

# Evaluation of the Catch Up Numeracy programme

<b>Submission date</b> 21/11/2013	<b>Recruitment status</b> No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
<b>Registration date</b> 19/05/2014	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
<b>Last Edited</b> 15/03/2017	<b>Condition category</b> Other	<input type="checkbox"/> Individual participant data

## Plain English summary of protocol

### Background and study aims

Catch Up Numeracy is a one-to-one intervention for primary school children who are struggling with numeracy (mathematical ability). It consists of two 15-minute lessons per week for up to 30 weeks, usually delivered by teaching assistants (TA). To prepare them for the programme, teaching assistants are supplied with detailed lesson plans and receive three half-day training sessions. The programme breaks numeracy down into ten components, tests childrens ability on each, and targets subsequent instruction so that the tutor always addresses the exact area of weakness.

### Who can participate?

Pupils in years 4, 5 and 6 who are struggling with mathematics will be selected by schools for inclusion in the project.

### What does the study involve?

Each participating school will provide two teaching assistants who will be randomly allocated to deliver the Catch Up program or a time-equivalent program. The TA assigned to the Catch Up program will receive the necessary training from Catch Up. Six eligible pupils will be provided from each school and these will be randomly allocated to receive the Catch Up program, a time-equivalent program, or normal lessons in numeracy. The program will run for 30 weeks and pupils will be tested in numeracy before the start of program and at completion of the 30-week period. This will identify gains in numeracy ability.

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

The programme may improve pupils' numeracy ability.

### Where is the study run from?

The study is run from selected primary schools in the UK.

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

The project started in October 2012 and ran until June 2013.

Who is funding the study?  
Education Endowment Fund (UK).

Who is the main contact?  
Mr Simon Rutt  
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## Contact information

**Type(s)**  
Scientific

**Contact name**  
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## Additional identifiers

**Protocol serial number**  
EFCU

## Study information

**Scientific Title**  
Evaluation of the Catch Up Numeracy programme: a randomised trial

**Study objectives**  
The Catch Up Numeracy programme, by breaking numeracy into component parts, leads to an increase in numeracy for the 30-week period where the program is in use within schools.

**Ethics approval required**  
Old ethics approval format

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

**Study design**  
Three armed randomised trial

**Primary study design**  
Interventional

**Study type(s)**

Other

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

Educational attainment

**Interventions**

Catch Up Numeracy is a one-to-one intervention for primary school children who are struggling with numeracy. It consists of two 15 minute lessons per week for up to 30 weeks, usually delivered by teaching assistants.

Teaching assistants are randomised to one of two groups within each school:

1. Time equivalent
2. Catch Up Numeracy

Six pupils within each school are randomly allocated to one of three groups:

1. Time equivalent
2. Catch Up Numeracy
3. Control

The randomisation results in 100 pupils in each of the three groups.

**Intervention Type**

Other

**Phase**

Not Applicable

**Primary outcome(s)**

Progress made in the Basic Number Screening Test

**Key secondary outcome(s)**

1. Subgroup analysis will be carried out on pupils' gender and eligibility for free school meals (fsm)
2. Pre- and post-test scores on the Salford Sentence Reading Test and the Non-Reading Intelligence Tests 1-3

All pre tests were administered following the training of the Teaching Assistants. This took place between September and November 2012. The post testing took place following completion of the 30-week programme between June and July 2013.

**Completion date**

30/06/2013

**Eligibility****Key inclusion criteria**

Pupils in years 4, 5 and 6 who are struggling with arithmetic

**Participant type(s)**

Patient

**Healthy volunteers allowed**

No

**Age group**

Child

**Sex**

All

**Key exclusion criteria**

Parental opt-out

**Date of first enrolment**

01/10/2012

**Date of final enrolment**

30/06/2013

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

United Kingdom

England

**Study participating centre**

**The Mere**

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 Fund (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="#">Funder report results</a>	results	01/02/2014		No	No