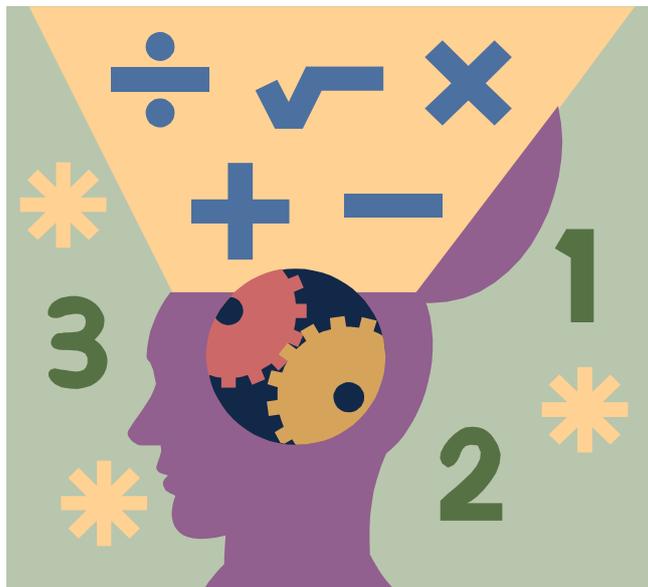


Catch Up Numeracy

A review of the impact of the Catch Up Numeracy programme in Bradford 2011-2012.



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Background

The one year pilot of Catch Up Numeracy was funded by money from the Neighbourhood Renewal Grant, made available for narrowing the gap in educational attainment. This programme was chosen because of the earlier success of the Catch Up Literacy programme in Bradford.

The pilot was managed by members of the Learning Difficulties Team from the Learning Support Service in Bradford.

The funding was used to pay for training for 2 teaching assistants from each of 6 Bradford Schools, 2 Inclusion Mentors from the LD Team and 3 Teachers from the LD Team.

The Inclusion Mentors and teachers from the LD Team worked with children in schools in the Bradford District and provided support to the participating schools.

What is Catch Up Numeracy?

Catch Up is a not for profit registered charity, providing training and support for those delivering the Catch Up programmes.

Its mission statement is:

"To address the problem of underachievement that has its roots in literacy and numeracy difficulties."

Catch Up has been implemented by more than 84 Local Authorities in England and Wales.

The Catch Up Numeracy Programme

Catch Up is a structured wave three numeracy intervention which can be delivered by a teaching assistant or a teacher in two 15 minute sessions each week.

- It is based on improving the ten key components of numeracy as identified by Anne Dowker.
 - reading and writing numbers
 - counting verbally
 - counting objects
 - hundreds tens and units
 - translation
 - remembered facts
 - derived facts
 - ordinal numbers
 - estimation
 - word problems

It provides personalised learning support, delivered by trained staff.

Who is it for?

Pupils struggling with numeracy at level 1c or above.

Pupils who are significantly below the expected NC level for their age.

Pupils who find it difficult to learn in a group.

Pupils whose number age is significantly below their chronological age.

Catch Up training

- Three initial half day training sessions delivered by an accredited Catch Up trainer.
- A further session for teachers who manage the programme in their schools.
- A final session once the programme is established, to answer queries, discuss problems and update deliverers of the programme.
- Training is accredited by the open college network.

Catch Up Numeracy in Bradford

The one year pilot was launched with an initial session for members of school management teams in June 2011, to give information about the Catch Up scheme and the support and provision required for a successful programme, followed by training in July for TAs, ready for starting in September.

The schools invited were those who were not part of the Every Child Counts provision, who had expressed interest in working on a maths intervention and some who had successfully operated the Catch Up Literacy Programme and wanted to try the numeracy equivalent.

The schools taking part were:

Denholme, Glenaire, Home farm, and Lower Fields Primaries, Immanuel College and Thornton Grammar.

The response to the training was enthusiastic and most schools felt able to start in September. Termly support meetings were held to share success and support practice. The members of the LD Team visited schools to observe and support the delivery of sessions. Four of the trainees opted to submit assignments for the Open College Accreditation.

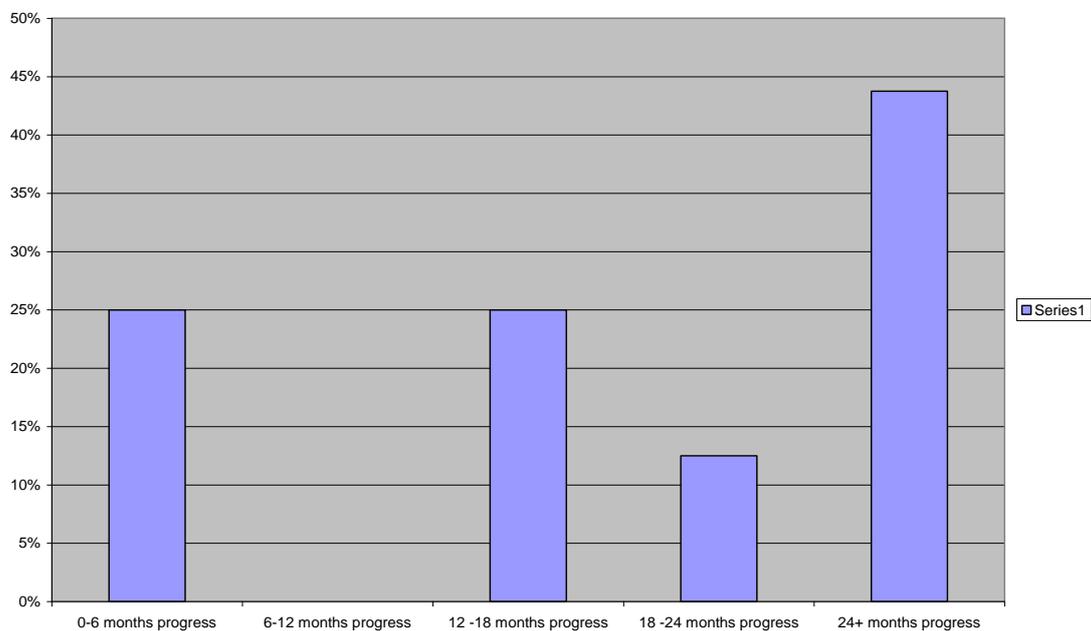
It became apparent that resources and activities were a difficulty for some schools, especially upper schools as they were not used to working in a basic, practical way and at lower levels of attainment. As a result the LD team put together a box of practical resources to demonstrate to participants. A meeting was held to share successful activities between the group and give everyone ideas of how they could work with pupils. This was well received.

The Impact of the Programme

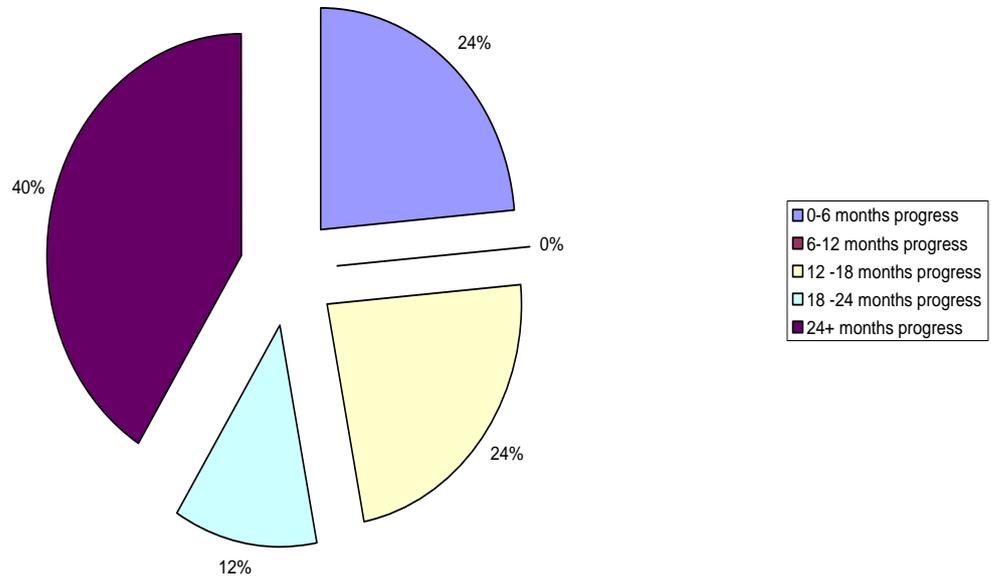
Thirty pupils were chosen to be part of the Numeracy programme and although they completed the programme for the allocated time the data returned for the pupils has been incomplete in some cases, so the final data refers to sixteen completed profiles.

Results

This bar graph shows the percentages of children making progress in their number ages over a period of 25 sessions. This number of sessions would equate to intervention over approximately 3 months, so it becomes apparent that the rate of progress is at least double the normal rate of progress. It has to be noted that a large number of children (40%+) made 24 months progress.



Catch Up Numeracy Number Age Progress Over an Average of 25 Sessions



A pie chart representing the percentages of value added number age gains for children on Catch Up Numeracy, delivered over 3 months and consisting of 25 sessions.

Outcomes for Learners

A variety of different learners accessed the intervention, children with specific learning difficulties, Autistic Spectrum Disorder, dyslexia etc and rates of progress have been variable but generally NC levels have increased and also number ages, at a higher rate than would be normally expected.

Children showed enjoyment in their tasks and grew more able to explain what they were doing.

Their ability to remember facts improved. In class the children were increasingly confident and enthusiastic; they wanted to participate in class activities and would put their hands up to answer questions.

The adults felt that the activities were pitched at the right level for the children and that working with lower numbers initially gave the children confidence.

The practical nature of the sessions was enjoyable as was the structure of the sessions.

The children were involved throughout and enjoyed giving the feedback which ended each session.

Childrens Comments

“Well, it has helped me a lot and lifted my maths level.”

“I am trying to be independent”

“I really did not like maths but now I do.”

Success

Where the intervention was most successful, the teaching assistants had time allowed to prepare for the sessions.

The sessions were timetabled and a small number of children were chosen to work with.

The involvement and support of a co-ordinator in school was a further key to success.

Some schools made games for children to play at home or used on line activities.

The involvement of parents was very beneficial to children.

Resources needed to be tailored to the children and where they were stored in a box and readily available, the delivery of the intervention was enhanced.

The opportunity to talk to the child on an individual level enabled the adults to personalise the learning and this motivated the children well.

Less success

Where learners had made little or no progress there were some indicators to be aware of.

Progress could be measured in increased confidence or NC levels.

The child may have some specific needs not addressed by CU Numeracy.

The child may not have sufficient memory skills for retention of the teaching.

The child may have missed sessions for a variety of reasons.

Older children do not progress as rapidly as younger ones.

The child may have complex needs which may not be addressed by CU Numeracy.

Outcomes for Teaching Assistants

The adults involved reported that they had gained a better understanding of the aspects of number and were more able to see the progression of skills.

They grew more able to tell what a child needed to do to make progress because the assessment process was valuable and gave a good picture of what each child could already do and where the gaps in their learning lay.

Working through the number ranges from low numbers gave an opportunity to establish processes before moving on to higher numbers.

Listening to the children and discovering their interests made it possible to personalise the programme and motivate the children.

Summary

The schools who used Catch Up found it an enjoyable and user friendly intervention and most reported a high level of success. Where success was more limited there seemed to be a link between choice of pupils with complex difficulties, lack of regular sessions or poor attendance.

Feedback from staff and pupils has been positive and several schools will continue to run the intervention.

Catch Up has provided a successful wave3 intervention which has been shown to raise the levels of attainment of pupils who struggle with maths.

Thanks

We would like to thank the schools and staff who took part in the pilot project and worked so hard to make it the resounding success it has proved to be.