

# Evaluation of the University of Oxford improving numeracy and literacy programme

<b>Submission date</b> 26/09/2013	<b>Recruitment status</b> No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
<b>Registration date</b> 15/10/2013	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
<b>Last Edited</b> 24/01/2017	<b>Condition category</b> Other	<input type="checkbox"/> Individual participant data

## Plain English summary of protocol

### Background and study aims

'Mathematics and Reasoning' is a numeracy intervention that develops children's understanding of the logical principles underlying mathematics. 'Literacy and Morphemes' is a literacy intervention that sees children being taught about morphemic spelling, which aids children's spelling and also their reading comprehension. The lessons are all delivered through electronic resources, including PowerPoint presentations (which the teachers use for whole class teaching) and online games (that the children can access at school and at home).

### Who can participate?

Pupils aged 6 and 7 years in year 2 of infant/primary school

### What does the study involve?

Each of the two programmes requires teachers to be trained for one day in the approaches prior to the intervention starting. The programmes last for 12 weeks, with children receiving one hour of instruction per week. Participating schools are randomly allocated to one of the three groups: either one of the two interventions or their normal lessons in literacy and numeracy. Pupils' literacy and numeracy ability are tested before allocation and again at the end of the school year to determine the impact of the interventions.

### What are the possible benefits and risks of participating?

The programme may improve pupils' literacy and numeracy ability.

### Where is the study run from?

The study is being run by National Foundation for Educational Research, Slough, UK. Many schools are expected to be in the Oxfordshire, Berkshire, Buckinghamshire counties. However, adverts have been placed in the national press, so any school fitting the criteria and that approaches the National Foundation for Educational Research is eligible.

### When is the study starting and how long is it expected to run for?

January 2013 to September 2014

Who is funding the study?  
Education Endowment Foundation (UK)

Who is the main contact?  
Jack Worth  
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## Contact information

**Type(s)**  
Scientific

**Contact name**  
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## Additional identifiers

**Protocol serial number**  
N/A

## Study information

**Scientific Title**  
Evaluation of the University of Oxford improving numeracy and literacy programme: cluster randomised controlled trial

**Study objectives**  
The use of 'Literacy and Morphemes' and 'Mathematics and Reasoning' teaching programmes increase Year 2 pupils' development of literacy and numeracy ability respectively.

**Ethics approval required**  
Old ethics approval format

**Ethics approval(s)**  
National Foundation for Educational Research Code of Practice Committee

**Study design**  
Cluster randomised trial

**Primary study design**

Interventional

**Study type(s)**

Other

**Health condition(s) or problem(s) studied**

Educational attainment

**Interventions**

Participants are randomised into one of three groups:

1. Literacy intervention: 20 schools and 800 pupils receiving the literacy programme over 12 weeks
2. Numeracy intervention: 20 schools and 800 pupils receiving the numeracy programme over 12 weeks
3. Control: 20 schools and 800 pupils receiving normal lessons in literacy and numeracy

**Intervention Type**

Other

**Phase**

Not Applicable

**Primary outcome(s)**

1. Total test scores from the Progress in English test (for the literacy intervention)
2. Progress in Maths test (for the numeracy intervention)

**Key secondary outcome(s)**

1. Test the impact of the interventions on pupils of differing abilities
2. Analyse the differential impact of the interventions on free school meal (FSM) and non-FSM pupils, and English as an additional language (EAL) and non-EAL pupils
3. Analyse the impact of the interventions on end of Key Stage 1 reading, writing and maths
4. Analyse the impact on specific domains of the tests where the interventions are thought to have a particular effect: specifically, Grammar and Reading non-narrative and Solving routine problems
5. Analyse any transfer effects, testing the impact of the numeracy intervention on literacy test scores, and of the literacy intervention on numeracy test scores

**Completion date**

15/01/2015

**Eligibility**

**Key inclusion criteria**

Pupils aged 6 and 7 years in year 2 of infant/primary schools from the South of England

**Participant type(s)**

Patient

**Healthy volunteers allowed**

No

**Age group**

Child

**Lower age limit**

6 years

**Upper age limit**

7 years

**Sex**

All

**Key exclusion criteria**

Parental opt-out

**Date of first enrolment**

01/06/2013

**Date of final enrolment**

15/01/2015

**Locations****Countries of recruitment**

United Kingdom

England

**Study participating centre**

National Foundation for Educational Research

Slough

United Kingdom

SL1 2DQ

**Sponsor information****Organisation**

The Education Endowment Foundation (UK)

**ROR**

<https://ror.org/03bhd6288>

**Funder(s)**

**Funder type**

Charity

**Funder Name**

The Education Endowment Foundation (UK)

## Results and Publications

**Individual participant data (IPD) sharing plan****IPD sharing plan summary**

Not provided at time of registration

**Study outputs**

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
<a href="#">Results article</a>	results			Yes	No
<a href="#">Participant information sheet</a>	Participant information sheet	11/11/2025	11/11/2025	No	Yes