

# 1stClass@Writing



## Annual Report

2015 - 2016

**all schools**

based on data recorded by 30/09/2016



Edge Hill  
University

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## INTRODUCTION

1stClass@Writing is an Every Child Counts intervention for pupils mainly in Years 3 to 5 who have fallen behind at writing and need a helping hand to get back on track and catch up with their peers. There are two versions:

- the Pirate Writing Crew is for pupils who need support to access Year 3 expectations
- Dragon Hunters is for pupils who need support to access Year 4 expectations

Both versions can also be used to support older pupils.

A trained teaching assistant delivers up to 60 stimulating and motivating 40-minute lessons to a group of up to 4 pupils, 4 times a week, in addition to their daily class lessons. The pupils develop key skills of spelling, handwriting, grammar, and punctuation in order to complete daily writing tasks bound up with the thematic adventure stories. They develop their composition and editing skills through a balance of supported 'one-liners' and sustained, independent writing.

The teaching assistant attends a 3-day training programme and receives a comprehensive resource pack and detailed lesson plans that can be adapted to suit children's needs. They are supported by a link teacher in the school who also attends a part of the training.



1stClass@Writing 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@Writing 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@Writing is designed for pupils in Years 3 to 5 who have fallen behind at writing.

**Table 1.1 Pupils receiving 1stClass@Writing support all schools**

	1CW Pirate Writing Crew	1CW Dragon Hunters	All Pupils	Percentage of Entrants
<b>Entry</b>				
Pupils who began a programme	372	186	558	
<i>School Year</i>				
Y6		4	4	1%
Y5	4	9	13	2%
Y4	51	173	224	40%
Y3	308		308	55%
Y2	4		4	1%
<i>other or not reported</i>	5		5	1%
<b>Exit</b>				
Pupils who completed a programme	258	149	407	73%
Pupils who had not completed a programme	114	37	151	27%

Entered: all pupils who began a programme

Completed: all pupils who completed a programme of at least 20 lessons and for whom entry and exit outcomes were reported

**Table 1.2 Schools providing 1stClass@Writing support all schools**

	1CW Pirate Writing Crew	1CW Dragon Hunters	Either
Schools	70	44	81
Staff	77	7	90
Local Authorities	23	9	27

all schools that recorded entry data for at least one pupil

## 2. LESSONS

Pupils normally have about 4 40-minute lessons a week for 15 to 18 school weeks in a group of up to 4, while also continuing to take part in their normal class literacy lessons. There are 60 lessons in a standard 1stClass@Writing programme, including one optional unit of 12 lessons. 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@Writing: Pirate Writing Crew</b>	
<i>Number of pupils</i>	258
Average calendar weeks	21.6
Average calendar months	5.0
Average number of lessons	41.7
Average group size	4.2
<b>1stClass@Writing: Dragon Hunters</b>	
<i>Number of pupils</i>	147
Average calendar weeks	25.8
Average calendar months	5.9
Average number of lessons	40.0
Average group size	4.2
<b>all pupils</b>	
<i>Number of pupils</i>	405
Average calendar weeks	23.1
Average calendar months	5.3
Average number of lessons	41.1
Average group size	4.2

pupils who completed a programme and for whom the programme length or number of lessons was reported

### 3. WRITING OUTCOMES

At the start and end of the programme, pupils' spelling is tested with a simple dictation task.

**Table 3.1 Pupils' progress in spelling  
all schools**

	Pupils		Average score (out of 15)		
	All	made progress	Entry	Exit	Gain
<b>1stClass@Writing: Pirate Writing Crew</b>	230	94%	6.3	10.6	4.3
<b>1stClass@Writing: Dragon Hunters</b>	135	92%	5.0	9.1	4.2
<b>all pupils</b>	365	93%	5.8	10.0	4.3

pupils who completed a programme and for whom entry and exit scores were reported

At the start and end of the programme, pupils' class teachers are asked compare their writing with their classmates who have not taken part in 1stClass@Writing. TABLE 3.2 shows the number of pupils who made more or less progress than their classmates.

**Table 3.2 Pupils' progress compared with their classmates  
all schools**

	All Pupils	more progress	the same progress	less progress
<b>1stClass@Writing: Pirate Writing Crew</b>				
Number of Pupils	252	145	105	2
		58%	42%	1%
<b>1stClass@Writing: Dragon Hunters</b>				
Number of Pupils	147	59	83	5
		40%	56%	3%
<b>all pupils</b>				
Number of Pupils	399	204	188	7
		51%	47%	2%

pupils who completed a programme and for whom comparative outcomes were reported

When pupils have completed the programme, their class teachers are asked to compare their progress with what they they would have expected if the pupils had not taken part in 1stClass@Writing. TABLE 3.3 shows the teacher judgements for writing as a whole and for three elements of writing - Transcription (spelling and handwriting), Composition and VGP (vocabulary, grammar and punctuation). The Net Progress figures show the number of pupils who, on balance, made more, the same or less progress than expected.

**Table 3.3 Pupils' progress compared with their teachers' expectations  
all schools**

	<i>All Pupils</i>	<b>more progress than expected</b>	<b>about the same</b>	<b>less progress than expected</b>
		number of pupils		
<b>1stClass@Writing: Pirate Writing Crew</b>				
Writing as a whole	250	156	84	10
Transcription	250	150	92	8
Composition	249	159	78	12
Vocabulary, grammar and punctuation	249	138	96	15
Net Progress	250	193 77%	35 14%	22 9%
<b>1stClass@Writing: Dragon Hunters</b>				
Writing as a whole	146	65	64	17
Transcription	146	60	73	13
Composition	137	56	68	13
Vocabulary, grammar and punctuation	146	52	76	18
Net Progress	146	88 60%	32 22%	26 18%
<b>all pupils</b>				
Writing as a whole	396	221	148	27
Transcription	396	210	165	21
Composition	386	215	146	25
Vocabulary, grammar and punctuation	395	190	172	33
<b>Net Progress</b>	<b>396</b>	<b>281</b> <b>71%</b>	<b>67</b> <b>17%</b>	<b>48</b> <b>12%</b>

pupils who completed a programme and for whom progress was reported

## 4. ATTITUDES TO WRITING

When pupils have completed the programme, their class teachers can assess the attitudes that they show in class towards writing. 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@Writing.

**Table 4.1 Changes in pupils' attitudes towards writing  
(number of pupils)  
all schools**

	Pupils	Percent
<i>Number of pupils</i>	335	
Pupils who were more positive after the programme	295	88%
Pupils whose attitudes did not change	26	8%
Pupils who were less positive after the programme	14	4%
Net gain	281	84%

pupils who completed a programme and for whom an Attitude Survey was reported

**Table 4.2 Changes in pupils' attitudes towards writing  
(number of aspects)  
all schools**

	Aspects
Average number of aspects in which pupils became more positive	4.9
Average number of aspects in which pupils' attitudes did not change	2.8
Average number of aspects in which pupils became less positive	0.2
Net gain	4.7

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	SPELLING	WRITING	ATTITUDE
		%	months	months		Gain score	More Than Expected proportion	Improved proportion
<b>All pupils</b>	<b>407</b>		97.3	5.3	41.1	4.3	71%	88%
<b>School Year</b>								
Y6	4	1%	127.0	5.6	27.5	1.0	1 / 4	4 / 4
Y5	9	2%	113.8	7.8	38.9	3.0	5 / 9	5 / 9
Y4	163	40%	103.3	5.6	39.8	4.2	64%	87%
Y3	230	57%	92.9	5.0	42.3	4.4	77%	90%
<b>Gender</b>								
Boy	213	56%	96.3	5.3	41.6	4.1	67%	87%
Girl	169	44%	97.4	5.2	41.1	4.5	77%	91%
<b>Pupil Premium Entitlement</b>								
Yes	94	27%	97.0	5.0	40.1	4.4	76%	91%
No	251	73%	96.6	5.3	41.8	4.1	71%	88%
<b>Special Educational Need Status</b>								
Yes	69	20%	97.2	5.2	40.5	4.9	64%	80%
No	281	80%	96.4	5.2	41.4	4.0	76%	91%
<b>First Language</b>								
English	311	89%	96.8	5.3	41.3	4.1	72%	87%
Other	40	11%	94.8	5.1	41.3	5.0	84%	100%
<b>Season of Birth</b>								
Autumn	83	27%	100.4	5.2	41.8	4.0	68%	82%
Spring	99	32%	98.3	5.3	42.4	4.0	79%	92%
Summer	128	41%	94.4	5.4	42.9	4.6	67%	86%

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