



# 1stClass@Number

**Annual Report**

**2015 - 2016**

**all schools**

based on data recorded by 30/09/2016



**Edge Hill  
University**

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## 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 over 6,000 schools to raise more than 140,000 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 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 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 all schools**

	1CN 1	1CN 2	All Pupils	Percentage of Entrants
<b>Entry</b>				
Pupils who began a programme	1,264	639	1,903	
<i>School Year</i>				
Y9	3		3	0%
Y8	2		2	0%
Y7	7	23	30	2%
Y6	7	4	11	1%
Y5	15	36	51	3%
Y4	67	164	231	12%
Y3	142	312	454	24%
Y2	764	86	850	45%
Y1	203	9	212	11%
<i>other or not reported</i>	54	5	59	3%
<b>Exit</b>				
Pupils who completed a programme	1,014	568	1,582	83%
Pupils who had not completed a programme	250	71	321	17%

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**

	1CN 1	1CN 2	Either
Schools	164	85	187
Staff	199	95	251
Local Authorities	61	39	63

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 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  
all schools**

<b>1stClass@Number 1</b>	
<i>Number of pupils</i>	1,009
Average calendar weeks	17.0
Average calendar months	3.9
Average number of lessons	27.2
Average group size	3.8
<b>1stClass@Number 2</b>	
<i>Number of pupils</i>	568
Average calendar weeks	16.4
Average calendar months	3.8
Average number of lessons	28.8
Average group size	3.9
<b>all pupils</b>	
<i>Number of pupils</i>	1,577
Average calendar weeks	16.8
Average calendar months	3.8
Average number of lessons	27.8
Average group size	3.9

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	<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>
Raw Test Score	<i>A pupil's Raw Test Score is the number of test questions that they answered correctly. It is reported only where a Number Age or Standard Score could not be calculated.</i>

**Table 3.1 Test outcomes  
all schools**

	<i>Number of Pupils</i>	<b>Entry Average</b>	<b>Exit Average</b>	<b>Gain Average</b>
<b>1stClass@Number 1</b>				
Age (months)	1,014	81.4	85.3	3.9
Number Age (months)	1,009	70.9	83.9	13.1
Standard Score	950	87.9	98.9	11.0
Raw Test Score	4	7.5	12.0	4.5
<b>1stClass@Number 2</b>				
Age (months)	568	97.0	100.8	3.8
Number Age (months)	562	82.9	95.7	12.8
Standard Score	552	87.0	96.2	9.3
Raw Test Score	6	16.0	22.5	6.5
<b>all pupils</b>				
Age (months)	1,582	87.2	91.0	3.9
Number Age (months)	1,571	75.2	88.1	13.0
Standard Score	1,502	87.6	97.9	10.4
Raw Test Score	10	12.6	18.3	5.7

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
<i>Number of pupils</i>	367	
Pupils who were more positive after the programme	337	92%
Pupils whose attitudes did not change	20	5%
Pupils who were less positive after the programme	10	3%
Net gain	327	89%

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	5.0
Average number of aspects in which pupils' attitudes did not change	2.9
Average number of aspects in which pupils became less positive	0.1
Net gain	4.8

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	GAIN	ATTITUDE	
	%	months	months		Entry	Exit months		Improved proportion	
<b>All pupils</b>	<b>1,582</b>		87.2	3.8	27.8	75.2	88.1	13.0	92%
<b>School Year</b>									
Y9	2	0%	160.5	5.1	72.0	75.5	82.0	6.5	-
Y8	2	0%	149.0	6.2	72.0	67.0	74.0	7.0	1 / 1
Y7	26	2%	140.4	2.8	27.2	103.3	115.5	12.2	77%
Y6	11	1%	125.7	4.6	26.6	82.7	99.8	17.1	-
Y5	49	3%	114.4	4.0	27.5	82.2	98.4	16.2	7 / 7
Y4	197	13%	102.9	4.1	29.0	85.2	98.1	12.9	90%
Y3	361	24%	91.5	3.9	29.6	80.7	94.2	13.4	95%
Y2	688	45%	80.0	3.9	27.1	70.6	83.6	13.0	91%
Y1	191	13%	70.8	3.4	24.4	65.6	76.4	10.9	97%
<b>Gender</b>									
Boy	801	52%	87.0	3.8	27.9	74.8	87.9	13.1	91%
Girl	726	48%	87.4	3.9	27.6	75.8	88.5	12.7	92%
<b>Pupil Premium Entitlement</b>									
Yes	514	37%	89.0	4.0	28.7	75.2	88.3	13.1	91%
No	865	63%	86.3	3.8	27.3	75.4	88.2	12.8	92%
<b>Special Educational Need Status</b>									
Yes	352	26%	92.3	3.9	29.0	74.5	86.9	12.4	85%
No	1,009	74%	85.2	3.8	27.6	75.5	88.6	13.1	94%
<b>First Language</b>									
English	1,152	78%	87.9	3.8	27.8	75.8	88.9	13.1	91%
Other	327	22%	84.7	3.9	27.4	73.6	85.7	12.1	94%
<b>Season of Birth</b>									
Autumn	387	25%	90.3	3.8	27.5	74.9	87.5	12.6	94%
Spring	486	32%	87.4	3.8	27.6	75.3	88.1	12.8	92%
Summer	648	43%	85.1	3.9	27.8	75.5	88.7	13.2	91%

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