

PROBLEM

Students

- Poor attainment and progress at GCSE across a range of literacy based subjects including English; white disadvantaged boys a particular issue
- Analysis of Key Stage 2 Reading data shows comprehension (inference) a particular weakness
- Poor sentence and paragraph comprehension for a significant number due to poor decoding skills, limited fluency and limited vocabulary
- Variable culture of reading by students

Teachers

- Limited ownership of literacy by teachers across the curriculum leading to a lack of consistency/ whole school practice in the teaching of reading
- Limited teacher knowledge and understanding of the teaching of literacy

INTERVENTION DESCRIPTION (What are the active ingredients?)

Active Ingredient 1 – Decoding & Fluency

 Implement a phonics based programme to improve decoding and fluency (includes aspects of orthography, morphology, etymology and semantics)

Active Ingredient 2 - Vocabulary

 Consistently implement bespoke and whole school interventions aimed at extending students' Tier 2 & 3 vocabulary

Active Ingredient 3 - Reading Practice

 Implement a programme of frequent reading for students, as part of a whole school approach.

Active Ingredient 4 – Whole staff training

- Specific staff to receive bespoke training on chosen interventions
- Named senior leaders to receive focused training on literacy, evidence based practice, implementation processes and CPD.
- All staff to receive training on decoding, approaches to teach vocabulary and approaches to reading

Active Ingredient 5 – Consistent Approach to reading a text

 School led process to develop a high quality consistent approach to reading a text across curriculum subjects

Active Ingredient 6 – Building Capacity

 Development and implementation of systems and processes across each school based on a more evidence informed approach

IMPLEMENTATION ACTIVITIES

Training

- 2 x 2 day training programme for specified staff on decoding and vocabulary enhancement intervention
- 4 x 3 day EEF Research School programmes for named senior leads, CUREE Response to Intervention and Teacher Development Trust Associate training
- Inter school collaboration as part of a peer support network for named senior leaders
- 2 x half day training for literacy champions
- 6 x whole staff training on aspects of reading (twilights)

Coaching

- Named Senior Leaders to act as coaches to key staff involved in implementing reading programmes
- Key implementation staff to coach teachers/intervention staff throughout the lifespan of the project

Educational Materials

- Intervention materials for phonics and whole school reading programme
- Online access to reading including specific vocabulary modules for staff and students

Monitoring & Evaluation

- On-going monitoring provided by named senior leader (KS3 Literacy) and externally by Right to Succeed
- Project lead to monitor submission of baseline and on-going data sets and qualitative evidence
- CUREE to provide external review using Closed Case Analysis Tool
- Evaluation conducted at a school level by named senior leader (Evidence & Implementation) and at a whole project level by named evaluation lead (to be agreed)

IMPLEMENTATION OUTCOMES

Fidelity

- Phonics and vocabulary based programmes implemented as per training
- Increased access to books and greater time spent reading by pupils
- Teachers implementing agreed school wide process for reading a text across the curriculum subjects
- Reduction in the number of initiatives being implemented by a school; implementation processes improved using EEF Implementation guidance & training

Reach

- In first year all Y7 & 9 students access programmes to develop knowledge and understanding of orthography, morphology, etymology and semantics of words
- In second year all Key Stage 3 students access the above
- All staff show enhanced knowledge of developing reading fluency and comprehension

Acceptability

 Majority of students have improved reading ages, sentence and paragraph comprehension

PUPIL OUTCOMES

During Lifespan of Project

- Improved reading ages, sentence and paragraph comprehension scores for students engaged in the programme
- Improved student social and emotional development, particularly confidence and self-efficacy

Beyond the Lifespan of the Project

- Students able to access the curriculum and examination papers leading to enhanced progress across the curriculum
- Improved Progress 8 scores across Blackpool secondary schools