

Autumn Term Outcomes Report: Accelerating Progress Towards Age Related Expectations

(8th September – 19th December)

X TRUST Maths Vision: Securing Foundations, Accelerating Progress

The X TRUST is committed to ensuring every primary school aged pupil develops secure mathematical foundations and progresses confidently toward Age-Related Expectations (ARE) through high expectations, consistent implementation and the intelligent use of adaptive technology. All primary schools will deliver a minimum of 45 minutes of Maths-Whizz each week within the timetable, guaranteeing protected, structured and personalised maths learning for every child. This consistent in-school model ensures equity of access, high-quality provision and strong alignment with school improvement priorities. Where appropriate, pupils may also complete one additional independent progression at home each week to further consolidate learning.

Scale of Impact

During the Autumn term, pupils completed **1,489,373 minutes of maths learning**, equivalent to **24,823 hours of structured, purposeful practice**. Over the same period, they mastered **91,461 curriculum progressions**, representing a significant volume of additional, focused maths instruction delivered beyond core classroom teaching.

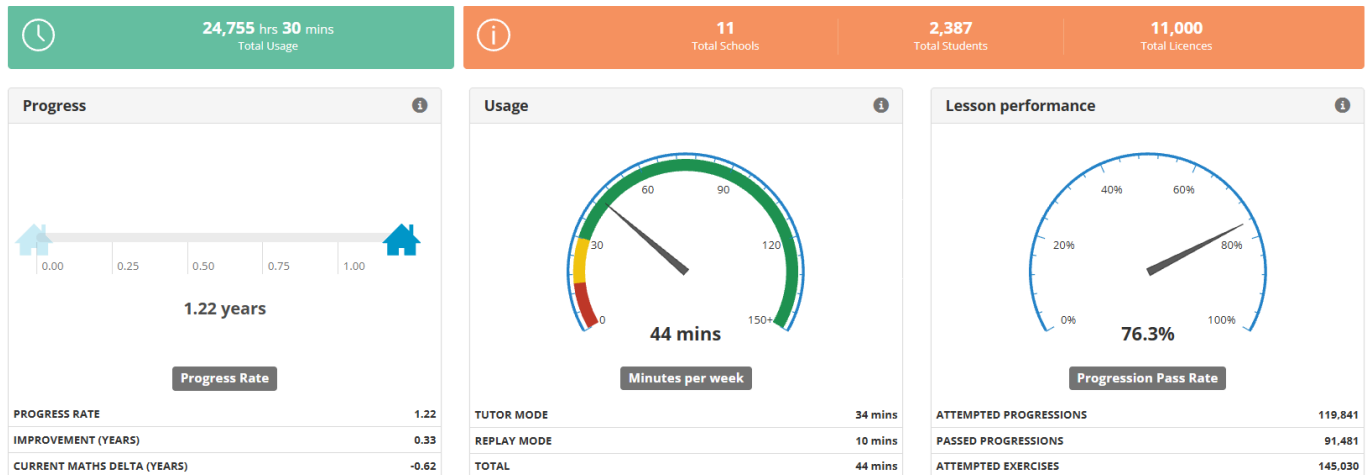
This level of engagement reflects not simply time spent, but time spent on adaptive, diagnostic learning that identifies gaps, reinforces misconceptions, and secures mastery before progression. **At scale, this represents thousands of hours of structured intervention delivered consistently across all of the primary schools.**

Translating Impact into Per-Pupil Value

When viewed at an individual level, the impact becomes even clearer. Across the 14-week term, each pupil received on average **624 minutes - equivalent to 10.4 hours of personalised maths learning in addition to their daily classroom instruction**. During this time, pupils **mastered an average of 38 curriculum learning objectives**, strengthening both current year-group content and securing foundational knowledge. In practical terms, this represents more than 10 additional hours of targeted maths instruction per child within a single term, delivered without increasing staffing capacity, adding timetable pressure, or requiring withdrawal from core classroom teaching.

Engagement Benchmarks Over Autumn term

- **1501 pupils (62.9%) averaged more than 30 minutes per week**
- **958 pupils (40.1%)**
- **averaged more than 45 minutes per week (*ultimate target*)**



School-Level Averages

Goal 1: Engagement & Progress Relationship (School Level)

School-Level Averages

- Average weekly usage: 44 minutes
- Average progression pass rate: 76.3% - Higher than the standard 75%
- Average Progress rate per pupil: 1.22 - (17 weeks over a 14 week period)

Typically, pupils are expected to make one week of progress for each week of teaching. Pupils across the X Trust have exceeded that benchmark, making approximately 22% more progress than expected over the Autumn term (17 weeks' progress in 14 weeks). This indicates that structured engagement and targeted digital intervention are contributing to accelerated mathematical growth across the trust.

Acceleration Framed Against Expected Progress (Maths Delta metrics)

Maths age delta reflects the gap between a pupil's mathematical age and their chronological age.

Between September and December, **nine out of the ten schools reduced their maths age gap, demonstrating clear movement towards Age Related Expectations (ARE)**. Across the trust, the majority of schools are showing steady and measurable progress, **with improvements ranging from +0.03 to +0.17 in delta reduction**. Overall, this reflects a broadly **positive trajectory, indicating that most schools are successfully closing the gap** and moving pupils closer to where they should be academically.

(Table 1:A)

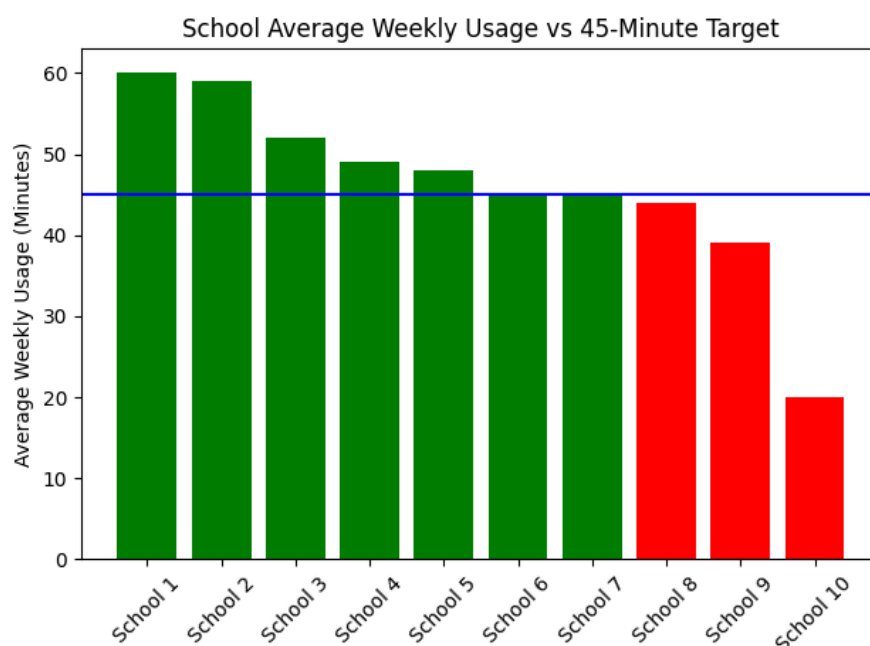
School	Avg Weekly Usage (Minutes)	Maths Delta Sept 25	Maths Delta Dec 25	Improvement in Delta
School 1	59	-0.88	-0.71	0.17
School 2	49	-0.51	-0.46	0.05
School 3	52	-0.56	-0.39	0.17
School 4	48	-0.64	-0.56	0.08
School 5	60	-0.97	-0.85	0.12
School 6	45	-0.51	-0.46	0.05
School 7	45	-0.71	-0.63	0.08
School 8	44	-0.75	-0.71	0.04
School 9	39	-0.51	-0.48	0.03
School 10	20	-0.75	-0.86	-0.11

Engagement as a Driver of Accelerated Movement Toward ARE

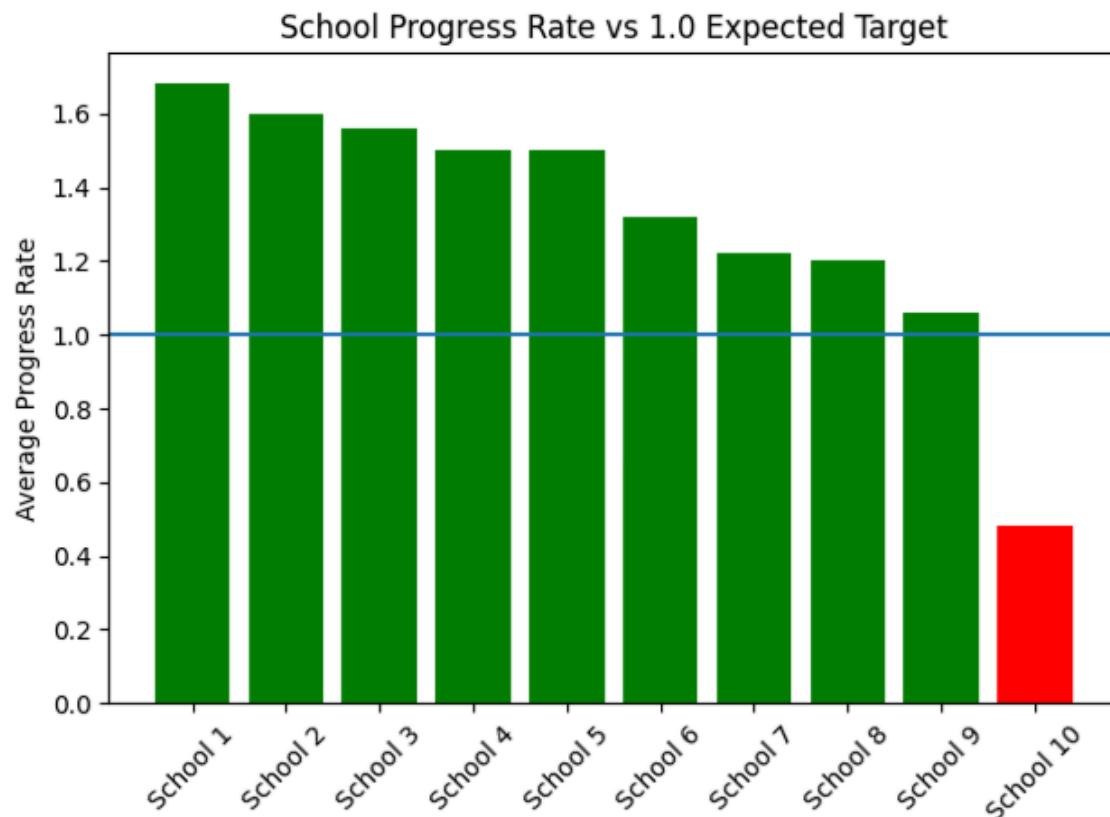
The data in Table 1:A shows a clear and consistent relationship between engagement and maths age gap reduction. Schools averaging 50–60 minutes of weekly usage demonstrate the strongest improvements, reducing their maths age delta by up to +0.17 within a single 14-week term. Schools operating around the 45-minute benchmark show steady positive movement, while lower-engagement schools see minimal improvement or, in one case, a widening gap. A clear trend emerges: as weekly usage increases, delta decreases more rapidly, accelerating movement toward Age Related Expectations. This evidence supports sustained engagement as a key strategic driver of gap closure and attainment growth across schools.

If the current rate of improvement seen in higher-engagement schools were maintained across two further terms, substantial portions of the maths age gap could be closed by the end of the academic year. This positions engagement not as a supplementary activity, but as a **strategic lever for accelerated attainment**.

(Graph 1:B)



(Graph 1:C)



The data in both graphs (1:B and 1:C) demonstrates a strong and consistent relationship between average weekly usage and accelerated progress rates. Schools with higher levels of engagement not only meet but significantly exceed the expected progress rate of 1.0 progressions per week. Those averaging close to or above 50–60 minutes per week show the strongest performance, delivering progress rates between 1.5 and 1.7 - representing 50–70% above expectation. Schools operating around the 45-minute benchmark also sustain progress securely above 1.0, confirming it as a credible minimum entitlement. In contrast, lower-usage schools show markedly weaker progress outcomes.

A clear trend emerges: as average usage increases, progress rates accelerate. This evidences structured, consistent engagement as a key lever for driving accelerated attainment and securing sustained movement toward Age Related Expectations

Goal 2: Analyse the Relationship Between Engagement, Progress, and Gender

Gender	Avg Weekly Usage	Avg Maths Delta	Avg Pass Rate	Average Lessons Mastered across cohort in Autumn Term
Boys	43 Minutes	-0.76	74%	40
Girls	45 Minutes	-0.81	76%	38

Overall, impact is broadly balanced across genders. While girls are engaging slightly more consistently and achieving higher pass rate accuracy, boys are completing a marginally higher number of progressions and demonstrating slightly stronger maths age gains. These differences are small and reflect complementary strengths rather than imbalance.

The data indicates that the platform is supporting both boys and girls effectively, driving strong engagement, comparable maths age acceleration, and equitable attainment outcomes across the trust. In essence, girls show particular strength in consistency and mastery accuracy, while boys demonstrate

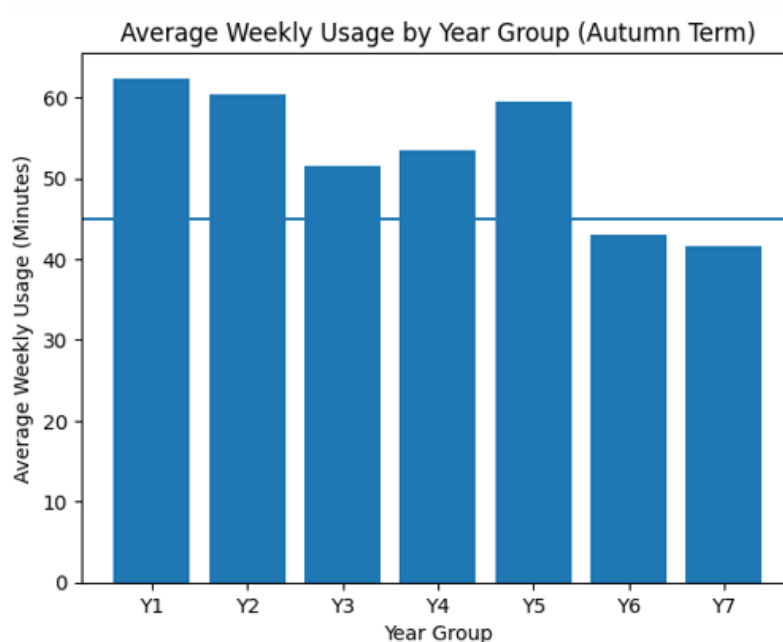
slightly higher progression volume and maths age movement - together reinforcing that the intervention model is delivering balanced impact for all pupils.

Key Takeaways that are gender specific

- Girls are engaging slightly more each week (+2.4 minutes).
- Girls have a slightly stronger pass rate (+1.7%).
Boys show marginally higher progress rate (+0.03).
- Maths delta is very similar, with girls slightly further from zero on average (-0.81 vs -0.76), though both groups are improving.

Goal 3: Analyse the Relationship Between Engagement and Progress Across Year Groups

(Graph 1:D)

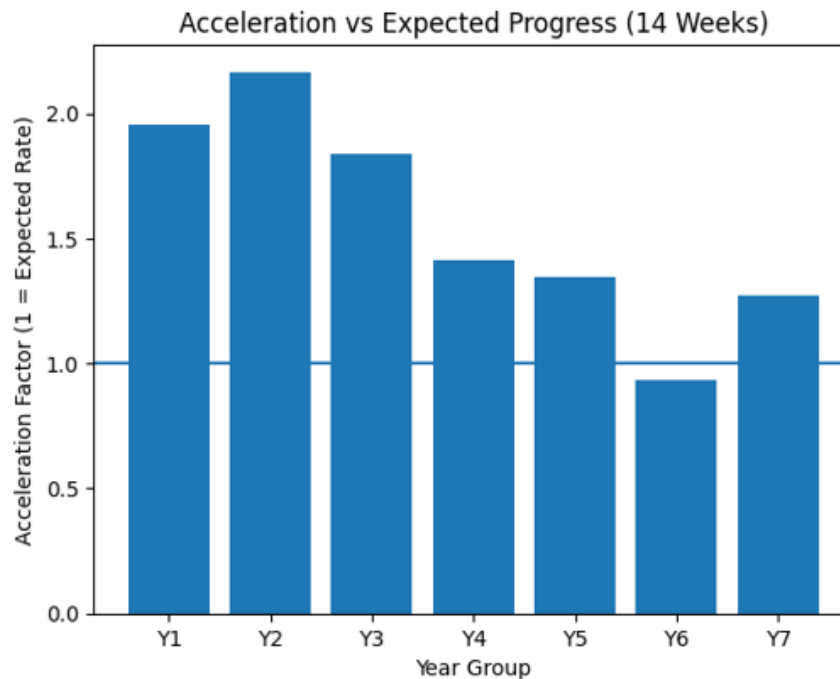


The graph above shows average weekly usage by year group, with the 45-minute engagement threshold marked as a reference point.

There is a clear and positive relationship between consistent usage and accelerated progress. Year groups averaging around 60 minutes per week demonstrate the strongest maths age gains, exceeding expected progress over the 14-week period. Importantly, even cohorts closer to the 45-minute benchmark show progress that is in line with or above expectations.

This confirms that securing a consistent 45 minutes of weekly engagement is an effective and impactful minimum standard, while higher levels of usage further amplify progress. Overall, sustained engagement is a key driver in accelerating movement towards Age Related Expectations.

(Graph 1:E)



Year 2 is the strongest performing cohort, progressing at more than double the expected rate over the 14-week period), with **Years 1 and 3 also demonstrating very strong acceleration at close to twice the expected rate**. Years 4 and 5 continue this positive trend, progressing 34–41% above expected, while Year 7 is also exceeding expectations with progress 26% above the benchmark. Year 6 is broadly in line with expected progress, only slightly below.

Overall, 6 out of 8 year groups are exceeding expected progress, with the strongest acceleration seen in the **lower and middle years (Y1–Y3)**. While acceleration reduces slightly in the upper years, suggesting an **opportunity to strengthen engagement in Year 6**, the overall picture is one of measurable, trust-wide accelerated mathematical development, with the majority of cohorts progressing faster than the time elapsed.

Executive Summary

The Autumn term data demonstrates strong and measurable impact across the primary schools. The majority of year groups are progressing faster than expected over the 14-week period, with six out of eight cohorts exceeding the benchmark rate of progress. **Lower and middle year groups (Years 1–3) are showing particularly strong acceleration**, with **Year 2** progressing at more than double the expected rate. Engagement levels in these cohorts are also consistently above 60 minutes per week, reinforcing the clear link between sustained usage and accelerated maths age gains

However, engagement and acceleration reduce in the upper years, particularly in Year 6 and Year 7, where average weekly usage falls below the 45-minute benchmark and progress aligns more closely with expected levels rather than exceeding them. The data strongly suggests that engagement volume is a key driver of gap closure and movement toward Age Related Expectations (ARE)

Strategic Priorities – Spring Term and Beyond

1. Secure a Consistent 45-Minute Weekly Entitlement across all year groups.

Embed a protected minimum of 45 minutes of Maths-Whizz engagement across all year groups, with a focused drive in **Years 6 and 7** to ensure equity and reduce outcome variation. Monitor usage weekly at leadership level and provide targeted support where engagement falls below threshold.

- **Impact Aim:** Align upper-year acceleration with lower-year performance and ensure all cohorts exceed expected progress rates.

2. Accelerate Gap Closure Through Precision Intervention

Use maths delta data to prioritise pupils closest to ARE while deploying structured small-group support for those furthest behind. Track delta reduction half-termly and replicate high-engagement practice from strongest-performing year groups.

- **Impact Aim:** Increase the number of cohorts progressing above expectation and reduce phase-to-phase variance.

Forward Outlook

Sustained engagement and strengthened upper-year participation position the schools to significantly reduce maths age gaps and move more pupils securely towards Age Related Expectations by year end.