

S.T.E.A.M. Ahead

Impact Report

October 2025





S.T.E.A.M. Ahead

in numbers



13

tutors hired, trained
and paid



100%

of delivery tutors feel
more connected to other
Tutors United tutors



100%

of tutors developed
transferable skills
employers value



22

pupils on the
programme



35

hours
delivered



100%

of parents would
recommend the
programme



77.27%

average
attendance



4.8

average rating
from parents and carers



81%

household
income below
£35,000



64%

of pupils feel more
positive about transitioning
to secondary school



95%

of pupils know what to
do when they feel
anxious or nervous
about something



100%

of pupils feel excited for
secondary school
(a 16.7% increase)



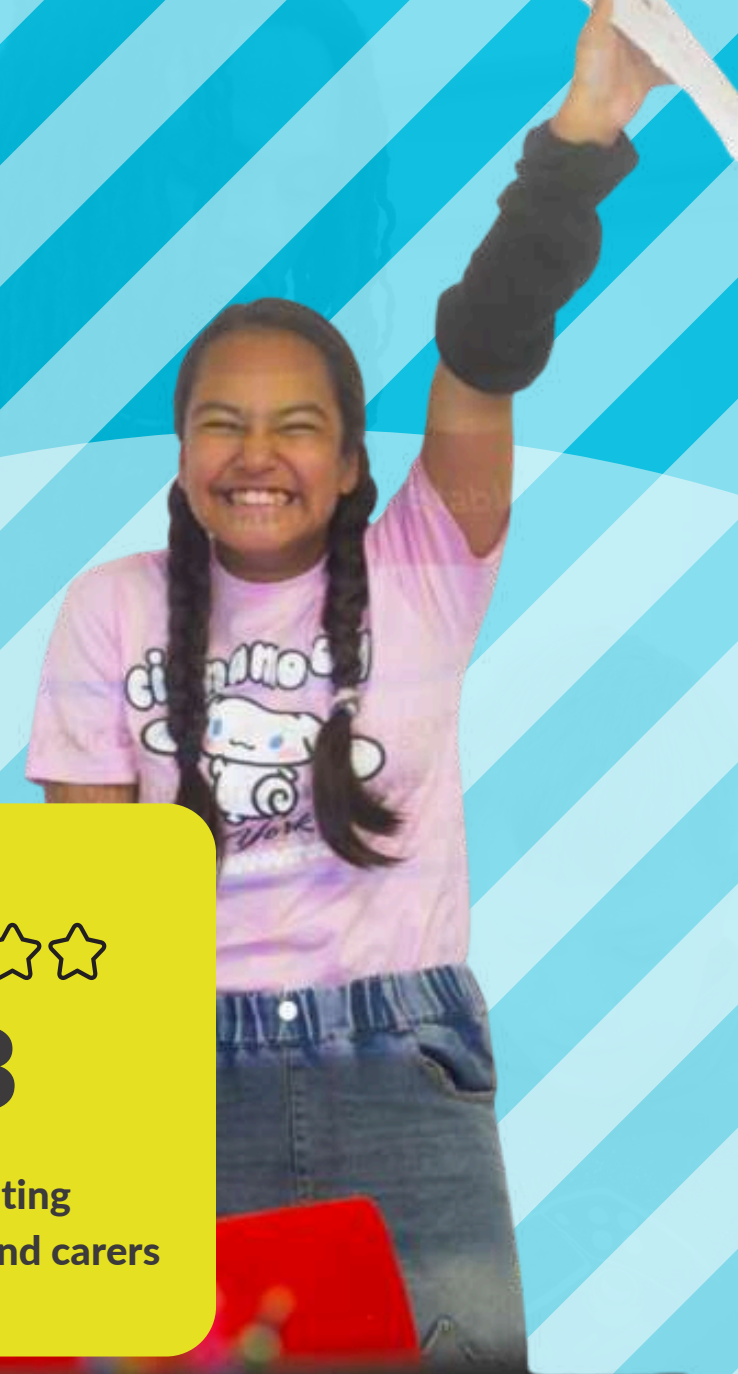
279.2%

increase in knowing how
to calculate the mean,
mode and range using a
set of data



100%

of pupils found the
Mott MacDonald session
engaging and enjoyable





770

**total hours
of engaging childcare
provided to families**



Further Pupil Survey Insights

Academic Skills - Percentage Increase

I know the purpose of persuasive writing	I know what a multi-use space is	I know how to calculate the mean, mode and range using a set of data	I know how to plan and work as part of a team	I feel confident presenting to an audience
62.5%	184.4%	279.2%	18.2%	30%

Wellbeing - Percentage Increase

I feel confident being creative or artistic	I know what to do when I feel anxious or nervous about something	Being creative or artistic can be fun	I keep trying when I don't succeed at something straight away
30%	95%	18.2%	47.7%





“

Amari had **built up that connection with the tutors, which made him more excited to go again.**

For his second time going he was **really excited** as he knew it wasn't that structured and that it was actually **going to be really fun.**

Snehel

Parent of Y7 returning Pupil - Amari

From Parent Phone Call - Case Study of a Returning STEAM Ahead Pupil



"By combining structured learning with genuine youth work support, STEAM Ahead helped young people **build confidence, a stronger sense of self and meaningful friendships, all of which are central to all round wellbeing**"

Andrea Saw

Wellbeing Practitioner

KORI Youth Charity





“

I can't wait for the next sessions, I didn't expect them to be such high quality!

Vaida

Parent of Y6 Pupil - **Laura**
Islington Council Resident

From Parent Phone Call



“

AB is naturally shy and tends to worry about new situations.

Because the programme focuses on transitions, it felt like exactly what she needed as she prepares for the move to secondary school. **It offered a supportive way for her to build confidence in a new environment.**

SP

Parent of Y6 Pupil

From Parent Email

Pupil demographics



81%

household income below £35,000



76%

families on means-tested benefits



76%

pupils eligible for free school meals



38%

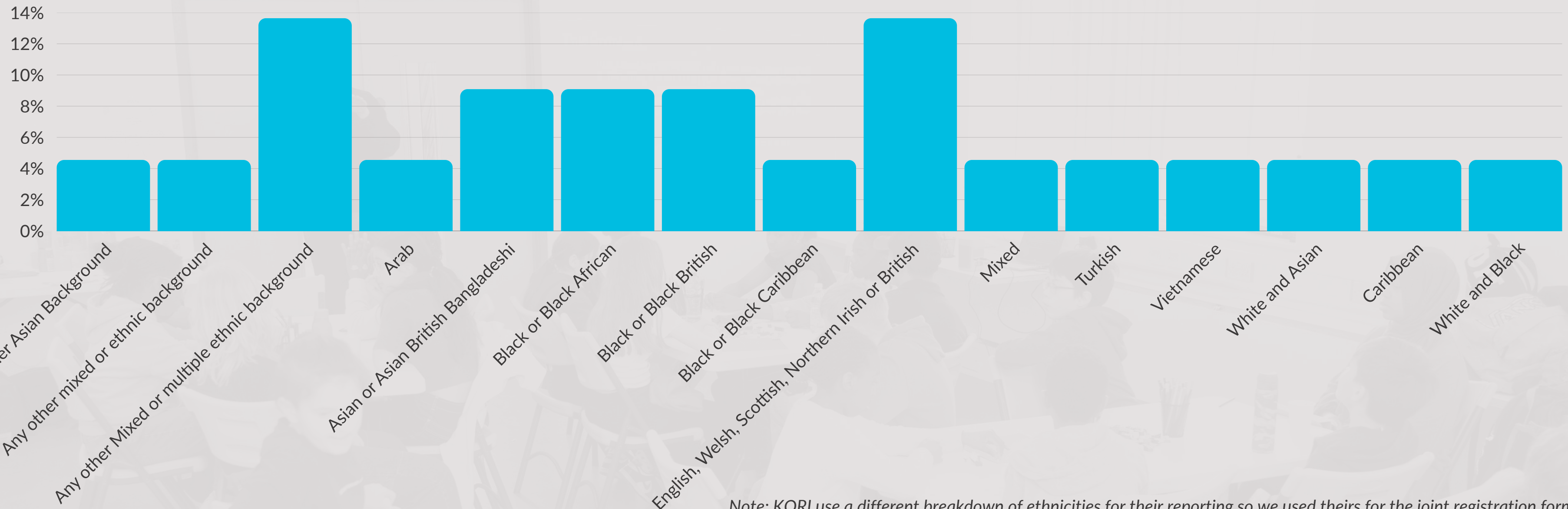
speak English as an Additional Language



67%

live in single-parent households

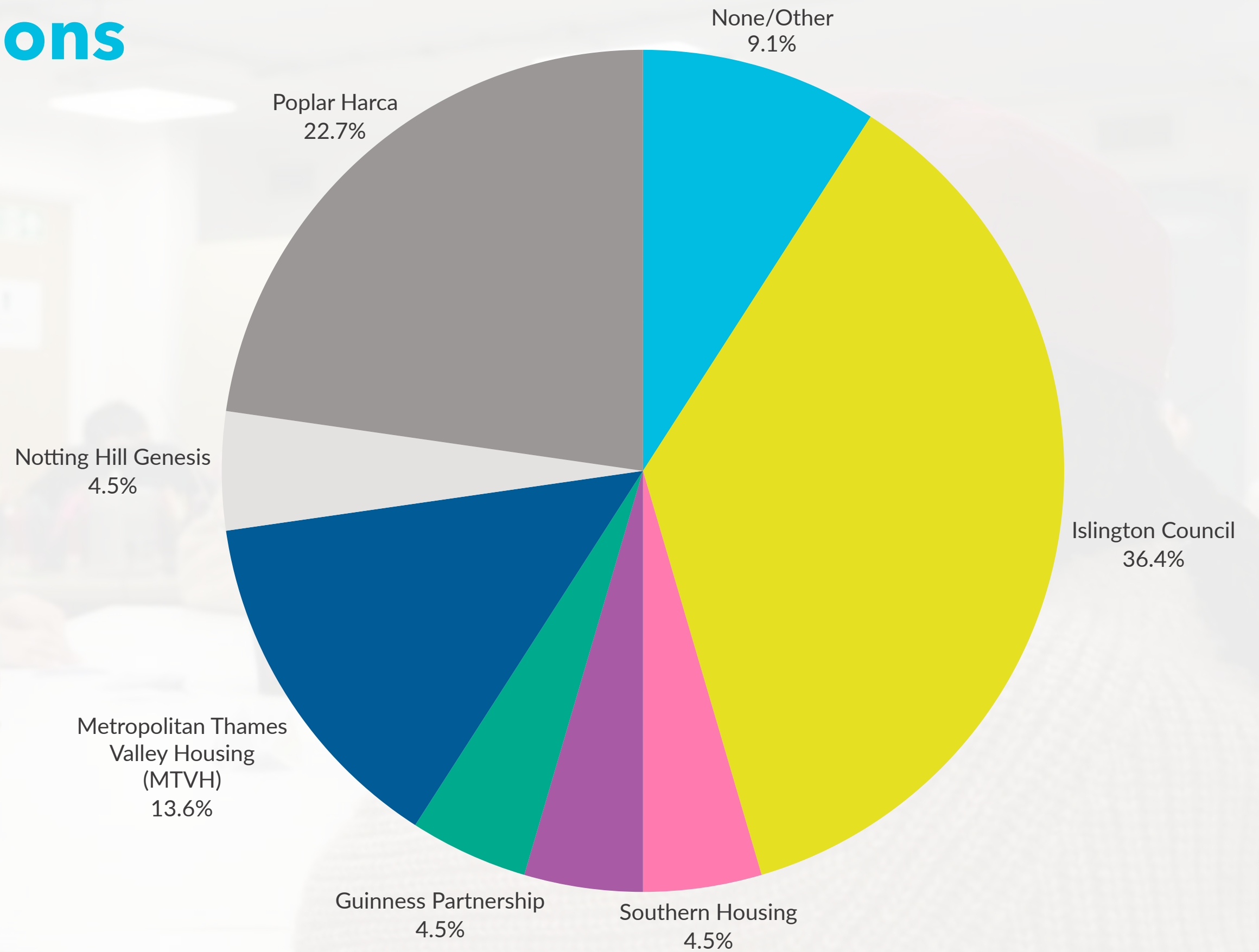
Breakdown of Ethnicities

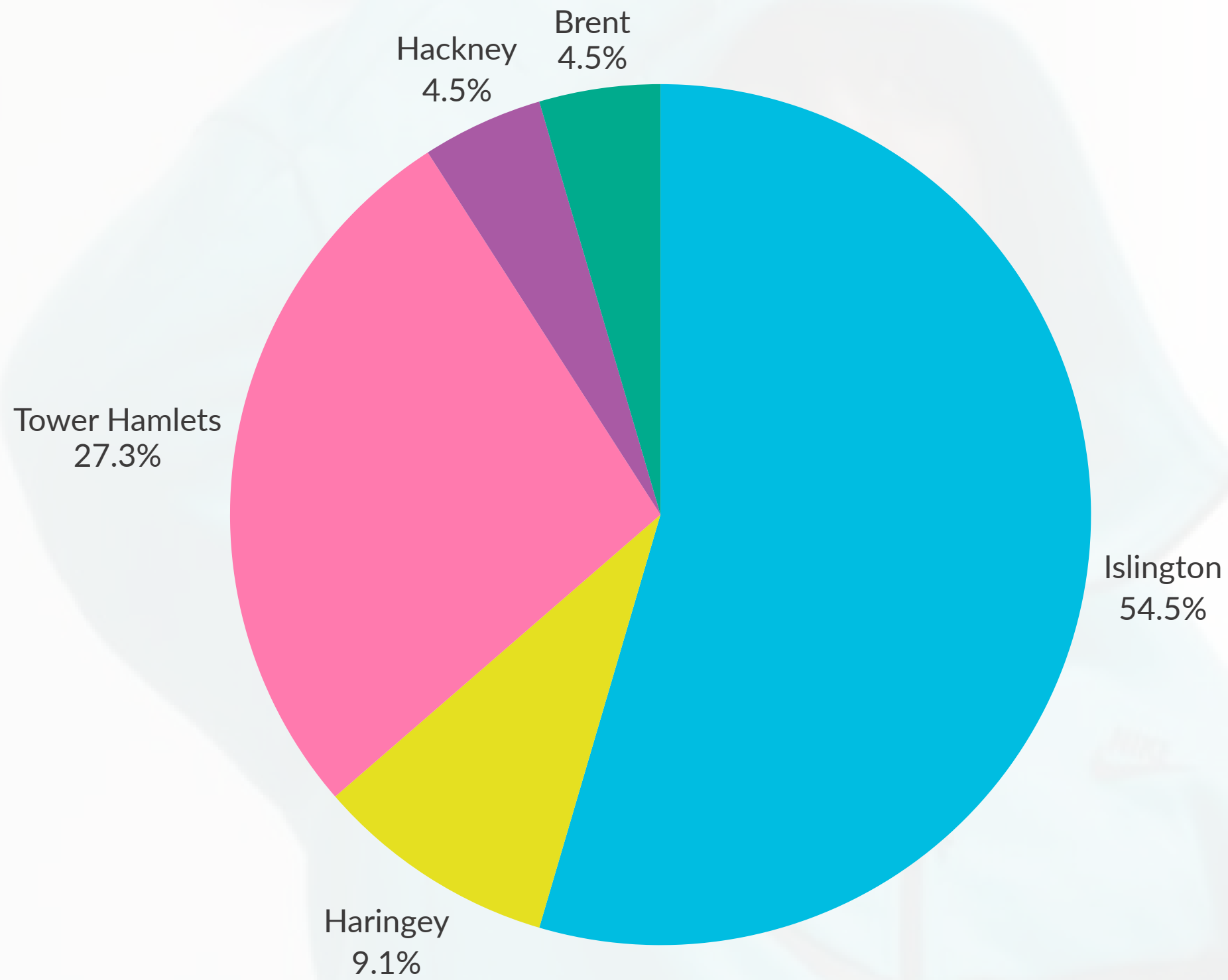


Note: KORl use a different breakdown of ethnicities for their reporting so we used theirs for the joint registration form

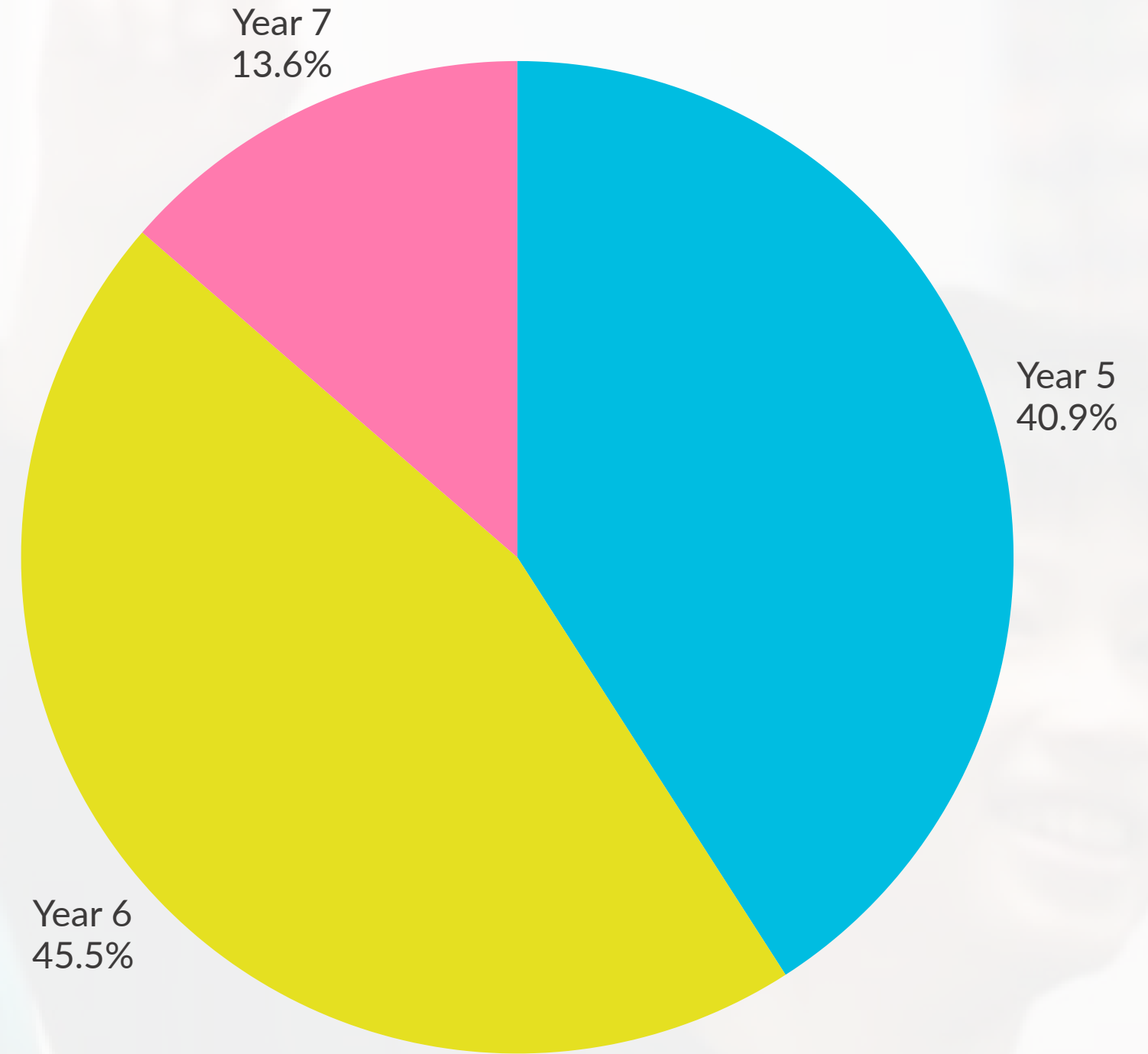
Housing associations

Given the location of the programme and KORI's outreach to secondary schools, we saw strong participation from both Islington Council residents, Poplar Harca, and MTVH.





Boroughs represented



Year groups represented



63

total pupil
registrations

18

registrations via
KORI Youth Charity

45

registrations via
Tutors United



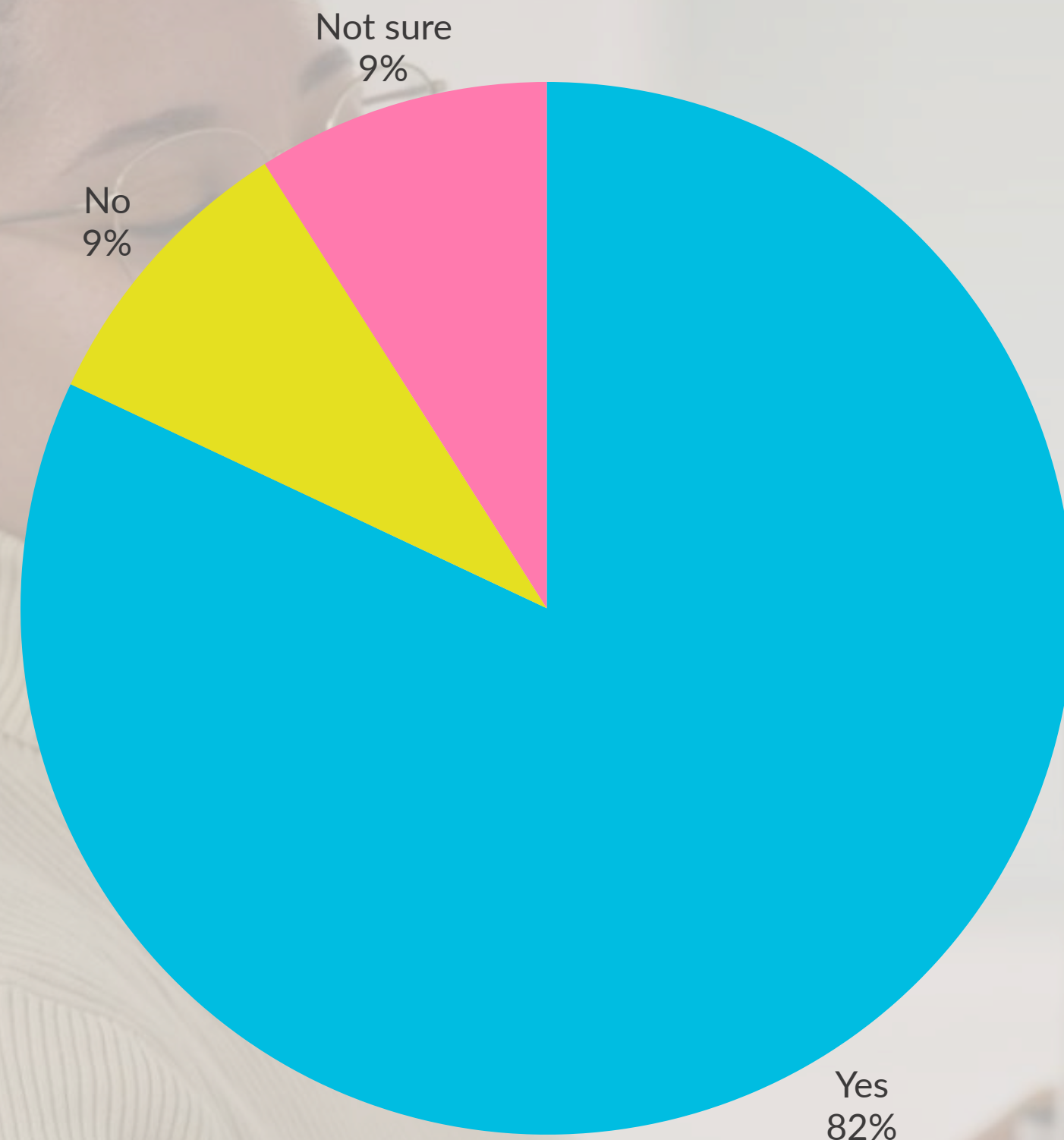
What did you like about the programme? How did it help you and your family during the October half term?

“It **contributed positively to our financial circumstances.** Ayden valued each day at the camp; the instructor was amicable and supportive.”

“**My daughter made friends** also it was till 5pm which was amazing they were able to get a lot done! **She loved the trips and the art work.**”

“Brilliant, **made my child’s half term.** She was very excited to attend every day.”

“It **made Ela more confident** about interactions with older and other children.”



Does your child feel prepared to go to secondary school?



100%

of parents and carers strongly agree or agree that my child/ren's confidence has grown since taking part in STEAM Ahead



91%

of pupils strongly agree or agree that they have learned tools to help manage their wellbeing



90%

of pupils strongly agree or agree that they feel confident they will make friends in secondary school



I think it **was good that [Riley & Jayden] attended together** even when they were on different teams, and I was also **pleasantly surprised that they enjoyed it as much as they did.**

Riley & Jayden

Aimee

Parent of Y7 Pupils - Poplar Harca Resident

From Parent Phone Call



What did parents like about this programme?



I registered Riley and Jayden to the steam ahead programme so they could do something productive in the half term.

Aimee



STEAM AHEAD has made me feel encouraged that the boys have found academic club and they enjoyed it.

Aimee



Supported my child's confidence to meet people her own age. Reduced screen time and she had a lot of fun!

Elisia



An amazing opportunity!

AB's Parent



I thought it was amazing. I loved how the art, science, and trips were woven together into a connected curriculum around adaptations. It was thoughtful, creative, and incredibly well designed.

AB's Parent



As a single parent with 2 children of whom has a disability, it was great for me as it freed up my time. Laura could go to the sessions and I wouldn't have to worry about childcare as much.

Vaida



During the STEAM Ahead Learning Project, I hope to learn how to apply science, technology, engineering, art, and math to real-world problems.

Mariam

Year 5 Pupil

Metropolitan Thames Valley Housing (MTVH) Resident

From Initial Pupil Survey





M

**MOTT
MACDONALD**

M

100%

**of pupils found the
Mott MacDonald session
engaging and enjoyable**



I applied to the role of Outreach and Planning Support to have the opportunity to **develop new skills and get out of my comfort zone.**

One of TU's missions is to support students from university to employment and **through my work as Outreach and Planning Support, I feel like I have developed crucial administrative skills that I otherwise would not be able to.**

As this task involved direct communication with parents, **I got to learn just how important this programme is for parents which made it so rewarding.**

Karima Khanom

S.T.E.A.M. Ahead Outreach and Planning Support

Tutors United



The students were able to **work with tutors and youth workers that related to them.**

They asked lots of questions and lots of advice, and by the end of the week majority of them said they've **created lots of new friendships and memories.**

Some even said they definitely want to come back next year if we tutors return!

Tasnim

S.T.E.A.M. Ahead Tutor

Tutors United





13
total tutors
hired, trained,
and paid

4
programme
design roles

1
outreach and
planning
support role

1
impact and
data analysis
role

7
face-to-face
tutoring roles

11 London tutors, 2 out-of-London tutors

85% of tutors involved did not work on the pilot STEAM Ahead

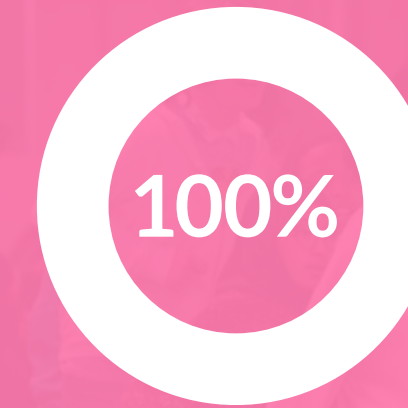
Tutor insights



I feel more confident about applying for future jobs or internships



I found the training on the 22nd October co-led by KORl and TU gave me greater confidence in my role



The skills I learnt from KORl Youth Workers will positively impact my role as a tutor



I would feel confident discussing this experience in a job interview

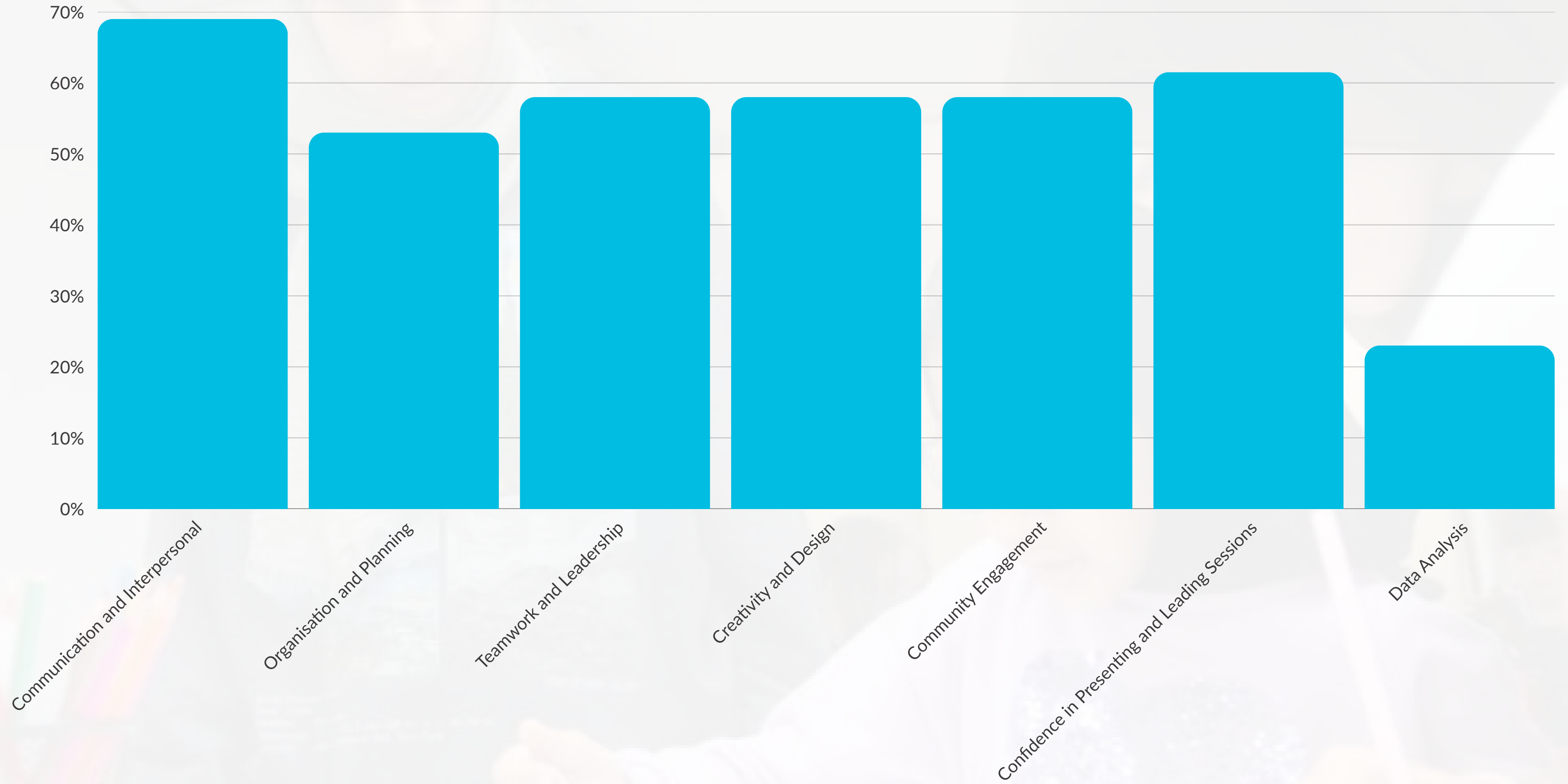


This experience helped me develop transferable skills employers value



Participating on this programme made me feel like I was making a positive difference

Tutor professional development survey





AB was very unsure: she didn't know anyone and was worried about having to work in a group. But by the end, everything had changed. **She told me she had a brilliant time, really enjoyed collaborating with her group, and absolutely loved the trips.**

She wants to know if she can come back next half-term! **It was wonderful to see her confidence grow over the week.**

SP

Parent of Y6 Pupil

Parent Email



Write **3 words** to sum up the STEAM Ahead programme



**Impressive,
Innovative,
Inclusive**

Snehel

Parent of Y7 Pupil - **Amari** (returnee of STEAM Ahead)

Islington Council Resident

From Parent Phone call





TUTORS
UNITED