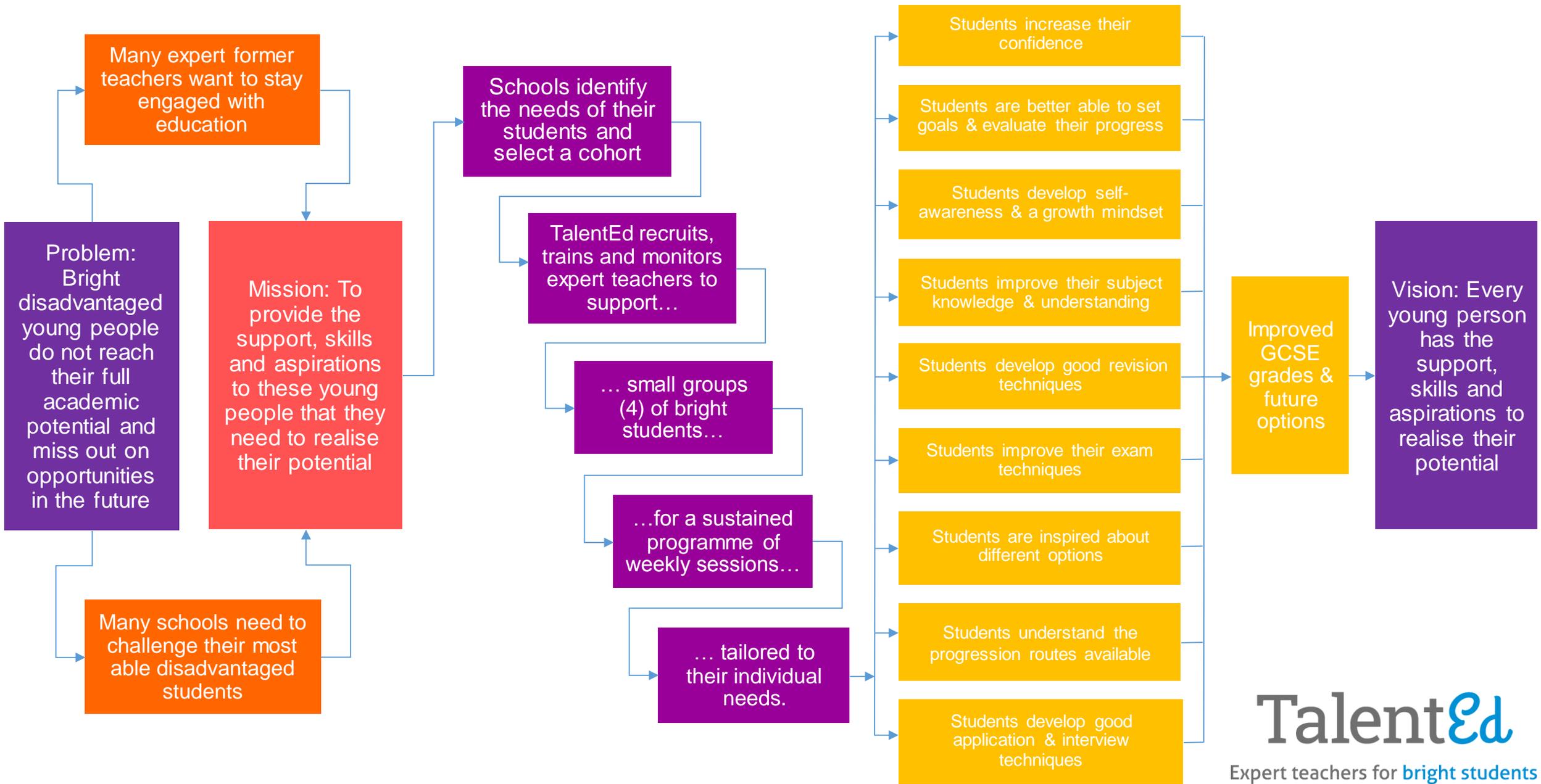


Theory of Change, developed in partnership with New Philanthropy Capital **NPC**



TalentEd

Expert teachers for bright students

Notes supporting TalentEd Theory of Change

- **We start from three simple facts:**
 1. **High ability students from low income backgrounds do not fulfill their academic potential.** Bright but poor pupils in England and Scotland (in the top 10% of achievement nationally, but the lowest quarter socio-economically) are substantially behind bright well-off pupils academically – a gap of around 2 years and 8 months (Sutton Trust, 2017).
 2. **These students also miss out on university and careers.** Children from low income backgrounds are over twice as likely to be unemployed or economically inactive. (Social Mobility and Child Poverty Commission State of the Nation Report 2014).
 3. **We know from our work, since 2012, that many retired teachers still want to remain involved in education** and there are 43,000 teachers leaving the profession each year (Department for Education, 2015).
- **TalentEd sessions bring together these pupils (those pupils achieving level 4/5 at KS2, but not on track for 3 A*/A at GCSE) and the expert teachers in small group tuition every week for a year :**
 - The evidence in the Education Endowment Foundation Toolkit (2014) is clear that smaller groups allow for more sustained engagement from the pupils, work that is more closely matched to learners' needs and for the teacher to provide more effective feedback.
 - The 2014 EEF evidence also shows that the quality of teaching increases the effectiveness of small group tuition. TalentEd, therefore, has a rigorous selection, induction and ongoing support for our expert qualified teachers.
 - TalentEd works in schools which are in low income areas with higher than average numbers of pupils on Free School Meals, or with a cohort of pupils who are all eligible for Free School Meals.
- **TalentEd sessions focus on improving grades and future options depending on the needs of the school:**
 - The EEF Toolkit shows that after school programmes which focus on exam and revision techniques are effective in increasing progress.
 - There is also a huge weight of evidence to support the link between aspirations, employment skills and career guidance leading to young people realising their potential including Social Mobility, A Literature Review (Dept of Business, Innovation and Skills 2011); Inspiring Impact, the Journey to Employment Framework (NPC 2014); and Advancing Ambitions (Sutton Trust 2014). All of these studies point out that the current system is not working effectively.