

Year 7 Specialist Student A (2 sessions of intervention per week)

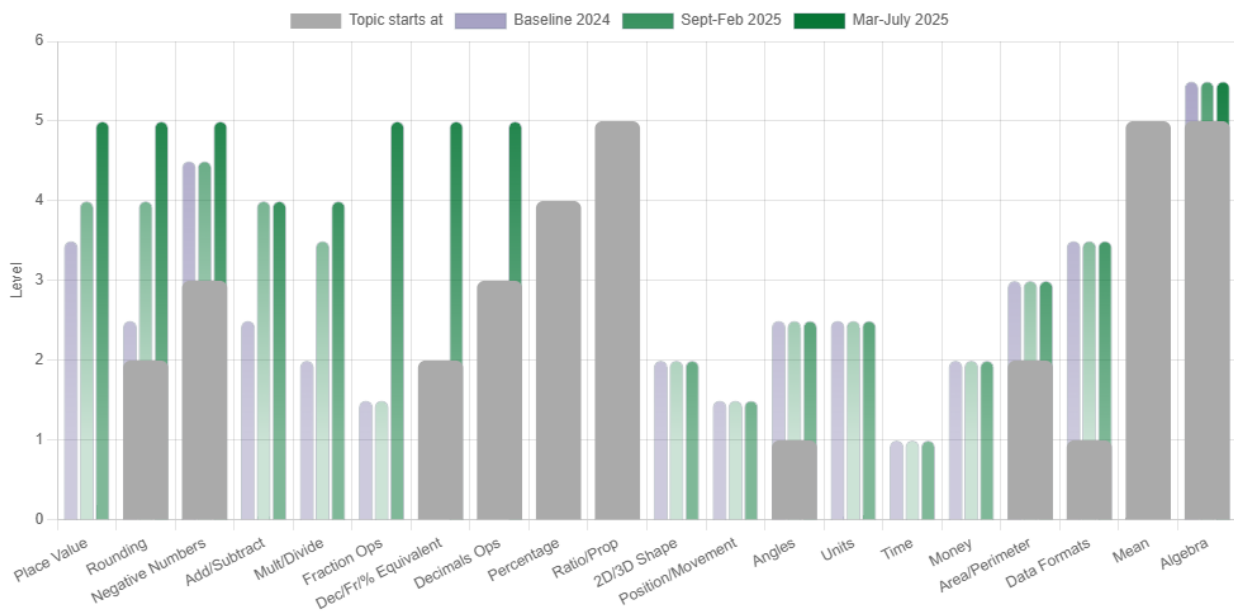
Duration of Intervention: (November 2024 to June 2025 – 28 weeks)

SATs Scaled Score	Date: July 24	Percentage (average): 9%	Scaled Score: 86
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	Maths Number Average		All maths Areas		Started Programme
	Year	Progress from baseline	Year	Progress from baseline	Average Year Group work
Baseline November 2024	Year 2.8		Year 2.7		Year 2/3
February 2025	Year 3.6	+0.8	Year 3.0	+0.3	Year 4
June 2025	Year 4.8	+2.0	Year 3.6	+0.9	End Year 5/Start Year 6

Initial Baseline Assessment showed Student A was confident in numbers to 3-digits only, and could add using column methods, but not subtract, multiply or divide. She had significant gaps in rounding and all areas of fractions, decimals and percentages, where knowledge is limited to writing a simple fraction of a shape and finding half of a number to 20.

Progress on the number side of maths during 28 week intervention (November 2024 to June 2025):



Progress on the number side of maths during 28 week intervention (November 2024 to June 2025):

Topic Area	Progress (in years)	Topic Area	Progress (in years)
Place Value	+1.5	Fraction Operations	+3.5
Rounding	+2.5	Decimal, Fraction, % equivalents	+3.0
Negative Numbers	+0.5	Decimal Operations	+2.0
Add/Subtract	+1.5	Percentages	-
Multiply/Divide	+2.0	Ratio/Proportion	-

Average progress in number areas of maths:	+2.0 years
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Summary

Student A has **struggled with confidence** and at the start of the intervention, would **give up easily**. She has **needed repetition** to secure understanding, and although she **tires easily**, she tries her best and works hard. She has **made excellent progress**, which is now **accelerating** as her **foundational knowledge improves**, and she **gains in confidence**.

Student Voice: 'I get a lot more maths now. I don't love it but I don't dread it.'

School Consultancy Programme is part of Tutor Your Child Ltd (company registration number 13378546). Assessment results are calculated by analysing the assessment information available from progress reported during intervention lessons. This may not represent the views of all agencies or individuals, and should be used in conjunction with other information available.