

**THIRD SPACE  
LEARNING**

# Impact Report 2019



# Our mission

We are Third Space Learning, a UK education company committed to improving maths attainment and outcomes for all primary school aged children, especially those from disadvantaged backgrounds.



Over the past 5 years, we've worked with thousands of primary schools across the country to provide them with one-to-one maths interventions and curriculum resources for pupils from Year 1 to Year 6.

In the first half of 2019 alone our tutors provided weekly one-to-one teaching for over **13,000 pupils** to build skills and confidence ahead of KS2 SATs.

“

It's been a huge honour to play a role in the brilliant work primary schools in the UK are doing to support and inspire all children to succeed in maths. But we know that there is still work to be done.

The attainment gap for disadvantaged pupils remains striking. In the 2018 KS2 SATs, 70% of all pupils in England achieved the expected standard in English, Reading and Maths compared to 51% of pupils in receipt of pupil premium. The attainment gap is even greater for those achieving the higher standard: 12% nationally reach it, but it's only 4% for pupils who receive pupil premium funding.

By working with schools to support some of their most disadvantaged pupils (over half of the 54,000 pupils we've taught have been in receipt of pupil premium), we aim to help all children develop a **lifelong love of maths** which goes beyond success in KS2 SATs.



## How we transform maths attainment....

One-to-one tuition is one of the most effective methods of making rapid progress in maths delivering up to 5 additional months' progress on average (Education Endowment Foundation).

One-to-one teaching can also be expensive, at an average of £30 per hour and often up to £50 or £60.

Our interventions provide schools with all the advantages of personalised one-to-one teaching, but as the weekly lessons are delivered online they are more affordable, allowing schools to widen the impact and support even more pupils.

**£ 30**

Average cost per hour  
of traditional  
one-to-one tuition

**£ 15**

Average cost per hour  
of one-to-one with  
Third Space Learning



**Rachel Haig**

Assistant Head, St Mary Cray  
Primary Academy

“

*It provides an opportunity for groups of children to receive personalised maths tuition, and if we were trying to do that, we wouldn't have the manpower or the budget to be able to. The fact that you can get a fairly large group of children all having one-to-one, personalised tuition is a real plus point.*

# Online one-to-one tutoring from **maths specialists** supporting thousands of schools across England and Wales

## This year

- ✓ **152,766** one-to-one lessons delivered
- ✓ **15,413** pupils taught
- ✓ **818** schools supported

## Since 2013

- ✓ **518,000** one-to-one lessons delivered
- ✓ **54,212** pupils taught
- ✓ **1638** schools supported

The support we offer can be adjusted to suit a wide range of different school contexts.

### LARGEST SCHOOL

Ward End Primary, Birmingham



**800+**  
TOTAL PUPILS



**17**  
PUPILS ON INTERVENTION

### SMALLEST SCHOOL

Stony Middleton Primary School, Derbyshire



**12**  
TOTAL PUPILS



**2**  
PUPILS ON INTERVENTION

### WIDEST INTERVENTION

Webster Primary, Manchester



**500+**  
TOTAL PUPILS



**60**  
PUPILS ON INTERVENTION

### LONGEST TERM SCHOOL

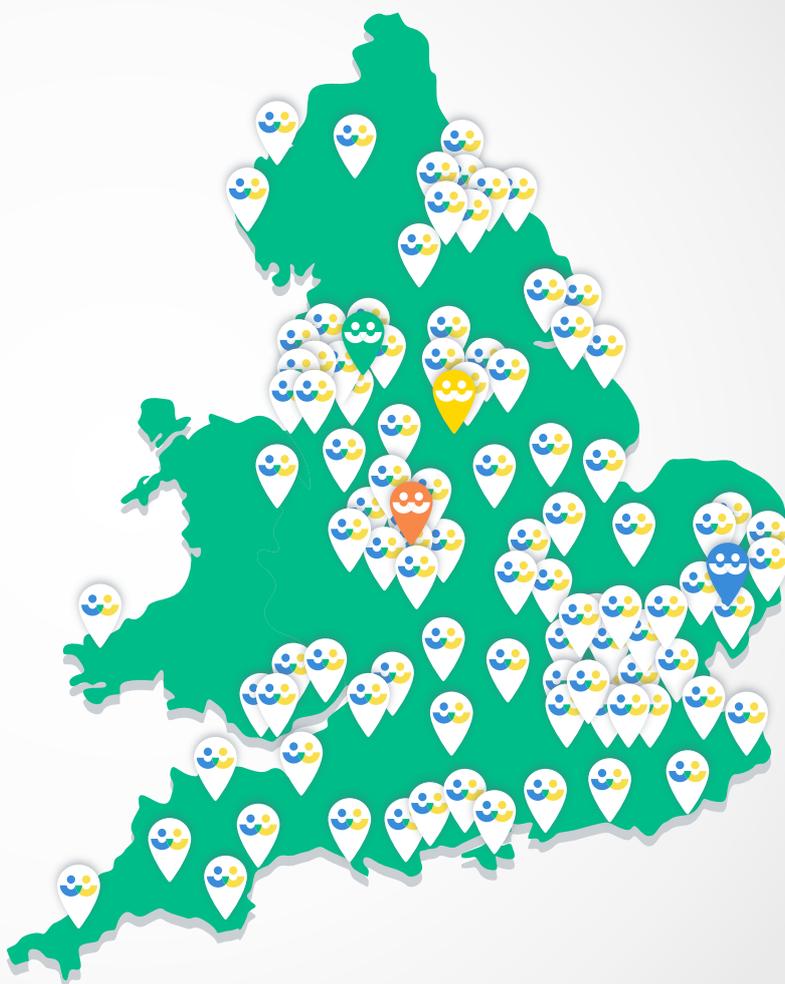
Somers Heath Primary School, Essex

**6**

YEARS USING  
THIRD SPACE



**58**  
PUPILS RECEIVED  
INTERVENTION



# The impact of our one-to-one maths lessons

In a trial of Third Space Learning benchmarked against Rising Stars assessments, schools taking part chose pupils who they identified as being on the cusp of meeting Year 6 expectations. The pupils then received 14 weeks of one-to-one intervention with Third Space Learning and were assessed at the start, mid-point and end using PUMA tests.

## RISING STARS

Pupils made an average of **7 months progress in just 14 weeks** by using Third Space Learning's interventions.

“

*There's definitely been an improvement - all of our children did really well. All of them achieved 100 and above. Pupil A, for example, achieved 119 out of 120; Third Space definitely played a part in that. Some of our pupils got a real confidence boost. The format (interactive, on screen) engages the children. Our boys in particular really, really, really liked it.*

**Carla Holmes**

Senior Leader, Tennyson Road Primary School

“

*Their learning concentrated on verbalised reasoning and understanding so they're able to recall things more quickly and explain their thinking which has led to improved confidence.*

**Liz Hughes**

Deputy Headteacher, Hayes Primary

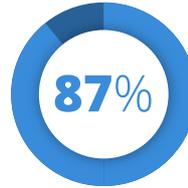


Rated **9/10** on average by over 621 Primary School Teachers and Leaders

### What pupils say...



Think their one-to-one lessons are useful or very useful



Find their lessons enjoyable or very enjoyable

### What teachers say...



Would recommend Third Space Learning's maths interventions



Have found Third Space Learning resources to be effective or very effective in helping prepare their pupils for SATs



“

*My tutor is very nice and patient when I do things wrong and she helps me get things I didn't get before. I enjoy our lessons very much.*

**Year 6 pupil**

# Maths interventions done differently



## Targeted

You decide which pupils need additional maths support



## Flexible

You tell us which time of day works best for you



## Personalised

Tutors adapt lesson pitch and pace for each pupil



## Expert

Tutors are trained maths specialists with access to 270 Y1 to Y6 lessons



## Assessed

You can track pupil progress with regular online reports



**Judy Coles**

Headteacher, Hague Primary School

“

*It's organised and just happens for the children each week. They look forward to it. Makes personalisation nice and easy – for a change!*

## Year round programme of support for long term impact

Our data shows that pupils' progress and attainment is best when they have a minimum of **12 weeks of one-to-one sessions**. That's why our tutors deliver one-to-one lessons year-round, following a structured three-phase approach.

### Foundation Autumn Term

Intervene earlier and address outstanding gaps for any KS2 target pupils



### Consolidation Spring Term

Revise key concepts for Year 6, practice problem solving and gear up for SATs



### Transition Summer Term

Boost Year 5 progress and start preparing pupils for the move to Year 6



“

*The pupils are very enthusiastic, the sessions are well planned and the tutors explain well. All the staff I have contacted are extremely friendly and helpful and it is good value for money.*

**Becky Cain**

Deputy Headteacher, Cranborne Middle School

# Outcomes for the primary schools we support

## 1 As gaps are plugged pupils progress more quickly

### After 45 minutes of teaching:



Of all pupils show a solid foundational understanding of the concept they have been learning



Of these pupils are able to complete greater depth tasks



On average pupils cover **100 lesson objectives** over a term of the intervention; each objective has been chosen by our assessment or by teacher's selection as a gap in the child's learning.

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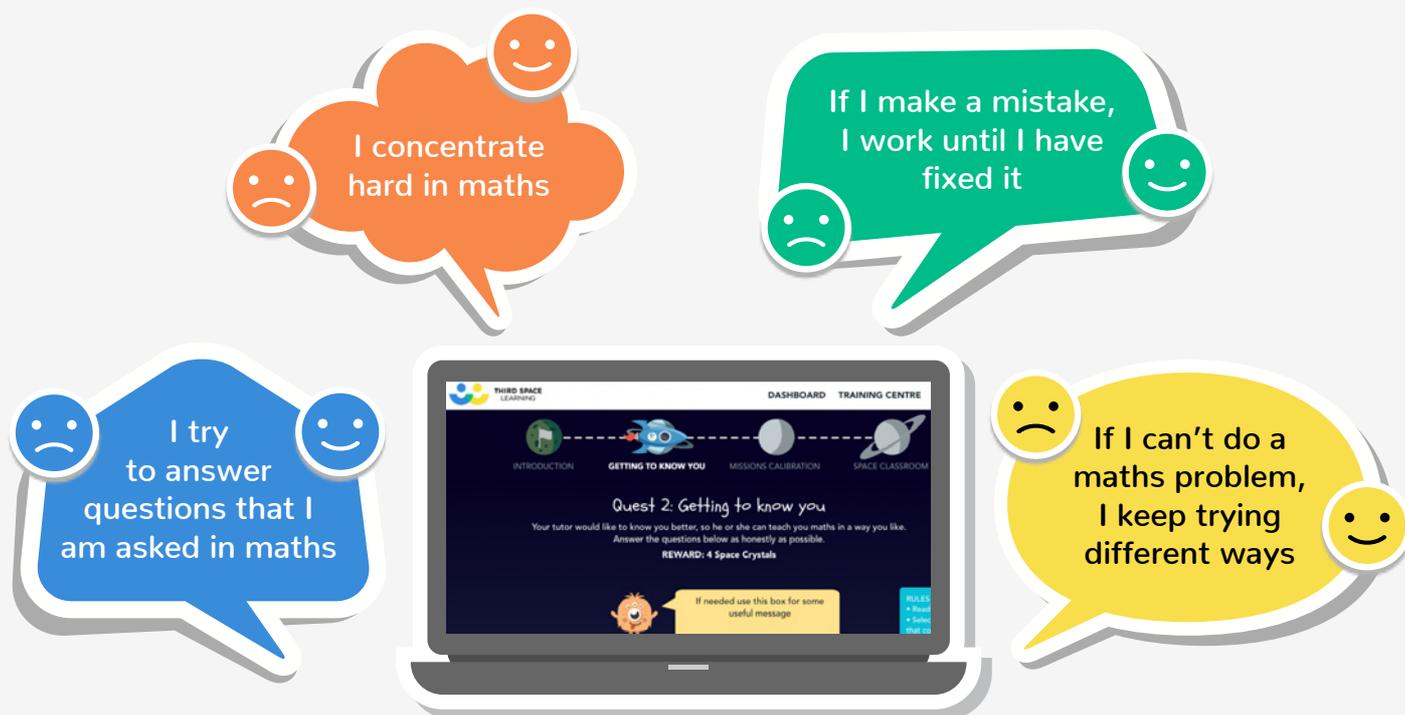
*Third Space Learning, in conjunction with our own school-based teaching, has really supported targeted intervention of skills and raised pupil confidence. To have attainment above the National Average makes us feel very proud.*

**Jon Hadley**

Deputy Head, Rood End Primary School

## Pupils' engagement and confidence within maths is transformed

One of the major barriers to pupil success in maths is confidence and the willingness to 'have a go', often identified as whether they have a **growth or fixed mindset**. Many of the pupils we teach self identify as 'low effort' when answering these questions.



Between September 2018 and May 2019 we consistently **increased pupils' effort in maths by almost 50%**. Schools then tell us that this translates very positively to the effort they make back in the classroom.

“

*It's great for those children that are working below where they need to be, but also for the children who benefit from the confidence building of the one-to-one. Third Space has certainly helped with those children that had more of a barrier to learning than others.*

**Tracy Hart**

Assistant Headteacher, Aveley Primary School

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## Pupils become adept at explaining their reasoning and problem solving



By the end of a term each pupil on Third Space will have spent an additional **540 minutes (9 hours)** talking through their maths reasoning.



Each lesson consists of one pupil and one tutor talking together as they work through a carefully created programme of activities that **helps build knowledge and understanding.**



During both the arithmetic and the reasoning part of the lesson, pupils are encouraged to **explain and 'prove' their thinking** at each stage.



“

*Children showed great progress and were confident when given problems to solve. It really worked!*

**Lorraine Hazelwood**

Wootton Wawen CofE Primary School

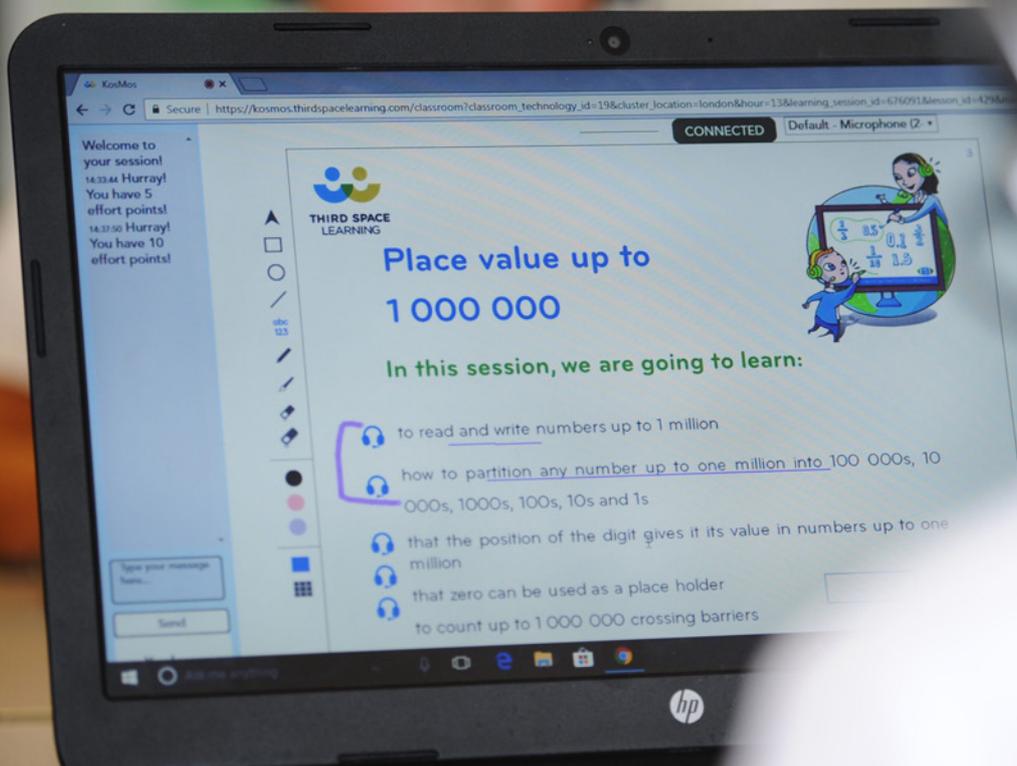
“

*I struggled a bit today but my tutor helped me and now I understand the question I was stuck on and it is clear to me what I have to do next.*

**Year 6 pupil**



Of Third Space schools surveyed in 2018 felt the intervention provided effective SATs preparation for their target Year 6 pupils



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*The SATs results for our pupil premium children have historically been very low, and we were really looking for something that could fill a gap. With Third Space, our maths progress has improved a lot, and we've gone from 40% ARE to 70% ARE this year!*

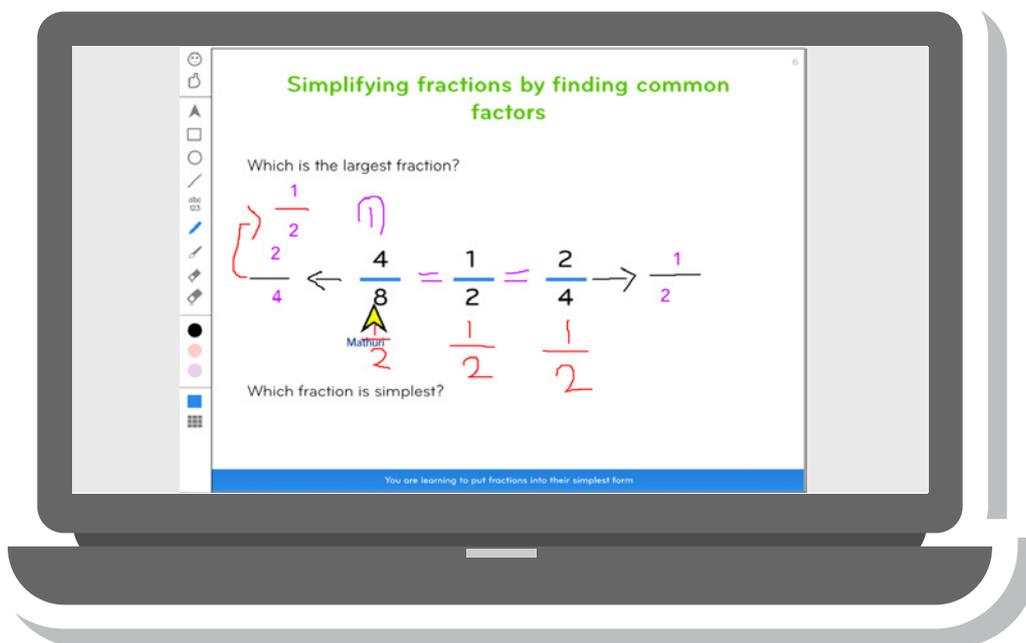
**Louise Hopcroft**

Deputy Headteacher, Parson Street Primary School

5

## Each pupil receives personalised support specific to their needs

At the start of every Third Space Learning programme pupils can take part in a **diagnostic assessment**; through a series of adaptive questions this enables us to pinpoint the precise initial gaps for each pupil and propose a **best fit sequence of lessons**.



“

*It has really made a difference. Students have been motivated by a different way of learning than in the classroom. The assessment of their level of understanding is then built upon with lots of positive reinforcement. These one-to-one tailored programmes to the individual needs of the child is time very well spent.*

**Alison Tanner**

Class Teacher, Cameley CofE VC Primary School

Identifying target pupils, planning a programme of lessons and preparing resources for any intervention increases workload. Add in the time required to deliver the intervention and to report back to the class teacher and for 10 pupils this can take up to two days of work.



“

*I like the fact it is at a regular time, there is no additional teacher workload and the children enjoy it.*

**Vanessa Potter**

Class Teacher, Foxes Piece School

“

*My tutor is very nice. I have never enjoyed maths this much.*

**Year 5 pupil**



Assuming 10 pupils for a 45 minute lesson every week

School Managed Maths Interventions

Third Space Learning Interventions

Planning for each lesson

$15 \times 10 =$   
**150**  
minutes

**15**  
minutes

Delivery of each lesson

$45 \times 10 =$   
**450**  
minutes

**45**  
minutes

Reporting back to class teacher

$5 \times 10 =$   
**50**  
minutes

**5**  
minutes

Total contribution to teacher / TA workload

**650**  
minutes  
**10hr 50min**  
per week

**65**  
minutes  
**1hr 5min**  
per week



**TIME**  
saved

**585**  
minutes

**9hr**  
**45min**  
per week

7

## Guaranteed expert instruction from trained maths specialists

Pupils are taught maths lessons by tutors who are

# MATHS SPECIALISTS

by degree or training

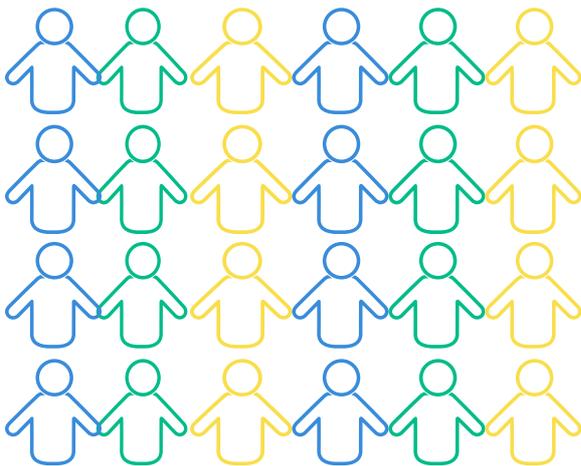


# 1255

TUTORS TRAINED BY



THIRD SPACE  
LEARNING



ALL TUTORS RECEIVE

**135 HOURS**  
INITIAL TRAINING



**32 HOURS**  
CPD EVERY YEAR



**26 LESSON**  
OBSERVATIONS  
PER TUTOR PER YEAR



“

*Children enjoy the personalised 1:1 tuition with the adults. Tutors are always patient and will take them back to their prior learning before moving them on.*

**Maria Kiniari**

Deputy Headteacher, St Paul's Church of England Primary School

“

*A great all round experience. The children love their sessions, enjoy working with their tutors and the sessions make a real difference to their understanding and application of maths.*

**Angie Bailey**

Deputy Headteacher, Giles Brook Primary School

## Lessons are continuously improved based on evidence from thousands of hours of teaching

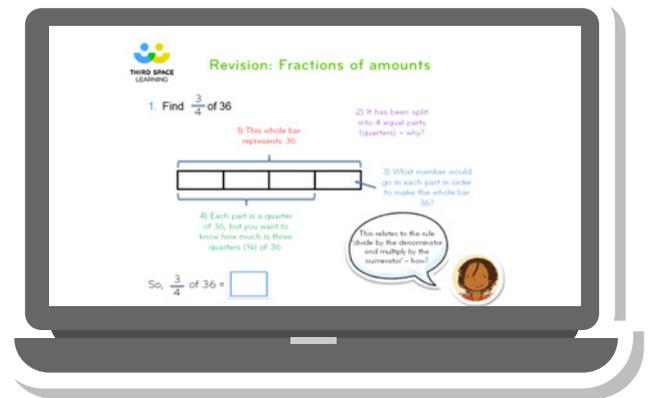
Pupils are taught structured, carefully designed lessons that align with a mastery approach to maths. Data on the quality of each lesson and the progress made by pupils is fed back into a **continual improvement loop** to ensure we keep refining and improving our lessons, for the greatest impact on the learners we support.

One of our most popular lessons

### FRACTIONS OF SHAPES, QUANTITIES + AMOUNTS

has been taught

**10,321**  
TIMES 



On average each lesson has been taught

**1622**  
TIMES

“

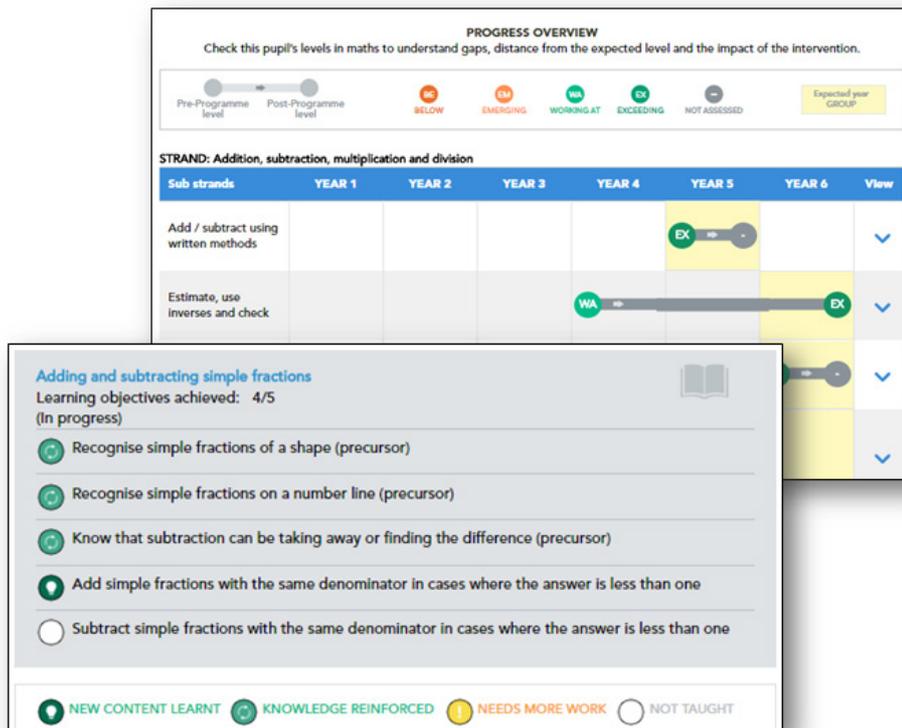
*It is one-to-one teaching for a good value price. Pupils enjoy working with their tutors - they describe them as lovely, friendly and helpful. Good range of sessions. Content of the sessions is appropriate and fits with the scheme of work we use in lessons.*

**Becky Cain**

Deputy Headteacher, Cranborne Middle School

## Reports provide clarity and oversight on a school level

Identify the impact of your spending and track progress of individual pupils to **ensure best value** of pupil premium and target intervention spend.



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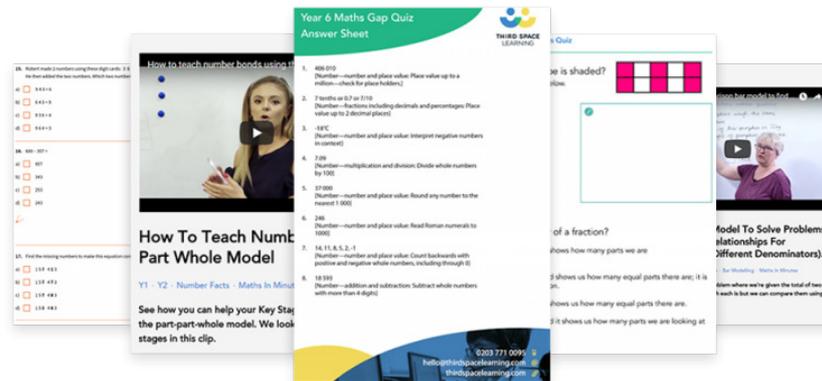
*We love the flexibility offered by Third Space Learning – we use it mainly as a catch-up intervention, but we also use it to pre-teach topics or to extend our greater depth children. It is great to be able to start the year with the diagnostic programme to identify knowledge gaps. The progress reports are very helpful in pin-pointing strengths and weaknesses, whilst the weekly practice time exercises ensure the children keep revising previous learning.*

**Mrs P-K**

SLT, Buckland Primary School

# Whole school impact with access to Maths Hub of mastery focused curriculum resources

All schools who sign up to Third Space have the opportunity to use over a thousand maths videos, downloadable lesson slides, reasoning activities and assessments.



**90,000 TEACHERS**  
CURRENTLY USING THIRD  
SPACE RESOURCES

**2000+ RESOURCES**  
AVAILABLE ON THE  
MATHS HUB

**36 WEEKS**  
WORTH OF DAILY  
LESSON SLIDES

**4500**  
DAILY FLUENCY  
QUESTIONS

**2200**  
DAILY REASONING  
QUESTIONS

**50**  
DIAGNOSTIC  
ASSESSMENTS

**6**  
SCHOOL YEARS  
COVERED (1 - 6)

**MORE**  
ADDED EVERY  
TERM

“

*The resources are first-rate. They are extremely well-focused, and are certainly based on recent and relevant developments in the teaching and learning of Maths.*

**Ron Naylor**

Headteacher, Forefield Junior School

# Case Study:

## Aiming for ARE for all Pupil Premium Children at Castlechurch Primary School

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*I was very impressed with what I saw at a showcase event for Third Space in a local school in Stafford; with the security, how the programme ran, the dialogue between students and teachers.*

*We just signed up straight away following that meeting!*

- ✓ We've seen a **big improvement** in reasoning skills
- ✓ We use the SATs Intervention programme which has been **fantastic** for our Year 6 Pupil Premium children who we felt may not reach age related expectations. They've certainly been **very positive** about it.
- ✓ Our pupils were very good at procedure and simple arithmetic, but actually applying that knowledge in **problem solving** was proving to be an issue.
- ✓ We found that with the opportunity to talk through those problems with the tutor, almost on a stage by stage basis, they were thinking aloud and it has given a **huge boost** to their reasoning skills.
- ✓ Our governors were also really **impressed** especially with the safety aspect and all lessons being recorded.



**Nicola Glover**

Headteacher, Castlechurch Primary School

“

*It's made a really big difference, not just in terms of results, which obviously count for us, but for the children and their confidence in maths. They're leaving our school now thinking 'I'm a mathematician' so thank you very much for that.*

We'd **love to talk** to you about how we can help **transform maths** outcomes in your school.

We know every school is different, but our aim is to give every school the same **personalised approach** we give each pupil.

Book a demo today or get in touch



**020 3771 0095**



**hello@thirdspacelearning.com**



**thirdspacelearning.com/impact-demo**



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