

NUMBER STACKS CASE STUDY



Pleasant Street Primary School, Liverpool

Pleasant Street Primary have been using Number Stacks as a maths intervention to help children who were working below age related expectations (ARE). The data below covers a period from October 2020 to July 2021. Over this period, 56 pupils accessed the intervention of which 70% spoke English as an additional language (EAL) and 34% were on the SEN register. Staff used the Initial Assessments to establish a starting point for each child and then worked through the Number Stacks Key Skills, starting with the Number & Place Value category. Children had to demonstrate a secure understanding on the fluency tasks before progressing on to the next Key Skill, and only moved on to the next category of Key Skills when they had reached ARE in the current category. Frequency of sessions varied between classes with the children furthest behind having at least 3 sessions a week and those only working slightly below ARE, only one or two. The statistics below are taken from Pleasant Street's Intervention Tracking Data.

KS1 (27 Pupils)

- 100% made progress from their starting points
- 63% Caught up with ARE in Number & Place Value
- 41% Caught up with ARE in all categories and no longer needed to access the intervention
- Pupils progressed by an average of 9 Key Skills

KS2 (29 Pupils)

- 100% made progress from their starting points
- 83% Caught up with ARE in Number & Place Value
- 55% Caught up with ARE in two or more categories
- 93% Progressed by at least 10 Key Skills
- Pupils progressed by an average of 14 Key Skills

'Number Stacks has been a fantastic intervention. It has worked well as it has helped close the gaps, especially with basic skills. The resources used are good to support the children as it is a visual element to support them.' (Y1 Teacher)

'The children have really enjoyed the sessions and I think it has had an impact on their confidence in Maths. They have used their strategies in Maths lessons.' (Y2 Teacher)

'Number stacks has had a positive effect this year as children have responded well to the short lessons...The children have become more confident attempting questions in class and have improved their test results.' (Y4 Teacher)

'I like Number Stacks. It makes Maths easy because we have counters. It helps me with my maths because I remember all the things I have done in Number Stacks when we do Maths in class.' (Y4 Pupil)

'Number Stacks has been an easy intervention to complete. The resources are ready and the 'grab and go' nature of the intervention means that it is fuss free and there is no planning or resourcing needed. It has had a massive impact on pupil confidence and progress this year. The children enjoy the practical element of the sessions and we are noticing that they are using skills and strategies in Maths lessons.' (Intervention Manager)