

Talk 4 Number



Annual Report

2015 - 2016

all schools

based on data recorded by 30/09/2016



Edge Hill
University

INTRODUCTION

Talk 4 Number is an Every Child Counts numeracy intervention for pupils mainly in Years 3 or 4 who need support to use and understand mathematical language. It helps them to talk fluently about their mathematics and to make accelerated progress.



Talk 4 Number comprises 24 sessions, each lasting about 30 minutes. They are normally delivered to a group of 4 pupils by a specially trained teaching assistant, about 3 times a week for 8 weeks. They take place outside the classroom, in addition to pupils' daily mathematics lessons. The sessions help pupils to understand and talk confidently about numbers in a wide range of contexts and to strengthen their reflective and metacognitive skills. The teaching assistant is supported by a Link Teacher.

Talk 4 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 Talk 4 Number teaching assistants are trained and supported by local ECC 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

Talk 4 Number is designed for pupils in Years 3 to 4 who have difficulties with the language of mathematics.

**Table 1.1 Pupils receiving Talk 4 Number support
all schools**

	Number of Pupils	Percentage of Entrants
Entry		
Pupils who began a programme	188	
<i>School Year</i>		
Y6	4	2%
Y5	2	1%
Y4	94	50%
Y3	85	45%
<i>other or not reported</i>	3	2%
Exit		
Pupils who completed a programme	171	91%

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 Talk 4 Number support
all schools**

Schools	26
Local Authorities	15
Staff	29

all schools that recorded entry data for at least one pupil

2. LESSONS

Pupils normally have about 3 lessons a week for 8 weeks in groups of 4, while also continuing to take part in their normal class mathematics lessons.

**Table 2.1 Length of programme and lessons received
all schools**

<i>Number of pupils</i>	171
Average calendar weeks	15.8
Average calendar months	3.6
Average number of lessons	24.0
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 compare's 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
Age (months)	171	99.7	103.4	3.7
Number Age (months)	163	87.8	100.6	12.9
Standard Score	160	89.1	98.1	9.0

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 Talk 4 Number.

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

	Pupils	Percent
<i>Number of pupils</i>	45	
Pupils who were more positive after the programme	44	98%
Pupils whose attitudes did not change	1	2%
Pupils who were less positive after the programme	0	0%
Net gain	44	98%

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	5.1
Average number of aspects in which pupils' attitudes did not change	2.9
Average number of aspects in which pupils became less positive	0.0
Net gain	5.1

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	GAIN	ATTITUDE	
	%	months	months		Entry	Exit months		Improved proportion	
All pupils	171		99.7	3.6	24.0	87.8	100.6	12.9	98%
School Year									
Y6	4	2%	127.0	5.3	24.0	113.0	123.8	10.8	-
Y5	2	1%	114.5	3.1	25.0	91.0	108.0	17.0	-
Y4	85	51%	104.8	3.6	23.7	90.8	104.7	13.8	100%
Y3	77	46%	92.4	3.6	24.5	82.9	94.7	11.8	95%
Gender									
Boy	76	45%	98.9	3.4	23.9	85.9	100.0	14.1	100%
Girl	92	55%	100.4	3.8	24.2	89.3	101.1	11.9	95%
Pupil Premium Entitlement									
Yes	68	43%	101.5	3.6	24.3	90.0	101.5	11.5	100%
No	92	58%	98.1	3.7	23.9	86.5	99.9	13.3	95%
Special Educational Need Status									
Yes	32	21%	99.3	3.4	23.5	86.9	96.9	10.0	8 / 8
No	119	79%	99.4	3.8	24.4	88.8	101.8	12.9	97%
First Language									
English	139	84%	99.7	3.7	24.1	87.8	100.4	12.6	97%
Other	27	16%	99.6	3.3	24.4	86.7	101.0	14.3	100%
Season of Birth									
Autumn	44	26%	103.5	3.4	24.4	86.1	98.8	12.7	91%
Spring	57	34%	100.2	3.8	23.7	90.6	103.2	12.5	100%
Summer	67	40%	96.9	3.6	24.2	86.5	99.7	13.2	100%

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