



# 1stClass@Number

## Annual Report

September 2018 to July 2019

all schools

based on data recorded by 27/09/2019



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 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.

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## 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
<b>Entry</b>					
Pupils who began a programme	33	316	82	431	
<i>School Year</i>					
Y10		3		3	1%
Y9		3		3	1%
Y8		5		5	1%
Y6		1	1	2	0%
Y5		1		1	0%
Y4		12	11	23	5%
Y3		40	23	63	15%
Y2	3	181	47	231	54%
Y1	30	68		98	23%
<i>other or not recorded</i>		2		2	0%
<b>Exit</b>					
Pupils who completed a programme	26	252	73	351	
Pupils who had not completed a programme	7	64	9	80	

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	46	10	35
Staff	6	33	7	55
Local Authorities	2	21	7	22

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**

<b>Becoming 1stClass@Number</b>	
<i>Number of pupils</i>	26
Average calendar weeks	15.9
Average calendar months	3.7
Average number of lessons	19.8
Average group size	3.6
<b>1stClass@Number 1</b>	
<i>Number of pupils</i>	252
Average calendar weeks	16.4
Average calendar months	3.8
Average number of lessons	26.4
Average group size	3.9
<b>1stClass@Number 2</b>	
<i>Number of pupils</i>	73
Average calendar weeks	16.1
Average calendar months	3.7
Average number of lessons	28.8
Average group size	4.9
<b>all pupils</b>	
<i>Number of pupils</i>	351
Average calendar weeks	16.3
Average calendar months	3.7
Average number of lessons	26.4
Average group size	4.0

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>	<b>Entry Average</b>	<b>Exit Average</b>	<b>Gain Average</b>
<b>Becoming 1stClass@Number</b>				
Age (months)	26	69.0	72.6	3.6
Number Age (months)	26	54.1	67.5	13.3
Standard Score	26	77.8	92.9	15.1
<b>1stClass@Number 1</b>				
Age (months)	252	83.7	87.5	3.8
Number Age (months)	252	70.7	84.6	13.9
Standard Score	244	87.5	100.3	12.7
<b>1stClass@Number 2</b>				
Age (months)	73	87.8	91.5	3.7
Number Age (months)	73	80.4	96.1	15.6
Standard Score	73	91.8	105.9	14.1
<b>all pupils</b>				
Age (months)	351	83.5	87.2	3.8
Number Age (months)	351	71.5	85.7	14.2
Standard Score	343	87.7	100.9	13.2

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>	60	
Pupils who were more positive after the programme	56	93%
Pupils whose attitudes did not change	4	7%
Pupils who were less positive after the programme	0	0%
Net gain	56	93%

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	5.8
Average number of aspects in which pupils' attitudes did not change	2.2
Average number of aspects in which pupils became less positive	0.1
Net gain	5.7

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	
<b>All pupils</b>	<b>351</b>	83.5	3.7	26.4	71.5	85.7	14.2	93%	
<b>School Year</b>									
Y10	3	1%	176.3	3.4	30.0	69.3	89.0	19.7	-
Y9	3	1%	170.7	4.6	27.7	75.3	83.7	8.3	-
Y8	4	1%	154.3	5.3	27.8	71.0	87.8	16.8	-
Y6	1	0%	129.0	3.0	30.0	86.0	107.0	21.0	1 / 1
Y5	1	0%	117.0	5.8		70.0	77.0	7.0	-
Y4	19	5%	104.6	3.4	29.5	94.4	109.8	15.4	7 / 8
Y3	57	16%	92.0	3.9	28.0	80.3	98.3	18.0	83%
Y2	182	52%	79.9	3.9	27.8	70.9	84.9	14.0	100%
Y1	81	23%	69.3	3.2	21.6	61.1	72.8	11.7	91%
<b>Gender</b>									
Boy	162	46%	82.5	3.9	26.2	70.9	84.7	13.8	96%
Girl	189	54%	84.3	3.6	26.6	72.0	86.6	14.6	91%
<b>Pupil Premium Entitlement</b>									
Yes	88	30%	90.7	3.7	26.3	71.1	84.8	13.7	88%
No	204	70%	81.6	3.7	26.9	72.6	87.5	14.9	97%
<b>Special Educational Need Status</b>									
Yes	37	12%	107.1	4.5	26.1	72.0	85.5	13.4	5 / 6
No	265	88%	80.8	3.6	26.8	72.2	86.5	14.4	95%
<b>First Language</b>									
English	258	81%	83.2	3.9	26.2	70.7	84.7	13.9	91%
Other	59	19%	89.3	3.3	28.2	77.4	94.2	16.8	96%
<b>Season of Birth</b>									
Autumn	102	29%	87.8	3.7	25.6	71.5	85.7	14.1	95%
Spring	119	34%	84.3	3.8	27.0	72.1	87.1	15.0	88%
Summer	130	37%	79.4	3.7	26.5	70.9	84.5	13.6	96%

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