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Independent evaluation of the Third Space Learnings Online Maths Tuition service

Submission date
10/04/2014

Recruitment status
No longer recruiting

Registration date
23/06/2014

Overall study status
Completed

Last Edited
21/03/2017

Condition category
Other

[_] Prospectively registered
[_] Protocol
[_] Statistical analysis plan
[X] Results
[_] Individual participant data

Plain English summary of protocol

Background and study aims
In the Mathematics: Made to Measure report, Ofsted highlighted consistent problems with achievement in maths. The number of pupils not reaching their expected level gradually increases during compulsory education; and pupils who are eligible for free school meals (FSM) have lower attainment than their peers (Ofsted, 2012). One to one tuition has previously been shown to be an effective way of improving learning, but costs can be unaffordable. An alternative is using online tutoring however the effectiveness of this has not been evaluated yet. We want to evaluate the Online Maths Tuition intervention being delivered by Third Space Learning. The evaluation aims to find out if the this helps to improve pupils maths skills during 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.

Who can participate?
Year 6 pupils (in 2014/15) in participating schools, who are predicted to have poor maths skills will be eligible to take part.

What does the study involve?
Participating primary schools will be randomly allocated to receive either the online maths tuition to identified Year 6 pupils in September 2014 or September 2015. Pupils will be asked to log on to a computer each week for their online maths tuition, each session will last about one hour. The learning objectives for each session are identified by the pupils teacher. All sessions are recorded so teachers can review progress. The study will use the national KS2 maths test as the outcome therefore pupils will not need to sit any additional tests for the study.

What are the possible benefits & risks of participating?
Possible benefits to taking part in the study include receiving additional support for pupils struggling in maths, exposure to a new technology to improve performance and exposure to participating in a national study in education. We dont foresee any risks to the participants.

Where is the study run from?
The evaluation teams are based at the University of York and Durham University, the project is managed jointly between these two sites. Participating schools are based broadly in four geographical locations in the UK: Yorkshire, London, West Midlands & Calderdale.

When is the study starting and how long is it expected to run for?
March 2014 to March 2016

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

Who is the main contact?
Prof David Torgerson
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Contact information

Type(s)
Scientific

Contact name
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Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers
Version 1.3 ; 12/02/2014

Study information

Scientific Title
Independent evaluation of the Third Space Learnings Online Maths Tuition service: a cluster randomised controlled trial

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

Ethics approval required
Old ethics approval format

Ethics approval(s)
1. Durham University School of Education Ethics Committee,11/03/2014
2. University of York Health Sciences Research Governance Committee, 12/03/2014

Study design
Pragmatic cluster randomised controlled trial

Primary study design
Interventional

Secondary study design
Randomised controlled trial

Study setting(s)
Other

Study type(s)
Quality of life

Participant information sheet
Not available in web format, please use the contact details below to request a participant information sheet

Health condition(s) or problem(s) studied
Education, maths skills

Interventions
Intervention:
The intervention is an online maths tutoring programme provided by Third Space Learning. Year 6 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. The intervention will be delivered for one academic year.

Control:
Usual teaching

Intervention Type
Other

Phase
Not Applicable

Primary outcome measure
Key Stage 2 (KS2) maths score. Pupils complete the national Key Stage 2 maths tests during Year 6 of primary school, typically testing takes place in May of each academic year, results are usually available from September of that year. For the purposes of this study we will be accessing tests taken in May 2015.

Secondary outcome measures
KS2 English score. Pupils complete the national Key Stage 2 English tests during Year 6 of primary school, typically testing takes place in May of each academic year, results are usually available from September of that year. For the purposes of this study we will be accessing tests taken in May 2015.

Overall study start date
01/03/2014

Completion date
31/03/2016

Eligibility

Key inclusion criteria
1. Primary schools willing to implement the Online Maths Tuition intervention if allocated to intervention
2. Those schools willing to undertake all related research procedures

Pupils/Children: Each participating primary school will identify approximately 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. 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.

The 3 pupils identified as reserves will only receive the intervention in specific circumstances, for example if one of the original 10 pupils leave the primary school permanently or refuses to use the intervention.

Participant type(s)
Patient

Age group
Child

Sex
Both

Target number of participants
Approximately 60 primary schools. Approximately 600 pupils/children in total.

Key exclusion criteria

Pupils who have a statement for special needs will not be eligible for the intervention

Date of first enrolment
01/03/2014

Date of final enrolment
31/03/2016

Locations

Countries of recruitment
England

United Kingdom

Study participating centre
York Trials Unit
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Sponsor information

Organisation
University of York (UK)

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Sponsor type
University/education

ROR
https://ror.org/04m01e293

Funder(s)

Funder type
Charity

Funder Name
The Education Endowment Foundation (UK)

Results and Publications

Publication and dissemination plan
Planned publication in a high-impact peer reviewed journal.

Intention to publish date

Individual participant data (IPD) sharing plan
The datasets generated during and/or analysed during the current study will be stored in a non-publically available repository FFT Education http://www.fft.org.uk/.

IPD sharing plan summary
Not provided at time of registration

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Basic results		07/03/2017	15/03/2017	No	No