

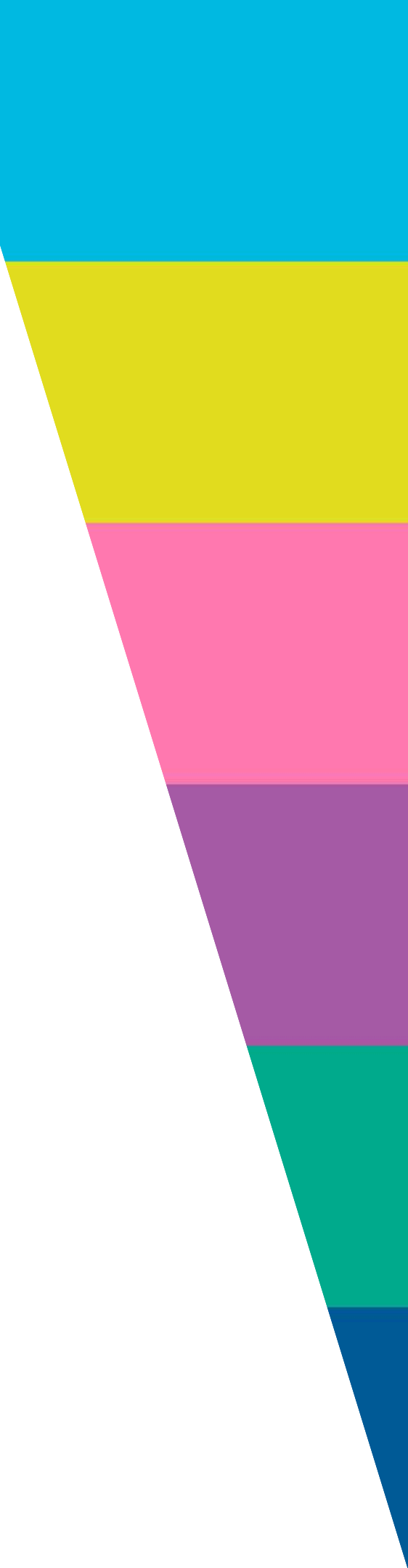
Company no. 08595641
Charity no. 1176968

Tutors United
Report and Unaudited Financial
Statements
31 July 2024



TUTORS
UNITED

Annual Report 2023-24



A woman with short brown hair, smiling, wearing a black blazer over a white polka-dot shirt.

Introduction from our CEO and Chair

Amy Whitelock Gibbs and Laura Wilson

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

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

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

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

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

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

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

2023-24 Report Card



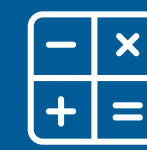
31%

returning pupils
from the previous
academic year



1.2 sub-
levels

average progress
in English after
12 hours of tutoring



66%

average progress
in Maths after
12 hours of tutoring



85%

of pupils felt
more confident in
Maths and/or English



683

families
supported



3,080

hours of tutoring
delivered



60

total
hubs



51

London
hubs



9

out-of-London
hubs



65

parent
sessions
delivered



112

tutors and classroom
assistants hired,
trained and paid



£50,844

wages paid
to tutors and
classroom assistants



45

students took up
career development
opportunities



93%

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



92%

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



What we do

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

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

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

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



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



Specially-devised Maths and English lessons for primary school pupils

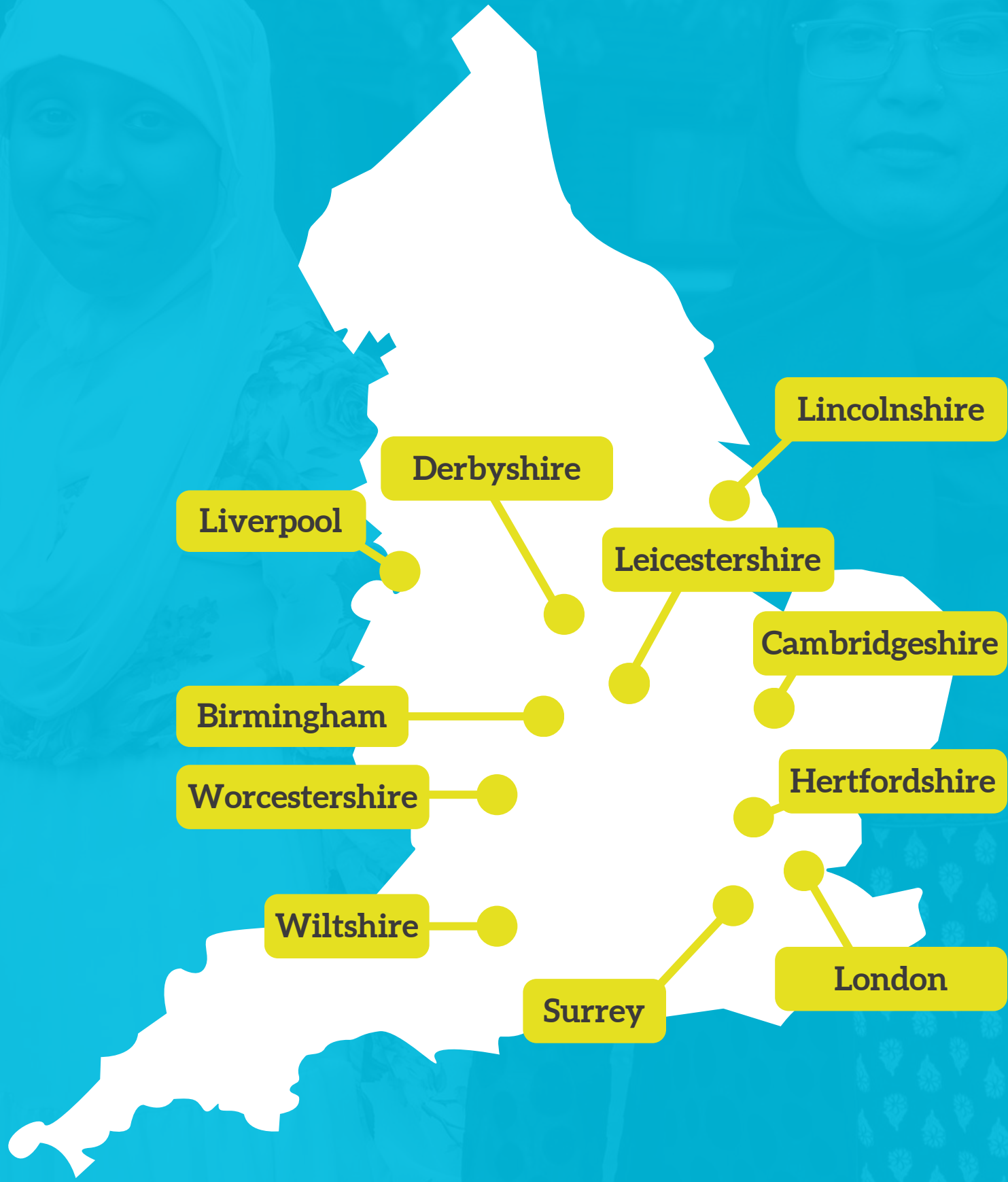


Ongoing engagement with parents and carers to encourage learning at home



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

Where we worked



60

total hubs

35

face-to-face hubs

25

online hubs






51

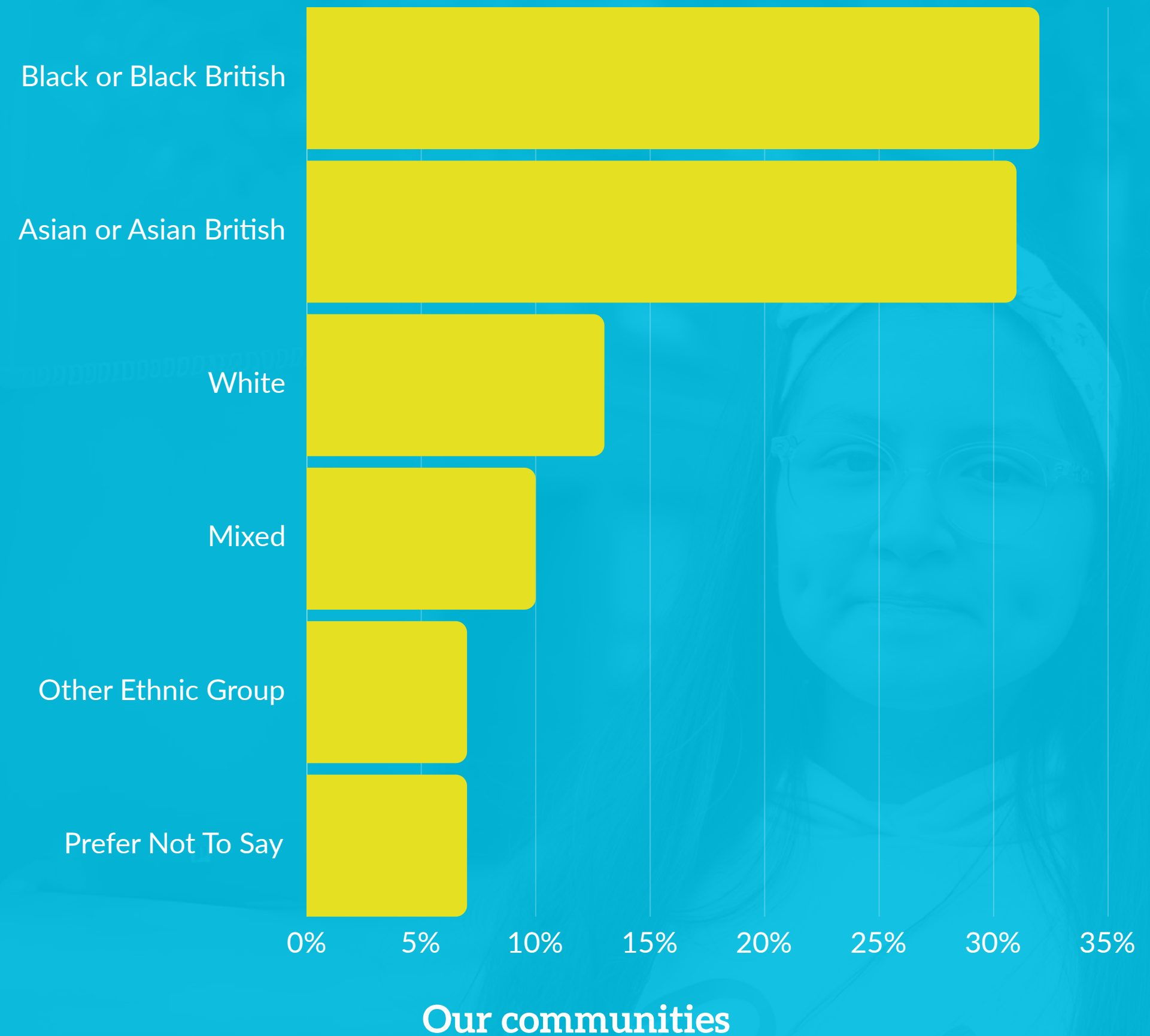
London hubs

9

out-of-London hubs

Who we served

-  **82%**
household income below £35,000
-  **77%**
families on means-tested benefits
-  **69%**
pupils eligible for free school meals
-  **41%**
speak English as an additional language
-  **47%**
from single-parent households



What's new at TU



Classroom Assistants

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



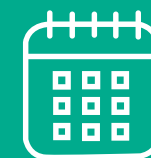
Subject Masterclasses

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



Local authorities

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



Daily tutoring

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



School-based adaptations

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



Corporate partnerships

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

Key reflections

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

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

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

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

Riverside and East London graduation

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

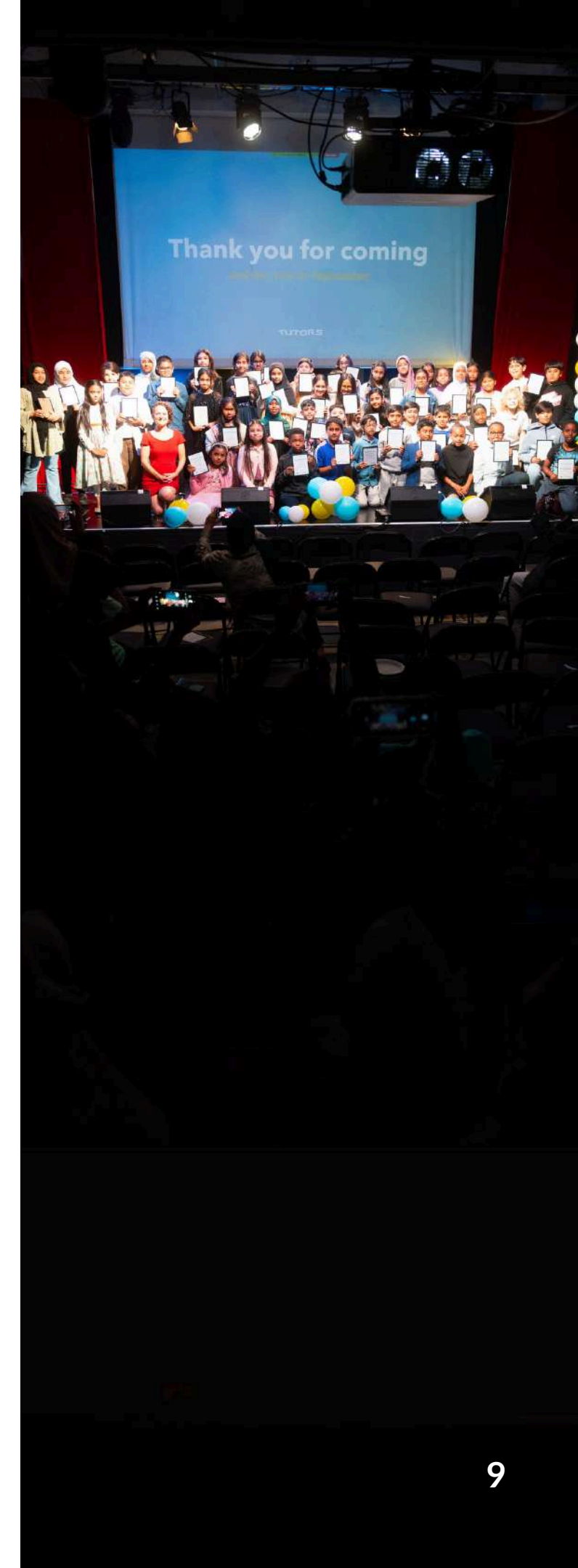
Online, we ran hubs from Monday to Friday, giving families the flexibility to access tuition on whichever day worked best for them. Alongside this, we ran our first online hub specifically targeting families in North London, expanding the reach of our support. This approach to programme delivery saw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

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

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

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

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





Pupil spotlight

Sarrinah

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

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

“

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

Sarrinah

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

Koly

Sarrinah's Mum

Growing our work outside of London

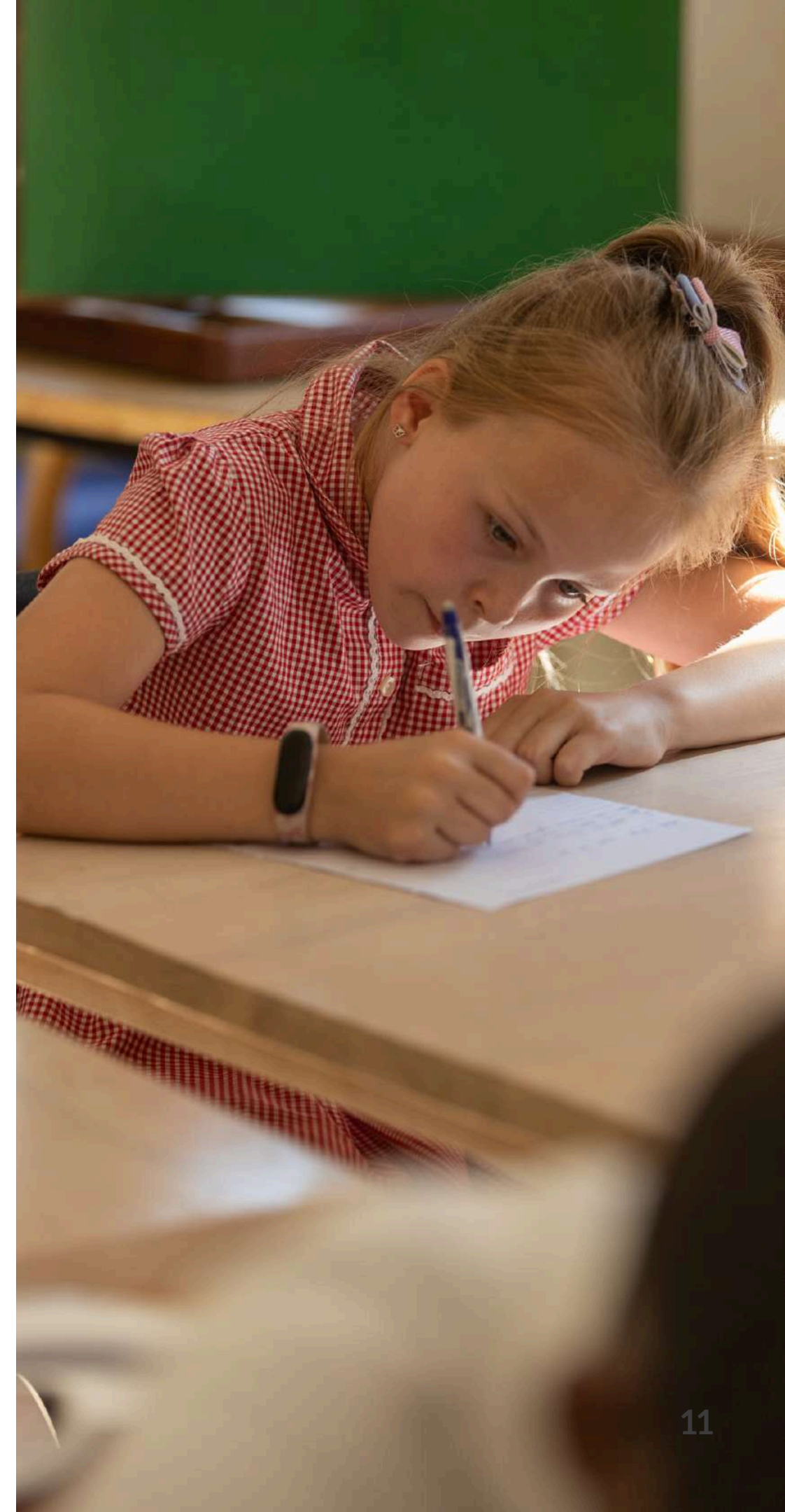
Following the successful pilot of our first online programme in partnership with Clarion in 2020, we have since expanded significantly to reach communities in the Midlands, North West, and South Coast - with no end in sight!

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

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

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

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





Pupil spotlight

Esmée

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

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

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

An extract from Esmée's weekly feedback from her tutor

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

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

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

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

Innovation with MTVH

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



**Classroom Assistant
roles for
16-18 year olds**



**Subject
Masterclasses**



**Classroom Assistant
roles for
adults/parents/carers**

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



3

**MTVH residents hired,
trained and paid as
Classroom Assistants**

1.5 sub-
levels

**average progress in English
after 12 hours of tutoring
with a Classroom Assistant**

95%

**of parents/carers
would recommend the
Subject Masterclasses**

52%

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

92

**hours
of additional
classroom support**

35

**parent/carer/child
attendees at
Subject Masterclasses**

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

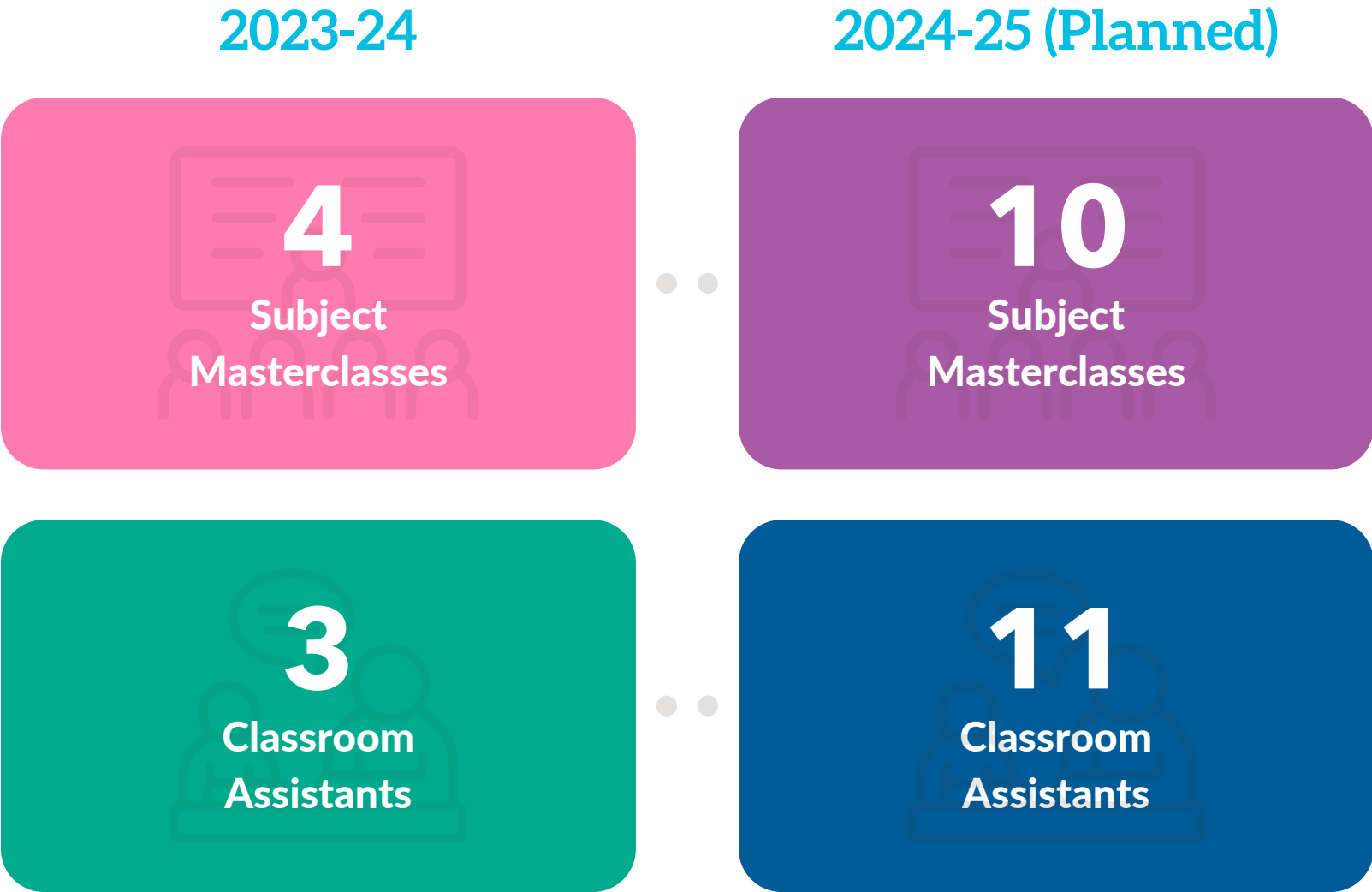
Our evaluation shows Classroom Assistants are highly effective both for pupils getting more one-to-one support and for tutors developing their leadership skills and having assistance in managing special educational needs and/or behaviour during lessons. Reflecting on their development, the tutor at our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

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

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

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

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



“

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

Roma

MTVH parent on Subject Masterclass



Building literacy and numeracy

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

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

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

Our curriculum

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

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

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



**Reports and
journalistic writing**



**Quest
fiction**



**Slam
poetry**



**Poetic
imagery**

Maths progress

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

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

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

46%

Average Initial Score
(Year 4, 5 and 6)

59%

Average Final Score
(Year 4, 5 and 6)

54%

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

73%

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

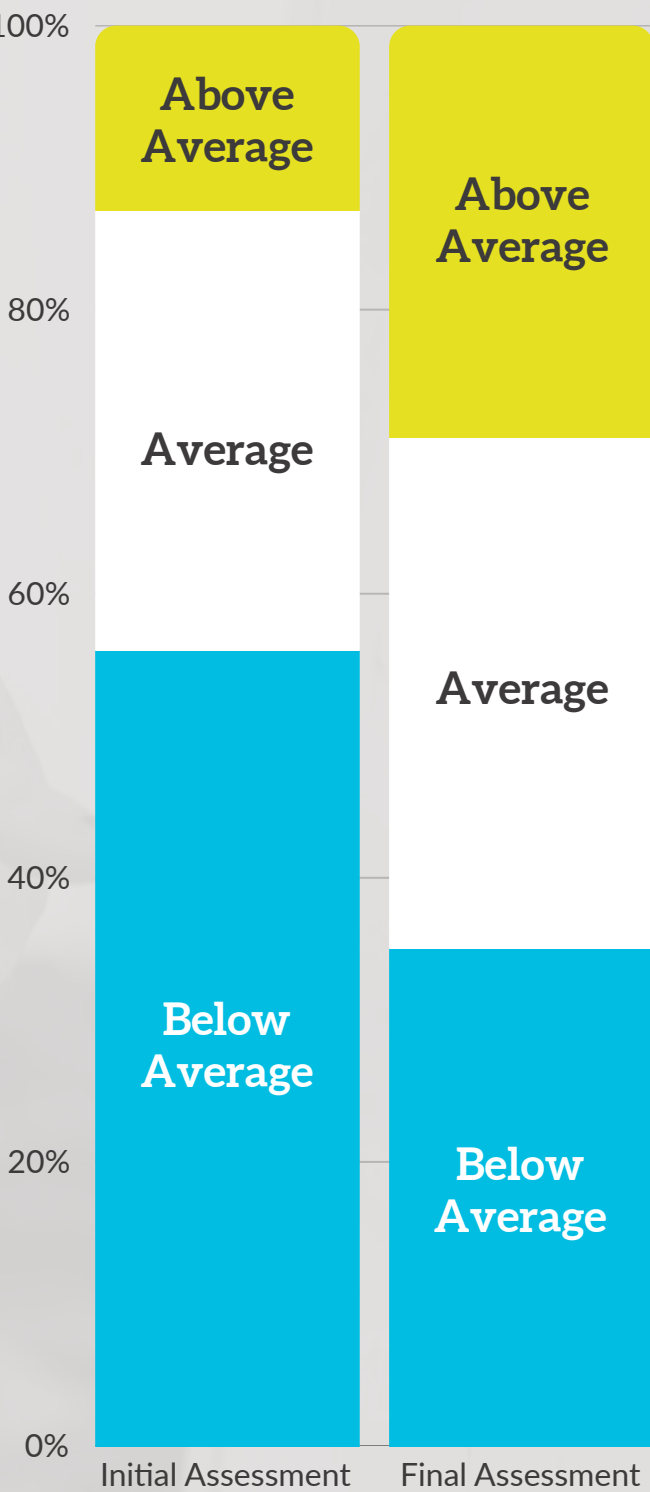
71%

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

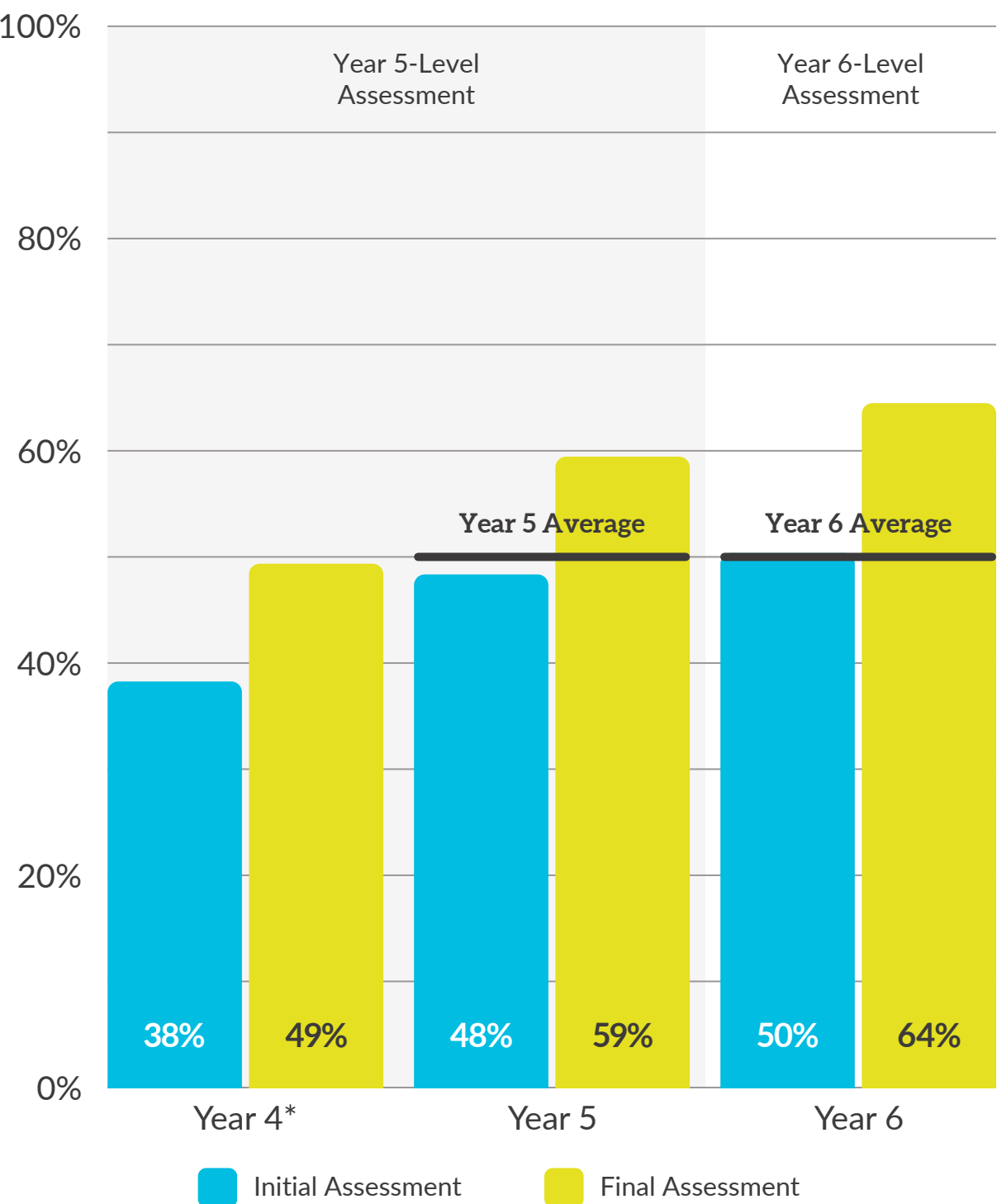
66%

Average
Individual Progress
(Year 4, 5 and 6)

Pupils performing at each level in Maths



Average percentage attained in Maths assessments by year group



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

Maths grades explained

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



Pupil spotlight

Andrew

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

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

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

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

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

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

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

English progress

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

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

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

3E

Average Initial Grade
(Year 4, 5 and 6)

3S

Average Final Grade
(Year 4, 5 and 6)

21%

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

33%

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

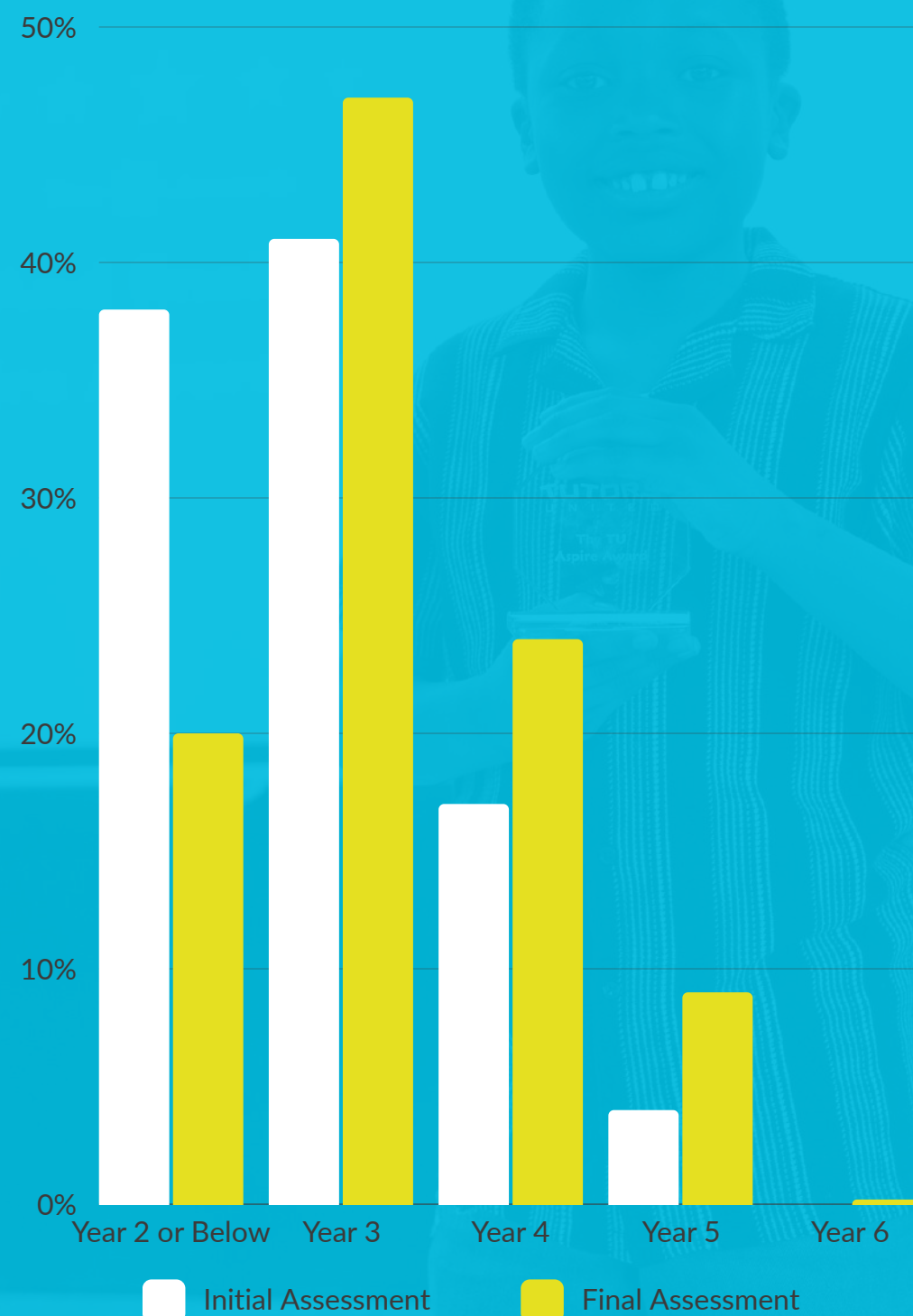
43%

pupils made 2 or more
sub-levels of progress

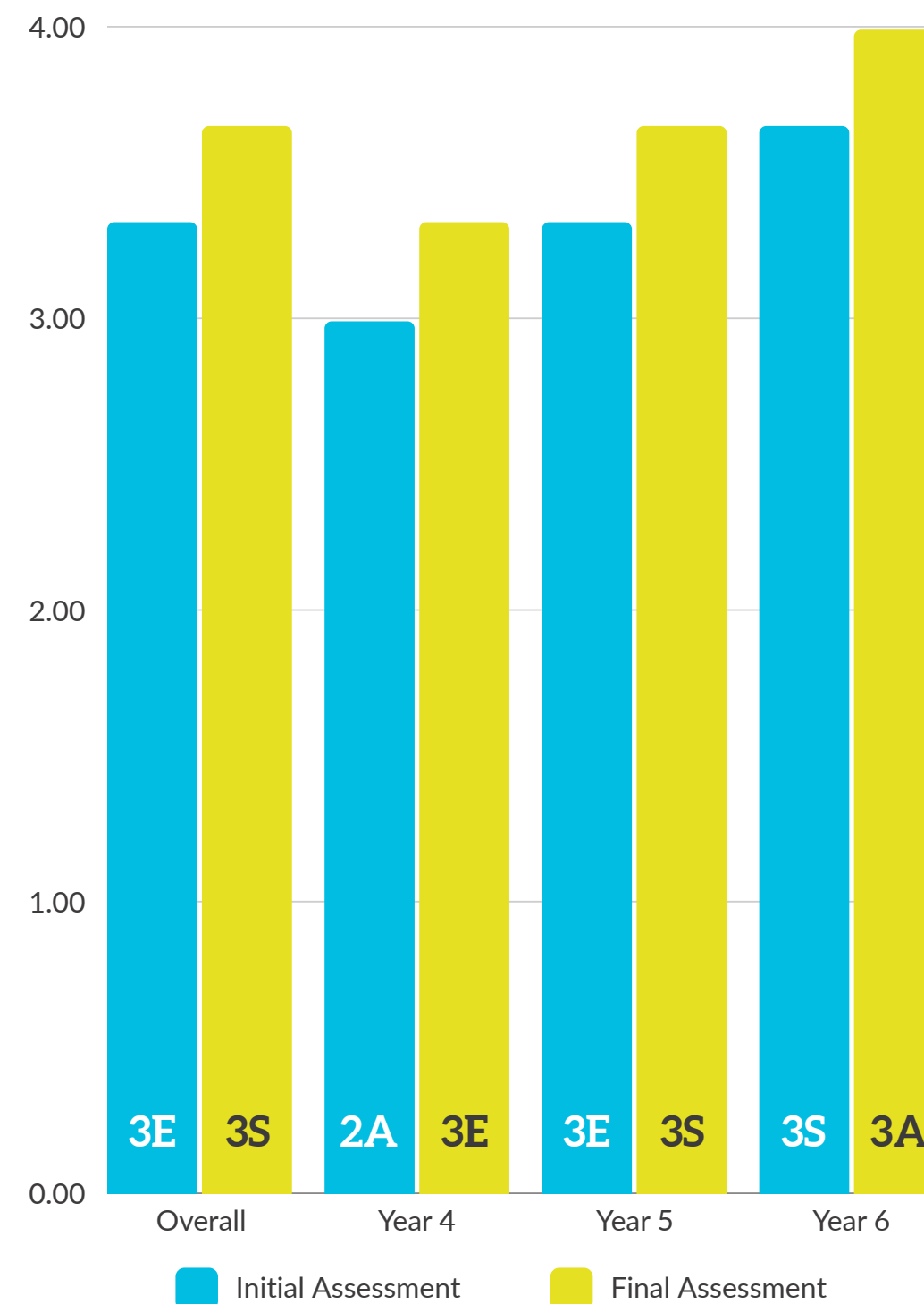
1.2

sub-levels
of progress

Pupil attainment by Year-Related Standards



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



English grades explained

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

Building a legacy of learning

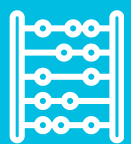
It would be impossible to teach our pupils everything they will ever need to know, but what we can do is **instil key skills to ensure that they are confident and resilient learners**. This is especially important for pupils making the transition to secondary school, which brings with it new social dynamics,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

Our curriculum gives pupils opportunities to explore exciting new topics and challenges, and through targeted group work, tutor-led exercises, and independent assignments, pupils are aided to understand how to approach

problems using different methods and identify gaps in their knowledge, **so they can confidently ask for help instead of feeling frustrated**.

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

Building confidence at Tutors United



73%

of pupils
felt more
confident
in Maths



76%

of pupils
felt more
confident
in English



93%

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

Following their first year at secondary school...



89%

former parents
reported their child
was meeting targets
in Maths



85%

former parents
reported their child
was meeting targets
in English



92%

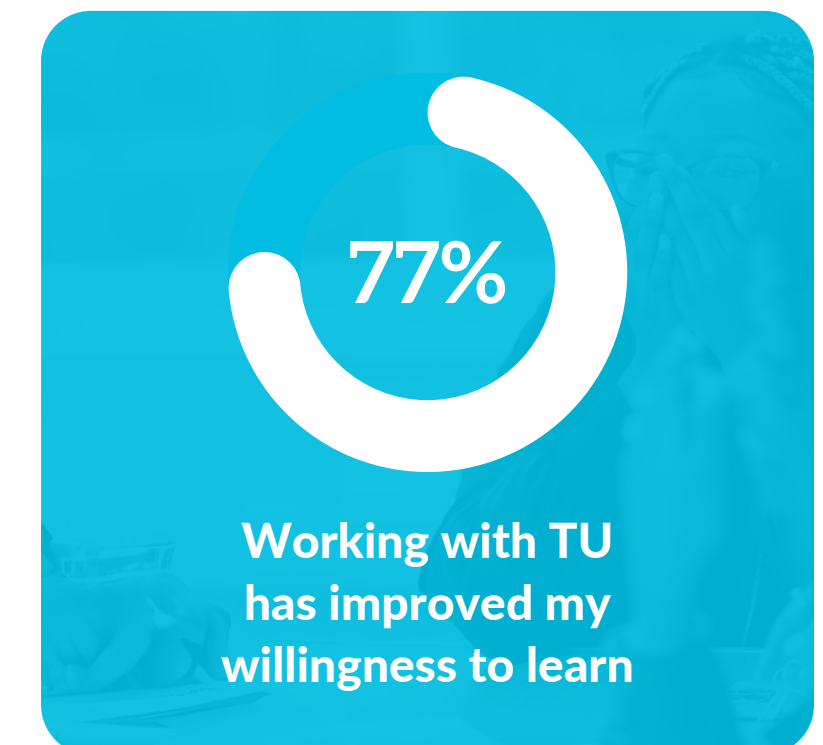
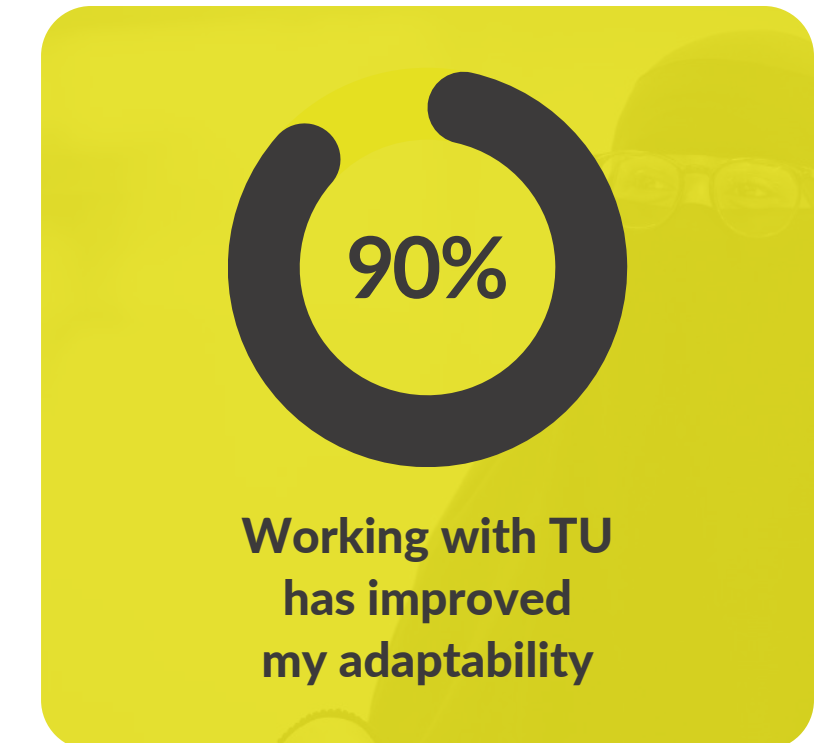
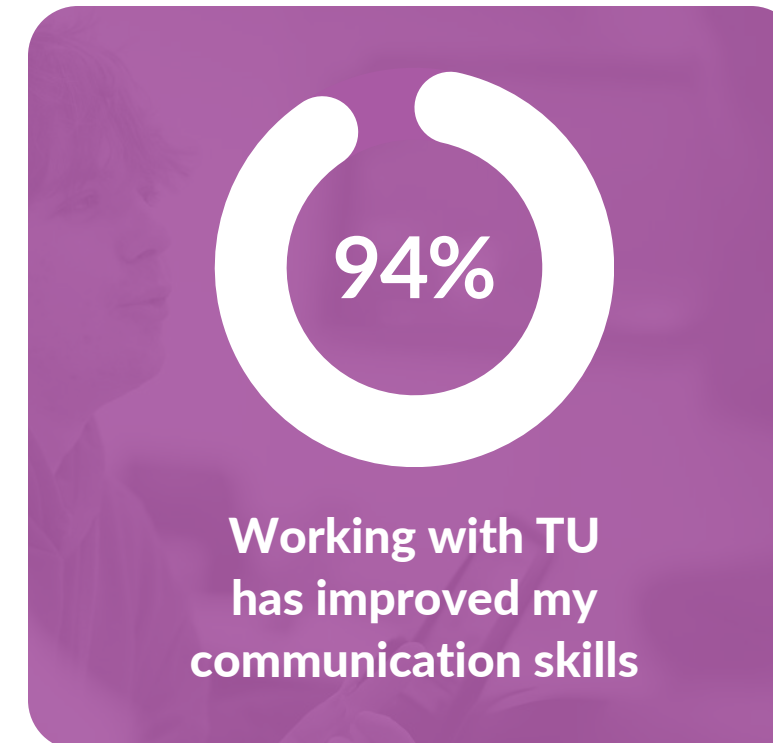
parents/carers agreed
that TU supported
child's transition to
secondary school

Developing tutor employability

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

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

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



Tutor training

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

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

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

Safeguarding

Behaviour
Management

Differentiation
and Assessment
for Learning

CV and Interview Skills
workshop, delivered by
Interview Skills Clinic

AI in Class, at University,
and in Employment,
delivered by AI expert

Money Management for
Students, delivered by
The Money Charity

Princess Royal Training Awards

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

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





“

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

Ziad

Tutor

Tutor employer partnerships



Amazon Web Services

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



Sustainable Trading

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



Quintessentially Foundation

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



Equinix

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



Kori Youth Charity

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



Graduate Coach

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

Employer partner spotlight

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

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



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

Tutor who attended AWS site visit



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



Tutor internships

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

“

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

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



Ziad
Operations Assistant

“

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



Tajinder
Events Assistant

“

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

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



Tarun
Programmes Assistant



“

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

Tess

Programme Intern for 3 months

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

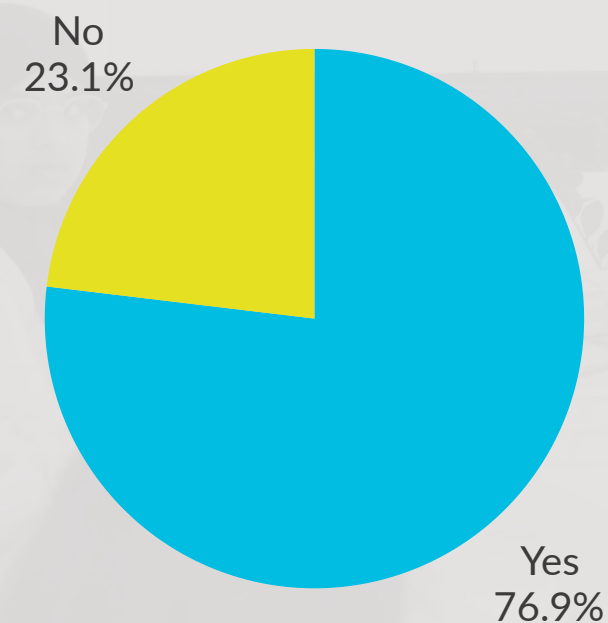
Long-term tutor impact

Our focus on developing employability aims for long-term impact by equipping tutors with the tools to build fulfilling and successful careers.

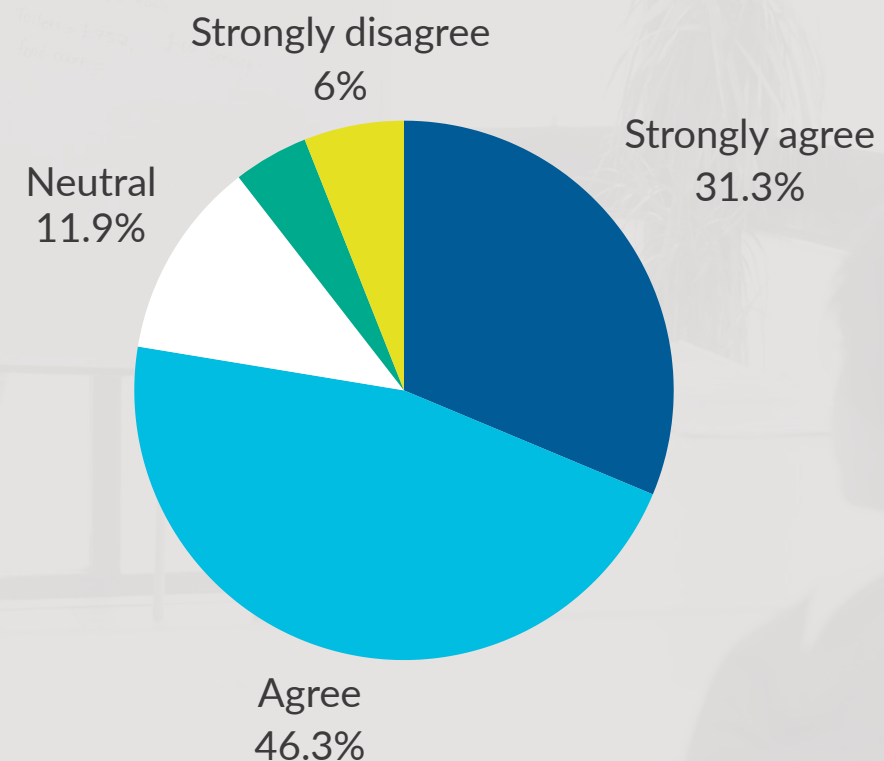
Data from our tutor cohort and our alumni highlights the benefits of working with TU on careers and personal growth.

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

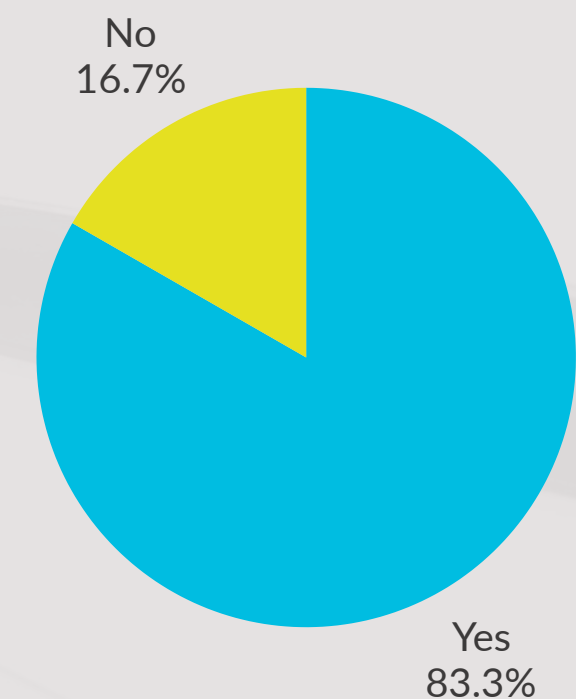
Did you manage to find meaningful employment within 6 months of graduating from university?



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



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



Tutor spotlight

Hetal

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



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



How the cost of living crisis is affecting TU families

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

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

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

100%
have been affected
by the increased
cost of living

82%
want more
academic support
in their community

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

93%
decreased how
much spent they on
academic support

74%
cutting
back on
family days out



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

TU parent / carer

Call to Action

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



Community-based tutoring

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



Local partnerships

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



National investment

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

2024-28 strategy development

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

Standout, consistent themes from internal and external stakeholders were:



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



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



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



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



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



Our growth ambition and approach

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

Strategic objectives (2024-28)

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

Year one priorities (2024-25)

Liverpool strategy, relationship building and pilot hubs

English progress review to improve assessment of pupils and communication of impact

Systems improvements and automation plus website revamp to support scale-up and parent/carer engagement

Pricing model review and new income strategy to ensure we grow in a financially profitable and operationally sustainable way

Corporate partnerships strategy and relationship building

Embed innovation into core model e.g. Classroom Assistants and year 6 transition pilot

Team skills-mapping and resourcing review

2028 goals

Reach 1,000 primary school children with our tuition programmes

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

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

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

Annual impact goals

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

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

90% of tutors report increased employability skills

Equity at Tutors United

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

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

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

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

Our team



Asian, Black or Mixed ethnicity



LGBTQ+



household income below
£35k as a child



first generation in their
family to go to university



parent or carer

Our trustees



Asian, Black or Mixed ethnicity



LGBTQ+



household income below
£35k as a child



first generation in their
family to go to university



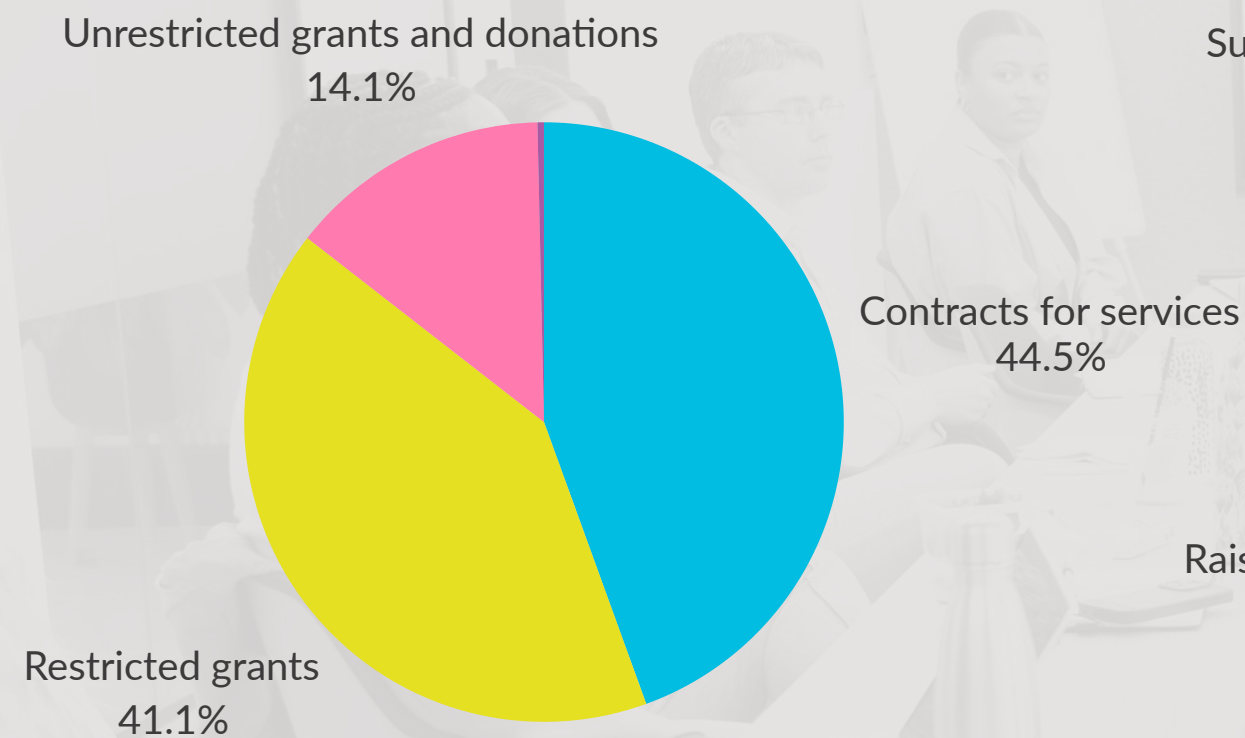
parent or carer

Financial review

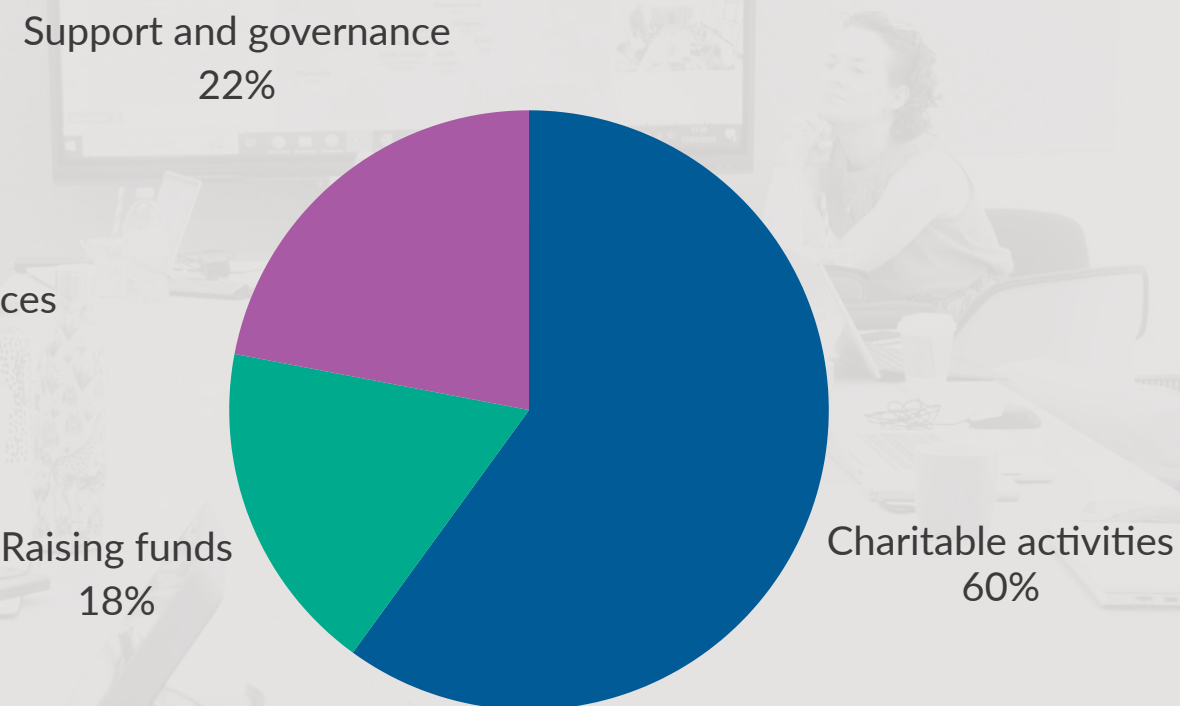
We entered the year facing an uncertain financial picture, with only a small surplus from 2022-23 coupled with a number of longstanding and loyal partners having to reduce or pause their investment in our programmes, due to the challenging economic climate and its impact on the housing market. In August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

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

Total income: £661,490



Total expenditure: £525,102



Reserves position

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

Our partners in 2023-24



Thank you for coming

Thank you for coming

TUTORS



TUTORS
UNITED

Tutors United

Report of the trustees

For the year ended 31 July 2024

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

Public benefit

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

Structure, governance and management

Constitution

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

Methods of appointment or election of Trustees

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

Financial risk management

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

Statement of responsibilities of the trustees

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

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

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

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

Tutors United

Report of the trustees

For the year ended 31 July 2024


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

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

Independent examiners

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

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



Robert Holmes - Treasurer

Tutors United

Reference and administrative details

For the year ended 31 July 2024

Company number	08595641																		
Charity number	1176968																		
Registered office address	63/66 Hatton Garden London EC1N 8LE																		
Operational office address	19-21 Garden Walk London EC2A 3EQ																		
Trustees	Trustees, who are also directors under company law, who served during the year and up to the date of this report were as follows: <table><tr><td>Katie Carr</td><td>appointed 22 August 2024</td></tr><tr><td>Dr Freda Chio Tait</td><td>appointed 22 August 2024</td></tr><tr><td>Matthew Corner</td><td>resigned 22 August 2024</td></tr><tr><td>Robert Hale</td><td>appointed 22 August 2024</td></tr><tr><td>Robert Holmes</td><td></td></tr><tr><td>Emily Kell</td><td>appointed 22 August 2024</td></tr><tr><td>Annie Maciver</td><td>resigned 22 August 2024</td></tr><tr><td>Liam McLaughlin</td><td>resigned 16 November 2024</td></tr><tr><td>Laura Wilson</td><td></td></tr></table>	Katie Carr	appointed 22 August 2024	Dr Freda Chio Tait	appointed 22 August 2024	Matthew Corner	resigned 22 August 2024	Robert Hale	appointed 22 August 2024	Robert Holmes		Emily Kell	appointed 22 August 2024	Annie Maciver	resigned 22 August 2024	Liam McLaughlin	resigned 16 November 2024	Laura Wilson	
Katie Carr	appointed 22 August 2024																		
Dr Freda Chio Tait	appointed 22 August 2024																		
Matthew Corner	resigned 22 August 2024																		
Robert Hale	appointed 22 August 2024																		
Robert Holmes																			
Emily Kell	appointed 22 August 2024																		
Annie Maciver	resigned 22 August 2024																		
Liam McLaughlin	resigned 16 November 2024																		
Laura Wilson																			
Chief executive officer	Amy Whitelock Gibbs																		
Bankers	Barclays Bank UK plc Leicester LE87 2BB																		
Independent examiners	Godfrey Wilson Limited Chartered accountants and statutory auditors 5th Floor Mariner House 62 Prince Street Bristol BS1 4QD																		

Independent examiner's report

To the trustees of

Tutors United

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

Responsibilities and basis of report

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

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

Independent examiner's statement

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

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

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

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

Independent examiner's report

To the trustees of

Tutors United

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

Dougal Howard

Date: 4 February 2025

Dougal Howard ACA

Member of the ICAEW

For and on behalf of:

Godfrey Wilson Limited

Chartered accountants and statutory auditors

5th Floor Mariner House

62 Prince Street

Bristol

BS1 4QD

Tutors United

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

For the year ended 31 July 2024

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

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

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

Tutors United

Balance sheet

As at 31 July 2024

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

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

The directors acknowledge their responsibilities for:

- (i) ensuring that the Company keeps proper accounting records which comply with section 386 of the Act; and
- (ii) preparing financial statements which give a true and fair view of the state of affairs of the Company as at the end of the financial year and of its profit or loss for the financial year in accordance with the requirements of section 393, and which otherwise comply with the requirements of the Act relating to financial statements, so far as applicable to the company.

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

Tutors United

Balance sheet

As at 31 July 2024

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

A handwritten signature in black ink, appearing to read 'M Holmes'.

Robert Holmes - Treasurer

Tutors United**Statement of cash flows****For the year ended 31 July 2024**

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

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

Tutors United

Notes to the financial statements

For the year ended 31 July 2024

1. Accounting policies

a) General information and basis of preparation

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

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

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

b) Going concern basis of accounting

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

c) Income

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

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

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

d) Donated services and facilities

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

e) Interest receivable

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

1. Accounting policies (continued)

f) Funds accounting

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

g) Expenditure and irrecoverable VAT

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

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

h) Allocation of support and governance costs

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

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

i) Tangible fixed assets

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

Computer equipment	25% reducing balance
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Items of equipment are capitalised where the purchase price exceeds £500.

j) Debtors

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

k) Cash at bank and in hand

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

l) Creditors

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

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Notes to the financial statements

For the year ended 31 July 2024

1. Accounting policies (continued)

m) Financial instruments

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

n) Pension costs

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

o) Accounting estimates and key judgements

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

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

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

2. Prior period comparatives: statement of financial activities

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

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Notes to the financial statements

For the year ended 31 July 2024

3. Income from donations

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

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

4. Income from charitable activities

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

Tutors United

Notes to the financial statements

For the year ended 31 July 2024

4. Income from charitable activities (continued)

Prior period comparative (restated)

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

5. Government grants

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

Tutors United

Notes to the financial statements

For the year ended 31 July 2024

6. Total expenditure

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

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

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

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Notes to the financial statements

For the year ended 31 July 2024

7. Net movement in funds

This is stated after charging:

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

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

8. Staff costs and numbers

Staff costs were as follows:

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

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

	2024 No.	2023 No.
Between £60,000 and £70,000	<u>1</u>	<u>-</u>

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

	2024 No.	2023 No.
Average head count	<u>11</u>	<u>13</u>

Tutors United

Notes to the financial statements

For the year ended 31 July 2024

9. Taxation

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

10. Tangible fixed assets

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

11. Debtors

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

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

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Notes to the financial statements

For the year ended 31 July 2024

12. Creditors: amounts falling due within 1 year

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

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

13. Analysis of net assets between funds

	Restricted funds £	Designated funds £	General funds £	Total funds £
Tangible fixed assets	-	-	6,346	6,346
Current assets	99,457	20,000	296,501	415,958
Current liabilities	-	-	(29,929)	(29,929)
Net assets at 31 July 2024	99,457	20,000	272,918	392,375
Prior period comparative (restated)	£	£	£	£
Tangible fixed assets	-	-	8,463	8,463
Current assets	48,448	-	266,259	314,707
Current liabilities	-	-	(67,183)	(67,183)
Net assets at 31 July 2023	48,448	-	207,539	255,987

Tutors United

Notes to the financial statements

For the year ended 31 July 2024

14. Movements in funds

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

Purposes of restricted funds

The Considered Ask

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

Edward Cadbury

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

EMR Building Brighter Futures (Cheshire Community Fund)

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

Tutors United

Notes to the financial statements

For the year ended 31 July 2024

14. Movements in funds (continued)

Purposes of restricted funds (continued)

Gosling Foundation

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

Haberdashers

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

Leathersellers

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

Lee Education Charitable Fund

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

Merchant Taylors (Liverpool)

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

National Lottery Community Fund

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

Peabody Community Fund

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

Rotherhithe Consolidated Charities

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

Wimbledon Foundation

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

Purposes of designated funds

English progress review

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

Website redevelopment

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

Tutors United

Notes to the financial statements

For the year ended 31 July 2024

14. Movements in funds (continued)

Prior period comparative (restated)

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

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

15. Operating lease commitments

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

16. Related party transactions

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

Tutors United

Notes to the financial statements

For the year ended 31 July 2024

17. Prior period income restatement

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

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

Brought forward restricted funds

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

Restricted grant income

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

Deferred income

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

Tutors United

Notes to the financial statements

For the year ended 31 July 2024

17. Prior period income restatement (continued)

Income from donations

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

Income from charitable activities

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