



# Impact Report

## 2023-24



# Introduction

## Welcome

Welcome to our annual impact report for the 2023-24 academic year. This year has seen many successes for Jacari, with high numbers of applications from university students and community volunteers allowing us to support 214 children and young people in 15 schools through our main tutoring programme, as well as the expansion of our innovative new peer tutoring project where we supported 79 EAL pupils from four secondary schools.

We've also developed new branding and launched a new website this year, giving Jacari a fresh look which we hope will help us to recruit more volunteers and increase donations.

## Our work

Jacari is a charity providing free English language support to children and young people from refugee, asylum-seeking and migrant communities in Bristol and Oxford. Our aim is to improve the confidence and English language skills of children and young people who have English as an additional language (EAL) and are at risk of not fulfilling their potential. We achieve this by providing a range of bespoke tutoring opportunities delivered by our amazing team of volunteers. Our volunteers are university students and members of the local community in Bristol and Oxford, as well as sixth-form students who participate within their own schools. We match volunteers to a pupil who has English as an additional language who they support weekly during term time, helping them to improve their English language skills and increasing their confidence. Volunteers act as a mentor to pupils, providing engaging activities tailored to pupils' individual needs and inspiring a love of learning.



# Introduction

## Why we do what we do

- Over one in five children in state-funded schools in England speak English as an Additional Language (EAL) – 1.77 million pupils. This number is increasing, and has more than trebled since 2000. Multilingual classrooms are now the norm in most schools. Across all the schools we partnered with in 2023-24, an average of 43% of pupils use EAL, but in some schools it is over 80%.
- Research by The Bell Foundation shows that EAL pupils who are at the earlier stages of developing English language competence are more likely to underachieve at school, especially those living in deprived areas.
- The majority of dedicated expertise and support for EAL pupils has disappeared from the education system, with funding no longer ring-fenced, leaving schools unable to provide the extra support many EAL pupils require to develop English and access an education.

Tutoring can be a powerful educational tool which, when made accessible to the most disadvantaged young people, can help to reduce the attainment gap and level the educational playing field. For EAL pupils, tutoring helps with all aspects of their journey towards developing English proficiency. It provides a safe, supportive space for pupils to learn, where tutors can respond to them as an individual, tailoring their sessions to the pupil's own needs and preferences. Once they've started to develop those essential English language skills, they can begin to access the curriculum, realise their academic potential and feel confident within their school and other social settings. We know that having a Jacari tutor can play a central role in this journey.

## Why and how we measure our impact

Jacari is committed to regularly seeking feedback from all our stakeholders and monitoring the impact of our work. We use the results to inform and improve our programme, ensuring it has as high an impact as possible and is shaped by the community that we serve. Producing an annual impact report also provides an opportunity to celebrate the hard work of all our pupils and volunteers, and we hope it means we can support more young people in the future.

The data and quotes contained within this report come from all of our stakeholders – our pupils, their parents/carers, our volunteers and school contacts – and are gained through lesson visits, informal chats and questionnaires.

**Thank you to everyone who contributed – we highly value your feedback!**

# Our year in numbers

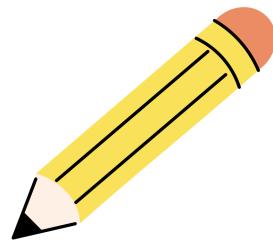


293

children and young people supported

19

partner schools in Oxford and Bristol

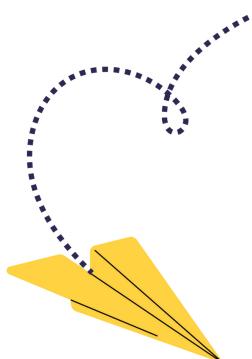


239

volunteers supported pupils

2000+

hours of tuition provided



13

trips and events for pupils and their families, with 189 attendees

# The story of our year

## In school tutoring

We ran weekly after school sessions at our partner schools, where a group of volunteers provided support to EAL pupils. Volunteers mostly worked one-to-one with the pupil we matched them to, but this model has also offered opportunities for some volunteers to tutor pairs or small groups of pupils. Volunteers often organised fun whole-group activities to start or end the session, helping to build an excellent rapport between pupils, as well as between pupils and volunteers.



We provided resource boxes for each school with workbooks, games and teaching resources for volunteers to use with their pupils. In these 'EAL clubs', pupils from different classes formed friendships, and the safe, supportive, and fun learning environment helped new arrivals to feel a sense of belonging in the school. Volunteers also enjoy the mutual support they give each other this way.

## At home tutoring

We also provided home tutoring for pupils, either because this was the preferred model for our partner school or suited the needs of individual pupils. Home tutoring has been Jacari's core model for many years and we still believe it has an important place in our programmes. It suits some pupils better, gives volunteers a unique opportunity to form a relationship with their pupil's family and helps create connections and foster solidarity between diverse communities.

## Peer tutoring

This year we have expanded our exciting new project, where sixth formers peer tutor younger EAL pupils at their school, following the successful pilot of the project in the 2022-23 academic year. We partnered with four Bristol secondary schools, recruiting volunteers from their sixth former cohort and matching them to EAL pupils at the school. Schools organised weekly sessions before or after the school day, when the EAL pupils came together and met with their peer tutors for one-to-one support, along with some group activities and games. Most of the pupils had recently arrived in the UK, many as refugees or asylum seekers, and were new to English. Peer tutors offered them support with developing their English, building confidence, assisting with school work and helping them settle into their new school. The project also supported the personal development of the sixth-form tutors, giving them valuable communication and organisation skills, as well as increasing their confidence and gaining real life experience they can use in university or job applications. Many of Jacari's sixth form tutors are thinking about a future career in education as a result of Jacari sessions.

# The story of our year

## Volunteer training and support

We provided face-to-face training sessions for all of our volunteers, with a couple of online modules to do at home. This allowed us to deliver more dynamic and engaging training sessions, helped us to build stronger relationships with volunteers from the start, and gave volunteers the opportunity to get to know one another. We've also offered our volunteers further training and development beyond the initial training sessions, including how to use games and fun activities to build confidence and develop language skills and a Healing Classrooms workshop run by International Rescue Committee on developing inclusive and nurturing learning spaces for refugee and asylum-seeking students. Our Coordinators provided support to volunteers throughout the year, giving them tutoring tips and resources and regularly attending in-school sessions.

## Trips and events

In the past year, we have organised 13 trips and events for the young people we support. For our Bristol pupils, we organised a trip to the SS Great Britain, a creative workshop at the Children's Scrapstore, an interactive drama workshop for peer tutors and three cooking workshops at Coexist Community Kitchen. We also attended Bristol Refugee Festival's Celebrating Sanctuary event in June, where we had a stall and invited the young people we support and their families to come and join us for a picnic.



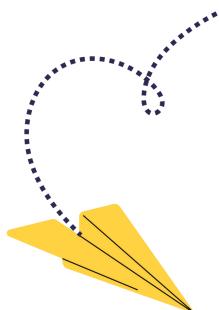
In Oxford, we took a group of pupils to the pantomime at the Oxford Playhouse, organised a magic show at one of our partner schools, a fun trip to a bowling alley and an educational afternoon at the University of Oxford Museum of Natural History.

We ended the year with a summer party for pupils and their families with lots of outdoor games, food and fun activities which we ran in partnership with Oxford Hub at their new base in Blackbird Leys.

# Who we supported

This year, we have supported 293 pupils across Bristol and Oxford. Our pupils represent many different linguistic and cultural backgrounds, but all are learning English as an Additional Language (EAL). Our partner schools refer pupils to us who would most benefit from the additional support we offer. They may lack confidence in the classroom or be struggling with school work. Many have recently arrived in the UK and are new to English.

**52%** of our pupils were at primary school and **48%** were secondary. We supported more than double the number of secondary pupils than the previous year, largely through the expansion of our peer tutoring programme.



**78%** of our pupils arrived in the UK less than 2 years ago, continuing a pattern of a year on year increase of support for this group, up from 40% in 2021-22

Between them, Jacari pupils speak **47** different languages at home, the most common being Arabic. In Bristol, the most common home languages were Somali, Arabic and Kurdish, and in Oxford they were Tetum, Portuguese and Arabic.



Jacari pupils this year had **53** different countries of birth. The most common three countries of birth for our Bristol pupils were Afghanistan, UK, and Ukraine, while for our Oxford pupils the three most common were East Timor, China, and jointly Pakistan, Brazil, and Albania.

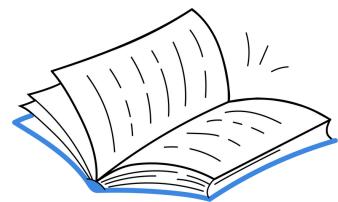
*These figures are based on pupils for whom we have the relevant data.*

# Impact on English language skills

English language proficiency is essential for pupils to succeed within the school system, both academically and socially. Pupils who are at the earliest stages of learning English, or still developing competence, benefit from additional support so that they can thrive and fulfil their potential. We train our volunteers to provide engaging and effective support for English language development in a safe and supportive context.

## What did Jacari pupils do in their lessons this year?

- 94% worked on reading
- 83% worked on writing
- 98% worked on speaking and listening
- 70% worked on spelling
- 44% worked on grammar
- 91% worked on building vocabulary.
- 93% learned through playing games, because learning should be fun!



“I really enjoy coming in Jacari because it helps my english get better and my learning to support me.”

**Pupil**

“F’s confidence in conversation and reading comprehension skills and ability have soared during our sessions.”

**Volunteer**

**91%**

of pupils surveyed said Jacari lessons helped them improve their English

**100%**

of school contacts surveyed said Jacari lessons had a positive impact on pupils' English language skills

**85%**

of parents surveyed said the lessons helped their child's English improve



# Impact on confidence

Jacari sessions are interactive and socially supportive, with the unique relationship between pupils and volunteers fostering a sense of connection and belonging. Tutors can respond to each pupil's individual interests and needs, recognising and building on their existing knowledge. Crucially, the sessions allow pupils to experience success in their learning. The result is that confidence-building consistently emerges as a key impact of Jacari tutoring, highlighted by pupils, tutors, and teachers alike.



"The very friendly approach encourages students to take part in activities and as their understanding and speaking skills improve, their confidence boosts and they become more motivated to learn."

**School contact**

"I feel that the biggest impact the lessons have had is in enjoyment of learning and confidence in the sessions."

**Volunteer**

"I love my Jacari lesson, I get much confident. I enjoy every activities. It's really helpful."

**Pupil**

**91%** of pupils surveyed said the lessons had helped them feel more confident

**94%** of volunteers surveyed said their pupil had become more confident with them

**92%** of school contacts surveyed said that the Jacari programme has a positive impact on pupils' confidence

# Impact on aspirations

Jacari tutoring aims to unlock the potential of the pupils we support. By fostering positive relationships and approaching learning in a different way, our volunteers serve as inspiring role models who offer insights into higher education and career opportunities. In this way, Jacari tutoring helps raise aspirations and empowers pupils to succeed.

"It has exposed them to university as an option and the children asked a lot of questions about what we are studying at university and jobs. They talked about their career aspirations."

**Volunteer**

"It was lovely to see such positive relationships blossom between younger students and their Jacari tutors."

**School contact**

**100%**

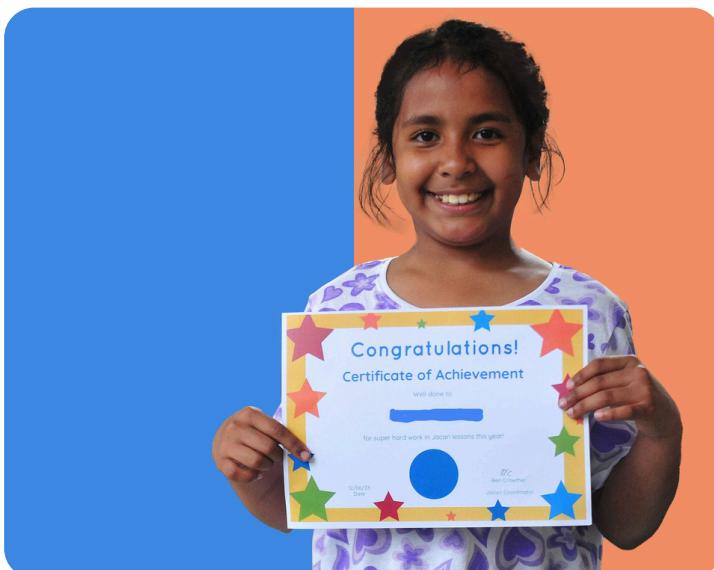
of volunteers surveyed said they had a very positive relationship with their tutee

**95%**

of pupils surveyed said they enjoyed their Jacari lessons

**93%**

of parents surveyed said that their child's Jacari tutor had been a good role model for their child



"I'm enjoy my Jacari teacher helps me at my development"

**Pupil**

"I enjoy lessons and they were very interesting. I loved it. It was fun and joyful."

**Pupil**

# Jacari stories

## Eliana and Xiulan and volunteer Victoria\*

Xiulan and Eliana, 8-year old pupils at primary school in Oxford, joined Jacari in September 2023, both fairly new to the UK and the English language. They started attending Jacari's weekly after-school tutoring sessions in their school so they could grow in familiarity and competence with English speaking, reading and writing. They were matched to a Jacari volunteer, Victoria, who is studying Modern Middle Eastern Studies and Arabic at the University of Oxford.

Xiulan speaks Cantonese at home, and came to the UK from China in Summer 2023. She enjoys music, playing the piano, and spends her time swimming and playing chess. She is lively and bubbly, and absolutely loves her Jacari sessions on a Wednesday afternoon. Eliana came over from Brazil in 2022, with Portuguese as her first language. She loves anything arty, and playing with her friends. In particular, she enjoys playing Headbandz and Simon Says!



Eliana with Victoria

Jacari tutoring is usually one to one but in this case, Victoria tutors Xiulan and Eliana as a pair. Both girls are at a similar level in their English learning, so work together really well to grow and improve. Victoria describes them as hardworking and enthusiastic, and feels she has got to know them really well. They often read together, make crafts and play educational language games. Victoria has watched these pupils grow in their speaking ability, confidence and communication with her and with one another.

"At the beginning of the year, they were quite shy and I would have to coax a conversation out of them. Now they're the chattiest kids I've ever worked with! Their communication with each other has improved drastically, especially because they all come from different language backgrounds. It has been really rewarding to watch their friendships with each other develop."

**Volunteer - Victoria**

# Jacari stories

## Ha-joon and volunteer Emily\*

10 year old Ha-joon is a Year 5 pupil in a primary school in central Bristol. He arrived in the UK from Korea in September 2021. Ha-joon joined Hannah More Primary School in Year 3, when he was brand new to English. The school identified that he needed help with his English skills in order to help him access the curriculum so they referred him to Jacari for some extra support, as well as to build his confidence in the classroom. Ha-joon has had a Jacari tutor for 3 years now, and since November 2023, has been working with volunteer Emily, a second year languages student at the University of Bristol. Ha-joon and Emily meet for weekly hour-long tutoring sessions in Ha-joon's home.

Emily plans a variety of activities during her sessions with Ha-joon, covering all different aspects of English language learning and providing him with the vocabulary, concepts and confidence to approach different subjects of the curriculum, while making it fun and playful. Together, they focus on building Ha-joon's conversational skills, reading comprehension, spelling and grammar needed for writing, storytelling and problem solving skills. Emily tailors their sessions based on specific support needs identified by Ha-joon's class teacher and how he likes to learn, as well as his hobbies and interests, such as sport, science, and origami (which Ha-joon has been teaching Emily).

The impact that Jacari tutoring has had on Ha-joon's English skills and confidence is clear to see. His mum told us that when he first started school in Bristol, he didn't speak any English and wasn't talking at all while he was at school, but now Ha-joon has built a really positive relationship with his tutor and she can see how it has boosted his confidence

**"Now he's speaking in English a lot more and he will tell his tutor what he wants to learn in their lessons. If your child needs more confidence in English, then Jacari can help them to develop their fluency."**

**Ha-joon's mum**



The growth in Ha-joon's confidence was also seen by Jacari staff during a trip this spring to the SS Great Britain in Bristol, which Ha-joon came to along with his mum and siblings. Both his tutor Emily and the tour guide noticed how inquisitive and engaged Ha-joon was with the guided visit, and how he chatted to the other children on the trip and asked so many questions about the history of the boat, imagining what life would have been like for the passengers and crew.

*\*All names of the pupils and volunteers used in our case studies have been changed*

# Jacari stories

## Peer tutoring - Aya and Amal

Aya and Amal both arrived in Bristol in 2021 with their family. They came to the UK from Afghanistan, seeking sanctuary, and have been accommodated in a hotel since their arrival. They speak Dari at home. They were both referred to Jacari's peer tutoring programme as they were new to English and needed extra support to settle in to their new school. This is their second year of receiving support from Jacari sixth form peer tutors.



12-year old Aya was really keen to learn but her level of English was making it difficult for her to access school lessons, which she later described as frustrating. She was matched to Natalya, a sixth-form student from her school for peer tutoring, and the pair have developed a lovely relationship. Aya is an enthusiastic learner, and loves learning English and other languages – she's trying to learn a few phrases in other languages spoken by other pupils in Jacari sessions – Punjabi and Ukrainian.

"I love my tutor Natalya, she always encourages me to try new things, to read more in English and she helps me with writing tasks too. I didn't like writing much as it was difficult to write in another language, I still find it hard, but I want to become a Prime Minister when I grow up so I have to get better at it." **Aya**

14-year old Amal was matched to sixth-form peer tutor Asma. At first, she was unsure, saying she thought the language barrier would stop her engaging with the sessions. After Asma introduced Amal to some new English vocabulary and asked her to teach her the words in Dari, she quickly warmed to her tutor. At first their sessions were focused on essential vocabulary for school life. Asma also set up role plays to help Amal with talking to teachers or school staff.

Amal became a very eager learner and with Asma's support, became much more confident in speaking. Her school also reported on how much Amal progressed with her school work. When asked about her favourite Jacari activity, Amal said she likes reading stories and answering Asma's questions about what she has read. Asma then supports Amal to re-read the parts which she found difficult and try some creative writing to retell the story with a different ending or characters.



"(Amal) came out of her shell and takes part in various school activities, especially if they are connected to reading"

**School EAL Lead**

# Jacari stories

## Maria and volunteer Hadiza

Maria is a 15-year-old student at a secondary school in Oxford. She arrived in the UK from Thailand with Lynn, her mum, in December 2023. Maria started school new to English mid-term. Her school referred Maria to Jacari as they identified that she was keen to learn, but needed support with key words and concepts that were being covered in her lessons, as well as confidence-building. In January, Maria was matched with volunteer tutor Hadiza, a first year Medicine student at the University of Oxford. Hadiza meets with Maria at her home each week for an hour to support her with her English language skills.



Hadiza told us that when they first started working together, Maria was hesitant to speak, and would often turn to her mum to try and explain things to her in Thai, their home language. Maria also struggled to use words she'd learnt into sentences. Since working together, Maria has really improved in this, and all areas of English. Hadiza describes how they have started to focus more on comprehension work, and how Maria can now tackle reading longer texts aloud and is now able to express her thoughts and ideas about them independently.

Hadiza also mentioned that Maria has gained a lot more confidence throughout the course of her tutoring sessions. She said that not only is Maria more comfortable making mistakes, but she is also quick to correct herself. She is no longer turning to Lynn for support during sessions. Hadiza told us how pleased she is to now see Maria attempt things even if she's not completely sure about them, and described how a lot of her guesses with pronunciation are actually spot on!

Lynn, Maria's mum, sits in on the tutoring sessions, and told us that Hadiza makes learning fun and incorporates themes that are interesting to Maria. For example, each week Maria chooses a song for her and Hadiza to listen to together, and they then talk about the lyrics, practise pronunciation, and identify new vocabulary to learn. Lynn said that the relationship they have with Hadiza is really nice and described her as a great role model.

Her teacher commented that having a Jacari tutor is such a help for new students like Maria. She described how having a Jacari tutor has not only supported Maria's English language development, but also her confidence. She went on to explain how working with a pupil outside of the school setting has many advantages, one being the valuable opportunity to discuss their school work outside of the classroom, which is important to learning.

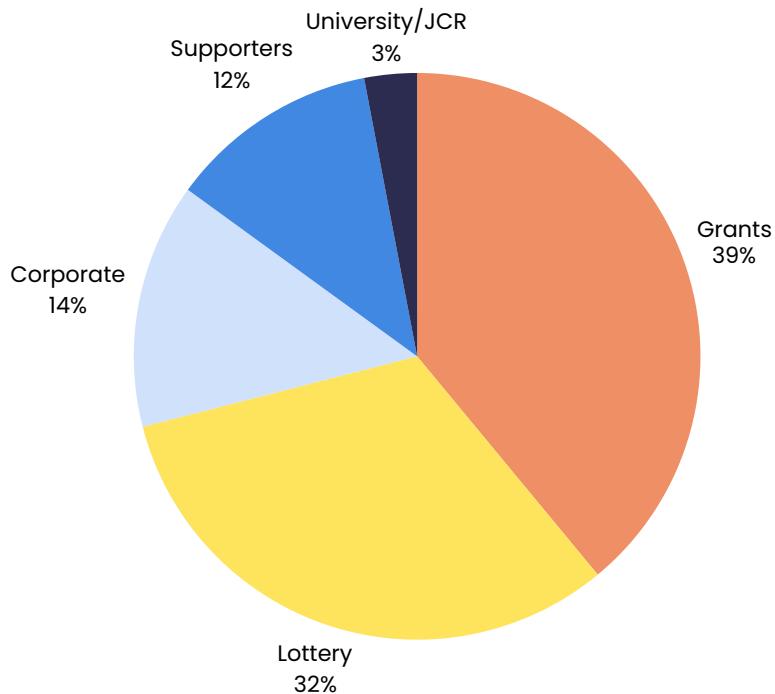
# Our funding

The majority of Jacari's funding comes from national grant-making organisations, along with Bristol and Oxford based trusts and foundations and local authorities. In July 2023, we were delighted to be awarded a significant multi-year grant from the National Lottery Community Fund to fund the majority of our Bristol programme for three years.

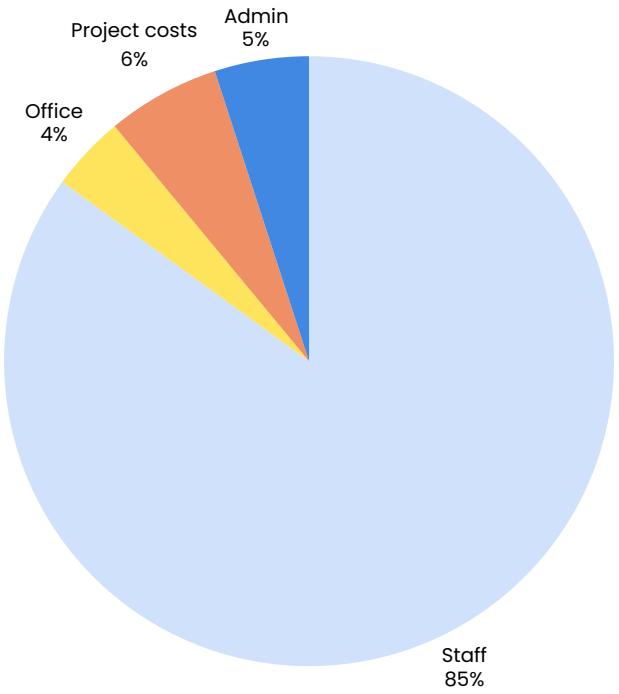
This year, we also received support from corporate partners, including through our long-standing relationship with Oxford Scholastica Academy. Our trustee, Louise Sykes, also won the Lloyd's of London Market Charity Gold Award in October 2023, for her time volunteering for Jacari, which led to a £20,000 donation to Jacari. As a result of this, we were invited to take part in a charity abseil down the iconic Lloyd's building and our team of staff and volunteers raised £1876 between them.

We have continued to grow our network of supporters and alumni, who have not only generously donated money, games and learning resources to Jacari, but also offered pro bono support to our staff team. We've also seen an increase in the number of volunteers and supporters taking part in fundraising events for Jacari.

## Our funding sources



## Our expenditure



# Thank you

Firstly, a huge thank you to our funders who have supported our work this year:

Garfield Weston Foundation  
Hilden Charitable Fund  
Lloyds of London Foundation  
Lovington Foundation  
Magdalen College Trust  
National Lottery Community Fund  
Nisbet Charitable Trust  
Pye Charitable Settlement

Robert and Margaret Moss Charitable Trust  
Society of Merchant Venturers  
Stanton Ballard Charitable Trust  
St Peter's College, Oxford  
Swire Charitable Trust  
The 29th May 1961 Charitable Trust  
Wadham College, Oxford  
Woodward Charitable Trust

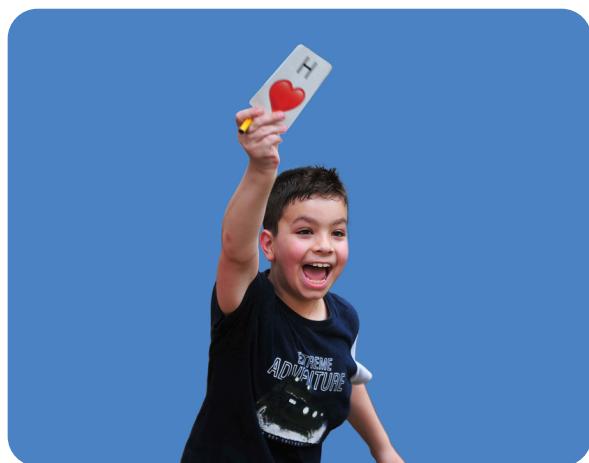
Thank you to our wonderful supporters who have made significant donations, our Jacari Champions – regular donors who are providing us with long-term support – and all those who have fundraised for Jacari this year.

We would also like to thank all those who have supported us, worked with us and enabled our activities during the last year. In particular, thank you to our trustees and the amazing teachers and EAL staff at our partner schools.

**The biggest thanks go out to 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 providing free tutoring for children and young people in Bristol and Oxford, and help them to fulfil their potential.

To support our work in any way, please visit: [\*\*jacari.org/donate\*\*](http://jacari.org/donate) or contact our Fundraising Manager on [\*\*fundraising@jacari.org\*\*](mailto:fundraising@jacari.org)

[\*\*www.jacari.org\*\*](http://www.jacari.org)

Charity number: 1177211