



### Background to the "Closing the gap" project

- Ofsted (2009) found that Interventions were more effective in the primary schools, where the impact was good or outstanding in eight of the 12 schools, than in the secondary schools, where it was good or outstanding in only two of the nine.
- Education Endowment Foundation (2018) advises that once a possible intervention or number of interventions have been identified, schools should interrogate the extent to which its objectives – the purpose, recipients, practices, and outcomes – align with the school's needs and values.
- Ofsted (2009) also found that Intervention for small groups was most successful when teaching assistants were trained, worked closely with class teachers, had sound subject knowledge and knew the programmes and their pupils well. This led to Teaching Assistants being able to adapt the materials and their approach effectively to meet the pupils' needs. However, intervention was unsuccessful where assistants were not trained and worked through programmes that did not tackle pupils' weaknesses. This was particularly the case in secondary schools.

### Key project activities

- The Head Teacher and I identified a group of children in my Year 3 class that are working under age related in Maths using end of Autumn 2 results.
- After identifying the group of 7 children (4 girls and 3 boys) that were working under age related in Maths, we decided to create an intervention group.
- The maths intervention took place in our Year 3 classroom during assembly times.
- All interventions were focused on pre teaching Maths so that the children in the intervention have extra learning time before a Maths lesson.
- During the interventions used practical equipment and white boards to start and then moved on to answering 1 star questions in their books.
- Some of the aims of the intervention group included; increasing confidence and Maths ability, allowing unconfident and under achieving pupils in Maths the space and time to learn at their pace within a small group of pupils working at a similar level to each other.

### Impact of the "Closing the gap" project

- Children shared their learning with the rest of the class and some even became 'experts' in the class which enabled the children in the intervention to help the other pupils.
- The intervention has not only helped to secure their learning, help others but it also gave the children a boost in confidence in Maths.
- All children in the intervention are now able to move on from 1 star (below expected with Teacher support) to 2 star (at expected independently) in a Maths lesson.
- The majority of the intervention group improved their Maths test score by up to 5% from end of Autumn term to the end of Spring term.

### Relevant research

- Ofsted (2009) *An Evaluation of National Strategy intervention programmes.*
- Education Endowment Foundation (2018) *putting Evidence to Work: A School's Guide to Implementation.*