1stClass@Number

Interim Report

September 2019 to January 2021

all schools

based on data recorded by 17/01/2021

Every **Child** counts

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 three versions:

- Becoming 1stClass@Number is mainly for children in Year 1;

- 1stClass@Number 1 is mainly for children in Year 2;

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

Each version can also be used to support older children.

A trained teacher or teaching assistant supports a group of up to 4 children.
Each 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 over 7,500 schools to raise more than 200,000 children's achievement in mathematics and literacy. All 1stClass@Number teachers and teaching assistants have been trained and supported by local ECC Trainers, who in turn have been trained and supported by the University.

This report is based on data submitted by schools to the University's online data collection and analysis system. Its purpose is to inform evaluations of the effectiveness of the intervention. The level of detail in the tables depends on the data supplied. If you have any queries, please contact the ECC team on 01695 657 133 or at ecc@edgehill.ac.uk.

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Due to the ongoing coronavirus pandemic, no annual report was issued for 2019-20. So this report accounts for all children who began or completed a programme during the two school years 2019-20 and 2020-21. The delivery and outcomes of their progammes may have been disrupted.

1. PARTICIPATION IN THE PROGRAMME

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

Table 1.1 Pupils receiving 1stClass@Number support
all schools

	Becoming 1CN	1CN 1	1CN 2	all	Percentage of Entrants
Entry					
Pupils who began a programme	28	113	55	196	
School Year					
Y10			*1*	*1*	*1%*
Y9		*1*	*1*	*2*	*1%*
Y8		*5*	*2*	*7*	*4%*
Y5		*6*		*6*	*3%*
Y4		*5*	*16*	*21*	*11%*
Y3		*20*	*20*	*40*	*20%*
Y2	*5*	*59*	*15*	*79*	*40%*
Y1	*19*	*13*		*32*	*16%*
other or not recorded	*4*	*2*		*6*	*3%*
Exit					
Pupils who completed a programme	2	44	34	80	41%
Pupils who had not completed a programme	26	69	21	116	59%

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

Table 1.2 Schools providing 1stClass@Number support
all schools

	Becoming 1CN	1CN 1	1CN 2	any
Schools	6	25	12	28
Staff	6	22	10	38
Local Authorities	4	15	10	19

all schools that recorded entry data for at least one pupil

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 30 lessons in a standard 1stClass@Number 1 or 2 programme and 24 in a Becoming 1stClass@Number lesson. Some pupils may receive additional lessons to help them to reinforce their learning.

Table 2.1 Length of programme and lessons received
            all schools

Becoming 1stClass@Number	
Number of pupils	*2*
Average calendar weeks	21.0
Average calendar months	4.8
Average number of lessons	30.0
Average group size	6.0
1stClass@Number 1	
Number of pupils	*44*
Average calendar weeks	19.1
Average calendar months	4.4
Average number of lessons	23.8
Average group size	4.2
1stClass@Number 2	
Number of pupils	*34*
Average calendar weeks	18.1
Average calendar months	4.2
Average number of lessons	30.1
Average group size	4.2
all pupils	
Number of pupils	*80*
Average calendar weeks	18.7
Average calendar months	4.3
Average number of lessons	26.2
Average group size	4.3

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

3. 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 3.1 shows outcomes calculated by schools or approximate outcomes calculated by Edge Hill University based on raw data reported by schools.

Age	*A pupil's chronological age at the time of their entry and exit tests.*
Number Age	*A Number Age is the average age of pupils across the country who achieved the same test score as the pupil.*
Standard Score	*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.*

Table 3.1 Test outcomes
all schools

	Number of Pupils	**Entry** Average	**Exit** Average	**Gain** Average
Becoming 1stClass@Number				
Age (months)	2	64.5	69.5	5.0
Number Age (months)	2	49.5	60.5	11.0
Standard Score	2	74.5	85.0	10.5
1stClass@Number 1				
Age (months)	44	83.2	87.6	4.4
Number Age (months)	44	69.5	82.1	12.6
Standard Score	40	87.5	97.7	10.2
1stClass@Number 2				
Age (months)	34	98.9	103.1	4.2
Number Age (months)	34	81.3	98.3	17.1
Standard Score	32	89.7	104.2	14.5
all pupils				
Age (months)	80	89.6	93.9	4.3
Number Age (months)	80	74.0	88.4	14.5
Standard Score	74	88.1	100.2	12.1

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

4. 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 4.1 Changes in pupils' attitudes towards mathematics
          (number of pupils)
          all schools**

	Pupils	Percent
Number of pupils	*18*	
Pupils who were more positive after the programme	15	83%
Pupils whose attitudes did not change	3	17%
Pupils who were less positive after the programme	0	0%
Net gain	15	83%

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

**Table 4.2 Changes in pupils' attitudes towards mathematics
          (number of aspects)
          all schools**

	Aspects
Average number of aspects in which pupils became more positive	4.7
Average number of aspects in which pupils' attitudes did not change	3.1
Average number of aspects in which pupils became less positive	0.2
Net gain	4.6

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

5. PUPIL CHARACTERISTICS

TABLE 5.1 analyses pupils' participation and outcomes in relation to their background characteristics. It is designed to help schools to monitor the progress of relevant vulnerable groups.

Table 5.1 Pupils' background characteristics and key data
all schools

	- - - - - Pupils - - - - -		- - - Programme - - -		- - - - - - - - - - Progress - - - - - - - - - -			
	NUMBER	AGE	LENGTH	LESSONS	NUMBER AGE			ATTITUDE
					Entry	Exit	Gain	Improved
	%	*months*	*months*			*months*		*proportion*
All pupils	*80*	89.6	4.3	26.2	74.0	88.5	14.5	83%
School Year								
Y10	*1* 1%	183.0	10.3	39.0	70.0	89.0	19.0	-
Y9	*1* 1%	167.0	10.2	41.0	80.0	93.0	13.0	-
Y8	*5* 7%	152.2	5.7	34.8	71.0	90.0	19.0	-
Y4	*7* 9%	101.9	2.9	26.0	93.0	108.0	15.0	3 / 4
Y3	*18* 24%	92.6	3.4	27.1	80.7	97.6	16.9	8 / 9
Y2	*36* 47%	79.1	4.5	24.8	71.4	85.0	13.6	4 / 5
Y1	*8* 11%	65.1	4.2	23.5	55.4	65.5	10.1	-
Gender								
Boy	*34* 44%	95.3	4.5	26.7	73.8	88.3	14.5	4 / 7
Girl	*44* 56%	85.1	4.2	25.8	74.0	88.6	14.5	100%
Pupil Premium Entitlement								
Yes	*32* 50%	95.3	4.4	27.6	75.3	89.8	14.5	5 / 5
No	*32* 50%	89.0	4.5	26.6	73.8	88.8	15.0	4 / 6
Special Educational Need Status								
Yes	*18* 25%	116.2	4.8	30.7	75.7	91.9	16.2	7 / 9
No	*55* 75%	81.1	4.2	25.1	73.1	86.8	13.7	7 / 7
First Language								
English	*60* 82%	88.2	4.3	25.6	73.9	88.2	14.3	82%
Other	*13* 18%	101.7	4.4	29.7	75.1	91.6	16.5	1 / 1
Season of Birth								
Autumn	*27* 35%	102.7	4.4	28.3	75.9	90.8	14.9	5 / 6
Spring	*23* 29%	81.9	4.3	25.6	74.6	89.7	15.1	4 / 4
Summer	*28* 36%	83.2	4.3	24.7	71.5	85.3	13.7	6 / 8

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