

Evaluation of the Catch Up Numeracy programme

Submission date 21/11/2013	Recruitment status No longer recruiting	☐ Prospectively registered ☐ Protocol
Registration date 19/05/2014	Overall study status Completed	☐ Statistical analysis plan ☒ Results
Last Edited 15/03/2017	Condition category Other	☐ 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 children's 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?
Funder report results	results	01/02/2014		No	No