

Evaluation Summary	
Age range	Year 6 (10-11)
Number of pupils	10 pupils per school plus 3 reserves
Number of schools	60
Design	Cluster Randomised Controlled Trial
Primary Outcome	KS2 maths scores with KS1 maths scores used as a baseline measure

Background and significance

The Education Endowment Foundation has funded the University of York and Durham University to evaluate the *Online Maths Tuition* intervention being delivered by Third Space Learning (TSL) and supported by Nesta between 2014 and 2016.

This intervention will provide one to one support for pupils during sessions lasting one hour. Class teachers identify areas of development for each pupil and select modules which help to address these needs. Online sessions are available throughout the school day, providing teachers the flexibility to engage with the intervention. The intervention is delivered via online tutors trained in the UK National Curriculum and based in India. All sessions are recorded and teachers have access to all recordings for their pupils, thus enabling teachers to monitor their pupil's progress and identify any other needs.

The intervention aims to help improve pupils' maths skills while in their final year at primary school (Year 6), especially the maths skills of pupils who are currently working at KS2 Level 3 or an insecure KS2 Level 4.

TSL will be responsible for implementing and delivering the *Online Maths Tuition* intervention. They will provide a detailed description of the intervention.

Research Question

What is the effectiveness of the *Online Maths Tuition* programme compared with "business as usual" on the maths skills of participating children?

Design

This will be a pragmatic cluster randomised controlled trial. Approximately 60 schools will be randomly allocated to be offered the intervention either in 2014/5 (intervention group) or in 2015/6 (acting as the control group during 2014/15). Teachers at all participating primary schools will be asked to identify 10 Year 5 pupils, plus 3 reserve pupils towards the end of the academic year who would benefit from online tutoring. Teachers will be encouraged to target pupils who are predicted to achieve KS2 level 3 or an insecure KS2 level 4 in maths at the end of Year 6.

The trial will be designed, conducted and reported to CONSORT standards (Altman et al, 2011) in order to minimise all potential threats to internal validity, such as selection bias and a range of post randomisation bias (Cook and Campbell, 1969; Shadish, Cook and Campbell, 2002; Torgerson and

Torgerson, 2008). In this way, unbiased estimates of the impact of the intervention will be provided. The children in the primary schools randomised to the intervention group will receive the intervention in Year 6 during 2014/5.

Recruitment

The York/Durham evaluation team and Nesta will jointly identify & recruit potential schools and pupils. The York/Durham evaluation team will provide information documentation about the evaluation for the schools and pupils/parents (Appendix E). This will include details of the trial design. It is anticipated the intervention will be delivered to intervention schools between September 2014 and May 2015.

Inclusion criteria

Recruitment of schools will preferentially target schools with high proportions of pupils eligible for free school meals and high proportions of children achieving level 3 or an insecure level 4 in Maths in KS2.

Each participating primary school will identify 10 eligible pupils (plus 3 reserve) using pre-specified criteria, the identification of whom will take place during the last school term of Year 5 to enable TSL time to install necessary equipment over the school holidays. The pre-specified criteria are Year 6 pupils (in 2014/15) and predicted to achieve level 3 or an insecure level 4 in maths by the end of key stage 2 (based on teacher assessments) will be eligible to take part.

Pupils with special educational needs (SEN) will be eligible for inclusion in the intervention if they meet the pre-specified criteria, however pupils who have a statement for special needs will not be eligible for the intervention.

Schools will inform parents of pupils about the study (material provided by the evaluation team). Schools will send a list of all pupils in year 6 (in 2014/15) to Durham University identified by their name, unique pupil number (UPN), plus baseline data (including free school meal status). Parents will have the opportunity to withdraw their child's data from being used in the evaluation (opt out). The 3 pupils identified as 'reserves' will only receive the intervention in specific circumstances, for example if one of the original 10 pupils leaves the primary school permanently or refuses to use the intervention.

School participation

In order for schools to be eligible to take part in the evaluation and to receive the intervention we will put in place a memorandum of understanding with the schools which will specify the following:

- Enthusiasm for the project and for your own professional learning
- Willingness to identify all eligible pupils using pre-specified criteria
- Provision of school characteristics & baseline data about pupils in Year 5 (in May 2014)
- Willingness to allow random allocation to the 'Online Maths Tuition' intervention in 2014 or 2015
- Willingness to identify 10 year 5 (in May 2014) pupils plus 3 reserve pupils

- Willingness to implement the intervention throughout the academic year 2014/15
- Willingness to implement the intervention only to those identified
- Agreement to be in the independent evaluation
- Willingness to follow the guidance provided by the researchers
- Provision of a designated space for online tuition sessions for pupils
- Reliable internet connection
- Provision of KS1 and KS2 data for all Year 6 pupils (2014/15)

Intervention

The intervention is an online maths tutoring programme provided by TSL. Pupils identified by teachers to receive the intervention will log into the online tutoring service weekly. The focus of each weekly session will be identified by the teacher. Teachers will be able to log into the service to review progress and identify and set goals.

Randomisation

An independent York Trials Unit statistician will use a dedicated computer program to randomise schools to the intervention group (Online Maths Tuition in 2014/15) or to the control group with waiting list intervention (Online Maths Tuition in 2015/16) after school recruitment and consent and pupil baseline data have been received. Minimisation using school characteristics/demographic information will be undertaken to ensure the groups are balanced.

Minimisation will include the following as factors:

- Number of pupils on roll
- % pupils eligible for FSM
- KS2 maths levels

Sample size calculation

In a previous trial evaluating a one-to-one maths intervention (*Every Child Counts (ECC)* trial; Torgerson et al, 2011) among primary school children over a single term, an effect size of 0.33 of a standard deviation was observed for one-to-one tuition by a classroom teacher. For the current study, the intervention will be delivered over nearly three terms; therefore, we might expect a similar or higher estimate. If this were the case and the intra-cluster correlation was 0.19 (from the ECC trial) and the pre and post-test correlation was 0.67 (from national data), approximately 44 schools with 440 children would need to be recruited. Allowing for an attrition rate of 15%, we would need around 50-52 schools in our study (i.e., 25 or 26 schools receiving 'Online Maths Tuition' from September 2014) to detect a difference of 0.33 of an effect size with 80% power.

A previous sample size calculation assumed a pre-post test correlation of 0.6 which lead to 60 schools being required. The above sample size is more accurate as it makes use of national data to provide an estimate for this correlation of 0.67. Funding has been provided to recruit and randomise

60 schools; therefore we intend to recruit this number of schools to the trial. This increased number of schools will allow us to detect the effect size of 0.33 with 85% power whilst allowing for 15% attrition.

Outcome measures

We propose to use KS2 maths scores for our primary outcome with KS1 maths scores used as a baseline measure. KS2 English score will be used as a secondary outcome measure. Long term outcomes can be collected through the National Pupil Database.

Analysis

Analysis will be conducted using the principles of intention to treat, meaning that all schools and pupils will be analysed in the group they were randomised to irrespective of whether or not they actually attended the intervention.

Statistical significance will be assessed at the 5% level unless otherwise stated. Regression based methods of analysis will be used. 95% confidence intervals will be provided as appropriate. Methods for handling missing data and further detail on analyses will be provided within a statistical analysis plan.

Primary Analysis

The primary objective of this study is to investigate the effectiveness of the intervention on the maths skills of the 10 pupils identified within each school. A regression based approach accounting for cluster randomisation will be used to compare the difference in KS2 maths scores between pupils in the intervention and control group with adjustment for key stage 1 result as a minimum.

Secondary Analyses

A similar approach to the primary analysis will be taken using all data from Y6 pupils to assess for any spill-over effects for the untreated pupils in terms of maths skills (e.g., by freeing up more teaching time for the other children, which has had an effect on their maths scores).

The effect of the intervention on KS2 maths scores will also be analysed in the sub-group of pupils who are eligible for FSM through the inclusion of an interaction term in regression models.

The effect of the intervention on the secondary outcome of KS2 English scores will also be assessed.

For all analyses, the impact of non-compliance (should this occur) will be assessed using complier average causal effect (CACE) analysis to estimate effect of the intervention on maths skills.

Process Evaluation

The main purpose of the process evaluation is to understand the implementation of the project and to identify elements of successful delivery. Given the nature of the 'online maths tuition' intervention, a cross sectional mixed methods design will be used and conducted in three distinct stages.

Stage one

Understanding the nature of the intervention, the evaluation team will visit 'pilot' schools which have already adopted the TSL programme. During the visit they will speak to teachers, teaching assistants (where appropriate) and pupils. These visits will take place in November/December 2013 and will be limited to two or three schools.

Stage two

The purpose of stage two is to identify conditions for success prior to the implementation of the intervention. The evaluation team will collect survey data (online questionnaire) from all the 'pilot' schools and follow up the survey with the collection of interview data from teachers, teaching assistants (where appropriate), and students at least two schools. In addition to the survey and interviews, the team will collect data from the TSL team. The purpose of this aspect of the data collection is to explore the issues they have experienced in implementing the programme in the pilot schools. A key question for this stage is: how can the intervention and the delivery of the intervention be improved? The stage two data will be collected between March and June 2014.

Stage three

The purpose of this stage is to address the following: (1) Do the various stakeholders see the benefit in the intervention? (2) Has the invention been delivered as intended? (3) Did any compensatory activities occur in the control schools? Multiple data collection methods will be employed including, participation registers, student focus groups, teacher interviews, observations of the invention being used, and school surveys for both the intervention and control groups. It is anticipated that survey data will be collected from all participating primary schools (different questionnaires will be used for the control and intervention schools); interviews with stakeholders and observations will take place in approximately 6 to 8 of the schools receiving the intervention. Data collection will take place in the spring and summer of 2015.

Data Protection Statement

Durham University's data protection policy is publically available
at: <http://www.dur.ac.uk/resources/data.protection/dataprotectionpolicy.pdf>

"Durham University is committed to protecting the rights and freedoms of individuals in accordance with the provisions of the Data Protection Act 1998. The requirements to which University staff and student who process personal data must adhere are set out in the University's Data Protection Policy"

The University of York's data protection policy is publically available at:

<http://www.york.ac.uk/media/recordsmanagement/documents/dataprotectiondocs/Data%20Protection%20Policy.pdf>

Risks

Risks associated with this project include operational and project specific risks. For the operational risks such as staffing and IT / assessment system we are confident that we have systems and procedures in place to minimise any risks, but would nonetheless be very happy to provide further details.

School and pupil recruitment – whilst this will be the primary responsibility of the implementation team, the evaluation team have a good track of recruiting schools, and will help with this if necessary.

Attrition and loss to follow up – in a study such as this it is essential that this is kept to a minimum. The evaluation team will work jointly with Nesta to help minimise attrition.

Maintaining fidelity (intervention and control) - it is essential that as many as possible schools maintain a high level of implementation fidelity. The evaluation team will work jointly with Nesta/TSL to emphasise the importance of contributing to the process of building good evidence.

References

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Torgerson DJ & Torgerson CJ. (2008). *Designing Randomised Trials in Health, Education and the Social Sciences: An Introduction*. Palgrave Macmillan.

Torgerson CJ, Wiggins A, Torgerson DT, Ainsworth H, Barmby P, Hewitt C, Jones K, Hendry V, Askew M, Bland M, Coe, R, Higgins S, Hodgen J, Hulme C & Tymms P. (2011). *The Every Child Counts Independent Evaluation Report*. Department of Education.

Roles and Responsibilities

Evaluation Team

Chief Investigators: Professor David Torgerson (DT), Director, York Trials Unit, Department of Health Sciences, University of York, Heslington, York, YO10 5DD. T: 01904 321340 E: david.torgerson@york.ac.uk

Professor Carole Torgerson (CT), School of Education, Durham University, Leazes Road, Durham, DH1 1TA. T: 0191 334 8382
E: carole.torgerson@durham.ac.uk

Trial Manager: Dr Natasha Mitchell (NM), Research Fellow, York Trials Unit, Department of Health Sciences, University of York, Heslington, York, YO10 5DD. T: 01904 321655 E: natasha.mitchell@york.ac.uk

Trial Statistician: Hannah Buckley (HB), Statistician, York Trials Unit, Department of Health Sciences, University of York, Heslington, York, YO10 5DD. T: 01904 321512
E: hannah.buckley@york.ac.uk

Dr Catherine Hewitt (CEH), Senior Statistician, York Trials Unit, Department of Health Sciences, University of York, Heslington, York, YO10 5DD. T: 01904 321374 E: catherine.hewitt@york.ac.uk

Researchers: Dr Gillian Hampden-Thompson (GHT), Director of Research, Department of Education, University of York, Heslington, York, YO10 5DD, T: 01904 323456
E: g.hampden-thompson@york.ac.uk

Dr Laura Jefferson (LJ), Research Fellow, York Trials Unit, Department of Health Sciences, University of York, Heslington, York, YO10 5DD. T: 01904 321511 E: laura.jefferson@york.ac.uk

Clare Heaps (CH), Research Associate & Research Support, School of Education, Durham University, Leazes Road, Durham, DH1 1TA. T: 0191 334 8332 E: C.N.Heaps@dur.ac.uk

Hannah Ainsworth (HA), Research Fellow, York Trials Unit, Department of Health Sciences, University of York, Heslington, York, YO10 5DD. T: 01904 328158 E: hannah.ainsworth@york.ac.uk

The evaluation team will be responsible for the design, school recruitment (jointly with Nesta) and ongoing relationship with schools, conduct, analysis and reporting of the independent evaluation

DT and CT – Design of trial; write protocol; oversee all stages in the design, school recruitment, conduct, analysis and reporting of trial, including recruitment and retention of schools, report-writing; supervise work of trial manager and researchers, statistician and data managers on the trial.

NM – Design of trial; write protocol; register trial; school recruitment, trial co-ordination and data management, contribution to the analysis and write up.

GHT – Developing process evaluation, recruitment to process evaluation, analysis and reporting of process evaluation, contribution to the analysis and write-up.

LJ, CH and HA – Trial co-ordination assistance.

HB – Design of trial, write trial analysis plan, undertake minimisation, conduct analyses, and contribute to write up.

CEH – Design of trial, supervise work of statistician, contribution to the analysis and write-up.

Sponsor

Sue Final, Intellectual Property Manager, University of York, Research Innovation Office, Innovation Centre, York Science Park, York, YO10 5DG. T: 01904 435154 F: 01904 435101
E: sue.final@york.ac.uk

Implementation Team

Third Space Learning: Wayra, Shropshire House, 2-10 Capper Street, London, WC1E 6JA
and
Nesta: 1 Plough Place, London, EC4A 1DE. Registered charity in England & Wales 1144091 and Scotland SCO42833.

Tom Hooper, Founder, Third Space Learning, T: 0203 287 8980 E:
tom.hooper@thirdspacelearning.com

Oliver Quinlan, Programme Manager: Digital Education, Nesta, T: 020 7438 2500 E:
oliver.quinlan@nesta.org.uk

Tom Kenyon, Director of Education in a Digital Environment, Nesta, T: 020 7438 2500E:
Tom.Kenyon@nesta.org.uk

Third Space Learning (TSL) will be responsible for intervention implementation, training and delivery, including writing a detailed description of the intervention to allow others, if necessary to replicate the intervention in other areas; intervention support throughout the life of the study

Nesta will be responsible for school recruitment (jointly with evaluation team), ongoing relationship with schools and if necessary liaising with Third Space Learning.

Funder

Education Endowment Foundation (EEF), Registered charity 1142111, Millbank Tower, 21-24 Millbank, London SW1P 4QP.

Andy Cawthera , Grants Manager, EEF. T 020 7802 1678 E: Andy.Cawthera@eefoundation.org.uk

Camilla Nevill, Evaluation Manager, EEF. T: 020 7802 0640 E: Camilla.Nevill@eefoundation.org.uk

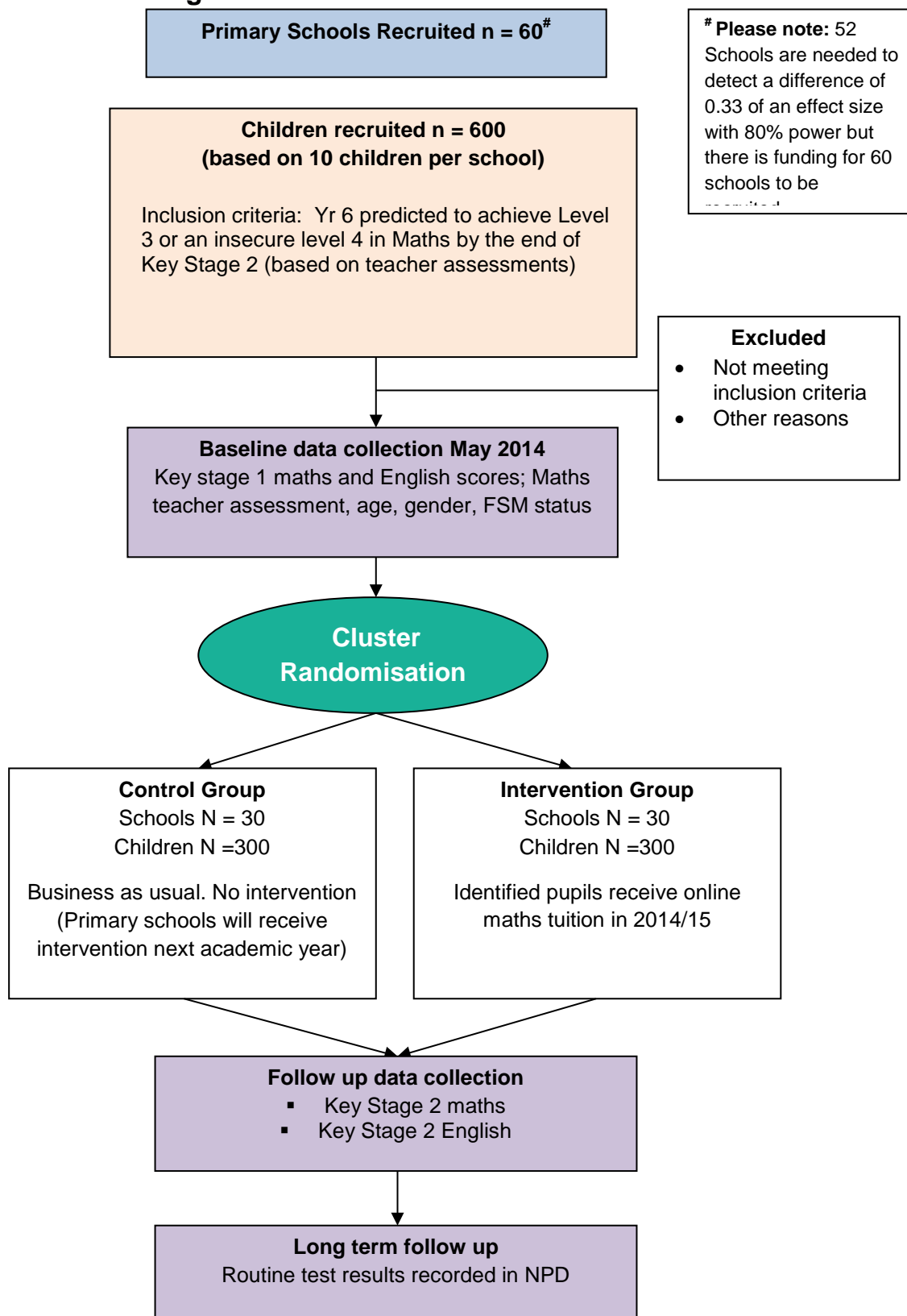
Ethics Committee

Durham University School of Education Ethics Committee

York Health Sciences Research Governance Committee (by Chair's Action)

Appendices

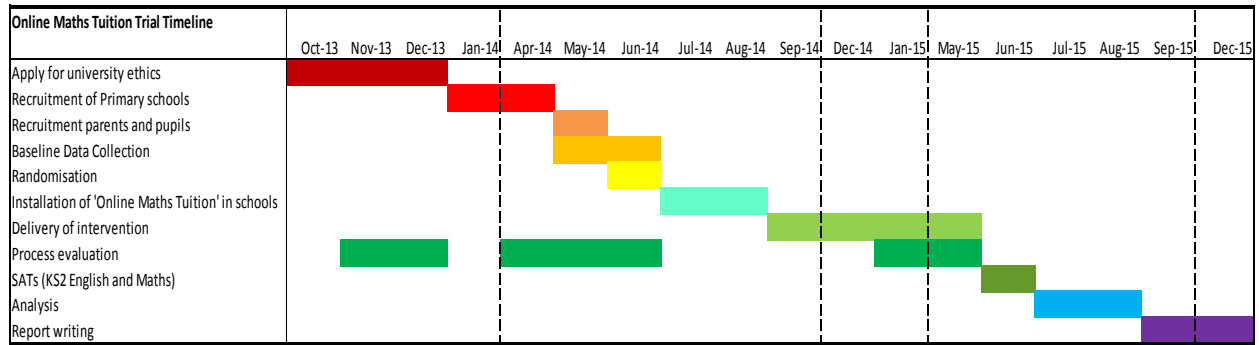
Appendix A: Trial Diagram



Online Maths Tuition Service
University of York; Durham University
Prof David Torgerson; Prof Carole Torgerson



Appendix B: Trial Timelines



Broken line indicates hidden months

Appendix C: Expression of Interest Document for Schools

researchers at the University of York and Durham University will then compare the KS2 results of pupils from schools in both groups at the end of year 6 2014/5 to estimate the effect the intervention has had on pupils' skills.



An Evaluation of an Online Maths Tutoring Intervention: School Expression of Interest

We are currently seeking expressions of interest from schools to participate in an evaluation of an *online maths tutoring* intervention. In this evaluation schools will receive the intervention provided by Third Space Learning **free of charge**.

The Education Endowment Foundation has asked researchers at the University of York and Durham University to evaluate the *online maths tutoring* intervention developed by Third Space Learning and supported by Nesta in 2014 and 2015. The aim of the evaluation is to find out if the intervention helps to improve pupils' maths skills during year 6, especially the maths skills of those pupils who are struggling.

In the *online maths tutoring* intervention, online tutors trained in the National Curriculum, and based in India, provide one to one support for pupils during sessions lasting one hour. Class teachers identify areas of development for each pupil and select modules which help to address these needs. Online sessions are available throughout the school day. Pupil welfare is maintained throughout the Third Space Learning programme, with all online maths tutors vetted by *Third Space Learning* and holding a police clearance certificate (the Indian equivalent of the UK DBS check). All sessions are recorded and teachers have access to all recordings for their pupils. No tutors have access to any personal pupil data.

There will be two groups of primary schools in the evaluation. Allocation to these groups will be decided by random selection (like in a lottery). Both groups of schools will be asked to identify 10 pupils that will be attending year 6 in the Autumn Term of 2014 and anticipated to achieve KS2 level 3 or a borderline KS2 level 4.

Group A schools will implement the *online maths tutoring* intervention in Autumn Term of 2014 with those 10 pupils identified as meeting the criteria for the study. Group B schools will not receive the intervention in 2014, but will be offered the *online maths tutoring* intervention free of charge in the Autumn Term of 2015. The

What commitment would this require from schools?

- Enthusiasm for the project and for your own professional learning
- Provision of baseline data about pupils in year 5 (in May term 2014)
- Willingness to allow random allocation to the 'online tutoring' intervention in 2014 or 2015
- Willingness to identify 10 year 5 (in May 2014) pupils plus 3 reserve pupils
- Attendance at the project information event
- Willingness to implement the intervention only to those identified
- Willingness to follow the guidance provided by the researchers
- Provision of a designated space for online tuition sessions for pupils
- Reliable internet connection

When will this project take place?

We hope to hold information events in March 2014 and to randomise participating schools in early June 2014. Primary schools, who are allocated to implement the intervention in 2014, will begin the online tutoring after the summer holidays.

Please come to the information meeting to find out more

On **[Dates of Events 2014]** the Evaluation team, Third Space Learnings and Nesta will jointly hold an information meeting for schools to find out more about the intervention and its evaluation. We very much hope to see you at this event – **[TIME & LOCATIONS]**.

Online Maths Tuition Service
University of York; Durham University
Prof David Torgerson; Prof Carole Torgerson



For further information about this study or to book a place, please contact: Dr Natasha Mitchell at the University of York. Email: natasha.mitchell@york.ac.uk; Tel: 01904 321655.

Principal Investigators:

Professor David Torgerson, York Trials Unit, Department of Health Sciences, University of York, Heslington, York, YO10 5DD. T: 01904 321340 E: david.torgerson@york.ac.uk

Professor Carole Torgerson, School of Education, Durham University, Leazes Road, Durham, DH1 1TA. T: 0191 334 8382 E: carole.torgerson@durham.ac.uk

Appendix D: Primary School Agreement to participate form



Evaluation of Third Space Learning Online Maths Tutoring Intervention

Primary School Agreement to Participate

(please tick)

I confirm that I have read and understood the information sheet for the above evaluation and have had the opportunity to ask questions.

I understand that all children's results will be kept confidential and that no material which could identify individual children or the school will be used in any reports of this evaluation.

I agree to send an information letter out to all parents/carers of children in Year 5 (in May 2014) and collect in any returned opt out forms.

I agree to provide baseline data (including UPN, DoB) about pupils in Year 5 (in May 2014) to the evaluation team and EEF (excluding any pupils for whom opt out forms have been returned).

I understand that named baseline data will be matched with the National Pupil Database/Pupil Matching Reference and shared between the evaluation team and EEF.

I agree to random allocation to implement the 'Online Maths Tutoring' intervention in 2014 or 2015.

I agree to identify 10 pupils, plus 3 reserve pupils, who may be allocated to receive the intervention.

I understand the intervention should only be given to pupils which have been identified.

I understand we should provide a designated space for tuition sessions.

I consent to the school taking part in the above study.

Name of Headteacher: _____

Name of School: _____

School Tel no: _____

Headteacher Email address: _____

Name of School Contact (if not Headteacher): _____

School Contact email address: _____

Signature of Headteacher: _____

Date: _____

Online Maths Tuition Service
University of York; Durham University
Prof David Torgerson; Prof Carole Torgerson



Thank you for agreeing to take part in this research. Please return this consent form at the information meeting or afterwards by post to:

Dr Natasha Mitchell, York Trials Unit, Lower Ground Floor, ARRC Building, Department of Health Sciences, University of York, Heslington, York, YO10 5DD.

Appendix E: Parent and Pupil Information Letter



[INSERT DATE]

[INSERT SCHOOL NAME]

Dear Parent / Carer

Your child's school is taking part in the *Online Maths Tuition* evaluation. Durham University and the University of York have been asked by the Education Endowment Foundation (an organisation funding research into education) to independently evaluate the *Online Maths Tuition* programme provided by Third Space Learning.

The *Online Maths Tuition* programme has been developed by Third Space Learning and supported by Nesta (a charity which helps organisations develop new ideas). It is designed to improve children's maths skills, especially those who struggle with maths. Good maths skills are important for all children.

To find out how well the *Online Maths Tuition* programme works some schools will use the *Online Maths Tuition* programme this year and some schools will not. This is decided randomly by a computer (however all schools will continue to teach children maths skills). Researchers will then compare results from schools that have used the programme with schools that have not. In order to do this we would like to collect information about your child from your child's primary school.

Your child's school will provide information including your child's name, date of birth, gender, unique pupil number, details on your child's current National Curriculum maths level and free school meal status.

Your child's information will be treated with the strictest confidence. Named data will be matched with the National Pupil Database and shared between the evaluation team and the Education Endowment Foundation. We will not use your child's name or the name of the school in any report arising from the research. Your child's information will be kept confidential at all times.

If you are happy for your child's information to be used you do not need to do anything. Thank you for your help with this project.

If you would rather your child's school did not share your child's information for this project please complete the enclosed opt out form and return it to your child's school by [INSERT DATE].

If you would like further information about the *Online Maths Tuition* evaluation please contact Natasha Mitchell the Evaluation Coordinator: natasha.mitchell@york.ac.uk; 01904 321655.

Yours faithfully

Professor David Torgerson (University of York)
Professor Carole Torgerson (Durham University)
Nesta
Third Space Learning
Education Endowment Foundation

Online Maths Tuition Service
University of York; Durham University
Prof David Torgerson; Prof Carole Torgerson





Online Maths Tuition Evaluation: Opt Out Form

If you **DO NOT** want your child's data to be shared for use in the Online Maths Tuition evaluation, please return this form to your child's school asap.

I **DO NOT** want my child's data to be shared for use in the Online Maths Tuition evaluation

Parent/Carer Signature.....

Date.....

Child's
Name.....
.....

Child's
School.....
.....

Appendix F: Variable Collection Table

Variables collected as part of this trial will include the following.

Variable	
School information:	School name 6 digit school unique reference number (URN) School address, postcode, email and telephone number Head teacher name School representative name and contact details Number of pupils on roll Number of pupils in year 5 2013/2014 % pupils current FSM % pupils from minority ethnic groups % pupils supported at school action plus without SEN statement Special measures (binary variable) % year 6 pupils achieving L4 or above in 2012/2013 Number of Y6 classes (2014/2015) Mixed ability/ability banded teaching groups Extraction information relating to the 10 identified pupils Previous use of a similar intervention
Teacher information:	Teacher initials Y6 class name Age Gender Years teaching Qualifications
Pupil information:	Unique pupil number (UPN) Pupil matching reference (PMR) Teacher initials (for teacher as in year 6 2014/2015) Pupil forename and surname DoB (dd/mm/yyyy) Gender (M/F) Special educational needs (SEN) Statement for special needs Current free school meal status (FSM) Pupil premium status (PP) English as an additional language (EAL) KS1 maths score (fine marked) Predicted KS2 maths level (end of year 5 in 2014) KS1 English score (fine marked)
Post intervention:	KS2 maths score (fine marked) KS2 English score (fine marked)