1stClass@Writing

Annual Report

Sample School

Every Child counts

Edge Hill University

INTRODUCTION

1stClass@Writing is an Every Child Counts intervention for pupils mainly in Years 3 to 5 who have fallen behind at writing and need a helping hand to get back on track and catch up with their peers. There are two versions:

- the Pirate Writing Crew is for pupils who need support to access Year 3 expectations

- Dragon Hunters is for pupils who need support to access Year 4 expectations

Both versions can also be used to support older pupils.

A trained teaching assistant delivers 60 stimulating and motivating 40-minute lessons to a group of up to 4 pupils, 4 times a week, in addition to their daily class lessons. The pupils develop key skills of spelling, handwriting, grammar, and punctuation in order to complete daily writing tasks bound up with the thematic adventure stories. They develop their composition and editing skills through a balance of supported 'one-liners' and sustained, independent writing.

The teaching assistant attends a 3-day training programme and receives a comprehensive resource pack and detailed lesson plans that can be adapted to suit children's needs. They are supported by a link teacher in the school who also attends a part of the training.

1stClass@Writing was devised by Edge Hill University as a part of its not-for-profit Every Child Counts programme, through which the University has supported over 5,000 schools to raise over 125,000 children's achievement in mathematics and literacy. All 1stClass@Writing 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.

1. PARTICIPATION IN THE PROGRAMME

Numbers Count is designed for pupils in Years 2 to 8 who have the greatest difficulties with mathematics.

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

	1CW Pirate Writing Crew	1CW Dragon Hunters	All Pupils
Entry			
Pupils who began a programme	8	5	13
School Year			
Y5		*2*	*2*
Y4	*4*	*3*	*7*
Y3	*4*		*4*
Exit			
Pupils who completed a programme	8	4	12
Pupils who had not completed a programme	0	1	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 about 4 40-minute lessons a week for 15 to 18 school weeks in a group of up to 4, while also continuing to take part in their normal class literacy lessons. There are 60 lessons in a standard 1stClass@Writing programme, including one optional unit of 12 lessons. 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@Writing: Pirate Writing Crew

Number of pupils	*8*
Average calendar weeks	25.1
Average calendar months	5.8
Average number of lessons	49.1
Average group size	4.0

1stClass@Writing: Dragon Hunters

Number of pupils	*4*
Average calendar weeks	20.0
Average calendar months	4.6
Average number of lessons	45.8
Average group size	6.0

Sample School - all pupils

Number of pupils	*12*
Average calendar weeks	23.4
Average calendar months	5.4
Average number of lessons	48.0
Average group size	4.7

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

3. ATTITUDES TO WRITING

When pupils have completed the programme, their class teachers can assess the attitudes that they show in class towards writing. 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@Writing.

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

	Pupils
Number of pupils	*12*
Pupils who were more positive after the programme	11
Pupils whose attitudes did not change	1
Pupils who were less positive after the programme	0
Net gain	11

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

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

	Aspects
Average number of aspects in which pupils became more positive	4.9
Average number of aspects in which pupils' attitudes did not change	2.8
Average number of aspects in which pupils became less positive	0.3
Net gain	4.7

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

4. WRITING OUTCOMES

At the start and end of the programme, pupils' spelling is tested with a simple dictation task.

Table 4.1 Pupils' progress in spelling
Sample School

	Number of Pupils	Entry Average	Exit Average	Gain Average
1stClass@Writing: Pirate Writing Crew				
Spelling Score (out of 15)	8	7.5	11.9	4.4
1stClass@Writing: Dragon Hunters				
Spelling Score (out of 15)	4	3.5	8.0	4.5
Sample School - all pupils				
Spelling Score (out of 15)	12	6.2	10.6	4.4

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

At the start and end of the programme, pupils' class teachers are asked compare their writing with their classmates who have not taken part in 1stClass@Writing. TABLE 4.2 shows the number of pupils who made more or less progress than their classmates.

Table 4.2 Pupils' progress compared with their classmates
Sample School

	All Pupils	more progress	the same progress	less progress
1stClass@Writing: Pirate Writing Crew				
Number of Pupils	8	6	2	0
1stClass@Writing: Dragon Hunters				
Number of Pupils	4	4	0	0
Sample School - all pupils				
Number of Pupils	12	10	2	0
		83%	17%	0%

pupils who completed a programme and for whom comparative outcomes were reported

When pupils have completed the programme, their class teachers are asked to compare their progress with the progress that they would have expected them to make if they had not taken part in 1stClass@Writing. They do this for three elements of writing - Transcription (spelling and handwriting), Composition and VGP (vocabulary, grammar and punctuation).

Table 4.3 Pupils' progress compared with their teachers' expectations
Sample School

	All Pupils	more progress than expected	about the same	less progress than expected
			number of pupils	
1stClass@Writing: Pirate Writing Crew				
Transcription	*8*	4	4	0
Composition	*8*	5	3	0
VGP.	*8*	6	2	0
1stClass@Writing: Dragon Hunters				
Transcription	*4*	4	0	0
Composition	*4*	4	0	0
VGP.	*4*	4	0	0
Sample School - all pupils				
Transcription	*12*	8	4	0
Composition	*12*	9	3	0
VGP.	*12*	10	2	0
		83%	17%	0%

pupils who completed a programme and for whom progress was 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**	**SPELLING** Gain	**WRITING** More Than Expected	**ATTITUDE** Improved
		months	*months*		*score*	*proportion*	*proportion*
All pupils	*12*	103.2	5.4	48.0	4.4	83%	92%
School Year							
Y5	*2*	120.0	4.6	44.5	4.0	2 / 2	2 / 2
Y4	*6*	104.5	4.5	41.7	5.2	4 / 6	5 / 6
Y3	*4*	92.8	7.1	59.3	3.5	4 / 4	4 / 4
Gender							
Boy	*7*	103.4	5.2	45.3	4.4	5 / 7	6 / 7
Girl	*5*	102.8	5.6	51.8	4.4	5 / 5	5 / 5
Pupil Premium Entitlement							
Yes	*7*	101.1	6.0	51.9	4.1	6 / 7	7 / 7
No	*4*	107.0	4.5	43.3	4.5	3 / 4	3 / 4
Special Educational Need Status							
Yes	*4*	109.8	4.4	41.5	5.3	3 / 4	4 / 4
No	*7*	99.6	6.1	53.3	4.1	7 / 7	7 / 7
First Language							
English	*10*	105.6	5.0	45.5	4.5	80%	9 / 10
Other	*2*	91.0	7.1	60.5	4.0	2 / 2	2 / 2
Season of Birth							
Autumn	*3*	100.7	6.2	50.7	4.7	3 / 3	3 / 3
Spring	*3*	111.3	5.4	50.3	3.7	3 / 3	3 / 3
Summer	*6*	100.3	4.9	45.5	4.7	4 / 6	5 / 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	SPELLING Gain	WRITING More Than Expected	ATTITUDE Improved
		months	months		score	proportion	proportion
1stClass@Writing: Pirate Writing Crew	8	99.0	5.8	49.1	4.4	6 / 8	7 / 8
1stClass@Writing: Dragon Hunters	4	111.5	4.6	45.8	4.4	4 / 4	4 / 4
Sample School - all pupils	12	103.2	5.4	48.0	4.4	83%	92%
Benchmarks for all schools							
first quartile	5	97.8	6.3	59.3	5.4	100%	100%
mean	**4.8**	**95.7**	**5.0**	**45.7**	**4.2**	**83%**	**95%**
third quartile	4	92.8	4.3	36.7	3.0	75%	93%

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

			- - - - Programme - - -			- - - - - - - - - - - - - - Exit Outcomes - - - - - - - - - - - - - -								
PUPIL	SCHOOL YEAR	AGE	DATES	PROG LENGTH	LESSONS	ATTITUDE	SPELLING			COMPARED TO CLASS LEVEL	COMPARED TO EXPECTED PROGRESS			
		Entry	Entry			Gain	Entry	Exit	Gain	Entry	Overall			
		months	Exit	months		aspects		months		Exit	Trans	Comp	VGP	
Intervention:	**1stClass@Writing: Pirate Writing Crew**													
Teacher:	**[A]**													
Pupil: [A]	Y3	94	05 Nov 10 Jun	7.1	62	6	10	13	3	the same slightly above	faster =	=	+	
Pupil: [B]	Y3	95	05 Nov 10 Jun	7.1	54	5	10	13	3	the same slightly above	faster =	+	+	
Pupil: [C]	Y3	94	05 Nov 10 Jun	7.1	61	8	9	13	4	slightly below the same	faster +	+	+	
Pupil: [D]	Y3	88	05 Nov 10 Jun	7.1	60	7	8	12	4	slightly below slightly above	faster +	+	+	
Teacher:	**[B]**													
Pupil: [E]	Y4	104	25 Feb 08 Jul	4.4	42	3	3	8	5	well below well below	faster =	=	=	
Pupil: [F]	Y4	113	25 Feb 08 Jul	4.4	37	3	4	11	7	well below slightly below	much faster + +	+ +	+ +	
Pupil: [G]	Y4	102	25 Feb 08 Jul	4.4	37	0	10	13	3	well below well below	faster =	=	=	
Pupil: [H]	Y4	102	25 Feb 08 Jul	4.4	40	3	6	12	6	well below slightly below	the same + +	+	+	
Intervention:	**1stClass@Writing: Dragon Hunters**													
Teacher:	**[A]**													
Pupil: [I]	Y4	103	19 Feb 08 Jul	4.6	47	5	5	11	6	slightly below the same	faster +	+	+	
Pupil: [J]	Y4	103	19 Feb 08 Jul	4.6	47	7	2	6	4	well below slightly below	faster +	+	+	
Pupil: [K]	Y5	120	19 Feb 08 Jul	4.6	42	7	4	9	5	well below slightly below	faster +	+	+	
Pupil: [L]	Y5	120	19 Feb 08 Jul	4.6	47	2	3	6	3	well below slightly below	much faster + +	+ +	+ +	

pupils who completed a programme