



Impact Report 2022-23

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Welcome and Introduction with Jacari's Director and Chair of Trustees

We are delighted to welcome you to Jacari's Impact Report for the 2022-23 academic year. This has been a busy and successful year for Jacari, as we've expanded our service in both Oxford and Bristol, supporting 20% more pupils than in 2021/22 and delivering 25% more hours of tuition. We are extremely grateful to our staff and trustee team, volunteers, partner schools and funders, who have all helped enable this work to take place.

This year, we've been particularly pleased to develop our provision in schools, in addition to continuing our at-home support. We've found delivering sessions in school to have numerous benefits, including building a real sense of community among both pupils and volunteers. We've also worked hard this year to ensure we can respond to the changing needs in our partner schools, welcoming newly-arrived young people, including those from Ukraine, Hong Kong and Afghanistan. One way we have done this was to trial a new Peer Tutoring project, with A Level student volunteers supporting younger pupils in their school. The success of this has been one of the highlights of the year and we're excited to expand this project next year.

This has also, undoubtedly, been a challenging year, with the cost of living crisis affecting the families we work with, the schools we partner with, and the volunteering landscape we operate within. We know that these challenges are set to continue, and that demand for our service will remain high. As we enter the new academic year, we're determined to meet that need, and do so in a way that is driven and shaped by the communities and young people we support.



Anna Bowie
Director



Matt Lister
Chair of Trustees

Our vision, mission and values

Jacari's vision: A society where young people from all backgrounds have the confidence and English language skills to achieve their full potential.

Our mission is to improve the confidence and English language skills of young people who have English as an additional language (EAL) and are at risk of not achieving their full potential. We do this through our free programme of services, by providing a range of bespoke English language learning opportunities for children and young people in Oxford and Bristol. Our trained volunteers deliver these services in a variety of settings, based on the needs of individual pupils.

Our values

Equality

We recognise that people are different and unique, with diverse talents which should be celebrated and shared. We are driven by the belief that everyone should have equality of opportunity to achieve their full potential.

Aspiration

We believe that everyone can achieve highly with the right support. We aim to inspire confidence and encourage an ambitious mindset in every young person we work with.

Love of Learning

We recognise that engaging young people in their learning is best done through showing that learning can be fun, enjoyable and enriching. All staff and volunteers model this value and are committed to lifelong learning.

Community

We work to create connections and foster solidarity between diverse communities in society through collaboration and volunteering.

Our activities in 2022/23

'Jacari In School'

This year we have expanded our in-school offer across both cities. This was in response to requests from schools and families, as well as a successful trial of in-school tutoring in Bristol schools. In Bristol, we now offer in-school provision as an option in 5 out of 8 of our partner schools, and in Oxford, we have established successful in-school sessions at 9 out of 12 of our partner schools.

Our in-school Jacari sessions take place after school hours on an allocated weekday, with groups of volunteers providing both 1:1 and small group tuition to referred pupils in a classroom space. In-school tuition allows our Coordinators to more closely support our volunteers, providing resources and in-person advice and guidance on a regular basis. Teachers are also more able to see the impact and value of Jacari lessons, and school staff and volunteer tutors are better placed to communicate with each other about pupils' individual learning needs.

Perhaps the greatest benefit is the fun that is had during the sessions! Group games and activities have offered excellent opportunities for the children to develop their confidence, practise their English language skills, and build friendships and a sense of community with volunteers and other EAL learners in their school, as well as just relax and have fun!

As one of our pupil's parents told us: 'L told me that she had a lot of fun during her Jacari lessons. She told me she didn't perceive it as a proper lesson, but rather as time to play and draw. It seems that she was just picking up English naturally during these classes, in an entertaining way.'

'Jacari At Home'

Having provided support for EAL pupils in their homes for over 50 years, we are well aware of its benefits, and so are committed to continue delivering this unique service in both cities. A volunteer visiting a young person at their home provides an amazing opportunity for focused support as well as building lasting friendships with the whole family. As one of our partner school teachers told us: 'The fact that the support is happening at home is very important. It helps build good study skills, homework and revision patterns, and bridges a learning gap that some students experience not seeing home as a place to learn. It also helps parents to see what their children are struggling with and how to help them.'

Next year we're keen to build the ways in which at-home tuition is supported, and make sure our volunteers and the families they work with feel part of the wider Jacari community. As the Covid pandemic waned, this year has only seen a handful of our pupils receive tuition online, but we're committed to ensure that online sessions are still an option for families that would prefer it.



Our activities in 2022/23

Peer Tutoring

We've been excited this year to trial a new model for our tuition programme, where A Level students are recruited and trained to support younger EAL pupils in their school. We ran the pilot project at Montpelier High School in Bristol, where 19 fantastically-committed Year 12 students provided twice-weekly support to a group of 18 EAL pupils, many of whom were newly-arrived to the school and to the UK.

Following a structured programme initially, which introduced the pairs to basic English vocabulary topics, the pairs then did a mix of games, speaking activities and curriculum-based content. Sessions were always full of smiles and laughter, and special bonds formed between the younger and older students. Our contact at Montpelier High School told us that the initiative's positive impacts included 'massive enjoyment and a self-confidence boost, so many smiles in the peer-tuition Jacari sessions after school on Tuesdays and Thursdays. This peer-tuition programme was a massive success and we hope it will continue next year.'

An additional benefit to the peer-to-peer model is the impact on the tutors, many of whom have EAL backgrounds themselves, offering them an opportunity to develop their own skills. As one young volunteer told us; 'It has helped me become more confident and be a more effective communicator.'



Trips and events

It's been wonderful to return to offering a full programme of trips and events this year in both cities, as well as some fantastic end-of-year celebrations. These events offer children and young people the opportunity to do activities and visit places in their city that they wouldn't necessarily otherwise have the chance to, as well as spend time having fun with their friends, family and Jacari tutor. As we encourage whole families to come, they're also a lovely way for connections to form across communities. See later on in the report for more details of all the wonderful events we've held this year!



Why we do what we do

The challenge

Numbers of EAL pupils in England have increased in the last year.

In 2022/23 they account for:

- 20.2% of all pupils nationally¹
- 38% of our Oxford schools on average
- 56% of our Bristol schools on average²

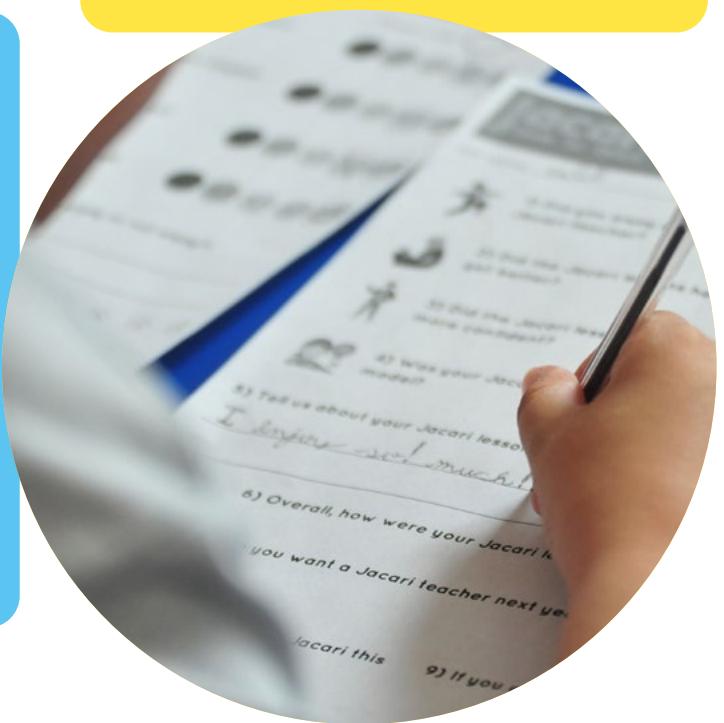
In 2018 DfE research found that **39% of EAL pupils were assessed at levels 'below competency'**³

The later an EAL pupil enters the English education system, the wider the attainment gap grows, related to their proficiency in the English language:

- At the end of primary school, late-arriving EAL pupils have been found to be **15.5 months** behind native English speakers;
- At the end of secondary school, they are **20.7 months behind**.⁴

Alongside these challenges, many of the families we support face socioeconomic disadvantage:

- For example, of those pupils in Bristol for which we have the relevant data, two fifths live in areas that are among the 10% most deprived nationally and 60% were eligible for pupil premium this year.
- DfE research in 2022 showed that disadvantaged pupils in England are '**18.1 months of learning behind their peers by the time they finish their GCSEs.**'⁵



1 Statista, (2022). [Percentage of pupils whose first language is not English in England 2015-2022.](#)

2 FEA (2023) [Ecosystem map](#)

3 DfE (2020). [English proficiency of pupils with English as an additional language](#)

4 EPI (2020) [Education in England: Annual Report 2020](#)

5 EPI (2020) [Education in England: Annual Report 2020](#)

Why we do what we do

Our solution

Tutoring can be a powerful educational tool which, when made accessible to the most disadvantaged young people, can help to reduce the attainment gap and level the educational playing field.

Research by the Education Endowment Foundation has shown that '**one to one tuition is very effective at improving pupil outcomes**' and can provide five additional months of progress on average⁶.



For EAL pupils, **1:1 tutoring helps with all aspects of their journey towards developing English proficiency**. Being talk-based and interactive, it provides a safe and socially-connecting, supportive space for pupils to learn, where tutors can respond to their tutee as an individual, tailoring their sessions to the pupil's individual learning styles and needs⁷. Once they've started to develop those essential language skills, they can:

- Begin to access the curriculum and realise their academic potential
- Feel confident within their school and other social settings
- Feel a sense of belonging, connectedness, security, and hope⁸

We know that having a Jacari tutor - a trusted adult who spends regular time with them, building a relationship and doing fun activities - can play a central role in this journey.

6 [EEF, 2021 One to One Tuition](#)

7 Kottler et al., (2008) *English Language Learners in your Classroom: Strategies that work* 3rd edn. Thousand Oaks, CA & London: Corwin

8 [The Bell Foundation \(2023\) Diversity of Learners who use English as an Additional Language](#)

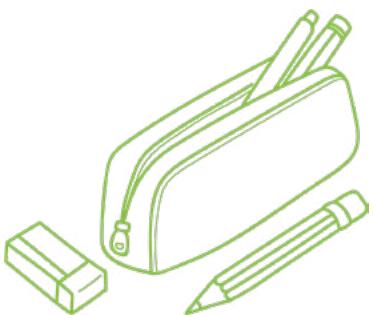
Why and how we measure impact

Jacari is committed to regularly seeking feedback from all our stakeholders and monitoring the impact of our work. We use the results to inform and improve our programme, ensuring it has as high an impact as possible and is shaped by the community that we serve. Producing an annual impact report also provides an opportunity to celebrate the hard work of all our pupils and volunteers, and we hope it means we can support more young people in the future.

The data and quotes contained within this report come from all of our stakeholders - our pupils, their families, our volunteers and our school contacts - and are gained through lesson visits, informal chats and questionnaires. This year 50% of our volunteers completed our survey, 53% of our pupils, 10% of our pupils' parents/carers and 67% of our school contacts. We are pleased to have significantly increased the proportion of our pupils who gave feedback this year, and hope to increase the level of parent feedback next year. Thank you to everyone who did contribute - we value your feedback so highly!



Highlights



We've provided

2208 hours of bespoke tuition

this year – an increase of 25% since 2021/22.

Each child we've supported received an average of

12 hours of lessons

We supported

184 children and young people

during the 2022/23 year – an increase of 20% since 2021/22.

94%

of pupils surveyed said they enjoyed their Jacari lessons.

We held

11 fun kids' events and trips

enjoyed by over **300 attendees**



We've trained and supported

169 amazing volunteers



100%

of parents surveyed said the lessons had helped their child's English and confidence improve.

100%

of teachers said that they would recommend Jacari to a parent and to another school.



We've worked closely with

21 partner schools
in Oxford and Bristol.

Over a quarter of the pupils we tutored this year have received our support for **2 or more years**

Our pupils gave their Jacari lessons an average rating of **4.6!**



Our pupils in 2022/23

This year, we have supported 184 children and young people across Bristol and Oxford. Our pupils are a wonderfully diverse group, representing many different linguistic and cultural communities. All of them were referred to us by our partner schools in order to benefit from the bespoke English language support that we offer and to help them catch up in school.

65% of our pupils were at primary school and 35% were secondary.

Of those pupils for which we have the relevant data (163 out of 184 pupils) **71% arrived in the UK less than 2 years ago**, up from 40% in 2021/22 and from 27% in 2020/21.

Of those pupils for which we have the relevant data (96 out of 184 pupils), **65% were from Refugee and Asylum-Seeking communities**.

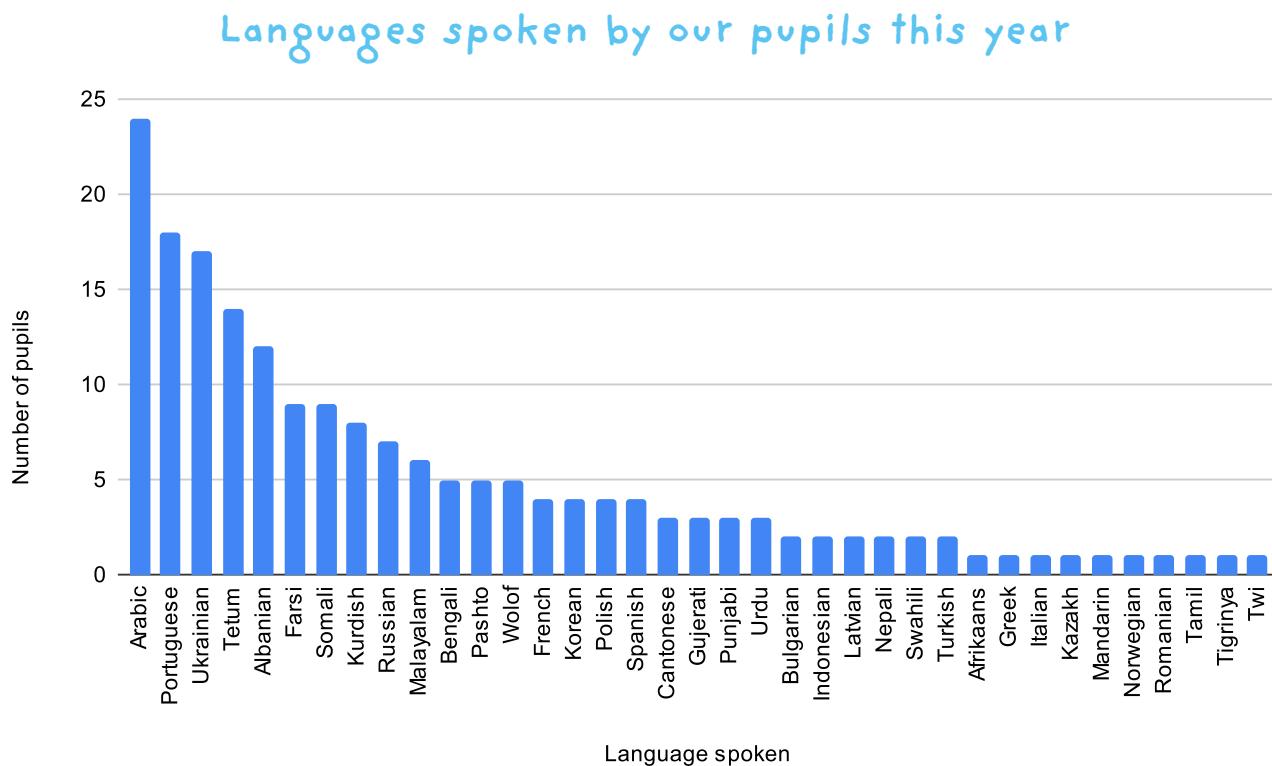
Of those pupils in Bristol for which we have the relevant data (48 out of 68 pupils), **38% of our pupils live in areas that are among the 10% most deprived nationally**, and 65% live in areas that are among the 20% most deprived nationally.

Of those pupils for which we have the relevant data (130 out of 184 pupils), **60% were eligible for pupil premium**.



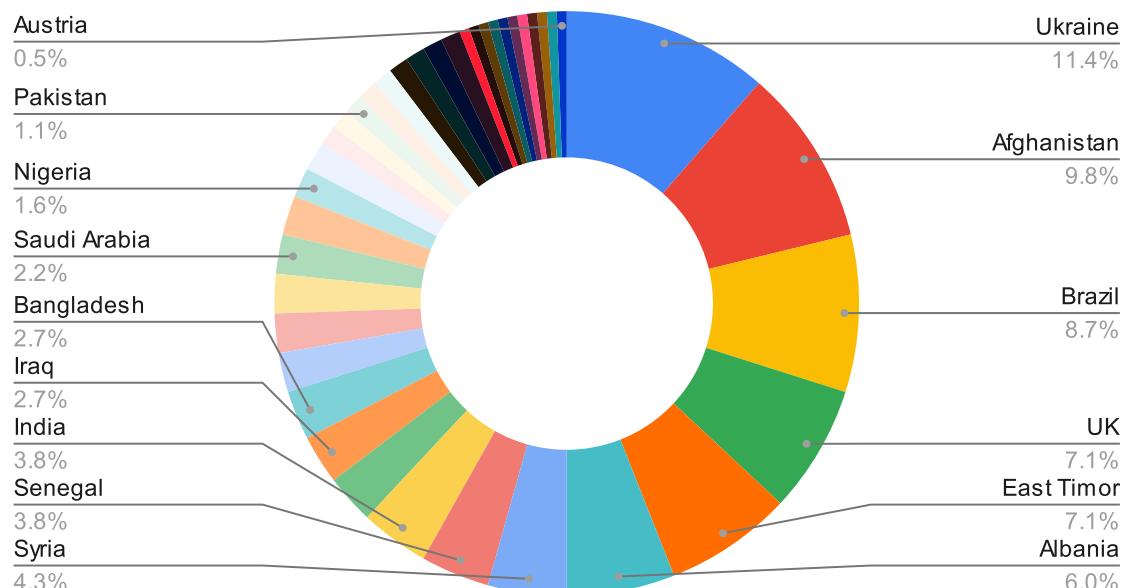
Our pupils in 2022/23

Between them our pupils speak **38 different languages at home**. The most common language spoken at home is Arabic. In Bristol, the top three languages were Arabic, Farsi and Somali, and in Oxford they were Portuguese, Tetum and Albanian.



Jacari pupils this year had **39 different countries of birth**. The most common 4 countries of birth for our Bristol pupils were Afghanistan, Senegal, Ukraine and the UK (in joint third), while for our Oxford pupils the top 3 were Brazil, Ukraine and East Timor.

Pupils' countries of birth



Impact on English language skills

For EAL learners, working 1:1 with a tutor can be a really effective way to develop English language skills, especially as it provides opportunities for individualised feedback and encouragement, and also for safe ‘risk-taking’ which is key to language learning⁹. Our survey feedback this year repeatedly illustrates the value of this approach. One teacher noted that ‘with a tutor they have flexibility to explore topics that they can’t with a school teacher,’ and another described how the 1:1 lessons provide pupils with ‘time to express themselves and their thoughts, time to be heard.’

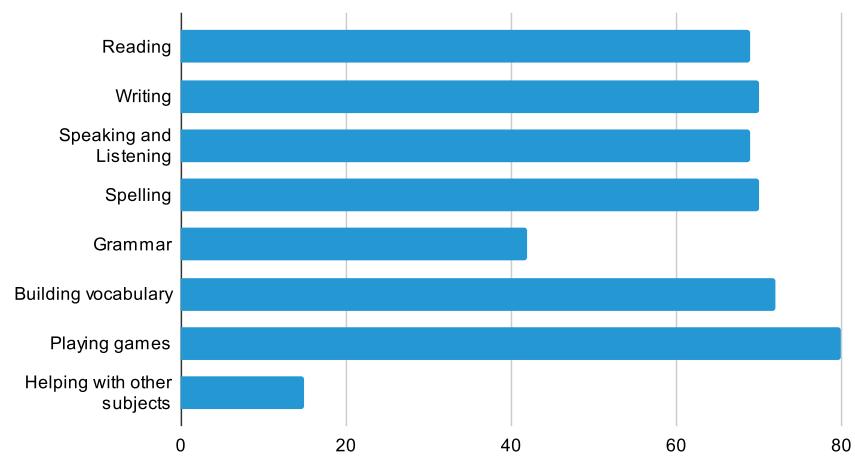
Another teacher commented on the value of pupils ‘being able to ask questions freely when there aren’t so many opportunities in class or it is too intimidating.’

Alongside this, we try to ensure our tutoring sessions are engaging and relaxed, training our volunteers to use a good mix of focused tasks and games, which are chosen carefully to provide opportunities for language learning while still being fun.

As a result, we’ve seen a significant impact on our pupils’ English language skills this year:



Activities done in Jacari this year



100%

of school contacts surveyed thought that the Jacari lessons had a positive impact on pupils’ English language skills.

100%

of parents surveyed said the lessons helped their child’s English improve.

79%

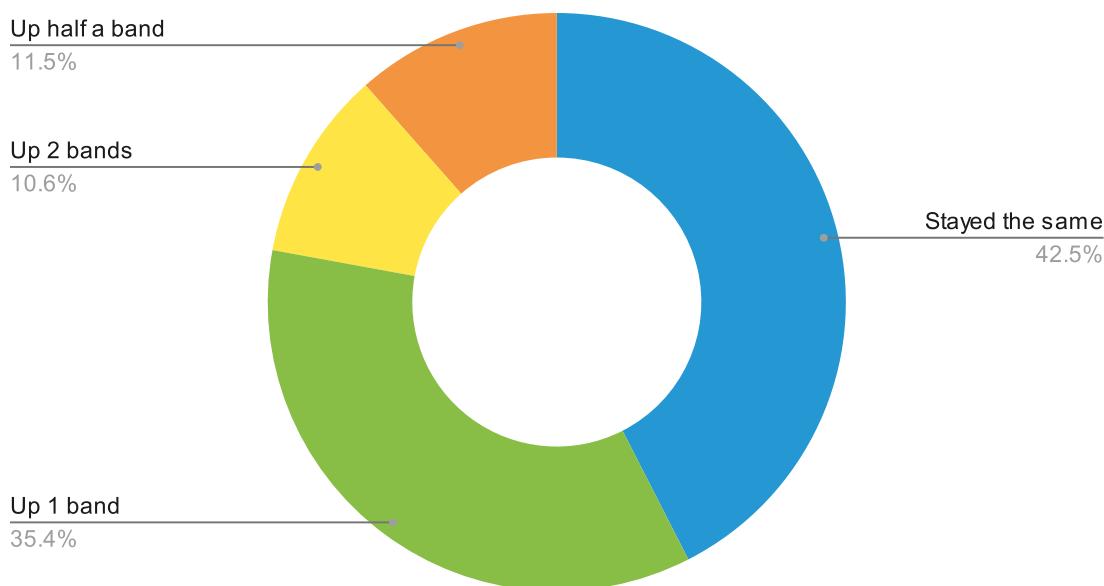
of pupils surveyed said the lessons helped them improve their English.

⁹ Kottler et al., (2008) *English Language Learners in your Classroom: Strategies that work* 3rd edn. Thousand Oaks, CA & London: Corwin

Impact on English language skills

Of those pupils for which we have the relevant data (113 out of 184 pupils), 47% of pupils assessed went up at least 1 EAL band over the course of the year, with 10% going up 2 bands!

Changes to pupils' EAL bands over the year (where known)



'Enjoy talking to the teacher and learning new things like new vocabulary and new words.'

(Pupil)

'I enjoy my Jacari lessons because they teach me how to talk about things and also play games.'

(Pupil)

'He originally said he hates learning English, I think our time together showed him that it could be fun'

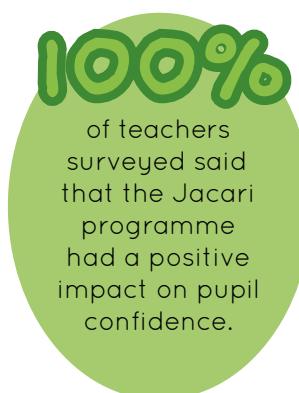
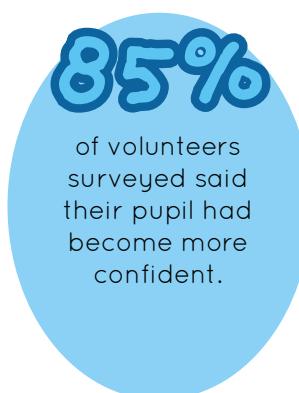
(Volunteer)

'It's encouraged and developed speaking and listening confidence, social confidence and enriched English vocabulary with a positive impact on students' written language.'

(Teacher)

Impact on confidence

The personalised feedback and encouragement possible with 1:1 and small group tutoring also helps to develop pupil confidence, as does spending time and building a relationship with a trusted adult or older peer. Although hard to measure, throughout the feedback we've received this year, there is evidence of how central confidence-building is to our programme and its impact:



'S is much more confident and we have great conversations now! At the start of the year, she would only say hello and goodbye, but now she is able to tell us about her day.'

(Peer Tutor)

'Definitely the biggest impact was his confidence - he was initially very shy and closed off but came out of his shell a lot.'

(Volunteer)

'H enjoyed the Jacari lessons, we think lessons are fun. Lesson is one to one, therefore H receive a lot of support to improve his English. He gained so much confidence!!'

(Parent)

'She has gone from someone who looked back blankly when asked a question to someone who runs up to tell you all sorts of things about their day.'

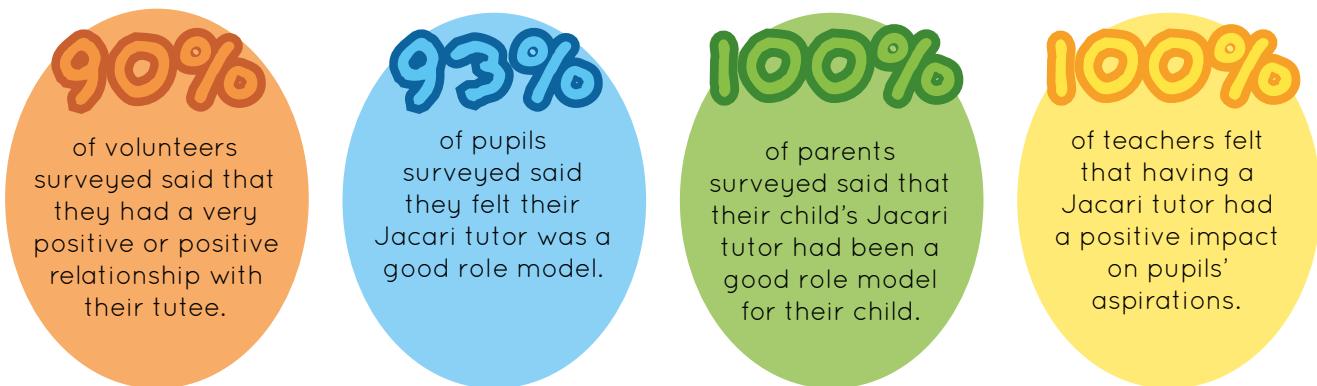
(Teacher)

Positive connections

At the heart of Jacari's programme is the bond formed between tutor and pupil; once this friendship is established, confidence, English language skills and aspirations can flourish. This is backed up by current research which shows that 1:1 tutoring interactions enhance pupils' feelings of social acceptance and increased connection, which in turn helps them engage in their wider learning¹⁰.

A lovely example of this was this feedback about one of the pupils who took part in our Peer Tutoring project. Her teacher commented she had seen a 'massive change in behaviour in school once Jacari started. She was not engaging at all but in the sessions with her tutor we first saw her smiling and enjoying herself, she is gradually engaging more in other lessons too.'

Furthermore, with the majority of our volunteers being current university students, many of whom have EAL backgrounds themselves, they can act as brilliant role models for the young people. Our feedback regularly shows how key this central relationship is:



¹⁰ Matric et al., (2019) *The Role of Social Relationships in Children's Active EFL Learning*. Psychology of Language and Communication, Vol.23 (1), pp.302-329

'I enjoyed all my lessons because she is the best and unfortunately 1 hour is going like a 10 minutes.'

(Pupil)

'Our pupils love having a Jacari tutor. Their confidence grows as well as friendships which is a pleasure to watch.'

(Teacher)

'I enjoyed everything, it was really nice and love her so much.'

(Pupil)

'For some, it has provided a lovely friendship with someone beyond school.'

(Teacher)

'The tutors are all brilliant! Thank you! Great role models and always enthusiastic.'

(Teacher)

We also have seen this year that our programme can have positive impacts on wider connections. In-school sessions foster friendships between volunteers as well as between EAL pupils at schools. For example, one pupil commented that 'I enjoy that my friends were there with me.' At-home tuition, as well as events to which we invite whole families, helps build relations with parents/carers, which research has shown can help with engaging parents with their children's learning.¹¹ We also know that our volunteers who support their tutees at home often offer support to the wider family; the Bell Foundation acknowledge how similar schemes provide a useful avenue for parents or carers to receive some support, where needed, in accessing local services¹².



¹¹ Peplak et al., (2023) Parent-child conversations about refugee newcomers are associated with children's refugee-specific prosociality. *International Journal of Behavioral Development*, Vol. 47(3), pp.221-232.

¹² [The Bell Foundation, \(2023\) New Arrivals](#)

Trips and events

We've been delighted to run a real range of fun and exciting trips this year and received great feedback from the children who've attended - of the pupils who came on a trip, 97% rated it 4/5 or 5/5. Here's our year in review:

OCTOBER

In Bristol, we kicked off the year with a theatre show and workshop by [Spilt Ink](#) at Trinity Centre, in November. Jacari pupils from Bannerman Road Community Academy were captivated by the performance of Nest. This enchanting play tells the story of a brave young girl's magical adventures in a new land through puppetry, music and physical comedy.

NOVEMBER

In Oxford, we started the year with our annual trip to the [Oxford Ice Rink](#). Jacari pupils from across the city had a wonderful time learning how to ice skate, getting to know their tutors and creating paper snowflakes and ice skate decorations. Hot chocolate was very welcome before we headed back to schools!



DECEMBER



Twice this year, Jacari pupils in Bristol have visited [The Coexist Community Kitchen](#), a non-profit cookery school in Easton, Bristol, whose main aim is to use food as a vehicle to work with people who experience social marginalisation in our society. The Coexist team have run a range of cookery classes for our pupils including preparing an excellent selection of spiced festive biscuits, and pasta and pesto from scratch!

JANUARY

We had an evening of high jinks and laughter watching the *Cinderella* panto at [The Oxford Playhouse](#) with Jacari pupils from St Christopher's Primary. It was great to see pupils getting involved in the shouts of 'he's behind you', sharing jokes and having fun. Jacari even got a shout out from Buttons!

FEBRUARY



Jacari pupils from East Oxford Primary and St Barnabas Primary visited [The Story Museum](#). We listened to stories and fables from around the world, went on an adventure learning about children's books through time, and explored how a comic book is created! We then created a wonderful array of artwork, craft and storyboards related to the story of *The Turtle Who Wanted to Fly*.

MAY

Jacari pupils in Bristol had an absolute blast during our trip to the [SS Great Britain](#), one of the most important historic ships in the world. One of the highlights was dressing up in historic costumes and pretending to be sailors from the 19th Century! We learned so much about Bristol's maritime history and had a great time exploring the ship.

In Oxford, we organised an afternoon of games and activities at [Florence Park](#) for Jacari pupils. Our volunteers welcomed children and their families with arts and crafts, dodgeball and swingball, and an A-Z treasure hunt in the park. We also invited parents to stay and meet each other, chat to our staff and volunteers, and share thoughts and ideas about our programmes.

JUNE



As well as fun trips to play [Crazy Golf](#) and make robots at the [Children's Scrapstore](#), we wrapped up our year of events with a Refugee Week celebration event in Bristol. This was a great afternoon of science and engineering activities facilitated by the team from [We The Curious](#) at The Trinity Centre, with delicious food and amazing face painting by two of our talented volunteers. There was a great atmosphere with lots of music, play and laughter.

The impact of running these trips and events is nicely summed up by one of our partner school teachers:

'THANK YOU for everything that you do. It is so evident that the children benefit. They were able to talk about the cultural and celebration events they attended recently with enthusiasm and it meets a real need to help fill the gap in cultural capital of these pupils.'



Jacari stories

Case Study: Ijay and Myles

Last summer, 12-year-old Ijay* arrived in the UK from Saudi Arabia. Originally from India, he speaks Malayalam with his family and only began learning English when he started at his secondary school in Oxford. He was referred to Jacari by his school teacher because he needed extra support to help him learn English, to engage with lessons in the classroom and grow in confidence at school. Since February, Ijay has been working with his Jacari tutor, Myles, a student at Oxford University. Ijay and Myles meet for weekly Jacari lessons at Ijay's school.

Myles told us that the support he offers Ijay goes beyond curriculum and language skills. He wanted to show Ijay how much fun can be had within the school environment and engage him with learning by exploring the things he likes, for example rockets, engineering and wildlife. Ijay is an intelligent and curious young person and Myles had identified how to channel this by focusing lessons on his interests and coming up with activities around these. The highlight for Myles has been seeing the moments of progress as Ijay rises to the challenge of more and more complex reading and writing tasks.

His school teacher is so pleased that Myles is able to be flexible to Ijay's distinct learning style. She sees this as one of the best things about Jacari. She said '**Jacari volunteers work with the warp and weft of each individual student - and that is a very beautiful thing.**' She reported that it was wonderful to see Myles and Ijay when they went on an imaginary skiing trip together. Ijay learns best holistically and this activity allowed him to combine visuals, feeling and imagination to develop his language skills and confidence.

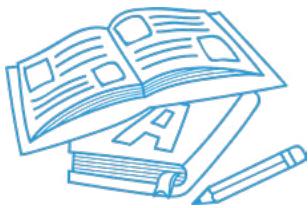
Ijay told us how much he enjoys lessons with Myles, especially because he has made learning fun and he loves playing games, being creative and using his imagination. His teacher is so pleased with how Ijay responds to Jacari lessons. She said: 'Jacari is the first time any of us have seen him so jubilant about a weekly learning engagement.'



'Jacari is the first time any of us have seen him so jubilant about a weekly learning engagement.'

(Ijay's teacher)

*All names of pupils used in our case studies have been changed.



Jacari stories

Case Study: Nazia and Adrienne

11-year-old Nazia started Jacari lessons when she arrived in the UK in 2021. She grew up in Bangladesh and moved to the UK with her family during the pandemic. She received online tuition from a few Jacari tutors during school closures to help her build confidence at school and continue to learn English. Since October, Nazia and her Jacari tutor, Adrienne, have been meeting in person for Jacari lessons on a Tuesday afternoon at Nazia's school.

Nazia told us that she was nervous when she first started at school in the UK and didn't talk to people that much. She recalled that, 'I already knew some English but I couldn't speak it because of the accent and pronunciation. It was difficult to speak.' Nazia loves drawing, and so a highlight for her has been using comic books and storyboards in Jacari lessons to build vocabulary. She said: **'Jacari made me feel more free and I had someone to talk to.'**

Adrienne told us that she has been focusing on reading and writing skills with Nazia. She has helped Nazia prepare vocabulary lists and practise spelling and comprehension in preparation for her SATs exams this year. Nazia also loves playing games such as pictionary and charades which help her with language acquisition. Adrienne says that she has seen Nazia make good progress with grammar.

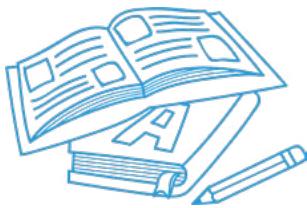
During the after school Jacari session, Nazia and Adrienne sometimes join other pupils and their tutors for group activities. It is wonderful to see Nazia supporting other Jacari pupils during games such as Splat and Simon Says. A highlight for Adrienne has been realising that she is a trusted mentor for Nazia. She recalled how fun it was to join Nazia for our trip to the Story Museum and see her in a relaxed environment.

Nazia's school teacher told us that she has made amazing progress this year. She says the key has been having the chance to read aloud which has helped build her fluency. But more importantly it is the enjoyment she gets from the sessions - Nazia is often the first Jacari pupil to arrive in the hallway before Jacari lessons and excitedly greets Adrienne every time. Her school teacher told us that: 'She's the one who always reminds me on a Tuesday, "Don't forget it's Jacari this afternoon!"'

**'She's the one who always
reminds me on a Tuesday,
"Don't forget it's Jacari
this afternoon!"'**

(Nazia's teacher)





Jacari stories

School case study: Barton Hill Academy

We've been lucky enough to work with pupils from Barton Hill Academy in East Bristol for over 5 years now. This year, 7 of our brilliant volunteers visited the school each week on a Wednesday afternoon, running club-like sessions for the children with lots of games and craft activities. This relaxed learning environment, with focused, child-centred support, has helped the 7 pupils thrive.

Our contact at the school said:

'Jacari has created a club-like atmosphere where children can thrive, gain confidence, and forge friendships.'

She told us the sessions have helped the children find their voices, become more expressive, and improved their reading and writing skills. She also said: "The addition of crafts to the learning environment is helping pupils showcase and develop amazing skills and talents."

EAL Lead for the Venturers' Trust, which Barton Hill is a part of, said: **'It's amazing how the community comes together to help the pupils.'** She emphasised the collaborative spirit that underpins Jacari's approach, as well as the dedication to giving these children all the support they need. **'It shows how valuable these children are as the schools, pupils' families, and, of course, the amazing volunteer tutors come together to create a helpful and joyful learning environment.'**

She also highlighted the care and effort Jacari puts into pairing volunteers and pupils. Barton Hill has appreciated how we have considered all the details when matching our tutors with their pupils, like a shared language. A good pairing can lead to a more supportive learning environment, a nurturing tutor-tutee relationship and much-improved engagement.

One of our volunteers said: 'Jacari's approach helps create fun, interactive sessions for the kids outside of more formal classroom interactions. **Our sessions make them more relaxed, creating a comfortable and safe space for them to learn on their own terms.'**

84% of the pupils at Barton Hill Academy speak English as an additional language, and 80% are eligible for Pupil Premium.



All pupils have progressed at least half an EAL band, and made improvements with their speaking and vocabulary, which has helped improve their writing too!

Funding

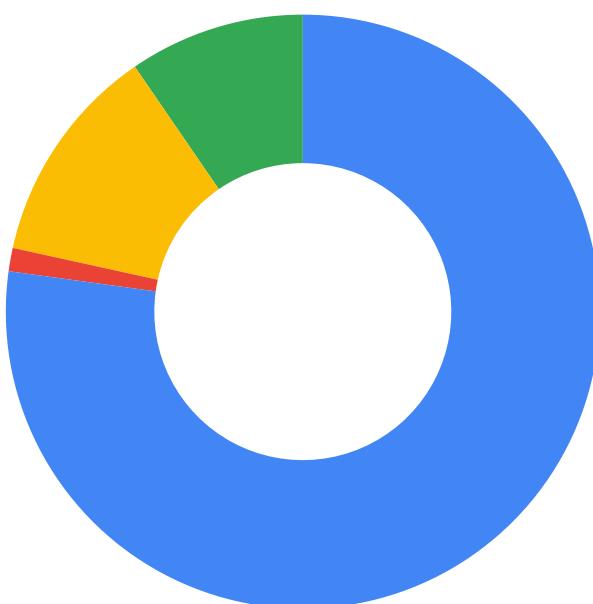
The majority of Jacari's funding comes from national grant-making organisations, along with local Bristol and Oxford trusts and foundations. This year, we also received support from corporate partners, including our long-standing relationship with Oxford Scholastica Academy, and a new partnership with Oriel Square. We received generous Christmas donations from JNE Partners and Global Water Intelligence.

We have continued to grow our network of supporters, reconnecting with former volunteers and pupils. Our supporters have not only generously donated money, games and learning resources to Jacari, but they have also offered pro bono support to our staff team with PR, website development and HR.

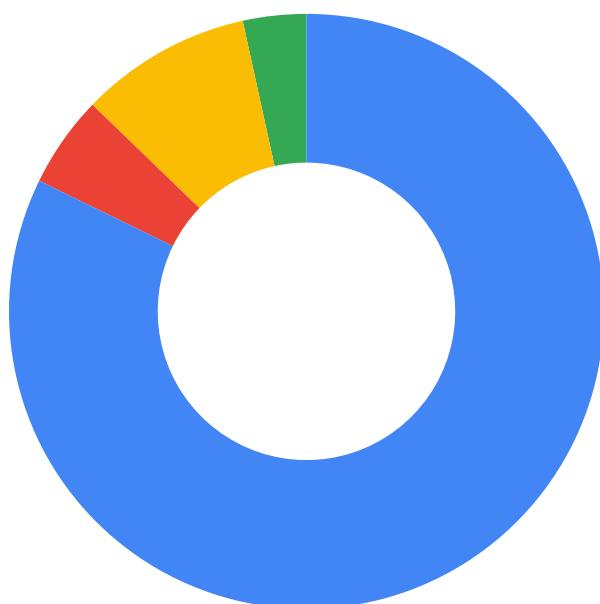
We ran two fundraisers this year, raising £3905 - our "Big Night In", where supporters cooked a meal for friends and asked for donations and our "Step Forward" challenge, where fundraisers completed a set number of steps in a month.

In July 2023, we were delighted to be awarded a significant multi year grant from the National Lottery Community Fund which will fund the majority of our Bristol programme for the next three years.

Income 22/23



Expenditure 22/23



- Grants
- Colleges / Universities
- Corporate / Social Enterprise
- Donations and fundraising events

- Staff costs
- Office costs
- Project costs
- Administration costs

The Year Ahead

Despite the successes we've had this year, we've also faced challenges, especially around volunteer recruitment and ensuring we have the capacity to meet the growing demand for our service. We've also faced setbacks with the launch of our Youth Advisory Board this year, but are committed to ensure we develop youth voice in our work. We've taken time in the last few months to plan how we can overcome these challenges, and are excited to have developed a robust 3 year Strategic Plan to guide us through.



Our Strategic Priorities for the next 3 years



Our Plans for 2023/24

- Grow the number of pupils we support to at least 200
- Roll out our Peer Tutoring project to 3 additional schools in Bristol
- Continue developing and refining both our in-school and at-home programmes
- Establish method to ensure young people, and their parents, are involved in the design and development of our work
- Develop the ways we measure our impact



Thank you

Firstly, a huge thank you to our funders who have supported our work this year:



Bartlett Taylor
Trust

DLM Charitable
Trust

Hilden
Charitable Fund

JNE Partners

Lovington
Foundation

Pye Charitable
Settlement

Robert and
Margaret Moss
Foundation

Tambour
Foundation

Thank you to all the organisations who have helped us run trips and events for Jacari pupils in Oxford and Bristol this year, including: Children's Scrapstore, Flo's - The Place in the Park, Houria, Oxford Ice Rink, SS Great Britain, Spilt Ink, The Coexist Community Kitchen, The Oxford Playhouse, The Story Museum, The Trinity Centre, We The Curious.

We would also like to thank all those who have supported us, worked with us and enabled our activities during the last year. Thank you to Dr Andrea Macrae of Oxford Brookes University, the team at Oriel Square for their help in producing this report and Fortitude Communications for photography. In particular, thank you to our regular donors, the community organisations we've partnered with, our volunteer committees, our Board of Trustees, and the incredible teachers and LSAs at our partner schools.

Finally, a huge thank you to our volunteers and all the brilliant children and young people we've worked with this year.

We really couldn't do what we do without you!

Support us

As a small charity, we rely on the generosity of our donors to ensure we can keep supporting local EAL children, and help them to realise their potential. If you're interested in supporting our work, please go to jacari.org/donate.

Contact us

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www.jacari.org

Charity number: 1177211

