

1stClass@Writing



Annual Report

September 2017 to July 2018

all schools

based on data recorded by 26/09/2018



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.

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@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	Percentage of Entrants
Entry				
Pupils who began a programme	122	171	293	
<i>School Year</i>				
Y9		3	3	1%
Y6		18	18	6%
Y5		38	38	13%
Y4	20	83	103	35%
Y3	89	26	115	39%
Y2	13		13	4%
<i>other or not reported</i>		3	3	1%
Exit				
Pupils who completed a programme	57	86	143	
Pupils who had not completed a programme	65	85	150	

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	30	36	44
Staff	27	32	57
Local Authorities	18	17	22

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>	57
Average calendar weeks	24.6
Average calendar months	5.7
Average number of lessons	52.8
Average group size	4.2
1stClass@Writing: Dragon Hunters	
<i>Number of pupils</i>	86
Average calendar weeks	28.5
Average calendar months	6.5
Average number of lessons	48.6
Average group size	4.0
all pupils	
<i>Number of pupils</i>	143
Average calendar weeks	26.9
Average calendar months	6.2
Average number of lessons	50.2
Average group size	4.1

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)	57	6.8	11.9	5.1
1stClass@Writing: Dragon Hunters				
Spelling Score (out of 15)	85	5.7	10.0	4.3
all pupils				
Spelling Score (out of 15)	142	6.2	10.8	4.6

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	53	39 74%	13 25%	1 2%
1stClass@Writing: Dragon Hunters				
Number of Pupils	86	54 63%	31 36%	1 1%
all pupils				
Number of Pupils	139	93 67%	44 32%	2 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	53	44	8	1
Transcription	53	44	8	1
Composition	53	40	12	1
Vocabulary, grammar and punctuation	53	38	14	1
		94%	2%	4%
1stClass@Writing: Dragon Hunters				
Writing as a whole	86	65	21	0
Transcription	86	60	26	0
Composition	86	62	24	0
Vocabulary, grammar and punctuation	86	69	16	1
		94%	6%	0%
all pupils				
Writing as a whole	139	109	29	1
Transcription	139	104	34	1
Composition	139	102	36	1
Vocabulary, grammar and punctuation	139	107	30	2
Net Progress	139	131	6	2
		94%	4%	1%

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>	123	
Pupils who were more positive after the programme	110	89%
Pupils whose attitudes did not change	8	7%
Pupils who were less positive after the programme	5	4%
Net gain	105	85%

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	5.8
Average number of aspects in which pupils' attitudes did not change	1.8
Average number of aspects in which pupils became less positive	0.3
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	SPELLING	WRITING	ATTITUDE
	%	months	months		Gain score	More Than Expected proportion	Improved proportion
All pupils	143	101.8	6.2	50.2	4.6	94%	89%
School Year							
Y6	11 8%	124.0	5.3	51.0	2.4	100%	100%
Y5	17 12%	116.8	8.9	51.9	2.9	82%	65%
Y4	58 41%	103.7	6.1	47.8	5.0	100%	96%
Y3	46 33%	92.4	5.6	52.7	4.3	89%	84%
Y2	8 6%	79.6	5.6	50.4	9.4	8 / 8	8 / 8
Gender							
Boy	77 55%	102.5	6.2	49.5	4.5	94%	84%
Girl	63 45%	101.0	6.2	51.2	4.6	95%	96%
Pupil Premium Entitlement							
Yes	50 38%	102.4	5.7	48.7	4.3	96%	86%
No	81 62%	101.4	6.1	50.6	4.8	94%	90%
Special Educational Need Status							
Yes	16 12%	106.6	5.4	47.0	4.2	100%	93%
No	121 88%	101.1	6.3	50.6	4.6	93%	89%
First Language							
English	111 80%	99.6	5.9	50.1	4.7	94%	90%
Other	27 20%	110.0	7.3	50.0	4.0	92%	92%
Season of Birth							
Autumn	41 29%	105.8	6.4	52.1	4.3	100%	84%
Spring	44 31%	101.2	6.3	47.8	4.4	86%	90%
Summer	55 39%	99.3	6.0	50.8	4.9	96%	92%

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