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NLC – Based Remedial Instruction in Promoting Numeracy Skills for Multi-Grade Learners

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Abstract
Aim: This study aimed to evaluate the effectiveness of National Learning Camp (NLC)-based remedial instruction in enhancing the numeracy performance of intermediate pupils.
Methodology: A one-group pretest–posttest design was employed with 20 intermediate pupils who scored low in a division numeracy test in a multi-grade public elementary school in Mauban, Quezon. Students received contextualized NLC-based remedial instruction targeting foundational mathematics skills.
Results: Student performance improved significantly, with mean scores increasing from 9.9 to 24.8. A t-value of 14.56 and a p-value of .000 confirmed the statistical significance of this improvement. Most pupils advanced from non-numerate or emerging levels to the average level.
Conclusion: NLC-based remedial instruction is an effective educational intervention for overcoming numeracy challenges among multi-grade learners through contextualized and interactive teaching strategies.
Keywords: *Numeracy Skills; Multi-grade Learners; National Learning Camp; Remedial Instruction; Learner-centered Approach*

INTRODUCTION

In the contemporary educational landscape of the Philippines, addressing the diverse needs of learners has become increasingly critical, particularly in multi-grade settings where a variety of learning levels coexist within a single classroom. One of the most pressing challenges in this context is enhancing numeracy skills among students, especially pupils in Grades 4 to 6, who often encounter significant hurdles in Mathematics due to varying levels of proficiency and differing educational backgrounds. According to Dulay et al. (2025), tailoring instructional approaches to learners' unique needs fosters engagement and ensures that interventions are impactful, particularly in subjects that form the foundation for higher learning such as Mathematics.

The Department of Education (DepEd) has recognized this challenge and has implemented specific guidelines, including those outlined in DepEd Order No. 13, s. 2018, which provides implementation guidelines on the conduct of remediation. This order emphasizes the importance of delivering targeted interventions to help students who are lagging and ensures that they are adequately prepared for the next grade level. In addition, DepEd Order No. 25, s. 2022 serves as an amendment to the previous order, further refining the guidelines for remedial and advancement classes. This amendment introduces enhanced strategies for implementation, ensuring that programs are more responsive to the diverse needs of learners and emphasizing the importance of data-driven decision-making in identifying students who require additional support. Recently, DepEd Order No. 14, s. 2023 established policy guidelines for the implementation of the National Learning Camp (NLC), which aims to provide an inclusive and enriching environment for all learners, focusing on both academic and holistic development. Such initiatives align with research recommendations to create flexible and learner-centered interventions that bridge performance gaps while supporting socio-emotional growth (Carvajal et al., 2025).

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This initiative is designed to reinforce foundational skills while fostering social-emotional learning, which is critical for students' overall growth. A multi-grade school situated in a community rich in cultural diversity yet faced with socio-economic challenges exemplifies the complexities of this educational environment. Here, teachers strive to engage pupils of varying abilities, fostering a supportive atmosphere conducive to learning. However, despite their best efforts, many students continue to struggle with foundational numeracy skills, which are essential for academic success and daily life. To address these gaps, the school is considering implementing a targeted learning camp designed specifically to improve numeracy skills among its pupils in Grades 4 to 6. Research underscores that addressing foundational academic gaps through innovative, contextualized programs not only enhances academic performance but also contributes to improved learner motivation and participation (Colasito, 2025).

This research sought to investigate the effectiveness of such a learning camp, aligned with DepEd issuances, in improving the numeracy skills of these students. By examining the alignment of the camp with the provisions set forth by DepEd, assessing current proficiency levels, identifying areas of difficulty, and evaluating the overall impact of the camp on both numeracy skills and the learning environment, this study aims to provide valuable insights that can inform future educational practices and policies.

The importance of numeracy skills cannot be overstated; they serve as the foundation for critical thinking, problem-solving, and decision-making (OECD, 2022). For pupils in Grades 4 to 6, mastering basic mathematical concepts is crucial not only for academic advancement but also for building confidence in their abilities. However, many students in multi-grade settings, particularly those in far-flung areas, find themselves grappling with various mathematical concepts, from basic arithmetic to more complex problem-solving tasks (UNESCO, 2022). This struggle is often worsened by limited resources and individualized support in the classroom, which can hinder their ability to achieve foundational numeracy proficiency (Lopez-Pedersen et al., 2023). DepEd demonstrates its commitment to improving educational outcomes by promoting remedial instruction through summer classes tailored to students' specific learning needs. Recent amendments further support this by encouraging schools to adopt best practices, enabling more customized learning experiences. The guidelines also advocate for an integrated approach that combines academic and social-emotional development, fostering a holistic and inclusive educational environment for all learners.

To effectively address the numeracy challenges faced by students, it is essential to first understand their current levels of proficiency. Recent assessments indicate that many pupils in multi-grade classes at public elementary schools are performing below the expected standards in numeracy. This discrepancy highlights the urgent need for targeted intervention. By establishing a baseline of students' skills, the learning camp can be designed to specifically address the identified gaps in knowledge. Additionally, understanding the specific areas of difficulty in numeracy is critical for developing an effective curriculum for the learning camp. Common challenges faced by students include difficulties with number sense, operations, and word problems. These challenges often stem from a lack of foundational understanding, which can create a cycle of frustration and disengagement. By delving into these issues, educators can develop a more focused approach that not only addresses content gaps but also promotes a positive attitude toward mathematics (Calderon et al., 2024).

In conclusion, the proposed learning camp at San Jose Elementary School represents a proactive step toward addressing the numeracy challenges faced by Grade 4 to 6 pupils in a multi-grade setting. Focusing on the specific needs of students, this initiative holds the potential to significantly improve numeracy skills while also fostering a positive learning environment. The insights gained from this research not only contribute to the body of knowledge on effective remedial instruction but also provide practical recommendations that can be applied in similar educational contexts nationwide. As we delve deeper into this study, the goal remains clear: to empower every student with the mathematical skills they need to succeed in school and beyond.

Objective

This study aimed to enhance numeracy skills in pupils from Grade Four to Grade Six in a multi-grade class at a public elementary school in Mauban, Quezon, during the school year 2024-2025. Specifically, it sought the answer to the following questions:

1. What is the demographic profile of the pupils in terms of their age and sex?
2. What are the levels of numeracy skills before the NLC-Based Remedial Instruction?
3. What is the level of numeracy skills after the NLC-Based Remedial Instruction?
4. Is there a significant difference in the numeracy skills of the students before and after the NLC-Based Remedial Instruction?

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Hypothesis

There is no significant difference in the numeracy skills of Grade 4 to Grade 6 pupils before and after the NLC-based remedial instruction in multi-grade classes.

METHODS

Research Design

This study employed a quasi-experimental research design to assess and enhance the numeracy skills of pupils in Grades 4 to 6 in a multi-grade setting. Developmental research, as defined by Ibrahim (2016), is the systematic study of designing, developing, and evaluating instructional products and processes to improve teaching and learning. This approach is particularly suited for addressing instructional challenges and creating structured interventions that cater to diverse learning needs.

The study aimed to measure the effectiveness of NLC-based remedial activities in strengthening numeracy skills. To achieve this, the researcher first assessed the initial numeracy levels of multigrade pupils using the Division Numeracy Pre-test for the 2024–2025 school year, administered following standardized evaluation procedures. The gathered data served as the baseline for designing and implementing NLC-aligned interventions, which included structured remedial activities tailored to multigrade learners' needs.

A pre-test and post-test approach was utilized to determine the significant difference in numeracy performance before and after the intervention. This method aligns with developmental research principles, as it allows for iterative refinement of remedial strategies based on observed improvements and learner responses (Reeves, 2006; Carvajal et al., 2025). The post-test results provided empirical evidence of the effectiveness of NLC-based remedial instruction in addressing numeracy gaps among multigrade pupils in Mauban, Quezon.

By integrating developmental design principles and quasi-experimental techniques, this research contributes to enhancing numeracy interventions through evidence-based NLC activities, ensuring that pupils receive targeted support to improve their mathematical proficiency in a multigrade learning environment (Abenojar et al., 2025; Pangilinan, 2025).

Population and Sampling

The respondents of this study were pupils from Grades 4 to 6 of a multi-grade school in Mauban, Quezon, for the school year 2024–2025. These pupils were identified as having low scores in the Division Numeracy Pre-Test, which served as the basis for their inclusion in the study. Specifically, the study focused on twenty (20) pupils who met the criterion of low numeracy performance as determined by pre-test results.

Purposive sampling was employed to select participants. Focusing on learners with low numeracy proficiency is critical in designing targeted interventions that address specific learning gaps (Hwang, 2020; Amihan & Sanchez, 2023).

Instrument

The primary research instrument was an adapted 40-item multiple-choice questionnaire designed to assess the numeracy skills of multi-grade learners in Grades 4 to 6. This instrument was classified as a criterion-referenced cognitive achievement test, evaluating mastery of specific numeracy competencies aligned with the Most Essential Learning Competencies (MELCs) of the Department of Education.

The questionnaire was adapted from the Division Numeracy Test and contextualized for multi-grade learners. It covered four numeracy strands: Numbers and Number Sense, Geometry, Patterns and Algebra, and Measurement. The adaptation process included expert validation by mathematics educators and multi-grade teaching specialists to ensure content relevance, cognitive appropriateness, and technical accuracy (Carvajal & Sanchez, 2024).

Data Collection

The data collection process followed these steps:

Approval and Consent – The researchers sought approval from school authorities and obtained parental consent for pupil participation.

Validation of Instrument – Experts, including a principal, a head teacher, and master teachers in mathematics, validated the instrument for content clarity, alignment with MELCs, and multi-grade suitability.

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Pilot Testing and Reliability – The instrument underwent pilot testing in a nearby multi-grade school. Reliability indices were computed by a statistician to ensure internal consistency and measurement accuracy.

Pre-Test and Intervention – A pre-test was administered, followed by NLC-based remedial activities over a month. Each week addressed the four strands through interactive and contextualized activities such as:

Fraction Pizza Party (Numbers and Number Sense)
Measure Me! (Geometry)
Pattern Necklace Party (Patterns and Algebra)
Measurement Scavenger Hunt (Measurement)

Teachers observed and recorded pupils' performance using observation checklists and worksheets as primary data sources.

Post-Test – After four weeks, a post-test assessed the impact of the intervention on pupils' numeracy performance.

These hands-on and gamified activities aimed to increase engagement and build numeracy confidence, echoing findings that experiential and play-based approaches enhance cognitive performance in young learners (Abenojar et al., 2025; Muñoz & Sanchez, 2023).

Treatment of Data

Descriptive statistics, including frequency, percentage, count, mean, and standard deviation, were computed to describe the learners' numeracy levels in the pre-test and post-test. A paired-sample t-test determined if the observed differences were statistically significant, thereby measuring the effectiveness of the intervention.

Ethical Considerations

Ethical standards were strictly observed. Pupils' privacy and confidentiality were safeguarded; identifying information was excluded from all reports. Participation was voluntary, and results were used solely for research purposes. Adherence to ethical principles maintained trust, integrity, and respect for all participants (Sanchez, 2025)..

RESULTS and DISCUSSION

This section represents the analysis and interpretation of the data gathered in the study on the effectiveness of NCL-based remedial Instruction in improving pupils' numeracy skills.

Table 1

Distribution of respondents in terms of age

Age Group	Frequency	Percent (%)
9 to 10 years old	8	40
11 to 12 years old	11	55
13 to 14 years old	1	5
Total	**20**	**100**

Table 1 presents the age distribution of the respondents, indicating that the majority are within the typical developmental stage for acquiring foundational numeracy skills. This indicates that the learners are appropriately positioned to benefit from the remedial intervention, as they are in a critical period for strengthening mathematical understanding. Notably, one female learner was 13 years old, having taken a one-year break from her schooling. Her inclusion highlights the reach of the intervention even to those who have experienced temporary interruptions in formal education. The minimal presence of older learners implies limited age-related learning gaps within the group, thereby supporting the appropriateness and responsiveness of the instructional approach used in the study.

This age range corresponds to the typical ages of learners in Grades 4 to 6. Similar findings were reported by Cabalo and Cabalo (2019), who noted that most elementary pupils in their study were around 10 years old, reflecting expected grade-level ages. The higher number of 11 to 12-year-olds suggests most respondents are in Grades 5 or 6. The presence of a small percentage of older pupils (13 to 14 years old) may be due to late enrollment or grade repetition, a situation also identified by Cabalo and Cabalo (2019) in their research.

Overall, the data indicate a well-represented sample of intermediate-level pupils, which supports the reliability and relevance of the findings to this specific educational stage.

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Table 2

Distribution of respondents in terms of sex

Sex	Frequency	Percent (%)
Male	10	50
Female	10	50
Total	**20**	**100**

Table 2 shows the data indicate a balanced distribution of respondents in terms of sex, with an equal number of male and female participants. This equal representation helps ensure that the study's findings are not biased toward one sex and that the effectiveness of the intervention can be fairly assessed across both groups. The balanced participation also reflects inclusivity and provides a broader perspective on how the remedial instruction supports numeracy development among learners regardless of sex.

Table 3

Pretest scores of the respondents on the numeracy test

Pre-test	Frequency	Percent	Level of Numeracy
76% – 100%	-	-	Above Average Numerate
51% – 75%	-	-	Average Numerate
26% – 50%	8	40.00	Emergent
0 – 25%	12	60.00	Non-Numerate
Total	**20**	**100**	

Table 3 shows that, before the NLC-Based Remedial Instruction was implemented, the pre-test results indicated that none of the learners had reached even the average level of numeracy. Most of them struggled significantly, with many showing only emerging skills, and the rest falling into the non-numerate category. These results indicate significant learning gaps in fundamental mathematical concepts. It also highlights the considerable support learners needed before any progress could be made. The pre-test served as a vital starting point not just to measure performance, but to understand where the students were coming from and what kind of instruction would be most helpful moving forward. This distribution indicates that all respondents were functioning below the desired level of numeracy proficiency, with a majority exhibiting extremely limited skills in basic mathematical concepts.

The administration of the pre-test plays a crucial role in identifying the learners' baseline competencies and the specific areas where intervention is needed. It establishes an objective starting point that allows teachers and researchers to diagnose learning gaps and design targeted instructional strategies. Without such data, it would be challenging to evaluate the impact of any instructional program or determine the progress made by learners over time.

A deeper analysis of individual test items revealed specific areas where pupils had trouble, particularly in multi-step word problems that required both analytical thinking and algebraic reasoning. One such item stated: *"You are tasked by your teacher to gather unfamiliar words in mathematics for 2 days. On the first day you have 15 words. On the second day you gathered 8 words more than twice the number of unfamiliar words you gathered on the first day. How many unfamiliar words have you gathered altogether?"* Only 5 out of 20 learners answered this item correctly. This low success rate suggests that many pupils struggled with translating verbal information into mathematical operations, specifically understanding expressions like "8 more than twice" and performing sequential calculations. Such cognitive demands exceed basic arithmetic and require learners to comprehend the problem context, apply multiplication and addition, and then perform summation. The difficulty of this item reflects a broader issue of underdeveloped problem-solving strategies and comprehension skills, further emphasizing the need for targeted remedial instruction.

The results align with findings from Rai and Penjor (2020), who similarly reported low pre-test scores in their study, confirming a common trend of initially low proficiency among learners prior to intervention. These pre-test results serve as a critical baseline for measuring the effectiveness of subsequent remedial interventions aimed at addressing the identified learning gaps. The consistency in findings across studies reinforces the significance of pre-

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test diagnostics in educational research and practice, particularly when implementing data-driven strategies to improve learning outcomes.

Table 4

Posttest scores of the respondents on the numeracy test

Post-test	Frequency	Percent	Level of Numeracy
76% – 100%	-	-	Above Average Numerate
51% – 75%	19	95.00	Average Numerate
26% – 50%	1	5.00	Emergent
0 – 25%	-	-	Non-Numerate
Total	**20**	**100**	

Table 4 presents the results from the post-test, which demonstrate a clear improvement in the learners' numeracy skills after participating in the NLC-Based Remedial Instruction. Most students were able to reach a level where they could handle basic mathematical concepts with greater confidence and accuracy. Only one learner still showed signs of needing further support, but none were classified as non-numerate anymore. Interestingly, while many improved, no one has quite reached the highest level yet, which suggests there's still room for growth.

The overall distribution of scores suggests a positive outcome in terms of learners' ability to demonstrate foundational numeracy skills. With nearly all learners achieving an "Average Numerate" level, it may be inferred that they have acquired a functional understanding of core mathematical concepts, such as basic operations, number sense, and problem-solving. This concentration within the average range also reflects a level of consistency in performance among multi-grade learners, which is noteworthy in contexts where learners typically vary in readiness and ability due to grade-level differences.

Further analysis of individual test items reinforces this observation. One problem that most learners successfully answered was: *"The Parent Teacher Association needs to raise Php. 25,000 for a school-community project. They collected Php. 6,180 from parents, Php. 10,225 from LGU and Php. 3,095 from other donors. How much more does the PTA need to raise?"* This item was parallel to a similar question in the pre-test, yet it was among the most accurately answered in the post-test. The correct responses suggest that learners were able to analyze a real-life problem, organize the relevant information, and apply sequential operations involving addition and subtraction to arrive at the correct solution.

This finding is further supported by Magtolis (2023), who reported significant gains in numeracy following intervention activities. In that study, the proportion of proficient pupils increased from 36% to 54%, while those categorized as developing decreased from 46% to 36%. Notably, the study also observed a complete elimination of non-numerate learners. These findings reinforce the conclusion that structured numeracy instruction, when aligned with clear competencies and real-life application, can yield measurable improvements in learners' mathematical performance.

Table 5

Test of significant difference in the pretest and posttest scores of the respondents in the numeracy test

APPROACH	Pre-test		Post-test		t	df	Sig.(2-tailed)	Verbal Interpretation
	Mean	SD	Mean	SD				
NLC-Based Remedial Instruction	9.9	3.19	24.8	3.3	14.56	19	0.000	Significant

Table 5 presents compelling evidence of the effectiveness of the NLC-Based Remedial Instruction in enhancing the numeracy performance of multi-grade learners. The sharp increase in the mean scores from 9.9 in the pre-test to 24.8 in the post-test reflects a substantial improvement in students' ability to understand and apply foundational mathematical concepts. Before the intervention, learners demonstrated limited mastery, as shown by their inability to correctly answer even a quarter of the 40-item assessment. This was indicative not only of skill gaps but also of low confidence and limited engagement with mathematical thinking.

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Following participation in the four-week NLC-Based remedial program, learners' scores significantly increased, with post-test scores indicating that they could now answer more than 60% of the items correctly. This improvement did not occur by chance; instead, it was the result of a targeted, well-designed intervention that addressed the learners' identified weaknesses directly.

The learners improved through consistent, focused instruction that prioritized active participation, hands-on activities, and the use of real-life math applications. The daily one-hour sessions were carefully structured to support both skill-building and conceptual understanding. Instead of relying solely on abstract instruction, the sessions used tasks that allowed students to explore math through visuals, manipulatives, movement, and games. Learners became more confident as they experienced success with activities that were developmentally appropriate, engaging, and broken down into manageable steps.

The strength of the NLC-Based Remedial Instruction lay in its development. Materials were not generic-they were based on actual assessment data and specifically crafted to address the four key strands of numeracy: Numbers and Number Sense, Geometry, Patterns and Algebra, and Measurement. Each activity was aligned with the Most Essential Learning Competencies (MELCs) and infused with creativity, practicality, and visual appeal. Activities such as the *Fraction Pizza Party*, *Build a Town*, *Pattern Necklace Party*, and *Weight Wise Market* brought math to life, making learning fun and meaningful.

These tasks promoted exploration and collaboration, allowing learners to talk through their reasoning and learn from each other. The materials encouraged learners to connect math to real-life situations —whether it was estimating time, creating patterns, or calculating area —which made the lessons more relevant and less intimidating.

In summary, the remarkable increase in learners' post-test scores can be attributed to the strong alignment of the intervention with learners' actual needs, the engaging nature of the developed materials, and the structured, supportive learning environment created through the NLC-based remedial instruction. This approach proved not only to be effective in raising numeracy performance but also in helping learners rebuild their confidence and interest in mathematics.

This improvement is also reflected in the computed t-value of 14.156 and a significance level of 0.000, which is far below the standard threshold of 0.05. The extremely low p-value signifies that the observed difference in mean scores is not due to chance, but instead to the intervention provided. The standard deviation values, which were 3.19 in the pre-test and 3.3 in the post-test, show that learner performance was consistent across the group during both assessment phases. This similarity in score variability suggests that the observed gains were not limited to a few high-performing learners but were experienced broadly by the majority of participants.

The statistical evidence in this table confirms a substantial positive shift in numeracy achievement, underscoring the critical role of the NLC-Based Remedial Instruction as an effective and well-targeted educational response to foundational learning gaps in mathematics. This intervention was far more than just additional lessons- it was a thoughtfully designed, research-aligned program tailored specifically for the challenges of a multi-grade classroom setting, where learners often have varying levels of skill and support.

One of the most impactful aspects of the program was the deliberate development of instructional materials. These materials were not generic; they were built around the learners' actual needs, as identified through pre-assessment data. They focused on the four key strands of numeracy —Numbers and Number Sense, Geometry, Patterns and Algebra, and Measurement —and incorporated hands-on, activity-based learning that promoted engagement and understanding.

Activities such as Fraction Pizza Party, Build a Town, and Pattern Hopscotch were carefully chosen to connect abstract math concepts with concrete, real-life applications. The use of visual models, manipulatives, games, and collaborative tasks made math more relatable and reduced anxiety among learners who had previously struggled with basic skills. These activities were also structured to gradually build confidence, allowing learners to develop mathematical reasoning and fluency at a comfortable pace.

Moreover, the remedial sessions were conducted consistently and systematically over four weeks, providing learners with regular exposure to key concepts and repeated opportunities to practice, reflect, and improve. This structure ensured that gaps were not only identified but meaningfully addressed through continuous support.

Overall, the NLC-Based Remedial Instruction proved to be an effective model for boosting mathematical proficiency in multi-grade environments. It demonstrated that with the right strategies and well-crafted materials, even students who started with minimal skills could develop a stronger foundation in mathematics and become more capable, confident learners.

These findings are supported by the study of Blancia (2023), which evaluated the effectiveness of remedial activities in improving the numeracy performance of Grade 6 non-numerates.

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In her study, the pre-test mean score of 6.85 significantly increased to 17.64 in the post-test after implementing targeted remedial activities. The computed t-value of 3.016 also indicated a significant difference between the pre- and post-test scores, confirming the effectiveness of the intervention.

This parallel outcome reinforces the value of remedial instruction in enhancing pupils' numeracy skills, especially among those initially identified as non-numerates. Like Blancia's findings, the results in this study affirm the importance of diagnostic testing followed by focused, differentiated instruction to improve learner outcomes.

Conclusions

Based on the study's results, it can be concluded that the NLC-Based Remedial Instruction played a significant role in enhancing the numeracy skills of pupils in Grades 4 to 6 in a multi-grade setting. Before the intervention, learners showed limited proficiency in essential mathematical concepts, indicating the need for a structured support system. Through the implementation of the activity-based and learner-centered approach under the National Learning Camp framework, learners demonstrated a greater understanding and more accurate application of numeracy skills. The study outcomes provide clear evidence that the intervention was effective in addressing the identified learning gaps and supporting the development of foundational mathematics skills among multi-grade learners.

Recommendations

Considering the study's findings and the statistically significant improvement in learners' numeracy performance following the NLC-Based Remedial Instruction, the following recommendations are proposed:

1. Schools, especially those with multi-grade classes, are encouraged to formally integrate the NLC-Based Remedial Program into their intervention efforts. Its structured, activity-based format has proven effective in addressing foundational numeracy gaps among diverse learners.
2. Teachers may continue using pre-tests and post-tests to monitor learner progress and identify specific areas of difficulty. Regular assessment allows for more targeted instruction and ensures that interventions address actual learning needs.
3. School administrators and DepEd divisions provide sustained training on activity-based and differentiated instruction strategies. Emphasis should be placed on developing contextualized materials and managing multi-grade settings effectively.
4. The study revealed that learners perform better when working in groups or under teacher guidance. Therefore, incorporating peer-assisted learning and structured group tasks should be sustained to foster a deeper understanding and support learners who struggle to work independently.
5. Future implementations may consider extending the remedial program beyond four weeks, especially for learners who remain in the "emergent" category. Additional time allows for reinforcement and consolidation of mathematical concepts.
6. Other researchers are encouraged to replicate the study in different geographic, demographic, or instructional settings to validate the effectiveness of the NLC-Based approach and explore its applicability across other subject areas or grade levels.

These recommendations aim to support the continued improvement of pupils' numeracy skills. By working together, teachers, parents, school heads, and future researchers, more learners can benefit from effective and practical strategies like the NCL-Based Remedial Instruction. With proper support and consistent efforts, struggling pupils can build stronger foundations in mathematics and become more confident in their learning.

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