



MATHSMAKERS

MAKING MATHS ACCESSIBLE FOR ALL

Impact Report

October 2024



MathsMakers is an education charity that delivers maths intervention programmes for both **primary** and **secondary** age schools. Our aims are to:

- **strengthen students' foundation in maths,**
- **raise their attainment levels, and**
- **cultivate confidence when tackling maths problems.**

We focus particularly on students in need, including disadvantaged students who are unlikely to have access to help outside of school, students who are significantly behind National Curriculum expectations and those needing an immediate boost to help them pass SATs/GCSE maths exams.

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Who are we?

At MathsMakers, we believe that success in maths learning can significantly boost self-confidence, widen education and career choices, and enable the development of important life skills.

Yet too many young people continue to underperform in maths and are denied that success.

We take as our starting point the belief that students who face challenges with maths can, with extra support, become 'unstuck'. We deliver personalised support and attention to help students reach their full potential.

In this report, we share some of our successes and a sample of first-hand accounts from the students and teachers we work with. We are proud of our work to date and look forward to reaching more students in 2024/25 and beyond.

Our History

By 2018 MathsMakers was working across **4 London boroughs** and had 6 highly qualified maths instructors.

In 2016 our NRCSE Bronze **award** was renewed and we gained **funding** support from Securing Success



Year 12 students joined us as volunteer **mentors**, offering peer support and gaining valuable experience for their **Duke of Edinburgh awards**.

This has been very successful and is still in place today.

In our first year of programmes **90%** of students **improved** their scores.



Our vision began in 2013 when we ran several pilot programmes with excellent results.



MathsMakers was **founded** by Helena Mullins and Michelle Lee in **2014**.

2018

2016

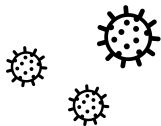
2014

2020

2022

2024

In March, 2020 **Covid-19** hit and our programmes moved **online**.



Our **programmes tripled** between 2018 and 2021 due to the launch of the National Tutoring Programme and online learning.



We continue to secure **further funding** from a number of grants, allowing us to develop and continue to grow.



In 2024 MathsMakers was made a National Tutoring Programme **tuition partner**.



We have partnered with many schools and continue with our goal to **reduce** the **attainment gap** and make maths accessible for all.

Our Headlines

94%



94% of students in 2023/24 report making progress in their maths after attending one of our programmes.

20



Our students consistently show an average improvement of 20 percentage points in MathsMakers test scores

100%



100% of our student mentors in 2023/24 would volunteer again and would recommend MathsMakers to a friend.

100%



Our partner schools appreciate our professionalism, the quality of our resources and the level of care given to individual students

93%



93% of parents think the MathsMakers programme was useful for their child, reporting increased confidence levels in maths.

Schools struggle to reverse underachievement from primary school age.

The attainment gap in maths between disadvantaged students (those eligible for Free School Meals) and their non-disadvantaged peers increases throughout school.



Figures from Education Policy Institute, 2024

The problem

Despite an increased focus on core subjects in the secondary curriculum, student progress in maths in England – particularly for disadvantaged and underachieving students continues to face several serious challenges...

There is a shortage of good maths teachers in England

Recruiting and retaining high-quality, specialist, maths teachers is a challenge for many schools.
Ofsted, 2023



The KS4 disadvantage gap index has widened since the pandemic and is now at its highest level since 2011.

Education Policy Institute, 2024



2010

2012

2014

2016

2018

2020

2022

2024



The attainment gap results in many 19-year-olds underperforming and leaving education without a qualification in maths.

In April 2011, the Department for Education introduced **pupil premium** to state schools in England to address the attainment gap. (*Ofsted, 2011*)

In 2020 the **National Tutoring Programme (NTP)** was launched by the UK government as part of the Covid-19 recovery plan and to tackle the growing attainment gap as a result of the pandemic.

In August, 2024 the NTP ended, however the DfE has expressed a desire for tutoring to continue into the long-term and is considering how this can be supported.

The MathsMakers solution

MathsMakers is unashamedly passionate about maths. As our name suggests, our ambition is to create young mathematicians – students who are good at using numbers. We set about this in a way that distinguishes MathsMakers from other similar intervention programmes.



We **extend the maths provision at school** by delivering carefully planned programmes in small groups online or in-school. Our programmes are **tailored to meet the needs of the students** and each participant receives a high level of personal attention from our highly qualified instructors.



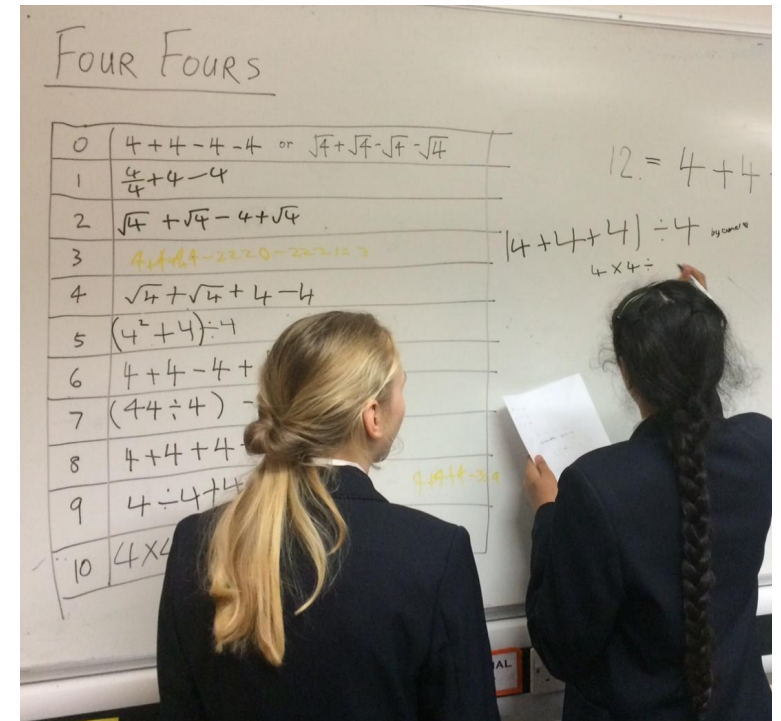
By **consolidating students' core maths skills**, we close the gaps that some students develop throughout their school journey. Our primary focus is on **disadvantaged students**, however our programmes are open to all.



Using puzzles and a range of problem-based activities in every session, MathsMakers facilitates the **development of a range of skills crucial to success in maths**, notably problem-solving and reasoning but also checking, self-evaluation and perseverance.



For our in-school programmes we also offer Y12 **mentor** support. Mentors are fully trained and work alongside our instructor to provide invaluable support to students. In return they gain what we believe to be **one of the best-supported, most accessible and rewarding work experiences** available to year 12s.



Student Progress

Students show an average improvement of **20 percentage points** in our tests.

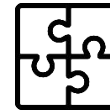
The majority of students **meet their target SATs and GCSE grades** after attending our programme.

Many students show **improvement** in their regular maths lessons and report increased **confidence** after attending our programme.

How we measure:



Comparing pre-programme **test scores** with final test scores.



Observing how students engage in each session and grow in confidence.



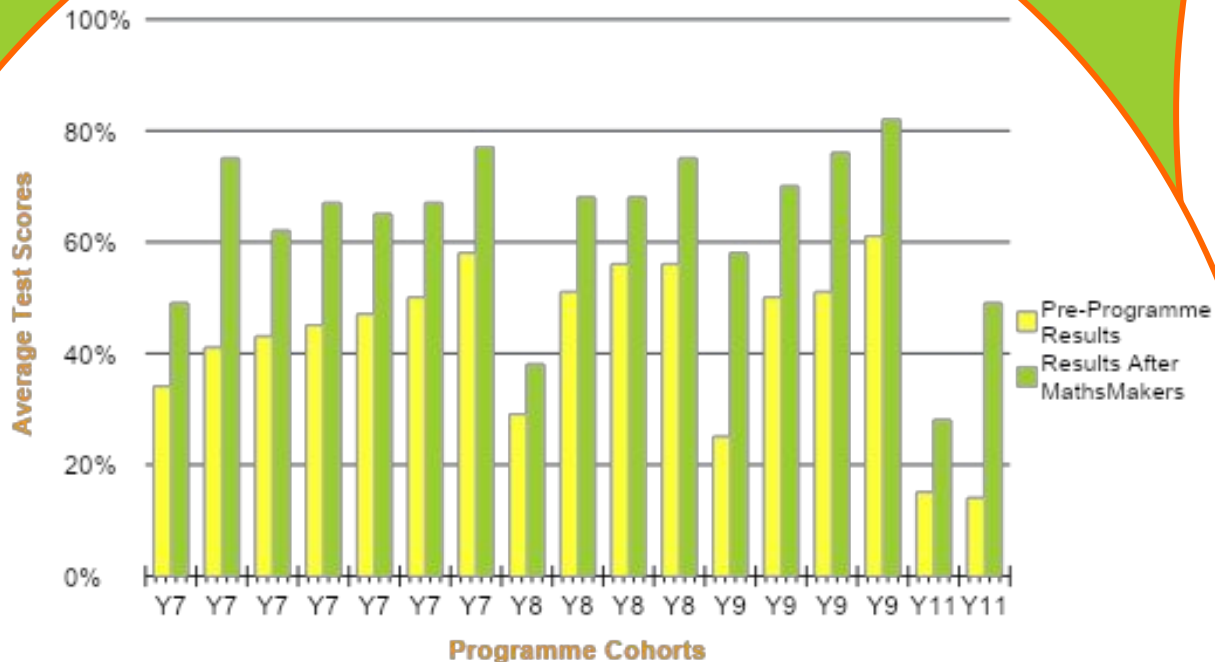
Level of **completion of work** and homework.



End of programme **feedback** from students, parents and schools.

When considering all of the above, the majority of our students achieve very good outcomes.

Progress results



Partnerships with schools



Together, we deliver the greatest possible benefit to both students and mentors.

"I cannot praise this programme highly enough: they are doing excellent work and we are proud to be working alongside them.

It has been a pleasure to work with MathsMakers for the past two years. We have run a programme in a local primary school where our sixth formers work on maths problems with primary age pupils. MathsMakers communication with both me and the primary school is outstanding - they organise everything and it works superbly well.

MathsMakers also evaluate the programmes very effectively. The pupils from the primary school are monitored and their levels assessed... We have seen that the pupils who take part in the course do progress extremely well in comparison with their peers."

Tim Dalton, Director of Shaftesbury Enterprise Harrow School, Year 12 Mentor's

"Helena Mullins and her team follow high professional standards. They are committed and passionate in supporting students to reach their potential.

MathsMakers ensure they are **well informed** of student's mathematical knowledge prior to planning the interventions. They are **flexible** in their approach and work with you to ensure groupings and abilities are suitable matched. The **attention to detail** makes MathsMakers **stand out** as an organisation and further supports student engagement, motivation and success.

We are happy with the partnership we have with MathsMakers and would **highly recommend** their tutoring programme to schools.

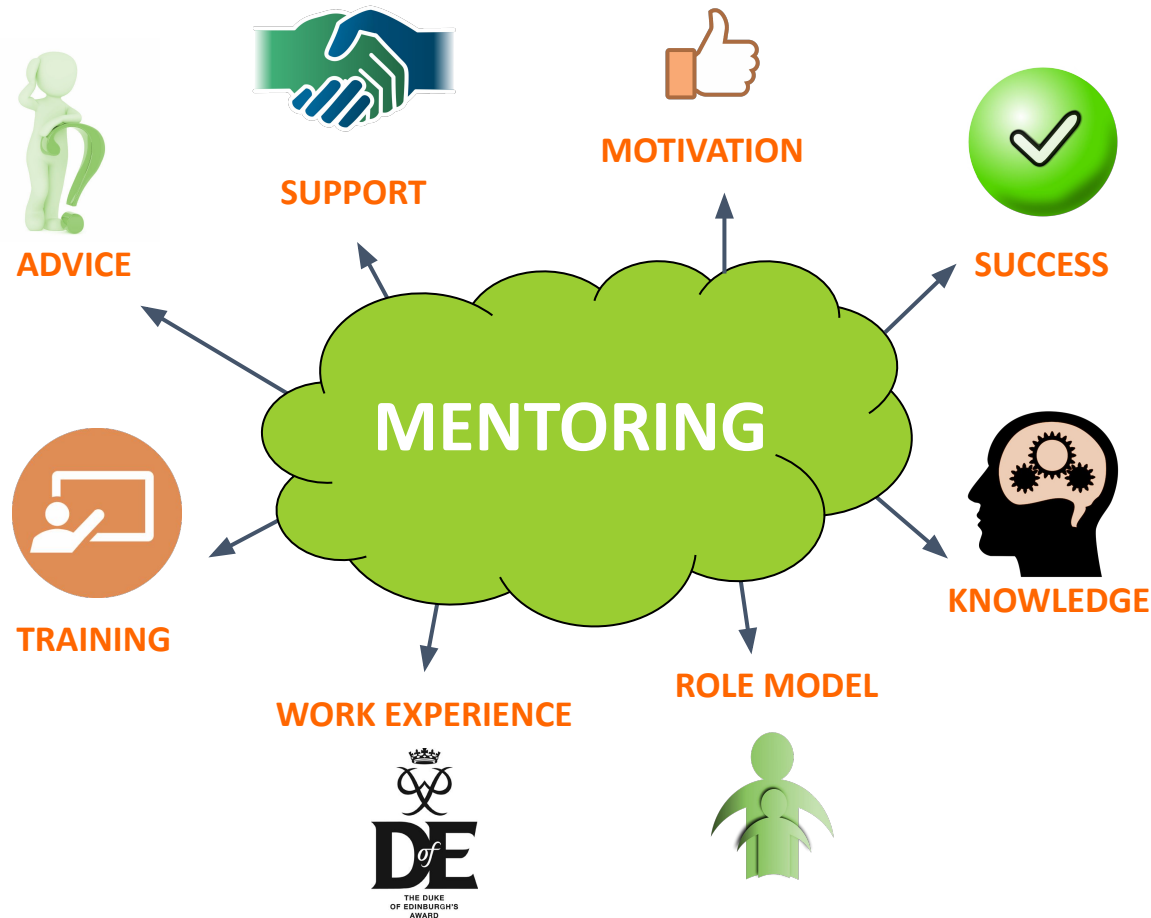
Jane Mullan,
Deputy Head Teacher, Friern Barnet School

MathsMakers programmes are most effective when we work closely with schools to ensure careful student selection, maintain high attendance and share constructive feedback.

Three-Way School Partnerships

MathsMakers is proud to facilitate 3-way partnerships with Primary and Secondary schools

Younger students are given **1-on-1 help from high-attaining students** in year 12, who have been recruited and trained as maths mentors. Mentors encourage students to **engage actively with the learning tasks** assigned by the programme instructor. Peer mentoring creates a **friendly and supportive environment where students can start to feel more positive** about their maths learning.



Non-School Partnerships

COMMUNITY PROJECTS

MathsMakers has partnered with **Ignite Youth, Harrow** for the past 3 years offering in-person small group maths tuition outside the school environment.

Funding from John Lyon's Charity has helped enable this support.



COLLABORATIONS

MathsMakers is endorsed and supported by Young Barnet Foundation, Young Brent Foundation and Young Harrow Foundation. We have also received mentoring from Joy Collins, CEO of Securing Success.

We work closely with organisations and greatly benefit from their training, guidance and some funding.

youngharrow
foundation



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BARNET**
FOUNDATION



"I don't worry about maths any more as I know now not to give up."

Year 9 student

"Everyone helps you. It's lots of fun and gets you working."

Year 8 student

"It helped me a lot as I have improved my grades at school. I found it a nice experience as I didn't like maths but now I have changed my mind."

Year 7 student

*"I enjoy coming to MathsMakers. I like the puzzle, workbook, activities, mentors and the biscuits. It has helped me with my maths. **I understand better in class and speak up more.** I feel more confident."*

***The MathsMakers classroom is calm, which makes it easier to learn.** I like working with mentors. I think mentors are good at explaining things so that I understand."*

Year 7 student

Student & parent feedback

"I was very pleased when I heard that my children would be doing MathsMakers. I want my children to do well so was grateful that the school had noticed that they could benefit from some extra help and had organised it."

*Nancy is **loving it**. She was not too confident about maths initially and has always been reserved. Now, she shows me her homework!*

*Eddie was awarded **"Maths Student of the Year"** last year. He really improved after MathsMakers.*

*Alex is **moving up a set**. He also was not confident initially. Since the programme, his teacher says he is **a lot more confident** participating in class and asking questions.*

*I am very grateful for the **text messages** I get from MathsMakers. I'm happy that MathsMakers is on the ball with **attendance** and lets me know. You are doing a really good job and I am very grateful."*

Mother of three children who attended MathsMakers programmes



Mentor Feedback

Mentor case study 1

Tilly McCargo

*"I was lucky that I never needed help with maths myself, but I really **wanted to help others and to try and pass on my love of maths.** It is interesting to see that others have a different view and the challenge is to try and change their minds.*

*It is important that students acquire the basic skills that MathsMakers focuses on and it is great to play a part in cementing those skills. **For the students, working with sixth formers offers them a friendly, much more relaxed, experience, different from working with teachers.***

*The training reminded me to think about whether I was being too hands-on and about how to get students in the mind-set to learn. **The starter activities are very enjoyable** – for example, multiplying by 11s – and a good way of trying to pass on my enthusiasm to the students.*

*MathsMakers has been very valuable for me. **I have talked passionately about my experience to others and think it will be good for university interviews.***

*It has been very helpful in so many ways. I have learnt how to express myself in a better way and to communicate more carefully and effectively. I would say that **you learn a lot more than you expect to** and get an enormous amount out of it personally.*



Mentor case study 2

Bhavika Jagwani

"I enjoy working with kids and have a passion for maths. Maths is a core subject and all students need to know the basics and MathsMakers provides that.

It was a really good experience. **Some students wanted to give up but that just made me feel that I needed to try harder.** It helped me to take more initiative – when students were not keen, I had to find ways of encouraging them to participate. Different techniques worked with different students and **I improved my own maths techniques by going back to basics and pinning them down.**



The sessions were interactive and the puzzles helped us to engage with the students, and I **enjoyed talking to them on an individual level.** In the end, I felt that the methods had worked which gave me a real sense of achievement.

MathsMakers helped me develop my communication skills, with teachers as well as younger students, and my ability to motivate others. **It helped me to feel valued – particularly in the discussions after each session with my instructor.** I am able now to present myself as someone who can liaise well with all ages.

I am applying to do an apprenticeship degree which is very hard to get onto but I feel that my experience with MathsMakers will help me."



Endorsements

In 2024, MathsMakers was approved as one of the Department for Education **tuition partners** for the **National Tutoring Programme**.

MathsMakers passed all areas of the rigorous entry requirements and '**exceeded expectations**' for criteria relating to Quality of provision, Quality of tutoring, Quality of support (for tutors), and Partnerships/collaborations with schools

In March 2019, MathsMakers was awarded a **Quality Mark** by the National Resource Centre for Supplementary Schools (NRCSE).

This accreditation is now managed by the Young People's Foundation Trust and we have successfully updated our accreditation as of June 2024.

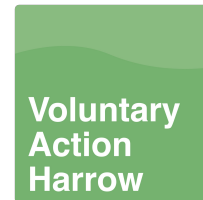
MathsMakers was a **finalist** in the **Teach First Innovation Award** in 2018. Over 70 organisations were considered by Teach First, and we were delighted to be recognised among the finalists.



Approved
Tuition
Partner



JOHN LYON'S
CHARITY



youngharrow
foundation



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FOUNDATION

TESCO
Bags of Help



Looking forward

As MathsMakers continues to grow, we look forward to refining our programmes with our current schools and tailoring our offer to meet the requirements of new schools. Each school brings its own opportunities and challenges. We work hard to design the **best possible intervention programmes** to help students in years 6-11 improve their maths attainment and become more confident learners.

We take pride in the **leadership and mentoring opportunities** we provide for Sixth Form students. We aim to continue to develop our mentor training and also seek new ways to recognise the immensely valuable contribution that mentors make as they work with the younger students.

The success of MathsMakers programmes derives from our **team of dynamic and experienced instructors**. We recognise the importance of continuing to attract outstanding teachers and maths experts. We look forward to expanding the training and professional development opportunities we offer to our instructors.

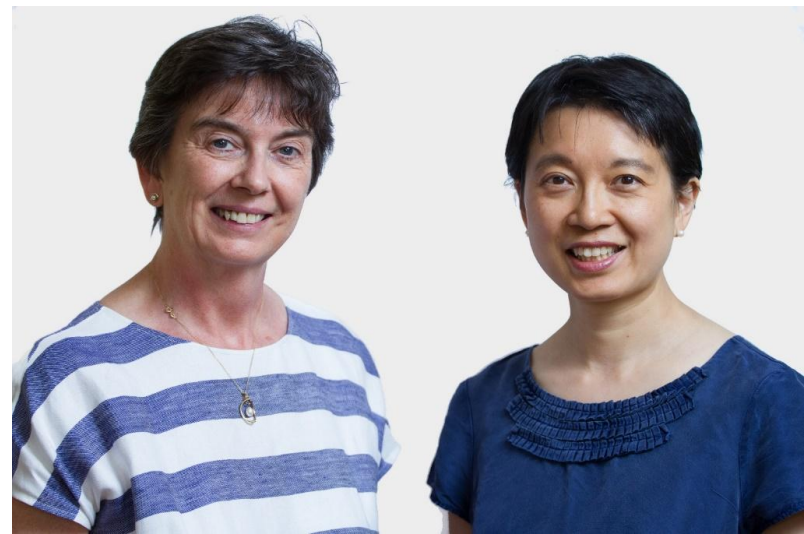
Careful analysis of the **short term and longer term impact** of maths intervention programmes is critical for MathsMakers and our schools. We continue to give attention to how we monitor student progress and we are committed to working with schools to track overall impact.

Our work with schools is made possible through grants and donations, which we greatly appreciate. This financial support enables us to offer our programmes at subsidised rates to schools. We are optimistic about **expanding our funding sources** so that we can run additional maths support programmes.

We invite you to be part of our journey forward.



Helena and Michelle



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mathsmakers.org

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MathsMakers



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Registered company number 8898749

Registered charity number
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