



# Every Child Counts.


Fully resourced, evidence-based, maths interventions that enhance life chances



- **Numbers Count** - intensive, teacher-led intervention for pupils in Years 1–9 with the greatest difficulties in maths, designed to accelerate progress while building in-school maths expertise.
- **1st Class@Number** - TA-led small group intervention supporting learners to secure Year 1 or Year 2 age related expectations — including 1stClass@Number 1, an EEF “*Promising Programme*”.
- **Success@Arithmetic** - TA-led small group intervention for pupils in Year 3 and above, building fluency and confidence in number sense and calculation through structured, ready-to-use sessions.

 **Brighter futures in maths**  
175,000+ learners supported

 **Accelerating success**  
13 months’ progress in just 4

 **Love of maths**  
91% gained confidence



We're an EEF Promising Programme

Our programme has been independently shown to improve children's and young people's attainment cost-effectively.



News story

## Edge Hill programme nationally recognised for improving children's maths skills

June 26, 2025

Children's maths skills are being boosted by an Edge Hill University teaching assistant-led programme, according to a leading education research organisation.



*"A good foundation in numeracy is so important for success later in school. This is why it is vital we help pupils become confident calculators early on. It is particularly exciting to see such positive results for the 1<sup>st</sup>Class@Number 1 programme, adding to previous evaluations that indicated its potential to build children's maths skills. The results of this evaluation of 1<sup>st</sup>Class@Number 1 demonstrate the programme's potential in helping to build these skills for young people. We're delighted to now be adding this to our growing list of Promising Programmes and hope that school leaders continue to lean on this as a trusted resource to help support their decision making."*

Chris Paterson, EEF co-chief executive

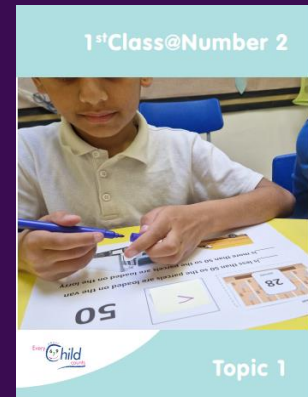


## 1<sup>st</sup>Class@Number

Targeted support to build strong foundations and confidence in maths

There are three 1<sup>st</sup>Class@Number mathematics intervention programmes available to schools:

- **Becoming 1<sup>st</sup>Class@Number** for learners who need further support to secure the ELG for Number.
- **1<sup>st</sup>Class@Number 1**: for learners who need further support to achieve AREs of the Year 1 curriculum.
- **1<sup>st</sup>Class@Number 2**: for learners who need further support to achieve AREs of the Year 2 curriculum.



## What does 1<sup>st</sup>Class@Number look like?



**TOPIC 1: ALL ABOUT NUMBER LESSON 2 OF 5**

**AT A GLANCE**  
The children identify the next 3 numbers in the counting sequence 1-30. They also use what they know about the counting sequence to identify one more and one less than a given number.

<b>RESOURCES/PREPARATION</b> Number Track (x 5) Number Cards to 30 (x 2) Number Sentences Activity Sheet (x 5)	<b>ADAPTING THE LESSON</b> <b>Making it easier...</b> Children use number cards 1 to 10 or within their counting range e.g. 1 – 12. <b>Extending the learning...</b> Use number cards beyond 30 or number cards in the range 10 – 40, 15 – 45.
<b>THINGS TO WATCH OUT FOR</b> Make sure the children say the teen numbers clearly: thirteen, fourteen, fifteen not thirty, forty, fifty.	<b>MATHEMATICAL LANGUAGE/VOCABULARY</b> Number names to 30 The next number after 5 is 6 6 comes after 5 5 is 1 more than 4 5 comes before 6 4 is 1 less than 5

**COUNTING:** We are going to practice counting to 30 forwards and backwards. We are going to practice counting from different numbers and then look at the next three numbers in our count.

Display the Number Track (provide individual Number Tracks if necessary), and count forwards and backwards together as a group. Point to each number on the track as you count.


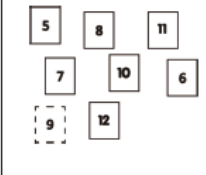
Listen carefully. We are going to practice counting forwards, starting at different numbers.  
We are going to start counting from 4 and stop at 12.  
Count together, pointing at the Number Track to support their counting.  
Let's start at 10 and stop at 17.  
Repeat with other starting and finishing points.

We are now going to think about the next three numbers in our count.  
Use the Number Track to illustrate:  
If I say 3, 4, 5, you say 6, 7, 8.  
If I say 11, 12, 13, you say ...?  
Repeat with 5 or 6 more chains, going above 20 if within their counting range.

**MAIN LEARNING:** We are going to use what we know about the order of numbers to solve simple puzzles. We will need to use the words 'next number'.

Use the Number Cards to 30. Choose cards within the children's counting range: e.g. 1 - 15, 5 - 30 etc.  
Shuffle the cards and place them face up on the table.

Ask a child to be your partner:  
I have chosen the number 9 and I want you to find the next 3 numbers we say when we count.  
Ask the rest of the group to help your partner:  
I said 9 and my partner found 10, 11, and 12. Is that right? Shall we check?  
Use the Number Track to check.  
Repeat. This time your partner chooses the start card.  
Children then do this activity with each other in pairs.

**TOPIC 1: ALL ABOUT NUMBER LESSON 2 OF 5**


Using the cards, create a number track within the children's counting range. For example, 1 - 20, 5 - 25, 10 - 30.

Let's read the numbers out loud to check they are in the right order. Turn over the cards face down. Then turn one card face up, e.g. 5.

What is the next number after 5? 6  
How did you know?  
What could you look at to check?  
Turn over the card after 5 to check it is correct.  
That's right. 6 is the next number after 5.  
6 is 1 more than 5.

What is the number before 5? 4  
Turn over the card before 5 to check it is correct.  
That's right. 4 is the number before 5.  
4 is 1 less than 5.

Repeat 5 or 6 times with other numbers.  
Children then work in pairs and record their work on their individual Number Sentences Activity Sheet.



**USING WHAT WE HAVE LEARNT:** We are going to use what we know about the order of numbers and one more in our song.

Sing the One More Song.

Choose a start number within their counting range.

Sam is knocking at the door  
He knocks 5 times  
1, 2, 3, 4, 5 (knocking on the table as he counts)  
Ben knocks 5 times and one more  
1, 2, 3, 4, 5, 6, (knocking on the table as he counts)  
Ben is knocking at the door  
He knocks 6 times  
1, 2, 3, 4, 5, 6 (knocking on the table as he counts)  
Kathy knocks 6 times and one more  
1, 2, 3, 4, 5, 6, 7 (knocking on the table as she counts)  
Kathy is knocking at the door  
She knocks 7 times  
1, 2, 3, 4, 5, 6, 7 (knocking on the table as she counts)  
Susie knocks 7 times and one more .....

**TO FINISH:** We are now going to think about our learning.

Record a relevant example of today's learning on the delivery note or in their book. Discuss:  
• What have we been learning today?  
• What skills did we use?  
• What maths words/language have we been using?

Celebrate successes within the lesson for each child. Complete a 1<sup>st</sup>Class delivery note to share with other adults and /or for the working wall.

**NOTES**

Episodic lesson structure  
4 opportunities to succeed

## How does 1<sup>st</sup> Class@Number work?

Organisation	The Lessons
<ul style="list-style-type: none"> <li>• 4 children in a group</li> <li>• 30-minute lessons</li> <li>• 3 times a week</li> <li>• 10 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery Driver theme</li> <li>• Real-life scenarios for stimulus and application</li> <li>• Enjoyable activities to build confidence</li> <li>• Focus on understanding number, place value and calculation</li> </ul>
<p style="text-align: center;"><b>Training</b></p>	<ul style="list-style-type: none"> <li>• Adaptable to children's needs</li> </ul>
<ul style="list-style-type: none"> <li>• x3 3-hour online sessions</li> <li>• x2 x 1-hour sessions for the Link Teacher</li> <li>• Training is delivered alongside implementation</li> <li>• Live synchronous training with expert practitioners</li> </ul>	

## What has been the impact of 1<sup>st</sup> Class@Number?

*Children have made an average Number Age gain of **13 months in only 4 months***

*Edge Hill University data collected using a standardised assessment test*

*"I used to find maths really hard, but now I feel like a maths wizard! The sessions are fun, and I'm getting better every day."*

**Year 3 pupil – Stramongate Primary School, Cumbria**



*"Every Child Counts has transformed how we support pupils struggling with maths. The interventions are targeted, engaging, and we've seen real progress in children's confidence and skills."*

**SENCO – Stramongate Primary School, Cumbria**

★ **Brighter futures**  
55,000+ learners supported

★ **Accelerating success**  
13 months' progress in just 4

★ **Love of maths**  
93% gained confidence

## What has been some of the wider impact of 1<sup>st</sup> Class@Number?

### Staff Impact

*“The ECC programme has had a significant impact on teaching practice. Staff now use more diagnostic and formative assessment tools to identify learning gaps earlier, and intervention sessions are structured, purposeful, and more closely aligned with classroom teaching.”*

### Parent Impact

*“Parents and families have responded positively to ECC. Feedback has included increased confidence in supporting maths at home, with many parents noting their children’s enthusiasm to talk about learning and “teach” family members.”*

### School Impact

*“ECC has helped the school develop a more strategic and inclusive approach to intervention—moving from a reactive model to a proactive, evidence-based one that identifies need early and delivers structured support to close gaps.”*

### Reflections & Advice to schools from Stramongate Primary School, Cumbria

*“One of the key highlights has been witnessing the tangible growth in pupils’ confidence and skills in mathematics. Professional development opportunities have strengthened the school’s capacity to support pupils effectively and sustainably, while collaboration with ECC coordinators has been a real asset.*

*Stramongate’s advice to other schools is to embrace the programme with commitment and patience—investing in staff training, maintaining clear communication with parents, and celebrating small successes along the way.”*



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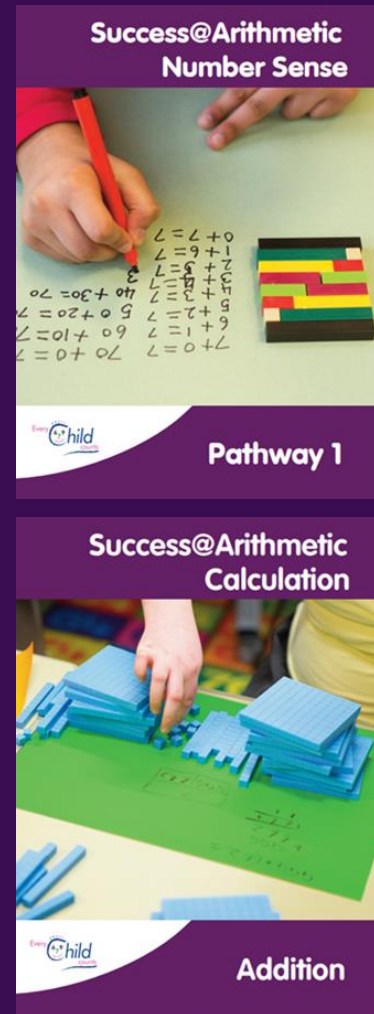


## Success@Arithmetic

Practical support to build fluency, confidence, and lasting skills in maths

There are two Success@Arithmetic intervention programmes available to schools:

- **Success@Arithmetic: Number Sense** for learners in Year 3 and older who need support to understand the number system and develop fluency with number facts.
- **Success@Arithmetic: Calculation** for learners in Year 5 and older who need support to understand and develop fluency with formal written methods.



## What does Success@Arithmetic look like?



MULTIPLICATION STEP 3 OF 6

**AT A GLANCE**  
Multiply a teen number by a 1-digit number, using apparatus and the grid method. Check and mark some multiplication calculations.

**RESOURCES**  
Counters  
Number rods  
Number lines  
Picture Cue Cards - chocolate bars  
Multiplication Grid  
Multiplication Check and Mark sheet  
Large Squared Paper sheet

**School to provide:**  
Paper and coloured pens (green & orange)

**ADAPTING THE SESSION**  
**Making it easier**  
Spend more time exploring multiplication as an array.  
**Extending the learning**  
Offer more calculations in context and ask them to solve them independently.

**THINGS TO WATCH OUT FOR**  
Ensure the numbers are placed in the correct boxes when completing the multiplication grid.

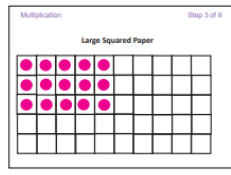
**MATHEMATICAL LANGUAGE / VOCABULARY**  
I can represent a multiplication in an array.

**SKILLS PRACTICE**  
Select an activity from the Skills Practice booklet.

**8 Rolls to 100**  
Multiplication War  
Claim your Squares  
In the Zone

**TEACHING TO MASTERY (concrete → pictorial → abstract)**  
Make an array using counters and the Large Squared Paper sheet.

**How many counters are there?** They may just count them all in ones. Explore how they could think of the array as 3 rows of 5 or turn it around to make 5 rows of 3.

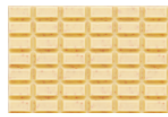


MULTIPLICATION STEP 3 OF 6

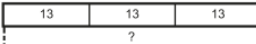
**TEACHING TO MASTERY (concrete → pictorial → abstract)**

Can you make some arrays for the following multiplications using the counters and the Large Squared Paper?  
 $7 \times 4$     $3 \times 9$     $6 \times 8$

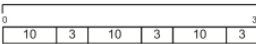
Now look at the arrays on the chocolate bar cue cards.  
**How many pieces of chocolate are there in this bar of chocolate?**  
**What would be an easier way to count them?**  
**Can you write 2 multiplication sentences for each array?**  
 $6 \times 7 = 42$  and  $7 \times 6 = 42$ ;  $4 \times 7 = 28$  and  $7 \times 4 = 28$ .



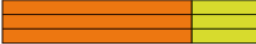
**Think about the calculation  $3 \times 13$ .**  
**Can you draw a bar model to represent this calculation?**  
**Can you explain what you are trying to find out?**



Ask the learners to make 3 lots of 13 with the number rods and place them on the number line to find the answer. 39



Now ask them to make an array to show 3 rows of 13 with the number rods.



Using the array of number rods, model how the tens and ones can be partitioned to make the calculation easier to handle.

## How does Success@Arithmetic work?

Organisation	The Lessons
<ul style="list-style-type: none"> <li>• 3 learners in a group</li> <li>• 40-minute lessons</li> <li>• 3 times a week</li> <li>• 10 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Real-life scenarios for stimulus and application</li> <li>• Enjoyable activities to build confidence</li> <li>• Lead Teacher conducts a <b>diagnostic assessment</b>, ensuring adjustments are made within steps to meet the learners needs</li> <li>• Teaching Assistant delivers the steps</li> <li>• Build understanding with number rods, bar models and base-10 apparatus</li> <li>• Promote <b>fluency</b> with daily skills practice</li> <li>• Develop efficient use of <b>written methods</b></li> </ul>
<p style="text-align: center;"><b>Training</b></p> <ul style="list-style-type: none"> <li>• x3 3-hour online sessions for the <b>Teacher &amp; TA</b></li> <li>• Training is delivered alongside implementation</li> <li>• Live synchronous training with expert practitioners</li> <li>• Data site access for reporting features</li> </ul>	

## What has been the impact of Success@Arithmetic?

*Learners have made an average Number Age gain of **14.5 months in only 4 months***

*Edge Hill University data collected using a standardised assessment test*

*"S began Success@Arithmetic sessions as a nervous learner who rarely contributed in lessons. Over time, she became animated, engaged, and even asked to stay in at breaktimes to practise her maths. She went on to achieve EXS in her SATs, making over two years' progress in the intervention. Her confidence and enthusiasm were transformational – for her, her family, and her teachers."*

**Year 6 Teacher Cleobury Mortimer Primary School, Shropshire**



*"Give it a go – the results speak for themselves. With three cycles a year (UKS2: two Year 6 rounds, one Year 5; LKS2: two Year 4 rounds, one Year 3), we have been able to move a significant number of pupils from WTS to EXS."*  
**SENCO Cleobury Mortimer Primary School, Shropshire**



**Brighter futures**

13,000+ learners supported



**Accelerating success**

14.5 months' progress in just 4



**Love of maths**

91% gained confidence

## What has been some of the wider impact of Success@Arithmetic?

### Cultural Impact

*“There is a great buzz around the intervention – children are happy to be invited to take part, and staff feel proud of the impact they are making.”*

### Staff Impact

*“The intervention has also had a powerful effect on staff development and teaching practice:*

- *Staff enjoy delivering the sessions and value the clear evidence of impact.*
- *Teachers use strategies and prompts from the sessions to strengthen whole-class teaching.*
- *The programme has improved subject knowledge and pedagogy for all involved.*
- *The school now takes a “less is more” approach to interventions, ensuring a consistent, evidence-based delivery with fidelity across the school.”*

### Staff Impact

*“The highlights of the programme have been the huge closing of gaps – sometimes over two years. At first, our biggest challenge was ensuring enough staff were trained and that sessions were prioritised. With careful timetabling and realistic expectations of how many rounds we could run each year, we have managed to make it work.”*

### Reflections & Advice to schools from Cleobury Mortimer Primary School, Shropshire

*“The Every Child Counts Success@Arithmetic programme has transformed maths support at Cleobury Mortimer Prim. Give it a go – the results speak for themselves. With three cycles a year (UKS2: two Year 6 rounds, one Year 5; LKS2: two Year 4 rounds, one Year 3), we have been able to move a significant number of pupils from WTS to EXS. ary School. It has closed gaps, boosted confidence, and created a culture where pupils feel excited about maths.”*



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# Upcoming training opportunities.

Programme	Cost to school	Start Date	Provider	Focus / age range	TA Training*
Becoming 1 <sup>st</sup> Class@Number	£680	22/09/2026 14/10/2026	<a href="#">SIL Services For Education</a>	Y1+ Counting & cardinality, composition, comparison, change, communication & reasoning	X 3 online 3-hour sessions (Some time for a Link Teacher)
1 <sup>st</sup> Class@Number 1	£680	23/09/2026 07/10/2026	<a href="#">SIL Services For Education</a>	Y2+ further support at the level of the Year 1 curriculum.	X 3 online 3-hour sessions (Some time for a Link Teacher)
1 <sup>st</sup> Class@Number 2	£750	23/09/2026 07/10/2026	<a href="#">SIL Services For Education</a>	Y3+ further support at the level of the Year 2 curriculum.	X 4 online 3-hour sessions (Some time for a Link Teacher)
Success@Arithmetic Number Sense	£680	29/09/2026 09/10/2026 15/10/2026	<a href="#">SIL Services For Education</a> <a href="#">Connections in Learning Ltd</a>	Y3+ Understanding & development of fluency with number facts.	X 3 online 3-hour sessions (TA & Lead Teacher)
Success@Arithmetic Calculation	£680	29/09/2026 08/10/2026 15/10/2026	<a href="#">SIL Services For Education</a> <a href="#">Connections in Learning Ltd</a>	Y5+ Understanding & development of fluency with formal written methods.	X 3 online 3-hour sessions (TA & Lead)

Edge Hill University 



Education  
Endowment  
Foundation



# Thank you. Questions?

Discover how Every Child Counts can support your school now. Contact us: [ecc@edgehill.ac.uk](mailto:ecc@edgehill.ac.uk)