

# Numbers Count



## First Annual Report for All Schools

2008-2009

Every Child Counts Team  
Faculty of Education  
Edge Hill University  
St Helens Road  
Ormskirk  
Lancashire L39 4QP  
London WC1H 0AL

Tel 01695 657 133  
[ecc@edgehill.ac.uk](mailto:ecc@edgehill.ac.uk)  
[www.edgehill.ac.uk/ecc](http://www.edgehill.ac.uk/ecc)

© Edge Hill University 2009

Data collected by the National Data Evaluation Center at The Ohio State University.

The name Numbers Count is a trademark of Edge Hill University.

## Contents

Introduction	1
Commentary	2
1. Participation in the Programme	5
2. Lessons Received	6
3. Attitude Surveys	7
4. Test Scores	8
5. Standard Score Ranges	9
6. Ranges of Gain	10
7. Follow-Up Tests	11
8. End of Key Stage 1 Teacher Assessments	12
9. Children's Characteristics	13
10. Entry Scores and Gains	15
11. Lessons Received and Gains	16

## INTRODUCTION

Numbers Count is a new numeracy intervention that has been designed by Edge Hill University for the Every Child Counts initiative, working in partnership with the Every Child a Chance Trust, the National Strategies and the Department for Children, Schools and Families. It draws upon the recommendations of the Williams Review of Mathematics Teaching in Early Years Settings and Primary Schools (2008), upon lessons learned from other intervention programmes and upon findings from the Every Child Counts research phase (2007-08).

Numbers Count aims to enable Year 2 children who have the greatest difficulties with mathematics to make greater progress towards expected levels of attainment so that they will catch up with their peers and achieve Level 2 or where possible Level 2B or better by the end of Key Stage 1. Numbers Count Teachers are also expected to have a wider impact on learning and teaching in their schools and to help to raise standards across the board.

The 12 lowest-attaining Year 2 children in a school normally receive Numbers Count support during the course of a year. Each has an approximately 12-week programme, starting in September, January or April. Numbers Count aims to ensure the development of a numerate child who is confident and who enjoys actively learning mathematics.

A Numbers Count Teacher normally works on a 0.5 or 0.6 timetable, teaching 4 children every morning or afternoon and planning a personalised programme for each child. S/he liaises closely with each child's class teacher and parents or carers. S/he is trained and supported by a Local Authority Teacher Leader, who in turn is trained and supported by an Edge Hill University National Trainer.

A Numbers Count Lesson takes place in a dedicated teaching area and lasts for 30 minutes. It is lively and active and uses a wide variety of resources. It focuses on number because research has shown that number development underpins children's learning across all aspects of mathematics.

Numbers Count was launched in September 2008 and will be built up and refined during the Every Child Counts development phase (2008-10), by drawing on impact data, feedback from a wide range of participants and stakeholders and the findings of an independent evaluation study commissioned by the Department for Children, Schools and Families. Numbers Count Teacher Leaders and Teachers will contribute actively to its development so that Numbers Count can provide increasingly effective support for young children who have difficulties with mathematics.

This report presents an analysis of the implementation and impact of Numbers Count for all participating schools in the first year of the programme, September 2008 – July 2009. It is based upon data provided by Numbers Count Teachers and Teacher Leaders and its purpose is to inform evaluation by participants and stakeholders. Similar, shorter reports have also been produced after the end of each reporting term.

## COMMENTARY

### Children participating in the programme

2,621 children took part in Numbers Count during the year (Table 1). This exceeds the target figure of 2,500 children for the first year of the development phase of Every Child Counts. 97% of children (2,546) completed the programme. A small number exited before completion because of long-term child or teacher illness or because the child left the school, or remained on the programme until the next school year because they had started late in the summer term.

54% of the children who took part in Numbers Count were boys and 46% were girls (Table 9a). High proportions of the children who took part in the programme were eligible for free school meals, came from ethnic minority backgrounds, spoke English as an additional language, and had special educational needs:

- 41% of children were eligible for free school meals, in comparison with 16% of the primary population as a whole;
- 37% of children had ethnic minority backgrounds, in comparison with 23% of the primary population as a whole;
- 27% of children spoke English as an additional language, in comparison with 14% of the primary population as a whole;
- 53% of children were identified as having a special educational need, in comparison with 18% of the primary population as a whole.

(Tables 9a and 9b; figures for the primary population are taken from DCSF (2008), Pupil Characteristics and Class Sizes in England, January 2008 (Provisional).)

Numbers Count is designed to support the lowest achieving children. On entry to the programme, children's average Number Age was 70 months, 11 months behind their chronological age of 81 months (Table 4). Their average Standard Score was 85 (Table 4) and 69% of children had a Standard Score below 90 (Table 5).

### Implementation of the programme

Children who completed the programme had been taught for an average of 12 weeks (Table 2). Excluding school holidays, the average length of a programme was 53 school days, during which time each child had an average of 40 Numbers Count lessons. 23% of the available days were 'lost', i.e. children were not taught: 6% of these were due to child absence, 7% to teachers' engagement in training activities during the first year of the programme, and 11% to other reasons.

### Children's progress during the programme

Children's attitudes towards mathematics were measured by an Attitude Survey specifically designed for Numbers Count. Their mathematical attainment was measured by the Sandwell Early Numeracy Test, which provides Number Ages and Standard Scores.

91% of children's attitudes towards mathematics had improved by the end of the programme (Table 6); 55% of them by at least 10 points (representing a 20% gain). They improved by an overall average of 21% (Table 3), with the greatest improvement (30%) shown in class teachers' perceptions of the children's attitudes to and participation in whole-class mathematics lessons.

99% of children's Number Ages had improved by the end of the programme (Table 6); 85% by at least 6 months and 58% by at least 12 months. Children made an average Number Age gain of 13.5 months in an average of 2.9 calendar months between entry to and exit from the programme (Table 4); this represents a Number Age gain of 4.7 times the expected gain if their Number Age gain had matched their calendar age. Children's Number Ages were an average of 10.6 months behind their calendar ages on entry to the programme; at exit, their Number Ages were equal to their calendar ages.

Children's standard scores rose by an average of 15 points, from 85 at entry to 100 at exit (Table 4). On entry to the programme, 69% of the children had a standard score below 90 and 10% had a standard score of at least 100 (Table 5); on exit, 24% had a standard score below 90 and 53% had a standard score of at least 100.

### **Children's progress after the programme**

Children continued to make progress after completing their Numbers Count programmes. Three months later, their average Number Age had progressed by a further 3.9 months (Table 7). Six months after exit, their average Number Age had progressed by 7.5 months.

Numbers Count is aimed at children who would not have been expected to achieve Level 2 without intervention support. 72.3% of children who had completed their Numbers Count programme achieved the target of National Curriculum Level 2 for mathematics when assessed by their teachers at the end of Key Stage 1 (Table 8). 30.6% of children achieved Level 2B, defined by the Qualifications and Curriculum Authority as being 'securely into Level 2'.

### **Outcomes for different groups of children**

All groups of children, whatever their background characteristics, gained at least an average of 12 months in Number Age during the three months of the programme (Tables 9a and 9b).

Boys and girls made similar levels of gain (Table 9a). Children who spoke English as an additional language made greater gains (14.6 months) than those who spoke English as a first language (13.1 months). Children from minority ethnic groups (14.4 months) made greater gains than white British children (12.9 months), who made the lowest gains of all ethnic groups represented by at least 40 children (Table 9b). The greatest gains were made by Bangladeshi (15.6 months) and Indian (15.0 months) children. Children who were eligible for free school meals (12.9 months) made less gain than those who were not (13.8 months) (Table 9a). Children who had special educational needs (12.4 months) made less gain than those who did not (14.7 months). Children who were looked after (14.7 months) made more progress than those who were not (13.4 months).

In the majority of cases, differences between groups of children in their Number Age gains were replicated in their attitude gains, their gains in follow-up tests at 3 months and 6 months, and their Key Stage 1 assessment outcomes (Tables 9a and 9b). The most notable exception was for children who spoke English as an additional language: on entry to the programme their Number Ages lagged 1.8 months behind their counterparts for whom English was a first language, but they made 2.1 more months of gain between entry and 6-month follow up so that their final Number Ages were approximately equal, yet children with English as an additional language achieved Level 2 less often (68.3%) than their counterparts for whom English was a first language (73.7%). The pattern was similar for children from minority ethnic groups (68.8% achieving Level 2) and white British children (74%).

Children who had the lowest entry scores made the greatest gains (Table 10 and Figure 10). Children with the highest entry scores made the least gains.

### **The effect of the number of lessons received**

The number of lessons that children received was positively associated with the amount that they gained (Table 11 and Figures 11a-11b). Children's Number Age gains rose steadily with the number of lessons that they received up to a ceiling of about 45 lessons. Their Attitude Survey gains appeared to have steep rises at about 30 lessons and 50 lessons.

## 1. PARTICIPATION IN THE PROGRAMME

A Numbers Count Teacher normally teaches four Year 2 children in each term. Most children enter and exit the programme within one term; some continue into a second term. A few children may exit before completing the programme if they leave their school or are withdrawn. TABLE 1 shows the numbers of children on the programme during the reporting period.

**Table 1 Children receiving Numbers Count support  
All Schools: 2008 - 2009**

---

Entry	
Number of children who entered the programme	2621*
Exit	
Number of children who completed the programme	2546
Number of children who exited before completion	54
Number of children who remained on the programme	21
Total	2621

---

\* All children taught by Numbers Count Teachers and by Teacher Leaders.

## 2. LESSONS RECEIVED

A child's Numbers Count programme normally lasts for about 12 school weeks, including an initial assessment phase, a teaching phase and an exit phase. Its exact length varies according to circumstances and the child's needs. Most lessons are 1-to-1, with a few paired or small-group lessons towards the end of the programme if the teacher judges that these will meet the child's needs. TABLE 2 shows the lessons received by the children who completed the programme during the reporting period.

Weeks on Programme indicates the mean number of calendar weeks between each child's first and last day on the programme, including any periods of school closure.

(Numbers are shown to one decimal place, so e.g. 13.4 weeks means 13 weeks and 4 tenths of a week.)

Days School was Open indicates the mean number of days that the school was open during this time. This is the maximum number of lessons potentially available to the child.

Lessons Received indicates how many lessons were actually taught to each child, expressed as the mean number of days and as a percentage of Days School was Open.

Lost Lessons indicates the mean number of days that the school was open and children were not taught, either because the child was absent or participating in an event such as a school trip or because the teacher was ill or engaged in other activities such as Numbers Count professional development, working with parents or observing children in their classrooms.

**Table 2 Lessons received by children who completed the programme  
All Schools: 2008 - 2009**

	Mean	Percent
<i>Number of Children:</i>	2473*	
Weeks on Programme	12.2	
Days School was Open	52.8	
Lessons Received		
1-to-1	38.1	72.1%
Small group	2.4	4.5%
Total	40.4	76.6%
Lost Lessons		
Child absent	2.9	5.5%
Other reason	9.4	17.9%
Total	12.4	23.4%

\* All children taught by Numbers Count Teachers; excluding children taught by Teacher Leaders.

### 3. ATTITUDE SURVEYS

Children's confidence and attitudes towards mathematics are assessed through the use of a Numbers Count Attitude Survey when they enter and exit the programme. The outcomes are shown in TABLE 3.

**Child's Questions:** the child uses pictures of faces to rate his/her enjoyment of and ability at mathematics.

**Whole-Class Questions:** the child's class teacher or a teaching assistant rates the child's attitude to and participation in whole-class mathematics sessions.

**Group Work Questions:** the child's class teacher or a teaching assistant rates the child's attitude to and participation in small-group mathematics sessions.

**Parent's Questions:** the child's parent rates the interest that the child shows in mathematics at home and the parent's own attitude to helping the child with mathematics.

For each set of questions, scores can range from 4 (least positive attitude) to 20 (most positive attitude); the Total Score can therefore range from 16 to 80. It is not always possible to complete all parts of the Attitude Survey for every child.

**Table 3 Mean attitude survey scores and gains for children who completed the programme**  
**All Schools: 2008 - 2009**

	<b>Entry</b>		<b>Exit</b>		<b>Gain</b>	
	<i>Number of Responses</i>	Mean Score	<i>Number of Responses</i>	Mean Score	<i>Number of Responses</i>	Mean Gain
Child's Questions	2542	15.3	2489	17.0	2485	1.7
Whole Class Questions	2517	10.2	2474	13.2	2456	3.1
Group Work Questions	2528	11.0	2473	14.0	2463	3.0
Parent's / Carer's Questions	2296	13.8	2012	16.6	1915	2.7
<b>Total Attitude Survey Score</b>		<b>50.2</b>		<b>61.0</b>		<b>10.7</b>

## 4. TEST SCORES

Children take a Sandwell Early Numeracy Test when they enter and exit the programme. The test includes practical, pictorial, oral, and written tasks and questions. It is normally administered on entry by the Numbers Count Teacher and on exit by a trained Link Teacher who has not been involved in providing one-to-one support for the child. TABLE 4 shows children's mean outcomes and gains on the test itself and on equivalent measures calculated from data in the test manual.

Age indicates the mean chronological age of the children in the Numbers Count programme at the time of their entry and exit tests.

Test Raw Score indicates children's mean raw score on the test (range 0 – 69).

Number Age indicates the average chronological age of children, across all ability ranges and not in the Numbers Count programme, who achieved the same raw score when the test was standardised in Sandwell schools (range 42 to 97 months).

(Numbers are shown to one decimal place, so e.g. 77.2 months means 77 months and 2 tenths of a month.)

- Number Age scores that are well below Age indicate that children's attainment is well below the standardisation population average.
- Number Age scores that are close to Age indicate that children's attainment is close to the standardisation population average.
- Number Age scores that are well above Age indicate that children's attainment is well above the standardisation population average.

Standard Score indicates the mean of the standard scores calculated for each child (range 60 – 136). Standard scores compare children's raw scores with those of their peers of the same age across the full ability range in the Sandwell population on which the test was standardised.

- A Standard Score of below 85 is defined as 'below average' for the standardisation population. 16% of all children score in this range.
- A Standard Score of 85 – 115 is 'average' for the standardisation population. 68% of all children score in this range, and the mean score is 100.
- A Standard Score of over 115 is 'above average' for the standardisation population. 16% of all children score in this range.

**Table 4 Mean test scores and gains for children who completed the programme**

**All Schools: 2008 - 2009**

	<b>Entry</b> Mean Score	<b>Exit</b> Mean Score	<b>Gain</b> Mean Gain
<i>Number of Children</i>	2546		
Age (months)	80.6	83.5	2.9
Test Raw Score	30.6	45.1	14.5
Number Age (months)	70.0	83.5	13.5
Standard Score	84.9	100.0	15.1

## 5. STANDARD SCORE RANGES

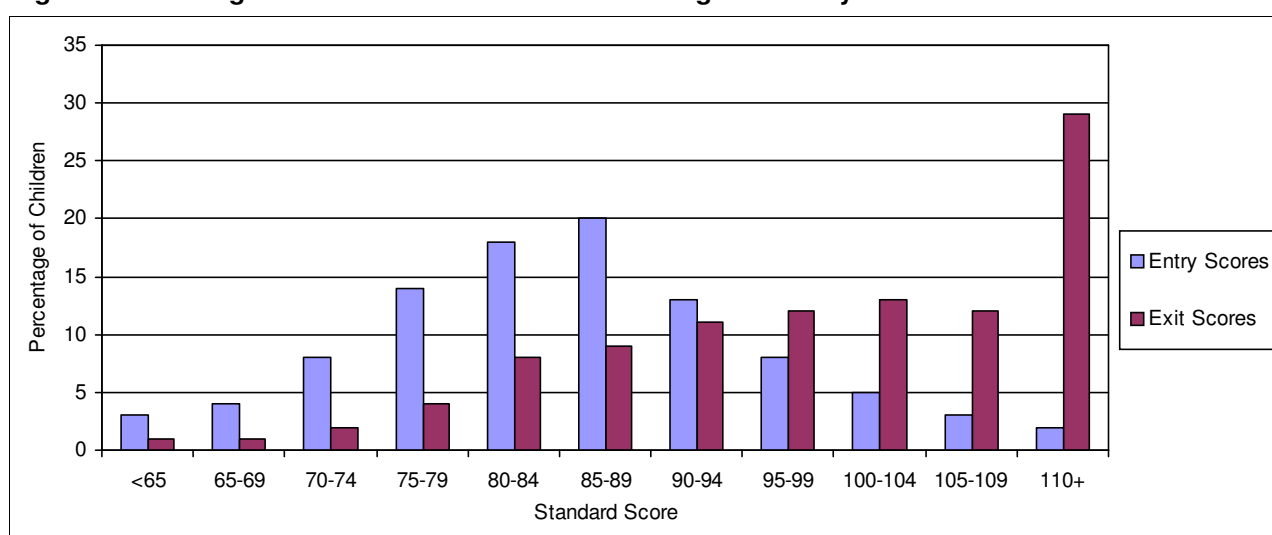
TABLE 5 shows the number and percentages of children whose test scores were equivalent to specific standard score ranges on entry and exit.

Cumulative Percent indicates the percentage of children who achieved at least the specified range (i.e. the percentage of children who achieved the specified range or a higher range).

**Table 5 Standard score ranges for children who completed the programme  
All Schools: 2008 - 2009**

Standard Score Range	Entry			Exit		
	Number of Children	Percent	Cumulative Percent	Number of Children	Percent	Cumulative Percent
110 +	52	2.1%	2.1%	730	28.8%	28.8%
105-109	66	2.6%	4.7%	309	12.2%	41.0%
100-104	126	5.0%	9.6%	316	12.5%	53.4%
95-99	212	8.4%	18.0%	298	11.8%	65.2%
90-94	335	13.2%	31.2%	271	10.7%	75.9%
85-89	518	20.4%	51.6%	221	8.7%	84.6%
80-84	467	18.4%	70.0%	193	7.6%	92.2%
75-79	366	14.4%	84.5%	92	3.6%	95.8%
70-74	207	8.2%	92.6%	56	2.2%	98.0%
65-69	107	4.2%	96.8%	14	0.6%	98.6%
< 65	80	3.2%	100.0%	36	1.4%	100.0%
All	2536			2536		

**Fig. 5 Percentages of children in standard score ranges on entry and exit**



## 6. RANGES OF GAIN

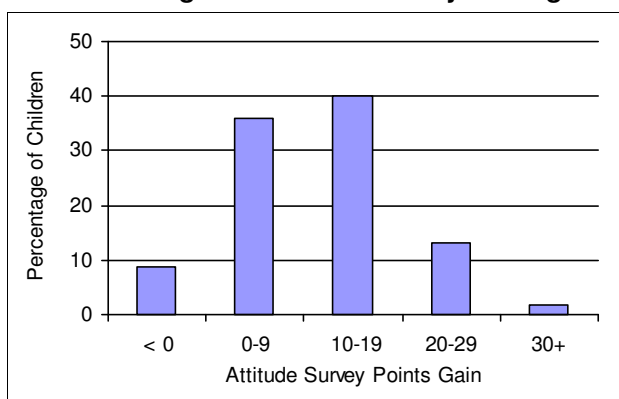
TABLE 6 shows the number and percentages of children whose attitude survey gains and test gains between entry and exit fell into specific ranges.

Cumulative Percent indicates the percentage of children who achieved at least the specified range of gain (i.e. the percentage of children who achieved the specified range or a higher range).

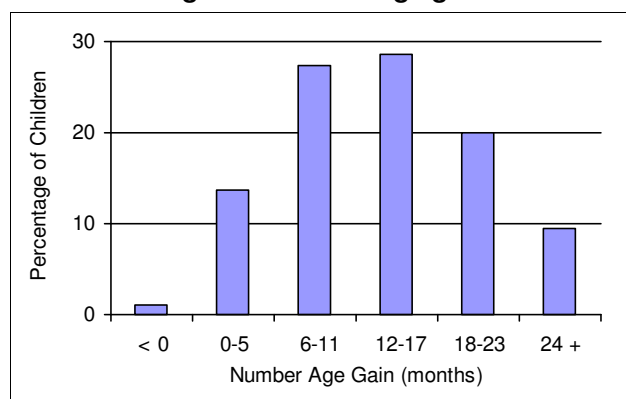
**Table 6 Attitude survey and test ranges of gain for children who completed the programme  
All Schools: 2008 - 2009**

	Number of Children	Percent	Cumulative Percent
<b>Attitude Survey Points Gain</b>			
30+	35	1.9%	1.9%
20-29	247	13.1%	15.0%
10-19	753	40.1%	55.1%
0-9	678	36.1%	91.2%
< 0 (regression)	166	8.8%	100.0%
<i>All</i>	<i>1879</i>		
<b>Number Age Gain (months)</b>			
24 +	239	9.4%	9.4%
18-23	508	20.0%	29.4%
12-17	728	28.6%	58.0%
6-11	695	27.3%	85.4%
0-5	347	13.7%	99.0%
< 0 (regression)	25	1.0%	100.0%
<i>All</i>	<i>2542</i>		
<b>Test Raw Score Gain</b>			
30 +	83	3.3%	3.3%
20-29	585	23.0%	26.3%
10-19	1162	45.7%	72.0%
0-9	685	26.9%	98.9%
< 0 (regression)	27	1.1%	100.0%
<i>All</i>	<i>2542</i>		

**Fig. 6(a) Percentages of children achieving ranges of Attitude Survey score gains**



**Fig. 6(b) Percentages of children achieving ranges of Number Age gain**



## 7. FOLLOW-UP TESTS

Children take follow-up Sandwell Early Numeracy Tests 3 months and 6 months after completing the programme. The tests are normally administered by the Numbers Count Teacher. TABLE 7 shows the changes since their exit tests for children who took a follow-up test in this reporting period.

**Table 7 Changes between exit test and follow-up test scores for children who had previously completed the programme  
All Schools: 2008 - 2009**

	<b>3-Month Follow-Up Test</b>	<b>6-Month Follow-Up Test</b>
<i>Number of Children</i>	1580	749
Change Since Exit Test:		
Age (months)	3.2	6.2
Test Raw Score	4.6	8.8
Number Age (months)	3.9	7.5
Standard Score	1.2	2.5

## 8. END OF KEY STAGE 1 TEACHER ASSESSMENTS

At the end of Key Stage 1, when most children are seven years old, schools make statutory reports on their attainment in mathematics. The reports are based on the judgement of the child's class teacher. Children are assessed as being at a National Curriculum level for mathematics:

Level 3+	Above the nationally prescribed target level for children at this age.
Level 2	The nationally prescribed target level for children at this age. Level 2 is subdivided into Levels 2A ('at the top end of Level 2'), 2B ('securely into Level 2') and 2C ('just into Level 2').
Level 1	Below the nationally prescribed target level for children at this age.
W or P-level	Below Level 1.

TABLE 8 shows the Key Stage 1 assessments that were reported for children who had completed a Numbers Count programme.

Cumulative Percent indicates the percentage of children who achieved at least the specified level (i.e. the percentage of children who achieved the specified level or a higher level).

**Table 8 Key Stage 1 Teacher Assessments for Mathematics for children who had previously completed the programme  
All Schools: 2008 - 2009**

	Number of Children	Percent	Cumulative Percent
National Curriculum Level			
3+	4	0.3%	0.3%
2A	89	5.6%	5.9%
2B	393	24.7%	30.6%
2C	663	41.7%	72.3%
1	416	26.2%	98.5%
W or P-level	24	1.5%	100.0%
<i>Total</i>	<i>1589</i>		

## 9. CHILDREN'S CHARACTERISTICS

TABLES 9(a) and 9(b) summarise programme and outcomes data according to children's background characteristics.

**Table 9(a) Background characteristics, programme participation and outcomes of children who completed the programme**  
**All Schools: 2008 - 2009**

	No. of children	%	Age at Entry	No. of Lessons	Attitude Survey Scores		Test Number Ages				KS1 Assessment
					Entry	Exit Gain	Entry	Exit Gain	Exit to 3 Months Gain	Exit to 6 Months Gain	% at Level 2+
<b>All Children</b>	2546		80.6	40.2	50.2	10.7	70.0	13.5	3.9	7.5	72.3%
<b>Gender</b>											
Boy	1365	54%	80.8	40.3	50.1	10.9	70.0	13.6	3.8	7.2	71.9%
Girl	1181	46%	80.5	40.1	50.3	10.5	70.1	13.3	4.0	7.8	72.8%
<b>School Year</b>											
Y2	2467	97%	80.8	40.3	50.1	10.7	70.1	13.5	3.9	7.5	72.4%
Y1	77	3%	74.0	39.3	51.7	10.5	67.3	13.0	6.0		
<b>First Language</b>											
English	1860	73%	80.4	40.4	50.2	10.6	70.5	13.1	3.7	7.1	73.7%
Other	686	27%	81.1	39.9	50.2	11.1	68.7	14.6	4.5	8.5	68.3%
<b>Free School Meals Status</b>											
Yes	1042	41%	81.2	40.0	50.0	10.5	69.2	12.9	4.0	8.1	68.7%
No	1504	59%	80.2	40.4	50.3	10.8	70.6	13.8	3.8	7.0	74.7%
<b>Special Educational Needs Status</b>											
None	1184	47%	80.6	40.3	51.5	10.7	71.8	14.7	3.8	7.0	82.3%
School Action	926	36%	80.5	40.0	49.8	11.1	69.2	12.6	4.0	8.4	69.3%
School Action Plus	407	16%	80.8	40.4	47.4	10.1	67.2	12.0	3.8	6.3	49.1%
Statement	29	1%	83.5	41.4	47.9	7.6	64.8	12.5	6.5	7.3	53.8%
<b>Looked After Status</b>											
Yes	49	2%	80.4	42.9	48.1	11.8	69.9	14.7	2.5	4.8	80.0%
No	2497	98%	80.6	40.2	50.2	10.7	70.0	13.4	3.9	7.5	72.2%
<b>Reading Recovery History</b>											
None	2302	90%	80.5	40.2	50.3	10.8	70.0	13.5	3.9	7.5	72.4%
RR before Numbers Count	215	8%	81.6	40.7	49.5	9.6	70.6	12.9	3.9	7.0	72.8%
RR same time as Numbers Count	29	1%	79.9	40.2	45.4	12.9	69.1	13.3	6.6	10.1	63.2%

**Table 9(b) Ethnicity, programme participation and outcomes of children who completed the programme**  
**All Schools: 2008 - 2009**

	No. of children	%	Age at Entry	No. of Lessons	Attitude Survey Scores		Test Number Ages				KS1 Assessment
					Entry	Exit Gain	Entry	Exit Gain	Exit to 3 Months Gain	Exit to 6 Months Gain	% at Level 2+
<b>All Children</b>	2546		80.6	40.2	50.2	10.7	70.0	13.5	3.9	7.5	72.3%
<b>White</b>	1699	67%	80.5	40.2	50.3	10.6	70.4	13.1	3.8	7.3	74.0%
White British	1581	62%	80.4	40.2	50.2	10.6	70.6	12.9	3.7	7.3	74.4%
Traveller of Irish Heritage	6	0%	79.8	39.5	46.8	4.6	68.3	15.8	4.0	4.0	100.0%
Irish	6	0%	80.7	37.3	45.0	22.0	68.7	18.3	1.0	5.5	100.0%
Gypsy/Roma	9	0%	80.7	38.8	46.2	13.5	63.1	9.4	4.0	9.3	50.0%
Any other White background	97	4%	81.9	40.9	52.1	9.0	68.0	15.6	4.8	6.4	64.2%
<b>Mixed</b>	83	3%	80.0	39.2	48.3	11.2	69.8	13.5	3.2	6.9	66.0%
White and Black Caribbean	33	1%	78.7	38.8	47.1	10.4	68.2	13.1	3.4	7.1	60.7%
White and Black African	13	1%	81.7	40.0	52.0	11.7	74.2	12.8	-1.0	1.5	75.0%
White and Asian	11	0%	81.6	40.0	44.1	16.1	70.0	14.2	5.0	9.0	85.7%
Any other mixed background	26	1%	80.2	39.0	50.3	9.1	69.6	14.0	3.1	6.6	64.3%
<b>Asian or Asian British</b>	410	16%	80.9	39.2	49.2	12.1	68.3	14.4	4.8	9.1	67.3%
Pakistani	197	8%	81.1	39.6	48.8	11.8	67.5	13.7	5.1	8.9	62.2%
Indian	45	2%	80.6	39.5	51.7	11.3	71.5	15.0	3.6	6.7	86.1%
Bangladeshi	119	5%	80.8	37.8	48.6	13.2	67.9	15.6	5.3	10.5	62.2%
Any other Asian background	49	2%	80.7	40.2	49.8	11.5	69.7	13.9	4.3	8.0	76.5%
<b>Black or Black British</b>	280	11%	81.1	41.7	51.4	9.0	69.8	14.2	3.5	7.1	70.9%
Caribbean	75	3%	80.9	41.4	49.0	11.2	69.1	13.7	3.3	7.8	74.5%
Any other Black background	67	3%	81.1	42.8	52.8	6.3	69.4	14.1	4.3	8.0	71.7%
African	138	5%	81.1	41.4	52.0	9.1	70.3	14.6	3.0	6.3	67.9%
<b>Chinese</b>	5	0%	78.2	40.2	39.8	21.0	71.4	9.2	-0.4	4.8	40.0%
<b>Any other ethnic background</b>	52	2%	81.7	42.0	52.0	11.7	72.1	14.6	5.3	7.3	82.6%
<b>Not disclosed or not recorded</b>	17	1%	82.6	40.9	50.7	9.2	72.5	11.7	3.4	1.5	75.0%
<b>Minority ethnic children *</b>	948	37%	81.0	40.3	50.1	10.9	69.0	14.4	4.2	7.9	68.8%

\* All children classified as belonging to an ethnic group other than White British

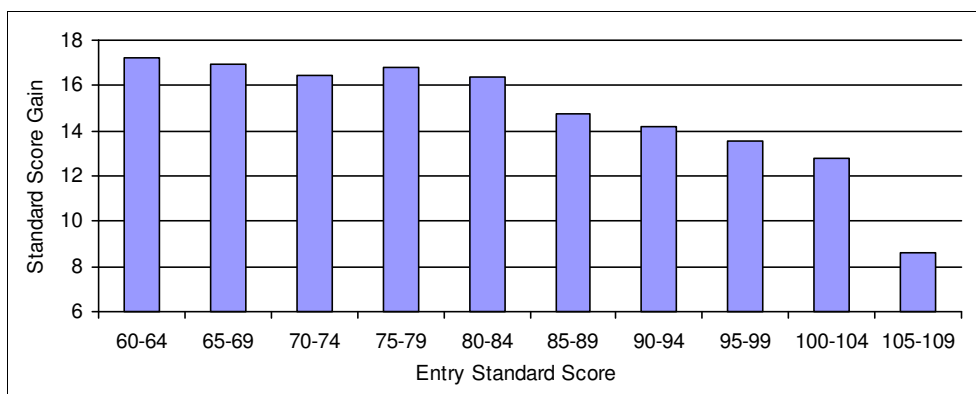
## 10. ENTRY SCORES AND GAINS

Numbers Count is designed to support the lowest achieving children in Key Stage 1. TABLE 10 shows the gains in children's Standard Scores between entry to and exit from the programme in relation to their entry Standard scores.

**Table 10 Entry Standard Score and Standard Score gains for children who completed the programme**  
**All Schools: 2008 - 2009**

Entry Standard Score	Number of Children	Standard Score Gain
60-64	80	17.2
65-69	107	16.9
70-74	207	16.4
75-79	366	16.8
80-84	467	16.4
85-89	518	14.8
90-94	335	14.2
95-99	212	13.5
100-104	126	12.8
105-109	66	8.6

**Fig. 10 Entry Standard Scores and Standard Score gains**



## 11. LESSONS RECEIVED AND GAINS

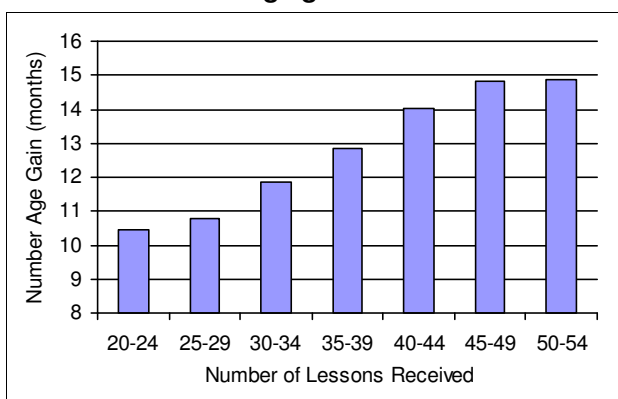
The standard length of a child's Numbers Count programme is 12 weeks. The length of an individual programme may vary according to circumstances and to the needs of the child. The number of lessons that a child receives is affected by the length of the programme, by the number of times that the child is absent and the by the number of occasions when the teacher is absent or engaged in Numbers Count professional development or other activities.

TABLE 11 shows the gains that children had made in Number Age and in Attitude Survey scores at the end of their programmes in relation to the number of lessons that they had received.

**Table 11 Number of lessons received and exit Number Age and Attitude Survey score gains for children who completed the programme  
All Schools: 2008 - 2009**

Number of Lessons Received	Number of Children	Number Age Gain	Attitude Survey Gain
20-24	43	10.5	8.7
25-29	121	10.8	8.7
30-34	331	11.9	10.1
35-39	564	12.9	10.3
40-44	704	14.0	10.8
45-49	477	14.8	10.6
50-54	175	14.9	12.5

**Fig. 11(a) Number of lessons received and exit Number Age gains**



**Fig. 11(b) Number of lessons received and exit Attitude Survey gains**

