

# Independent evaluation of tutor trust primary tuition

<b>Submission date</b> 25/01/2017	<b>Recruitment status</b> No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
<b>Registration date</b> 25/01/2017	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
<b>Last Edited</b> 12/03/2019	<b>Condition category</b> Other	<input type="checkbox"/> Individual participant data

## Plain English summary of protocol

### Background and study aims

Numeracy (the ability to understand and work with numbers) is an important skill, but many children struggle in this area. Studies have shown that small group teaching might be able to help pupils who are struggling in maths. Many schools have teaching assistants that often work one to one or with small groups of children that need extra help. Tutor Trust is a registered charity based in Manchester that offers affordable tuition to schools. Tuition is provided by specially trained university students in small groups (maximum three students). The aim of this study is to investigate the effectiveness of Tutor Trust Primary Tuition to help improve pupils' maths skills whilst in their final year at primary school (Year 6) who are currently working insecurely at or below age-related expectations in maths who are willing to participate.

### Who can participate?

Pupils in Year 6 in the 2016/2017 academic year who attend participating schools.

### What does the study involve?

Schools are randomly allocated to one of two groups. The schools in the first group receive tuition support from Tutor Trust trained university students to supply tuition for pupils in Year 6 who are working below or insecurely at age related expected levels in maths. This involves taking part in 12 small group tutoring sessions throughout the school year. The schools in the second group continue as usual in their approach to mathematics and are given an option to take part in the program after the study. At the end of the school year, participant's math and English exams results are reviewed to see if there has been any change in their achievement levels.

### What are the possible benefits and risks of participating?

Participants may benefit from potentially improving their mathematics skills. There are no notable risks involved with taking part in this study.

### Where is the study run from?

The study is run from York Trials Unit, University of York and the School of Education, Durham University and takes place in primary schools across Leeds and Manchester (UK).

When is the study starting and how long is it expected to run for?  
November 2015 to March 2018

Who is funding the study?  
Education Endowment Foundation (UK)

Who is the main contact?  
Dr Kerry Bell  
Kerry.Bell@york.ac.uk

## Contact information

**Type(s)**  
Public

**Contact name**  
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## Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

## Secondary identifying numbers

V3 04/07/2016

# Study information

## Scientific Title

Independent evaluation of Tutor Trust primary tuition: A pragmatic two-arm cluster randomised controlled trial

## Acronym

TT

## Study objectives

Primary research question:

What is the impact of the Tutor Trust intervention on mathematical achievement of children at Key Stage 2?

Secondary research questions:

Does the intervention have any effect on attainment in English at Key Stage 2?

## Ethics approval required

Old ethics approval format

## Ethics approval(s)

1. Durham University School of Education Ethics Committee, 23/08/2016
2. Chairs Action University of York Department of Health Sciences, 14/10/2016

## Study design

Multi-centre two-arm cluster randomised controlled trial

## Primary study design

Interventional

## Secondary study design

Cluster randomised trial

## Study setting(s)

School

## Study type(s)

Treatment

## Participant information sheet

Not available in web format, please use contact details to request a participant information sheet

## Health condition(s) or problem(s) studied

Numeracy skills

## Interventions

Randomisation is implemented at the school level. Schools are asked to identify approximately twelve pupils who are performing below or insecurely at age expected levels in maths to participate in the intervention. Schools receive the intervention at a heavily discounted rate due to subsidies from the Education Endowment Foundation. Participants are allocated to one of two groups, the intervention arm or the control arm.

Participants in the intervention arm receive a minimum of twelve one-hour weekly tutoring sessions in maths delivered within the school. Some tuition takes place during the school day, with pupils being withdrawn from lessons (although it is recommended that this is not a Maths lessons). Other tuition sessions can take place after school or even on weekends or during school holidays. Sessions will be provided on a maximum ratio of one tutor to three pupils, as determined by the class teacher. Tutors develop their own session plans under guidance from the class teachers and provide regular feedback to teachers. The format and resources used during sessions can vary substantially according to the school's requirements. The personalisation of the tuition service is considered fundamental to its success. This individual tailoring for pupils comes about through close collaboration between tutors and the classroom teachers at each school.

Participants in the control arm will receive teaching and support as usual. Schools that are allocated to the control condition during the trial are able to uptake the intervention at the end of the trial at an equal rate.

Follow-up for both trial arms will be at the end of the intervention year via the Key Stage 2 assessments.

### **Intervention Type**

Behavioural

### **Primary outcome measure**

Maths attainment measured using Key Stage 2 maths assessments at the end of the academic year.

### **Secondary outcome measures**

English attainment measured using Key Stage 2 English assessments at the end of the academic year.

### **Overall study start date**

01/11/2015

### **Completion date**

31/03/2018

## **Eligibility**

### **Key inclusion criteria**

Schools:

1. Enthusiasm for the project and for their own professional learning
2. Willingness to identify all eligible pupils using pre-specified criteria
3. Provision of school characteristics and baseline data about pupils in Year 5/6
4. Willingness to allow random allocation to the intervention in the 2016/2017 academic year
5. Willingness to identify approximately 12 current Year 5 children in June 2016 to receive the

- intervention (or at the latest by the Autumn half-term when the children are in Year 6)
6. Willingness to implement the intervention throughout the academic year 2016/2017
  7. Willingness to implement the intervention only to those identified
  8. Agreement to be in the independent evaluation
  9. Willingness to follow the guidance provided by the researchers
  10. Provision of a designated space for tuition sessions for pupils
  11. Provision of pupil data to allow us to link KS1 and KS2 data for all Year 6 pupils (2016/2017) from the National Pupil Database
  12. Willingness to pay the highly subsidised costs of the intervention

Pupils:

Year 6 pupils working insecurely at or below age related expectations in maths.

**Participant type(s)**

Other

**Age group**

Child

**Sex**

Both

**Target number of participants**

100 schools (1200 children)

**Key exclusion criteria**

Not meeting inclusion criteria

**Date of first enrolment**

01/01/2016

**Date of final enrolment**

30/09/2016

## **Locations**

**Countries of recruitment**

England

United Kingdom

**Study participating centre**

**York Trials Unit**

University of York

York

United Kingdom

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**Study participating centre**  
**Durham University**  
School of Education Leazes Road  
Durham  
United Kingdom  
DH1 1TA

## Sponsor information

**Organisation**  
University of York

**Sponsor details**  
Research Innovation Office  
Innovation Centre  
York Science Park  
York  
England  
United Kingdom  
YO10 5DD

**Sponsor type**  
University/education

**ROR**  
<https://ror.org/04m01e293>

## Funder(s)

**Funder type**  
Charity

**Funder Name**  
Education Endowment Foundation

**Alternative Name(s)**  
EducEndowFoundn, Education Endowment Foundation | London, EEF

**Funding Body Type**  
Private sector organisation

**Funding Body Subtype**  
Trusts, charities, foundations (both public and private)

**Location**

United Kingdom

## Results and Publications

**Publication and dissemination plan**

1. Publication of a final report by the Education Endowment Foundation
2. Planned publication of the outcomes of the research in academic journals

**Intention to publish date**

31/03/2016

**Individual participant data (IPD) sharing plan**

Data is available upon request from Dr Kerry Bell (kerry.bell@york.ac.uk).

**IPD sharing plan summary**

Available on request

**Study outputs**

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
<a href="#">Funder report results</a>	results		12/03/2019	No	No