



Newsletter 3

September 2009

Welcome to the third of termly newsletters for all those involved in *Every Child Counts* – schools, local authorities, funding partners and advisers. In this issue we celebrate the achievements of the first year of the development phase of ECC and look ahead to the priorities for further development in 2009-10.

Main achievements in 2008-9

- ✚ **2,500** children benefited from intensive one to one numeracy support from a highly trained teacher
- ✚ **215** teachers completed their training as experts in early intervention in mathematics
- ✚ **26** Local Authorities participated in the programme and 21 Teacher Leaders completed their first year, not only undertaking their own training but also providing training and support to teachers
- ✚ A national infrastructure of support and development has been established by Edge Hill University

What have people been saying about Every Child Counts?

When I don't do maths with you I feel sad **Amarjeet, Numbers Count pupil**

I feel this programme is helping as I now know areas to encourage Ben in and the best method to help him to learn **Parent**

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

I was very impressed by the session I observed which I found to be fun and engaging but at the same time helping to reinforce and develop the child's mathematical skills and abilities **Class teacher**

It has had an amazing impact on the whole school because it has changed the way we teach maths **Headteacher**

I've learned more in the past few months than I ever remember learning

Teacher Leader

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

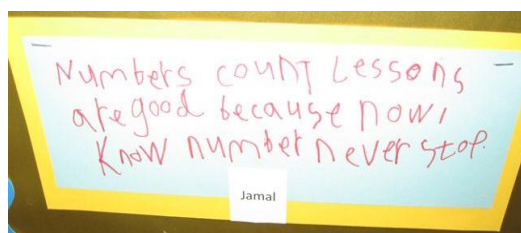


Impact in Term 2

In the Spring Term 2009, 822 children received the 1-1 specialist 'Numbers Count' intervention that forms the core of Every Child Counts. They moved from an initial average 'Number Age' of 5y 10m on the Sandwell test of early numeracy to an average of 7y 1m, making 15 months progress over three months of teaching, having received an average of 41 half-hour one to one lessons.

Children made an average gain of 22% on a survey of their confidence and attitudes towards mathematics.

721 children who had taken part in Numbers Count in the Autumn Term 2008 were followed up three months later in order to track their continuing progress. Over the follow up period, these children had made an average five month gain – in other words were continuing to make an above average rate of progress.



Coming soon

- ✚ A full report of impact across the three terms of implementation in 2008-9
- ✚ Every Child Counts: the results of the first year- a full report of the development of the programme in 2008-9

For these reports and all other information, visit

www.everychildcountsuk and www.edgehill.ac.uk/everychildcounts

You can see the programme in action at www.teachers.tv/video/33307

For forthcoming national conferences to showcase key interventions go to www.catchup.org.uk/conferences

Looking ahead

In 2009-10:

- ✚ 11,500 individual children will benefit from the Numbers Count programme
- ✚ 460 new teachers will undertake Numbers Count training
- ✚ 45 new Teacher Leaders will undertake a full year of training
- ✚ 43 Local Authorities will implement the programme in over 600 schools
- ✚ 6 National Trainers will provide support and quality assurance to 63 Teacher leaders
- ✚ 66 schools will take part in an independent external evaluation of the programme by the Universities of York and Durham

Programme Development

Learning from the first year has led to the identification of a number of priorities for further development of the Numbers Count intervention and the Every Child Counts programme overall. These include:

- ✚ Strengthening the engagement of parents and carers
- ✚ Strengthening management and leadership in schools
- ✚ Continuing to improve the quality of teaching and learning in Numbers Count lessons

Developing the layers of intervention

Whilst the distinctive element of Every Child Counts is the teacher led one to one intervention 'Numbers Count', the programme encompasses the 'three waves' model of layered intervention. Local Authorities and schools will be developing this aspect of the programme in 2009-10, drawing on partnerships established with providers of 'lighter touch' interventions with an independently evaluated evidence base of impact.

See Ann Dowker's 2009 report 'What works for children with mathematical difficulties'

<http://nationalstrategies.standards.dcsf.gov.uk/node/174504>