



# Adapting to change



## Impact Report | 2020



## A message from our Chairman

“

The PTI has always championed teachers and the instrumental role they can play in transforming the life chances of the country's future generations. This year like no other, with the COVID pandemic, has sparked a renewed respect for educators from parents and carers as they are guided through home-schooling by teachers' curriculum expertise and knowledge of children's learning. It has highlighted how teachers have also played a vital role keeping vulnerable children safe and enabling key workers to carry on working, as well as providing some stability to children's learning over this period of uncertainty.

When the UK went into lockdown in March 2020, the PTI team worked hard to take nearly all of its offering online without compromising on the quality of content. We have had exceptional results. We met the surge in demand for our support as teachers struggled with the challenges of lockdown, and as a consequence we now work with 18% of secondary schools in England and Wales (compared to 10% the year before) reaching over 7,000 teachers with our courses versus 4,600 during the year prior.

Our professional development days were transformed to twilight sessions enabling teachers to return to their subject, amidst the stress of delivering online learning. We also ran our Subject Leadership Programme and Leadership CPD Days online to provide programme members with a touch point to share best practice and feedback on the challenges of the year and potential solutions.

Additionally, we added new online Leadership and Subject Forums which provided teachers a confidential space to speak to their colleagues across the country enabling them to share concerns as well as solutions to an extremely challenging time. It's clear that our support for teachers has been essential and we have felt honoured to have been able to be there for teachers in this time of need.

The move to online has provided significant benefits to teachers and school heads, as we have created forums for support, materials helpful for teaching and flexibility for teachers given challenged schedules. During the pandemic we have accomplished a core objective of reaching teachers across the UK which previously has been logistically difficult.

Our work is far from over. As we publish this report in early 2021, the coming months are filled with uncertainty. We are continuing to offer support online and our New Teacher Subject Days are going virtual across four Saturdays as many new teachers are finding themselves facing these challenges with only one full term of classroom teaching under their belt.

As soon as pupils can safely attend school again, teachers will have the huge task of plugging the learning gaps, which could be as much as six months for the most disadvantaged.

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

I hope that you will consider joining us as we continue to support and invest in the unsung heroes on the frontline of this terrible pandemic.

Keith Breslauer, Chairman, The PTI

## The PTI values

The PTI believes that all children are entitled to be taught by passionate subject experts with specialist, up-to-date subject knowledge. Our aim is to improve the standard of teaching in state schools and to ensure that all teachers feel excited about the subject they teach.

### Support

We support state school teachers to make lasting improvements to what and how they teach.

### Improve

We provide specialist professional development to improve teachers' subject knowledge and confidence to stretch their students.

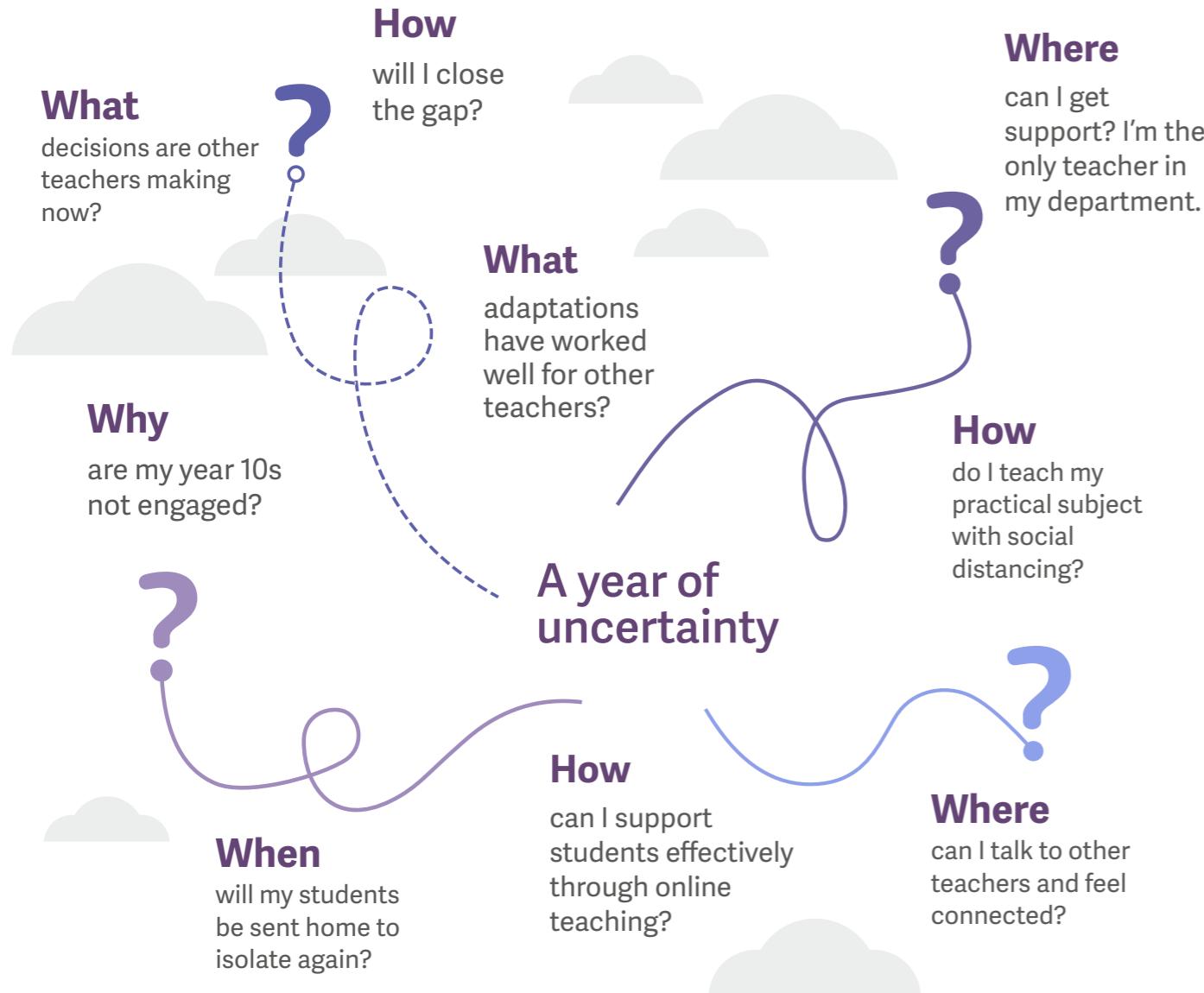
### Encourage

We encourage the development of a broad curriculum, moving away from teaching to the test.

### Extend

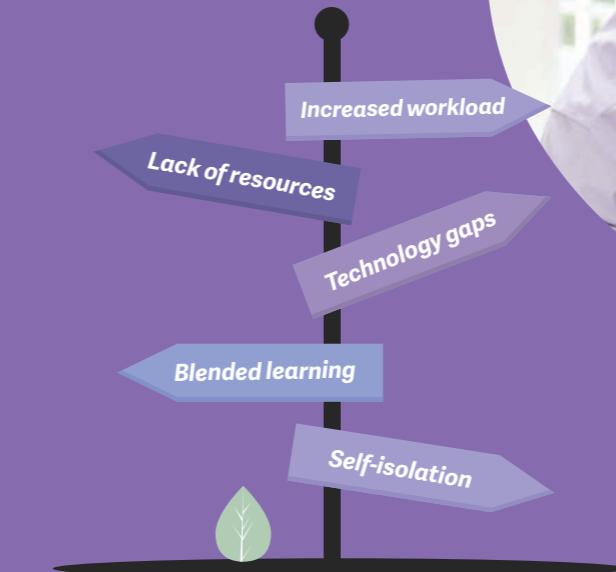
We aim to extend and enthuse students through subject based extra-curricular activities, external collaborations and partnerships.





With education turned on its head this year, teachers across the country have been faced with huge challenges, long-term disruption and lots of unanswered questions. Every teacher in every school in the UK had to navigate this new world with only days' notice.

## The substantial demands on teachers



**"The Covid-19 pandemic has caused the largest disruption of education in history.<sup>1</sup>**

Schools across the country had to pivot to online teaching and make huge changes to the way they were to operate throughout 2020 and beyond. Teachers needed to develop new, innovative ways of working, redesigning their lessons for at-home learning and socially distanced classrooms.

Wellbeing has decreased and workload has increased for many teachers<sup>2</sup> while attainment gaps have widened further. The majority of students missed roughly 14 weeks of face-to-face teaching before September 2020.<sup>3</sup> Staggeringly, during lockdown "one fifth of pupils – over two million children -- did no schoolwork at home, or less than an hour a day."<sup>4</sup>

<sup>1</sup> United Nations, "Education during COVID-19 and beyond", August 2020

<sup>2,3</sup> Chartered College of Teaching, "Education in times of crisis: Teachers' views on distance learning and school reopening plans during COVID-19", July 2020

<sup>4</sup> UCL Institute of Education, "Schoolwork in lockdown: new evidence on the epidemic of educational poverty", June 2020

## Rising to the challenge

Teachers need strong subject knowledge in order to ensure students don't fall even further behind. This year, the PTI focused on reshaping our offering through virtual channels to support our network of teachers and school leaders. **Our core mission to develop subject knowledge and inspiration was, and is, more vital than ever.**

### NEW TEACHER SUBJECT DAYS

#### Subject knowledge enhancement and teaching strategies

For over 300 NQTs who missed out on a large proportion of their first year of teaching due to Covid-19.

### ONLINE PROFESSIONAL DEVELOPMENT COURSES

#### Inspiring, subject focused lectures with academic guest speakers

Tailored to include strategies which could be applied in the context of remote learning.

### ONLINE SUBJECT-SPECIFIC FORUMS

#### Collaborative discussion networks

Enabling subject leaders to share experiences and discuss the current context for teaching and learning.

### SUBJECT LEADERSHIP ACCREDITATION

#### Personal accreditation recognising exceptional curriculum design

Aspiring subject leaders enhance their subject knowledge & improve student experience.

### SUBJECT LEADERSHIP DAYS

#### Reunion days to share action research in schools

Hundreds of subject leaders discuss their research projects and how they've had an impact in their schools.

### VIRTUAL PRIMARY HUBS

#### Thought-provoking, subject-specific workshops

Encouraging primary subject specialism and curriculum challenge by providing new ideas for teaching and learning.

## How we supported teachers

Our priority was to ensure teachers continued to get the support they needed to deliver high-quality, subject-centred lessons. We also wanted to provide spaces for teachers to collaborate, learn from each other and discuss approaches to those difficult questions.



In 2019/20 we offered:

- 50+ professional development courses across 10 subjects
- 40+ online forums for subject leaders & school leaders
- 35+ new teacher subject days
- 30+ subject leadership tutorials
- 12 virtual subject leadership events
- 10 primary hub and 4 virtual hub days
- 2 school leadership residencies



Many of these events had attendance numbers **in the hundreds**.

Over **340** bookings were made by primary teachers in 2019/20.



We supported nearly **double the amount** of schools compared to the previous academic year.

We are proud to have supported thousands of teachers to develop their subject knowledge, reignite passion for their subject and inspire their students. Here are some of our milestones.

## What we've achieved

 Over **900**  
schools reached in 2019-2020

compared to **466**  
in 2018-2019.

That's nearly  
**20%**  
of secondary schools in England and Wales.



## We're reaching more teachers

We are reaching more teachers than ever through digital channels

-  **1.2 million** impressions on Twitter
-  **13,000** engagements on social media
-  **5,000** followers on Twitter
-  **3,500** video lecture views



 **7K**

teachers reached in 2019-2020

This is a **52%** increase on 2018-2019



**50K** website visits in 2019-2020



**4000+** course bookings in 2019-2020



**50**

PTI Unlimited schools in 2019-2020

Covid-19 didn't stop the PTI from putting on some unforgettable talks for both our teachers and donors. We were honoured to gain insight from incredible speakers such as Dr Helen Czerski, who spoke to Science teachers and students about the latest research in the field of oceanography. TV presenter Simon Reeve engaged Geographers with ideas on how to explore localities during the pandemic.



**#lockdownlectures**

## Inspirational speakers

“

### SIMON REEVE

#### In conversation with Simon Reeve

“Really interesting stuff from @simon\_reeve tonight on his @PTIEducation talk. I've loved spending the time in lockdown on lots of webinars & geography based talks.”

*Lecture attendee, 2020*

”

### PROFESSOR IAIN STEWART

#### Unnatural disasters lecture

“I always feel very fortunate to hear @Profiainstewart talk. And the @PTIEducation summer school that I attended (a long time ago!) remains the best CPD I have ever had. Grateful to this day!”

*Lecture attendee, 2020*

“Subject knowledge CPD at its best! Thank you @PTIEducation.”

“Career highlight”

“A powerful and insightful webinar”

“No better way to end a Monday”

“Extremely thought-provoking lecture”

### DR HELEN CZERSKI

#### World Oceans Day lecture

“Thank you for that INCREDIBLE webinar. Having no previous knowledge, and not much interest, in oceanography, I was a little sceptical but wow! It was INSANE! Thank you for such an AWESOME talk - please thank the incredible Helen from me. And you can bet I'll be watching her on BBC4 tonight!”

*Year 12 student lecture attendee, 2020*

”

**Inspiring both teachers & students with subject knowledge**



*Photo of Dr Helen Czerski (c) Alex Brenner*

### HOWARD GOODALL CBE

#### Film Music course

“All speakers were engaging, well-planned, with fantastic resources. Clearly knowledgeable and encouraged engaging and valuable discussion. Outstanding.”

*Professional development day attendee, 2020*

”



Dr Helen Czerski

### CHARLIE GILDERDALE

#### NRICH: Factors, Multiples and Primes

“I've always enjoyed anything NRICH related, and Charlie and Alison used the 90 minutes effectively giving me lots to think about and it will definitely improve my lessons and delivery”

*Lecture attendee, 2020*

”

# What do teachers say?

“

**Josephine de Garis** is Deputy Subject Lead of English at Queen Katharine Academy in Peterborough. The school has had whole-school PTI Membership since 2019.

I came across the PTI when looking for inspirational and uplifting influences to further enable our amazing students. I was looking specifically to find a way to improve staff wellbeing and also to develop a team ethos which had been lacking previously in this department.

My main concern going into lockdown was for all of our students; how this would affect them both academically and pastorally. We have an extremely diverse cohort of students, the majority of whom are from deprived socio-economic backgrounds. It was essential that they continued to feel secure and also that they continued to make progress with their work. It was a challenge at first to understand how the whole cohort of staff would be able to relate to working remotely, given that our interactions on a daily basis are usually so immediate.

We overcame these challenges by working closely as a team – clear and constant communication between all of us, at all levels, was crucial to the smooth running of the team. The PTI helped support this by being a constant source of information and resources surpassed only by their commitment to enabling teachers who are passionate about their subject. All of my colleagues in English have welcomed the ongoing influences that have arisen from our association with the PTI – not least, the sessions which have taken place remotely and are so easily and safely accessible as a result.

The PTI has also offered the hugely beneficial opportunity for us to engage and collaborate with other colleagues of a similar mind-set from a great variety of schools across the country. Through the PTI forums, we have been able to network and share best practice which has given us some profound insights into the diverse nature of provision needed for our young people as well as creating a sense of camaraderie between us all.

Considering the ongoing challenges that the teaching profession has faced over the past twelve months, and which we all continue to face, it has been fundamentally important to be able to discuss teaching and learning in the current context. This has meant that colleagues have felt less isolated and that shared experiences have become less intimidating as problems shared are often halved.



## “Profound insights”

Understanding the diverse nature of provision needed for young people



## “Less isolated”

Sharing experiences, engaging with passionate teachers and discussing challenges



## “Uniformly high quality”

Inspirational, effective and hugely beneficial resources



## “Inspirational courses”

Remote, safe and accessible professional development

Just 4 in 10 state school pupils received full-time schooling during April 2020

1/4 of state school pupils received no teaching at all in April 2020

However, nearly three quarters of private school pupils were benefitting from full school days.

Centre for Economic Performance, LSE, "Generation COVID: Emerging Work and Education Inequalities", October 2020

Nearly all teachers estimate that their pupils are behind in their curriculum learning, with the average estimate being three months behind. Over half of teachers estimate that the learning gap between disadvantaged pupils and their peers has widened.

NFER, "The challenges facing schools and pupils in September 2020"

## Ongoing challenges

Schools are now facing the massive challenge of understanding the impact of enforced closures on educational attainment.

And the challenges are ongoing: Ofsted found that in September 2020 75% of schools had to send home a proportion of pupils.

Ofsted COVID-19 series, October 2020

## The digital divide

84% of schools with the poorest pupils do not have enough devices and internet access to ensure that all self-isolating pupils can keep learning.

Teach First, November 2020



## How the PTI is helping

The PTI continues to run all of its courses online in response to the requests for support from teachers. We are also planning the relaunch of our face to face events as soon as it is safe to do so.

With the widening gap in pupil attainment, teachers need to think creatively to link missed learning with current content within their lesson plans. The PTI are here to ensure that teachers can strengthen their subject knowledge, enhance their curriculum and develop new ways to extend, enthuse and inspire students.

## Financial summary

The following information is extracted from The PTI audited accounts for year end 30th September 2020 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.

	2019/20 £	2018/19 £
<b>Incoming Resources</b>		
Grants and donations	720,540	816,191
Charitable activities:		
Secondary Affiliation fees	244,197	162,130
Subject Enrichment Residential	-	46,576
Primary Programmes	27,270	12,755
Secondary Leadership Residential and Programme	3,425	11,570
New Teacher Subject Days	76,273	65,916
Other Continuing Professional Development	81,265	74,057
Other Trading Activities	20,000	45,000
Bank interest	6,055	8,922
<b>Total Income</b>	<b>1,179,025</b>	<b>1,243,117</b>
<b>Expenditure on:</b>		
Raising funds	179,302	133,783
Charitable activities:		
Subject Leadership Programme	192,376	242,341
Subject Enrichment Residential	42,348	261,278
Primary Programmes	185,662	91,331
Secondary Leadership Residential and Programme	112,299	126,820
New Teacher Subject Days	248,359	196,522
Other Continuing Professional Development	278,163	252,032
Website and CRM	35,066	52,811
<b>Total Cost of Charitable Activities</b>	<b>1,094,273</b>	<b>1,223,135</b>
<b>Total Expenditure</b>	<b>1,273,575</b>	<b>1,356,918</b>
Transfer from Endowment Fund	100,000	100,000
Net income (expenditure) for the year	5,450	(13,801)
<b>Total funds (excluding endowment) at 1st October 2019</b>	<b>845,347</b>	<b>859,148</b>
<b>Total funds (excluding endowment) at 30th September 2020</b>	<b>850,797</b>	<b>845,347</b>

	<b>Endowment Funds</b>	
	2019/20 £	2018/19 £
<b>Incoming Resources:</b>		
Grants and donations	-	-
Investment income	31,534	51,930
<b>Total Income</b>	<b>31,534</b>	<b>51,930</b>
<b>Expenditure on:</b>		
Management of investments	18,983	19,405
<b>Total Expenditure</b>	<b>18,983</b>	<b>19,405</b>
Transfer to Unrestricted Funds	(100,000)	(100,000)
<b>Net (expenditure)/ income before other recognised gains/ (losses)</b>	<b>(87,449)</b>	<b>(67,475)</b>
Gain/(Losses) on foreign exchange	(14,635)	(49,436)
Net gains/(losses) on investments	(41,140)	115,613
<b>Net income (expenditure) for the year</b>	<b>(143,224)</b>	<b>(1,298)</b>
<b>Total funds at 1st October 2019</b>	<b>1,700,038</b>	<b>1,701,336</b>
<b>Total funds at 30th September 2020</b>	<b>1,556,814</b>	<b>1,700,038</b>

<b>Balance Sheet at 30th September 2020</b>				
	2020 £	2020 £	2019 £	2019 £
Balance Sheet at 30th September 2020				
Fixed assets				
Tangible fixed assets				
Investments	1,372,808		1,516,032	
	1,372,808		1,516,032	
Current assets				
Debtors	118,751		172,749	
Cash at bank and in hand	1,288,918		1,202,841	
	1,407,669		1,375,590	
Creditors				
Amounts falling due within one year	(372,866)		(346,237)	
	Net current assets	1,034,803		1,029,353
	Net assets	2,407,611		2,545,385
Funds				
Restricted funds	-			
Endowment funds	1,556,814		1,700,038	
Unrestricted funds	850,797		845,347	
	2,407,611		2,545,385	



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# Thank you

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