

# Independent evaluation of the Third Space Learnings Online Maths Tuition service

<b>Submission date</b> 10/04/2014	<b>Recruitment status</b> No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
<b>Registration date</b> 23/06/2014	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
<b>Last Edited</b> 21/03/2017	<b>Condition category</b> Other	<input type="checkbox"/> 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 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 don't 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

Prof David Torgerson

### Contact details

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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**

York

United Kingdom

YO10 5DD

## **Sponsor information**

**Organisation**

University of York (UK)

**Sponsor details**

c/o Sue Final

Intellectual Property Manager

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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?
<a href="#">Basic results</a>		07/03/2017	15/03/2017	No	No