**Open Doors
Education & Training**

Unlocking the potential in young people

'Tutors for Gypsy, Roma, and Traveller young people' Evaluation Report

Findings from a programme for young Gypsy, Roma, and Traveller students aged 5-18

the Traveller Movement

KING'S College LONDON

Ministry of Housing, Communities & Local Government

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Executive Summary

'Tutors for GRT young people' is a one-to-one tutoring intervention for young Gypsy, Roma and Traveller students aged between 5 and 18. The programme was delivered between September 2020 and July 2021 and was borne out of a rapid COVID19 response.

COVID19 brought to light the educational disparities that exist in England. Many of these disparities existed prior to the pandemic and have been exasperated by it and amongst the most affected by this are Gypsy, Roma, and Traveller young people [1].

The 'Tutors for GRT young people' programme was designed to deliver professional, student-focussed education through an online platform.

This initially small scale initiative began between Traveller Movement and Kings' College with funding for 40 students. With support and funding from the then Ministry of Housing, Communities and Local Government, we were able extend the programme and respond to the extra demand for places. Traveller Movement developed a new sister organisation and community interest company called Open Doors Education and Training (ODET) in November 2020 to deliver its tutoring programmes. ODET was able to successfully reach 120 children and young people, to provide them with the necessary technology and resources and start them on their tutoring journey.

As well as interest, the attendance rate was mostly stable at 80% throughout the year, with most students maintaining and exceeding the school progression. A main worry of the disruption caused by COVID19 is that of lost learning and students falling further behind, so in this respect the programme was a success.

The students on the programme also demonstrated increased effort and commitment to learning as the year progressed, parental and tutor feedback further highlighted this and reinforced education in a positive light for the students.

[1] See for example: https://www.bbc.com/news/uk-england-gloucestershire-57425061 , https://travellermovement.org.uk/news/gavin-williamson-mp/ , https://www.gypsy-traveller.org/wp-content/uploads/2020/07/Friends-Families-and-Travellers-submission-to-the-Joint-Committee-on-Human-Rights-COVID-21st-July-2020.pdf, https://www.europarl.europa.eu/RegData/etudes/ATAG/2021/690524/EPRS_ATA(2021)690524_EN.pdf

There were challenges throughout the year, including that of technology (digital divide, orientation and trouble shooting with new devices, connection issues), and differences in tutoring style (moving to online lessons and navigating new platforms). However having a well-designed programme, dedicated officers delivering it and dedicated families and tutors overcame these.

Overall, the programme demonstrated the positive impact that one-to-one focussed learning outside of the strict remits of a curriculum can offer for three ethnicities that have been at extreme educational disadvantage for many years. Although it was delivered during the pandemic, 'Tutors for GRT young people' is an innovative model that will have long term, sustained impact if continued.

Results at a Glance

120 students signed up:

29 Romany Gypsies

34 Irish Travellers

35 Roma

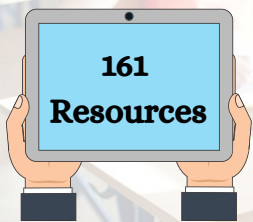88 Primary School
28 Secondary School

63 Boys
57 Girls

80% Average attendance: families who self-referred had better attendance

Over 60 Students continued until July: the main reason for stopping was returning to school

161 Resources =

73 Tablets

8 Dongles

44 Reading Books

36 Workbooks

"It's an amazing thing that you're doing with the tutoring programme"

Introduction

Intervention

This report evaluates the effectiveness of one-to-one tutoring delivered to Gypsy, Roma, and Traveller students throughout the academic year 2020-2021.

The initiative 'Tutors for GRT young people' initially began as a pilot partnership project between The Traveller Movement (TM) charity and King's College London Widening Participation Department (KCLWP) and was later supported by Lottery funding. TM then secured further funding from the Ministry of Housing, Communities and Local Government (MHCLG) to expand and develop the programme. This funding from MHCLG allowed the project to blossom and reach a large number of students. In order to cope with the extra demands and widening remit of the project, TM developed a new sister company and community interest company called Open Doors Education and Training (ODET) in November 2020.

> " Me and the wife are not educated so can't help the kids. It was a real struggle to help before this tutoring "

The intervention aimed to address attainment gaps that Gypsy, Roma, and Traveller students are more likely to experience, as well as maintaining engagement in education throughout a year wrought with difficulties due to the ongoing pandemic.

Participants

The intervention was designed to be fully inclusive for Gypsy, Roma, and Traveller students, so participants could be referred from anywhere in England, and be of any age if they were enrolled in primary or secondary school. At the start of the project this was loosened to include students that were enrolled in school before the pandemic begun and were planning on returning to school when the pandemic was over.

Delivery

The delivery of the project was maintained by ODET. KCLWP focussed on the monitoring and evaluative elements, including tracking effort, progress and commitment, as well as report writing.

There was a main contact person, ODET's Project Officer, for all parents and tutors who maintained communications about lessons, cancellations, rearrangements, and resources. This point of contact was essential as it provided a supportive link between the families and the tutors. The Project Officer was available for troubleshooting, providing encouragement, and follow ups. The tutoring was delivered by professional tutors employed via the third-party tutoring supplier TutorHouse. All tutors were professionals with experience in teaching as well as individual tutoring. Preferably most tutors had experience in working with students with attainment gaps but due to the number of participants this was not always possible.

Tutoring was delivered remotely via an online platform provided by TutorHouse, or via the video calling platform Zoom, depending on the tutors and family preference. Families were provided a small electronic tablet device, as well as a dongle internet connection if needed, and physical resources to aid the tutoring.

Background Evidence

Gypsies, Roma, and Travellers are three ethnicities that are commonly grouped under the umbrella 'GRT' for funding, charity, research, and educational purposes. They are three distinct ethnicities with some shared cultural traits and some shared barriers which are described in detail elsewhere (Clark and Greenfields, 2006). Briefly, Gypsies, in the UK context, refers to Romani Gypsies that migrated to the UK in the 1500s, Roma refers to European Roma that have migrated to the UK in the last few generations and Travellers refers mostly to Irish Travellers, also known as Mincéirs or Pavee who have either lived in England for some generations, or migrated more recently. Some definitions of GRT also encompasses those without ethnicity status, but this intervention was for those of Gypsy, Roma or Traveller ethnicity.

In recent years, the underrepresentation of Gypsy, Roma and Traveller students in higher education has become a talking point amongst the Office for Students, and educational researchers. There have been small increases in addressing it through outreach activities, but often it is still framed at targeting those of university age and trying to increase role models that have gone through the education system.

Although this approach is beneficial to an extent, it does not address the root causes of underrepresentation.

The statistics for educational attainment for Gypsy, Roma and Traveller students have remained as static as they are stark. Gypsy, Roma, and Traveller students start school up to six months behind their peers educationally, this attainment gap can increase up to 23-34 months by the end of secondary school (Atherton, 2020a).

> "The iPad was brilliant. The dongle kept running out. In the early stages had to bribe him, like let him play a game but only after he talked to the tutor. But once he got to know her it got easier...Charge pack and noise-cancelling headphones – especially good if you're roadside!"

Gypsy, Roma and Traveller students are the least likely to be in education, training or employment at 16 years of age, and the least likely to leave school with qualifications (Atherton, 2020b). This means only working within the traditional widening participation age groups of 16+, or even 14+ leaves a small pool of candidates that will be university ready.

One-to-one tutoring is an educational intervention which has a strong evidence base for its impact on attainment. There has been an increase in private tutoring in recent years to increase attainment, particularly in higher income families. The evidence of effect is consistent and positive, even for those from disadvantaged backgrounds. Themes in literature recommendations include the prolonged length of time tutoring and using expert tutors (Education Endowment Fund, 2021).

To our knowledge there has been no long-term tutoring interventions with Gypsy, Roma, and Traveller students specifically, but tutoring interventions for vulnerable children in state care have had modest success (Department of Education, 2018). Gypsy, Roma and Travellers are often referred to as 'hard to reach' and teachers' expectations of students can be low. This is coupled with a persistent outdated belief amongst educators that Gypsies, Roma, and Traveller do not value education (Richardson, 2019).

As well as educator attitudes, there are other barriers that Gypsy, Roma, and Traveller students face which have been exasperated due to COVD19. Gypsies, Roma, and Travellers are twice as likely to be digitally excluded than the national average (Scadding and Sweeney, 2018), this includes having internet access, access to devices and the knowledge of how to use applications on devices. Students' parents are less likely to have the educational attainment to be able to

assist with schoolwork and are more likely than the national average to have left school early or with no qualifications and may be less able to navigate the education system (Ryder, 2017).

When England first went into lockdown in April 2020, practitioners in the sector were concerned about the disproportionate effect that it would have on Gypsy, Roma, and Traveller students, because of these barriers. TM and KCLWP launched a quick response project, offering tutoring to any Gypsy, Roma, or Traveller family that asked for help. This was carried out by volunteer tutors recruited from Twitter. The project was an

> " *5 out of 5 stars. There's no help for travellers, no funding. R looks forward to sessions each week. She's also in a youth group. Everything's covered. I can't thank them enough* "

> ❝ We're still having issues [with school] ...the teacher didn't believe he's put the work in... you'd think she would be happy ❞

This evaluation outlines the aims and objectives of the programmes and the methods of delivery, followed by the findings of attendance, engagement and feedback from students, parents, tutors, partners, and referral sources. The findings are reinforced by case studies of students on the programme. The report finishes with recommendations, not only for delivering a tutoring programme, but for engaging Gypsy, Roma, and Traveller students in outreach activities more generally, and delivering sustained interventions.

overwhelming success, with high rates of engagement, including average attendance rate of 80%, word of mouth referrals and increased confidence of parents.

The success of this education response to the Covid pandemic led to the development and funding from the Ministry of Housing, Communities and Local Government of a sustained programme for when students returned to school in September. There have since been further lockdowns and disruption to learning, however tutoring has been delivered throughout the academic year.

Evaluation Objectives

This evaluation aims to analyse both the effect of the intervention and the process of implementation. This is a novel intervention for Gypsy, Roma, and Traveller students, designed and delivered during unprecedented times in the UK education setting. Being able to decipher 'what works' is important to inform best practice in an area that is sorely lacking, and for three ethnicities that experience multiple inequalities.

It was also important to the project team that families should never feel the burden of research, or that they were reduced to data resources. Data was collected in a way that did not increase their burden. No pre-entry forms or surveys were required, feedback was asked for voluntarily, and obtained by open conversations rather than recorded interviews and people renumerated when it was given. Tutors were renumerated for the extra work of monthly progress reports and extra

-curricular activity logging and attendance data was collected by the project team from the tutors' timesheets.

This method of monitoring and data collection was vital to ensuring trusting relationships were built with parents, and every effort by the team was taken to maintain this ethos throughout the programme.

This approach has led to a less scientifically rigorous evaluation, but arguably with trusting relationships built with families, more open and honest communication, and willingness to provide feedback has led to a richer evaluation. Following a theory of change (please see appendix V) and research protocol from the inception and combining the quantitative, qualitative, and case study evidence has led to an understanding of the impact of the project, what has been successful and suggested recommendations for the future.

Objectives

Impact:

1. To decrease the attainment gap between students on the programme and the expectation of their age/year group
2. To support and engage parents of students on the programme
3. For students on the programme to stay/return to formal education

Process:

1. Was the intervention delivered as per protocol?
2. Were the resources delivered appropriate and useful?

About Us

Open Doors Education and Training C.I.C

Open Doors Education and Training (ODET) was born out of the Coronavirus Pandemic when schools were closed. The Traveller Movement saw an opportunity to reach children and young people through digital methods and online tutoring. In order to cope with the extra demands and widening remit of the project, Traveller Movement developed a new sister organisation and community interest company called Open Doors Education and Training (ODET) in November 2020 to deliver the tutoring programmes. This was made possible due to funding and support from the Ministry of Housing, Community and Local Government.

ODET provides young people with opportunities to access online education through one-to-one professional tutoring. ODET's approach takes a human-rights informed lens, each programme is carefully designed, and support is offered every step of the way. While initially ODET was developed as a result of the pandemic, it has now grown to include additional projects.

Our mission is to support children and young people to unlock their potential by providing and promoting alterative or complementary streams of flexible education that work for young people and accommodate their needs. For more information please see the ODET website www.odet.org.uk

Our Partners

The Traveller Movement

The Traveller Movement (TM) is an award winning leading national charity committed to the fulfilment of human rights for ethnic minority Gypsy, Roma, and Traveller people.

TM had particular expertise in tackling local issues and shaping national policies. This is achieved by a proactive community advocacy strategy, capacity building and acting as a bridge between the GRT sector, service providers and policy makers, thereby stimulating debate and promoting forward-looking strategies to advance equality, civic engagement, inclusion, and community cohesion.

TM delivers work in a number of different areas including research, policy shaping and lobbying, campaigning, community development and creating and facilitating progressive career opportunities.

King's College London Widening Participation Department

King's College London Widening Participation (KCLWP) works with underrepresented learners and their supporters, empowering them to access, thrive and succeed in higher education. KCLWP have the power, expertise, and drive to help bring about a fairer society, where people from all walks of life can access a great education. Opportunities and chances to succeed are not distributed fairly across society. KCLWP are a team of professionals who can help to change that on behalf of King's. King's is a civic minded university that seeks to educate a diverse community of learners all with individual voices and experiences so that they can achieve to their greatest potential. Widening participation to higher education in turn makes King's and the wider world a better place.

Project Team

Open Doors Education and Training

Project Officer:
Shane Curran

Project Manager:
Hannah Culkin

King's College (KCLWP)

Project Officer:
Christine Browne

Project Manager:
Jack Mollart-Solity

Ethical Review

This project did not seek ethical review as it was not a research trial.

Methods

Intervention Design

> **School is being no help, I'm scared they are gonna get more behind**

### Duration:

The intervention ran from September 2020 through to July 2021 (the academic year), there were three recruitment cycles: in September, November, and January. This coincided with funding allocations.

Promotion:

The project was promoted through Facebook and Twitter, as well as to Traveller Education Services, education charities and Gypsy, Roma, and Traveller non-governmental organisations. Workshops were delivered to interested professionals and practitioners to explain what the tutoring entailed and how to refer people to the programme.
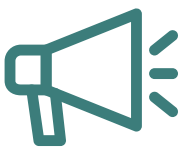
Recruitment:

The essential criteria of referral were kept as simple as possible, to remove any further possible barriers to engagement. The criteria included being of Gypsy, Roma, or Traveller ethnicity, and being enrolled in education (as previously stated, this was relaxed in the height of the pandemic to account for families with vulnerable household members).

Once referred, the parent was called by the project officer who discussed the parent's concerns, needs and access requirements. They also discussed what was involved with tutoring, and if the parent wanted to go ahead an agreement (appendix I) was sent to them via WhatsApp and the process of tutor matching began.

Tutor Recruitment:

Tutors were recruited via TutorHouse, an online tutoring platform with experience working with schools and universities. TutorHouse advertised the programme to the freelance tutors signed up with them. In the adverts they highlighted the importance of working with students from different backgrounds, and with diverse educational needs.

Tutors all attended either an individual training discussion with the project officer or a group training discussion, depending on capacity and timing. At the beginning of the project, it was individual but when recruitment increased this became group based. The sessions covered the premise of the programme, the needs of the students and the expectations of the tutors (logging hours, monthly reporting) as well as the safeguarding and data protection procedures for the programme.

After the tutors attended training and their DBS information was received, they were then matched with a student on expertise and ability. After the first two sessions, the parent was asked if the tutor was compatible, and the lessons continued weekly.

Lesson syllabus:

Unlike many tutoring programmes, the tutors were not expected to teach to a syllabus or curriculum. This unique aspect of 'Tutors for GRT young people' was to ensure that the tutors had freedom to assess and address gaps in knowledge that may have happened at different stages of education and engage the students in creative ways. It is also the reason professional tutors were used rather than university students that some tutoring platforms offered.

The tutors were given information on the parent's concerns, the student's age and any abilities known, from there they worked collaboratively with the young person to create and deliver lessons that were appropriate, engaging and useful.

Tutoring occurred for one hour per week at a time suitable for both the student and tutor, unless decided with parents on a shorter session (mostly for the reception age students). The lessons occurred weekly with breaks for school holidays.
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Tutoring Dates:

- 21 September 2020 – 25 October 2020 (5 weeks)
  Half Term break – 1 week
- 02 November 2020 – 20 December 2020 (7 weeks)
  Christmas Holiday break– 3 weeks
- 11 January 2021 – 14 February 2021 (5 weeks)
  Half term break – 1 week
- 22 February 2021 – 28 March 2021 (5 weeks)
  Easter Holidays break – 3 weeks
- 19 April 2021 – 30 May 2021 (6 weeks)
  Half Term break– 1 week
- 7 June 2021 – 12 July 2021 (6 weeks)

Resources:

During the initial recruitment, parents were asked if the student had access to their own laptop or tablet for the tutoring. As digital exclusion rates in the communities are high, most students did not, therefore small tablets were provided to the students. For those that did not have an internet connection, dongles were also provided. These were sent before the tutoring commenced so that the students could access the online tutoring without digital barriers from the start of their lessons.

Tutors were encouraged to request educational workbooks, reading books and other resources for the students, and often used these as a starting point for learning objectives.

" I wish we could have had more lessons in the school holidays "

Monitoring

A secure spreadsheet was used to monitor attendance, this was filled out by the project officer weekly. If a student missed a lesson, they were contacted to rearrange or ensure they would attend the lesson the following week. If a student missed two lessons in a row a discussion took place between the parent and the officer to discuss if the tutoring programme was appropriate for them at this time. If the parent wanted the tutoring to continue, they were informed that they had to attend the next lesson, if not they would be taken off the programme. Support to encourage attendance and engagement was offered by the Project Officer. If there was a specific issue this could be dealt with during these discussions (such as timing of lessons, tutor engagement, technology issues).

> " It was good that it was flexible, we're travelling a lot so can't make it all the time "

Tutors filled in monthly progress reports for their students, using a TutorHouse reporting template (Appendix II). This included a scale scoring system for progress, effort and commitment, as well as a space for freeform comments on areas developed and areas to develop for each student.

Tutors were also encouraged to contact the project officer if they had any concerns regarding their students, including whether they were the correct tutor for the student's needs.

All resources sent out to students were coded and logged onto the secure spreadsheet.

Evaluation

Process and impact research questions were decided at the time of programme design, the methods of evaluation were designed at this stage and are explained below.

Process Evaluation

The process evaluation included analysis of where referrals came from, the interest and calibre of tutors on the programme, and what resources were requested. Referrals and one-to-ones were logged and formed the basis of analysis of needs for those referred to the programme. Data on the transfer rate from referral to tutoring were taken from the secure spreadsheet. The number of resources sent out to students collectively and individually was collated from the spreadsheet and analysed alongside parental and tutor feedback to ascertain the usefulness of the resources.

Tutors were asked, via survey, to comment on the successes and challenges of tutoring, including the technology. Parents were also asked about their thoughts on online tutoring, and all lessons that suffered technology issues were logged on the secure spreadsheet, to understand the extent that digital issues impeded online tutoring.

Impact Evaluation

Short and medium-term impact of the programme was evaluated by analysis of attendance and attrition over the course of the programme, this included descriptive statistics on the number and percentage of lessons attended overall. Chi squared tests for association for attrition and one way ANOVA for attendance was used for differences between students with different characteristics on the programme (gender, age, ethnicity and indices of deprivation status).

Students were asked three questions in the final weeks of tutoring regarding their enjoyment, confidence and thoughts on returning to school (see appendix IV). These questions were on a scale and were analysed with descriptive statistics, and chi squared tests of association analysis for between group differences.

The statistics were coupled with qualitative feedback from parents and tutors , which were carried out by way of semi-structured interviews. This feedback was thematically analysed for how they found the tutoring, observed changes in learning and confidence and comments they had to improve the programme. This strengthened the impact evaluation, mitigating the weaknesses in the statistics to provide a thorough, rounded picture.

Limitations

To the authors knowledge, this is the first sustained online tutoring intervention for Gypsy, Roma, and Traveller students across England. From a delivery perspective, this means that there were no best practice markers to work towards.

From a research perspective, it was paramount that the delivery of the programme and relationship building with the family had the highest importance. This means that this was not a pre and post intervention design. When the project was being designed it was decided that a structured interview or test may be off-putting to families who needed support. There was also no control group of students selected.

Another limitation was funding, the project grew sporadically as funding was confirmed (fifteen places in September, fifteen more spaces in November and eighty more spaces in January), so students were enrolled at different times during the academic year, leading to different numbers of lessons offered. This led to some students receiving more lessons than others based on their earlier sign up and longer duration on the programme.

Finally, this project was delivered during a pandemic where schools were closed and opened at different points in the year, there was a national lockdown and different schools, years and classes had to self-isolate at different times which again meant that some students received more lessons than others.
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Evaluation

A mixed methods evaluation was used, including quantitative data collected by the project team and qualitative verbal feedback collected from parents, tutors and young people throughout the programme and in interviews towards the end of the programme delivery. The following evaluation section explores the quantitative findings and contextualises it with quotes and themes from feedback and interviews.

Process

Student Characteristics

There were 120 students in total enrolled onto the programme between September 2020 and February 2021. 85 families took part in the programme in total, ten of these families lived on caravan sites or actively travelling. Table 1 describes the characteristics of students enrolled and those completing the programme.

Table 1: Characteristics of students signed up for the 'Tutors for GRT' programme

Characteristic	Signed-Up	Non-Starter	Discontinued	Completed
Total	120	9	45	66
Gender				
Boys	63	7	25	31
Girls	57	2	20	35
Ethnicity				
Gypsy	29	5	16	8
Roma*	57	4	15	38
Traveller	34	0	14	20
Age Range (mean)	4-18 (9.5)	7-11 (9)	5-18 (10)	4-16 (9)
School level				
Primary*	88	8	30	50
Secondary	24	1	12	15
Tertiary	4	0	3	1
IMD†				
IMD Decile 1-3*	84	8	28	48
IMD Decile 4-10	24	1	14	9
Accommodation				
Bricks and mortar housing	102	9	31	62
Caravan Site	18	0	14	4

*Significant at P<0.05
† Indices of Multiple Deprivation, most students were in IMD decile 1-3, so to improve statistical analysis IMD Deciles 4-10 were combined into one. Raw numbers for IMD deciles are Decile 1: 43, decile 2: 24, Decile 3: 54, Decile 4: 4, Decile 5: 8, Decile 6: 4, Decile 7: 6, Decile 8: 0, Decile 9:2, Decile 10: 0

There were no significant differences in gender or students on the programme, however there were significantly more Roma students, students attending primary school and those living in IMD deciles 1-3.

Of those enrolled, 15% lived on a caravan site (8% of families because of sibling groups), this is congruent with national statistics for Gypsies and Travellers living in caravans compared to bricks and mortar housing. It is of note that living in housing does not mitigate the educational attainment issues and other barriers that Gypsy, Roma, and Traveller young people experience.

> " I'm really happy that this exists for Roma people, it is such a good help for my community "

A reason for the significantly higher number of Roma students on the programme is that there were two referral sources that were Roma specific organisations, one a Roma charity, the other a council run service for new migrant communities. These services had many Roma families that they already had relationships with and supported in other ways.

Most students who signed up to the programme were in primary education. The reason for this is not known, however it may be that during lockdown secondary schools were able to mobilise at home assistance easier as students would be able to work autonomously. Younger students need more support and assistance. It may also be that parents were concerned about the formative education that occurs in primary school and sought help more readily.

Figure 1a shows where the students enrolled on the programme were from. *Figure 1b* is a heat map detailing where most students of Gypsy, Roma, and Traveller ethnicity are enrolled in schools according to Department of Education statistics. The students enrolled on the programme correlates well with the national picture. This suggests that the programme was accessible to families regardless of where they live.

Figure 1 a) Location of students enrolled on the 'Tutors for Gypsy, Roma and Traveller' Programme

Figure 1 b) heat map of Gypsy, Roma and Traveller students enrolled in school

Referral Source

To ensure the programme was available to as many Gypsy, Roma and Traveller families as possible, referrals were accepted from multiple different sources including schools, local authorities, the community and voluntary sector and GRT support organisations. All places were offered on a 'first come first served' basis. From September to December finding allowed for thirty places to be available, these were filled by self-referrals and from non-governmental organisations. From January, funding for a further eighty

places became available, and the programme had the capacity to accept referrals from council run services. These services were mostly Traveller Education Services or services specifically for migrant communities (for the Roma students). Table 2 shows the different referral sources and how this was associated with successfully starting and completing the programme.

Table 2: Referral sources of students on the Tutors for Gypsy, Roma and Traveller programme

Referral Source	Signed Up	Non-Starter	Discontinued	Completed
Council Run Services	79	9*	36*	34*
Non-Governmental Organisation	21	0	3	18
Self-Referred/Word of Mouth	20	0	6	14

*significant at P<0.05

Most spaces from January onwards were referred from council run services. Chi Squared tests of associations suggest that the increase in non-starters on the programme and those discontinuing the programme was significant for those referred from council run services, more so than would occur by chance. This significance should be interpreted with caution due to the unbalanced numbers in the different groups. It may be because those who self-refer have increased

commitment as they have sought out the service themselves. For those referred from NGOs it is possible they have an existing relationship with that NGO to seek help from them, again this could mean they have more inclination to start and complete the programme successfully. There are many other factors that could play a role that are not accounted for in this analysis, including the effects of lockdown and schools mobilising different levels of support.
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Attendance

The programme ran for thirty-five teaching weeks. For those that made a successful start on the programme, the average number of lessons attended was twelve, with a range between two and thirty-six. Two students were enrolled on the programme from September and have 100% attendance until completion in July. Students that joined the

programme later have had the opportunity for fewer lessons to be delivered, explaining the large range for lesson attendance.

The average weekly attendance for the programme was 81%, calculated on how many lessons were booked to take place and how many of these happened. The average student

attendance for those that discontinued the programme was 65% and those that completed 82%. Figure 2 demonstrates the weekly attendance throughout the course of the programme.

Figure 2. Weekly attendance for the Tutors for Gypsy, Roma and Travellers programme from September 2020 – July 2021
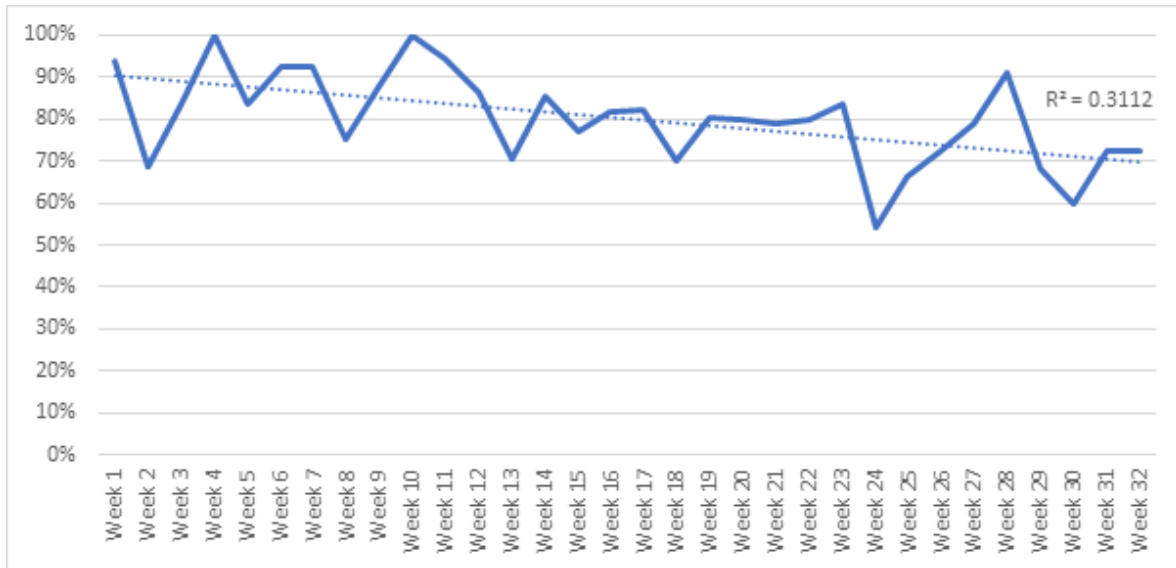

Figure 2 shows the attendance over time, the troughs in attendance, correlate with the first week back from a school holiday (holiday breaks are previously outlined in the method section (three half terms, winter holiday and spring holiday). This could be due to parents being out of routine of the lessons. Parental feedback on reasons the lessons were missed during these times is that 'they forgot', other reasons include parents cancelling the lessons due to the week being 'hectic' trying to get children to school and organised.

The trough in week two was due to technical difficulties of getting online at this stage of the programme there were only fifteen students on it, some of which were siblings. Due to the small numbers in the first two months of the programme, this accounted for a higher percentage of missed lessons.

Figure 2 shows that attendance slightly trended downwards over the course of the programme, however the R2 value is 0.3 so this is a weak trend. Possible reasons for the slight decrease could be that as COVID19 restrictions have eased and the weather has improved, there are more activities for families to do outside of school hours. Some older students cited wanting to spend time with their friends as reasons for missing lessons. Figure 3 shows the breakdown in reasons for lessons not taking place as booked.

Figure 3: Percentage of reasons for non-attendance on the Tutors for Gypsy, Roma and Travellers programme
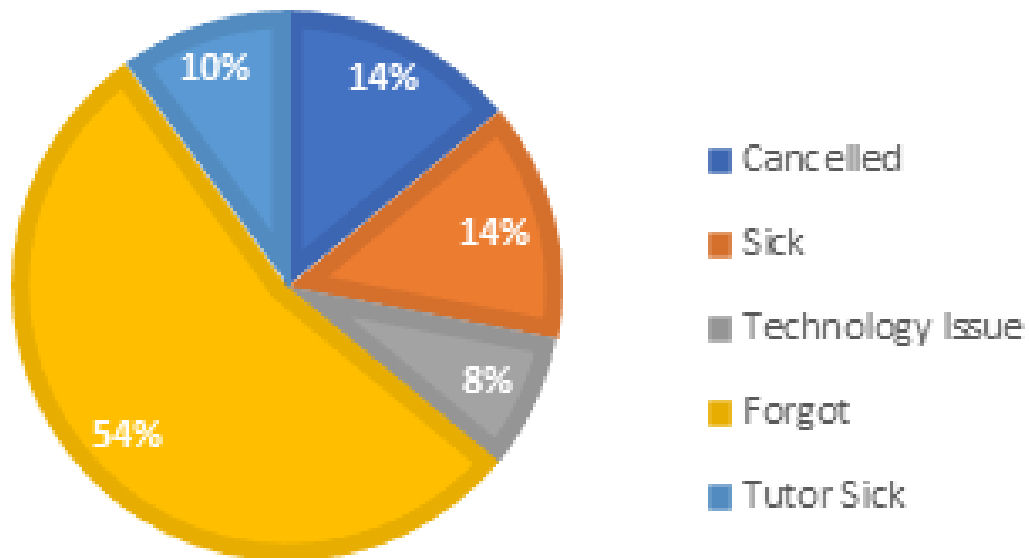
Just over half the lessons failed to take place due to parents forgetting, this ties in with qualitative feedback on the lessons that occurred after a break. Technology issues were more of an issue at the beginning of the programme, and included Wi-Fi connections, the online platform not working correctly and parents struggling to use the device. By the end of the programme technology issues were infrequent as families got used to the online learning delivery. In verbal feedback interviews parents said that overall 'technology was all fine' and that their children were better at working it than them, but they had 'got used to it'.

There were more connection issues for those that did not successfully start the tutoring.

One parent who did not manage to get online described it as 'a faff'. This parent had very low literacy and digital literacy, multiple attempts were made, and the parent did try on each occasion, but the level of digital literacy meant that it was not successful, and the parent stopped engaging.

> " At first [connecting was] a bit tedious. But these were just teething problems and it works perfectly now "

Tutor sickness was a small but important issue, the team attempted to offer a replacement tutor when they were not able to fulfil a lesson, but this was not possible due to the often-late notice given by tutors, and occasionally no notice at all. Some tutors were used to working fully autonomously as self-employed and not having to communicate to others their situation. One tutor left the programme abruptly and without communication due to a family bereavement. The parent described that her children never bonded with another tutor the same way that they had with the first.

This not only highlights the importance of the student/tutor relationship built over time, but the importance of having accountability for the tutors.

Of course, in a real-world scenario bereavements, sickness, and career changes cannot be helped, but more measures in place to mitigate the effect that these have on students would be beneficial. These measures could include formal agreements with individual tutors and back up tutors available for lessons, and a better group communication system with tutors to 'pick up' lessons where needed.

> It's such a shame that she left, the new tutor is good with the kids, but I can't get in touch with her easily, it makes it hard for me, especially cause the first tutor was so good

Characteristics and Attendance

All attendance data was normally distributed and met the assumptions for one way ANOVA analysis. The analysis showed no significant differences in attendance for gender, age, ethnicity, or indices of multiple deprivation. This suggests that the programme was appropriate for the different ethnicities, ages and genders of the students enrolled. The data did show a significant difference (P =0.001) in attendance by referral source.

The average attendance for those referred from council run services was 70%, this is 10 % lower than the average attendance of those referred via NGOs and 14% lower than those that were self-referred or signed up through word of mouth. There was no significant difference of attendance from those that were referred via NGOs or self-referred (P>0.05). .

Figure 4. Average percentage attendance by referral source
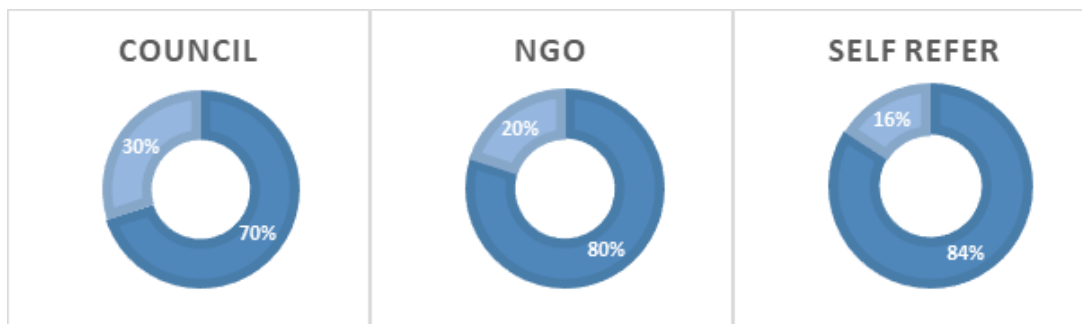
The reasons for this could be that those who self-referred or came through an NGO have more self-efficacy and commitment to the programme.

Resources

To remove as many barriers as possible, resources including technology, books and stationery were offered to all programme participants throughout their time on the tutoring programme. These resources were free of charge and did not need to be returned. There were also no restrictions of the number of

lessons students needed to have to access these resources. All students received stationery throughout the programme. At first stationery was sent out when requested by the tutor or parent, but it soon became apparent that most students did not have access to writing paper, pens and other stationery needs, so

stationery was sent out to all students as part of their welcome packs and at periodic times throughout the year. Table 3 outlines the total number of non-stationery resources provided on the programme and how many participants received these resources.

Table 3: Resources provided to students on the 'Tutors for Gypsy, Roma, and Travellers' programme

Resource	Number Provided	Number of Participants in Receipt of Resource
7 inch digital device	73	99
Dongle	8	20
Reading Books	44	25
Workbooks	36	22

With tablets and dongles, there were more recipients than those provided as in some families shared devices between siblings. In January, when spaces on the programme increased by eighty, there was a supply issue with tablets as they were being purchased via usual commercial routes (Amazon, Curry's). This could be mitigated by buying from a wholesale provider, this would also improve cost-effectiveness. New families on the programme were provided one tablet for sibling groups to share. Dongles were provided one per family also, as they are for internet connection and only one lesson would be happening at a time.

Reading books and workbooks were provided upon tutor request. Most of these went to students that started the programme between September and December.

All tutors were aware that they could order workbooks and reading books for students, however when the programme had less participants more reminders were sent to tutors asking if they required any resources.

> "The reading books and workbooks have really kept her going...her confidence in English is so good now"
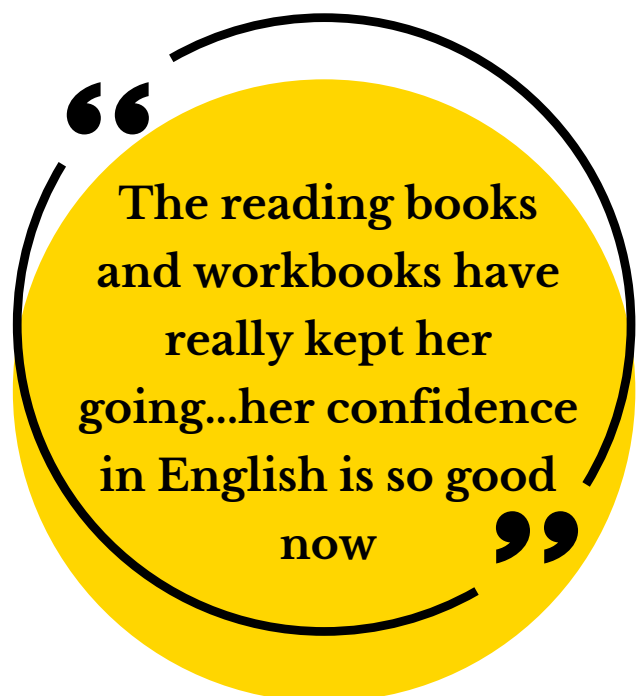
Analysis of those in receipt of tablets and dongles and the effect on programme completion is not valid due to unbalanced groups, most students received a tablet, and most students did not need a dongle.

With regards to reading books and workbooks, chi squared test of association showed no significance between reading books being provided and completion of the programme, but there was significantly higher completion amongst those that had workbooks provided (P <0.05). The average attendance for students that received reading books or workbooks was 82% compared to 65% for those that did not receive resources particularly among primary school aged children.

This result should be interpreted with caution due to confounding factors of referral source of students that joined the programme later who were less likely to receive workbooks or reading books. However, those that joined the programme from January onwards and did receive these resources had improved attendance and programme completion. Reasons could be that these students are more engaged in the programme and asking for resources, or sending the resources keeps the students and parents engaged. Qualitative feedback from parents suggests it is the latter, and a theme in parent and tutor feedback is that the hard copy resources help keep the lessons engaging, and the student engaging in between lessons with homework and reading targets set.

Tutor Engagement

In total twenty professional paid tutors were involved in delivering the weekly sessions to students. Each student received one hour of tuition per week. Three tutors left the programme during the year. Two due to changing jobs and not being able to continue tutoring and one because of a personal bereavement.

One tutor was removed from the programme due to not fulfilling expectations. When students changed from this tutor to another their attendance and engagement increased. This tutor was a supply

teacher, and when schools returned to in person teaching after lockdown these issues began. It is possible that the tutor had difficulty in juggling their job and tutoring. Most other tutors on the programme have tutoring as their main profession and this was an isolated incident.

Tutors were expected to fill out weekly timesheets as well as a monthly progress report. The programme officers found that this was done variably, with 80% of tutors completing timesheets in a timely manner. Monthly progress reporting

was more variable with approximately 60% submission rate. These issues increased in January when the programme was expanded, and more tutors were on-boarded. The training for the tutors before January was one-to-one based with the programme officer, due to the increase in enrolment in January this was changed to group-based training for new tutors. Three training sessions took place over three afternoons and covered cultural awareness, programme delivery, expectations, and admin processes.

Tutors were asked for feedback on their involvement with the programme,

the response rate was 80%, and all tutors who responded to the survey enjoyed their time on the programme, and all would tutor for the programme again. The main theme of what the tutors enjoyed the most was seeing the progress in their students' ability and confidence as well as the trusting tutor-student relationship grow. Challenges included students not turning up to lessons, internet connection issues and some parents now being communicative. Interestingly some parents fed back that tutors were not as communicative as they would have liked. In future programmes improved tutor-parent relations should be considered.

> **You cannot predict any single day, each day is unique. Working with amazing young people who need someone to believe in their ability and help them achieve a dream**

Impact

Progress, Effort, and Commitment

Progress, effort, and commitment were measured using an ordinal scale by tutors in monthly reports for students. As outlined in the process evaluation section, monthly progress reports were sometimes not submitted by tutors. Figure 5 shows the yearly average progress, effort, and commitment for students on the programme.

Figure 5. Average scores for progress, effort and commitment for students on the 'Tutors for Gypsy, Roma and Travellers' programme
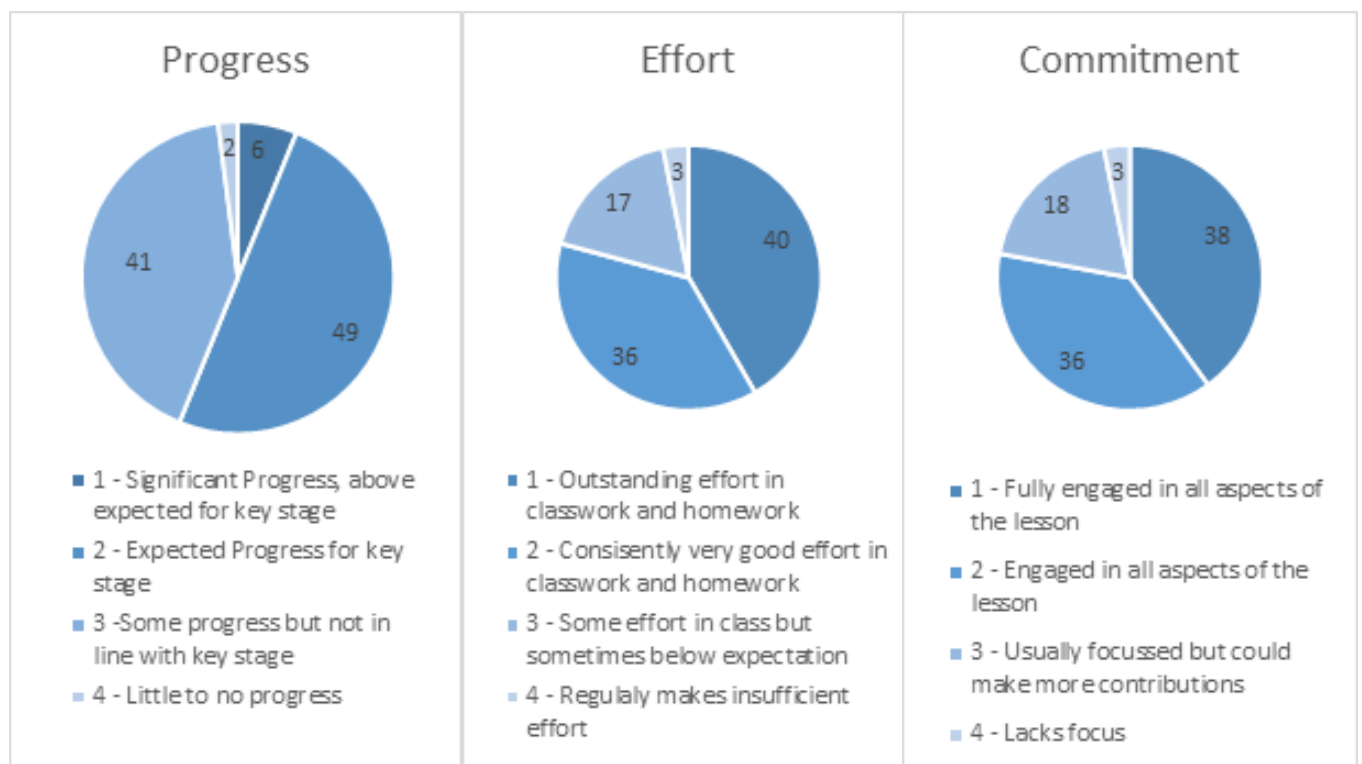
As well as average progress, effort, and commitment, as the reports were filed monthly, change in progress, effort and commitment over time was calculated. It was remarkably similar for progress effort and commitment; Table 4 illustrates this.

Table 4: Change in the first and last progress, effort and commitment scores of the Tutors for Gypsy, Roma, and Traveller programme

	No Change	Increased	Decreased
Progress	60 (50%)	23 (20%)	7 (6%)
Effort	55 (46%)	27 (23%)	13 (11%)
Commitment	62 (52%)	24 (21%)	9 (8%)

Percentages do not make 100% due to missing data from students where reports were not filed

Tutors were provided with an assessment criteria to follow in awarding progress, effort, and commitment scores to ensure consistency. Students that experienced a decrease in progress changed tutor during the year. It is likely that different tutors mark differently on the scales, a weakness in this evaluation, it is also a possibility that the change in tutors affected the students learning.

With regards to effort and commitment, as shown in Figure 4, there was a higher proportion of students with the highest score, so having no change for 46-52% of students is encouraging and suggests the programme is engaging for students and has value. For the

minority that experience a decrease in effort and commitment, qualitative tutor feedback suggests the main reason is fatigue and becoming complacent over time.

When testing for association between participant characteristics and referral source on progress, effort and commitment, there was no significance found in any apart from IMD on progress. Those from IMD 1-3 were significantly less likely to be working at the expected key stage level or above in comparison to those in IMD 4-10. As detailed in Table 1, these groups are unbalanced so the validity of this result cannot be confirmed, however it is congruent with evidence from national statistics.

Extracurricular activities

At three stages in the programme, tutors were asked to deliver an extra-curricular based activity. Two of these were careers orientated, and one was themed around Gypsy, Roma, and Traveller history month.

For the first activity, delivered in December, tutors were asked to explore the student's ideal job with them and help them create a poster or output on 'what I want to be when I grow up'. Similar to the syllabus, a lot

of freedom was given to the tutors on how to deliver this. There was quite a low response rate from tutors on the activity, with varied levels of time dedicated the activity and responses from the students. Photo 1 is an example of a piece of student work.

Photo 1: example of 'what I want to be when I grow up' by a student on the 'Tutors for GRT young people' Programme
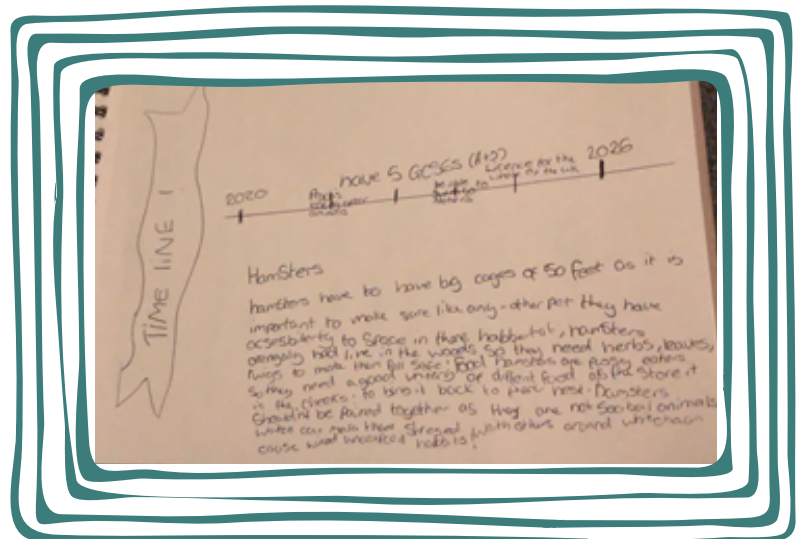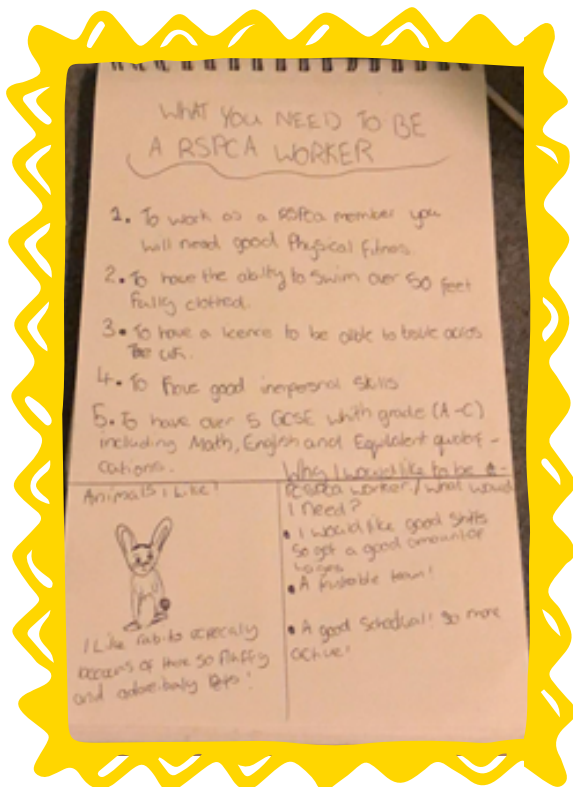
The next careers activity was delivered in May, before the half term. This time tutors were given an extra payment for the activity (as well as their usual payment for the lesson), and a more structured activity was planned. Slides were produced (Appendix III) for the tutors to deliver, and there was an online form for the tutors to fill out for each student. The response rate was much higher, with two thirds of students completing the activity.

There were three areas that the tutors had to provide responses to on the form: student's favourite subject, types of jobs the student could do

> " I want to learn all about the world, and maybe travel around it "

with that subject and what job the student would enjoy doing. Figure 6 shows students favourite subjects. Maths was the most cited favourite subject; this is interesting as, in initial conversations with parents, maths was the most cited subject where students were behind. One student on the programme was working below the expected key stage on maths at the beginning of the programme, and they are now in the top set of maths in their year group. This is echoed in parent feedback, where the most common theme on improved confidence is that of maths,

where students are understanding and enjoying the subject where they 'hated the thought of it' before.

> " I want to be a maths teacher so I can get paid to do maths, I love maths "
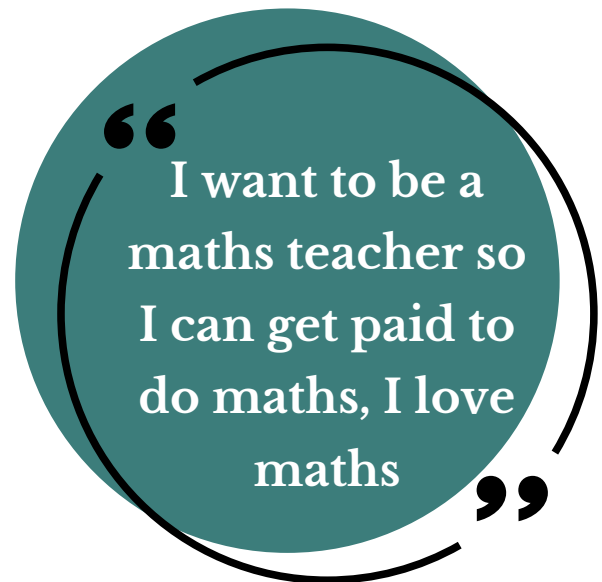
Figure 6: Favourite school subjects of students on the Tutors for Gypsy, Roma, and Traveller programme
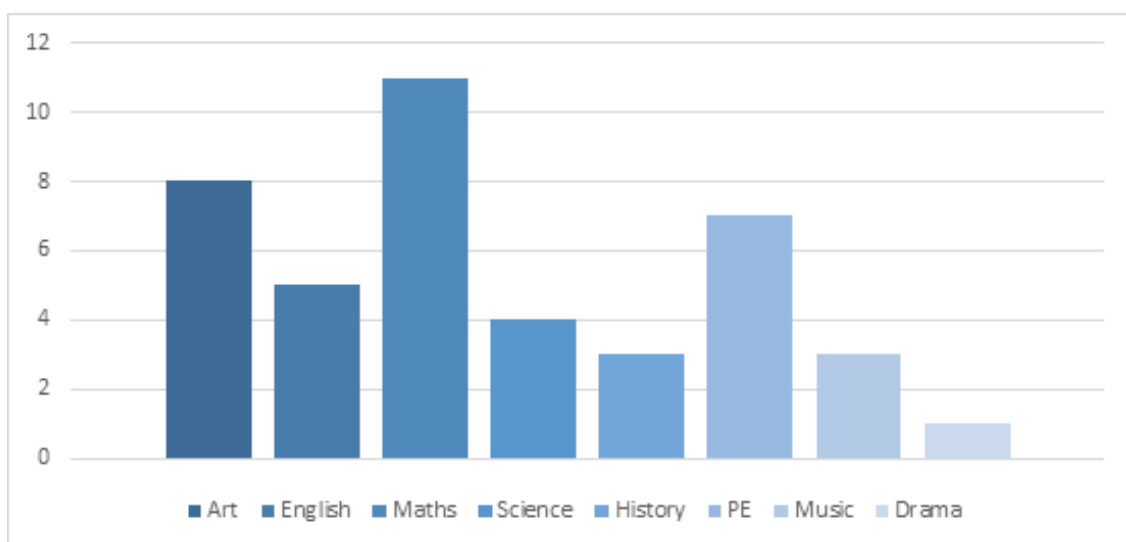
As might be expected with the range of students on the programme, there was a range of careers chosen as those that students thought would be ideal, which would also use their favourite subject. Figure 7 illustrates

the careers chosen. When asked why they thought they would like that career, the most common theme was that the job would 'help people', the second most common theme was to learn and build confidence.

Figure 7. Ideal careers chosen by students on the 'Tutors for GRT young people' programme

The final activity was centred on Gypsy, Roma, and Traveller history month in June. Students were invited to take part in a competition, they were asked to create a poster/poem or piece of writing on their family. The creative pieces were judged by a staff member from ODET/TM and King's College. Photo 2 shows the winning entry Which depicts St. Mary and the baby Jesus.

Photo 2: The winning entry for the Gypsy, Roma and Traveller history month competition for the Tutors for Gypsy, Roma and Travellers' programme

Confidence

In the initial conversation before starting the programme, parents were asked about their child's confidence in learning, this was not done with a validated scale but an invitation to talk openly about their concerns. The overarching theme was that parents were worried about their children falling behind, especially when they already lacked confidence and some were behind already.

In the unstructured interviews at the end of the programme, parents were asked if they had noticed a change in the child's confidence. Out of the 43 parents who provided feedback, 38 eagerly noticed an increase in confidence, those that were unsure if there was an increase in confidence commented that there was an increase in motivation at least and their children were more likely to ask questions when they did not understand. Some of the Roma

parents commented on the increase in using English at home and language skills improving. In addition to this, ten parents commented that their children's' teachers had noticed a significant improvement, to the point where students were being awarded star of the week which had not happened before.

Students were asked how confident they felt in learning after the programme. Students were presented a scale (appendix IV) and asked to rate their change in confidence, 1 being that they were not confident at all. 3 that they were about the same in confidence as before tutoring began and 5 being that they were much more confident. Figure 7 shows the responses, no students thought they were less confident than when tutoring began, and almost half felt they were much more confident.

Figure 7: Self-reported confidence levels after tutoring for students on the 'Tutors for Gypsy, Roma, and Traveller' programme
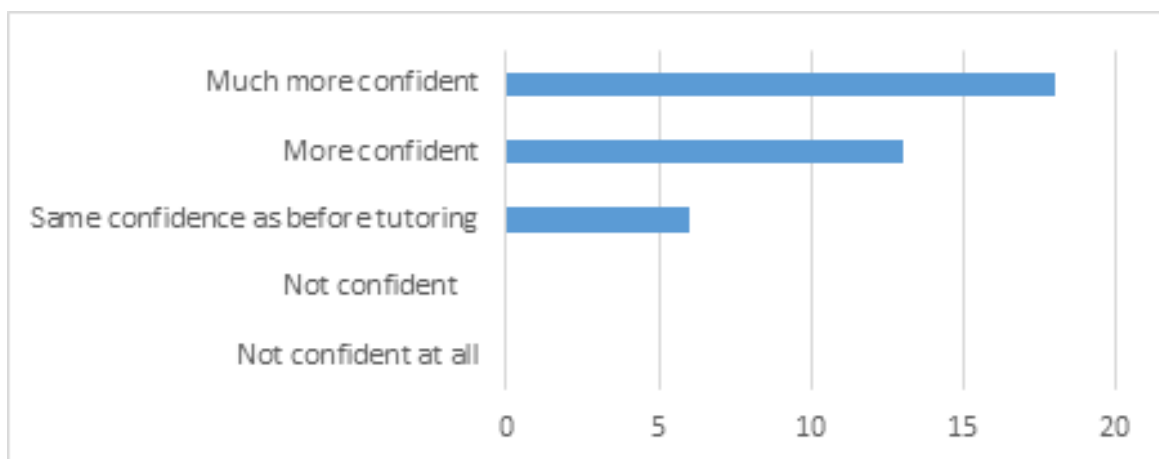
In the free form monthly feedback that tutors provided, comments on student confidence increased as time went by, these comments were more frequent for students with better attendance and who had been on the programme longer. Tutor feedback was also that seeing their students' confidence grow was one of the most rewarding aspects of working on this programme.

Return to school

There was a concern that, due to COVID19, some students would not return to school based education. Most students on the programme returned to school after the lockdown, with the remaining ten students that are not yet back in school planning on returning in September. The reasons that parents gave for not having their children in school yet was that they felt it was unsafe due to the continuing pandemic. These families tended to have multi-generational households, and most of these students were Roma living in London.

All parents that were interviewed said that they would sign up to the tutoring programme again, even going as far to ask to be put on the list now for any spaces. The common theme was that they saw value in it beyond the COVID19 pandemic and have seen more progress and enjoyment of learning than they did before COVID19.

> "He's back in secondary school...he wasn't going to go before this programme

Case Studies

Case Study 1: The 'P' Family

Referred by:
London based
Charity in
October 2020
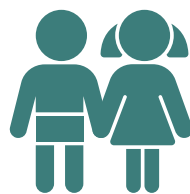
Sibling:
4 aged
between
5 and 11

Attendance:
90% (18 out
of 20 lessons)

The whole family is committed to learning, and all four children have increased in progress, effort and commitment. Whilst on the tutoring programme the family were able to access further help more readily, including benefiting from an education caseworker. When the school was refusing to let the children attend during lockdown, TM was successful in getting the children return to in person learning. The tutor said how beneficial this was as when the children were at home they were unable to access the lessons properly due to a poor internet connection, and were disengaging from learning. TM were also able to help the family access financial support with furniture (children's beds) and children's toys and Christmas that they were not able to afford.

This case study illustrates the holistic nature that the tutoring programme can provide, this family would not have known the extra support available without the relationship with the tutoring administrator and the tutor themselves. The children are all still engaged, this may not be the case if they were unable to be at school and if other social issues were not addressed by the team.

Case Study 2 - S

Referred by:
Roma Charity in September 2020

Sibling:
14 years old
Roma

Attendance:
75 – 100%

S has been on the programme with his younger siblings since September. At first he was reluctant to engage, but his parents were keen that he would continue with the programme as his sisters were engaging. The tutor felt that having the lesson on the same day as his siblings made him feel self-conscious, as they are in primary school. His lesson was moved to a different afternoon and since then he has really engaged with the learning. His career aim is to go into business studies, so the tutor has used that to frame the lessons around. In doing this he has gained confidence in English and Maths. He has even been willing to work on other subjects such as science. His attendance has been 100% since January (before January it was ~75%). The tutor has said he is motivated and dedicated to the lessons now and although has been worried about school going back, he feels much more confident in his learning than when tutoring began. At the beginning of tutoring he scored himself a '1' for not confident at all, and in February he scored himself '3' for confident on a scale.

This case study highlights the need to be flexible with the approach to tutoring to help students reach their potential. This is achieved by building a relationship between the tutor and student and listening to spoken and unspoken needs of the student. As well as understanding the reasons behind lower attendance

Case Study 3 - 'The Y Sisters'

Referred by:
Council/Social Services in January 2021

Attendance:
30%

When more spaces were opened in January, we saw an increase in referrals from different sources (up until then most of the students have been self-referred). One source was from social services. The family have multiple social issues at home, the sisters were starting new schools amid bullying, and there was social worker and court issues. Their mum was very keen on them to have tutoring and was very communicative and positive with us, however did not show the same enthusiasm with responding to the tutor and the girls often missed lessons. One sister was very disengaged with learning from the beginning, and she often sabotaged her sister's lessons by hiding the tablet, interrupting the lesson, or making noise so the lesson could not continue. The parents were aware of this but unable to stop it. We had a discussion with the mum that if she did not want to learn the tutoring is not possible, there needs to be some level of commitment from the student, especially as it is online. The other sister continued tutoring however her attendance remained patchy, and she stopped tutoring soon after.

This case study shows that there are sometimes when online tutoring is not appropriate, when there are multiple social and behavioural issues, it can be an extra burden for the family and not helpful. A different approach with people with these issues may be needed that a tutoring programme is not equipped for

Case Study 4 - E

Referred by:
Council run services in January 2021
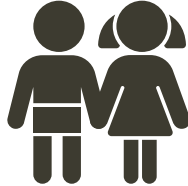
Sibling:
9 years
Roma

Attendance:
0%

E is a 9 year old Roma boy, he was referred to the programme as part of a group of referrals from a council services in the North of England. Due to language barriers, the initial conversations with parents were carried out by members of the council team rather than the programme officer, and an enrolment form was completed. E was matched with a tutor, but because the initial conversation with the parent was not with the programme officer, there was a lack of knowledge about E's educational level, needs and understanding of what the programme was.

A welcome pack was sent to the family, and a call made to confirm the time and date of tutoring. At the time of the first lesson, the family did not sign in and calls were ignored. The programme officer attempted to get the lesson started the following week, after the council services worker was in touch with the family and explained in the parents' first language about the tutoring and signing into the lesson. This time E did answer the phone to the programme officer, but the language barrier was too severe to set the tutoring up successfully. E and his family withdrew from the tutoring at this stage.

This case study highlights the importance of communication directly with the programme team from the beginning of tutoring, rather than through a third party. If the team had spoken to the family the assessment of whether tutoring was appropriate for them could have been made earlier, saving anxiety on the part of the family, resources, and a space on the programme for someone it would have been suitable for. It also highlights the specific needs that some Roma students have and need to be considered.

Value for Money

Achieving GCSEs, A Levels and apprenticeships is associated with significantly higher lifetime productivity and earnings, with between £100 000 and £300 000 lifetime productivity gains for those that achieve GCSEs compared to those that do not (Department of Education, 2014). As described in the introduction, Gypsy, Roma and Travellers are least likely to get GCSEs or post-16 qualifications. A situation that has been static through decades (Atherton, 2020a).

This programme has demonstrated that one-to-one tutoring increases the progress and confidence of Gypsy, Roma and Traveller students enrolled on it, this could contribute to increased likelihood of gaining qualifications and increase in lifetime earnings. There is also a correlation between not gaining GCSEs, and increased likelihood of entering the criminal justice system, living with poorer health and increased welfare benefits (Department of Education, 2014, Ministry of Justice, 2014).

The value for the programme is approximately £3500 per student for 35 weeks of tutoring for one hour of tutoring per week throughout the academic year, with breaks for school holidays. The benefits of the tutoring programme are the increased potential these students might obtain if their progression continues to gain level 3 qualifications, as well as the social impact the programme has had on those involved.

The 'Tutors for GRT young people' programme provided professional one-to-one tutoring delivered weekly through the partner platform TutorHouse and provided a unique opportunity to focus the support on gaps in education for students that may have missed learning or fallen behind their peers. As well as this it overcame digital exclusion barriers by provision of tablets, dongles and data. Further educational resources to continue education between tutoring lessons and outside of school were also provided, that young people did not have access to previously.

Most students on the programme maintained their progress, with 20% increasing progression throughout the programme, as previously mentioned, this is especially impressive considering the impact of lost learning throughout the pandemic as outlined by Major, Eyles and Machin,2021.

> **100% better attitude Teachers in school said he has got really good in Maths and that's not down to me**

The programme also offered an invaluable chance to engage Gypsy, Roma, and Traveller young people on a large scale in individual activities with their tutors surrounding Gypsy, Roma, and Traveller History Month as well as an online group activity to mark the occasion. Careers-oriented activities were also carried out. In most outreach there is not a pool of Gypsy, Roma, and Traveller students this large to deliver these types of activities to.

There has also been social value to being enrolled on the programme as students and their parents maintained a positive relationship with their tutor. Students especially got to engage with their educator over the course of the year, and these relationships reinforced education in a positive light. It also provided the students with a strengthened understanding of learning.

The demand always outstripped the supply on the programme, with word-of-mouth referrals, discussions between family and friends that are on the programme and a wider positive impact this has had on community wellbeing.

The programme is a successful innovative model that placed importance on building relationships with families, tutors and between partner providers. Being able to have funding that supports office costs fo Open Doors Education & Training r (ODET) has allowed a greater social media and web presence, increasing the trust in ODET as a provider. The partnership between ODET and KCLWP has meant that robust evaluation, underpinned by a 'What Works' strategy from the inception, with support from research and evaluation experts from King's College London has been possible.

The value of the programme to the participants, wider communities, and other stakeholders such as schools, councils and other charities has also been shown by the amount of interest in places on the programme if it were to run in the future, indeed a provisional waiting list has already started.

> **During the first week the kids both got 'star of the week'. Teachers say they are better at taking in learning, they're doing amazing**

Recommendations

It is believed this programme was the first of its kind and although the response has been overwhelmingly positive, it comes with learnings to take forward in future programmes. The evidence behind tutoring as an attainment raising intervention is strong, and this adds to the growing body of evidence for online one-to-one tutoring. However, it is a resource intensive intervention, and as such care should be taken that the investment is worthwhile.

Process Recommendations

1 **Have a full time, dedicated programme officer to liaise with families and tutors**

Having a full-time member of staff that parents and tutors are able contact via phone, WhatsApp and email has been integral to the high attendance and positive feedback from parents

2 **Ensure a Theory of Change and Research Protocol are in place at the beginning of the programme**

This was a central element to the tutoring programme, it ensured that it was able to be delivered as designed, especially if there are changes in the project team. It also ensures that evaluation elements are built in from the inception

3 **For the first session for each student, the programme officer should be present to set up the call**

Those that only received sign on details with the tablet and a text to see if they had got online successfully had more difficulties with technology than those that had a dedicated phone call setting up the online call together.

4

Have a specific tutor agreement contract and tutor information pack

The tutors, whilst all dedicated to their lessons, had different levels of communication with the project team. This made delivering the programme harder. A contract with expectations and a joining pack with advice, templates and processes would be beneficial to managing tutors.

5

Only enrol students on the programme that the officer has capacity for

There was a difference in successful enrolling, engagement and attrition between students that started before Christmas and those that started after Christmas, when places increased threefold. To ensure that all students are supported in initial conversations, first sessions and getting resources, there should be a set number of students able to start each week or term, and that the officers have capacity to support each student, the parents and their tutors fully.

6

Ensure appropriate resources are requested and sent out to all students

Some students had more resources requested by tutors than others, ensuring that students have access to reading books and other learning materials is positive in encouraging education outside of the lessons, and a good way to maintain engagement in the programme

Impact Recommendations

1 **Continuous low stakes assessment, such as small quizzes, which are monitored and reported**

All tutors have described how beneficial quizzes are during the tutoring programme. They are a way for students to engage, feel positive and build confidence. They also help tutors understand where attainment gaps lie, and if monitored would be an ideal way to evaluate progression and attainment.

2 **Deliver timely and consistent feedback to parents**

A common theme in parental feedback was that they felt they did not know what their child was learning in lessons, parents that asked for reports or feedback were grateful and said it helped them feel involved.

3 **Create any extra-curricular careers activities for tutors to deliver**

The most successful extra-curricular activity took place during the normal lesson time, but was created for the tutors to deliver, and an extra payment was made for them to deliver it. This method worked better than asking the tutors to create an activity and having the activity outside of normal lesson time.

4 **If appropriate and the relationship is positive, work with young people's teachers to understand their current attainment**

Tutors that had contact with teachers felt that their lessons had more impact as what they were learning could be reinforced in school.

5 **Tutoring should be for young people in school**

Tutors found that the young people who were not back in school after the lockdown retained less learning and were further behind their peers than those that gone back. They found a one-hour tutoring lesson per week not enough for these students, and could be harmful if parents thought it was sufficient.

6 **Tutoring should continue post-covid to reduce attainment gaps and to increase engagement and commitment to learning**

Even when students returned to school, attendance rates did not alter. Some students discontinued the programme when returning to school, but for those that were still engaged, there is a high demand for one-to-one tutoring outside of school times.

Concluding Remarks

It has been a difficult year in education for most young people. For Gypsy, Roma, and Traveller young people COVID19 has exasperated issues that have existed for decades. 'Tutors for GRT young people' was borne out of need during COVID19, but it will have an impact on the young people enrolled that will outlast the pandemic.

No intervention will work for everyone, but this evaluation has shown that online one-to-one tutoring with professional tutors is equally accessible for the three ethnicities targeted, across age groups, educational stages and gender. As well as being a positive experience for the young people, parent communication has been overwhelmingly positive, as has the experience for tutors.

This successful project from Open Doors Education and Training, along with partners The Traveller Movement, and King's College London with funding gratefully received from the Ministry of Local Housing and Communities has shown that real change can be delivered, with investment and expertise.

> " Absolutely invaluable. It's changed his attitude to education "

Acknowledgements

Firstly, and most importantly we wish to thank the wonderful children and young people who showed up every week, for their participation, commitment, and engagement, and thank you to their parents that helped that to happen. The tutors and staff at Tutor House who adapted to new way of teaching during unprecedented times.

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Appendices

Appendix I: Parent tutoring agreement

Tutoring Agreement

the Traveller Movement

KING'S College LONDON

1. Data will be stored in a secure database in accordance with the Data Protection Act 2018 , this will be shared betwen KCL, TM and Tutorhouse to run the programme

2. For monitoring and evaluation purposes only, data may be shared and used for anonymous statistics about the effectiveness of the programme

3. You have the right to access all of the data we hold about you, and to opt out of data sharing or collection

4. All electronic and non electronic resources we provide are free of charge and yours to keep. We are not liable for damage to this equipment, if there is a fault within 1 year of receipt, we will organise replacement, please keep any boxes with electronics

5. Whenever possible please give 24 hours notice for cancelling or rearranging a tutoring session

If you agree to the above and your child taking part in the tutoring scheme – please reply 'Yes I agree'

Appendix II: Tutor monthly reporting template - sample

tutorhouse

TUTOR HOUSE PROGRESS REVIEW

Student name:
Month:

Subject	Current grade	Predicted grade	Progress	Effort	Focus/commitment to learning	Organisation/ meeting deadline
English	A	A	1	2	2	2
Maths	A	A	2	1	1	1
Science	A	A	2	1	1	1

Current grade
Each month our tutors will set an appropriate end of month test to track student progress. This is used as a reflection to predict the student's current grade.

Predicted grade
The predicted grade is a reflection of the series of 'current grades' attained over the past months, and an assessment from the tutor based off of the student's work ethic and progress. This judgement is based on the whole spectrum of student performance and not just on the assessment.

Progress
1 – Making significant progress, above the key stage target grade/level
2 – Making expected progress towards end of the key stage target grade/level
3 – Making some progress but not in line with the key stage target grade/level
4 – Making little or no progress

Effort
1 – Always demonstrates outstanding effort in classwork and homework
2 – Consistently demonstrates very good effort in classwork and homework
3 – Effort in class work and homework is sometimes below expectation
4 – Regularly makes insufficient effort

Focus/commitment to learning
1 – Fully engaged in all aspects of the lesson
2 – Engaged in all aspects of the lesson
3 – Usually focused in lessons but could make more contributions
4 – Can lack focus but sometimes makes positive contributions

Organisation/meeting deadlines
1 – Exceptionally well organised and always meets deadlines
2 – Very well organised and rarely misses deadlines
3 – Inconsistent with organisation and meeting deadlines
4 – Lacks organisation and often misses deadlines

| tutorhouse

PROGRESS REPORT

Student name:
Month:
Subject:

Key areas of improvement

Eric has improved his knowledge a lot this month. He has worked hard to complete the research tasks I set to a very high standard. He now has plenty of knowledge of the causes and effects of changes in macroeconomic indicators over the past two decades. This has been extremely useful when writing practice questions as he is able to draw on this background information to understand beyond the case study.

Key areas to develop

Eric needs to continue working on achieving level 4 in his written responses. There have been times when he has barely used the case study, which is a wasted resource as he misses out on application marks. We have been spending more time planning and writing answers as a group, so Eric has a bank of high-quality answers which he can refer back to on his own. For this reason, it is important that Eric does correct his work when we discuss feedback in class. I have also asked him to use the mark schemes to check his homework to ensure that he is achieving the criteria of A-grade responses.

To cover next month

In April, we will finish the course by revising the last topics in The Global Economy and Economic Development chapters. These include the EU, exchange rates, limits to growth and development, ways to promote growth and development and sustainable development.

We will focus heavily on exam preparation to ensure Eric can become more consistent in his written responses under timed pressure. He will be asked to complete another research task – he has already made a good start, but it is important that he has plenty of macroeconomic examples which he can draw upon in his 25 markers.

Appendix III: Slides for Careers activity

Appendix IV: Student feedback scale

Appendix V: Theory of Change

1 Situation	GRT students are more likely to be below the national average in school achievement, this starts from a young age (sometimes on entry to school). They are the least likely group to achieve GCSEs and stay on in post 16 education/training or employment. GRT parents are less likely to have finished school, and less likely to be able to assist with academic homework.
2 Aims	1. To listen, advise and respond to individual family's needs 2. To provide parents with tutoring support to meet their children's learning needs 3. To provide parents with resources for their children

7 Inputs	**5 Activities**	**6 Outputs**	**3 Outcomes**	**4 Impact**
	Process		Impact	
1. TM Project Worker (0.3WTE/1.5 days pw) 2. KCL: Project Worker (0.3 WTE 1.5 days pw) 3. Tutorhouse tutoring platform 4. Paper and digital resources for students **8**	1. 1-2-1 with parents to discuss child's learning needs, parent's concerns and accessibility 2. Tutoring sessions delivered by Tutorhouse tutors via platform 3. Resources provided: Tablets, workbooks, fiction books, Internet connections if needed	1. Engagement with TM and KCL by signing up to the programme 2. Tutoring session engagement and learning 3. Work completed with tutors	1. GRT participants to feel supported 2. Participants to keep as up to date as possible with school work and learning objectives 3. Participants to understand and be proud of the work they achieve	1. For parents to feel engaged with and develop trusting relationships with TM and KCL 2. For GRT pupils to not fall behind their non-GRT peers 3. For pupils to stay in formal education

Rationale & Assumptions	People from GRT heritage are less likely to have formal education qualifications including GCSEs, which means that they may not be in a position to assist their children with work set by the school. There is a higher rate of digital exclusion in GRT communities so resources need to be accessible and available in different formats. There is a higher rate of learning difficulties in GRT and pupils are often 'behind' their peers so flexible tutoring is required.

Tutors for GRT

Process			Impact	
1. Promotion to parents: log engagement through different mediums 2. Organise tutor timetable for pupils 3. Purchase resources	1. Log 121 conversations, how many conversions from interest to sign up, needs and concerns of families, where they referred from 2. Initial tutor meetings, log how many take place, cancellations, rearrangements, how many transform from meeting to tutoring 3. Log how many and types of resources are delivered	1. Collate how many sessions attended, anonymised feedback from tutors on pupil's engagement and progression 2. log all correspondence with tutors/families. Aim for fortnightly contact for 5 minutes either text/phone/email 3. Monitor if resources enough/suitable and if more are needed	1. Qualitative feedback through questions to the student by the tutor throughout the programme 2. Monthly progress reports from tutors via Tutorhouse platform 3. Aspiration scales to be filled out by the student via verbal conversations with the tutor	1. Review questionnaire at end of tutoring, delivered verbally with parents 2. Qualitative feedback from parent throughout the programme and whether they referred the programme to their friend 3. Monitor the difference in attainment between our GRT students and their non-GRT outreach peers, via HEAT 4. Monitor if participants continue to engage with education, via HEAT and ongoing parental contact