



Newsletter 1

November 2008

Welcome to the first of termly newsletters for all those involved in *Every Child Counts* – schools, local authorities, funding partners and advisers.

Every Child Counts is building on the earlier success of its partner programme, *Every Child a Reader* and represents further collaboration between charities, the business sector and government.

The aim is to raise the achievement of vulnerable learners in mathematics by

- ✚ developing, over two years, a successful approach to intensive early numeracy intervention (Numbers Count) which, by 2010-11 will be available year on year to at least 30,000 children;
- ✚ through the 'layered' approach of *Every Child Counts*, maximising the potential for Numbers Count teachers to support tailored mathematics teaching more broadly within a school, with an impact beyond only those receiving intensive one-to-one support.

The development of the programme is being informed by the findings from a one-year research phase, within which 50 schools trialled a range of existing approaches. 73% of the 200 children involved in these trials reached the nationally expected level for their age after an average of 14 hours of one to one teaching. Not one of these children had been predicted by their schools as likely to reach this level.

Practice in and findings from the research phase were considered by the

independent review, chaired by Sir Peter Williams, into the teaching of mathematics in the early years and primary schools. The recommendations in the subsequent report are steering the development of the *Every Child Counts* programme.

Funding

The total costs of the 2008-10 development phase of *Every Child Counts* will be in the order of £20 million. The Every Child a Chance Trust has raised £5 million for the programme from business-led charities – Barclays, the Charles Dunstone Charitable Trust, Eureka Charitable Foundation, Goldman Sachs, the KPMG Foundation, Lehman Brothers Europe Foundation, Man Group plc Charitable Trust, SHINE, the Mercers' Company, Deutsche Bank, the Private Equity Foundation and the Sofronie Foundation.

Katie's story

Katie is seven and was working well below the average level for her age when she started her daily one-to-



one numeracy lessons. She was a quiet child who lacked confidence and was often wary of trying new activities. She

avoided answering questions or gave very brief answers. As she worked with her specialist teacher, she became more confident and more willing to explore new ideas. Her teacher helped her learn number facts and understand place value. Katie's class teacher soon noticed a change in her during class numeracy sessions. She volunteered answers and could apply strategies she had learned in her one-to-one lessons without adult help. When asked about her time in the programme, Kate said it had been fun and had helped her in class. She particularly liked making her own 'number snail' and working outside. Katie felt she could put her hand up now and have a try in class.



Katie enjoyed using the number frisbees to find pairs that total 10

Katie reached National Curriculum Level 1a by the end of her extra lessons and continued to make progress when the sessions came to an end. By the end of the year she was working at nationally expected levels in mathematics.

Developing *Every Child Counts*

210 schools are currently implementing the new Numbers Count intervention which involves a specially trained teacher running 30 minute individual lessons for four individual 7 year old children daily. The teachers receive detailed professional development from specialist local authority Teacher Leaders who are themselves undertaking Masters-level training led by Edge Hill University, recently appointed (together with their partner, Lancashire County Council) as provider of the national infrastructure of

professional development and quality assurance for the programme. Teachers and Teacher Leaders are also receiving support from three national trainers for the programme.

www.edgehill.ac.uk/ecc

A large scale, two year independent evaluation of *Every Child Counts* has been commissioned and work has already started. It will

- evaluate the impact of Numbers Count teaching;
- compare the impact of very small group teaching with individual support;
- identify factors that influence the success of programme.

Together with the experiences of children, teachers, headteachers, schools and local authorities involved in the development phase, findings from this research will inform the final shape of the programme.

Looking ahead

Shortly to be published, by the Every Child a Chance Trust, is a report into the long term costs of numeracy difficulties. This publication will examine the impact of early failure in this area on later educational attainment, social inclusion and the resulting costs to schools and society. The report will be available in January 2009 at

www.everychildachancetrust.org .

In 2009-10, schools in the local authorities already involved and in some of their neighbouring local authorities will have the opportunity to appoint a total of 714 specialist teachers. This, in its turn, will enable over 1,900 children to receive highly specialised individual teaching.

The second of these newsletters will be published in March 2009. We are keen to include feedback from schools and to hear more stories about children and their success on the programme. To let us know about these, please contact us at

admin@everychildachancetrust.org

To read more about children already benefiting from the programme, visit

www.everychildachancetrust.org