

Problem?

Child is in lowest 5% of pupils or amongst the lowest achievers in your school
Child has some complex difficulties

Solution!

Numbers Count (Y1– Y3)
Numbers Count 2 (Y4– Y8)

Numbers Count and Numbers Count 2:

- Personalised to the needs of the child
- Offers intensive support
- Gives detailed diagnostic assessment
- Focusses on numbers and applications
- Provides detailed evidence of progress
- Provides targeted use of the Pupil Premium
- Intervention is teacher-led
- Creates an 'in-house specialist' in mathematics who helps to raise standards for all children in the school
- A specialist teacher has a strategic overview of maths in the school
- One to one lessons, initially three times per week, with a minimum of 40 lessons of 30 minutes.

Problem?

Child has fallen behind their peers
Child has moderate difficulties
Child needs additional support around Y1 or Y2 new curriculum

Solution!

1stClass@Number (Y1 – Y4)
1st Class@Number2 (Y3-Y8)

1stClass@Number & 1stClass@Number2

- Catch up support for those children not meeting the demands of the Y1 or Y2 mathematics curriculum
- Focus on number: ordering and comparing; place value; addition and subtraction and working towards multiplication and division
- Provides detailed evidence of progress and impact
- Provides targeted use of the Pupil Premium
- Intervention is TA-led
- Runs in groups of four children, three times per week in lessons of 30 minutes
- Children have 30 lessons in about 10 weeks

Problem?

Child has some success in mathematics, but needs some support to better understand the number system.
Child has poor fluency with number facts (EAL)

Solution!

Success @ Arithmetic - Number Sense (Mainly Y3-Y5 or later)

Success@Arithmetic - Number Sense

- Provides catch-up support
- Helps children understand the number system and develop fluency with number facts and build new facts from those
- Short diagnostic assessment
- Uses number rods and bar modelling
- Improves number sense
- Provides targeted support for the Pupil Premium
- TA led intervention
- Runs in groups of three children, three times a week in forty minute lessons over 8-10 weeks

Problem?

Child has a secure knowledge of the number system and place value and/or knows some number facts.
Child has difficulty with formal, written method for any of the four operations

Solution!

Success @ Arithmetic - Calculations (Mainly Y5-Y6 or later)

Success@Arithmetic - Calculation

- Provides catch-up support
- Helps children understand and develop fluency with formal written methods
- Further develops their fluency in number facts
- Builds on Success@Arithmetic - Number Sense
- Short diagnostic assessment
- Uses number rods and bar modelling
- Uses mathematical approaches to understand written methods
- Provides targeted use of the Pupil Premium
- TA led intervention
- Runs in groups of three children, three times a week in forty minute lessons over 8-10 weeks

Problem?

Child has difficulty in understanding and using mathematical language

Child struggles to talk fluently about mathematics (including children)

Solution!

Talk 4 Number
(Y3 and above)

Talk 4 Number

- Provides catch-up support
- Provides targeted use of the Pupil Premium
- Develops confidence, understanding and enjoyment of maths
- Develops mathematical language and thinking
- Develops the language of number – explaining, instructing, presenting
- Strengthens reflection and metacognition
- Supports mathematical talk throughout the whole school
- Intervention is TA led
- Runs in groups of four children in 30 minute lessons, with 24 sessions over 8 weeks

e-PD is a not-for-profit organisation to promote, co-ordinate and facilitate professional development within the educational sector through school partnerships and collaboration

Every Child Counts Solutions

*Which **MATHEMATICS** intervention works best for your school?*

Problem?

Solution!

