

# Contents

## 2 Annual Report

- 4 Introductions from Our CEO and Chair
- 6 The TU 2021-22 Report Card
- 7 Who We Serve
- 8 What We Do
- 10 Our Theory of Change
- 11 Families and the Future of Learning
- 15 TU Goes Multilingual
- 16 Our Work in The Midlands
- 19 Raising Attainment
- 22 Building Confident and Resilient Learners
- 29 Our Long-Term Impact
- 30 Our Tutors in Numbers
- 31 Our Growing Commitment to Our Tutors

- 34 Celebrating 6 Years with  
City University's Micro-Placement Programme

- 35 Our Partners

- 36 A Message from Our New Chief Executive

## 38 Financial Accounts

- 39 Reference and administrative details of the  
company, its Trustees and advisers
- 40-43 Trustees' report
- 44-45 Independent examiner's report
- 46 Statement of financial activities
- 47-48 Balance sheet
- 49-60 Notes to the financial statements







**TUTORS**  
UNITED

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# 2021-22 ANNUAL REPORT

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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



**564**

families  
supported



**103**

tutors hired,  
trained and paid



**2,909**

hours of tutoring  
delivered



**45**

locations  
served



**1.5** sub-  
levels

average progress in  
English after 12  
hours of tutoring



**48%**

average progress in  
Maths after 12 hours  
of tutoring



**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)

Black or Black British

Asian or Asian British

White

Mixed

Other Ethnic Group

Prefer Not To Say

0% 10% 20% 30% 40%

12.7k likes

tutorsunited #FacesofTU



# 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



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.



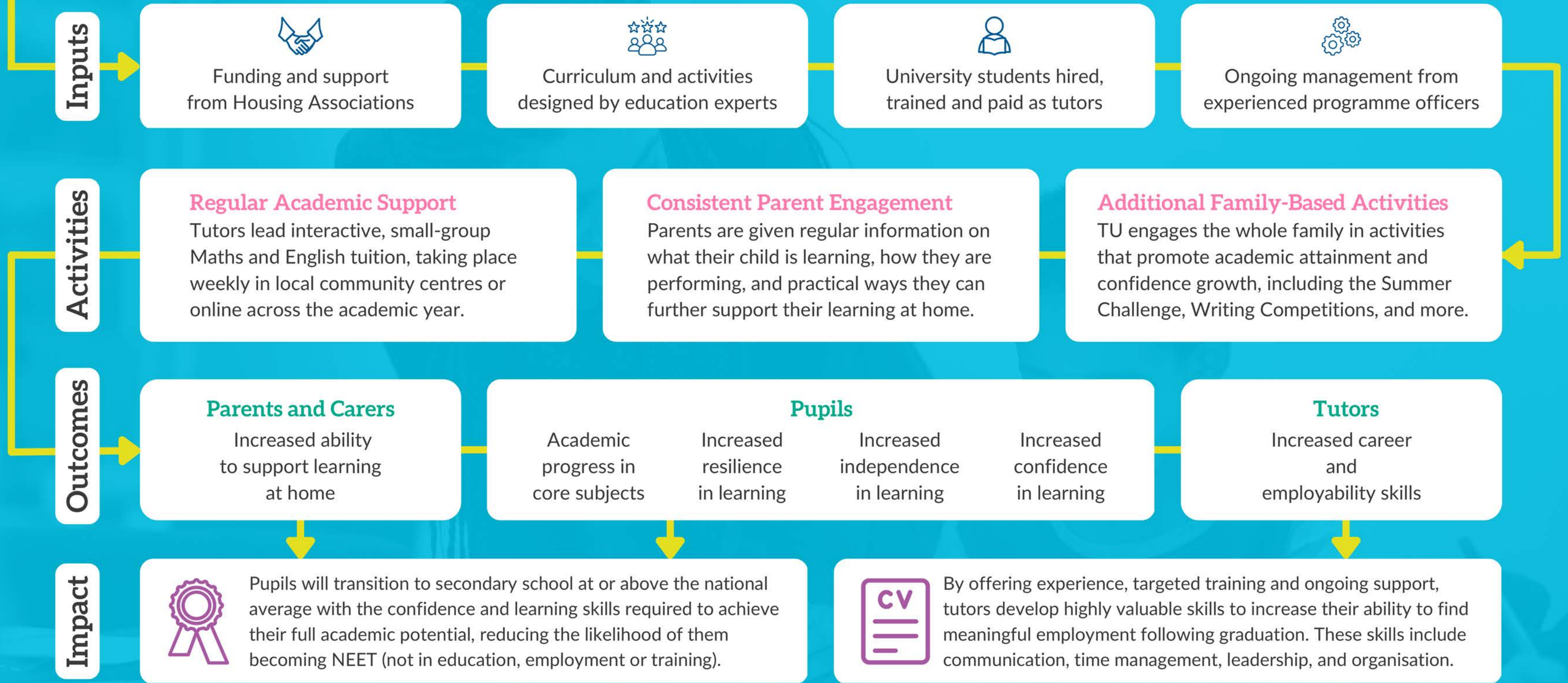
**Kimberley Wadham-Castles**

Head of Resident Engagement  
One Housing





# Our Theory of Change





# 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.

**مفت**  
TUTORS UNITED a2dominion

ریاضی اور انگریزی کی تعلیم برائے  
سال 4، 5 اور 6

→ مکمل طور پر تربیت یافتہ اساتذہ

→ کلاسوں کے چھوٹے سائز

→ قومی نصاب کے مطابق

→ طلباء کو ہفتہ وار فیڈ بیک

اپنے بچے کے لیے جگہ مختص کروانے کے لیے۔  
کیو آر کوڈ کو اسکین کریں اور شامل ہونے کے لیے  
ہماری ویب سائٹ پر اگلے مراحل کو مکمل کریں  
<https://tutorsunited.org/parents-families/register-your-child/>

Monday - Thursday  
ستمبر 2022 سے شروع کرتے ہوئے  
شام 4-5 | شام 5-6

مزید معلومات کے لیے، رابطہ کریں  
programmes@tutorsunited.org  
اختیار 1 654466 03003





## 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.



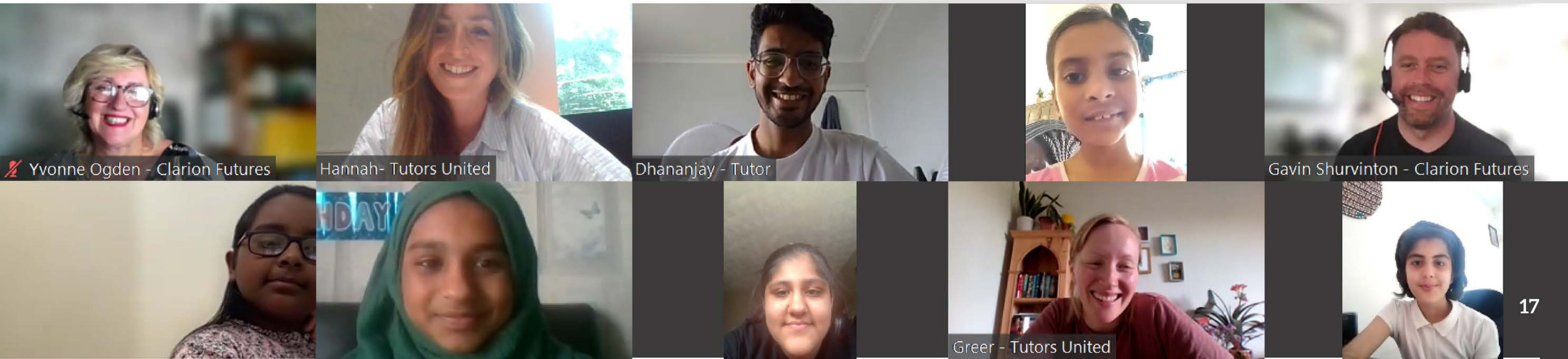
"50% of wards in Birmingham rank in the top 10% of literacy need in England," according to research from the Literacy Trust and Experian. Through continuing our work in these wards and beyond, we can provide more families with the learning support they need and reduce educational inequalities, increasing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

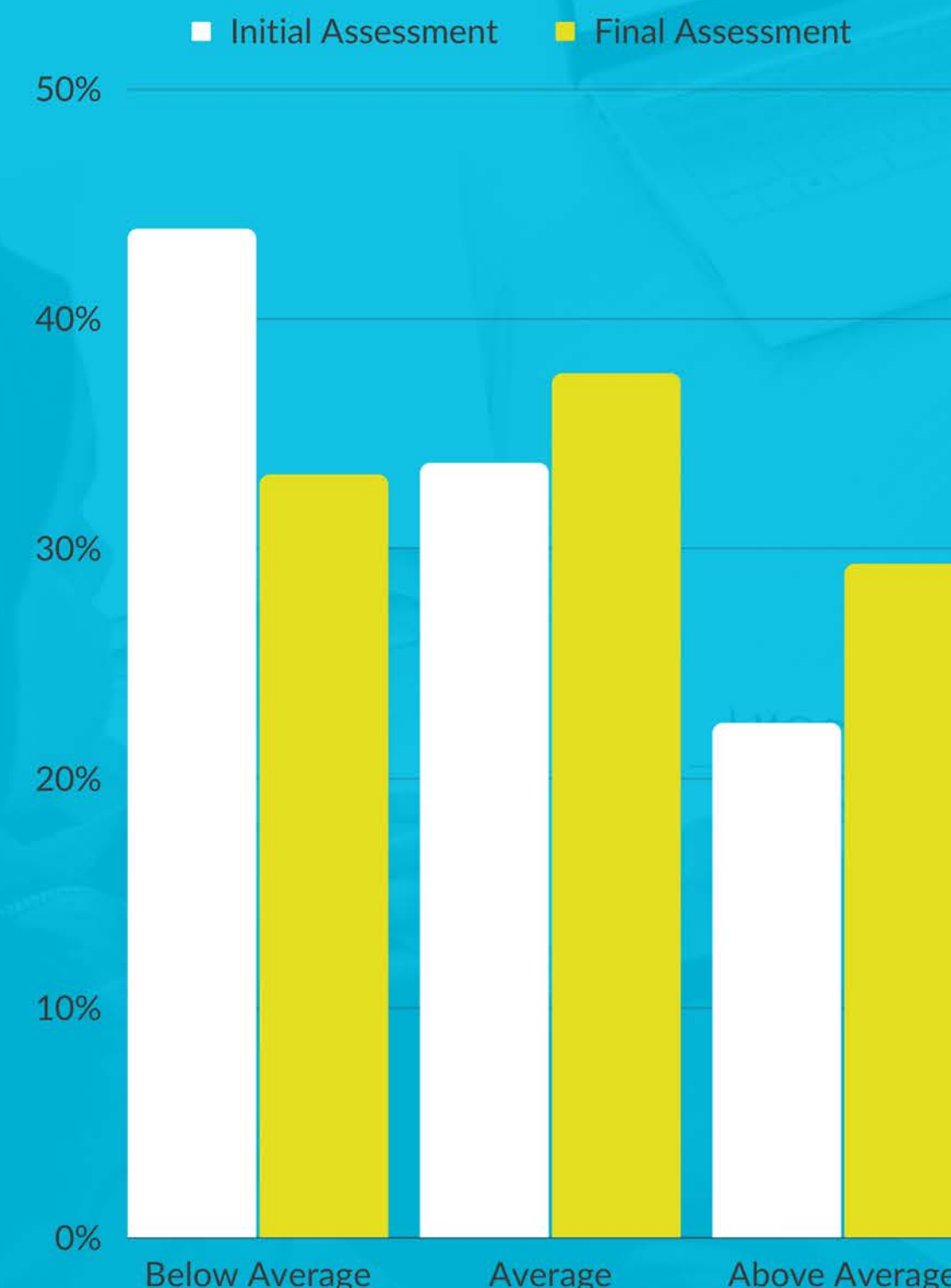
- 2.8** Written decimal addition
-  Converting between units of time
-  Mental addition and subtraction
-  Mixed and improper fractions

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







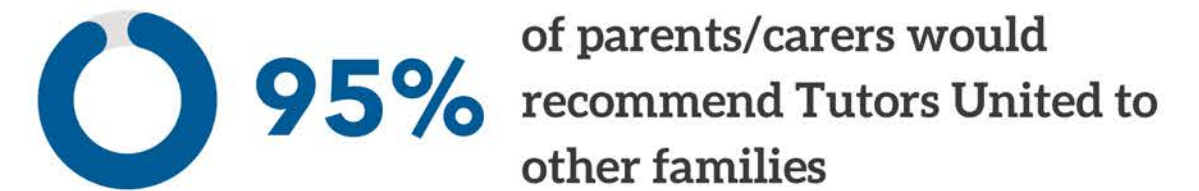
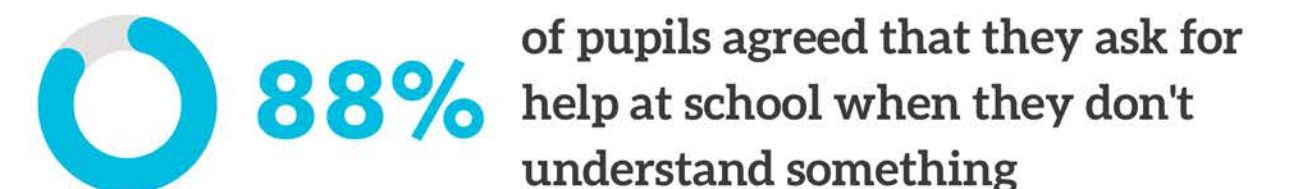
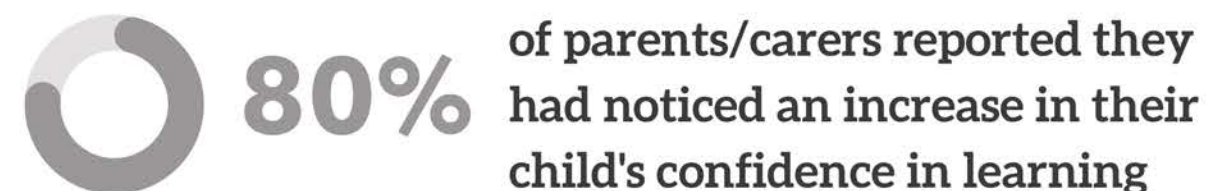
# Building Confident and Resilient Learners

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:





“

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.









## 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.



## 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.**





# 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:



of former TU pupils were performing at average or above in Maths



of former TU pupils were performing at average or above in English



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**



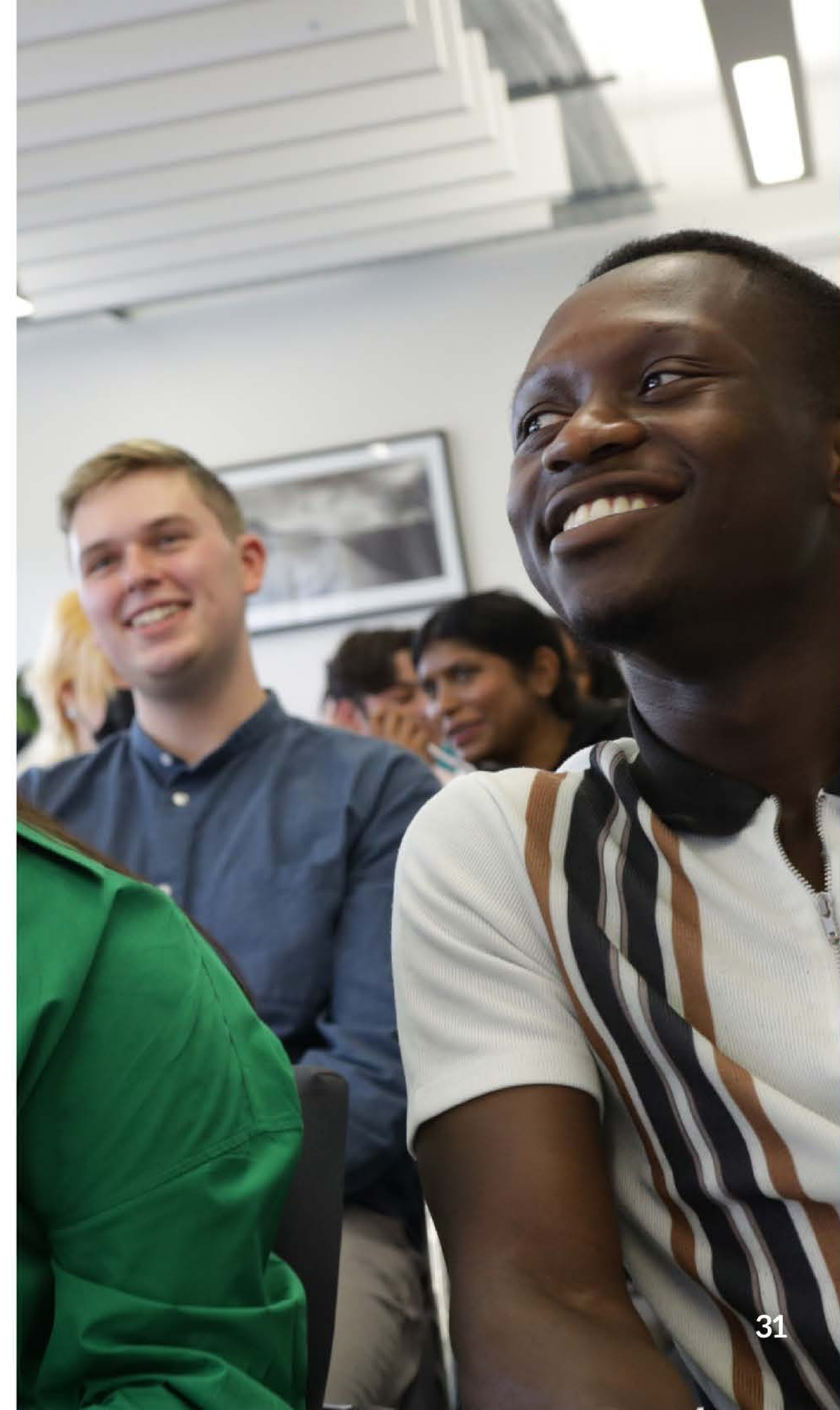
**Stakeholder management**



**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





# Our Partners







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



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**TUTORS UNITED**  
(A company limited by guarantee)

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**UNAUDITED**  
**TRUSTEES' REPORT AND FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 JULY 2022**



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**TUTORS UNITED**  
(A company limited by guarantee)

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**CONTENTS**

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	Page
Reference and administrative details of the company, its Trustees and advisers	39
Trustees' report	40-43
Independent examiner's report	44-45
Statement of financial activities	46
Balance sheet	47-48
Notes to the financial statements	49-60



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**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**

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<b>Trustees</b>	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)
<b>Company registered number</b>	8595641
<b>Charity registered number</b>	1176968
<b>Registered office</b>	127 Farringdon Road London EC1R 3DA
<b>Chief Executive Officer</b>	Joel Davis
<b>Independent Examiner</b>	Dean Howard & Co Chartered Certified Accountants Unit F55 Expressway Studios 1 Dock Road London E16 1AH



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**TUTORS UNITED**  
**(A company limited by guarantee)**

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**TRUSTEES' REPORT**  
**FOR THE YEAR ENDED 31 JULY 2022**

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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.



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**TUTORS UNITED**  
(A company limited by guarantee)

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 JULY 2022**

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**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.



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**TUTORS UNITED**  
(A company limited by guarantee)

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 JULY 2022**

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**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:



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**TUTORS UNITED**  
(A company limited by guarantee)

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 JULY 2022**

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**Matthew Corner**



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**TUTORS UNITED**  
**(A company limited by guarantee)**

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**INDEPENDENT EXAMINER'S REPORT  
FOR THE YEAR ENDED 31 JULY 2022**

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**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



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**TUTORS UNITED**  
(A company limited by guarantee)

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**INDEPENDENT EXAMINER'S REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 JULY 2022**

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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 £
<b>Income from:</b>					
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
<b>Total income</b>		<b>229,429</b>	<b>251,644</b>	<b>481,073</b>	<b>488,633</b>
<b>Expenditure on:</b>					
Raising funds	6	13,742	65,341	79,083	68,278
Charitable activities	7	210,845	170,000	380,845	336,098
<b>Total expenditure</b>		<b>224,587</b>	<b>235,341</b>	<b>459,928</b>	<b>404,376</b>
<b>Net movement in funds</b>		<b>4,842</b>	<b>16,303</b>	<b>21,145</b>	<b>84,257</b>
<b>Reconciliation of funds:</b>					
Total funds brought forward		154,932	31,070	186,002	101,745
Net movement in funds		4,842	16,303	21,145	84,257
<b>Total funds carried forward</b>		<b>159,774</b>	<b>47,373</b>	<b>207,147</b>	<b>186,002</b>

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 £
<b>Fixed assets</b>			
Tangible assets	12	7,134	3,159
		<u>7,134</u>	<u>3,159</u>
<b>Current assets</b>			
Debtors	13	31,261	36,931
Cash at bank and in hand		307,647	293,133
		<u>338,908</u>	<u>330,064</u>
Creditors: amounts falling due within one year	14	(138,894)	(147,221)
<b>Net current assets</b>		<u>200,014</u>	<u>182,843</u>
<b>Total assets less current liabilities</b>		<u>207,148</u>	<u>186,002</u>
<b>Net assets excluding pension asset</b>		<u>207,148</u>	<u>186,002</u>
<b>Total net assets</b>		<u><u>207,148</u></u>	<u><u>186,002</u></u>
<b>Charity funds</b>			
Restricted funds	15	47,373	31,070
Unrestricted funds	15	159,775	154,932
<b>Total funds</b>		<u><u>207,148</u></u>	<u><u>186,002</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 27 February 2023 and signed on their behalf by:



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

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**BALANCE SHEET (CONTINUED)**  
AS AT 31 JULY 2022

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**Matthew Corner**  
(Chair of Trustees)

The notes on pages 11 to 22 form part of these financial statements.



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**TUTORS UNITED**  
**(A company limited by guarantee)**

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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 JULY 2022**

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**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.



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**TUTORS UNITED**  
(A company limited by guarantee)

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**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 JULY 2022**

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**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
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**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.



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**TUTORS UNITED**  
(A company limited by guarantee)

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**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 JULY 2022**

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**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**

	<b>Unrestricted funds 2022 £</b>	<b>Restricted funds 2022 £</b>	<b>Total funds 2022 £</b>	<i>Total funds 2021 £</i>
Donations	15,626	-	<b>15,626</b>	10,825
Grants	10,000	251,644	<b>261,644</b>	280,952
	<u>25,626</u>	<u>251,644</u>	<u><b>277,270</b></u>	<u>291,777</u>
<i>Total 2021</i>	<u>101,675</u>	<u>190,102</u>	<u>291,777</u>	



**TUTORS UNITED**  
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 JULY 2022**

**4. Investment income**

	Unrestricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
Investment income	41	41	47
	<u>41</u>	<u>41</u>	<u>47</u>
<i>Total 2021</i>	<u>47</u>	<u>47</u>	

**5. Other incoming resources**

	Unrestricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
Other incoming resources	203,762	203,762	196,809
	<u>203,762</u>	<u>203,762</u>	<u>196,809</u>
<i>Total 2021</i>	<u>196,809</u>	<u>196,809</u>	



**TUTORS UNITED**  
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 JULY 2022**

**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
	<u>13,742</u>	<u>65,341</u>	<u>79,083</u>	<u>68,278</u>
<i>Total 2021</i>	<u>10,097</u>	<u>58,181</u>	<u>68,278</u>	

**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
	<u>210,845</u>	<u>170,000</u>	<u>380,845</u>	
<i>Total 2021</i>	<u>224,279</u>	<u>111,819</u>	<u>336,098</u>	



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**TUTORS UNITED**  
(A company limited by guarantee)

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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 JULY 2022**

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**8. Analysis of expenditure by activities**

	<b>Support costs 2022 £</b>	<b>Total funds 2022 £</b>	<i>Total funds 2021 £</i>
Charitable activities	380,845	<b>380,845</b>	336,098
	<hr/>	<hr/>	<hr/>
<i>Total 2021</i>	336,098	336,098	
	<hr/>	<hr/>	



**TUTORS UNITED**  
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 JULY 2022**

**8. Analysis of expenditure by activities (continued)**

**Analysis of support costs**

	<b>Activities 2022 £</b>	<b>Total funds 2022 £</b>	<i>Total funds 2021 £</i>
Staff costs	252,104	<b>252,104</b>	193,625
Depreciation	2,557	<b>2,557</b>	1,053
Tutoring fees	32,549	<b>32,549</b>	42,186
Office costs	546	<b>546</b>	2,832
Telephone	4,830	<b>4,830</b>	2,231
Computer costs	5,014	<b>5,014</b>	5,034
Rent and rates	9,802	<b>9,802</b>	-
Printing, postage and stationery	3,086	<b>3,086</b>	1,701
Advertising and promotions	-	-	177
Travel and subsistence	10,034	<b>10,034</b>	5,680
Staff training	5,150	<b>5,150</b>	7,962
Staff welfare	2,214	<b>2,214</b>	1,898
Recruitment costs	23,736	<b>23,736</b>	575
Insurance	1,487	<b>1,487</b>	607
Consultancy	11,096	<b>11,096</b>	50,220
Accountancy fees	6,138	<b>6,138</b>	5,374
Bank charges	99	<b>99</b>	96
Sundry expenses	274	<b>274</b>	171
Web hosting	956	<b>956</b>	4,431
Repairs and renewals	-	-	226
Storage costs	309	<b>309</b>	2,583
Learning materials	7,979	<b>7,979</b>	11,516
Hire of hall	-	-	(4,080)
Quality assurance	885	<b>885</b>	-
	<u>380,845</u>	<u><b>380,845</b></u>	<u>336,098</u>
<i>Total 2021</i>	<u>336,098</u>	<u>336,098</u>	

**9. Independent examiner's remuneration**

The independent examiner's remuneration amounts to an independent examiner fee of £2,400 (2021 - £2,220).



**TUTORS UNITED**  
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 JULY 2022**

**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
	<u>317,445</u>	<u>251,805</u>

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

	2022 No.	2021 No.
	<u>10</u>	<u>8</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 (2021 - £NIL).

During the year ended 31 July 2022, no Trustee expenses have been incurred (2021 - £NIL).

**12. Tangible fixed assets**

	Office equipment £
<b>Cost or valuation</b>	
At 1 August 2021	7,376
Additions	6,353
	<u>13,729</u>
At 31 July 2022	



**TUTORS UNITED**  
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 JULY 2022**

**12. Tangible fixed assets (continued)**

	Office equipment £
<b>Depreciation</b>	
At 1 August 2021	4,217
Charge for the year	2,378
	<u>6,595</u>
At 31 July 2022	
<b>Net book value</b>	
At 31 July 2022	<u>7,134</u>
At 31 July 2021	<u>3,159</u>

**13. Debtors**

	2022 £	2021 £
<b>Due after more than one year</b>		
Trade debtors	22,708	23,107
Prepayments and accrued income	8,553	13,530
	<u>31,261</u>	<u>36,637</u>
<b>Due within one year</b>		
Other debtors	-	294
	<u>31,261</u>	<u>36,931</u>



**TUTORS UNITED**  
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 JULY 2022**

**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
	<u>138,894</u>	<u>147,221</u>

**15. Statement of funds**

**Statement of funds - current year**

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



**TUTORS UNITED**  
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 JULY 2022**

**15. Statement of funds (continued)**

**Statement of funds - prior year**

	<i>Balance at 1 August 2020 £</i>	<i>Income £</i>	<i>Expenditure £</i>	<i>Balance at 31 July 2021 £</i>
<b>Unrestricted funds</b>				
General Funds - all funds	90,777	298,531	(234,376)	154,932
<b>Restricted funds</b>				
Restricted Funds - all funds	10,968	190,102	(170,000)	31,070
<b>Total of funds</b>	<u>101,745</u>	<u>488,633</u>	<u>(404,376)</u>	<u>186,002</u>

**16. Summary of funds**

**Summary of funds - current year**

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

**Summary of funds - prior year**

	<i>Balance at 1 August 2020 £</i>	<i>Income £</i>	<i>Expenditure £</i>	<i>Balance at 31 July 2021 £</i>
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>



**TUTORS UNITED**  
(A company limited by guarantee)

**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)
<b>Total</b>	<b>159,775</b>	<b>47,373</b>	<b>207,148</b>

**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)
<b>Total</b>	<b>154,932</b>	<b>31,070</b>	<b>186,002</b>

**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.