

# Talk 4 Number



**Annual Report**

**Sample School**

## INTRODUCTION

Talk 4 Number is an Every Child Counts numeracy intervention for pupils mainly in Years 3 or 4 who need support to use and understand mathematical language. It helps them to talk fluently about their mathematics and to make accelerated progress.



Talk 4 Number comprises 24 sessions, each lasting about 30 minutes. They are normally delivered to a group of 4 pupils by a specially trained teaching assistant, about 3 times a week for 8 weeks. They take place outside the classroom, in addition to pupils' daily mathematics lessons. The sessions help pupils to understand and talk confidently about numbers in a wide range of contexts and to strengthen their reflective and metacognitive skills. The teaching assistant is supported by a Link Teacher.

Talk 4 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 Talk 4 Number teaching assistants are trained and supported by local ECC 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

Talk 4 Number is designed for pupils in Years 3 to 4 who have difficulties with the language of mathematics.

**Table 1.1 Pupils receiving Talk 4 Number support  
Sample School**

	T4N
<b>Entry</b>	
Pupils who began a programme	11
<i>School Year</i>	
Y4	4
Y3	7
<b>Exit</b>	
Pupils who completed a programme	11

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 3 lessons a week for 8 weeks in groups of 4, while also continuing to take part in their normal class mathematics lessons.

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

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<i>Number of pupils</i>	11
Average calendar weeks	15.9
Average calendar months	3.7
Average number of lessons	23.9
Average group size	3.7

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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 Talk 4 Number.

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

	<b>Pupils</b>
<i>Number of pupils</i>	11
Pupils who were more positive after the programme	10
Pupils whose attitudes did not change	1
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 mathematics  
(number of aspects)  
Sample School**

	<b>Aspects</b>
Average number of aspects in which pupils became more positive	5.5
Average number of aspects in which pupils' attitudes did not change	2.5
Average number of aspects in which pupils became less positive	0.0
Net gain	5.5

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>	<b>Entry Average</b>	<b>Exit Average</b>	<b>Gain Average</b>
Age (months)	11	97.2	100.4	3.2
Number Age (months)	11	85.0	98.2	13.2
Standard Score	11	88.8	98.6	9.8

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>
<b>All pupils</b>	<b>11</b>	97.2	3.7	23.9	85.0	98.2	13.2	91%
<b>School Year</b>								
Y4	4	104.8	3.2	21.0	85.8	97.8	12.0	4 / 4
Y3	7	92.9	3.9	25.6	84.6	98.4	13.9	6 / 7
<b>Gender</b>								
Boy	6	98.0	3.2	22.3	85.3	99.5	14.2	6 / 6
Girl	5	96.2	4.2	25.8	84.6	96.6	12.0	4 / 5
<b>Pupil Premium Entitlement</b>								
Yes	9	98.3	3.4	22.9	84.7	98.9	14.2	9 / 9
No	2	92.0	5.0	28.5	86.5	95.0	8.5	1 / 2
<b>Special Educational Need Status</b>								
Yes	1	106.0	3.0	23.0	86.0	96.0	10.0	1 / 1
No	10	96.3	3.7	24.0	84.9	98.4	13.5	9 / 10
<b>First Language</b>								
English	7	94.1	3.7	24.0	84.0	97.6	13.6	6 / 7
Other	4	102.5	3.6	23.8	86.8	99.3	12.5	4 / 4
<b>Season of Birth</b>								
Autumn	3	100.0	4.4	26.7	86.3	96.3	10.0	2 / 3
Spring	4	100.3	2.8	20.3	82.0	96.5	14.5	4 / 4
Summer	4	92.0	3.9	25.5	87.0	101.3	14.3	4 / 4

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>
Sample School	11	97.2	3.7	23.9	85.0	98.2	13.2	91%
<b>Benchmarks for all schools</b>								
first quartile	9	105.4	4.6	24.0	92.4	106.0	15.8	100%
<b>mean</b>	<b>7.1</b>	<b>99.7</b>	<b>3.6</b>	<b>24.0</b>	<b>87.8</b>	<b>100.6</b>	<b>12.9</b>	<b>98%</b>
third quartile	4	92.3	3.0	21.9	83.1	94.8	8.3	97%



## 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 Exit Gain	months	points	points	points	
<b>Teacher: [ A ]</b>												
Pupil: [ A ]	Y4	100	10 Feb 19 May	3.3	20	7	88	103	15	89	102	13
Pupil: [ B ]	Y4	103	10 Feb 19 May	3.3	18	7	84	97	13	83	94	11
Pupil: [ C ]	Y4	110	10 Feb 20 May	3.3	23	6	85	95	10	80	86	6
Pupil: [ D ]	Y4	106	17 Feb 19 May	3.0	23	8	86	96	10	83	89	6
<b>Teacher: [ B ]</b>												
Pupil: [ E ]	Y3	96	06 Oct 08 Mar	5.0	28	0	86	91	5	90	91	1
Pupil: [ F ]	Y3	88	06 Oct 08 Mar	5.0	29	8	87	99	12	99	106	7
Pupil: [ G ]	Y3	85	07 Oct 08 Mar	5.0	29	8	86	100	14	101	111	10
Pupil: [ H ]	Y3	94	07 Oct 08 Mar	5.0	29	8	88	103	15	94	104	10
<b>Teacher: [ C ]</b>												
Pupil: [ I ]	Y3	96	18 Apr 11 Jul	2.8	20	3	78	94	16	82	95	13
Pupil: [ J ]	Y3	95	03 May 11 Jul	2.3	24	5	87	103	16	92	106	14
Pupil: [ K ]	Y3	96	03 May 11 Jul	2.3	20	1	80	99	19	84	101	17

pupils who completed a programme