

1stClass@Writing



Annual Report

2016-17

all schools

based on data recorded by 27/09/2017



**Edge Hill
University**

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
Entry				
Pupils who began a programme	294	271	565	
<i>School Year</i>				
Y6	10	10	20	4%
Y5	37	45	82	15%
Y4	67	106	173	31%
Y3	154	102	256	45%
Y2	23	6	29	5%
<i>other or not recorded</i>		1	1	0%
Exit				
Pupils who completed a programme	189	156	345	61%
Pupils who had not completed a programme	105	115	220	39%

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@Writing support all schools

	1CW Pirate Writing Crew	1CW Dragon Hunters	Either
Schools	38	44	60
Staff	47	50	79
Local Authorities	22	25	28

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**

1stClass@Writing: Pirate Writing Crew	
<i>Number of pupils</i>	189
Average calendar weeks	25.6
Average calendar months	5.9
Average number of lessons	55.0
Average group size	4.8
1stClass@Writing: Dragon Hunters	
<i>Number of pupils</i>	156
Average calendar weeks	25.4
Average calendar months	5.8
Average number of lessons	55.4
Average group size	4.4
all pupils	
<i>Number of pupils</i>	345
Average calendar weeks	25.5
Average calendar months	5.9
Average number of lessons	55.2
Average group size	4.6

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**

	<i>Number of Pupils</i>	Entry Average	Exit Average	Gain Average
1stClass@Writing: Pirate Writing Crew				
Spelling Score (out of 15)	182	7.1	11.9	4.8
1stClass@Writing: Dragon Hunters				
Spelling Score (out of 15)	155	6.2	10.8	4.6
all pupils				
Spelling Score (out of 15)	337	6.7	11.4	4.7

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**

	<i>All Pupils</i>	more progress	the same progress	less progress
1stClass@Writing: Pirate Writing Crew				
Number of Pupils	189	125 66%	62 33%	2 1%
1stClass@Writing: Dragon Hunters				
Number of Pupils	155	114 74%	38 25%	3 2%
all pupils				
Number of Pupils	344	239 69%	100 29%	5 1%

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 figure shows 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>	more progress than expected	about the same	less progress than expected
		number of pupils		
1stClass@Writing: Pirate Writing Crew				
Writing as a whole	189	161	28	0
Transcription	187	152	35	0
Composition	187	153	34	0
Vocabulary, grammar and punctuation	189	146	43	0
		91%	9%	0%
1stClass@Writing: Dragon Hunters				
Writing as a whole	155	132	23	0
Transcription	155	117	37	1
Composition	155	119	35	1
Vocabulary, grammar and punctuation	156	121	34	1
		93%	6%	1%
all pupils				
Writing as a whole	344	293	51	0
Transcription	342	269	72	1
Composition	342	272	69	1
Vocabulary, grammar and punctuation	345	267	77	1
Net Progress	345	317	27	1
		92%	8%	0%

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>	235	
Pupils who were more positive after the programme	210	89%
Pupils whose attitudes did not change	17	7%
Pupils who were less positive after the programme	8	3%
Net gain	202	86%

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	5.4
Average number of aspects in which pupils' attitudes did not change	2.3
Average number of aspects in which pupils became less positive	0.2
Net gain	5.2

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
All pupils	345	97.9	5.9	55.2	4.7	92%	89%
School Year							
Y6	4 1%	128.8	4.7	7.0	2.0	4 / 4	-
Y5	42 12%	116.0	6.4	46.5	3.8	93%	85%
Y4	115 34%	103.1	5.5	59.1	3.8	93%	93%
Y3	153 45%	91.2	6.4	55.5	4.6	90%	86%
Y2	27 8%	81.5	3.7	52.5	10.8	93%	4 / 4
Gender							
Boy	198 58%	98.4	5.9	55.0	4.5	89%	87%
Girl	143 42%	97.2	5.7	55.3	4.9	95%	92%
Pupil Premium Entitlement							
Yes	97 32%	99.0	5.7	51.5	3.8	88%	86%
No	207 68%	96.7	6.0	58.0	5.2	93%	91%
Special Educational Need Status							
Yes	48 14%	110.7	5.4	44.0	3.2	92%	91%
No	288 86%	95.8	5.9	56.9	4.9	92%	89%
First Language							
English	260 78%	97.8	5.9	55.8	4.9	91%	90%
Other	72 22%	97.9	5.7	53.2	4.0	94%	87%
Season of Birth							
Autumn	75 22%	102.9	5.7	55.8	4.9	97%	93%
Spring	119 35%	97.7	5.7	54.2	4.4	88%	87%
Summer	147 43%	95.5	6.0	55.5	4.7	92%	89%

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