Numbers Count

Interim Report

September 2018 to April 2019

Stormont House School

based on data recorded by 30/04/2019

Every Child counts

Edge Hill University

INTRODUCTION

Numbers Count is an Every Child Counts intervention for children who have the greatest difficulties with mathematics. It helps them to make greater progress towards expected levels of attainment so that they will catch up with their peers. It has two versions:

- Numbers Count 1 is designed mainly for children in Years 1 to 3;

- Numbers Count 2 is designed mainly for children in Years 4 to 9.

In both interventions, children normally have daily, 30-minute lessons with a specially-trained Numbers Count teacher in addition to continuing to take part in their normal class mathematics lessons. Accredited Numbers Count teachers decide whether to deliver each lesson individually or to two or three children together, according to the children's needs and the circumstances of the school. Teachers who are in training deliver all lessons individually.

Numbers Count lessons take place in a dedicated teaching area where children can use a wide variety of resources. The teacher begins by making a detailed diagnostic assessment of what each child knows and then plans an individualised programme of lessons for what each one needs to learn next: no two children follow the same programme. Lessons focus on number and calculation, follow a set routine and are rigorous and active. The teacher aims to help each child to become numerate and confident, to enjoy actively learning mathematics and to develop the skills and positive attitudes needed to continue to make good progress in normal class mathematics lessons after completing his or her Numbers Count programme.

A Numbers Count teacher normally teaches several children every morning or afternoon, liaising closely with class teachers to review and plan together for the children's progress. The teacher sets regular homework and meets parents to discuss how they can support their children's learning at home. The teacher undertakes a specialised professional development programme to learn about Numbers Count and about effective methods for teaching number and calculation.

Numbers Count was devised by Edge Hill University as a part of its not-for-profit Every Child Counts programme, through which the University has supported over 6,000 schools to raise more than 140,000 children's achievement in mathematics and literacy. All Numbers Count teachers are trained and supported by local Every Child Counts Trainers, who in turn are trained and supported by Edge Hill University National Advisers.

This report is based on data submitted to the University's online data collection and analysis system. Its purpose is to help the school to monitor pupils' progress and to evaluate the effectiveness of the intervention. The level of detail in the tables depends on the data supplied and the time of year. If you have any queries, please contact the ECC team.

Every Child Counts
Faculty of Education
Edge Hill University
St Helens Road
Ormskirk L39 4QP

W: everychildcounts.edgehill.ac.uk
E: ecc@edgehill.ac.uk
T: 01695 657 133

1. PARTICIPATION IN THE PROGRAMME

Numbers Count is designed for pupils in Years 1 to 9 who have the greatest difficulties with mathematics.

Table 1.1 Pupils receiving Numbers Count support
Stormont House School

	NC 1
Entry	
Pupils who began a programme	5
School Year	
Y9	*3*
Y8	*2*
Exit	
Pupils who completed a programme	5

Entered: all pupils who began a programme
Completed: all pupils who completed a programme and for whom entry and exit outcomes were reported

2. LESSONS

A pupil's Numbers Count programme normally lasts for at least 40 lessons, including an assessment phase and a teaching phase. Assessment lessons and all lessons taught by new teachers in training are delivered 1-to-1. Accredited teachers decide whether teaching should be delivered 1-to-1, 1-to-2 or 1-to-3 to match the needs of the pupils and the circumstances of the school.

Table 2.1 Length of programme and lessons received
Stormont House School

Number of pupils	*5*
Average calendar weeks	15.1
Average calendar months	3.5
Average number of lessons	36.4
- diagnostic assessment lessons	4.0
- 1-to-1 lessons	32.4
- 1-to-2 lessons	0.0
- 1-to-3 lessons	0.0

pupils who completed a programme and for whom the programme length or number of lessons was reported

3. TEST OUTCOMES

Schools are encouraged to test pupils' mathematics when they enter and exit from the programme. Entry testing helps to identify their initial attainment and learning needs and exit testing provides an objective measure of the progress that they have made.

TABLE 3.1 shows outcomes calculated by the school or approximate outcomes calculated by Edge Hill University based on raw data reported by the school.

Age	*A pupil's chronological age at the time of their entry and exit tests.*
Number Age	*A Number Age is the average age of pupils across the country who achieved the same test score as the pupil.*
Standard Score	*A Standard Score compare's a pupil's test score with those of other pupils of the same age across the country. A Standard Score close to 100 is 'average' and 84% of all pupils have a Standard Score of at least 85.*

Table 3.1 Test outcomes
Stormont House School

	Number of Pupils	**Entry** Average	**Exit** Average	**Gain** Average
Age (months)	*5*	162.0	165.4	3.4
Number Age (months)	*5*	62.0	71.4	9.4
Standard Score				

pupils who completed a programme and for whom entry and exit scores were reported

4. ATTITUDES TO MATHEMATICS

When pupils have completed the programme, their class teachers can assess the attitudes that they show in class towards mathematics. The teachers use an Every Child Counts Attitude Survey to report on 8 aspects of each pupil's attitude, such as taking an active part in lessons, concentration and willingness to 'have a go' without asking for help. For each aspect, they decide whether the pupil is now more positive, about the same, or less positive than before taking part in Numbers Count.

Table 4.1 Changes in pupils' attitudes towards mathematics
Stormont House School

Pupils who were more positive after the programme	
Pupils whose attitudes did not change	*No attitude data was reported*
Pupils who were less positive after the programme	
Net gain	

pupils who completed a programme and for whom an Attitude Survey was reported

5. PUPIL CHARACTERISTICS

TABLE 5.1 analyses pupils' participation and outcomes in relation to their background characteristics. It is designed to help the school to monitor the progress of relevant vulnerable groups.

Table 5.1 Pupils' background characteristics and key data
Stormont House School

	- - - - - Pupils - - - - -		- - - - Programme - - - -			- - - - - - - - - - Progress - - - - - - - - - -			
	NUMBER	AGE	LENGTH	LESSONS		NUMBER AGE			ATTITUDE
				1-to-1	Total	Entry	Exit	Gain	Improved
		months	*months*				*months*		*proportion*
All pupils	***5***	162.0	3.5	32.4	36.4	62.0	71.4	9.4	
School Year									
Y9	*3*	165.0	3.5	31.3	35.3	65.7	74.7	9.0	
Y8	*2*	157.5	3.5	34.0	38.0	56.5	66.5	10.0	
Gender									
Boy	*3*	158.3	3.5	31.7	35.7	59.3	68.3	9.0	
Girl	*2*	167.5	3.5	33.5	37.5	66.0	76.0	10.0	
Pupil Premium Entitlement									
Yes	*4*	163.3	3.5	32.0	36.0	63.8	72.5	8.8	
No	*1*	157.0	3.4	34.0	38.0	55.0	67.0	12.0	
Special Educational Need Status									
Yes	*5*	162.0	3.5	32.4	36.4	62.0	71.4	9.4	
First Language									
English	*3*	161.3	3.5	31.3	35.3	63.3	71.7	8.3	
Other	*2*	163.0	3.5	34.0	38.0	60.0	71.0	11.0	
Season of Birth									
Autumn	*3*	161.3	3.5	34.0	38.0	59.3	69.3	10.0	
Spring	*1*	166.0	3.5	33.0	37.0	67.0	77.0	10.0	
Summer	*1*	160.0	3.4	27.0	31.0	65.0	72.0	7.0	

pupils who completed a programme and for whom relevant data was reported

6. SCHOOL SUMMARY

TABLE 6.1 summarises key data for the school and the national outcomes for all schools that have reported relevant outcomes data.

The national outcomes are presented as benchmark figures to inform evaluation:
- the First Quartile figures show the outcomes ranked 25 out of 100
- the Mean figures show the average outcomes for all schools
- the Third Quartile figures show the outcomes ranked 75 out of 100.

Benchmarks are indicative only and should be interpreted in accordance with the school's circumstances.

Table 6.1 School summary and national benchmarks
Stormont House School

	- - - - - Pupils - - - - -		- - - - Programme - - - -			- - - - - - - - - - Progress - - - - - - - - - -			
	NUMBER	AGE	LENGTH	LESSONS		NUMBER AGE			ATTITUDE
				1-to-1	Total	Entry	Exit	Gain	Improved
		months	*months*				*months*		*proportion*
Stormont House School									
Numbers Count 1	*5*	162.0	3.5	32.4	36.4	62.0	71.4	9.4	
Benchmarks for all schools									
first quartile	*8*	100.3	5.0	34.3	43.9	79.0	96.5	20.3	100%
mean	***8.8***	**90.7**	**4.0**	**22.9**	**41.4**	**74.1**	**91.3**	**17.3**	**94%**
third quartile	*4*	79.0	3.2	15.5	37.5	67.8	83.8	14.7	86%

7. PUPIL SUMMARY

TABLE 7.1 summarises key data for each pupil who completed a programme during the reporting period.

Table 7.1 Pupil Summary
Stormont House School

PUPIL	SCHOOL YEAR	AGE	DATES	PROG LENGTH	LESSONS	ATTITUDE	NUMBER AGE			STANDARD SCORE		
		Entry	Entry Exit			Gain	Entry	Exit	Gain	Entry	Exit	Gain
		months		*months*		*aspects*	*months*			*points*		
Teacher:	**Timothy Saunders**											
Moaya Barrett	Y9	166	08 Jan 19 25 Apr 19	3.5	37		67	77	10			
Janai Amoo-Mensah	Y9	169	09 Jan 19 25 Apr 19	3.5	38		65	75	10			
Korin Uchiyama-	Y8	158	09 Jan 19 25 Apr 19	3.5	38		58	66	8			
Deniz Several	Y8	157	10 Jan 19 25 Apr 19	3.4	38		55	67	12			
Zak Pankhurst	Y9	160	10 Jan 19 25 Apr 19	3.4	31		65	72	7			

pupils who completed a programme

