

A unique collaboration between the business sector, charitable trusts, national and local government and schools, the **Every Child a Chance Trust** has brought innovative thinking and funding from the business sector to tackle the intolerable problem that we still have a school system that widens the gap between the highest and lowest achievers and between the rich and poor.

The Trust has shown that, with the right resources and collaborative approaches it is possible to overcome the literacy and numeracy difficulties that blight so many children's lives. With the number of unskilled jobs predicted to shrink from over 3 million to just 600,000 by 2020, the economy cannot afford to leave any child without qualifications – that is why business has backed the Trust's development of high impact literacy and numeracy programmes, providing highly skilled one to one teaching support for the lowest achieving 5% of six and seven year olds in primary schools across the country. In 2010-11, 30,000 of these children will be able to benefit from specialist literacy support through the **Every Child a Reader** programme and a further 30,000 from specialist numeracy support through the **Every Child Counts** programme.

#### **Why are these programmes needed?**

- 15 million adults in the UK have very poor literacy and/or numeracy skills
- One in six companies currently have to provide remedial classes in literacy and numeracy
- Literacy and numeracy failure start early – each year over 30,000 eleven year olds (5- 6% of their age group) leave primary school with numeracy skills at or below the level expected of the average seven year old
- There are robust, persistent correlations between poor literacy and /or numeracy skills on leaving primary school and disillusionment with education, anti-social behaviour, crime, low pay, unemployment, and the poor basic skills of the next generation.

Improvements in classroom teaching (for example, through more effective synthetic phonics teaching as recommended in Every Child a Reader ) can be expected to deliver higher standards for the majority of children. Current evidence suggests, however, that this alone will not alone meet the complex needs of the bottom 5% of the mainstream cohort. In his 'Breakthrough Britain work, Iain Duncan Smith noted the programmes' track record of dramatically improving results for underachieving pupils and suggested that 'this approach will help ensure that all children are able to leave primary school literate and numerate'

#### **Do disadvantaged children gain from the programmes?**

In 2009-10, over 8,000 children will have received individualised support in literacy and over 8,000 in numeracy from Every Child a Reader and Every Child Counts. Using standardised tests, evidence demonstrates that children make between 4 and 5 times the normal rate of progress:

- an average gain in Reading Age of 21 months after 40 hours of individual teaching;
- an average gain in Number Age of 14 months after 20 hours of individual teaching
- over 70% of children involved going on to achieve age related expectations

Analysis of the profile of children benefiting shows that, on average:

- over 40% are entitled to Free School Meals (national average in primary schools is 16%)
- over 50% have been identified as having special educational needs (national average is 19%)

### Do the programmes make economic sense?

Research published by the KPMG Foundation shows that literacy and numeracy difficulties are linked to costly special educational needs provision, to truancy, exclusion from school, reduced employment opportunities, increased health risks and a greatly increased risk of involvement with the criminal justice system. The research estimates a saving on the public purse of between **£12 and £19 for every £1 spent on early intervention.**

Analysis of national assessment data show overall improvements in standards for all pupils in schools involved in the programmes. Head teachers consistently refer to the value for money they get from being able to draw on the 'in-house' expertise of the specialist teacher to lead whole school improvements in literacy and numeracy teaching. In 2009:

- 7 out of the 10 top primary schools for adding value were involved in one or both of the Every Child a Reader/Counts programmes and
- 7 out of the 10 most improved primary schools were involved in one or both programmes

*'I don't think there's any doubt it's a fantastic programme. I'd like us to be able to reach double the numbers of children.'* Head teacher

### Must the government be involved?

From 2012, Head teachers and governors may be able to draw on their allocation under the government's proposed pupil premium if they decide to implement **Every Child Reader** and/or **Every Child Counts**. This may be sufficient to pay for a good part of the staffing costs involved. However, if they wish to train and maintain an accredited specialist teacher, schools need access to the university and local authority-based national infrastructure which provides professional development and quality assurance for the programmes. The cost to government of maintaining both infrastructures at a level to retain the current entitlement to 30,000 children to benefit from each programme would be in the region of £6million per year.

### The continuing role of the private sector

The programmes developed thanks to an initial investment by the business community. This is being built upon through the Trust's new **Business Support** programme which was launched in January 2009 which has already raised over one million pounds at local and national levels to help schools increase the numbers of children able to access specialist one to one teaching. Flagship schemes funded by Barclay's in Birmingham and the Black Country and by the Mayor's Fund for London are helping schools by enabling additional children to access individual teaching, providing local business volunteers as reading and number mentors and supporting the involvement of parents .