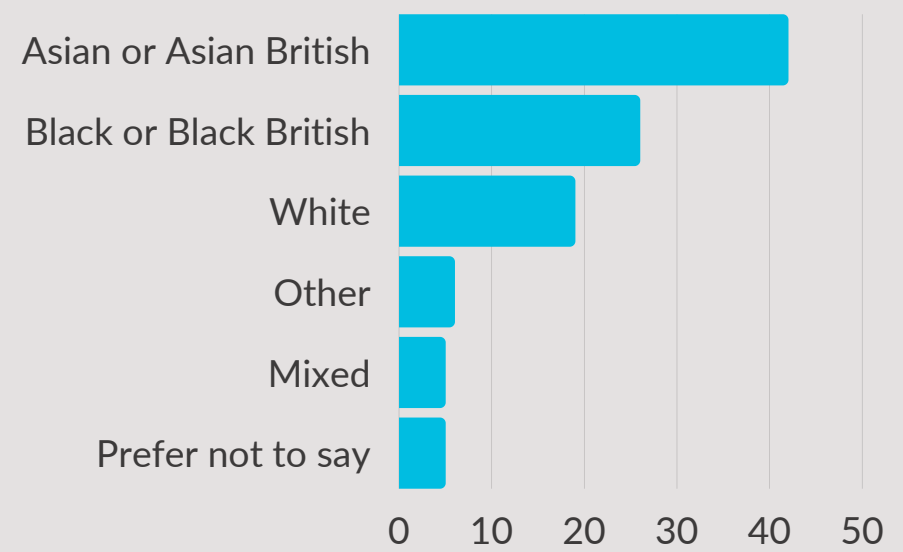
70%
tutoring was their first
paid employment

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!

Great work Year 7's!

81.6%

pupils were meeting targets in both Maths and English

91.8%

parents agreed TU helped their child transition to secondary school



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.



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

TUTORS UNITED
(A company limited by guarantee)

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.

TUTORS UNITED
(A company limited by guarantee)

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.

TUTORS UNITED
(A company limited by guarantee)

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

TUTORS UNITED
(A company limited by guarantee)

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

TUTORS UNITED
(A company limited by guarantee)

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
		<u>3,159</u>	<u>1,267</u>
Current assets			
Debtors	13	36,931	39,595
Cash at bank and in hand		293,133	138,603
		<u>330,064</u>	<u>178,198</u>
Creditors: amounts falling due within one year	14	(147,221)	(77,720)
Net current assets		<u>182,843</u>	<u>100,478</u>
Total assets less current liabilities		<u>186,002</u>	<u>101,745</u>
Net assets excluding pension asset		<u>186,002</u>	<u>101,745</u>
Total net assets		<u><u>186,002</u></u>	<u><u>101,745</u></u>
Charity funds			
Restricted funds	15	31,070	10,968
Unrestricted funds	15	154,932	90,777
Total funds		<u><u>186,002</u></u>	<u><u>101,745</u></u>

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:

TUTORS UNITED
(A company limited by guarantee)
REGISTERED NUMBER: 8595641

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.

TUTORS UNITED
(A company limited by guarantee)

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.

TUTORS UNITED
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2021**

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.

TUTORS UNITED
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2021**

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 £	<i>Total funds 2020 £</i>
Donations	10,825	-	10,825	350
Grants	90,850	190,102	280,952	113,882
	<u>101,675</u>	<u>190,102</u>	<u>291,777</u>	<u>114,232</u>
<i>Total 2020</i>	<u>10,772</u>	<u>103,460</u>	<u>114,232</u>	

4. Investment income

	Unrestricted funds 2021 £	Total funds 2021 £	<i>Total funds 2020 £</i>
Investment income	47	47	265
	<u>47</u>	<u>47</u>	<u>265</u>
<i>Total 2020</i>	<u>265</u>	<u>265</u>	

TUTORS UNITED
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2021**

4. Investment income (continued)

5. Other incoming resources

	Unrestricted funds 2021 £	Total funds 2021 £	<i>Total funds 2020 £</i>
Other incoming resources	196,809	196,809	203,252
	<u> </u>	<u> </u>	<u> </u>
<i>Total 2020</i>	<u>203,252</u>	<u>203,252</u>	

6. Expenditure on raising funds

Costs of raising voluntary income

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total funds 2021 £	<i>Total funds 2020 £</i>
Advertising and promotions	10,097	-	10,097	-
Wages and salaries	-	58,181	58,181	-
	<u>10,097</u>	<u>58,181</u>	<u>68,278</u>	<u>-</u>

TUTORS UNITED
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2021**

7. Analysis of expenditure on charitable activities

Summary by fund type

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total funds 2021 £	<i>Total funds 2020 £</i>
Charitable activities	224,279	111,819	336,098	292,962
	<u>224,279</u>	<u>111,819</u>	<u>336,098</u>	
<i>Total 2020</i>	<u>189,502</u>	<u>103,460</u>	<u>292,962</u>	

8. Analysis of expenditure by activities

	Support costs 2021 £	Total funds 2021 £	<i>Total funds 2020 £</i>
Charitable activities	336,098	336,098	292,962
	<u>336,098</u>	<u>336,098</u>	
<i>Total 2020</i>	<u>292,962</u>	<u>292,962</u>	

TUTORS UNITED
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2021**

8. Analysis of expenditure by activities (continued)

Analysis of charitable activities

	Activities 2021 £	Total funds 2021 £	<i>Total funds 2020 £</i>
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
	<u>336,098</u>	<u>336,098</u>	<u>292,962</u>
<i>Total 2020</i>	<u>292,962</u>	<u>292,962</u>	

9. Independent examiner's remuneration

The independent examiner's remuneration amounts to an independent examiner fee of £2,220 (2020 - £1,800).

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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2021**

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
	<u>251,805</u>	<u>177,680</u>

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

	2021 No.	2020 No.
	<u>8</u>	<u>6</u>

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
	<u>7,376</u>
At 31 July 2021	

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**NOTES TO THE FINANCIAL STATEMENTS
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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

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14. Creditors: Amounts falling due within one year (continued)

2021	2020
£	£

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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	<u>90,777</u>	<u>298,531</u>	<u>(234,376)</u>	<u>154,932</u>
Restricted funds				
Restricted Funds - all funds	<u>10,968</u>	<u>190,102</u>	<u>(170,000)</u>	<u>31,070</u>
Total of funds	<u><u>101,745</u></u>	<u><u>488,633</u></u>	<u><u>(404,376)</u></u>	<u><u>186,002</u></u>

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**NOTES TO THE FINANCIAL STATEMENTS
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15. Statement of funds (continued)

Statement of funds - prior year

	<i>Balance at 1 August 2019 £</i>	<i>Income £</i>	<i>Expenditure £</i>	<i>Balance at 31 July 2020 £</i>
Unrestricted funds				
General Funds - all funds	65,990	214,289	(189,502)	90,777
	<u>65,990</u>	<u>214,289</u>	<u>(189,502)</u>	<u>90,777</u>
Restricted funds				
Restricted Funds - all funds	10,968	103,460	(103,460)	10,968
	<u>10,968</u>	<u>103,460</u>	<u>(103,460)</u>	<u>10,968</u>
Total of funds	<u>76,958</u>	<u>317,749</u>	<u>(292,962)</u>	<u>101,745</u>

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
	<u>101,745</u>	<u>488,633</u>	<u>(404,376)</u>	<u>186,002</u>

Summary of funds - prior year

	<i>Balance at 1 August 2019 £</i>	<i>Income £</i>	<i>Expenditure £</i>	<i>Balance at 31 July 2020 £</i>
General funds	65,990	214,289	(189,502)	90,777
Restricted funds	10,968	103,460	(103,460)	10,968
	<u>76,958</u>	<u>317,749</u>	<u>(292,962)</u>	<u>101,745</u>

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NOTES TO THE FINANCIAL STATEMENTS
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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

	<i>Unrestricted funds 2020 £</i>	<i>Restricted funds 2020 £</i>	<i>Total funds 2020 £</i>
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.

