



Impact Report

21

A message from our Chairman



As 2020 drew to a close and we had the early ravages of the first wave of COVID, it was hard to imagine what 2021 would have in store for us. What followed was perhaps one of the most challenging years ever for teachers and students, beginning with schools re-opening and then closing again, exams being cancelled, the never-ending “bubbles”, staffing problems due to isolation, hybrid lessons and some schools even becoming local testing centres.

During all of this turmoil, the team at the PTI worked incredibly hard to ensure the PTI was there for teachers across the country, providing support, a wealth of tools and resources to help them to cope with everything the pandemic threw at them, and inspiration to enable them to engage their students again. The new online forums and courses we developed during this time have allowed us to widen our geographical reach and to reach new schools and teachers, taking positive outcomes from such a terrible time. We are proud to have had over 3,800 teacher attendances per annum at our courses during the pandemic, an increase of over 150% on pre-pandemic levels. The number of schools we have reached has also increased by 53% during this time.

In order to thank teachers for their hard work we designed a one-off Subject Enrichment Series in the summer term with 42 subject-based online professional development sessions over 2 weeks to allow them to step away from the stress of an unprecedented year of teaching and immerse themselves in their subject again. Speakers included Tim Marshall, Danielle de Niese, Professor Lord Martin Rees, Dan Snow, Professor Sir Simon Schama, Professor Michael Wood, and many other authorities in their subject, with over 1,500 attendances and downloads.

We have also piloted two new subjects, PE and Design & Technology, and we look forward to developing our offering in those subjects over the next 12 months.

Looking ahead to next academic year, our ambition is to re-establish our face to face work, with two Residentials for Heads of Department covering all eight subjects as well as bringing Primary and Secondary Headteachers together too. We will welcome newly qualified teachers to our New Teacher Subject Days in person again and we will get on the road once more, taking our bespoke support to primary schools through our Primary Hubs Programme. All this while continuing with an increased number of online courses, providing fresh inspiration on specific topics for the classroom, and offering our Subject Leadership Certificate to aspiring Heads of Department and school leaders.

I am very proud of the work of the PTI during these difficult times, as we not only continued our important support but expanded our offering to new schools and regions across the UK, many in challenging socio-economic areas.

We could only have supported so many teachers this year with the generous and constant support of the individuals, companies and trusts and foundations who we work with, and we are extremely grateful for the generosity of all our donors.

If you are new to our work I hope you will consider joining us as we continue to support and invest in our teachers and raise the standard of teaching for future generations.

Keith Breslauer, Chairman, The PTI

We believe that all children, regardless of their background or ability, are entitled to a rich education delivered by passionate and knowledgeable teachers. Our courses are proven to excite and inspire, bringing fresh perspectives and renewed enthusiasm into classrooms across the country.

Our aims

- Develop** teachers to drive transformational change by creating a culture of high aspiration and expectation
- Promote** the idea that teachers' subject knowledge, enthusiasm and challenge are essential qualities for effective teaching for children of all abilities and backgrounds
- Provide** inspiring subject-focused professional development for teachers, enabling them to step away from the classroom and rediscover their love of subject
- Enable** a constructive dialogue between teachers and policy-makers on issues relating to school leadership, curriculum development, assessment and training
- Promote** in-school research as a means to enable a greater focus on inspiring teaching and rich subject provision



The impact of a pandemic

Subject-focused professional development is vital right now

The ongoing pandemic is having a long-term impact on education. It is more important than ever before that pupils have access to quality teaching. The PTI is here to ensure teachers feel inspired and knowledgeable every time they step into the classroom. Since the start of the pandemic, through the expansion of our online offering, **we are proud to have supported more schools and teachers across the country than ever before.**

"Whether in early years settings, schools or colleges, it is **quality of teaching** that has the greatest potential to **make the biggest difference** to children and young people's learning."¹



"There is a real **appetite amongst teachers to hone their practice** in order to consistently meet the needs of all of their pupils. In the aftermath of the partial school closures, **effective professional development has never been more important.**"²



"Improving the **quality of teaching** is the **strongest lever schools have** to improve pupil outcomes, particularly for disadvantaged students."³



^{1,2} Professor Becky Francis, CEO of Education Endowment Foundation on release of 'Effective Professional Development', Oct 2021

³ Education Endowment Foundation, 'Impact of school closures on the attainment gap', June 2020



"Teachers are now almost twice as likely to leave as they were before the pandemic."⁴

We need to retain good teachers by ensuring they feel empowered to teach their subjects. Feedback from our courses shows that teachers are less likely to leave the profession after attendance.

"Schools said that Year 7 pupils had a wider range of starting points and greater knowledge gaps in specific subjects compared with previous cohorts."⁵

Lost learning means the transition to secondary school has been more challenging for many students. Teachers need to be prepared with excellent subject knowledge in order to help these students thrive.

"Some pupils are still catching up on missed teaching of practical skills in subjects such as geography, science, music, technologies and art."⁶

Practical subjects have suffered drastically during the pandemic and these teachers can benefit from subject-specific ideas through our professional development courses.

Kings College London found that 'building expertise in subject specific teaching and learning'⁷ was a key area that Early Career Teachers who trained during the pandemic would benefit from. **New teachers have missed huge chunks of subject-specific training. Our courses designed specifically for Early Career Teachers provide up to date and relevant subject knowledge enhancement.**

⁴ EPI, 'The pandemic and teacher attrition: an exodus waiting to happen?', June 2021

^{5,6} Ofsted, 'Education recovery in schools: autumn 2021', December 2021

⁷ Kings College London, 'Guide for schools Supporting Early Career Teachers to thrive in their first year', August 2021

How we support teachers

We support teachers at all stages of their career to develop their specialist subject knowledge and teaching strategies. Our high-quality CPD courses are focused on developing subject expertise, empowering teachers to provide a rich subject experience for their students. Our events are run by experienced teachers and feature inspirational talks by renowned academics as well as a wealth of ideas to take back to the classroom.

New Teacher Subject Days

Subject knowledge enhancement for Early Career Teachers and trainees.

Professional Development Subject Days

Providing subject inspiration to enrich lessons, with well-known subject specialists.

Online Professional Development Courses

Virtual courses on subject-specific topics, offering inspiration for the classroom.

Subject Leadership Certificate

Level 1: For aspiring subject leaders, focused on exceptional lesson design.

Level 2: For aspiring school leaders to develop curriculum leadership across key stages.

Subject Enrichment Residential

Three-day courses for subject leaders to consider what is most important in their teaching.

Subject Leadership Days

Reunion days for subject leaders to discuss their projects and how they've impacted their students.

School Leadership Residential

A two-day course for primary and secondary school leaders to explore principled school leadership.

Primary Hubs

Bespoke professional development for groups of local schools to strengthen subject teaching. Our most recent Hub locations include Bolton, Suffolk and Loughborough.

Since the start of the pandemic, our donors have helped us to:



SUPPORT
MORE THAN
6,600
TEACHERS
PER YEAR

REACH
MORE THAN
500,000
PUPILS

WORK WITH
AN AVERAGE OF
700
SCHOOLS PER
YEAR

WORK WITH
53%
MORE SCHOOLS
COMPARED TO
PRE-PANDEMIC

PROVIDE
MORE THAN
300
COURSES

GROW OUR
ATTENDANCE
NUMBERS BY OVER
150%

DELIVER
TO OVER **65**
PTI UNLIMITED
SCHOOLS

SUPPORT
OVER
475
NEW
TEACHERS

LAUNCH AN
INTERNATIONAL
ACCREDITATION

PILOT
2
NEW SUBJECTS,
DESIGN AND
TECHNOLOGY
AND PE



Our pandemic journey

MARCH 2020

First UK lockdown begins.

Schools closed for in-person teaching except for children of key workers and vulnerable children.

GCSEs and A-levels due to take place that year cancelled.

APRIL 2020

PTI launches Subject Leadership Forums, a focused national support network. Hundreds of teachers, from Cornwall to Northumberland, were able to share their experiences of teaching during a pandemic.

PTI restructures its offering, and online alternatives are marketed to teachers.

MAY 2020

PTI runs its first of many 'lockdown' online courses. To date, we have had over 7,000 bookings for these and their popularity means they have even reached teachers internationally.

PTI Virtual Primary Hubs begin.

JUNE 2021

Subject Leadership Certificate runs virtually.

JULY 2020

PTI runs Virtual Subject Leadership Days where inspiring teaching and learning accomplishments are shared.

NOV 2020

Second lockdown begins.

DEC 2020

PTI's office lease ends - PTI kindly hosted by Patron Capital until August 2021.

JAN 2021

Schools begin to open and were instructed to switch to remote learning.

Virtual New Teacher Subject Days begin. Over 300 new teachers who missed large chunks of their training year gained subject knowledge and built confidence.

FEB 2021

PTI runs Primary and Secondary School Leadership Conference online. Over 100 headteachers reflected on and sought opportunities within and beyond the pandemic.

MARCH 2021

Schools reopen.

JUNE 2021

Fit out of new PTI office and event space, 'The Hintze Rooms' begins.

SEPT 2021

PTI move into new office - first external event takes place in 'The Hintze Rooms'.

Since the start of the pandemic, we are reaching 50% more teachers than before!



Meaningful subject knowledge

Keeping our courses relevant and innovative

Every year, the PTI work with a team of experienced teachers to consult on selecting the most suitable content. With their help, we design a suite of professional development courses focused on topics that will have the most significant impact on pupils.

In 2020 and 2021, our now well-established online presence meant we were able to offer more courses than ever before. This gave us the opportunity to address a really wide range of the most relevant issues within and beyond the curriculum. Here are some of the themes and topics that were explored.

• SOCIAL MOBILITY AND EDUCATION IN THE POST-COVID ERA •

LEADERSHIP

As a part of our School Leadership Conference, headteachers from around the country had the opportunity to listen to **Professor Lee Elliot Major OBE**, Britain's first Professor of Social Mobility, on ways to address the issues of poor social mobility.

• HOW TO MAKE THE WORLD ADD UP •

MATHS

This important session included a talk from economist, journalist and broadcaster, **Tim Harford** (BBC, Financial Times), who explored the joys and the pitfalls of trying to understand the world through data.

• ADDING DIVERSITY TO THE A LEVEL CURRICULUM •

ENGLISH

English teachers enhanced their knowledge of contemporary fiction, using diversity and perspective as a way in to studying these texts. The aim of this session was to learn to use literature as a means to engage students with current issues.

• EMBEDDING THE WORLD IN THE CLASSROOM •

HISTORY

This course investigated how to re-think the History curriculum to reflect the whole world, exploring ways to provide more diverse breadth of learning and taking care to avoid misrepresentative narratives of the world beyond Britain.

• THE OXFORD VACCINE: HOW DOES IT WORK AND HOW WAS IT DEVELOPED? •

SCIENCE

Science teachers enjoyed a lecture with **Dr Sean Elias**, post-doctoral immunologist at the Jenner Institute, University of Oxford. He provided them with knowledge and materials to engage with pupils on the subject of vaccines.

• PORTRAIT PAINTING •

ART

This course explored ways of creating portraits using practical solutions for oil and acrylic painting in the classroom. Live techniques were demonstrated and broadcast online to teachers across the country. The expert teacher leading the course showed portraiture as an enjoyable and empowering skill.



A star-studded summer

In summer 2021, we put on a series of over 40 online courses as a way to say thank you to teachers for an incredibly hard year. Many of our ambassadors joined us to deliver talks, along with high-profile speakers.

"I thought this was a superb session. **Tim Marshall** was engaging and I left the session with lots of ideas for how I can use this lecture in my future planning for the classroom."

"An absolutely fascinating talk with so much rich content to think about. I would have listened to

Eugenia Cheng

talk about maths all day!"

"It is always fascinating to listen to **Danny Dorling** - an incredible speaker with so much wisdom. Thank you for arranging this opportunity."

"This simply was the best talk I have been to in years and years and years, thanks - I feel so lucky to have heard it and it has reinvigorated my views of this topic."

Tracy Borman
lecture attendee

"Howard Goodall

is a breath of fresh air. A much needed force for the promotion of music education in our day. A music conservationist. The seminar was full of wonderfully insightful, constructive and succinct content."

100% of students and teachers found the **Zadie Smith** 'in conversation with' session valuable





We've been in the news

Press-worthy moments and highlights to share

HRH The Prince of Wales gave the PTI School Leadership Conference opening remarks in February 2021. His speech gained over 100 pieces of national coverage across print, TV, radio and online.

"These are unpredictable times for us all, and I just wanted to let you know that [your dogged determination to do the best for your students](#) is certainly not going unnoticed."

Stephen Fry sent a video message of encouragement to our members in June 2021 for Thank a Teacher Day. This recieved tens of thousands of views on Twitter.

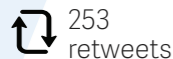
"The world has had a wild and weird and strange period and it's just people getting on with it and getting their heads down, working and believing in what they're doing, [encouraging others, inspiring, all the things you do. I just want you to know that it is appreciated](#), it genuinely is."

Our Subject Leadership Days, PTI Mark and Certificate courses were celebrated by news outlets across the UK. Jemma Marshall, Head of Spanish at Lancaster Royal Grammar School said to the Lancaster Guardian:

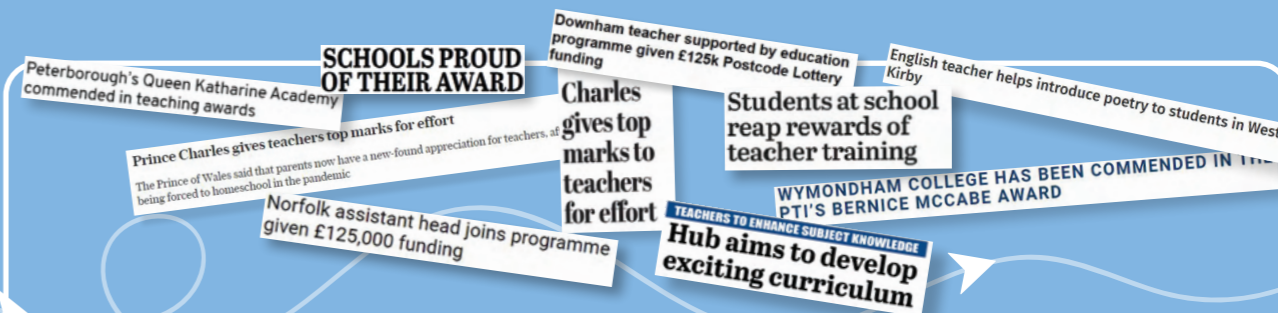
"Our work with the PTI has encouraged us to develop our Schemes of Work in such a way as [to be engaging and knowledge rich](#). Our students have loved the lessons inspired by our work and [teachers feel well supported and empowered by the wealth of resources](#) and ideas that they get through our involvement."



2.1k likes



253 retweets



Support from new ambassadors

We're thrilled that these inspirational individuals champion our cause



Teachers change lives. They are the original 'essential workers.' I am very proud to be connected with an organisation that recognises the crucial role teachers play in our society.

Zadie Smith, Author



I'd be a terrible teacher; I haven't got the patience, the humour. I'm in awe of people who do it. It's easy to gab around on TV with all the editing that can result – it's another thing to stand live in front of a tricky group of youngsters.

Simon Reeve, TV Presenter



The value of teachers in setting future generations on a positive trajectory should not be underestimated. In the best homes, teachers are the next most important adults in developing children and teenagers. However, for some, teachers are the most important and reliable adults in their lives. This responsibility is taken on, often with little support or reward. We should do what we can to support them.

Jon White, Former Royal Marine

Members who have shined

Incredible teaching stories and accomplishments

The Subject Leadership Certificate Level 2

Rhian Fender, Head of History at Hinchingsbrook School

The Certificate Level 2 is a personal accreditation recognising an exceptional understanding of curriculum-building for aspiring school leaders. This course is centred on curriculum knowledge and curriculum leadership and is assessed through the design and delivery of a challenging, subject-focused curriculum across key stages.

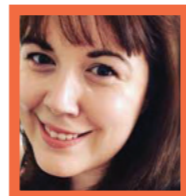
This accreditation followed Rhian Fender's completion of an MEd, where she looked at the use of literature in History and found it had great potential to increase students' historical empathy, contextualisation, and geographical understanding amongst others. Additionally, school and department plans encouraged using ambitious texts in lessons, so this became the focus of Module 1 of the course.

Feedback revealed that students felt novels were 'creators of images of the past' and helped uncover 'forgotten history' such as how people were feeling. Rhian embedded both academic texts and fictional literature across several lessons, and it was clear that incorporating texts into the curriculum was highly enjoyable for students of all abilities.

As part of Module 2, Rhian trialled a new lesson on the 18th century, and posed questions such as "What can cartoons tell us about political power in the 18th century?" and "How did the Georgians act politely?". Staff reported high levels of student engagement and felt that the lessons were accessible to all students. Student feedback showed that this project really tapped into some of the most crucial questions at the heart of the use of historical evidence.

Rhian said: "Having completed this accreditation, I now feel even more equipped to engage with the current discussions on History in the classroom, and the purpose and breadth of the curriculum. The PTI has created a platform for research and debate on our everyday practice, and both myself and my department have hugely profited from this."

The course was immensely enjoyable. Working with like-minded teachers from around the country, all looking to enhance the experience of History in their own school context, was a joy. The Certificate enabled me to explore my own personal interest of curriculum planning, engaging with copious amounts of pedagogy, but also invaluable peer discussion, to consider the very foundation of our discipline."



The Bernice McCabe Award 2021

This year, we crowned the Geography Department at Broadway Academy, Birmingham winner of the Bernice McCabe Award.

Bernice McCabe OBE, who sadly passed away in February 2019, was the founding Co-Director of the PTI and believed in the transformative power of inspiring subject teaching. This award was created to remember Bernice and to promote and celebrate excellence in subject leadership.

WHY WERE BROADWAY SELECTED?

- The Broadway Geographical Society was set up to engage learners inside and outside the classroom.
- Every child is given access to the full breadth of the curriculum and assessments are seen as a 'celebration of success'.
- More 21st century topics are now introduced in Key Stage 3, such as species identification, colonialism and geopolitics.
- Fieldwork and careers education are embedded into the curriculum and mastery lessons are taught to stretch and inspire.
- Professional development plans have been created, ensuring all teachers in the department are true subject experts.

WHAT IS THE IMPACT OF THESE CHANGES?

Students have flourished, with recorded improvements in engagement, behaviour and results. Students are excited about geography and show their enthusiasm through a love of learning.

EXTRA-CURRICULAR OPPORTUNITIES

Since this departmental transformation, students have also engaged with outside agencies such as: Action for Conservation, where one student stands as an ambassador; Birmingham Wildlife Trust, where two students competed in the final of their environmentalist of the year competition; and WaterAid, where one student has just finished an internship.



Jack Cockayne, Head of Department, receiving the award

Financial summary

The following information is extracted from The PTI audited accounts for year ended 30th September 2021 but is presented here in a more user friendly format, which separates the endowment funds (£100k of which can be drawn down each year) from other income. A full copy of our audited accounts is available on our website or on request.

	2020/21 £	2019/20 £
Incoming Resources		
Grants and donations	624,756	720,540
Charitable activities:		
Secondary Affiliation fees	251,270	244,197
Subject Enrichment Residentials	-	-
Primary Programmes	7,150	27,270
Secondary Leadership Residential and Programme	-	3,425
New Teacher Subject Days	35,858	76,273
Other Continuing Professional Development	37,800	81,265
Other Trading Activities	-	20,000
Bank interest	2,518	6,055
Total Income	959,352	1,179,025
Expenditure on:		
Raising funds	119,211	179,302
Charitable activities:		
Subject Leadership Programme	172,224	192,376
Subject Enrichment Residentials	28,872	42,348
Primary Programmes	151,147	185,662
Secondary Leadership Residential and Programme	93,548	112,299
New Teacher Subject Days	147,075	248,359
Other Continuing Professional Development	219,124	278,163
Website and CRM	48,299	35,066
Total Cost of Charitable Activities	860,289	1,094,273
Total Expenditure	979,500	1,273,575
Transfer from Endowment Fund	25,000	100,000
Net income for the year	4,852	5,450
Total funds (excluding endowment) at 1st October 2020	850,797	845,347
Total funds (excluding endowment) at 30th September 2021	855,649	850,797

	Endowment Funds	
	2020/21 £	2019/20 £
Incoming resources:		
Grants and donations	2,000,000	-
Investment income	51,066	31,534
Total Income	2,051,066	31,534
Expenditure on:		
Management of investments	43,750	18,983
Total Expenditure	43,750	18,983
Net income/(expenditure) before other recognised gains/(losses)	2,007,316	12,551
Gain/(Losses) on foreign exchange	-	(14,635)
Net gains/(losses) on investments	201,016	(41,140)
Transfer to Unrestricted Funds	(25,000)	(100,000)
Net income (expenditure) for the year	2,183,332	(143,224)
Total funds at 1st October 2020	1,556,814	1,700,038
Total funds at 30th September 2021	3,740,146	1,556,814

Balance Sheet at 30th September 2021				
Balance Sheet at 30th September	2021 £	2021 £	2020 £	2020 £
Fixed assets				
Tangible fixed assets		73,079		-
Investments		3,381,139		1,372,808
		3,454,218		1,372,808
Current assets				
Debtors	190,623		118,751	
Cash at bank and in hand	1,621,375		1,288,918	
	1,811,998		1,407,669	
Creditors				
Amounts falling due within one year	(631,774)		(372,866)	
Net current assets		1,180,224		1,034,803
Creditors				
Amounts falling due after one year		(38,647)		-
Net assets		4,595,795		2,407,611
Funds				
Restricted funds		-		-
Endowment funds		3,740,146		1,556,814
Unrestricted funds		855,649		850,797
		4,595,795		2,407,611



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Thank you

We are incredibly grateful for the continued support of all of our donors, in particular the members of our Chairman’s Circle, Investors’ Club and Patrons listed below, as well as a number of anonymous donors. Your continued support enables us to help more teachers to become effective, enthusiastic and influential by putting subject-centered teaching at the heart of schools.

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