

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

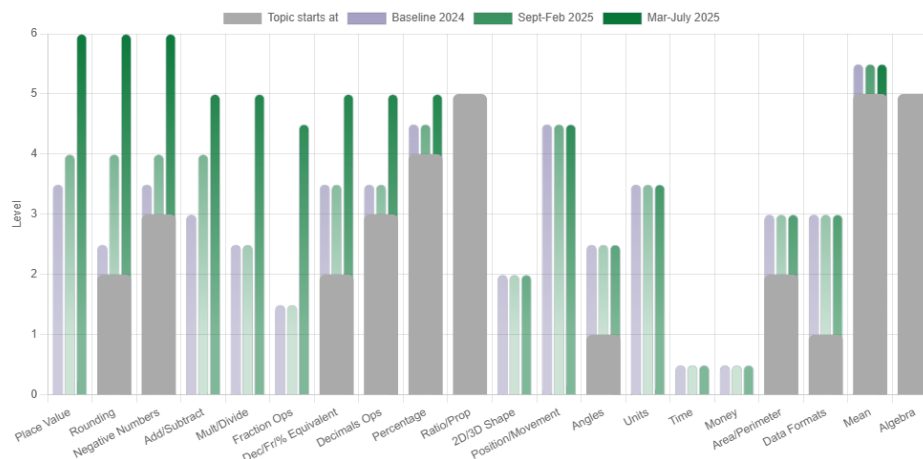
Duration of Intervention: (November 2024 to June 2025 – 28 weeks)

SATs Scaled Score	Date: July 24	Percentage (average): 22%	Scaled Score: 92
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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 3.1		Year 2.9		Year 3
February 2025	Year 3.5	+0.4	Year 3.1	+0.2	Year 4
June 2025	Year 5.3	+2.2	Year 4.0	+1.1	Year 6

Initial Baseline Assessment showed Student E had many gaps and part knowledge areas. She was confident in numbers to 3-digits but struggled above this with zero as a place holder. She had some understanding of adding and subtracting using column methods but relied on drawing lines and crossing out for 1-digit number facts. She lacked fluency in times tables without writing down multiples, and had no calculation method for multiplication and division. Fraction knowledge was limited to basics and was not always consistent. Although she had managed to pick up some 'learnt' areas in fraction equivalents to decimals and percentages and decimal operations, these were not secure or fully understood.

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



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Topic Area	Progress (in years)	Topic Area	Progress (in years)
Place Value	+2.5	Fraction Operations	+3
Rounding	+3.5	Decimal, Fraction, % equivalents	+1.5
Negative Numbers	+2.5	Decimal Operations	+1.5
Add/Subtract	+2	Percentages	+0.5
Multiply/Divide	+2.5	Ratio/Proportion	-

Average progress in number areas of maths:	+2.2 years
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Summary

Student E **initially struggled** with basic concepts and relied on abstract methods she has 'learnt' without full understanding. This gave her '**part**' understanding in some areas of maths which, without stronger links, she was **not able to make sense of**. She also relied on basic skills of pictorial methods for 1-digit number facts and multiples for times tables. She had **lost all confidence**. However, through the intervention, she has been **fully committed** and **worked hard**. She has **rebuilt her foundations** and understanding and is now **progressing quickly** as things have begun to make sense and her learning is **gaining speed**. Her **confidence is high** and she will more **willingly enter into challenges** within class now too – not frightened of 'having-a-go'.

Student Voice: 'How I feel about maths intervention is ... well it helps me to understand maths in a better way!'

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