



1stClass@Number

Annual Report

Sample School



Edge Hill
University

INTRODUCTION

1stClass@Number is an Every Child Counts numeracy intervention. It is for children who have fallen behind at mathematics and need a helping hand to get back on track and catch up with their peers. There are two versions:

- 1stClass@Number 1 is mainly for children in Year 2.
- 1stClass@Number 2 is mainly for children in Years 3-4.

Both versions can also be used to support older children.

A trained teacher or teaching assistant supports a group of up to 4 children. The intervention consists of 24 to 30 half-hour lessons that focus on number and calculation, developing children's numeracy and communication skills and their mathematical thinking. A Post Office theme engages children's interest and helps them to learn and build up their confidence in a practical way through real-life scenarios.



The teacher or teaching assistant attends a 3-day training programme followed by termly continuing professional development events. They receive a resource pack and detailed lesson plans that can be adapted to suit children's needs and they are supported by a link teacher in the school who also attends training.

1stClass@Number 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 mathematics and literacy. All 1stClass@Number teachers and teaching assistants 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

1stClass@Number is designed for pupils in Years 2 to 4 and beyond who have fallen behind at mathematics.

**Table 1.1 Pupils receiving 1stClass@Number support
Sample School**

	1CN 1	1CN 2	All Pupils
Entry			
Pupils who began a programme	8	4	12
<i>School Year</i>			
Y3		4	4
Y2	8		8
Exit			
Pupils who completed a programme	7	4	11
Pupils who had not completed a programme	1	0	1

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

Pupils normally have three 30-minute lessons a week for 8 to 14 weeks in a group of up to 4, while also continuing to take part in their normal class mathematics lessons. There are 24 to 30 lessons in a standard 1stClass@Number 1 programme and 30 lessons in a standard 1stClass@Number 2 programme. Some pupils may receive additional lessons to help them to reinforce their learning.

Table 2.1 Length of programme and lessons received
Sample School

1stClass@Number 1	
<i>Number of pupils</i>	7
Average calendar weeks	11.1
Average calendar months	2.6
Average number of lessons	24.0
Average group size	4.0
1stClass@Number 2	
<i>Number of pupils</i>	4
Average calendar weeks	12.0
Average calendar months	2.7
Average number of lessons	24.3
Average group size	4.0
Sample School - all pupils	
<i>Number of pupils</i>	11
Average calendar weeks	11.4
Average calendar months	2.6
Average number of lessons	24.1
Average group size	4.0

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

3. ATTITUDES TO MATHEMATICS

When pupils have completed the programme, their class teachers can assess the attitudes that they show in class towards mathematics. 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 1stClass@Number.

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

	Pupils
<i>Number of pupils</i>	11
Pupils who were more positive after the programme	9
Pupils whose attitudes did not change	1
Pupils who were less positive after the programme	1
Net gain	8

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

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

	Aspects
Average number of aspects in which pupils became more positive	5.8
Average number of aspects in which pupils' attitudes did not change	1.5
Average number of aspects in which pupils became less positive	0.7
Net gain	5.1

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

4. TEST OUTCOMES

Schools are encouraged to test pupils' mathematics 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.

TABLE 4.1 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>
Number Age	<i>A Number 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 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**

	<i>Number of Pupils</i>	Entry Average	Exit Average	Gain Average
1stClass@Number 1				
Age (months)	7	79.0	81.4	2.4
Number Age (months)	7	75.4	90.4	15.0
Standard Score	7	94.6	108.4	13.9
1stClass@Number 2				
Age (months)	4	90.8	95.5	3.3
Number Age (months)	4	78.3	90.5	12.3
Standard Score	4	86.8	95.0	8.3
Sample School - all pupils				
Age (months)	11	83.3	86.5	2.7
Number Age (months)	11	76.5	90.5	14.0
Standard Score	11	91.7	103.5	11.8

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

5. PUPIL CHARACTERISTICS

TABLE 5.1 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 5.1 Pupils' background characteristics and key data
Sample School**

	----- Pupils -----		--- Programme ---		----- Progress -----			
	NUMBER	AGE	LENGTH	LESSONS	NUMBER	AGE	GAIN	ATTITUDE
		<i>months</i>	<i>months</i>		Entry	Exit		Improved
						<i>months</i>		<i>proportion</i>
All pupils	11	83.3	2.6	24.1	76.5	90.5	14.0	82%
School Year								
Y3	4	90.8	2.7	24.3	78.3	90.5	12.3	4 / 4
Y2	7	79.0	2.6	24.0	75.4	90.4	15.0	5 / 7
Gender								
Boy	5	83.0	2.5	23.8	74.4	89.6	15.2	4 / 5
Girl	6	83.5	2.7	24.3	78.2	91.2	13.0	5 / 6
Pupil Premium Entitlement								
Yes	8	82.1	2.7	24.3	77.3	91.1	13.9	6 / 8
No	3	86.3	2.4	23.7	74.3	88.7	14.3	3 / 3
Special Educational Need Status								
Yes	3	83.0	2.9	23.7	73.3	89.0	15.7	2 / 3
No	7	84.0	2.6	24.3	79.0	92.0	13.0	6 / 7
First Language								
English	7	82.1	2.7	24.0	74.0	89.6	15.6	5 / 7
Other	4	85.3	2.5	24.3	80.8	92.0	11.3	4 / 4
Season of Birth								
Autumn	1	97.0	2.7	23.0	73.0	88.0	15.0	1 / 1
Spring	4	83.3	2.6	24.0	78.3	90.8	12.5	4 / 4
Summer	6	81.0	2.7	24.3	75.8	90.7	14.8	4 / 6

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

6. SCHOOL SUMMARY

TABLE 6.1 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 6.1 School summary and national benchmarks
Sample School

	----- Pupils -----		--- Programme ---		----- Progress -----			
	NUMBER	AGE	LENGTH	LESSONS	NUMBER	AGE	GAIN	ATTITUDE
		<i>months</i>	<i>months</i>		Entry	Exit		Improved
						<i>months</i>		<i>proportion</i>
1stClass@Number 1	7	79.0	2.6	24.0	75.4	90.4	15.0	5 / 7
1stClass@Number 2	4	90.8	2.7	24.3	78.3	90.5	12.3	4 / 4
Sample School - all pupils	11	83.3	2.6	24.1	76.5	90.5	14.0	82%
Benchmarks for all schools								
first quartile	14	92.8	4.8	30.0	80.0	94.3	16.3	100%
mean	9.7	87.3	3.8	27.8	75.2	88.2	12.9	91%
third quartile	4	79.0	3.0	24.8	69.6	82.1	10.3	88%

7. PUPIL SUMMARY

TABLE 7.1 summarises key data for each pupil who completed a programme during the reporting period.

**Table 7.1 Pupil Summary
Sample School**

PUPIL	SCHOOL YEAR	AGE	---- Programme ----			----- Exit Outcomes -----						
			DATES	PROG LENGTH	LESSONS	ATTITUDE	NUMBER AGE			STANDARD SCORE		
			Entry Exit	months	months	Gain aspects	Entry months	Exit	Gain	Entry	Exit	Gain
Intervention: 1stClass@Number 1												
Teacher: [A]												
Pupil: [A]	Y2	75	15 Sep 14 Dec	3.0	24	0	72	89	17	96	109	13
Pupil: [B]	Y2	74	15 Sep 14 Dec	3.0	24	-1	66	89	23	89	111	22
Pupil: [C]	Y2	78	15 Sep 14 Dec	3.0	24	3	81	90	9	100	104	4
Teacher: [B]												
Pupil: [D]	Y2	84	12 Jan 21 Mar	2.3	24	8	77	94	17	88	108	20
Pupil: [E]	Y2	79	12 Jan 21 Mar	2.3	24	8	68	84	16	85	104	19
Pupil: [F]	Y2	83	12 Jan 21 Mar	2.3	24	8	82	94	12	102	108	6
Pupil: [G]	Y2	80	13 Jan 18 Mar	2.1	24	8	82	93	11	102	115	13
Intervention: 1stClass@Number 2												
Teacher: [A]												
Pupil: [H]	Y3	88	11 Apr 04 Jul	2.7	24	7	73	85	12	83	93	10
Pupil: [I]	Y3	97	11 Apr 04 Jul	2.7	23	3	73	88	15	76	87	11
Pupil: [J]	Y3	90	11 Apr 04 Jul	2.7	25	7	86	96	10	96	101	5
Pupil: [K]	Y3	88	11 Apr 07 Jul	2.8	25	5	81	93	12	92	99	7

pupils who completed a programme