



Department
for Education

Engagement with the Maths Hubs Programme

Management Information

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1. Summary

1.1 Key Findings

- As of August 2024, Maths Hubs have worked with 85.5% of open primary schools (14,321) and 88.3% of open secondary schools (3,015), since 2015-16.
- In academic year 2023-24, Maths Hubs worked with 55.0% of primary schools (9,213) and 55.6% secondary schools (1,898) in England.
- As of August 2024, 69.5% of open primary schools (11,653) and 57.5% of open secondary schools (1,964) have participated in at least one year of the Teaching for Mastery Programme.
- As of August 2024, 47.6% of open primary schools (7,979) have participated in the Mastering Number Programme at Reception and Key Stage 1, and 6.6% (1,101) have participated in the Mastering Number Programme at Key Stage 2, which commenced delivery in September 2023.

1.2 Introduction

The Maths Hubs Programme is available to support all state-funded schools in England, aiming to help improve the quality of mathematics education. Maths Hubs consist of a partnership of schools, colleges and other organisations that work together to provide support for the teaching of mathematics within their region. As of August 2024, there are 40 Maths Hubs across England, able to work with state-funded schools and colleges in the local hub area.

Maths Hubs provide continuous professional development (CPD) opportunities and other activities for local schools to engage with. They also run conferences, network meetings and offer opportunities for schools and teachers to engage in professional collaboration.

The Maths Hubs Programme has been running since 2014; however, engagement data is only available from Academic Year (AY) 2015-16. The most recent data available at the time of writing this publication is from August 2024. Therefore, this publication presents data on engagement with the Maths Hubs Programme and the Network Collaborative Projects (NCPs) that they offered for each full AY between 2015-16 and AY 2023-24.

1.3 About this publication

The data presented in this publication predominantly covers mainstream state-funded primary and secondary schools, with some smaller sections on other types of institutions (post-16 institutions, special schools, academies, free schools, studio schools and university technical colleges).

In this publication, schools are considered to have engaged with Maths Hubs in a given academic year if they have either completed a Network Collaborative Project (NCP), or

are currently in the process of doing so. The data presented below only covers participant schools that are engaging with Maths Hubs and does not include schools which are involved with the organisation or delivery of activities themselves.

Data presented in this report could differ from other published sources for these reasons.

This publication presents timeseries and snapshot data on engagement with the Maths Hubs Programme and the CPD programmes it delivers, including information about the types of schools engaging with the programme. Data in this report is presented cumulatively initially and then yearly:

- Cumulative data presentation looks at how many currently open schools have ever engaged with the Maths Hubs Programme, giving a picture of the number of schools that the programme has ever reached in any way – even if those schools are no longer engaging with the programme today.
- Yearly data presentation looks at schools that are engaging in a given year and therefore only includes schools that are actively engaged in the Maths Hubs Programme each year.

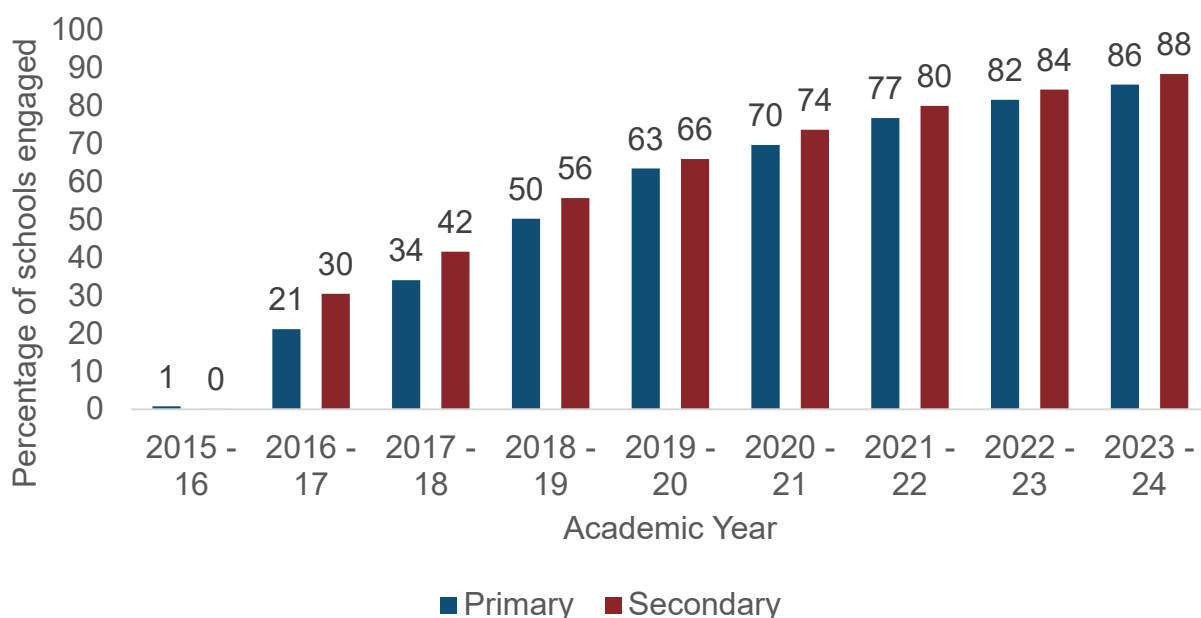
2. Cumulative engagement

2.1 Overall engagement levels with the Maths Hubs Programme

Figure 1 and Table 1 detail the cumulative engagement of primary and secondary schools with any aspect of the Maths Hubs Programme, over time. This means that they show, out of the schools open today, how many have ever engaged with the Maths Hubs Programme, in any of the Network Collaborative Projects that they offer, even if they are not currently engaging with hubs this year.

Figure 1 shows the percentage of primary and secondary schools that have ever engaged with the Maths Hubs Programme, cumulatively, each year since 2015-16. This demonstrates the upward trend of engagement of both primary and secondary schools with Maths Hubs over time, showing that new schools continue to engage with the programme each year. As of August 2024, 85.5% of open primary schools (14,321) and 88.3% of open secondary schools (3,015) had engaged with the Maths Hubs Programme, in some way, since 2015-16.

Figure 1: Cumulative percentage of primary and secondary schools who have ever engaged with any aspect of the Maths Hubs Programme each year, between AY 2015-16 and AY 2023-24



Source: National Centre for Excellence in the Teaching of Mathematics (NCETM)

Table 1 shows, for each given year between AY 2015-16 and AY 2023-24, the cumulative total number of open primary and secondary schools that have ever engaged with the Maths Hubs Programme in any way (data on the percentages of schools engaged is available in the Additional Tables document).

Table 1: Cumulative number of primary and secondary schools who have ever engaged with any aspect of the Maths Hubs Programme each year, between AY 2015-16 and AY 2023-24

School Phase	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22	2022 - 23	2023 - 24
Primary	134	3,545	5,709	8,421	10,642	11,691	12,880	13,674	14,321
Secondary	2	1,027	1,400	1,886	2,237	2,497	2,721	2,872	3,015

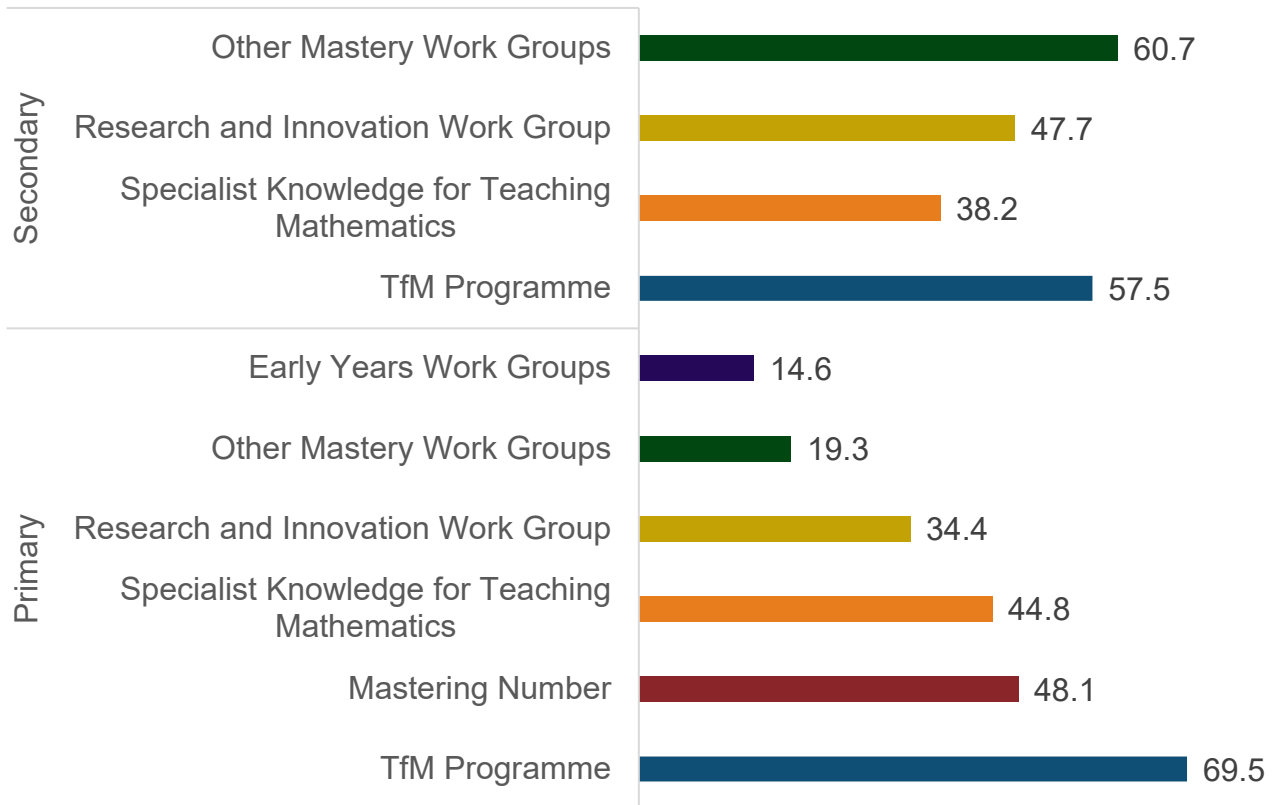
Source: NCETM

2.2 Network Collaborative Project (NCP) engagement levels

Maths Hubs deliver many different Network Collaborative Projects (NCPs) that primary and secondary schools can engage with.

Figure 2 shows the cumulative total percentage of open primary and secondary schools that have ever engaged with some of the NCPs offered by Maths Hubs in 2023-24. This demonstrates that as of the end of AY 2023-24 the Teaching for Mastery (TfM) Programme has been engaged with more than any other NCP.

Figure 2: Cumulative percentage of primary and secondary schools engaged with different Maths Hubs NCPs, as of August 2024¹



Source: NCETM

Table 2 shows, for each given year between AY 2015-16 and AY 2023-24, the cumulative percentage of primary and secondary schools that have ever engaged with each of the main NCPs that the Maths Hubs Programme offers (the number of schools engaging with each NCP is available in the Additional Tables document).

¹ Other Mastery Work Groups refers to a group of NCPs including (but not limited to) Years 5 – 8 Continuity, Secondary MAT Maths Leaders Community, Secondary Maths Subject Leaders Community.

Table 2: Cumulative percentage of primary and secondary schools who have ever engaged with the main NCPs offered by Maths Hubs each year, between AY 2015-16 and AY 2023-24

School Phase	NCP	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22	2022 - 23	2023 - 24
Primary	Early Years Work Groups		0.9	0.9	6.9	10.6	14.6	14.6	14.6	14.6
Primary	Mastering Number							26.1	39.5	48.1
Primary	Other Mastery Work Groups			2.8	8.6	13.9	15.4	17.6	18.4	19.3
Primary	Research & Innovation Work Group		15.8	19.2	22.5	25.1	28.0	30.1	31.9	34.4
Primary	SKTM		1.9	10.4	16.4	22.8	29.9	35.3	40.1	44.8
Primary	TfM Programme	0.8	6.3	15.6	29.8	45.6	52.1	57.6	63.8	69.5
Secondary	Other Mastery Work Groups			12.3	23.4	33.1	40.5	48.9	55.3	60.7
Secondary	Research & Innovation Work Group		26.1	28.4	33.5	37.8	42.2	44.0	46.5	47.7
Secondary	SKTM		1.6	3.9	5.7	7.1	8.5	20.0	28.2	38.2
Secondary	TfM Programme	0.1	3.5	7.2	15.7	25.2	34.2	42.2	50.4	57.5

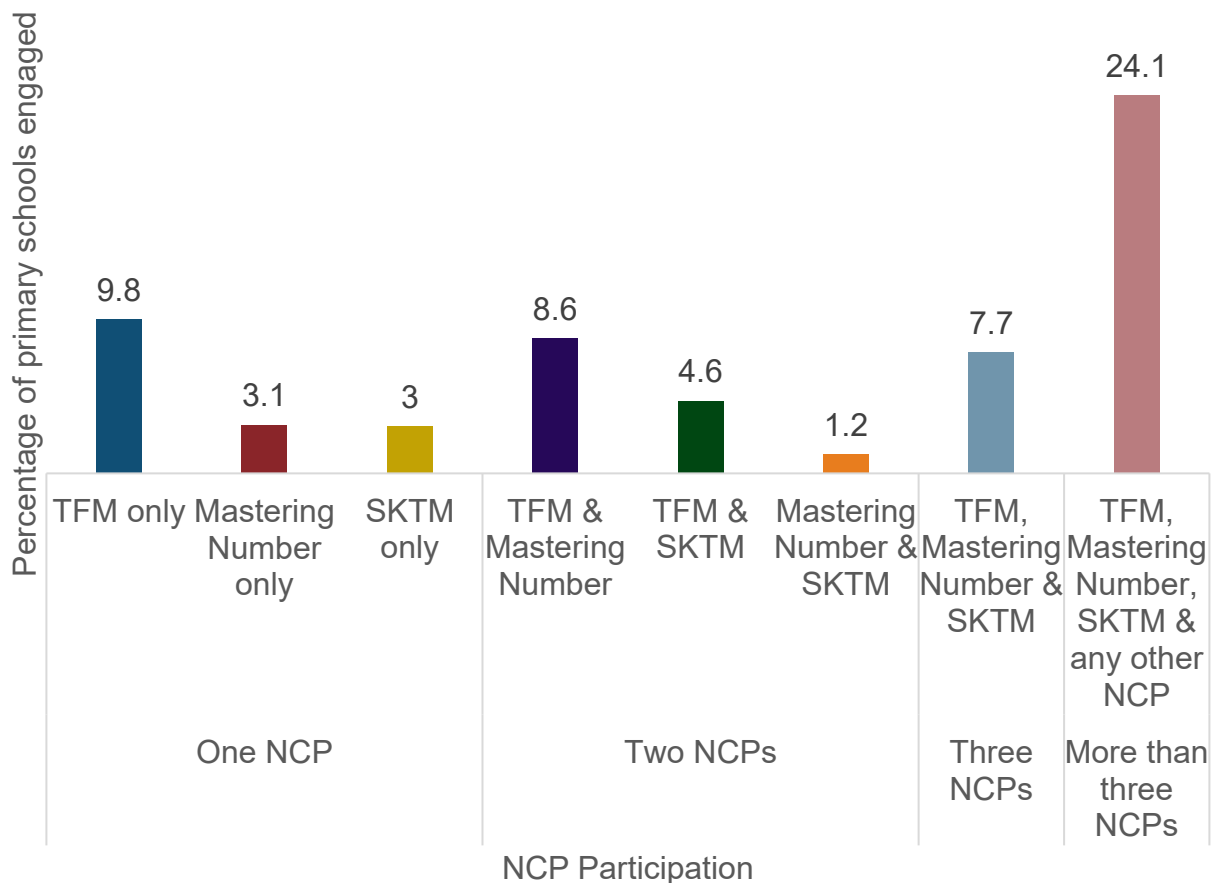
Source: NCETM

Schools are not limited to engaging with just one NCP, and many take part in multiple NCPs during their engagement with Maths Hubs. Figures 3 and 4 detail the overlap of participation in NCPs for both primary (Figure 3) and secondary (Figure 4) schools.

As of August 2024, 24.1% of primary schools (3,490) that have engaged with Maths Hubs had engaged with the TfM programme, the Specialist Knowledge for Teaching Mathematics (SKTM) Programmes, the Mastering Number Programme and at least one other NCP.

Smaller percentages of primary schools have only engaged with a single NCP (9.8% with just TfM, 3.0% with just SKTM and 3.1% with just Mastering Number). This indicates that typically primary schools tend to engage with multiple NCPs that the Maths Hubs Programme offers.

Figure 3: Overlap of participation in the main primary NCPs for primary schools that have engaged with Maths Hubs

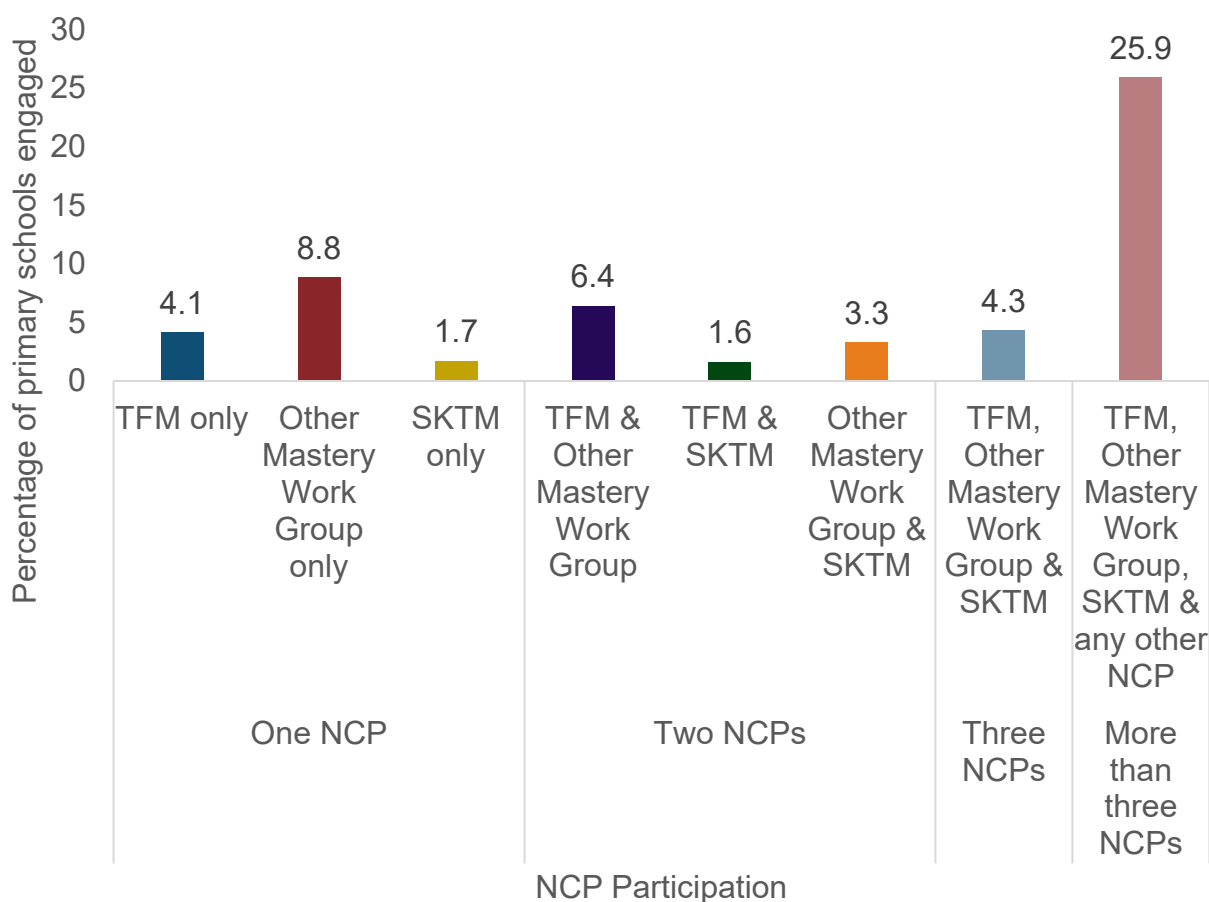


Source: NCETM

As of August 2024, 25.9% of secondary schools (793) that have engaged with Maths Hubs had engaged with the TfM Programme, the Specialist Knowledge for Teaching Mathematics (SKTM) Programmes, a Work Group, and at least one other NCP.

Smaller percentages of secondary schools have only engaged with a single NCP, (4.1% with just TfM, 1.7% with just SKTM and 8.8% with just one of the Work Groups). This indicates that typically secondary schools tend to engage with multiple NCPs that the Maths Hubs Programme offers.

Figure 4: Overlap of participation in the main secondary NCPs for secondary schools that have engaged with Maths Hubs²



Source: NCETM

2.2.1 Engagement with the Teaching for Mastery Programme over time

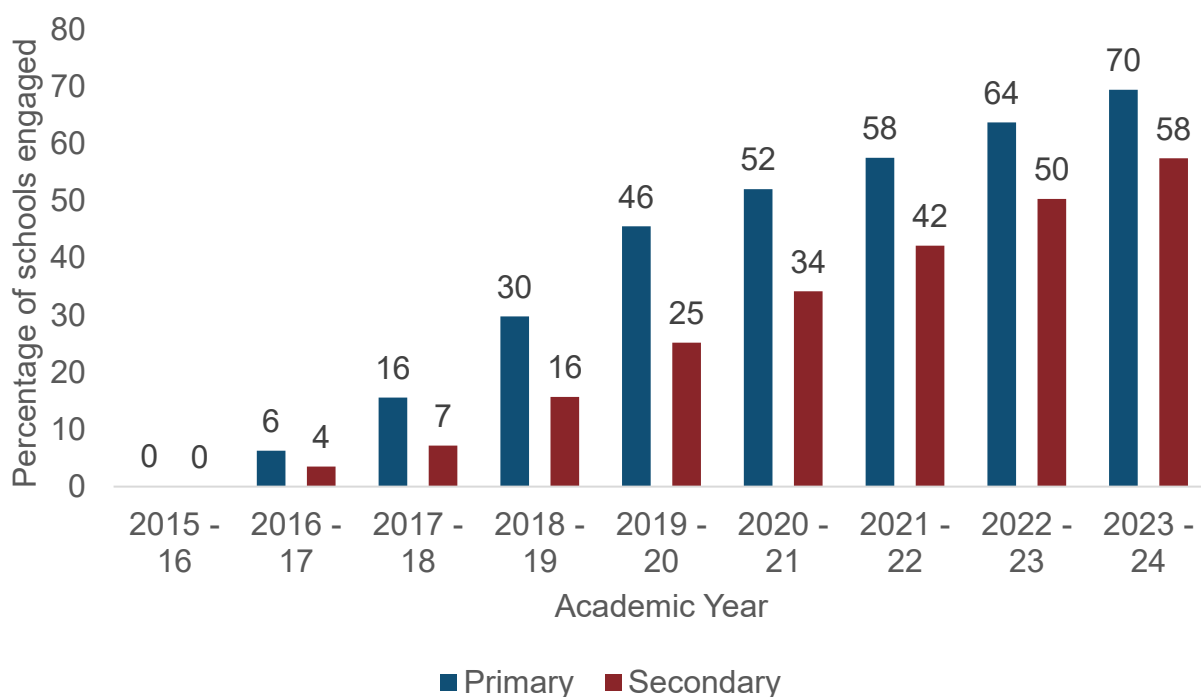
As detailed above, the Teaching for Mastery (TfM) Programme has the highest participation rate of any NCP. The primary TfM Programme was first introduced in 2015, with the secondary following in 2017. The TfM Programme involves Mastery Specialists (trained practising teachers, who first hone their skills disseminating pedagogy within their own school) working with a small Work Group of participant teachers from other local schools over multiple years. TfM is a national programme, delivering ongoing CPD and peer-to-peer support and learning.

The TfM Programme is based on a set of Teaching for Mastery principles based on the belief that all pupils can develop a deep, long-term, secure and adaptable understanding of mathematics, if they are taught through carefully structured teaching.

² Other Mastery Work Groups refers to a group of NCPs including (but not limited to) Years 5 – 8 Continuity, Secondary MAT Maths Leaders Community, Secondary Maths Subject Leaders Community.

Figure 5 shows the percentage of primary and secondary schools who have ever engaged with the Tfm Programme, cumulatively, each year since 2015-16. This shows that, as of August 2024, 69.5% of open primary schools (11,653) and 57.5% of open secondary schools (1,964) have participated in the Tfm Programme at some point since the programme's introduction in 2015-16 (data on the number and proportion of schools engaged with the Tfm Programme is available in the Additional Tables document).

Figure 5: Cumulative percentage of primary and secondary schools who have ever engaged with the Tfm Programme each year, between AY 2015-16 and AY 2023-24



Source: NCETM

2.2.2 Engagement with the Mastering Number Programme over time

The Mastering Number Programme was introduced in AY 2021-22 for Reception and Key Stage 1. The programme involves teachers running short, daily sessions on number. The aim is that children will leave Key Stage 1 with fluency in calculation and confidence and flexibility with number. Expansion of the programme into Key Stage 2 commenced delivery in AY 2023-24, with the aim that pupils in Key Stage 2 will develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.

As of August 2024, 48.1% of open primary schools (8,065) had participated with any aspect of Mastering Number at some point since 2021-22. Breaking participation down by Key Stage:

- 47.6% of open primary schools (7,979) participated in the Mastering Number Programme at Reception and Key Stage 1.

- 6.6% of open primary schools (1,101) participated in the Mastering Number Programme at Key Stage 2, which commenced delivery in September 2023.

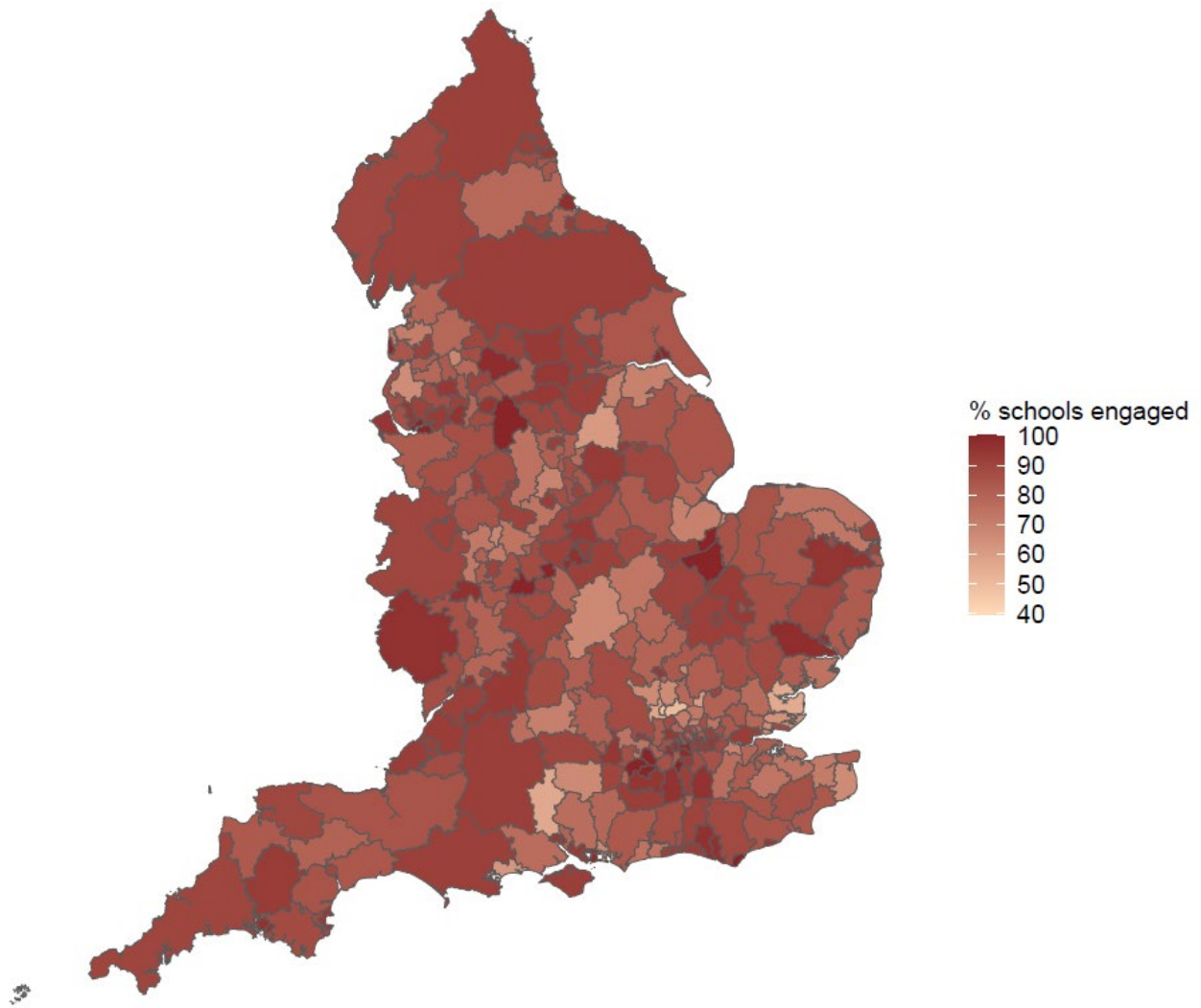
2.3 Engagement with Maths Hubs across Local Authority Districts (LADs) in England

Figure 6 maps cumulative engagement of primary schools with the Maths Hubs Programme by 2024 across all Local Authority Districts (LADs) in England. It shows that cumulative engagement with the Maths Hubs varies across LADs, with some having a larger percentage of schools that have engaged with Maths Hubs over time, than others.

There are 12 LADs where 100% of primary schools have engaged with the Maths Hubs Programme at some point between AY 2015-16 and AY 2023-24: Blackpool, City of London, Eastbourne, Epsom and Ewell, Fenland, Halton, High Peak, Nuneaton and Bedworth, Runnymede, Solihull, Surrey Heath and Woking. There is only 1 LAD where fewer than 50% of their primary schools have engaged with the Maths Hubs Programme at some point between AY 2015-16 and AY 2023-24, which was Watford (46.7% engaged).

A full breakdown of primary and secondary engagement rates broken down by LAD is available in the Additional Tables document, which also details which LADs are Education Investment Areas (EIAs) or Priority Education Investment Areas (PEIAs).

Figure 6: A map showing cumulative primary school participation rates with the Maths Hubs Programme in AY 2023-24, by Local Authority District (LAD)

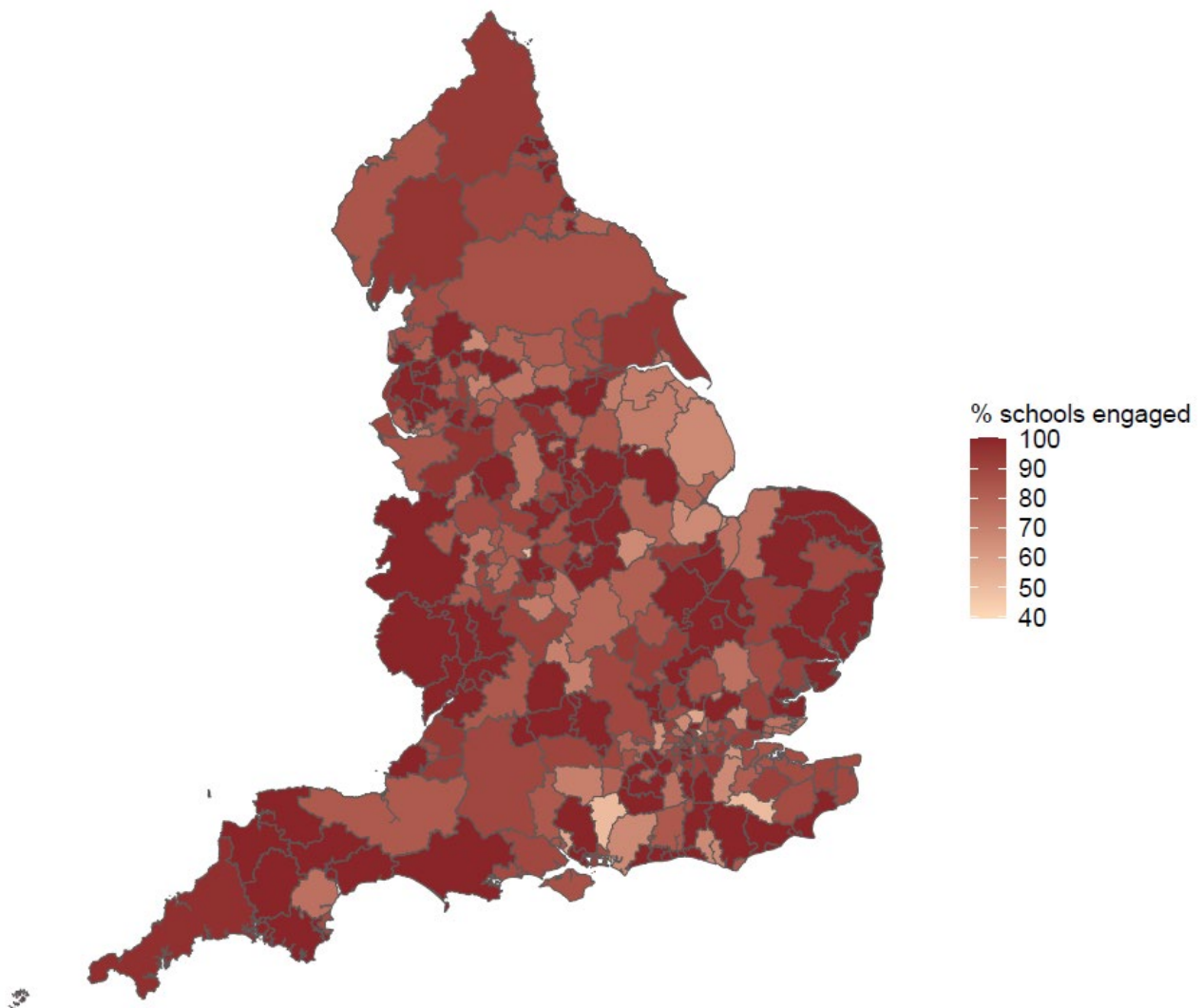


Source: NCETM

Figure 7 maps cumulative engagement of secondary schools with the Maths Hub Programme by 2024 across all Local Authority Districts (LADs) in England. It shows that cumulative engagement with the Maths Hubs varies across LADs, with some having a larger percentage of schools that have engaged with Maths Hubs over time, than others.

There are 118 LADs where 100% of secondary schools have engaged with the Maths Hubs Programme at some point between AY 2015-16 and AY 2023-24. There is only one LAD where fewer than 50% of secondary schools have engaged with the Maths Hubs Programme at some point between AY 2015-16 and AY 2023-24, which was Hackney (43.8%).

Figure 7: A map showing cumulative secondary school participation rates with the Maths Hubs Programme in AY 2023-24, by Local Authority District (LAD)



Source: NCETM

2.4 Different types of institution engaging with Maths Hubs

2.4.1 Types of primary and secondary institutions engaging with Maths Hubs

Tables 3 and 4 show the cumulative number and percentage of primary and secondary schools that have ever engaged with Maths Hubs, broken down by school type.

This shows that academies that are part of single or multi-academy trusts have similar engagement levels with Maths Hubs, all of which are over 80%. Local Authority (LA) maintained schools, converter academies and sponsored academies all have similar engagement rates with Maths Hubs, of between 83% and 91% engagement as of August 2024. Free schools, Studio schools and University Technical Colleges (UTCs) show lower engagement levels.

Table 3: Cumulative percentage and total of primary and secondary schools engaged with Maths Hubs as of August 2024, broken down by trust type

Trust Type	Primary % Engaged	Secondary % Engaged	Primary Number Engaged	Secondary Number Engaged
Schools in a Multi-Academy Trust	88.9	90.6	6,040	1,845
Schools in a Single-Academy Trust	82.7	88.1	287	415

Source: NCETM

Table 4: Cumulative percentage and number of primary and secondary schools engaged with Maths Hubs as of August 2024, broken down by school type

School Type	Primary % Engaged	Secondary % Engaged	Primary Number Engaged	Secondary Number Engaged
Converter Academies	88.6	90.7	4,754	1,541
Free Schools	67.9	75.0	182	180
LA Maintained Mainstream	83.6	88.7	7,798	535
Sponsored Academies	88.5	89.0	1,587	719
Studio Schools		45.0		9
University Technical Colleges (UTCs)		70.5		31

Source: NCETM

2.4.2 Maths Hubs engagement with disadvantaged pupils

Table 5 shows the cumulative percentage of schools that have ever engaged with Maths Hubs as of August 2024, based on the percentage of disadvantaged pupils within the school. Pupils were classified as disadvantaged if they had received free school meals that academic year. The tables show that the proportion of disadvantaged pupils at a school had little impact on engagement levels with Maths Hubs, with the proportion of primary and secondary schools engaged being similarly high across all categories.

Table 5: Cumulative percentage of primary and secondary schools engaged with Maths Hubs, by percentage of disadvantaged pupils, as of August 2024

School Phase	0-10%	10-20%	20-30%	30-40%	40-50%	50% and above
Primary	83.0	85.4	85.5	86.6	87.9	86.8
Secondary	83.1	90.6	89.3	86.5	86.8	87.7

Source: NCETM

2.4.3 Other institutions engaging with Maths Hubs

Table 6 shows the cumulative number of post-16 institutions and special schools that have ever engaged with the Maths Hubs Programme, in each academic year between 2015-16 and August 2024. This shows that, as of August 2024, 236 post-16 institutions and 629 special schools had engaged with Maths Hubs.

Table 6: Cumulative total of post-16 institutions and special schools who have ever engaged with Maths Hubs, between 2015-16 and 2023-24

School Phase	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22	2022 - 23	2023- 24
Post-16 Institution	0	88	130	170	184	207	217	223	236
Special School	0	96	150	241	309	384	464	538	629

Source: NCETM

Maths Hubs also engage with a wide range of institutions out of the remit of this publication, including nurseries, Early Years settings, alternative provision, Local Authorities and other educational bodies.

3. Yearly engagement

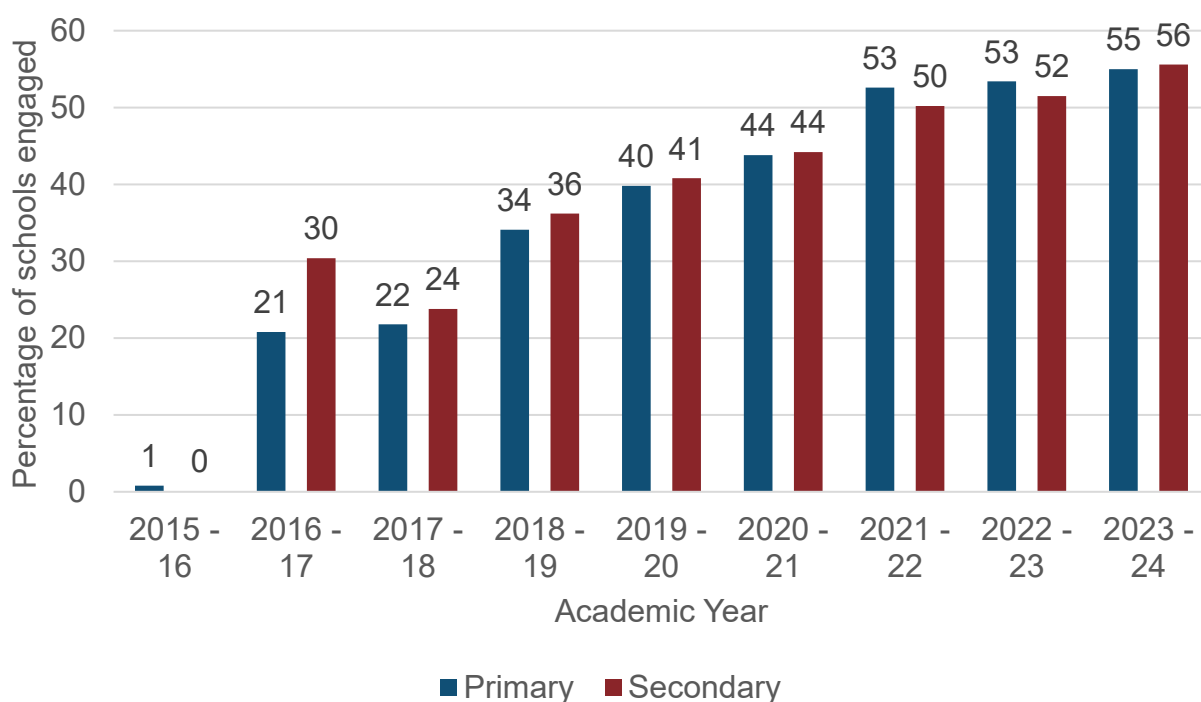
3.1 Overall engagement with the Maths Hubs Programme

Figure 8 and Table 7 detail yearly engagement of primary and secondary schools with the Maths Hubs Programme over time. This means that they show, in each given year, how many schools were currently engaged with the Maths Hubs Programme that year.

Figure 8 shows the percentage of primary and secondary schools currently engaged with the Maths Hubs Programme within each given year. This demonstrates the general upward trend of engagement with Maths Hubs of both primary and secondary schools over time, with engagement with the programme growing consistently over time.

In AY 2023-24, 55.0% of primary schools (9,213) and 55.6% of secondary schools (1,898) were engaged with the Maths Hubs Programme.

Figure 8: Percentage of primary and secondary schools engaging with Maths Hubs within each academic year, between AY 2015-16 and AY 2023-24



Source: NCETM

Table 7 shows, for each given year between AY 2015-16 and AY 2023-24, the number of primary and secondary schools that were currently engaged with the Maths Hubs Programme (a table detailing the percentage of schools engaged is available in the Additional Tables document).

Table 7: Number of primary and secondary schools engaging with Maths Hubs within each academic year, between AY 2015-16 and AY 2023-24

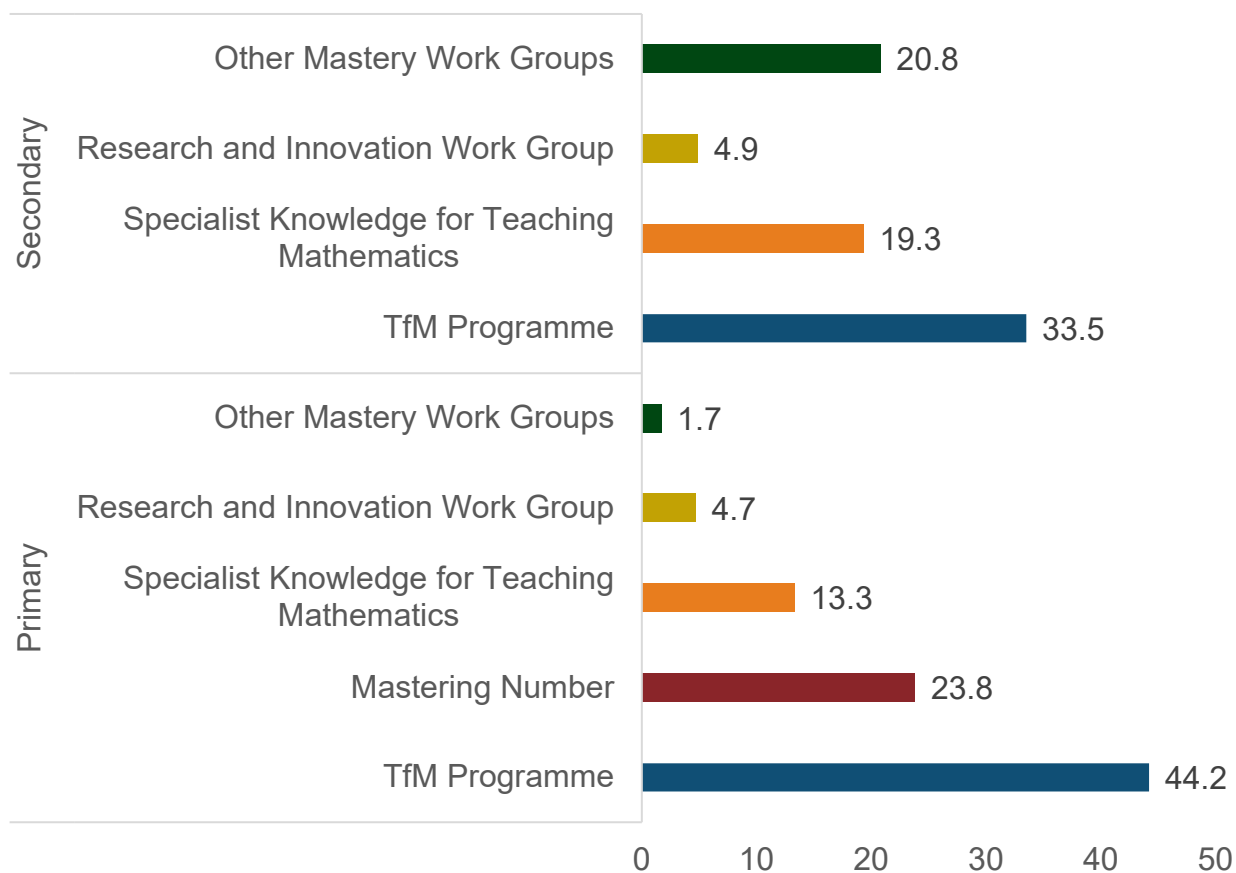
School Phase	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22	2022 - 23	2023- 24
Primary	134	3,493	3,659	5,714	6,685	7,354	8,827	8,968	9,213
Secondary	2	1,027	802	1,227	1,386	1,500	1,709	1,755	1,898

Source: NCETM

3.2 Network Collaborative Project (NCP) engagement

Figure 9 shows the percentage of primary and secondary schools that were currently engaged with different NCPs offered by Maths Hubs in AY 2023-24. This demonstrates that within AY 2023-24 the Teaching for Mastery (TfM) Programme was engaged with more than any other NCP.

Figure 9: Percentage of primary and secondary schools engaged with each Maths Hubs NCP, within AY 2023-24³



Source: NCETM

Table 8 shows, for each given year between AY 2015-16 and AY 2023-24, the percentage of primary and secondary schools that were currently engaged with each of the main NCPs that the Maths Hubs Programme offers (a table detailing the number of schools engaged is available in the Additional Tables document).

³ Other Mastery Work Groups refers to a group of NCPs including (but not limited to) Years 5 – 8 Continuity, Secondary MAT Maths Leaders Community, Secondary Maths Subject Leaders Community.

Table 8: Percentage of primary and secondary schools engaged with the NCPs offered by Maths Hubs within each year, between AY 2015-16 and AY 2023-24

School Phase	NCP	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22	2022 - 23	2023 - 24
Primary	Early Years Work Groups		0.9	0.0	6.0	4.4	5.2			
Primary	Mastering Number							26.1	30.1	23.8
Primary	Other Mastery Work Groups			2.8	6.4	6.5	2.1	3.2	2.0	1.7
Primary	Research and Innovation Work Group		15.8	5.4	5.2	4.8	5.1	3.5	4.1	4.7
Primary	SKTM		1.9	9.0	8.1	9.2	11.6	11.3	12.3	13.3
Primary	TfM Programme	0.8	5.5	10.2	20.0	28.4	36.0	38.8	40.0	44.2
Secondary	Other Mastery Work Groups			12.3	14.9	15.7	14.9	19.5	20.7	20.8
Secondary	Research and Innovation Work Group		26.1	4.3	10.3	9.6	10.6	5.5	7.5	4.9
Secondary	SKTM		1.6	2.5	2.4	1.9	2.1	13.7	13.8	19.3
Secondary	TfM Programme	0.1	3.5	3.9	12.2	17.5	25.4	29.6	32.6	33.5

Source: NCETM

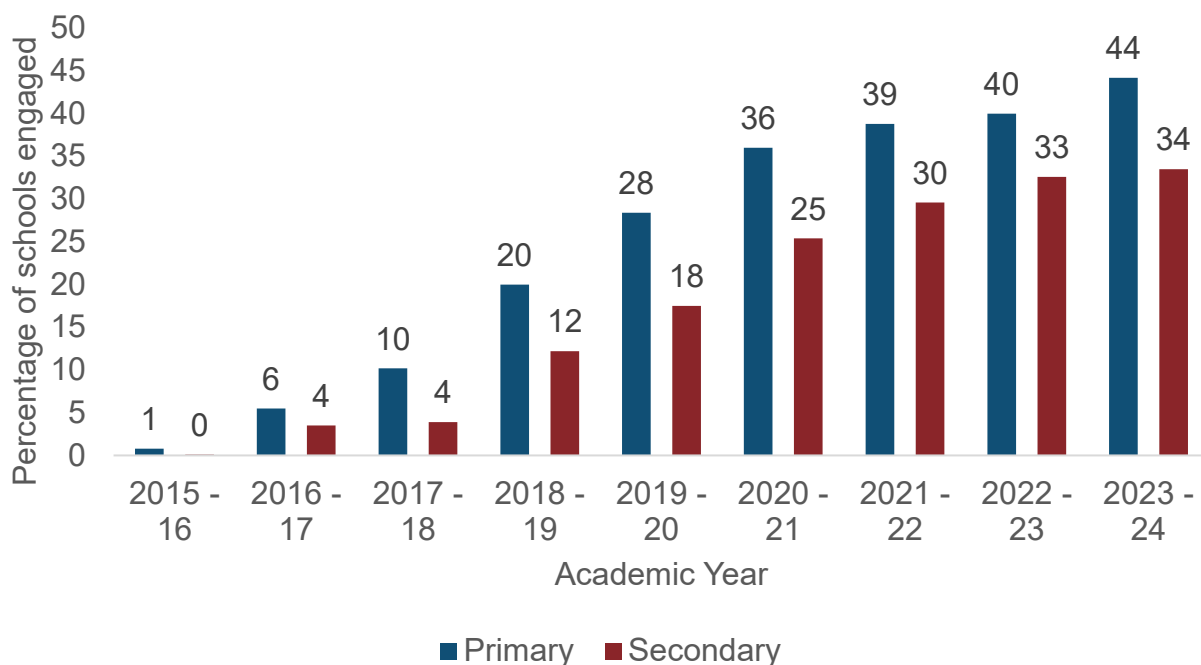
3.2.1 Engagement with the Teaching for Mastery Programme

Figure 10 shows the percentage of primary and secondary schools currently engaged with TfM Programme in each given year since 2015-16. This demonstrates the general upward trend of engagement with the TfM Programme, of both primary and secondary schools, over time. Showing that the number of schools engaging with the TfM Programme is increasing each year.

In AY 2023-24, 44.2% of primary schools (7,408) and 33.5% of secondary schools (1,145) were engaged with the TfM Programme (data on the percentage and number of

schools engaged with the TfM Programme is available in the Additional Tables document).

Figure 10: Percentage of primary and secondary schools engaged with the TfM Programme within each AY, between AY 2015-16 and AY 2023-24



Source: NCETM

3.2.2 Engagement with the Mastering Number Programme

In AY 2023-24, 23.8% of primary schools (3,995) have participated in any aspect of the Mastering Number Programme. Breaking down participation by Key Stage:

- 19.1% of open primary schools (3,196) participated in the Mastering Number Programme at Reception and Key Stage 1.
- 6.6% of open primary schools (1,101) participated in the Mastering Number Programme at Key Stage 2, which commenced delivery in September 2023.

3.2.3 Maths Hubs engagement with disadvantaged pupils

Table 9 shows the percentage of schools engaged with Maths Hubs in AY 2023-24, based on the percentage of disadvantaged pupils within the school. Pupils were classified as disadvantaged if they had received free school meals that academic year. The tables show that the percentage of disadvantaged pupils at a school had little impact on engagement levels with Maths Hubs, with the percentage of primary and secondary schools engaged being similarly high across all categories.

Table 9: Percentage of primary and secondary schools engaged with Maths Hubs, by percentage of disadvantaged pupils, in AY 2023-24

School Phase	0-10%	10-20%	20-30%	30-40%	40-50%	50% and above
Primary	51.9	54.7	55.4	56.6	57.0	57.5
Secondary	51.0	58.5	55.6	55.0	52.4	55.7

Source: NCETM

4. Cost of the Maths Hubs Programme

Table 10 shows annual funding for the Maths Hubs Programme⁴. This funding includes all elements of the Maths Hubs Programme, including grants paid to Maths Hubs for delivery of CPD activity, subsidies to schools to participate in the programme, funding for the textbook subsidy delivered between 2017 and 2021, and the NCETM contract.

Table 10: Total expenditure on the Maths Hubs Programme annually, between 2014/15 and 2023/24 (£ million)

2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23	2023/ 24	Total
£4.8	£8.8	£13.6	£18.8	£26.7	£27.6	£27.4	£27.3	£29.4	£36.3 ⁵	£220.8 ⁶

Source: Department for Education (DfE)

It is not appropriate to calculate an average cost per school using the total expenditure data above. There are different costs attached to each programme and schools can get involved in more than one programme in any given year, with more than one participant teacher or classroom practitioner, making an average cost per school potentially misleading.

⁴ Data could differ from other published figures due to factors such as the time of data cut, whether data is based on forecasts or actuals (accounting for recovery of any underspends), and whether reporting is based on financial or academic years. See section 5.4 for specific information on inclusions and exclusions of expenditure in these figures.

⁵ In 2023/24 Maths Hubs launched new programmes for Targeted Support, Mastering Number at KS2, and SKTM for secondary teaching assistants.

⁶ Total may not match sum of annual figures due to rounding.

5. Methodology

The methodology used in this report is detailed below, these figures could differ from other publications on Maths Hubs Programme engagement due to the information outlined below.

5.1 Completed engagement

Only completed school-level engagement has been included in this reporting. The following types of activity have been excluded from any summaries provided:

- Institutions who have engaged with Maths Hub but have withdrawn or deferred from a programme they booked onto.
- Programmes that were cancelled by the delivery partner before completion.
- Engagement from schools involved in the delivery of a programme rather than as a main participant.

5.2 Linking schools URNs

All unique school engagement counts are calculated using the unique reference number (URN) created for each school. Schools can be assigned a new URN when they undergo a significant change, such as academisation, adding a Key Stage, or changing their religious denomination. The link between these schools and their previous engagement has been re-established using a publicly available list of predecessor and successor schools. This ensures a school that has engaged multiple times before and after changing URN will only be counted once in any totals provided.

5.3 School phases

All school-level engagement summaries in this publication are based on mainstream state-funded primary and secondary schools in England. Section 4.3 provides additional information about engagement from special schools and other post-16 institutions but does not include the range of engagement from other institutions and organisations. To avoid double counting across school phases, engagement from all-through schools has been included in secondary school counts only, while middle schools will be classed as either a primary or secondary school dependent on the ages of pupils supported.

5.4 Expenditure calculations

This funding information **is an estimate** based on records dating back for the full 10 years of the programme. This funding does not include any evaluations of the programme or the costs of the England-China teacher exchange that was outside of the Maths Hub grant or NCETM contract. The costs of some resources wholly or partly funded to enable schools to implement CPD have been included.



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