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The Secondary School Guide To Maths Tutoring

How to choose, plan and fund the right tutoring approach for your students for maximum impact in your school

SLT Guides

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Introduction

In any class, there are students - often those from disadvantaged backgrounds - who need a little bit of extra help to catch up.

In the aftermath of the COVID-19 pandemic, thousands of students who have missed essential parts of their education and still today, the maths attainment gap remains.

Research from the Education Endowment Foundation shows that **a well designed tutoring programme is one of the most effective ways to close this gap.**

Education
Endowment
Foundation

Closing the attainment gap for socio-economically disadvantaged pupils and supporting education recovery is a continuing challenge in classrooms. **Tutoring presents a significant opportunity for all schools and their pupils.** The research is clear – done well, and aligned to high quality teaching, tutoring can be **hugely successful in accelerating progress for struggling learners**. It is also one of the **best evidenced** interventions we have to support disadvantaged pupils' attainment.

Professor Becky Francis
Chief Executive, Education Endowment Foundation

Why we've made this resource

It can be difficult to know what kind of tutoring is best for your school, students and budget.

This guide makes researching, implementing and monitoring an effective maths tutoring programme as easy as possible for school leaders like you.

Since 2013, we've provided over 170,000 students in 4,100+ schools across the country with online one to one maths tutoring. We have an enormous responsibility to our schools to make sure the tutoring is as effective, engaging and impactful as possible.

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How to use this resource

Inside this guide you'll find a summary of the Education Endowment Foundation (EEF)'s report "Making a difference with effective tutoring", as well as all the key learnings from our experience as the UK's largest provider of in-school one to one maths tutoring.

Use this resource to find out what makes an effective tutoring programme, the funding that is available and what questions you'll need to ask to ensure tutoring in your school has maximum impact on your students.

Why schools choose maths tutoring

⭐
High quality teaching is the most powerful lever schools have for improving pupil outcomes. However, especially post-pandemic, there may be children in need of additional support with their learning.

Education Endowment Foundation

Tutoring is particularly important for maths where the learning is cumulative in nature, meaning concepts build on each other and rely on prerequisite skills. A student who has not grasped foundational concepts in maths will struggle to keep up with their peers and gaps in learning will escalate.

Research from the Centre for Education and Youth suggests it is particularly critical that students achieve in maths at lower key stages in order to succeed later on. Whereas students with low English attainment at lower key stages might still go on to do well at KS4, the same doesn't look to be true for maths.

⭐
"Students who do poorly in maths early on find it harder to turn this around and achieve highly at the end of secondary school compared with students who do poorly in English at Key Stage 2, who have a somewhat higher chance of going on to do well despite early difficulties."

'A Space for Maths', Centre for Education and Youth, September 2021

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It's no wonder that maths is consistently among the most popular subjects for tutoring at secondary school, and there are a number of other reasons why schools use it to supplement whole class teaching.

1 Target and address individual gaps and misconceptions

2 Adapt the pitch and pace of delivery to suit individual students

3 Provide additional opportunities for disadvantaged students

4 Provide additional GCSE exam question practice

5 Boost engagement and confidence in students who suffer from maths anxiety or are reluctant to speak up in class

6 Prepare students for further education and beyond

We recently asked a few of our longest-standing schools why they return to Third Space Learning's maths tutoring programmes each year:

"Really powerful intervention that meets the needs of the key marginal students"

"10 students having an intervention at the same time is more efficient than one at a time."

"1-1 tuition for multiple students at the same time is a fantastic use of time. It's coherent with our curriculum."

"Time efficiency: 10 students with Third Space and 20 with the class teacher having targeted teaching."

"Being able to individually tutor for 1:1 Learning objectives"

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What does effective in-school tutoring look like?

The Education Endowment Foundation highlights three key principles of effective tutoring:

1 **Selecting** students and **scheduling sessions** effectively

2 Aligning tutoring with **curriculum and assessment**

3 Creating a **sustainable** tutoring model

Selecting students

Both the EEF and the Department for Education recommend choosing students who are eligible for Pupil Premium funding or facing other types of disadvantage.

This is because research suggests that these students are likely to be academically behind their peers, and might not receive the same types of opportunities outside of school.

The majority of students who've benefited from Third Space Learning's online one to one maths tutoring have been eligible for Pupil Premium.

"Today, we're thrilled to be at the forefront of using Third Space Learning's AI voice tutoring. This innovative one-to-one maths tutoring solution offers an even more cost-effective alternative. The children are thoroughly enjoying the experience, and their engagement and focus are clearly evident."

Chris Harris, Deputy Headteacher
Admirals Academy, part of EMAT
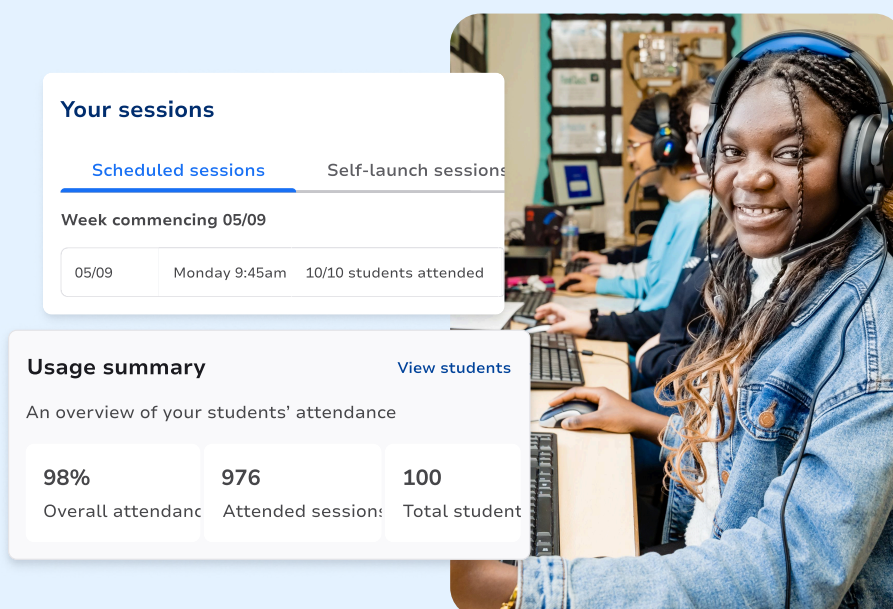
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With traditional tutoring providers, schools often have to balance choosing which students they provide support for with tight budgets. Traditional tutoring can be expensive and often charges per student per session, which quickly accumulates.

When schools sign up to one to one AI maths tutoring with Skye, they receive unlimited tutoring sessions for unlimited students, meaning you can provide extra maths support for every student who needs it.

Schools can enrol whole GCSE cohorts or select and rotate the students that need help the most. As GCSE exam season draws closer, you can increase number of sessions or students enrolled for no extra cost.

Your sessions

Scheduled sessions   Self-launch sessions

Week commencing 05/09

| 05/09 | Monday 9:45am | 10/10 students attended |

Usage summary   View students

An overview of your students' attendance

| **98%** | **976** | **100** |
| Overall attendanc | Attended sessions | Total student |

When thinking about maths tutoring specifically, you may wish to consider the following types of students:

✅ Students who suffer from maths anxiety; having extra support away from their peers can help enormously

✅ Students who are at risk of not meeting their target grade in maths

✅ Students who struggle with GCSE-style questions

✅ Students who have gaps from previous years

We recently asked a few of our schools which kind of students they feel the maths tutoring works best for:

"Students who are at risk of falling behind. They see content and visual representations which they also encounter in class and can recall seeing it during their Third Space Learning session."

"Students who are reluctant to say when they don't understand"

"Those who are working below but would like to improve and are ready to focus"

Scheduling sessions

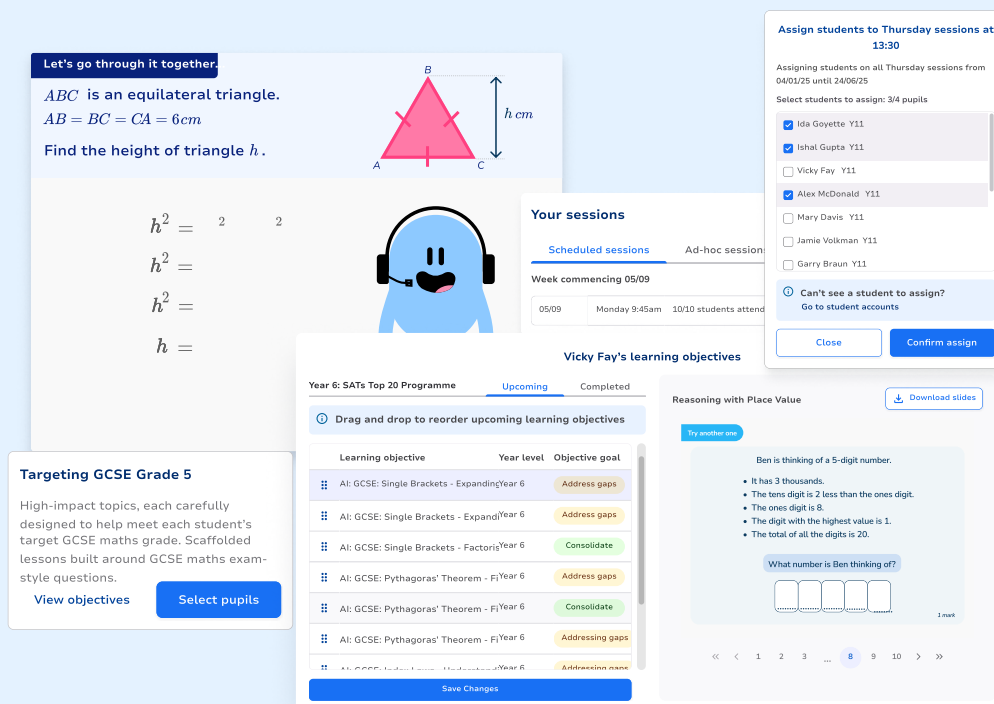Tutoring should be scheduled at a regular time that suits your timetable.

You'll need to think about

✅ When your tutor is available?

✅ Where do you have the space to run the tutoring with your preferred number of students?

✅ If running online tutoring, when do you have the necessary equipment?

✅ How often do you want the tutoring to take place?

✅ Do you want tutoring to take place before, during or after school?

✅ If during school, which lessons are you happy for students to miss?

With AI tutor Skye, one to one tutoring sessions are available to schedule every 5 minutes before, during and after to best suit your students' timetable.

Sessions can also be launched on demand if students need a same day catch up intervention with Skye. Or, given Skye's maths specialist knowledge and qualified teacher-created lessons, on demand sessions can also be used as last-minute ad hoc lesson cover.

Curriculum-alignment

The EEF state that targeted tuition is likely to be **well matched to a students current curriculum**, so that they can reinforce learning from tuition sessions in their classroom practice.

Make sure your chosen tutor or tutoring provider is proficient with the national curriculum and GCSE exam board specifications.

You might want to ask your tutoring provider if you can prioritise certain topics or choose tutoring programmes that focus on a particular area or group of areas.

Our team of secondary maths specialist teachers write and review every single tutoring session to ensure they are curriculum-aligned and in line with exam board specifications.

Each session follows an evidence-based I do, we do, you structure to move students from guided to independent practice, building mathematical knowledge and confidence.

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Student progress > Vicky Fay > **Programme progress**

- Home
- Sessions
- Reports
  - Overview reports
  - **Student progress**
  - Session reports
- Admin
- Resources

Vicky Fay
Year 11

Sessions attended
22/24

Final session will be on
23/05/24

Programme
Targeting GCSE Grade 6

Programme progress | Session reports

Targeting GCSE Grade 6

⬇ Download progress report

Objectives completed ████████████████████ 21/21

Taught	Learning objective	Check In Question	Check Out Question	Confidence Change
✓	AI Tutor introduction	NA	NA	NA
✓	Calculating Averages from Tables	Correct	Correct	🙂
✓	Compound Measures	Correct	Incorrect	🙁
✓	Estimating	Incorrect	Correct	😐
○	Factorising Quadratics (Coefficient Equal to 1)			
○	Working with y = mx + c			
○	Applying Pythagoras' Theorem			
○	Trigonometry: Using SOHCAHTOA			
○	Forming and Solving Linear Equations			
○	Solving Linear Simultaneous Equations			

"Without a doubt our students are enjoying it. When we've had absences, I've been able to replace them because word is getting out through their peers that the programme is fantastic."

Darren Madourie,
Head of Year, Holte Secondary School

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Assessment-informed tutoring

Evidence suggests that tuition is likely to be most effective when it is targeted, making use of diagnostic assessment and timely feedback, such as quizzing, questioning, or a judicious use of curriculum assessments during tutoring sessions.

Using timely diagnostic assessment ensures:

✅ Specific misconceptions are addressed

✅ The level of challenge is adjusted
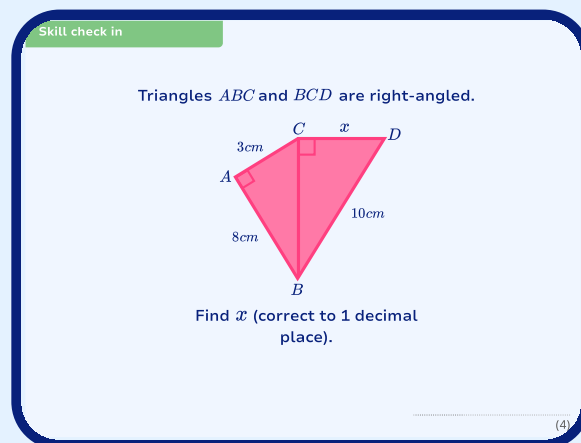
✅ Specific concepts are retaught as necessary

At Third Space Learning, students start every session with a diagnostic Skill Check In assessment to help determine their understanding of the concept. Based on students answers, Skye adapts the learning pathway for a more targeted learning experience.

If students demonstrate sufficient understanding during the skill check, Skye moves the student straight on to independent practice and more challenging questions.

However, if the student struggles with the check in, Skye will walk them through the maths concept and examples step by step to close learning gaps and build the students confidence and understanding of the concept.

At the end of every session, students complete a skill check out to assess the progress they've made throughout the session. They also complete a confident check out to assess how they feel the session went.

Results are available for schools after every student session via on demand reports in the teacher dashboard.

Skill check in

Triangles ABC and BCD are right-angled.

3cm

C x D

A

10cm

8cm

B

Find x (correct to 1 decimal place).

(4)

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Creating a sustainable tutoring model

As with any new initiative, the EEF also recommends continually monitoring the implementation of tutoring to identify potential difficulties and adapt practice.

- ✓ **Observation and learning walks**

- ✓ **Review of documentations, including for planning**

- ✓ **Staff and student feedback via surveys, interviews and focus groups**

- ✓ **Parent/carer surveys**

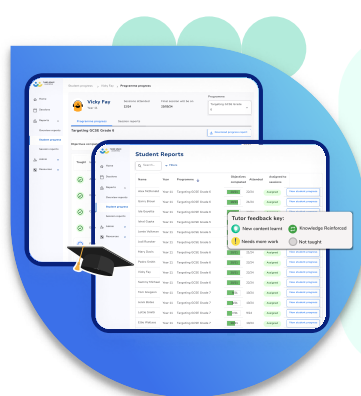- ✓ **Attendance data**

- ✓ **Samples of students' work**

- ✓ **Assessment data**

"Third Space Learning tuition is going really well and the children are enjoying it. We have full attendance every week and the staff are really appreciative of the work and feedback they get in the reports. All in all, an excellent programme."

Julie Claydon,
Assistant Headteacher, Rossmere School, Hartlepool

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How much does maths tutoring cost?

Internally-resourced tutoring

If you opt to staff your tutoring **internally**, it can be hard to quantify the exact cost.

Is it part of your existing staff budget or are you paying staff extra to take on additional tutoring responsibilities?

How do you cost up the time required to plan and manage the tutoring?

Externally-sourced tutoring

The cost of tutoring from **external** tutoring varies from provider to provider. If you opt for online or face to face the former tends to be cheaper, and if you opt for one to one or small group the latter tends to be cheaper but it can require more sessions to make the same progress.

One to one sessions per week	Cost per year with other providers*	Cost per year with Skye	Average saving
10	£16,200	£5,000	69%
20	£32,400	£5,000	85%
30	£48,600	£5,000	90%
60	£97,200	£5,000	95%
120	£194,400	£5,000	97%

"We're thrilled to be at the forefront of using Third Space Learning's AI maths tutoring. This innovative one-to-one maths tutoring solution offers an even more cost-effective alternative."

Chris Harris
Deputy Headteacher, Admirals Academy

At Third Space Learning, we're proud to be the most affordable one to one maths tutoring provider. The price of Third Space Learning's secondary maths tutoring includes:

- Unlimited GCSE tutoring sessions
- Unlimited students
- Simultaneous one to one tutoring for multiple students
- Regular reports
- Curriculum-aligned lessons
- Full set up support
- Dedicated Account Manager per school
- Ongoing assessments
- Library of online maths resources

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How to fund your tutoring

Before we look into which type of tutoring is best for your school's needs, let's take a look at where the funding is going to come from.

Pupil Premium funding

Many schools use their Pupil Premium funding to fund their interventions. Pupil Premium is allocated based on the number of students who fall into the following two groups:

✅ **Free School Meals:** In 2025/26, secondary schools will receive **£1,075 for every student** who claims free school meals or who has claimed free school meals in the last 6 years.

✅ **Looked-After Children:** secondary schools receive **£2,630 for every student** who has left local authority care through adoption, a special guardianship order or child arrangements order.

⭐

Tutoring is an effective and well-evidenced targeted approach to increase the attainment of disadvantaged pupils. Tutoring should supplement and be linked explicitly to high-quality classroom teaching. We strongly encourage schools to continue to fund tutoring using Pupil Premium from September 2024, following the final year of the NTP.

Department for Education – Using Pupil Premium: Guidance for School Leaders – February 2024

"The one to one tuition is a **great addition to our support** for pupils receiving Pupil Premium, and the resources are **high quality and up to date** with recent research."

Abi Hann, Headteacher, Wimbledon

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Which tutoring approaches are the most effective?

When it comes to tutoring, there are three core choices your school will need to make:

1 **Group size:** One to one or small group?

2 **Delivery method:** In-person or online?

3 **Type of tuition:** Internal or external?

In this guide, we use evidence and research to compare these options to inform your decision.

One to one vs small group

One to one tutoring

✅ Most effective tutoring

✅ +5 months' progress

One on one tutoring provides the most targeted level of support for students as tutor and student work together in a hyper personalised manner.

Strengths	Weaknesses
Impact: Most impactful delivery method and low attainers are particularly likely to benefit.	**Cost:** Traditionally expensive to deliver.
Hyper personalised: Lessons are tailored to meet the needs of the student and misconceptions can be addressed as they occur.	**Scale:** Difficult to scale to a large group of students without multiple tutors, making it challenging to deliver in person.
Student confidence: Many students feel more confident working one to one, away from their peers.	**Diagnostic assessment:** Requires accurate adaptive diagnostic assessment to ensure the right content is chosen for each student.
Rapport: Easier to build rapport with students.	

Online one to one tutoring combats some of the traditional weaknesses listed above. Through online AI tutoring, schools choosing Third Space Learning benefit from personalised, one to one tuition up to **90% cheaper** than traditional one to one.

Small group tutoring

✅ Moderately effective

✅ +2 months' progress[1]

One to many tutoring is done in groups of up to 6. Evidence suggests that the impact of tutoring one to many is **significantly weakened beyond 1 to 3 delivery**.

Small group tutoring is significantly less impactful in secondary schools than in primary schools. This means that secondary schools should strongly consider one to one tutoring.

If implementing small group tutoring, match students based on their learning gaps, you can't group three students who need different areas of support together and expect them all to make progress!

Strengths	Weaknesses
Impact: Still an effective evidenced intervention.	**Impact:** Less impactful than one to one tutoring and less effective in secondary schools than primary schools.
Cost: Generally cheaper than one to one tutoring.	**Diagnostic assessment:** Requires complex student matching to ensure students are working on learning objectives that they need extra support with.
Peer learning: Opportunities for peer learning.	**Group size:** The larger the group, the more impact drops off (evidence suggests groups to be no larger than 1 tutor to 3 students).
	Recruitment: Still needs lots of tutors so difficult to recruit in person staff.
	Training: Tutors typically require more training to be effective as more challenging to deliver.
	Tech: If delivering online, a tech issue for one student can ruin the lesson for all students in the group.

[1] *This is often quoted at +4 months' progress but that effect size is predominantly seen at primary school; at secondary small group tuition is less effective than at primary and delivers on average +2 months' progress.*

In-person vs online

There is currently no evidence to suggest that one or the other is more effective so it comes down to the school's preference. Here's a summary of strengths and weaknesses for both to help you make a decision for your school's needs.

In-person tutoring

In-person tutoring offers a tech-free tutoring experience where tutors may be able to build rapport with students more easily; however, it is expensive. Many schools choose in-person sessions with small groups of students to keep costs down, but evidence suggests that this can 'dilute' the experience for the students and reduce its impact.

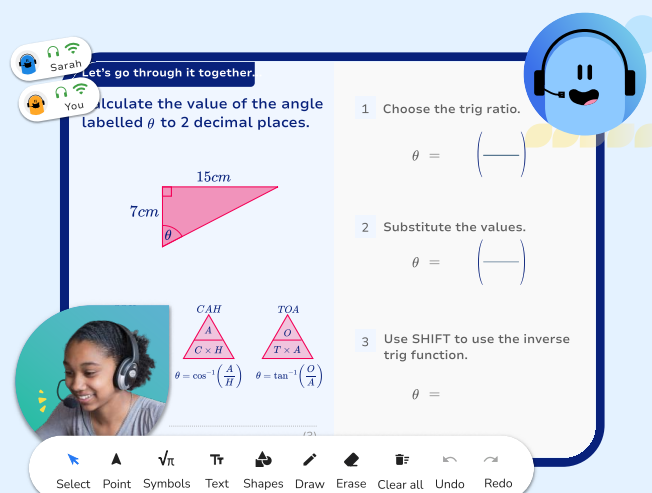| Strengths	Weaknesses
Easier rapport building: Face to face communication with a tutor can make it easier to build rapport.	**Cost:** More expensive than online as it requires increased travel and time from the tutor.
No technology needed: Not reliant on access to computers.	**Recruitment:** Challenging to recruit tutors - you are limited by availability in your local area.
Access to physical manipulatives: For students who need it, in-person tutoring allows for the use of manipulatives to help demonstrate concepts.	**Resources:** Each tutor and student will need a separate area to work as they will be communicating aloud - this limits the amount of sessions that you can run at once.
	Reporting: Reporting can be more challenging as you have to keep records of who has had which sessions whereas online providers often provide all of this data automatically.
	Scheduling: Restricted to the time slot availability of the local tutors so sessions may not fit the school timetable.

Online tutoring

Online tuition can offer a cost effective alternative to in-person tuition. Alongside cost benefits, it is easier for schools to manage as online tutoring allows for an entire class to benefit from personalised support in the same room at the same time.

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Strengths	Weaknesses
Cost: More cost effective solution as saves on travel and time expenses for the tutor.	**Technology:** Reliant on access to wifi and technology in school.
Scale: Easier integration with school timetable - you can run 50 tutoring sessions all at the same time and in the same room.	**Usability:** Ensure the online classroom has been built with your subject in mind - eg. if teaching maths, the online classroom should have adaptive tools for mathematical symbols.
Recruitment: Much wider access to tutors - you are no longer limited to your local area so you can be more particular about tutors having experience tutoring your chosen subjects.	
Reporting: Automated capture of tutoring hours, impact, and student experience for reporting purposes.	
Scheduling: Easier to schedule and reschedule sessions via online platform - typically online providers have more flexibility on timings.	

Online AI tutoring with Third Space Learning

Third Space Learning's online classroom is designed specifically for maths teaching and learning with a library of high quality curriculum aligned lesson materials to support students.

Internal vs external

For schools with extra staff availability, suitable rooms and who are looking to target a small, select group of students, an internal provider may be the right choice. However, if you don't have the time or resources, external providers can benefit staff and students.

Internal provider

Strengths	Weaknesses
Easier rapport building: Students may already know their tutor so may develop rapport quickly.	**Cost:** As tuition provided internally is often in person, fewer students can take part due to costs and staffing requirements.
Collaboration: Easy tutor-teacher collaboration, particularly if the teacher is also the tutor.	**Staff workload:** Increases staff workload by using non contact time for tutoring.
	Set up: Can be logistically difficult to set up and responsibility for this will land on the school.

External provider

Strengths	Weaknesses
Less impact on staff workload: Using external providers frees up your teachers to do what they do best and focus on quality first teaching.	**Quality issues:** Quality of tuition and useability varies between providers. Look for providers that are DfE-approved.
Better monitoring and reporting: It's in an external provider's interest to provide detailed progress reports to clearly show their impact.	**Recruitment difficulties:** If looking for in person tutoring, it may be difficult to recruit local tutors. Online alternatives overcome this issue.
Easier to manage: A good external provider will take care of managing the intervention with minimal disruption to the school.	
A more evidence-based approach: External providers will have data from thousands of students and schools to inform the most effective intervention approach.	
More ratings and reviews: Case studies and reviews from other schools who've used the provider will help decide if they're right for you.	

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What to look for in a maths tutor

- ✓ Tutors should be a **maths specialists**

- ✓ Extensive **initial maths tutor training** using current and evidence-based teaching methods

- ✓ **Ongoing CPD** and training to develop tutoring skills

- ✓ Training should also cover specific modules on the **national curriculum** and maths teaching best practice

- ✓ Use of **Assessment for Learning** to adjust the pitch and pace of each session for each student

- ✓ Non-judgmental tutors who encourage a growth mindset and provide a safe learning environment

- ✓ **Student centred teaching** and student autonomy

- ✓ Development of good exam GCSE techniques

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How schools encourage attendance

Tutoring is only successful if students attend, but there are things schools can do to drive engagement and, ultimately, attendance.

Each suggestion includes quotes from Third Space Learning schools who've used these strategies to keep attendance high.

1. Prioritise student/tutor relationships

✅ **Ensure tutor consistency.** Every student learns with AI tutor Skye who uses a non-judgmental and consistent tone to ensure students are provided with a safe space to make mistakes, try and improve.

2. Reminders to staff and students

This could be as simple as printing personalised timetables, using assemblies and form time to remind students, or something more sophisticated like email or text reminders.

> In a study with apprentices and undergraduate students, researchers found SMS prompts to remind students about sessions and the support available to them had a significant impact on the number of students completing their programme.

> At Third Space Learning, we send email reminders to each school's tutoring lead 24 hours before each session, ensuring they have plenty of time to remind their students.

3. Parental buy-in

Parental buy-in can significantly improve attendance, involve them from the beginning.

Communicate the benefits of tutoring and make information about the location and timings of sessions readily available; share the expectations of students clearly.

Throughout the intervention, celebrate student's progress and communicate their achievements.

We help schools ensure parents are invested in Third Space Learning tutoring through:

✅ Sharing ready-made letters to parents to inform them of how the programme works

✅ Progress reports which staff can send home to parents

✅ Certificates which staff can hand out to students for them to take home
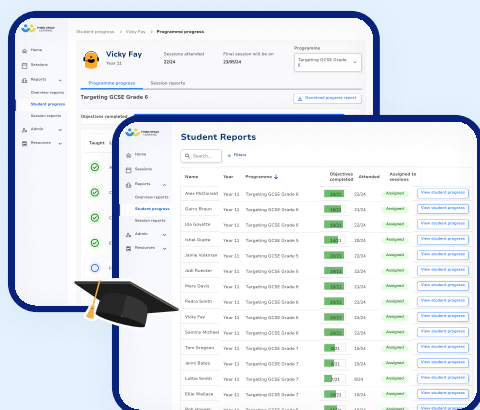
"We sent letters home for parents which clearly communicated how the school was paying for extra tuition at no cost to parents. Parent engagement was especially important for these students as it required parents to get students in school for the 8am session. The importance of this was passed from the very engaged parents to the students."

Headteacher, Glossop

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4. Frame tutoring as a privilege

Using language that presents the additional tutoring as a privilege rather than a punishment is key. Behavioural insight research consistently recognises the importance of positive reinforcement and language.

For example, students can be 'selected' or 'invited' to attend interventions and it is a privilege that can be revoked in the event of non-attendance or non-engagement

"Y11 pupils are told they have been carefully selected to take part and that they have been entrusted with the responsibility of attending."

Headteacher, Surrey

5. Empower students

Engage students in dialogue about the benefits of tutoring and involve them in their learning journeys. Explain that tutoring and assessments function not to test them, but to:

✅ Identify areas of strength (i.e. topics that they won't need to cover in depth again!)

✅ Identify gaps to make sure their sessions are personalised to their needs

✅ Identify misconceptions to ensure they can continue progressing

✅ Keep track of their progress and celebrate successes

You may even find you have students asking to take part, in which case we always recommend giving these students the opportunity if you also feel they'd benefit.

"Our students really enjoy going to the sessions, despite being the pupils who really struggled with maths. We love the report reminder emails as we might forget to check the reports each week otherwise."

Secondary Maths Teacher, Derbyshire

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6. Appoint a tutoring rep in school

All of the strategies above beg the same question: whose responsibility is this? Is it the tutors themselves, the school or classroom teachers?

Choose a staff member with visibility and influence, who can communicate the benefits of tutoring in assemblies, around school and in lessons. Through this, tutoring will be embedded into your school's offering, rather than an extra add-on.

The tutoring rep can also act as a point of contact for students, someone they can trust outside of their tutor to go to for further information about tutoring and to discuss any issues or concerns.

They should also follow up on unauthorised absences and work in collaboration with tutors and students to understand barriers to attendance.

"Our students had a scheduled chat with the Maths Lead who took them through why Third Space Learning was important and a privilege and why they should try their best."

Headteacher, Durham

7. Select the right kind of tutoring for student needs

As we've covered earlier in the guide, this is perhaps the most important strategy of them all. Regardless of the sanctions, rewards or promotional efforts around school, if the intervention is not the correct format or level for the student, they will not attend.

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Key tutoring considerations for SLT

General maths tutoring considerations

Regardless of the type of tutoring you opt for, there are a few things to consider before you begin:

Staffing tutoring

- ✅ Who is the school's 'tutoring lead'?
- ✅ How will this add to staff workload?
- ✅ Who is responsible for identifying priority areas for each student?
- ✅ Who is responsible for communicating with the tutor?
- ✅ Who is responsible for monitoring progress and attendance?

Planning and managing tutoring

- ✅ How will tutoring content be planned and created?
- ✅ How will we align tutoring content with the rest of the curriculum?
- ✅ How will we communicate with tutors?
- ✅ How can we involve parents and carers in the process?

Choosing a tutor

- ✅ How much will this tutor(s) cost me?
- ✅ Is my chosen tutor(s) a maths specialist?
- ✅ Has this tutor had specific maths tutor training?
- ✅ Does my tutor have in-depth knowledge of the maths curriculum?

Choosing students

✅ Which students are in the greatest need of additional tutoring?

✅ Do we have particular year groups that are most in need?

✅ Do we want to focus on supporting students lower down the school or preparing students for their GCSE exams? Can we do both?

Scheduling tutoring

✅ How frequent should sessions be?

✅ When should they take place?

✅ How long should tuition last for?

✅ What size of group works best?

✅ How should I group students?

Internal tutoring considerations

As we've covered earlier in the guide, this is perhaps the most important strategy of them all. Regardless of the sanctions, rewards or promotional efforts around school, if the intervention is not the correct format or level for the student, they will not attend.

Staffing tutoring

✅ Who will be responsible for providing training to the internal tutor?

✅ Who will be responsible for informing the tutor of what to cover each week?

Planning and managing tutoring

✅ What is our goal and how will we monitor success?

✅ Who will be responsible for creating tutoring lesson plans?

✅ Who will be responsible for checking in with the tutor?

✓ Choosing a tutor

✅ Which staff have the time and capacity to take on additional tutoring responsibilities?

✅ Which staff member(s) has the required maths subject knowledge

✅ What training and support do tutors need?

✓ Choosing students

✅ Is there any reason why a specific student might not be the best fit for our chosen tutor?

✅ How many students does our chosen tutor have the capacity to tutor?

✓ Scheduling tutoring

✅ When is our chosen tutor available?

External tutoring considerations

External tutoring organisations can dramatically reduce the workload associated with tutoring, but you need to be sure you're provider understands what's most important to your school.

✓ Staffing tutoring

✅ Who is responsible for choosing the provider?

✅ Who will be the provider's first point of contact?

✓ Planning and managing tutoring

✅ Are there consistent lessons or is it up to the tutor to create them?

✅ How will the provider communicate about student progress?

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Choosing a provider

✅ Are the tutors all maths specialists?

✅ Are the tutors STEM graduates or undergraduates?

✅ Do they have experience working with schools?

✅ Are the tutors background checked?

✅ Do they have a specific GCSE revision programme?

✅ How much does the provider charge?

✅ Are there discounts available for larger bookings or Multi-Academy Trusts?

Choosing students

✅ Are the particular students who might benefit from a 'new face'?

Scheduling tutoring

✅ Does the provider offer tutoring before, during and after school?

✅ What is the provider's cancellation policy in the event of absences?

✅ All Third Space Learning tutoring programmes are designed by former UK **secondary teachers**

✅ Tutoring is delivered by **maths specialists AI tutor Skye** who is trained by teachers and maths specialists

✅ Since 2013, over **170,000 students** across **4,100+ schools** have received personalised one to one support

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Your maths tutoring checklist

1 **Choose the students who will benefit most**

- Start with looking at your internal assessment data as well as your Pupil Premium and SEN data to see which students have the largest maths knowledge gaps and would benefit from additional support
- Think particularly about which students might not otherwise be able to access this kind of support

2 **Define your goal**

- Document what you'd like to achieve from the tutoring before you begin
- Is it about building confidence and engagement or would you like to see the impact reflected in your students' assessment data?
- Are you looking for short-term results or a longer-term approach to creating more able mathematicians?

3 **Choose the right approach for your school and students**

- Think about the impact you'd like to see and when you'd like to see it by
- Consider how much capacity your school staff have to plan, manage and monitor maths tutoring in school
- Would it be better for staff workload to choose an external provider, or do your staff feel they are able to run the tutoring themselves?

4 **Allocate your budget and resources**

- Pupil Premium can be used on 'targeted academic support', of which tutoring is an extremely effective example

5 **Prioritise one to one for maximum impact**

- Research demonstrates one to one tutoring results in more rapid progress than small group tutoring, so if you're looking for the most effective intervention for the time you have, this is the way to go

6 **Ensure tutors are maths specialists**

- Research suggests tutoring is most effective when it is delivered by subject specialists
- It's essential that your chosen tutor has a high level of maths proficiency and has received specific maths tutor training.

7 **Appoint a tutoring rep to monitor, adjust and share success**

- This should be someone with visibility and influence who will act as a champion of tutoring across the school
- They should communicate the benefits of the tutoring to your chosen students (and their parents/carers), monitor impact and attendance, read reports from tutors and share successes with the rest of the school
- Adjustments should be made if they don't feel a student or group of students isn't making the expected progress or attending regularly; is it that tutoring isn't the right option for them or is the tutoring content not being pitched at the correct level?

8 **Plan up-front how you'll measure success**

- Is a pre-test and post-test appropriate or are you evaluating the softer skills of your students?
- Will you speak regularly to whoever is running the tutoring, as well as each student's class teacher, to understand progress and impact over time
- If using an external provider or scheme, will there be reports you can access to understand impact?
- How often will you speak directly to the students involved to hear how they feel the tutoring is benefiting them?
- What will be most effective at proving the impact the tutoring has had on your students to your headteacher and governors?
- Consider what Ofsted will need to see – this is particularly relevant for Pupil Premium interventions.

9 **Communicate with stakeholders**

- Speak to your students' and their parents/carers about the privilege of tutoring
- Speak to your entire SLT about your chosen approach and the impact you expect it to have

10 **Use diagnostic assessments**

- Make sure you're identifying each student's knowledge gaps and misconceptions, and implementing a tutoring programme that will address these most efficiently
- Ensure tutors can access the results of these assessments and are trained to also use Assessment for Learning during the sessions themselves

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11 **Ensure tutoring content is consistent and aligns with your maths curriculum**

- If it is up to the tutor to create their own lessons, ask them how they will ensure these are consistent across the group but also with the national curriculum
- Many schools find that a tutoring programme that provides tutors with specially made lesson content is a more impactful and consistent approach

12 **Choose a provider with experience with schools**

- Many schools choose an external provider to minimise staff workload, but it's essential that you choose a provider that understands the unique challenges faced by schools and is well-placed to support you.

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	How Third Space Learning's online one to one maths tutoring stacks up:	THIRD SPACE LEARNING
Choose the students who will benefit most	Secondary programmes cover **GCSE** content, and with unlimited students and sessions, schools are free to **choose exactly which students** they'd like to put on the programme	✓
Define your goal	Programmes are available for Year 10 and 11 **GCSE revision**. Lessons are designed to close individual learning gaps, build conceptual understanding and boost confidence	✓
Choose the right approach	Third Space Learning has been **trusted by 4,100+ schools since 2013** and we've worked hard to ensure it's **easy to set up and run**	✓
Allocate your budget and resources	Third Space Learning's AI tutoring is **90% cheaper than other tutoring providers** and all students need is a laptop, desktop or iPad and a headset	✓
Prioritise one to one	All tutoring is one to one and students work with Skye each week to **close their learning gaps**	✓
Use maths specialists	All programmes, and AI tutor Skye, have been developed by **former teachers** and **maths experts** ensuring **specialist knowledge, curriculum alignment and evidence-based teaching strategies** in every session	✓
Appoint a tutoring rep	We ask all our schools to let us know their intervention lead; they are then are **main point of contact** throughout the programme and we ensure they're **kept up to date with progress or any changes**	✓
Plan up-front how you'll measure success	**Reports are available** every step of the way to ensure you're kept up to date with how your students are getting on	✓
Communicate with stakeholders	We provide schools with **reports, letter templates and certificates** to help them demonstrate the impact of tutoring as widely as possible.	✓
Use diagnostic assessments	Every student starts each session with a **skill check in** and finishes with a **skill and confidence check out** to track their progress and the individual learning gaps they overcome	✓
Use consistent curriculum - aligned lessons	All Third Space Learning lessons have been **specially created by maths teaching experts** and follow an **'I do, we do, you do'** approach to encourage conceptual understanding	✓
Choose a provider with experience with schools	Since 2013, we've built and developed our programmes **specifically for schools' requirements**, challenges, contexts and budgets in mind	✓

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Looking to improve your school's maths results without stretching your budget?

Tutoring from our spoken AI maths tutor Skye gives schools an even more affordable option for every pupil.

✓ 90% cheaper than other tutoring providers

✓ Curriculum-aligned lessons designed by qualified teachers

✓ Discounts available for long-term bookings and MATs

93% of teachers feel Third Space Learning lessons helped their pupils achieve higher assessment scores.

Speak to us

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