

# Number Champions

STRATEGY 2026-2028



Number Champions

1 2 3 4 5

fun + skills = confidence

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# MESSAGE FROM OUR CEO AND CHAIR

We are delighted to share Number Champions' 2026-28 strategy with you. In these pages, we share our purpose as an organisation and how we plan to make a difference to children's lives through numeracy over the coming years.

This is the first time we have articulated our vision, mission and strategic plans together in this way and it represents an exciting time in Number Champions' development. We appointed our first CEO in September 2025, as part of our planning for the retirement of our founder Chair in April 2027 and transition to being a fully staff-led organisation. Although this is a time of change for us, our commitment to our values will remain constant; we share more on these on page 12.

We wanted to thank everyone who has supported us with the development of our strategy. As well as our staff and trustees, this includes: Chris Llewellyn of the CriSeren Foundation; Caroline Kent, one of our volunteers; Dr Antony Smith, Principal at Millbank Gardens Primary, one of our partner schools; Vic Hancock Fell, small charity specialist; and Rachel Cullen, strategy consultant.

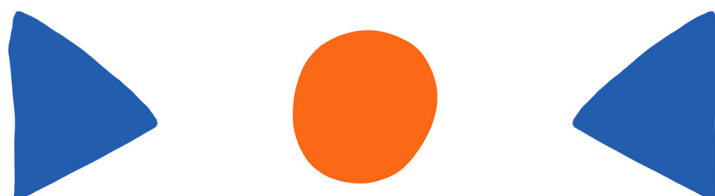
And an enormous thank you to our volunteers, who make a difference to children's lives in schools across London every week, and to all the donors who enable this work to happen.

If you would like to learn more about how you can be part of this journey, please see more on page 13.

**Beth Silver**, CEO

**Bernard Manson**, Chair of Trustees

**June 2026**





# OUR VISION

*This is the change we want to see. Our “why”, or our “North Star”.*

Our vision at Number Champions is a world where all children have the maths skills and confidence they need to reach their full potential.

## Why?

Because numeracy is a core life skill. We all need maths to help manage everyday life. We use maths to measure height, estimate quantities, and plan journeys. We use it when managing our money, taking medication, or going to the gym. We use it when evaluating whether information is likely to be true or false.

Maths is also critical in order to access many educational and career opportunities. Numeracy opens doors that help us reach our full potential and lead rich lives.

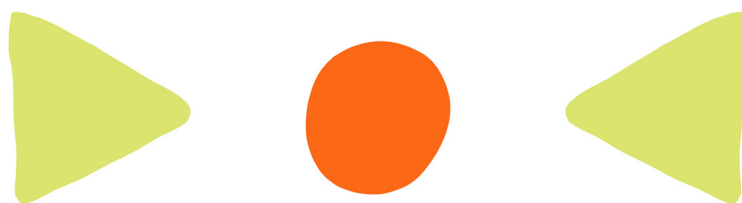
However, some children have difficulty getting to grips with maths. This can be for a variety of reasons such as poor school attendance, a need for more concrete learning resources, or a lack of confidence. Many children then develop anxiety about maths and then find it difficult to engage in class. This can negatively impact children’s wider education, with long-term consequences for their future.

Over 25% of children are not working at the expected standard by the end of primary school<sup>1</sup> and the same proportion do not achieve a standard pass in GCSE maths. These figures are even starker for children from disadvantaged backgrounds: 39% do not achieve the expected standard in primary school and more than half do not pass their GCSE. Failing to pass GCSE maths limits the opportunities young people have after 16, acting as a significant barrier to social mobility.

We therefore created Number Champions in 2018, to provide additional numeracy support during the critical primary school years.

As we know that disadvantaged children are less likely to meet the expected standard in primary school or pass their maths GCSE, the majority of the children we support (currently 70%) are assessed by the school as experiencing disadvantage<sup>2</sup>.

We want to help children develop skills and confidence in maths, so more doors are open to them.



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1 27% of pupils do not reach the expected standard in KS2 maths; 39% of disadvantaged children do not. [Key stage 2 attainment - Explore education statistics - GOV.UK.](#)

2 “Disadvantage” here means either the school receives the pupil premium grant in relation to the child or otherwise assesses the child as experiencing disadvantage.

# OUR MISSION

*This is how we will contribute to achieving our vision.*

Our mission is to ensure that no child's future is limited by poor numeracy, by providing volunteer-led support to the children who need it most during their critical primary school years.

At the time of preparing this strategy, Number Champions is working in 42 schools across London, with around 115 volunteers supporting nearly 350 children. To date, we have supported nearly 2,000 children.

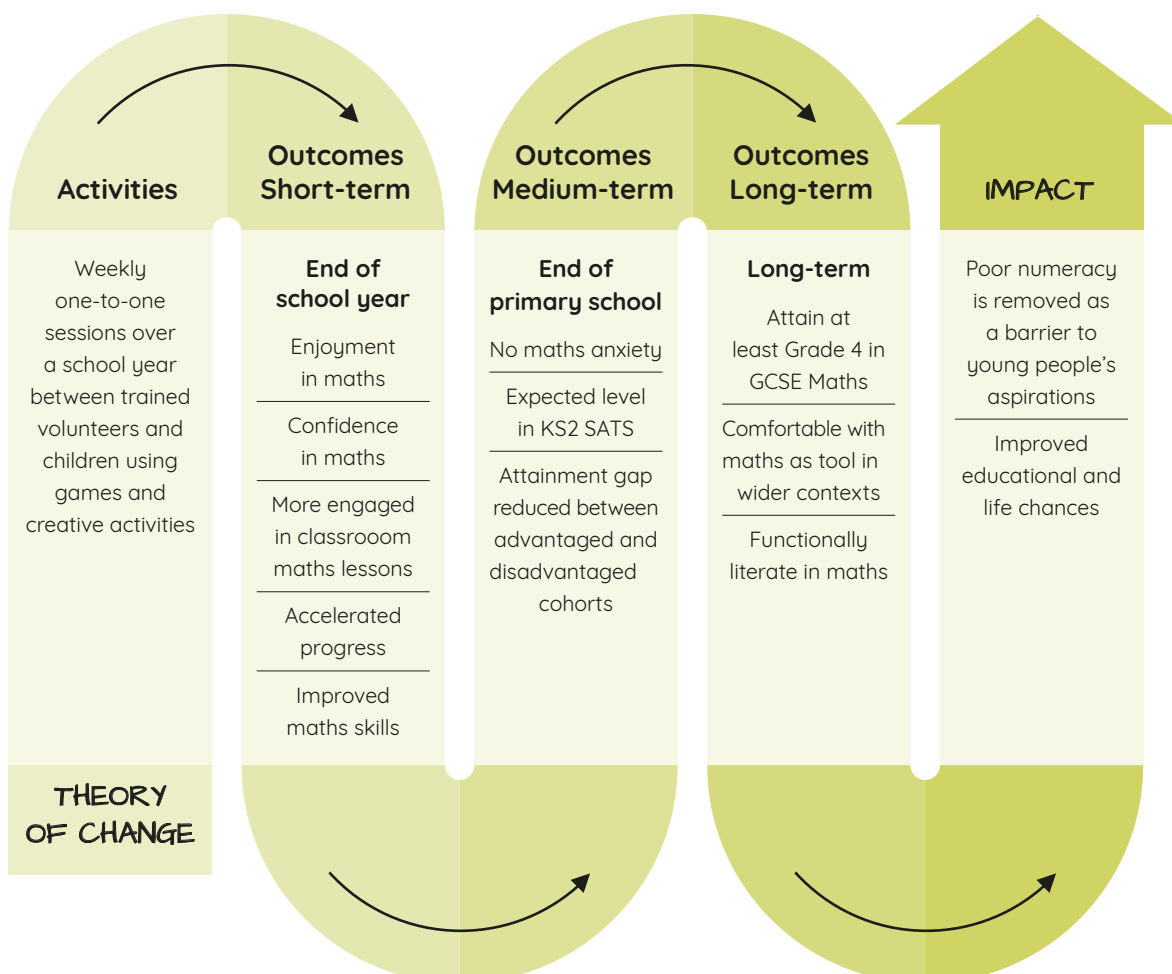
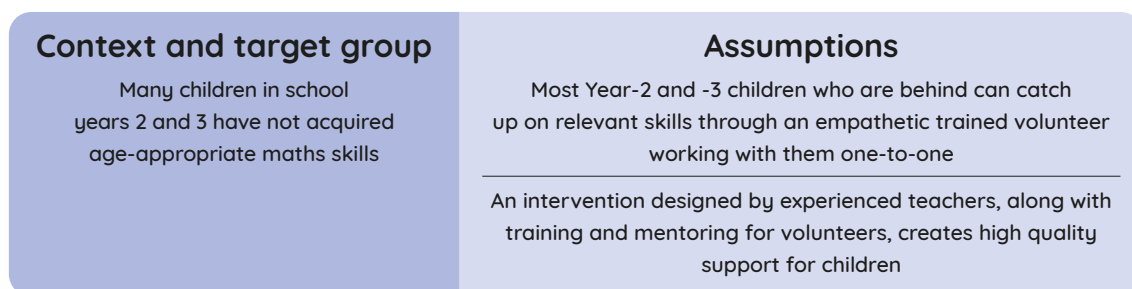


# THEORY OF CHANGE

Our mission is based on our Theory of Change. We start with the problem of many children not reaching the expected standard in maths at primary school.

Early intervention is recommended by research and teachers, with Years 2 and 3 being a key time to help children catch up.

We seek to provide high quality one-to-one support. Importantly, we also make maths fun! This enables children to improve their confidence and mathematical skills, engage in classroom maths and achieve their educational potential.



# OUR IMPACT

*This is the difference that we make.*

80% of teachers agree or strongly agree that Number Champions improves children’s confidence and skills in maths.

In July of each school year, we ask teachers to evaluate the impact of our intervention for each child against five statements. The results for the last three years were:

| Statement                                    | Teachers answering ‘strongly agree’ or ‘agree’ |         |         |
|--|--|---------|---------|
|  | 2024-25  | 2023-24 | 2022-23 |
| The child enjoys maths more than they did    | 86%  | 81%     | 85%     |
| The child’s confidence in maths has improved | 88%  | 87%     | 76%     |
| The child is more engaged in maths lessons   | 80%  | 80%     | 79%     |
| The child is less anxious about maths        | 80%  | 77%     | 73%     |
| The child’s maths skills have improved       | 84%  | 85%     | 83%     |

We want to see children improving their **maths skills**, because we know that improved skills will enable children to access more opportunities.

“The volunteers are wonderful. The scheme supports those foundation building blocks children will need to build their knowledge.”

*Richmond Teacher*

But more critically, we want to improve children’s attitudes to maths and their confidence in the subject. This is why four of our evaluation statements are **attitudinal**.

“[The child] has a newfound confidence in class maths lessons, now putting her hand up eager to answer questions and take part in whole class problem solving.”

*Brent Teacher*

We are committed to developing a deeper understanding of the impact of our work; so our strategic goals for 2026-28 include development of a model for independent evaluation of our impact.



# OUR GOALS

*This is what we will do to deliver against our mission.*

By 2028, we will have built the mathematical skills and confidence of over 2,800 primary school children, helping them engage more in the classroom and giving them the confidence to reach their educational potential.

## GOAL 1

### Reach more of the children who need us most

#### Outcome

By July 2028, we aim to have supported 2,800 children in total, with the majority of them being children from disadvantaged backgrounds.

#### Why are we doing this?

We want more of the children who need us most to have volunteer-led maths support.

#### Our objectives

- grow organically within London, so we support 500 children per year by July 2028;
- seek to establish partnerships to support our mission;
- collect and monitor key data on levels of disadvantage, including percentage of children eligible for Free School Meals within each of our partner schools;
- develop plans to enable further targeting of our support to children experiencing disadvantage (currently 70%) to ensure we reach the children that need us most.



## GOAL 2

# Provide a high-quality, high-impact service

### Outcome

By July 2028, we will have developed additional feedback mechanisms and a model for independent evaluation of our impact.

### Why are we doing this?

It is critical that our service is high quality; that it is valued by children and the educators who support them; and that its impact can be independently verified.

### Our objectives

- improve the quality of our provision through feedback and evaluation mechanisms, including from children;
- provide a service that schools value, evidenced by continued high school retention rate and positive teacher impact evaluations;
- expand our evidence of impact beyond teacher evaluations, by developing a model for independent evaluation of our impact;
- ensure our safeguarding processes, procedures and culture remain robust, protecting the welfare of every child we support.

## GOAL 3

# Ensure our volunteers feel engaged and valued

### Outcome

By July 2028, we aim to have 180 volunteers regularly supporting children across London.

### Why are we doing this?

Our volunteers are critical to successful delivery of our mission. We want them to feel supported, proud of their role and motivated to tell others about their great work.

### Our objectives

- recruit and retain a diverse group of quality volunteers;
- ensure our volunteers have the resources they need to provide a quality service;
- regularly engage with our volunteers to thank and motivate them, to ensure that volunteers feel valued as members of a Number Champions community;
- develop and implement a new volunteer satisfaction survey and develop strategies to improve retention.

## GOAL 4

# Build a sustainable staff-led organisation

## Outcome

By July 2028, we will have completed our transition to a sustainable leadership and governance structure which builds on the inspiration and vision of our founder trustees.

## Why are we doing this?

Number Champions is in the process of transition from being a founder-led charity to one run by its CEO, who is accountable to the board of trustees.

## What we will do

- transfer all operational activities to staff, managed by our CEO;
- recruit a new Chair to lead our board of trustees;
- invest in our systems and processes, so they are efficient and ready for growth;
- diversify our sources of fundraised income and continue to establish longer-term relationships with funders.



# OUR VALUES

*This is how we will behave as we deliver our work.*

## Our values are:

- **Children-first**
- **Kind**
- **People-powered**

And this is what we mean by these values:

**Children-first:** we always put children first. They are at the heart of what we do and of all our decision-making. We seek to provide personalised support for every child, empowering them to become resilient and confident learners.

“One of the best moments for me, as our school’s maths lead, was overhearing a child get called to his [Number Champions] intervention, and him cheering and saying that it was the best part of his day!”

*Partner school, Barnet*

**Kind:** we seek to build an inclusive and supportive environment so that working or volunteering for Number Champions is a great experience.

“I had my first session at [the school] today. I absolutely loved it, it was the highlight of my day, and I’m really excited to go back next week. It was amazing to see [the children’s] confidence grow even after just doing 5-10 minutes of maths. Helping them with the most basic maths skills and watching that “I get it” moment was incredibly rewarding.”

*Number Champions volunteer*

**People-powered:** we source support for schools from local volunteers, building connections with the community and driving change for children through the power of volunteering.

“[Our Number Champions volunteer is] a great asset to our school and is really making a difference to the children. Thank you!”

*Haringey teacher*

# JOIN US

We hope you have enjoyed reading about Number Champions and our plans for the future.

Since 2018, we have helped nearly 2,000 children build their confidence and skills in maths. We want to reach 2,800 children by 2028 – but cannot do it without you.

## Donate

Can you help fund our work?

- £20 can provide a kit to a volunteer.
- £50 can pay for training for two volunteers.
- £250 can support a child for a school year.

Learn more about [making a donation](#).



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## Schools

Can Number Champions support children in your school?

Learn more about [becoming a partner school](#).



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## Volunteer

Can you help a child discover their confidence in maths?

Learn more about [volunteering with us](#).





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fun + skills = confidence

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**in** LinkedIn • **@** Instagram

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