

**Making every person count in Maths. Reducing the attainment gap from EYFS-KS4 with a specific focus on disadvantaged groups, transition, leadership development for sustainable numeracy strategies, subject knowledge and pedagogy for all adults supporting maths learning in underperforming schools.**

**Overview**

Low attainment in maths in Nottingham and Derby is an ongoing issue across all levels of primary and secondary schooling, most particularly for disadvantaged pupils. This is exacerbated by deficit leadership structures that are not able to deliver on strategic interventions and a shortage of specialist maths teachers and skilled learning support. The aim of the project was to improve outcomes from EYFS to KS4, focusing on disadvantaged groups through:

- a) Increased content knowledge and pedagogy skills for all involved in mathematics teaching and learning activities,
- b) Improved leadership and accountability structures to deliver improved intervention strategies.

The project employed an evidence based approach to evaluate and address these issues, with specific focus on six components; quality assurance, leadership, specialist knowledge, quality first teaching, professional development and intervention.

**Good practice to share with others interested in running school improvement projects to ensure projects deliver the intended outcome.**

The whole school audit was instrumental in (a) identifying key areas of support needed across the range of schools - and, hence, for directing the PD activities; (b) giving schools the opportunity to have an external non-judgemental low-stakes view of the quality of mathematics teaching and learning. These types of audits are time consuming, but were tremendously valued by all involved. The audit process was most effective when conducted by an experienced NLE or LLE as they were able to bring an appropriate level of challenge and carried sufficient status to be able to do this without resistance.

All schools benefitted from in-school support by a Maths specialist or SLE. Although teachers commented positively about attending courses and workshops, take-up was largely guaranteed as a result of follow-up in school support. The in-school support provided a necessary level of accountability for securing up-take from attended sessions.

A dedicated project-management team, supported by efficient and substantial finance support, were crucial to ensuring the successful delivery of the programme. It would not have been possible to deliver this project if we did

not have a dedicated project management team to handle the logistical and operational components of the project. It would also not have been possible if the project lead also had significant class-based responsibilities. I.e. having a dedicated project lead and project manager were crucial.

### **Lessons learned - What the project may do differently in the future**

In our view the most significant changes in practice were evidenced from participants attending longer programmes - particularly those involving three or more sessions. One-off half-day sessions tended to be well attended, but we did not see substantial change in practice from these courses. Despite this learning, there are challenges with the longer course model: (a) cost; (b) disruption to schools.

Engagement with secondary schools and colleagues is most effective when it takes place in schools. Secondary schools and colleagues did not respond enthusiastically to attending external training sessions and securing release time seems to be harder in secondary contexts. Secondary colleagues responded more positively to in-school PD and in-school support.

### **Sustainability measures taken by projects to ensure improvement are sustained beyond the funding period.**

- All resources from the project have been uploaded to a Google Drive and have been made freely available to all project schools. The resources have also been uploaded to the Transform Trust and Teaching School Alliance website (See: <http://www.transformteachingschool.co.uk/ssif-maths>) to ensure that non-project schools have access to the resources. Twitter has been used extensively to advertise the project programmes and resources - this will hopefully ensure some national reach.
- Contact has been made with the NCETM Regional Lead to ensure that all resources from the project are made available for both project and non-project schools.
- All 27 Primary Maths Specialists will be put forward during the next round of SLE applications. Specific specialists will be invited to support Transform Trust and the wider TSA to deliver ongoing future Maths PD.
- 87 people were trained through our Facilitator Training sessions. These 87 people will be earmarked to facilitate future PD opportunities for Transform Trust and the wider TSA.