



# Impact Report 2023





## A message from our Chairman



I am delighted to share with you The PTI's 2022-23 Impact Report.

During the academic year 2022/23, good progress was achieved as we extended our reach to 431 schools, positively impacting the educational journeys of 382,000 pupils and the teaching quality of 4,000 teachers. In particular, 50 new schools joined our Primary Hub network. Behind the numbers are the stories of numerous individual teachers who report the transformative impact of their involvement with The PTI. One Headteacher reports that *'The PTI days have filled our teachers with positive energy about their subject and this has had an infectious impact throughout the school. At the centre of all the sessions is how we can improve our teaching and learning opportunities to deliver challenging, engaging lessons for pupils.'* This sums up perfectly how the impact of The PTI's work cascades through teachers to the pupils who need great teaching.

I am justly proud of the accomplishments of our organisation. The journey from our beginnings 20 years ago has been extraordinary: 26,000 teachers have had their subject knowledge enriched. In turn 2.3 million pupils have benefited from more inspired teaching. On the national stage, The PTI has played a key role in moving subject teaching to the centre of national educational policy and debate. We are immensely grateful to the many who have backed us in this work. But we still have a long way to go.

Too many young people still do not receive the high-quality subject teaching that they deserve, and do not succeed as they should. Disadvantaged pupils in particular are nearly two years behind their peers at age 16. This is why we are committed to extending our work by engaging more schools and teachers, so that we can impact more young lives. Over the next five years we aim to increase our annual direct teacher reach by an additional 11,000 teachers. By 2028 we plan to be impacting on the education of over a quarter of a million disadvantaged pupils each year. We will achieve this by extending our work with primary schools, where teachers face the formidable challenge of teaching 13 separate subjects. In the face of a shortfall in new teacher recruitment, our commitment to fostering excellence and dedication among educators has never been more crucial. High quality CPD not only ignites the enthusiasm of teachers but also revitalises their connection with their respective subjects, instilling passion in young people that is key to shaping their future.

At The PTI, we firmly believe that the future of our young people is of the utmost importance, and it is your generosity that makes everything possible. With your support, we can continue our vital work of empowering both new and experienced teachers to inspire students across England and Wales.

Keith Breslauer, Chairman, The PTI



## Meeting the needs of the most disadvantaged

Regardless of background or ability, all children deserve access to high-quality education. Inspiring and engaging lessons are key to young people's development and our courses are proven to excite and inspire, bringing fresh perspectives and renewed enthusiasm into classrooms across the country.

Each year we support **4,000 teachers**.

**382,000 young people** benefit from strong teaching as a result of The PTI's work with over **400 Primary and Secondary schools**.

Over the next five years we plan to serve 575,000 additional students and 11,000 teachers a year by 2028.



## How our work makes a difference

Our high-quality professional development courses for teachers translate into **inspiring and engaging lessons** for young people.



By ensuring all schools have access to enthusiastic and motivated teachers, equity is achieved in disadvantaged schools.



We provide professional development opportunities for all primary and secondary school teachers at **every stage of their careers**.



The overall outcome is a transformative educational experience that fosters young people's lifelong love for learning, **empowering them to reach their full potential and thrive**.



## Young people's needs

Not every child receives a rich educational experience, provided by an inspiring and knowledgeable teacher. The lack of high-quality support for teachers leads to young people not receiving the inspirational teaching they need for success.

Disadvantaged young people are **22 months behind in their learning by age 16**<sup>1</sup>

Since 2015 the number of children experiencing destitution has **tripled**<sup>2</sup>

Last year, Free School Meal pupils increased by

**122,000**<sup>2</sup>

Children from lower income families were those worst impacted by the 2020-21 school closures and are **50% less likely to achieve academically** as their classmates<sup>3</sup>

1 - Education Policy Institute, 2022.

2 - Child Poverty, The End Child Poverty Coalition, 2022

3 - DFE School census 2023

We want to make the UK a fairer place for young people by ensuring **everyone has access to equally rich and effective teaching.**

**We look to serve an increasingly large proportion of young people** from disadvantaged backgrounds such as those receiving Free School Meals.

Over the next five years we aim to increase the number of disadvantaged students we serve.

Disadvantaged students served:

Current: **70,000** pa.

Next 3 years: **170,000** pa.

Next 5 years: **275,000** pa.





## Teachers' needs

Teachers often feel undervalued and lacking in support. This has resulted in an alarming rate of teacher attrition within just a few years. It has also deterred potential educators from joining the profession, intensifying a nationwide recruitment crisis.<sup>1</sup> Research shows that high quality professional development has a transformative effect on teacher motivation, effectiveness and retention.<sup>2</sup>

Teacher satisfaction is linked to pupil performance.<sup>2</sup>

Teacher vacancies (Oct '23) =

**30,000**<sup>3</sup>

Teachers planning to leave within a year =

**25%**<sup>3</sup>

Trainee secondary teacher shortfall =

**50%**<sup>3</sup>

Teachers and schools are under increased pressure.

Full-time primary teachers in England work 52.1 hours a week - more than in any other country except Japan.<sup>4</sup>

1 - TeachVac, January 2023. / DFE 2023

2 - TALIS (2018) / BERA (2023)

3 - DFE School census 2023

4 - Workloads: The Teaching and Learning International Survey (TALIS) 2018



## How do we keep good teachers in classrooms and improve life chances for young people?

An overwhelming amount of evidence compiled by both The Education Endowment Foundation and The Sutton Trust underscores the pivotal role that exceptional teaching plays as the most important tool for enhancing pupil outcomes. High quality subject-specific professional development is the key to nurturing great teachers and is the leading factor in narrowing the attainment gap.

*'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.'*

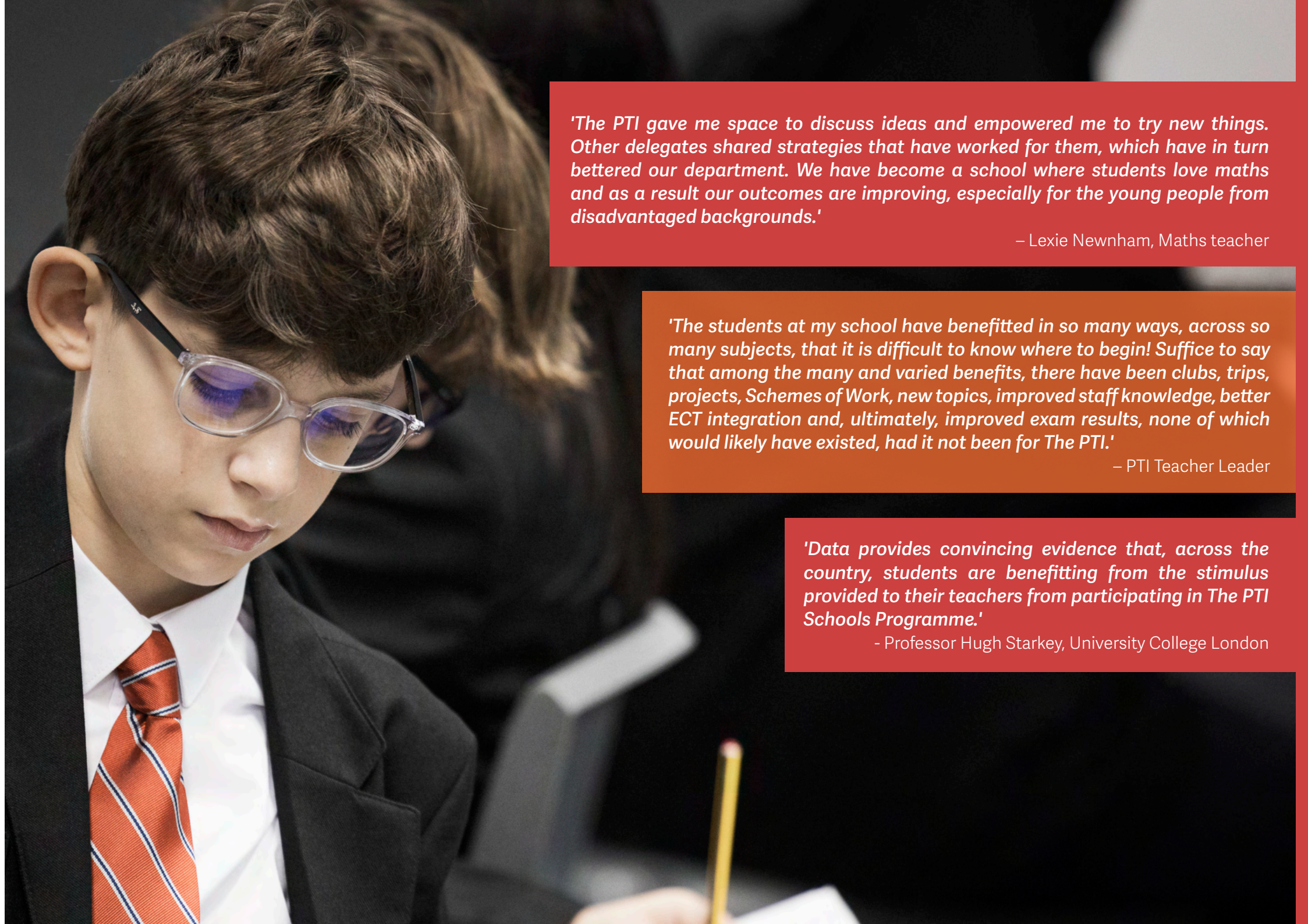
- The Education Endowment Foundation (2018)

*'The most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning.'*

- The Sutton Trust, *What Makes Great Teaching* (2014)

*'The solution to the attainment gap has to involve outstanding, quality-first teaching based on understanding students' needs and personalising approaches. The starting point here then is an investment in teachers as much as in the students.'*

- Daniel Sobel, *Narrowing the Attainment Gap: A handbook for schools* (Bloomsbury, 2018)



*'The PTI gave me space to discuss ideas and empowered me to try new things. Other delegates shared strategies that have worked for them, which have in turn bettered our department. We have become a school where students love maths and as a result our outcomes are improving, especially for the young people from disadvantaged backgrounds.'*

- Lexie Newnham, Maths teacher

*'The students at my school have benefitted in so many ways, across so many subjects, that it is difficult to know where to begin! Suffice to say that among the many and varied benefits, there have been clubs, trips, projects, Schemes of Work, new topics, improved staff knowledge, better ECT integration and, ultimately, improved exam results, none of which would likely have existed, had it not been for The PTI.'*

- PTI Teacher Leader

*'Data provides convincing evidence that, across the country, students are benefitting from the stimulus provided to their teachers from participating in The PTI Schools Programme.'*

- Professor Hugh Starkey, University College London



## Working with The PTI

Clare Lightbown, Headteacher at St William of York Catholic Primary School, Bolton talks about her PTI experience

“ I have worked with The PTI for the last five years, working at St William’s, which is a vibrant and inclusive one-form entry Catholic primary school with a nursery in the second-most deprived postcode area of the country.

Following my first encounter with The PTI in 2018 at a Subject Enrichment Residential, I planned and delivered a project around oracy in my school which explored alternative ways of evidencing curriculum learning with a focus on using speaking rather than writing to communicate. This initial project formed the bedrock of our continued mission to improve communication skills in our pupils and we are now a Voice 21 school. I reported back on the success of my project to The PTI. It was at that point; a new idea of the primary ‘hub’ was mooted. I approached my local Catholic cluster of schools about the possibility of starting a CPD hub. All 18 schools signed up for the first ever Bolton PTI Primary Hub. Our four CPD days were a triumph and the collaboration between our subject leaders had real and lasting impact. One of our joint projects culminated in an exhibition in Bolton Town Centre telling the migration stories of families from all our schools including our three secondary schools.

Four years later, our Primary Hub goes from strength to strength; it’s impact and popularity has never wavered.

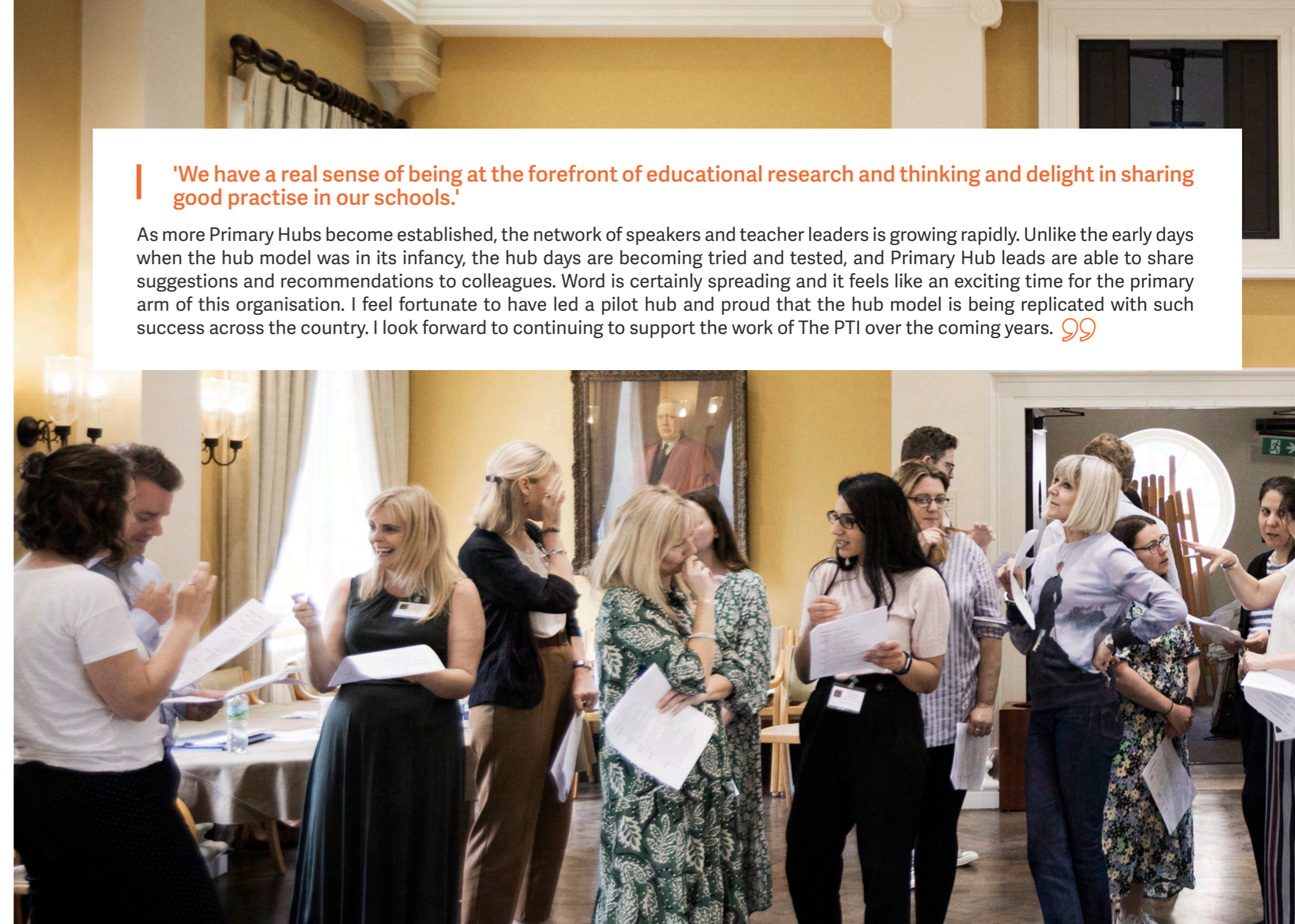
**'The quality of the speakers we have been able to access through The PTI has been quite incredible, and the close collaboration and newly formed relationships between subject leaders has equally contributed to have impact in schools.'**

On a personal level, I soon realised that working with The PTI was giving a new dimension to my own professional development, more than any other CPD I have attended. I continue to attend the leadership residentials and the leadership days, always leaving feeling refreshed and inspired. I was delighted to be invited to become a Headteacher Development Partner in 2019 and was particularly grateful that we were able to find ways to remain connected throughout lockdown. The online residential in 2021 was as engaging and well received as ever.

My PTI ‘family’ has grown exponentially over the years, from the London-based team to the huge network of colleagues I now have, right across the country. It would be impossible to quantify the impact of this network on provision in my own school. The professional generosity of colleagues has been tremendous, and our collaboration is something I hold in the highest regard.

**'We have a real sense of being at the forefront of educational research and thinking and delight in sharing good practise in our schools.'**

As more Primary Hubs become established, the network of speakers and teacher leaders is growing rapidly. Unlike the early days when the hub model was in its infancy, the hub days are becoming tried and tested, and Primary Hub leads are able to share suggestions and recommendations to colleagues. Word is certainly spreading and it feels like an exciting time for the primary arm of this organisation. I feel fortunate to have led a pilot hub and proud that the hub model is being replicated with such success across the country. I look forward to continuing to support the work of The PTI over the coming years. ”





## In 2022/23

Ran  
**38**  
online courses

Supported  
**140**  
new teachers

Held **two** Subject  
Enrichment  
Residentials  
covering **six**  
subjects

Reached  
**382,000**  
pupils

Engaged with  
**106**  
teachers at our  
Subject Enrichment  
Residentials

Reached  
**431**  
schools in  
England and  
Wales

**600**  
teachers attended  
an online course

**104**  
teachers attended a  
CPD day

**150**  
schools across the  
country involved in our  
Primary Hubs

Held **nine** in-person  
CPD events across  
**seven** subjects

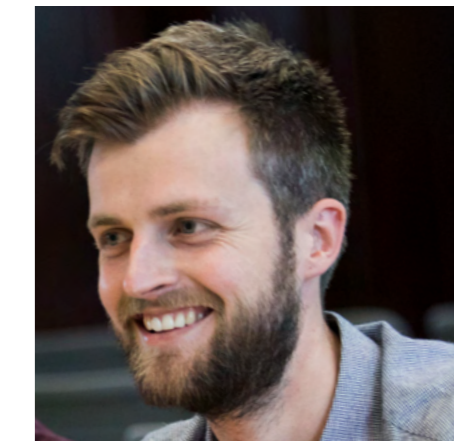
97% of Subject  
Leadership Certificate  
Participants said the  
aims of the course  
were well met

98% of new teachers  
agreed that  
attending the course  
will make them a  
better teacher

99% of participants  
in our Primary  
Hubs found their  
confidence increased  
after the course

100% of teachers  
on The School  
Leadership  
Programme agreed  
their attendance will  
have an impact back  
in school

'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.'  
- Primary Hub member



'When I arrived at the start of the course, I was exhausted, demotivated and a bit apprehensive about what to expect. At the end of this week, I have been reminded why I became a teacher, and just how wonderful this profession truly is. I am returning to my department full of ideas to implement, and can't wait to get back to the classroom. The course has helped me to consider my role in my students' lives and my future career.'  
- Downing Subject Enrichment Residential 2023

'What an enriching experience! The best CPD course I have attended in my 14-year career. Most valuable: meeting and spending quality time with other teachers; feeling valued, inspired and part of something powerful.'  
- Downing Subject Enrichment Residential 2023





## Over the next three years we aim to

- Ensure 1.5 million young people receive a rich educational experience.
- Reach 1,300 schools so young people receive the inspirational teaching they need for success.
- Reach 19,000 teachers, supporting them to provide young people with inspiring and engaging lessons.
- Develop our work with primary schools and create university partnerships so that young people are inspired at every step of their school life.



### Subject Teaching Hub: In partnership with the University of Cambridge and Anglia Ruskin University

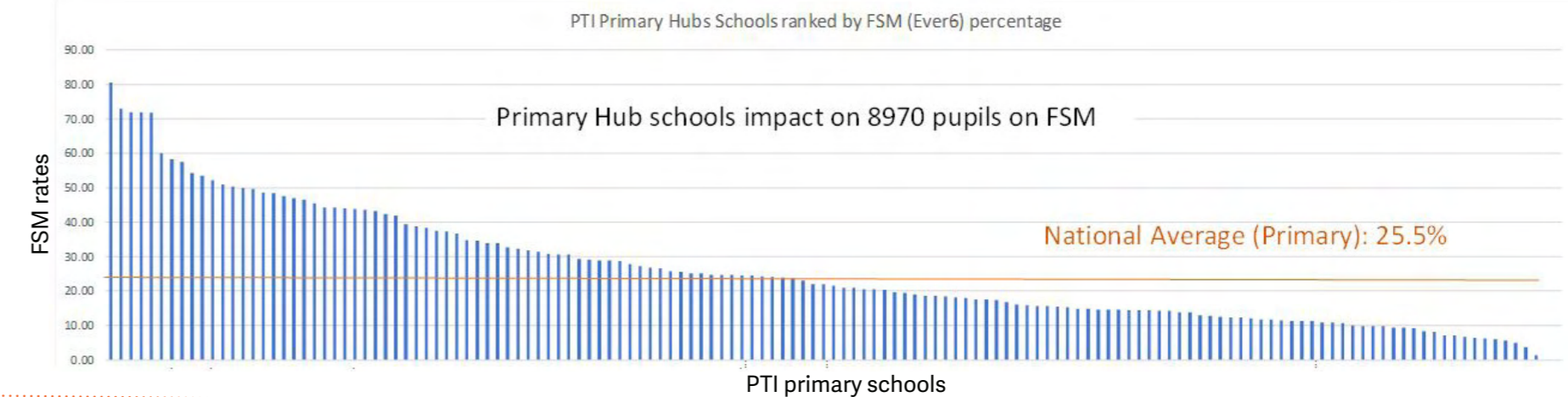
The Peterborough Subject Teaching Hub, a collaboration between the University of Cambridge and Anglia Ruskin University, aims to establish school/university partnerships. In the pilot phase, we aim to partner with up to 10 secondary schools in Peterborough, to provide customised CPD training in English, Maths, and Geography, with plans for nationwide replication if successful. It addresses under-represented groups' access to Higher Education and will connect university academics with local secondary school teachers. Expert speakers from Cambridge and ARU will lead engaging subject-focused sessions, bridging the gap between subject matter expertise and the classroom.

### Primary Hub Expansion

We work with primary schools through 'Primary Hubs', groups of 20-30 schools who come together to access subject-specific professional development. Over the next three years, we will be expanding our reach from seven to 50 Hubs. With 150 schools enrolled already in Hubs, the aim is to reach 900 schools in 50 Hubs by 2026. This ensures that more schools benefit, raising primary education quality nationwide, with a focus on under-served communities.

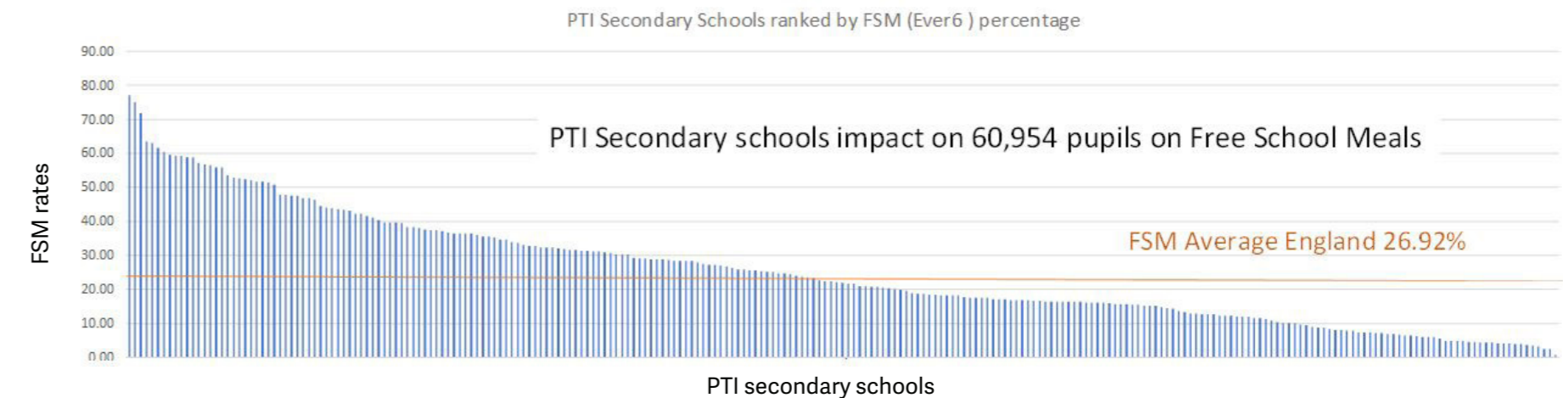
Primary hubs are already impacting on nearly 9,000 pupils from disadvantaged backgrounds. In the future we aim to prioritise more high-need schools.

Chart showing % of FSM pupils in participating primary schools



The PTI's Secondary Programmes are already impacting on over 60,000 pupils from disadvantaged backgrounds. University hubs will allow us to reach more.

Chart showing % of FSM pupils in participating secondary schools





## Thought Leadership Strategy: education for the love of it

Carolyn Roberts – Headteacher of Thomas Tallis School and Co-Director of The PTI

The PTI's independence and track record gives us a unique standing in our education system.

Our principles demonstrate what we stand for:

- extending and enthusing pupils through subject based activities beyond the curriculum
- supporting teachers to develop, explore and share their own specialist subject knowledge
- encouraging schools to promote coherence and a quality of challenge within the curriculum
- raising the profile of subjects within education

Over the last 20 years we have been a steady voice in the sector, speaking for teachers and learners, building subject knowledge, enthusiasm and enrichment beyond exams and other simplistic metrics. Using our network of teachers and leaders, we now aim to influence policy.

**'What's happening in schools? What does education mean now? What is a quality school? What are schools for?'**

School leadership is in a perpetual state of accountability panic.

Teacher recruitment and retention is in freefall and school attendance is struggling to recover from COVID-19. Funding is insufficient to meet needs and the way national assessments are calibrated condemn a third of children to GCSE failure. Policy-makers struggle to inspire and lead without micro-managing.

The pressures of day-to-day leadership in difficult contexts under a climate of high accountability makes honest discussion challenging. Leaders are struggling.

Nonetheless, those same leaders, teachers, children and families in local schools build happy, trusted and successful learning communities. How? What are the hallmarks of fine education against the odds?

**'The PTI's thought leadership strategy aims to reignite and nurture intrinsic motivations to be a teacher and a leader, help professionals build schools rooted in an uplifting ethos and a love of learning, and suggest alternatives to the current high accountability-high turnover treadmill.'**

The PTI has always offered a space where the profession speaks and creates solutions.

**This next year we will also focus on:**

- our mission to provide good CPD in teaching and leadership as an investment in children and young people
- re-establishing public understanding of teaching as a good profession worthy of respect
- enabling leaders to work with purpose for the good classroom in the good institution

**'We will lead with optimism and positivity across a wide range of communication strategies, for the love of education, teaching, learning and all our young people.'**





## Financial Summary

The following information is extracted from The PTI audited accounts for year ended 30th September 2023 but is presented here in a more user friendly format, which separates the endowment funds (4% 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.

	2022/23 £	2021/22 £
Incoming Resources		
Grants and donations	759,511	918,783
Charitable activities:		
Secondary Affiliation fees	267,892	283,278
Subject Enrichment Residentials	13,185	23,833
Primary Hubs	42,000	30,000
Leadership Residentials and Programme	7,175	12,145
New Teacher Subject Days	25,534	21,361
Other Continuing Professional Development	24,255	37,107
Other Trading Activities	16,432	39,600
Bank interest	16,709	3,883
<b>Total Income</b>	<b>1,172,693</b>	<b>1,369,990</b>
Expenditure on:		
Raising funds	137,776	182,711
Charitable activities:		
Subject Leadership Programme	203,956	222,799
Subject Enrichment Residentials	292,237	298,824
Primary Hubs	168,352	142,073
Leadership Residentials and Programme	157,916	188,928
New Teacher Subject Days	220,457	212,453
Other Continuing Professional Development	238,692	236,501
Website and CRM	46,089	38,837
<b>Total Cost of Charitable Activities</b>	<b>1,327,699</b>	<b>1,340,415</b>
<b>Total Expenditure</b>	<b>1,465,475</b>	<b>1,523,126</b>
Transfer from Endowment Fund	286,136	155,000
Net gain on investments	6,809	-
<b>Net income for the year</b>	<b>163</b>	<b>1,864</b>
<b>Total funds (excluding endowment) at 1st October 2022</b>	<b>857,513</b>	<b>855,649</b>
<b>Total funds (excluding endowment) at 30th September 2023</b>	<b>857,676</b>	<b>857,513</b>

### Balance Sheet at 30th September

Balance Sheet at 30th September	2023 £	2023 £	2022 £	2022 £
<b>Fixed assets</b>				
Tangible fixed assets		46,007		58,025
Investments		3,693,705		3,253,670
		3,739,712		3,311,695
<b>Current assets</b>				
Debtors	413,084		192,547	
Cash at bank and in hand	368,825		1,243,535	
	781,909		1,436,082	
<b>Creditors</b>				
Amounts falling due within one year	(322,441)		(404,210)	
<b>Net current assets</b>		459,468		1,031,872
<b>Creditors</b>				
Amounts falling due after one year		(18,109)		(28,378)
<b>Net assets</b>		<b>4,181,071</b>		<b>4,315,189</b>
<b>Funds</b>				
Restricted funds		-		-
Endowment funds		3,323,395		3,457,676
Unrestricted funds		857,676		857,513
		4,181,071		4,315,189



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With your support, we can continue our vital work of empowering both new and experienced teachers to inspire students across England and Wales.

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or contact Susie Martin on [susie.martin@ptieducation.org](mailto:susie.martin@ptieducation.org) or 020 3157 7049





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