



Impact Report 2020-21

Introduction

Welcome

Welcome to our Impact Report for the 2020-21 academic year, our first joint report combining our work in both Bristol and Oxford. It's been a challenging year, especially for many of the young people we support, but there have also been opportunities for learning and growth as we continue to ensure we have the greatest possible positive impact on our pupils.

Our mission and activities

Jacari's mission is to improve the confidence and English language skills of young people who have English as an additional language and are at risk of not achieving their full potential, by providing free 1:1 personalised tuition and enriching extracurricular opportunities.

We recruit and train volunteers, the majority of whom are students from the local universities, who provide 1:1 tuition to children who use English as an Additional Language (EAL). Usually they would visit the child's school or home for one hour per week of informal tutoring but during the pandemic we have adapted to providing remote support through online lessons.

Why we do what we do

- Research by the Bell Foundation shows that EAL pupils are more likely to underachieve at school and that educational attainment increases with greater English proficiency.
- Regular 1:1 tuition increases children's confidence along with language and communication skills, helping them feel less isolated and enabling them to participate more fully in school and community life.
- Bespoke, 1:1 tuition from a Jacari volunteer tutor gives children aspirations and a positive role model.
- Tutoring is one of the best ways to boost children's learning disrupted by the Covid-19 pandemic and help them get back on track with their education.

The impact of the Covid-19 pandemic on disadvantaged children with EAL is potentially devastating. During the national lockdowns, they weren't exposed to English on a daily basis and many couldn't access online lessons due to the language barrier and lack of technology at home, leading to both language and learning loss. Over two-thirds of teachers surveyed by The Bell Foundation in March 2021 reported a negative impact on the English language skills of children who use EAL following the disruption to education caused by Covid-19.



"Due to school closures, many of our EAL learners are no longer immersed in the English language at school. We have definitely noticed when speaking to the children, their English has been massively affected." - EAL Teacher

Our response to the pandemic

How we've responded to Covid-19

Throughout the 2020/21 academic year, Jacari volunteers have been tutoring their pupils remotely using video calls and phone calls. We sent first lesson packs to all our pupils which included a mini whiteboard, pens and a workbook, as well as providing our volunteers with lots of resources to use in online lessons.

This has proved to be invaluable support for our pupils, especially when schools were closed. Weekly lessons with their Jacari tutor allowed them to practise their English and get help with school work. Some volunteers reported that these sessions also helped their pupils deal with other issues in their life and reduced isolation.

"E's mother has been in touch to say they are so grateful for the teaching and for loaning a laptop, it has helped the family immensely and E is really enjoying her lessons, she talks about her tutor at school a lot!" - **EAL Teacher**

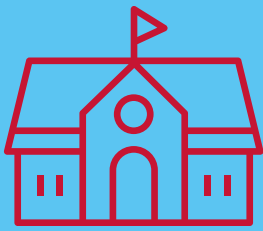


A new venture - Jacari's Laptop Scheme

As the UK went into lockdown, schools closed, and the world went online, we knew that a large number of the families we support did not have a laptop on which to complete home learning or online tuition. We therefore appealed to our friends and supporters to donate laptops which we then loaned to pupils to enable them to access both school learning and Jacari tuition. **This year we've loaned 10 laptops out, providing online access for 15 pupils - nearly 10% of those we support.** Feedback from schools and parents has shown that this extra layer of support was greatly appreciated and helped ensure the children didn't face additional barriers to learning during school closures.

Jacari has been fantastic at adapting their tuition services to the Covid crisis. They have gone above and beyond to enable our students to continue the essential tuition they receive from their wonderful tutors. Most recently they have provided a number of our students with laptops at home, enabling them to continue their online tuition during lockdown 3. This has been incredibly well received by our students and their families, not only to have access to their online tuition but also to the home learning provided by the school. **I cannot thank Jacari enough for the amazing, vital work they are doing in helping us provide the best opportunities for our students in this most turbulent time.** - **EAL Teacher**

2020 - 2021 Highlights



We worked with **16 partner schools** across Oxford and Bristol



We trained **138 amazing volunteers**



We **distributed 10 laptops**, benefitting 15 pupils who had no device at home

We delivered **over 2000 lessons** - our most ever!

We supported **159 children and young people**

Each pupil benefitted from an average of **13 hours of support each**

We also held 2 outdoor Kids' Events and raised over £3000 in our 65th anniversary fundraising challenge!

Our pupils in 2020/21



The 159 children and young people we've supported this year are a wonderfully diverse group, representing many different linguistic and cultural backgrounds. The thing they have in common, however, is that they speak English as an additional language and their school teachers know that they would benefit from the extra support we offer - perhaps because they lack confidence, are struggling at school, or have just arrived in the UK and are new to English. Below are some facts about the young people we have worked with this academic year.

We supported 88 young people in Bristol and 71 in Oxford.

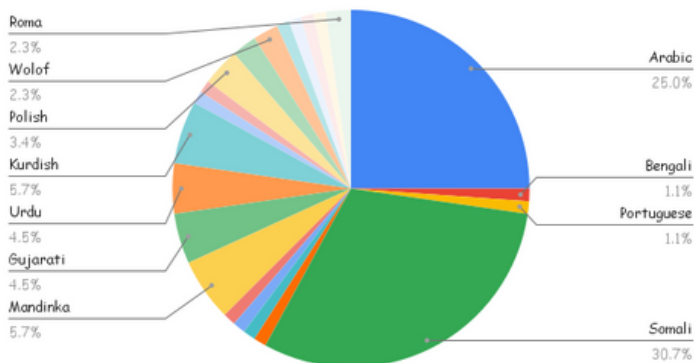
60% of our pupils were male and 40% were female

70% of our pupils were primary-aged and 30% were secondary-aged.

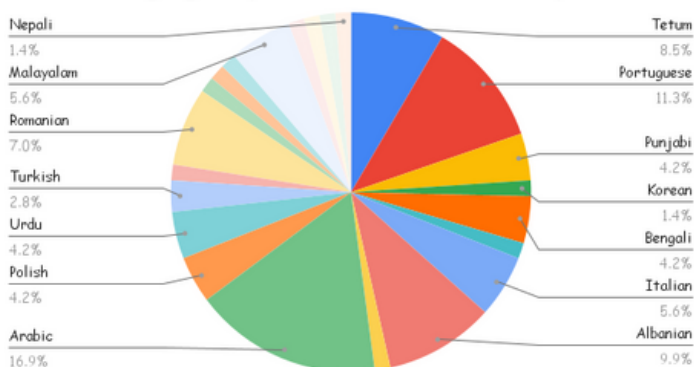
Our pupils this year had 34 different countries of birth. The most common 3 countries of birth for our Bristol pupils were the UK, Syria and Somalia, while for Oxford they were Brazil, East Timor and Syria.

27% of our pupils arrived in the UK less than 2 years ago.

Languages spoken at home - Bristol pupils



Languages Spoken at home - Oxford Pupils



Between them our pupils speak 35 different languages at home! In Bristol, the most common home languages are Somali and Arabic. In Oxford, they are Arabic and Portuguese.

In Bristol, three quarters of our pupils live in areas that are among the 20% most deprived nationally. Half live in areas that are among the 10% most deprived.



Impact on English language skills

It can be difficult to pinpoint exactly the impact Jacari lessons have on English language skills as we can't isolate this from the learning that takes place in school and the language absorbed by children in day-to-day life. We like to think that we are providing one piece of a jigsaw of support to help the children in their journey to learning English and fulfilling their potential.

However, during the periods of lockdown this year, our tutors provided regular interaction in English for their tutees - sometimes the only interaction in English that they would have received that day while not being immersed in the language at school. Teachers at our partner schools have noticed how important this has been. For example, one told us

"It is essential for their learning that they have as much interaction as possible from teachers and tutors to ensure that their English is recalled before it is lost." - EAL teacher

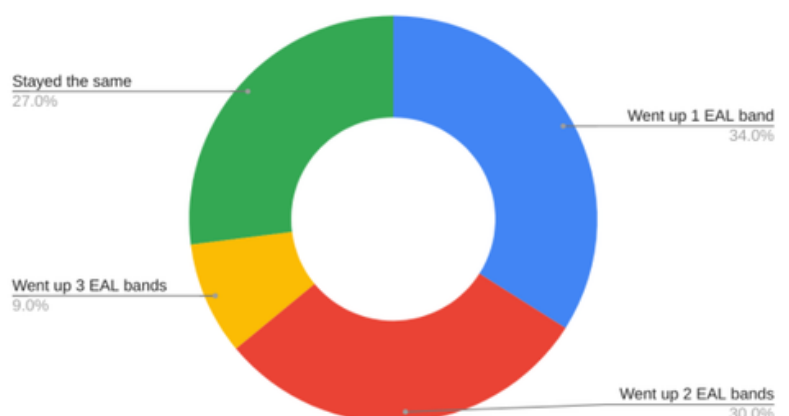
94% of parents said that Jacari lessons had helped their child improve their language skills

This impact can be seen from the feedback given by our pupils and their parents/carers. Although not all our schools use the EAL Assessment Framework bands now, those that do reported that 73% of our pupils went up at least one EAL band this year, with some going up two or three bands! We are proud to have been part of helping the young people develop these essential skills, and look forward to providing even more focused support for their English next year, as we trial the use of an online learning platform, specially designed for EAL learners!

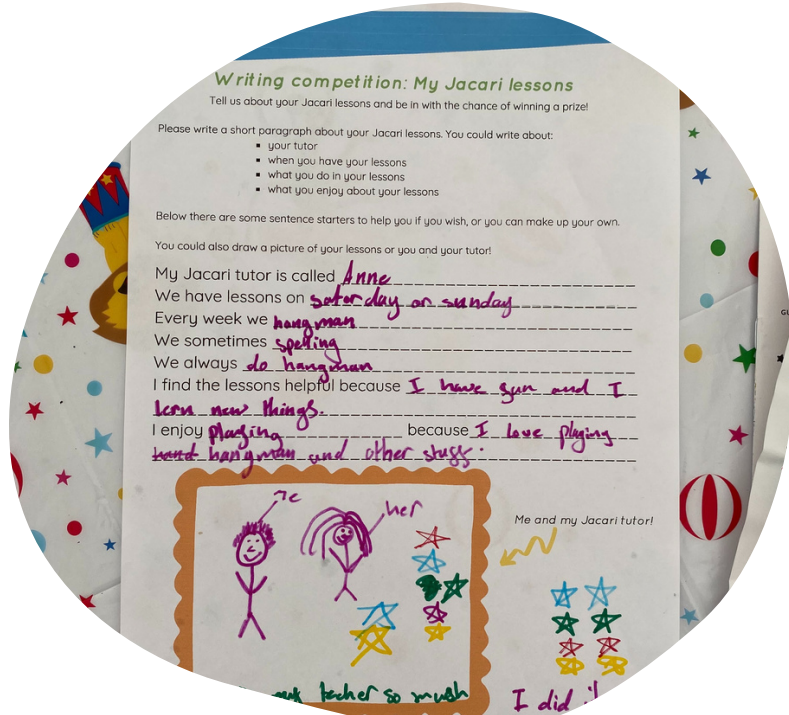
96% of pupils said Jacari helped them improve their language skills

73% of pupils went up at least one EAL Band

Changes to pupils' EAL bands over the year



Impact on English language skills



"Thank you for your help. My English better and your English lesson is helpful for me. I like your English lesson because your lesson is easy my understand and you make my English fun."

- Pupil

"N is a real success story - she came in with no English a few years ago and now has flourished with the package of support provided to her, including regular Jacari lessons" - EAL Teacher



"The Jacari classes helped D a lot. Mainly because we were in lockdown and having school classes at home, which somehow delayed the development of English language for D. So, having these Jacari classes were very important for confidence and learning the English language." - Parent

"His ability to communicate in class and in school more widely has really improved and he is obviously enjoying being at school more since he got the Jacari tutor"

- Class teacher

Impact on confidence

The feedback we receive from all of our stakeholders - our pupils, their parents/carers, our volunteers, and the teachers at our partner schools - points to the fact that **Jacari lessons have a really significant impact on young people's confidence levels.**

With many pupils being referred with markedly low confidence, 90% of our pupils said that the lessons had helped their confidence improve, and 100% of parent/carers had seen an improvement in confidence levels. Similarly, 84% of our volunteers reported that their pupil had become more confident during the time they'd received Jacari lessons, and their comments bear this out.

90% of our pupils said Jacari has made them feel more confident

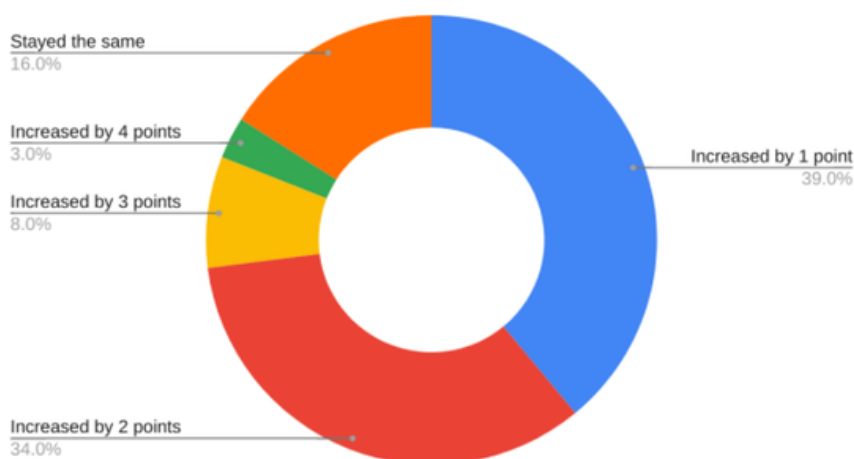
"T is much more confident than when we first started! She is finding school easier, engaging with her teachers, and she is able to tell me so many exciting things about her life." - **Volunteer**

We know that this improvement in confidence has positive knock-on effects: it means that the young people are more likely to ask questions, more likely to enjoy their learning, and are therefore better able to flourish at school. For example, one volunteer told us how, as her Year 11 pupil's confidence increased, she asked for help more, which meant she was able to approach more difficult GCSE questions and answer them in more complex ways.

"Jacari has had a huge impact on her confidence and English skills. She talks about Jacari lessons lots. You can really see the impact of having individual support." - **Class teacher**



Changes to pupils' confidence level reported by volunteers



100% of parents said Jacari has made their child more confident

Impact on confidence

"I think she [my pupil] became more sociable and confident, she is very smart and I could tell she started to enjoy school more as she felt more comfortable with the language" - **Volunteer**



"I think my lessons with M have most importantly improved her confidence and enjoyment of learning. She started off lessons very shy and lacked concentration, however she has now become much more confident and seems excited and engaged in lessons leading to many enjoyable chats and discussions. Even if she's unsure about an answer she is now willing to make a guess and ask questions."

- **Volunteer**



"J has definitely grown in confidence over the year. When I first started teaching him, he was hesitant to answer my questions, and often struggled with expressing his ideas and thoughts. He is now much more confident in lessons, very chatty and enthusiastic." - **Volunteer**

Impact on aspirations

We pride ourselves on the fact that our programme doesn't just offer academic help, but provides the young people with more holistic support and an opportunity to develop a relationship with a trusted adult. Our volunteers work hard to ensure they build this positive relationship, as we know this can help further boost young people's confidence. From feedback, 97% of our volunteers said that they had a positive relationship with their tutee, and 89% of our pupils said they wanted a Jacari tutor next year.

74% of our volunteers believe they are a positive role model to their pupil

As the majority of our volunteers are current university students, and many have an EAL background themselves, we know that spending regular time with them can also boost the aspirations of our young people and offer them a positive role model. Our surveys showed that 74% of our volunteers felt that they provided a positive role model for their tutees, and 67% of pupils agreed.



89% of our pupils and 100% of their parents said they wanted a Jacari tutor again next year

Our long-term impact

This year, we're excited to have also started tracking our long term impact, reaching out to former Jacari pupils to ask them how having a Jacari tutor has helped them. So far we've seen that our programme really can have a positive impact on aspirations and future pathways into further education and employment. One former pupil said that:

"If it wasn't for my Jacari tutor, I wouldn't have had the courage and confidence to believe it was possible to go to University..."

I'm so glad Jacari existed when it did, and in the form it was. **I wouldn't be where I was today without Jacari.**

Case Study: 'Abdo'

Abdo's story

Abdo was referred to Jacari in September 2018 when he was in Year 1, as a very high priority pupil. Born in Sudan, his family moved to the UK in 2017 and speak Arabic at home, so Abdo started Reception year completely new to speaking English.

Positive and eager to learn, and good at Maths, Abdo's English quickly developed but he remained unenthusiastic about reading and writing. The school hoped that being matched with a male Jacari tutor would act as a positive role model for him, and encourage him to read and write.

Since being referred, Abdo has had 3 Jacari tutors, who've provided him with over 40 hours of 1:1 support. His school EAL teacher says that his Jacari lessons have had a significant impact on both his confidence and English language skills, and he's moved up a whole EAL band since being referred. She said, "he's made great progress, especially in Maths."

We spoke to him and his most recent Jacari tutor, Chris, a third year Maths student at the University of Bristol, during one of their online sessions.



"I love learning new stuff like Maths. I like the questions. I really have enjoyed fractions with Chris. My favourite thing has been the games that Chris has made. They are really enjoyable... I'm faster at writing now that I've had Jacari. My handwriting is much better. I can now do joined up handwriting. **I like talking in class now - before not so much. And now I enjoy my school work because I can do it and I now understand it.** It's helped me in reading questions. I also understand teachers more." - **Abdo**

"I've enjoyed seeing Abdo improve from week to week and improve in what he has been learning. It's been a really enriching experience, and I would recommend Jacari to anyone!" - **Chris**

Case Study: 'Rezan'

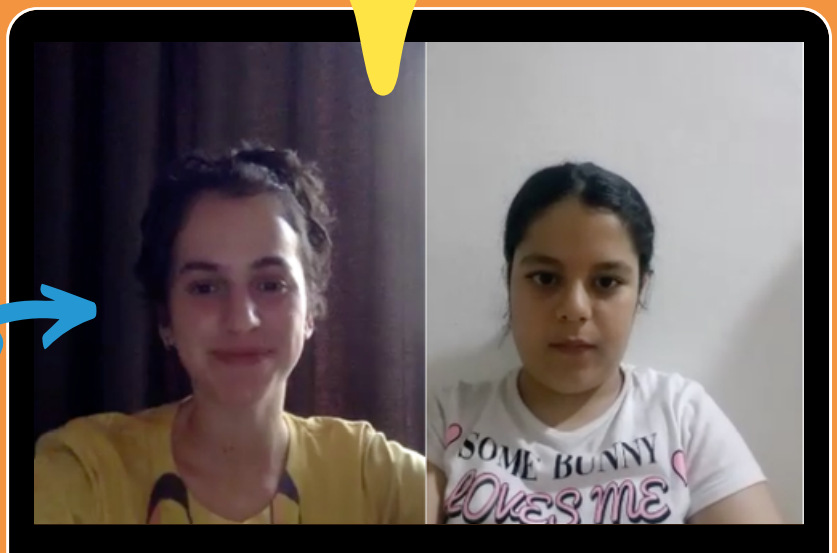
Rezan's story

Rezan was born in Belgium but her parents are Kurdish, and they moved to the UK when Rezan was 5 years old. She was referred by her school in November 2019 when she was in Year 7 because, although she was a confident speaker and at EAL band C, she really needed help with grammar.

Last year, Rezan received over 10 hours of in-person lessons at school, and this year has received over 20 hours of remote, online support from two of our fantastic volunteers - Ellie and Neena. During lockdown, her teachers explained how she was “desperate for help with homework” and told us how grateful she and her parents were for the support provided by her Jacari tutors.

“I started doing Jacari in the middle of Year 7 before lockdown started. When I came into Year 8 I started Zoom lessons. Since then I've improved a lot. Before then there were lots of words I didn't know. I now feel more confident. A year ago I would stop a lot when I spoke and I was really shy. Now I get it when someone is speaking. **I am really happy I have a Jacari tutor, it has really helped me. I love having my lessons each week.** All the teachers I've met so far are kind, and it is fun. My favourite activity has been word searches. Also.... drawing because we have to guess what each other is drawing in this game and it's really fun. I have also enjoyed Neena helping me with my homework, especially Science” - **Rezan**

Rezan and Neena during one of their zoom tutoring sessions!



Case Study: 'Peter'

Peter's mum explains...

"When we moved to England from Germany one and a half years ago, Peter was unable to speak English and knew only a few words. He was well supported at school, but he was afraid to speak even if he was able to understand the majority of the words said by teachers and other pupils. Then we first started our lessons with Louisa in Jacari. **Already after a few weeks of having one meeting per week, he was talking much more, was not as shy as before, and was not afraid of making mistakes in the new language. The progress is constant and obvious.** They have a very good connection, lessons are interesting and very well structured, so he is looking forward to them every week.

"We were really happy to see Louisa in person as well [at the Jacari Kids Carnival in June 2021 - see picture!] after the long time of zoom-sessions. This is a perfect match between them and Louisa a great tutor, who was able to find the right approach to him. His confidence and knowledge of the English language increases every week and 1-to-1 lessons in Jacari are helping as much as the school. Peter has diabetes and this disability makes his integration more difficult, but thanks to Jacari lessons, which allowed him to communicate on daily topics, he is now very active at school and gets along with other children."

"I very enjoyed having my lessons with Louisa. In them I learned better how to speak English language but it wasn't boring, because we did some fun stuff. We did some fun art, also we did some short reading, then we started some games with English learning and every day we were chatting about my school. I spend a lot of fun time having my lessons with her. **She always made my mood amazing when it was so bad.** So I hope that it would be for a long time. Thank you for listening to me". -

Peter



"Tutoring Peter has been super fun, he is kind and smart! Seeing him gain confidence and getting better in English each week has made me feel really content. Jacari has also been very supportive, they gave me and other new tutors training and provided material and useful websites we could use for our lessons." - **Louisa**

The Year Ahead

Our priorities and plans for 2021/22

We've learnt a lot in the last year! And although the pandemic has produced many challenges, there have been silver linings too. For example, we've delivered more 1:1 lessons than ever before because volunteers have been able to continue tutoring for longer remotely. We're therefore using what we've learnt and have exciting plans for the next year, including:

- Establishing a blended approach where volunteers and pupils have the opportunity to work both in-person and online, and adopt a mix which suits each young person best.
- Continuing to focus on ensuring our tuition programme is high quality, impactful and bespoke to the individual needs of each child, supporting them to build their confidence and language skills, and catch up post-pandemic.
- Rebuilding our programme of kids events to further boost the children's confidence and foster those positive relationships with their tutors.
- Developing the ways that we are informed and led by our young people and the communities we work with.

Online Learning Platform



Responding to research into 1:1 tuition by the Education Endowment Foundation, which recommends that a structured programme is provided for tutors to ensure quality and impact, as well as feedback from our volunteers and teachers, we are pleased to launch a project this year trialling the use of the online learning platform, [FlashAcademy](#). Starting with just ten pupils in each city, we're hoping the platform will enable our tutors to have an even greater impact on their tutee's language skills, and better identify and meet their specific learning needs, while also providing the volunteers with a greater level of support.

Youth Advisory Board

We're also excited to be launching Jacari's first ever Youth Advisory Board this year! Made up of our older current and recent pupils, the board will provide youth oversight and engagement with our plans moving forwards. Bringing their recent experiences of our programme to the heart of our decision making, they will ensure we're really listening to our young people about how we should operate. And as well as this, being on the board will provide the young people with excellent opportunities for developing their skills and confidence further. We can't wait to see how the board develops!



Our funding in 2020/21

How we are funded

Jacari relies on a range of funding sources including grants from trusts and foundations, the support of social enterprises such as Oxford Scholastica Academy, The Charity Football League and OxFizz, student and community fundraising and individual donations.

In August 2020, we recruited an Alumni Engagement Officer in a part-time one year role funded by our corporate partner Oxford Scholastica. Over the past 12 months, she has been connecting with Jacari alumni and growing our supporter-base. Jacari was founded in 1956 as a student society at the University of Oxford and has had many members and volunteers in its 65 year history, many of whom still feel strongly connected to Jacari's aims to help disadvantaged children achieve their potential and tackle inequality. As a result of this new role, alumni have donated to our campaigns, fundraised for us and donated laptops to loan to Jacari families.

Our funding sources in 2020/21

● Grants ● Community funds ● Colleges/Universities ● Corporate/Social Enterprise ● Donations ● Fundraising campaigns



Our expenditure in 2020/21

● Staff costs ● Office costs ● Project costs ● Administration costs



THANK YOU JACARI
65 CHALLENGE
FUNDRAISERS!

65 Challenge!

2021 marks Jacari's 65th anniversary and in the spring, we organised the Jacari 65 Challenge, asking our supporters to run, walk, cycle and swim 65km in 65 days. 18 fundraisers took part and between them raised over £3000.



Thank you!

Thank you to our funders who have supported our work this year:



Oxford
Scholastica
ACADEMY



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FOUNDATION



HM Government

In partnership with

THE NATIONAL LOTTERY
COMMUNITY FUND



St Michael's and All Saints Charity

BARTLETT TAYLOR CHARITABLE TRUST
helping individuals and organisations in West Oxfordshire

Souldern Trust
Charity no. 1001488



TESCO
Bags of Help



Community
Fund

We would also like to thank all those who have supported us, worked with us and enabled our activities during this challenging year. In particular, thank you to our regular donors, our student committees, our Board of Trustees, the amazing teachers and LSAs at our partner schools, our brilliant pupils and their families, and our team of wonderful volunteer tutors - we couldn't do it without you all!

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.

If you'd like to sign up to receive our newsletters, please go to jacari.org/reconnect.

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