



How can I fund these programmes in my school?

The cost of each programme is around £2,500-2,600 per child, of which government pays half. The £2,500-600 is very little more than the estimated £2,400 a school spends on SEN and behaviour support over the course of KS2 for each child who leaves KS1 without the basics of literacy or numeracy. Investing early has the advantage of removing from KS2 classes the 'long tail of underachievement' that occupies much teacher time and holds back the progress of a whole class.

Implementing both *Every Child a Reader* and *Every Child Counts* in a medium sized school costs in the order of £40,000 per year. Schools receive around half of this from government or our charity, which brings the cost to the school of each specialist teacher down to that of a teaching assistant.

How can I justify spending what seems to be a lot of money on just 8-10 children a year?

Taking part in *Every Child a Reader* and *Every Child Counts* will raise standards for all children, not just those who receive 1-1 teaching, as a result of the wider work of the highly trained literacy and numeracy specialists within their schools. In 2008, schools involved in *Every Child a Reader* made on average a four percentage points gain in overall Key Stage 1 reading results and a three percentage points gain in writing results, when nationally results were static. It is too soon to have data like this for *Every Child Counts*, but early evidence suggests there will definitely be an impact of this programme on whole-school standards too.

How can I find a teacher to train to teach in these programmes, without taking experienced staff out of classrooms?

Many schools recruit externally to the *Every Child a Reader/Counts* posts on a 0.6 FTE basis, bringing back into teaching those who want to work part-time. Others have trained existing members of staff who are already out of class (SENCOs, INCOs, Assistant headteachers, teachers covering PPA). Others train excellent classroom teachers who might otherwise have retired, but would like to give a final 3-5 years to the profession in order to work 1-1 with children in a role that has an immediate impact and high job satisfaction.

We are a small school – we would not be able to afford our own specialist teacher

The answer here is to pair up with nearby school and share a teacher – employed by one school but with time and costs shared between the two schools.

How sustainable are these programmes – I don't want to reorganise staffing without some long term guarantees

Government funding for the programmes is guaranteed to the end of 2010-11. Beyond this, we enter the next Comprehensive Spending Review period. No guarantees can be given, but all the main political parties are committed to tackling the social class attainment gap and making sure children acquire early on the literacy and numeracy skills they need to succeed in school and in life. It looks likely that schools choosing evidence-based programmes like *Every Child a Reader* and *Every Child Counts* will continue to be able to draw down central funding to support the costs.