

Success @ Arithmetic



Interim Report

September 2019 to January 2021

all schools

based on data recorded by 17/01/2021



Edge Hill
University

INTRODUCTION

Success@Arithmetic is an Every Child Counts numeracy intervention for pupils in Key Stages 2 and 3 who need support to become fluent at arithmetic. It helps them to make accelerated progress and to catch up with their peers, becoming confident at calculation. There are two versions:

- Success@Arithmetic: Number Sense is for pupils who need support to understand the number system and develop fluency with number facts, most often in Key Stage 2;
- Success@Arithmetic: Calculation is for pupils who need support to understand and develop fluency with formal written methods, most often in upper Key Stage 2 and in Key Stage 3.

It is normally delivered to a small group of pupils by a Lead Teacher and a teaching assistant who have been trained together. The Lead Teacher makes a detailed assessment of each pupil's needs and then selects a series of appropriate 'Success@Arithmetic steps' to build a pathway of understanding, knowledge and skills that leads to confident calculation. A teaching assistant or the Lead Teacher then implements the steps with a small group of up to 3 pupils. They help the pupils to think and talk about their calculation methods and strategies, using and adapting the intervention's detailed session notes so that each pupil is challenged and can succeed.



Every lesson has four parts:

- Skills Practice - to reinforce a range of previously learned skills
- Teaching to Mastery - developing a secure grasp of essential calculation skills
- Mathematics in Context - applying learning to real-life situations & problems
- Self-Assessment - the pupils reflect on and talk about their own learning

Success@Arithmetic was devised by Edge Hill University as a part of its not-for-profit Every Child Counts programme, through which the University has supported over 7,500 schools to raise more than 200,000 children's achievement in mathematics and literacy. All Success@Arithmetic teachers and teaching assistants have been trained and supported by local ECC Trainers, who in turn have been trained and supported by the University.

This report is based on data submitted by schools to the University's online data collection and analysis system. Its purpose is to inform evaluations of the effectiveness of the intervention. The level of detail in the tables depends on the data supplied. If you have any queries, please contact the ECC team on 01695 657 133 or at ecc@edgehill.ac.uk.

Due to the ongoing coronavirus pandemic, no annual report was issued for 2019-20. So this report accounts for all children who began or completed a programme during the two school years 2019-20 and 2020-21. The delivery and outcomes of their programmes may have been disrupted.

1. PARTICIPATION IN THE PROGRAMME

Success@Arithmetic is designed for pupils in Key Stages 2 and 3 who have difficulties with arithmetic.

Table 1.1 Pupils receiving Success@Arithmetic support all schools

| | SAA Number Sense | SAA Calculation | all | Percentage of Entrants |
|--|---------------------|--------------------|-----|---------------------------|
| Entry | | | | |
| Pupils who began a programme | 8 | 89 | 97 | |
| <i>School Year</i> | | | | |
| Y6 | | 34 | 34 | 35% |
| Y5 | 4 | 48 | 52 | 54% |
| Y4 | 4 | 5 | 9 | 9% |
| <i>other or not reported</i> | | 2 | 2 | 2% |
| Exit | | | | |
| Pupils who completed a programme | 0 | 20 | 20 | 21% |
| Pupils who had not completed a programme | 8 | 69 | 77 | 79% |

Entered: all pupils who began a programme

Completed: all pupils who completed a programme and for whom entry and exit outcomes were reported

Table 1.2 Schools providing Success@Arithmetic support all schools

| | SAA Number Sense | SAA Calculation | either |
|-------------------|---------------------|--------------------|--------|
| Schools | 3 | 19 | 18 |
| Staff | 3 | 17 | 21 |
| Local Authorities | 3 | 12 | 12 |

all schools that recorded entry data for at least one pupil

2. LESSONS

Pupils normally have about 3 lessons a week for at least 8 weeks, in groups of up to 3. The length of the programme depends on the objectives set by the teacher and on the pupils' rate of progress. Some pupils may receive additional lessons to help them to reinforce their learning.

**Table 2.1 Length of programme and lessons received
all schools**

| | |
|-------------------------------------|------|
| <i>Number of pupils</i> | 20 |
| Average calendar weeks | 15.0 |
| Average calendar months | 3.4 |
| Average number of lessons | 26.3 |
| - delivered by a teacher | 0.0 |
| - delivered by a teaching assistant | 26.3 |
| Average group size | 3.6 |

pupils who completed a programme and for whom the programme length or number of lessons was reported

3. TEST OUTCOMES

Schools are encouraged to test pupils' mathematics when they enter and exit from the programme. Entry testing helps to identify their initial attainment and learning needs and exit testing provides an objective measure of the progress that they have made.

TABLE 3.1 shows outcomes calculated by schools or approximate outcomes calculated by Edge Hill University based on raw data reported by schools.

| | |
|----------------|--|
| Age | <i>A pupil's chronological age at the time of their entry and exit tests.</i> |
| Number Age | <i>A Number Age is the average age of pupils across the country who achieved the same test score as the pupil.</i> |
| Standard Score | <i>A Standard Score compare's a pupil's test score with those of other pupils of the same age across the country. A Standard Score close to 100 is 'average' and 84% of all pupils have a Standard Score of at least 85.</i> |

**Table 3.1 Test outcomes
all schools**

| | <i>Number of Pupils</i> | Entry Average | Exit Average | Gain Average |
|---------------------|-----------------------------|--------------------------|-------------------------|-------------------------|
| Age (months) | 20 | 114.4 | 117.9 | 3.5 |
| Number Age (months) | 20 | 111.0 | 120.4 | 9.4 |
| Standard Score | 20 | 95.1 | 102.3 | 7.3 |

pupils who completed a programme and for whom entry and exit scores were reported

4. ATTITUDES TO MATHEMATICS

When pupils have completed the programme, their class teachers can assess the attitudes that they show in class towards mathematics. The teachers use an Every Child Counts Attitude Survey to report on 8 aspects of each pupil's attitude, such as taking an active part in lessons, concentration and willingness to 'have a go' without asking for help. For each aspect, they decide whether the pupil is now more positive, about the same, or less positive than before taking part in Success@Arithmetic.

**Table 4.1 Changes in pupils' attitudes towards mathematics
(number of pupils)
all schools**

| | Pupils | Percent |
|---|--------|---------|
| <i>Number of pupils</i> | 13 | |
| Pupils who were more positive after the programme | 13 | 100% |
| Pupils whose attitudes did not change | 0 | 0% |
| Pupils who were less positive after the programme | 0 | 0% |
| Net gain | 13 | 100% |

pupils who completed a programme and for whom an Attitude Survey was reported

**Table 4.2 Changes in pupils' attitudes towards mathematics
(number of aspects)
all schools**

| | Aspects |
|---|---------|
| Average number of aspects in which pupils became more positive | 5.2 |
| Average number of aspects in which pupils' attitudes did not change | 2.8 |
| Average number of aspects in which pupils became less positive | 0.0 |
| Net gain | 5.2 |

pupils who completed a programme and for whom an Attitude Survey was reported

5. PUPIL CHARACTERISTICS

TABLE 5.1 analyses pupils' participation and outcomes in relation to their background characteristics. It is designed to help schools to monitor the progress of relevant vulnerable groups.

Table 5.1 Pupils' background characteristics and key data all schools

| | ----- Pupils ----- | | --- Programme --- | | ----- Progress ----- | | | | |
|--|--------------------|--------|-------------------|---------|----------------------|--------|----------|------------|-------|
| | NUMBER | AGE | LENGTH | LESSONS | NUMBER AGE | | ATTITUDE | | |
| | % | months | months | | Entry | Exit | Gain | Improved | |
| | | | | | | months | | proportion | |
| All pupils | 20 | | 114.5 | 3.4 | 26.3 | 111.0 | 120.4 | 9.4 | 100% |
| School Year | | | | | | | | | |
| Y5 | 20 | 100% | 114.5 | 3.4 | 26.3 | 111.0 | 120.4 | 9.4 | 100% |
| Gender | | | | | | | | | |
| Boy | 11 | 55% | 114.5 | 3.8 | 26.3 | 111.7 | 122.5 | 10.8 | 8 / 8 |
| Girl | 9 | 45% | 114.3 | 3.0 | 26.3 | 110.1 | 117.8 | 7.7 | 5 / 5 |
| Pupil Premium Entitlement | | | | | | | | | |
| Yes | 6 | 55% | 115.2 | 3.8 | 28.0 | 112.2 | 121.5 | 9.3 | 6 / 6 |
| No | 5 | 45% | 116.4 | 4.5 | 27.6 | 106.2 | 118.6 | 12.4 | 5 / 5 |
| Special Educational Need Status | | | | | | | | | |
| Yes | 1 | 14% | 116.0 | 2.8 | 30.0 | 121.0 | 129.0 | 8.0 | 1 / 1 |
| No | 6 | 86% | 117.8 | 4.5 | 26.0 | 107.7 | 121.7 | 14.0 | 6 / 6 |
| First Language | | | | | | | | | |
| English | 13 | 93% | 115.6 | 3.8 | 27.2 | 110.9 | 121.5 | 10.6 | 100% |
| Other | 1 | 7% | 112.0 | 4.4 | 30.0 | 112.0 | 116.0 | 4.0 | 1 / 1 |
| Season of Birth | | | | | | | | | |
| Autumn | 7 | 35% | 118.6 | 3.9 | 25.7 | 112.7 | 123.4 | 10.7 | 6 / 6 |
| Spring | 6 | 30% | 114.2 | 3.1 | 30.0 | 110.8 | 118.2 | 7.3 | 5 / 5 |
| Summer | 7 | 35% | 110.6 | 3.2 | 24.1 | 109.4 | 119.3 | 9.9 | 2 / 2 |

pupils who completed a programme and for whom relevant data was reported