

What is Every Child Counts?

Every Child Counts is a new programme currently focused on improving the mathematical skills of the poorest performing six and seven year olds. It provides skilled, specialist one-to-one or small group teaching for the lowest achieving children, who receive a daily individualised lesson from a specialist 'Numbers Count' teacher for about 12 weeks. The Numbers Count teacher also contributes to raising whole school standards by sharing with both teaching staff and teaching assistants their specialist expertise in mathematical development, common barriers to learning mathematics and effective pedagogy.



Every Child
a Chance
Trust

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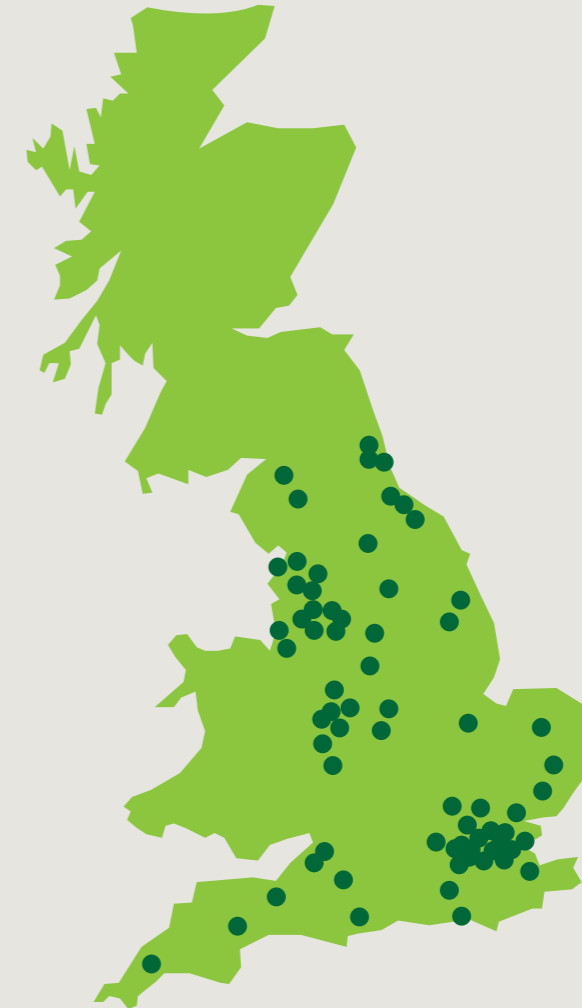
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Why we need Every Child Counts

- 15 million adults in the UK have very poor numeracy skills
- One in six companies currently has to provide remedial mathematics classes
- Numeracy failure starts early – each year between 30,000 and 35,000 children aged 11 years old (6% of their age group) leave primary school with numeracy skills at or below the level expected of the average seven year old
- Numeracy failure carries high social costs – the proportion of the prison population with very poor numeracy skills, for example, is even greater than the proportion with poor literacy skills. A recent KPMG report (<http://www.everychildachancetrust.org>) estimates that £1 spent on Every Child Counts will save the public purse between £12 and £19, in the costs of Special Needs, behaviour and truancy support in schools, in unemployment benefits and lost taxes, in the costs of treating depression and in the costs of crime.



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 Luton
 Manchester
 Middlesborough
 Newham



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 Sandwell
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 Somerset
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 Stockport
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 Sunderland
 Surrey
 Sutton
 Tameside
 Thurrock
 Tower Hamlets
 Walsall
 Wandsworth
 Warrington
 West Sussex
 Wiltshire
 Wolverhampton
 Worcestershire

Every Child Counts Impact: Individual Children

'I don't think there's any doubt ECC is a fantastic programme. I'd like us to be able to reach double the numbers of children.'
Headteacher

7,820 children were taught, of whom:

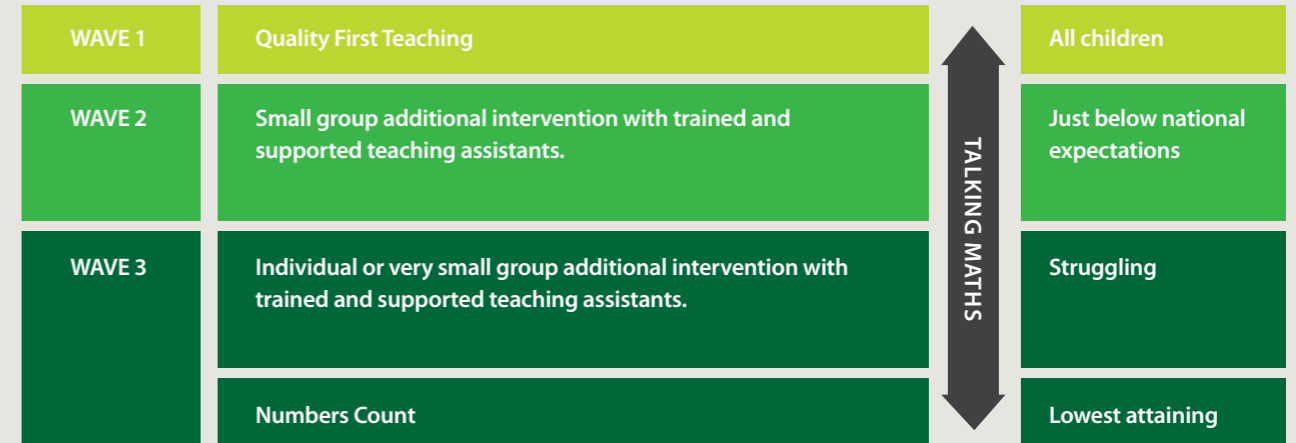
- 53% were boys
- 51% were identified as having Special Educational Needs
- 41% were eligible for free school meals
- 27% were learning English as an additional language
- Average gain in Number Age 14 months in 21.5 hours of individualised teaching
- Tests at three and six months after the programme ended showed children continuing to make gains and catch up with their peers
- 91% of children improved in their confidence and attitude to mathematics
- Of 7,820 children, none were predicted by their schools to achieve nationally expected levels in mathematics at the age of seven but over 72% achieved this

'Hannah has really flown since Numbers Count. It wasn't just a flash-in-the-pan quick fix - it's still helping her now. She knows all the strategies for working out additions and subtractions, and she is really good at spotting patterns and deciding what to do. And it's just unbelievable how all that counting forwards and backwards in different steps has helped her with multiplication - she knows all the multiples! Hannah is more confident and is not afraid to tell me when she does not understand.' Teacher



The greatest gains were made by the initially lowest achieving children

Every Child Counts Impact: Whole School



Every Child Counts is a whole school improvement programme. At its core is the expertise of the specialist Numbers Count teacher who not only provides individualised teaching to the lowest attaining 5% of children, but can also help the school to improve overall standards in mathematics.

Analysis of statistics for attainment in National Assessments of seven year olds show that schools participating in Every Child Counts exceeded national trends, showing an overall improvement of 1% point at the expected National Curriculum Level 2, as compared to no improvement in schools not involved in the programme and an overall improvement of 1% point at National Curriculum Level 2b as compared to a decrease of 1% point in schools not involved in the programme.

'ECC has had an amazing impact on the whole school because it has changed the way we teach maths.'
Headteacher



Case Study: St Peter's Catholic Primary School

St Peter's Catholic Primary School, Manchester, serves a socially deprived area where a quarter of the pupils have an ethnic minority background and the number of pupils receiving free school meals is twice the national average. The number of pupils with Special Educational Needs and learning difficulties is average. In late 2008 the school emerged from a short period in special measures, with the raising of standards in mathematics being one of the three main priorities for further improvement. This led to the appointment of David Wilson as deputy Headteacher with a specific remit to lead improvements in mathematics.

Every Child Counts was identified as the key driver to support improvements in mathematics because of the evidence of impact on the progress of the lowest attaining children and also of the way in which the 'layered' approach of the programme addresses both whole class teaching and additional intervention, with the intensive intervention 'Numbers Count' forming the key of the programme. The core role of the Numbers Count teacher was undertaken by David.

The underpinning principles of the Numbers Count intervention were employed across the full age range from Early Years to Year 6, to support the improvements identified in the Inspection report, which had identified poor teaching standards and high staff absence/turn-over as leading to a negative attitude towards mathematics and an impoverished experience for the children. Previous attempts to improve this situation had not worked and a more radical approach was required. David disseminated key aspects of the core pedagogy of Numbers Count to other staff in small, usable



chunks with the result being that teachers and teaching assistants grew in confidence and enthusiasm, accepting the changes required in their teaching and embracing them in all their lessons. Gaps in teachers' own subject knowledge were addressed and the Numbers Count pedagogy adapted for the daily mathematics lessons across the whole age range. Each term two staff meetings were dedicated to mathematics with all staff attending these meetings – Headteacher, teachers and teaching assistants.

Teaching Assistants were given specific training, including observation of Numbers Count lessons. As a consequence, their work in classes has become more closely targeted on the needs of the children they support and key resources are deployed to assist them. One Teaching Assistant has undertaken further training to become a key support in mathematics for children in Key Stage 2.

The impact speaks for itself. Early Years Foundation Stage has been involved from the start and although children at entry are up to 12 months behind national averages they are now transferring into KS1 generally above national expectations. KS1 results for 2009/2010 were almost identical to the national average: over 84% of children left Year 2 working at Level 2 or above (when placed in Special Measures in 2007/2008, the school had only 63% of seven year olds attaining the expected Level 2 or above). Similarly, the number of eleven year olds achieving the expected Level 4 or above rose from a 2007/2008 score of 68% to a 2009/2010 score of 82.1%, slightly above the national average.

What do people say about Every Child Counts?

Parents: *'Before my son Isaac began his programme he didn't like going to school. He did not like doing his numbers. Since this course began he is a changed little boy. He talks excitedly about going to school and what he will be doing. He asks me and his Dad to write him some sums to do. He can say his times tables up to seven. I can't believe how in such a short time Isaac has progressed. Now he can find answers for himself and I don't help him out as I did before.'*

Children: *'I enjoy learning more about numbers. We have lots of fun and play games. I have learned how to double and halve numbers.'*

'Ebony didn't like going school before she had Numbers Count. She was always like. "Oh I'm feeling poorly." But now she can't wait for Mondays again. When she had maths to do at home she was very reluctant. She'd say, "I can't do this." Now she's always counting and talking about maths at home and she is very confident about it. She'll actually get her maths homework out and do it, sometimes without us even knowing!' Parent

'Now I keep telling my teacher every time I make a new connection and she thinks it's really funny. Sometimes she looks at me and says have you made another connection – then I have to tell the whole class about it. I thought maths was about doing sums but now I realise how much maths we do every day.' Pupil

*Numbers COUNT
Lessons are good
because now I
know number
never stop.*

What do people say about Every Child Counts?

Numbers Count teachers: *'Being a Numbers Count teacher has made me reflect on and review my practice, question my methods and rethink my strategies. The amazing progress children make in such a relatively short time bears testament to the programme's success. Colleagues at school have seen my enthusiasm and have taken ideas away to incorporate into their own class teaching.'*

Class teachers: *'The children in my class have really benefited from Every Child Counts. Not only has it impacted on their maths but also on their attitude to learning, their concentration and their eagerness to learn. I have been amazed at the results ECC has made in Year 2.'*

'Before Josh started Numbers Count, he couldn't count properly past 12. He'd say, "...10, 11, 12, 30, 40, 50..." He could use cubes to add two small numbers together like 'two and three', but he didn't know any number bonds and subtraction was a mystery to him. Now he counts forwards and backwards fluently in ones, twos, fives, and 10s to 100 and even beyond it, and he's great at calculation. Yesterday I asked him, "What's 38 subtract five?" and he said, "Well, eight subtract five is three so it's... 33." His numeracy ability is just fantastic since he did Numbers Count!'



'It's been massive... I've got the tools now to see inside their minds and where I need to take them next'
Teacher

Headteachers: *'I've 'been there and done that', when it comes to intervention programmes but it always seems too little, too late to me. Too often it's been 'Let's wait for children to have failed for the last three, four, five years of their lives and become completely disengaged and then we'll hit them with a catch up programme.' The real success with Every Child Counts is that it doesn't wait for vulnerable children to fail – intervention is early and gives them a fighting chance.'*

'Talk about impact! It has been wide ranging. After 12 weeks on the Numbers Count programme, the progress our children have made ranges between 10 and 20 months. One child made 25 months progress in a term. The impact on parents has been amazing. They consider it a privilege rather than a stigma when their child is selected for one-to-one help. Taking part in the lessons themselves has been a real eye opener for some of our parents and they are doing similar things at home. Beyond attainment - I have seen increased levels of confidence and enthusiasm in our children. Mornings in my school see smiling faces, number rhymes and hands on maths experiences for everyone.'

'I have found the Every Child Counts programme to be one of the most effective interventions. It has made a tremendous impact in helping pupils to 'catch up' and narrow the gap with their peers. Similarly, comments from pupils, parents and staff are very positive. The programme makes a significant impact on mathematical standards.'

Ofsted: *'Support for individual pupils, through the school's 'numbers count' programme has led to significant progress in mathematics.'*