



Essex Educational Psychology Service (EPS) Maths Intervention

1. Introduction

The EPS Maths Intervention is an evidence-based number skills programme. It was developed by Essex Educational Psychology Service and as part of the Delivering Better Value programme has been introduced to Suffolk schools.

2. Purpose of Intervention

The EPS Maths Intervention (EPS MI) is a 12 week programme of number-based learning sessions designed to boost and secure the basic number skills of the lowest achieving pupils focusing on the number skills expected by the end of key stage 1.

3. Target Audience

The content and delivery of the programme has been developed from evidence-based psychological research. The programme has successfully been used with pupils from Key Stage 1 to Key Stage 4.

The intervention is delivered to a small group (4 to 6 pupils) who have been assessed using baseline grids which are provided.

4. Who Can Deliver the Intervention

Only those who have attended the training can deliver the intervention. A Learning Support Assistant (LSA) typically delivers the intervention overseen by the school SENCo or Maths Lead.

5. Session Structure

Each session lasts approximately half an hour and is informed by ongoing assessment.

6. Frequency and Duration

The intervention is delivered on a daily basis over a period of 12 weeks.

7. Key Principles

The intervention is delivered in a quiet area away from distractions. Materials needed to deliver the EPS Maths Intervention are provided. Schools are responsible for selecting pupils and completing a baseline formative assessment; releasing the delivering LSA to organise resources such as folders, whiteboards and pens and assessing pupil progress at least three times each week.

8. Training and Implementation

45 minutes of online training are provided to ensure that the EPS Maths Intervention Assessment Grid is used effectively to select pupils as well as for ongoing assessment



throughout the intervention. 1 full day of in-person training is delivered to the school SENCo or Maths lead, alongside the Learning Support Assistant (LSA) or staff member who will be implementing the programme. Both participants need to be present to participate in this training. Following the training two follow-up contact visits (one in person, one on-line) to support implementation are provided.

9. Evidence and Outcomes

On average, pupils make double the rate of progress on standardised assessments when compared to the progress made by pupils not using the intervention.

10. Pupil Feedback

‘I have enjoyed it, especially the board writing.’ DBV Programme pupil

‘As I learn more, I get better and better.’ DBV Programme Pupil

11. Further Information and Resources

Somerville, R., Ayre, K., Tunbridge, D., Cole, K., Stollery, R., & Sanders, M. (2015). Firm foundations: the effectiveness of an educational psychologist developed intervention targeting early numeracy skills. *Educational Psychology in Practice*, 31(3), 265–278.
<https://doi.org/10.1080/02667363.2015.1033512>

A video by Paradigm Trust SEND Lead, Jacquelyn Macdonald-Fawcett on Essex EPS Maths https://youtu.be/txhIUh_Gdds