

Better Reading Support Partners



Annual Report

Sample School



**Edge Hill
University**

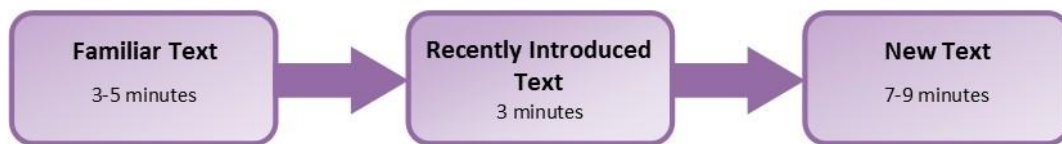
INTRODUCTION

Better Reading Support Partners is an Every Child Counts intervention for children in Years 1 to 10 who have fallen behind at reading. A specially trained Better Reading Support Partner delivers a short one-to-one support programme to help them to develop independent reading and comprehension skills so that they can make faster progress and catch up with their peers.



A Better Reading Support Partner is normally a teaching assistant or an experienced volunteer who has been selected by a school and has attended a two-day training course. The course helps Partners to understand key elements of the reading process and prepares them to support children in ways that meet their needs and are compatible with modern approaches to the teaching of reading. The Partner is supported by a BRSP Link Teacher who manages BRSP in school and acts as the main link with the school's senior leadership team and class teachers and the children's parents.

The Partner provides a 10-week programme of three 15-minute one-to-one support sessions per week for selected children. Children read three texts in every session.



The Partner uses simple and effective assessments to inform the selection of a carefully structured sequence of texts that are finely tuned to the child's skills and interests. The Partner provides a relaxed environment that gives the child the time and space both to practise and apply their skills and to talk about their reading with an interested adult.

BRSP was developed by Edge Hill University in liaison with the City of Bradford Metropolitan District Council, building on Bradford's original Better Reading Partnership. It is a part of Edge Hill University's not-for-profit Every Child Counts programme, through which the University has supported over 5,000 schools to raise over 100,000 children's achievement in literacy and mathematics. All Better Reading Support Partners are trained and supported by local Every Child Counts Trainers, who in turn are trained and supported by Edge Hill University National

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.

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1. PARTICIPATION IN THE PROGRAMME

Better Reading Support Partners is designed for pupils in Years 1 to 10 who have fallen behind at reading.

**Table 1.1 Pupils receiving Better Reading Support Partners support
Sample School**

Entry

Pupils who began a programme 13

School Year

Y6 3

Y5 4

Y4 4

Y3 1

Y2 1

Exit

Pupils who completed a programme 13

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

Each pupil normally has three 15-minute BRSP lessons a week with their Partner for about 10 school weeks.

**Table 2.1 Length of programme and lessons received
Sample School**

<i>Number of pupils</i>	13
Average calendar weeks	15.1
Average calendar months	3.5
Average number of lessons	26.6

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

3. ATTITUDES TO READING

When pupils have completed the programme, their class teachers can assess the attitudes that they show in class towards reading. 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 Better Reading Support Partners.

**Table 3.1 Changes in pupils' attitudes towards reading
(number of pupils)
Sample School**

	Pupils
<i>Number of pupils</i>	13
Pupils who were more positive after the programme	13
Pupils whose attitudes did not change	0
Pupils who were less positive after the programme	0
Net gain	13

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

**Table 3.2 Changes in pupils' attitudes towards reading
(number of aspects)
Sample School**

	Aspects
Average number of aspects in which pupils became more positive	6.2
Average number of aspects in which pupils' attitudes did not change	1.8
Average number of aspects in which pupils became less positive	0.0
Net gain	6.2

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

4. TEST OUTCOMES

Schools are encouraged to test pupils' reading 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 4.1 shows outcomes calculated by the school or approximate outcomes calculated by Edge Hill University based on raw data reported by the school.

Age	<i>A pupil's chronological age at the time of their entry and exit tests.</i>
Reading Age	<i>A Reading Age is the average age of pupils across the country who achieved the same test score as the pupil.</i>
Standard Score	<i>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.</i>

**Table 4.1 Test outcomes
Sample School**

	<i>Number of Pupils</i>	Entry Average	Exit Average	Gain Average
Age (months)	13	112.6	116.2	3.5
Reading Age (months)	13	105.4	119.4	14.0
Standard Score	13	96.1	104.1	8.0

pupils who completed a programme and for whom entry and exit scores were 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
Sample School**

	----- Pupils -----		--- Programme ---		----- Progress -----			
	NUMBER	AGE	LENGTH	LESSONS	READING AGE			ATTITUDE
		<i>months</i>	<i>months</i>		Entry	Exit	Gain	Improved
						<i>months</i>		<i>proportion</i>
All pupils	13	112.6	3.5	26.6	105.4	119.4	14.0	100%
School Year								
Y6	3	129.7	3.3	23.3	125.0	132.0	7.0	3 / 3
Y5	4	116.0	3.5	28.3	109.0	122.5	13.5	4 / 4
Y4	4	107.8	3.3	25.8	92.0	114.5	22.5	4 / 4
Y3	1	99.0	2.8	30.0	95.0	102.0	7.0	1 / 1
Y2	1	81.0	5.1	30.0	96.0	106.0	10.0	1 / 1
Gender								
Boy	7	114.0	3.5	26.1	108.9	122.1	13.3	7 / 7
Girl	6	111.0	3.5	27.2	101.3	116.2	14.8	6 / 6
Pupil Premium Entitlement								
Yes	3	110.7	4.6	25.0	102.0	110.7	8.7	3 / 3
No	5	114.2	3.8	29.0	112.6	123.0	10.4	5 / 5
Special Educational Need Status								
Yes	2	117.0	2.6	29.0	111.0	118.0	7.0	2 / 2
No	11	111.8	3.6	26.2	104.4	119.6	15.3	100%
First Language								
English	8	112.3	3.7	28.0	106.9	121.0	14.1	8 / 8
Other	4	110.0	2.5	26.8	97.5	113.5	16.0	4 / 4
Season of Birth								
Autumn	5	112.4	3.2	27.8	99.0	114.4	15.4	5 / 5
Spring	5	111.8	4.1	25.6	111.0	123.2	12.2	5 / 5
Summer	3	114.3	2.9	26.3	106.7	121.3	14.7	3 / 3

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
Sample School

	----- Pupils -----		--- Programme ---		----- Progress -----			
	NUMBER	AGE	LENGTH	LESSONS	READING AGE		ATTITUDE	Improved proportion
		<i>months</i>	<i>months</i>		Entry	Exit <i>months</i>	Gain	
Sample School	13	112.6	3.5	26.6	105.4	119.4	14.0	100%
Benchmarks for all schools								
first quartile	11	119.1	4.9	30.0	104.4	111.8	15.0	
mean	10.2	107.5	3.0	28.4	99.1	113.2	14.1	98%
third quartile	4	97.8	2.8	27.4	81.0	95.5	5.0	

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
Sample School**

PUPIL	SCHOOL YEAR	AGE	---- Programme ---			----- Exit Outcomes -----						
			DATES	PROG LENGTH	LESSONS	ATTITUDE	READING AGE			STANDARD SCORE		
			Entry Exit	months	months	Gain aspects	Entry Exit Gain	months	points	points	points	
Teacher: [A]												
Pupil: [A]	Y6	126	13 Oct 16 Mar	5.1	15	1	125	130	5	99	105	6
Pupil: [B]	Y4	107	13 Oct 14 Apr	6.0	30	5	86	100	14	92	87	-5
Pupil: [C]	Y5	115	13 Oct 23 Mar	5.3	30	4	115	133	18	100	109	9
Pupil: [D]	Y2	81	13 Oct 18 Mar	5.1	30	6	96	106	10	113	119	6
Pupil: [E]	Y5	112	13 Oct 05 Feb	3.8	30	5	102	110	8	91	96	5
Teacher: [B]												
Pupil: [F]	Y5	120	18 Jan 01 Apr	2.4	26	6	108	116	8	91	96	5
Pupil: [G]	Y5	117	18 Jan 01 Apr	2.4	27	8	111	131	20	96	108	12
Pupil: [H]	Y4	103	18 Jan 01 Apr	2.4	22	8	95	122	27	93	115	22
Pupil: [I]	Y4	112	18 Jan 01 Apr	2.4	26	8	81	103	22	76	91	15
Pupil: [J]	Y4	109	18 Jan 01 Apr	2.4	25	8	106	133	27	98	117	19
Pupil: [K]	Y3	99	25 Apr 19 Jul	2.8	30	5	95	102	7	108	111	3
Pupil: [L]	Y6	128	06 May 19 Jul	2.4	27	8	123	132	9	97	101	4
Pupil: [M]	Y6	135	06 May 19 Jul	2.4	28	8	127	134	7	95	98	3

pupils who completed a programme