



1stClass@Number

Annual Report

September 2017 to July 2018

all schools

based on data recorded by 26/09/2018



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 1 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 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.

Every Child Counts
Faculty of Education
Edge Hill University
St Helens Road
Ormskirk L39 4QP

W: everychildcounts.edgehill.ac.uk
E: ecc@edgehill.ac.uk
T: 01695 657 133

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	10	522	188	720	
<i>School Year</i>					
Y7		6	8	14	2%
Y5		1	5	6	1%
Y4		22	40	62	9%
Y3		49	74	123	17%
Y2		363	61	424	59%
Y1	10	56		66	9%
<i>other or not reported</i>		25		25	3%
Exit					
Pupils who completed a programme	1	412	139	552	
Pupils who had not completed a programme	9	110	49	168	

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	3	82	29	74
Staff	3	62	24	101
Local Authorities	3	35	19	37

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	
<i>Number of pupils</i>	1
Average calendar weeks	10.9
Average calendar months	2.5
Average number of lessons	21.0
Average group size	3.0
1stClass@Number 1	
<i>Number of pupils</i>	411
Average calendar weeks	17.6
Average calendar months	4.0
Average number of lessons	27.7
Average group size	3.8
1stClass@Number 2	
<i>Number of pupils</i>	139
Average calendar weeks	17.3
Average calendar months	4.0
Average number of lessons	28.0
Average group size	3.8
all pupils	
<i>Number of pupils</i>	551
Average calendar weeks	17.5
Average calendar months	4.0
Average number of lessons	27.7
Average group size	3.8

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 compares 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 3.1 Test outcomes
all schools**

	<i>Number of Pupils</i>	Entry Average	Exit Average	Gain Average
Becoming 1stClass@Number				
Age (months)	1	78.0	81.0	3.0
Number Age (months)	1	63.0	73.0	10.0
Standard Score	1	78.0	90.0	12.0
1stClass@Number 1				
Age (months)	411	81.6	85.7	4.1
Number Age (months)	411	71.4	84.3	12.9
Standard Score	382	88.4	99.1	10.8
1stClass@Number 2				
Age (months)	139	94.8	98.9	4.1
Number Age (months)	139	82.5	97.0	14.4
Standard Score	139	88.6	99.6	11.0
all pupils				
Age (months)	551	85.1	89.2	4.1
Number Age (months)	551	74.2	87.5	13.3
Standard Score	522	88.4	99.2	10.8

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>	143	
Pupils who were more positive after the programme	133	93%
Pupils whose attitudes did not change	7	5%
Pupils who were less positive after the programme	3	2%
Net gain	130	91%

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	5.6
Average number of aspects in which pupils' attitudes did not change	2.4
Average number of aspects in which pupils became less positive	0.1
Net gain	5.5

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		
	%	months	months		Entry	Exit months	Gain	Improved proportion	
All pupils	551	85.1	4.0	27.7	74.2	87.5	13.3	93%	
School Year									
Y7	12	2%	139.9	3.3	19.7	91.9	104.8	12.8	100%
Y5	3	1%	114.0	3.8	28.0	89.7	99.3	9.7	2 / 2
Y4	54	10%	103.3	3.3	25.8	86.8	101.6	14.8	100%
Y3	91	17%	91.9	4.2	28.5	81.7	93.6	12.0	81%
Y2	328	62%	79.5	4.2	28.5	70.5	84.2	13.6	93%
Y1	38	7%	71.6	3.2	23.5	67.5	80.7	13.2	-
Gender									
Boy	262	50%	86.8	3.9	27.5	74.7	88.1	13.4	92%
Girl	264	50%	83.4	4.1	27.7	74.3	87.7	13.4	93%
Pupil Premium Entitlement									
Yes	118	27%	85.1	4.0	26.7	73.6	86.8	13.2	87%
No	314	73%	85.9	3.9	27.4	75.1	88.2	13.1	94%
Special Educational Need Status									
Yes	86	19%	94.4	3.6	25.6	75.9	88.9	13.0	96%
No	368	81%	83.2	4.0	28.1	74.1	87.5	13.3	92%
First Language									
English	401	81%	85.7	4.0	27.2	75.2	88.2	12.9	95%
Other	93	19%	84.4	4.2	29.1	72.1	86.5	14.4	88%
Season of Birth									
Autumn	149	29%	90.2	4.1	27.3	76.1	89.9	13.8	92%
Spring	170	33%	85.9	3.9	27.8	74.2	87.1	12.9	91%
Summer	203	39%	80.7	4.0	27.6	73.6	87.2	13.6	94%

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