

Number Counts at Hove Junior School

At Hove Junior we run several key interventions in Mathematics, specifically targeted at children who are struggling in Numeracy lessons and have fallen behind. These interventions take place across all year groups with specialist trained teachers and support staff. The interventions are part of the Every Child Counts [ECC] partnership between Edge Hill University and the Department for Education. It aims to enable the lowest attaining children to make greater progress towards expected levels of attainment in mathematics.

Every Child Counts helps schools to raise achievement in mathematics through:

- intervention support for children who struggle with mathematics
- developing teaching approaches to raise mathematics standards for all children.

At Hove Junior, as part of the ECC, we operate three key interventions.

1stClass@Number: A light-touch intervention for children who need a helping hand.

1st Class@Number is an innovative, highly effective mathematics intervention. It is delivered by trained teaching assistants to small groups of children who have fallen behind at mathematics. It helps them to get back on track and catch up with their peers. Over 8,000 children have taken part in 1stClass@Number since 2011, making average Number Age gains of 10 months in one term. Teaching assistants work from detailed lesson plans, adapting them according to information gained from structured assessments. They help children to think and talk about their mathematics. Letters are sent home, notifying parents of the intervention and progress their child is making. 1st Class@Number pupils have made excellent progress at Hove Junior, meeting and exceeding national average gains.

Numbers Count

Numbers Count is a highly effective intervention. It is delivered by a specially trained teacher to children who find mathematics extremely difficult and may not reach Level 3 at the end of Key Stage 2. It helps them to get back on track and catch up with their peers. Over 50,000 children have taken part in Numbers Count since 2008, making average Number Age gains of 16 months after 4 months. There is an active dialogue between parents and the Numbers Count teacher with regular texts/phonecalls and a home/school communication notebook. Parents are invited to come in, observe lessons and discuss their child's needs in detail. The teacher shares targets and exit plans with staff, with new targets and 'next steps' outlined. As with 1st Class@Number, all pupils who have taken part in this intervention at Hove Junior have exceeded national average gains.

Success@Arithmetic

Success@Arithmetic is a 'light touch' calculation-based intervention for learners in upper Key Stage 2 who are at about National Curriculum Level 3C or 3B and have difficulties with arithmetic proficiency. It helps them to make faster progress and to catch up with their peers. A specially trained teacher makes a detailed initial assessment of each learner's needs and plans an appropriate pathway to develop factual, procedural and conceptual knowledge.

A teaching assistant or a teacher delivers up to 24 sessions, adapted from detailed plans according to the learner's needs and progress. The sessions emphasise both mental calculation strategies and written methods and the teaching assistant helps learners to think and talk about their calculation strategies and written methods.

Success@Arithmetic has been developed in collaboration with Every Child Counts schools. Success@Arithmetic was trialled with 60 pupils in Years 4 to 6 in 2013. They made an average Number Age gain of 13 months on a standardised test, after only 23 half-hour lessons in 3 months – about four times the expected rate of progress.

As with all of Hove Junior's interventions, parents are kept fully informed and given details of the support they receive. It is important, as with all these interventions, that the work done is consolidated at home and discussed with an adult. We greatly value our home-school dialogue and see how valuable it is to have purposeful communication between parent/carer and teacher.