

# Readers Count



**Annual Report**

**Sample School**



**Edge Hill  
University**

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## INTRODUCTION

Readers Count is an Every Child Counts intervention for children who really struggle to read. A specially trained teacher helps them to develop phonic skills and a love of reading and supports colleagues and parents to raise reading and writing standards for all children in the school.

The Readers Count teacher delivers Readers Count lessons to children in Years 1, 2 or 3 who have an insufficient grasp of phonics as the prime approach to decoding and encoding. Through linked Embedding Sessions, a Readers Count teaching assistant delivers additional support to consolidate their learning.



Readers Count helps children to develop their phonics knowledge and skills and to apply them independently in reading and writing across the curriculum. It supports their comprehension through developing talk, reading fluency, and automatic decoding of known words. It aims to build real and significant change in children's reading skills, confidence and enjoyment so that they can make accelerated progress and catch up with their peers.

Every child has a programme of daily support over 3 or 4 months, including at least 3 Readers Count lessons delivered by the teacher and 2 Embedding Sessions with the teaching assistant every week. The child continues to take part in their normal class literacy lessons. The teacher teaches children individually while they are in training; once they are accredited they can teach children individually or in pairs.

Lessons take place in a dedicated teaching area where children can use a range of multi-sensory resources. The teacher begins by making a detailed diagnostic assessment of what each child knows and then plans an individualised programme to help each one to move forward. Lessons focus on developing children's phonic and writing skills, vocabulary and comprehension; they follow a set routine and are rigorous and active. The Readers Count teacher aims to help each child to become a confident and enthusiastic reader and to develop the skills and positive attitudes needed to continue to make good progress in normal class literacy lessons after completing Readers Count.

Readers Count was devised by Edge Hill University as a part of its not-for-profit Every Child Counts programme, through which the University has supported schools to raise over 100,000 children's achievement in literacy and mathematics. All Readers Count teachers are trained and supported by local Every Child Counts Trainers, who in turn are trained and supported by Edge Hill University National Advisers.

This report is based on data submitted to the University's online data collection and analysis system. Its purpose is to help the school to monitor pupils' progress and to evaluate the effectiveness of the intervention. The level of detail in the tables depends on the data supplied and the time of year. If you have any queries, please contact the ECC team.

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## 1. PARTICIPATION IN THE PROGRAMME

Readers Count is designed for pupils in Years 1 to 3 who have the greatest difficulties with reading.

**Table 1.1 Pupils receiving Readers Count support  
Sample School**

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### Entry

Pupils who began a programme 10

School Year

Y3 3

Y2 7

### Exit

Pupils who completed a programme 10

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Entered: all pupils who began a programme

Completed: all pupils who completed a programme and for whom entry and exit outcomes were reported

## 2. LESSONS

The school decides how long each pupil's Readers Count programme should last. A programme normally continues for up to a term and a half, until the pupil has caught up with their peers.

Each pupil normally has three 30-minute Readers Count lessons a week with their Readers Count teacher. New teachers who are in training deliver all lessons 1-to-1, while accredited teachers decide whether each lesson should be delivered 1-to-1 or 1-to-2 to match the needs of the pupils and the circumstances of the school. Readers Count lessons are reinforced in short Embedding Sessions, normally delivered by a Readers Count teaching assistant.

**Table 2.1 Length of programme and lessons received**  
**Sample School**

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<i>Number of pupils</i>	10
Average calendar weeks	16.9
Average calendar months	3.9
Average number of lessons	52.6
- Readers Count lessons	32.1
- 1-to-1 lessons	32.1
- 1-to-2 lessons	0.0
- Embedding Sessions	20.5

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pupils who completed a programme and for whom the programme length or number of lessons was reported

### 3. ATTITUDES TO READING

When pupils have completed the programme, their class teachers can assess the attitudes that they show in class towards reading. The teachers use an Every Child Counts Attitude Survey to report on 8 aspects of each pupil's attitude, such as taking an active part in lessons, concentration and willingness to 'have a go' without asking for help. For each aspect, they decide whether the pupil is now more positive, about the same, or less positive than before taking part in Readers Count.

**Table 3.1 Changes in pupils' attitudes towards reading  
(number of pupils)  
Sample School**

	<b>Pupils</b>
<i>Number of pupils</i>	10
Pupils who were more positive after the programme	10
Pupils whose attitudes did not change	0
Pupils who were less positive after the programme	0
Net gain	10

pupils who completed a programme and for whom an Attitude Survey was reported

**Table 3.2 Changes in pupils' attitudes towards reading  
(number of aspects)  
Sample School**

	<b>Aspects</b>
Average number of aspects in which pupils became more positive	6.2
Average number of aspects in which pupils' attitudes did not change	1.8
Average number of aspects in which pupils became less positive	0.0
Net gain	6.2

pupils who completed a programme and for whom an Attitude Survey was reported

## 4. TEST OUTCOMES

Schools are encouraged to test pupils' reading skills when they enter and exit from the programme. Entry testing helps to identify their initial attainment and learning needs and exit testing provides an objective measure of the progress that they have made. The Phonics and Early Reading Assessment (PERA) is supplied by Edge Hill University and is normally administered by a teacher.

TABLE 4.1 shows outcomes calculated by the school or approximate outcomes calculated by Edge Hill University based on data reported by the school.

Age	<i>A pupil's chronological age at the time of their entry and exit tests.</i>
PERA Sentence Reading Age	<i>The pupil reads sentences and the teacher counts the number of words that are correct. The PERA Sentence Reading Age is the average age of pupils across the country who achieved the same test score as the pupil.</i>
PERA Phonics Age	<i>The pupil reads single words, including both real words and 'non-words,' and the teacher counts the number that are correct. The Phonics Age is calculated in the same way as the Sentence Reading Age.</i>
PERA Comprehension Score	<i>The pupil answers ten comprehension questions on the sentences that they have read. The Comprehension Score is their number of correct answers.</i>
Reading Age	<i>If the pupil completed the PERA, a Reading Age is calculated by Edge Hill University as the average of their Sentence Reading Age and Phonics Age. If the pupil did not complete the PERA, the school can report a Reading Age based on another standardised test.</i>
Standard Score	<i>A Standard Score compare's a pupil's test score with those of other pupils of the same age across the country. A Standard Score close to 100 is 'average' and 84% of all pupils have a Standard Score of at least 85.</i>

**Table 4.1 Test outcomes  
Sample School**

	<b>Entry Average</b>	<b>Exit Average</b>	<b>Gain Average</b>
<i>Number of pupils</i>		10	
Age (months)	81.9	85.9	4.0
PERA Sentence Reading Age (months)	68.1	83.8	15.7
PERA Phonics Age (months)	68.8	84.8	16.0
PERA Comprehension Score	3.4	9.2	5.8
Reading Age (months)	68.5	84.3	15.9
Standard Score	82.8	98.6	15.8

pupils who completed a programme and for whom entry and exit scores were reported

## 5. END OF YEAR ASSESSMENTS

If pupils complete their programmes before the end of May, schools can use a follow-up test at the end of the year to measure their progress since exiting the programme and over the year as a whole.

TABLE 5.1 shows outcomes calculated by the school or approximate outcomes calculated by Edge Hill University based on raw data reported by the school.

Age	<i>A pupil's chronological age at the time of their entry and exit tests.</i>
Reading Age	<i>A Reading Age is the average age of pupils across the country who achieved the same test score as the pupil.</i>
Standard Score	<i>A Standard Score compares a pupil's test score with those of other pupils of the same age across the country. A Standard Score close to 100 is 'average' and 84% of all pupils have a Standard Score of at least 85.</i>

**Table 5.1 End-of-year test progress  
Sample School**

	<i>Number of Pupils</i>	<b>Progress from Entry to Exit</b>	<b>Progress from Exit to End of Year</b>	<b>Progress from Entry to End of Year</b>
Age (months)	7	4.4	4.6	9.0
Reading Age (months)	7	18.1	3.3	21.4
Standard Score	7	18.4	-1.0	17.4

pupils who completed a programme by the end of May and for whom comparable end-of-year outcomes were reported

## 6. PUPIL CHARACTERISTICS

TABLE 6.1 analyses pupils' participation and outcomes in relation to their background characteristics. It is designed to help the school to monitor the progress of relevant vulnerable groups.

**Table 6.1 Pupils' background characteristics and key data  
Sample School**

	----- Pupils -----		----- Programme -----			----- Progress -----			
	NUMBER	AGE	LENGTH	LESSONS		READING AGE			ATTITUDE
		months	months	Teacher	Total	Entry	Exit	Gain	Improved
							months		proportion
<b>All pupils</b>	<b>10</b>	81.9	3.9	32.1	52.6	68.5	84.3	15.9	10 / 10
<b>School Year</b>									
Y3	3	91.0	3.5	32.7	51.0	72.5	91.0	18.5	3 / 3
Y2	7	78.0	4.0	31.9	53.3	66.7	81.4	14.7	7 / 7
<b>Gender</b>									
Boy	4	82.0	3.4	26.3	38.0	69.6	81.9	12.3	4 / 4
Girl	6	81.8	4.2	36.0	62.3	67.7	85.9	18.3	6 / 6
<b>Pupil Premium Entitlement</b>									
Yes	4	80.3	4.3	34.0	59.0	64.1	82.4	18.3	4 / 4
No	6	83.0	3.6	30.8	48.3	71.3	85.6	14.3	6 / 6
<b>Special Educational Need Status</b>									
Yes	2	79.5	4.1	29.5	48.0	72.0	86.5	14.5	2 / 2
No	8	82.5	3.8	32.8	53.8	67.6	83.8	16.2	8 / 8
<b>First Language</b>									
English	8	81.6	3.8	30.9	49.6	68.1	83.6	15.4	8 / 8
Other	2	83.0	4.0	37.0	64.5	69.8	87.3	17.5	2 / 2
<b>Season of Birth</b>									
Autumn	1	94.0	3.2	36.0	58.0	77.0	94.0	17.0	1 / 1
Spring	4	84.8	3.7	28.3	43.3	66.9	82.4	15.5	4 / 4
Summer	5	77.2	4.1	34.4	59.0	68.0	83.9	15.9	5 / 5

pupils who completed a programme and for whom relevant data was reported

## 7. SCHOOL SUMMARY

TABLE 7.1 summarises key data for the school and the national outcomes for all schools that have reported relevant outcomes data.

The national outcomes are presented as benchmark figures to inform evaluation:

- the First Quartile figures show the outcomes ranked 25 out of 100
- the Mean figures show the average outcomes for all schools
- the Third Quartile figures show the outcomes ranked 75 out of 100.

Benchmarks are indicative only and should be interpreted in accordance with the school's circumstances.

**Table 7.1 School summary and national benchmarks**  
**Sample School**

	----- Pupils -----		---- Programme ----			----- Progress -----			ATTITUDE Improved proportion
	NUMBER	AGE <i>months</i>	LENGTH <i>months</i>	LESSONS Teacher Total		READING AGE Entry Exit <i>months</i>			
Sample School	10	81.9	3.9	32.1	52.6	68.4	84.3	15.9	10 / 10
<b>Benchmarks for all schools</b>									
first quartile	6	83.3	5.0	37.2	54.3	70.5	83.8	15.8	100%
<b>mean</b>	<b>6.2</b>	<b>80.2</b>	<b>4.7</b>	<b>34.2</b>	<b>49.1</b>	<b>67.2</b>	<b>80.2</b>	<b>13.0</b>	<b>96%</b>
third quartile	5	75.5	4.0	30.0	44.2	64.6	77.9	10.8	94%

## 8. PUPIL SUMMARY

TABLE 8.1 summarises key data for each pupil who completed a programme during the reporting period.

**Table 8.1 Pupil Summary  
Sample School**

PUPIL	SCHOOL YEAR	AGE	---- Programme ---			----- Exit Outcomes -----						-- End of Year --			
			DATES	PROG LENGTH	LESSONS	ATTITUDE	READING AGE			COMPREHENSION			READING AGE	Test Score	Gain from... ...Entry
		Entry months	Entry Exit	months	Gain aspects	Entry months	Exit months	Gain months	Entry points	Exit points	Gain points	months	months	months	
<b>Teacher:</b>	<b>[ A ]</b>														
Pupil: [ A ]	Y3	94	11 Sep 18 Dec	3.2	58	6	77	94	17	2	10	8	93	16	-1
						<i>sentence age</i>	80	91	11						
						<i>phonics age</i>	74	97	23						
Pupil: [ B ]	Y2	73	14 Sep 08 Feb	4.8	75	7	65	81.5	16.5	1	10	9	89	24	7
						<i>sentence age</i>	63	82	19						
						<i>phonics age</i>	67	81	14						
Pupil: [ C ]	Y2	73	15 Sep 08 Feb	4.8	75	6	61	80.5	19.5	2	10	8	88	27	8
						<i>sentence age</i>	63	81	18						
						<i>phonics age</i>	59	80	21						
Pupil: [ D ]	Y2	72	15 Sep 08 Feb	4.8	71	5	62.5	80.5	18	3	10	7	89	26	8
						<i>sentence age</i>	63	81	18						
						<i>phonics age</i>	62	80	18						
Pupil: [ E ]	Y3	88	07 Jan 22 Mar	2.5	33	8	72.5	86.5	14	6	10	4	89	17	3
						<i>sentence age</i>	73	90	17						
						<i>phonics age</i>	72	83	11						
Pupil: [ F ]	Y3	91	12 Jan 04 Jun	4.9	62	6	68	92.5	24.5	3	10	7	92	24	-1
						<i>sentence age</i>	64	90	26						
						<i>phonics age</i>	72	95	23						
Pupil: [ G ]	Y2	79	12 Jan 21 May	4.6	55	7	65	82.5	17.5	0	7	7	83	18	0
						<i>sentence age</i>	62	79	17						
						<i>phonics age</i>	68	86	18						
Pupil: [ H ]	Y2	80	14 Mar 04 Jul	3.7	41	5	79	90.5	11.5	9	10	1			
						<i>sentence age</i>	81	90	9						
						<i>phonics age</i>	77	91	14						
Pupil: [ I ]	Y2	84	26 Apr 19 Jul	2.8	28	4	69.5	78.5	9	4	7	3			
						<i>sentence age</i>	67	78	11						
						<i>phonics age</i>	72	79	7						
Pupil: [ J ]	Y2	85	26 Apr 19 Jul	2.8	28	8	65	76	11	4	8	4			
						<i>sentence age</i>	65	76	11						
						<i>phonics age</i>	65	76	11						

pupils who completed a programme