

# Project X CODE



**Annual Report**

**Sample School**



**Edge Hill  
University**

## INTRODUCTION

Project X CODE is a reading intervention published by Oxford University Press. It is designed to provide additional support for struggling readers in Years 2 to 4 who are not on track to achieve appropriate levels for their age. It helps them get back on track with reading skills and enjoyment, so that they can catch up with their peers and make continued progress.

Project X CODE is based on a gripping series of adventure books. They contain a cumulative, episodic adventure in a 3D style that builds children's and motivation to read. They are based on a careful progression of systematic synthetic phonics and comprehension skills.



A trained teaching assistant or teacher normally teaches a small group of children for half an hour four times a week. Sessions are based on the books and help the children to overcome difficulties, develop their skills and become accustomed to enjoying success at reading.

Teaching and Assessment Handbooks with detailed session notes enable a trained teaching assistant to deliver the intervention. The children's class teacher oversees Project X CODE and supports the teaching assistant.

Edge Hill University, in partnership with Oxford University Press, provides training, resources and support to help teachers or teaching assistants to deliver Project X CODE to the highest possible standard and to link it to children's daily literacy lessons. The University also trains literacy subject leaders and special educational needs co-ordinators to maximise the impact of the intervention and to tackle underachievement in reading across the school. Project X CODE training is a part of the University's not-for-profit Every Child Counts programme, through which the University has supported schools to raise over 100,000 children's achievement in literacy and mathematics.

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

Project X CODE is designed for pupils in Years 2 to 4 who have fallen behind at reading.

**Table 1.1 Pupils receiving Project X CODE support  
Sample School**

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<b>Entry</b>	
Pupils who began a programme	10
<u>School Year</u>	
Y4	4
Y2	6
<b>Exit</b>	
Pupils who completed a programme	10

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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

Pupils normally have about four Project X CODE lessons a week for at least 8 weeks, while also continuing to take part in their normal class literacy lessons. The school decides when they should exit the programme.

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

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<i>Number of pupils</i>	10
Average calendar weeks	13.4
Average calendar months	3.1
Average number of lessons	34.5
Average group size	3.4

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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 Project X CODE.

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

	<b>Pupils</b>
<i>Number of pupils</i>	10
Pupils who were more positive after the programme	10
Pupils whose attitudes did not change	0
Pupils who were less positive after the programme	0
Net gain	10

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**

	<b>Aspects</b>
Average number of aspects in which pupils became more positive	5.5
Average number of aspects in which pupils' attitudes did not change	2.0
Average number of aspects in which pupils became less positive	0.5
Net gain	5.0

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

## 4. TEST OUTCOMES

Schools are encouraged to test pupils' reading skills 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. The Phonics and Early Reading Assessment (PERA) is supplied by Edge Hill University and is normally administered by a teacher.

TABLE 4.1 shows outcomes calculated by the school or approximate outcomes calculated by Edge Hill University based on data reported by the school.

Age	<i>A pupil's chronological age at the time of their entry and exit tests.</i>
PERA Sentence Reading Age	<i>The pupil reads sentences and the teacher counts the number of words that are correct. The PERA Sentence Reading Age is the average age of pupils across the country who achieved the same test score as the pupil.</i>
PERA Phonics Age	<i>The pupil reads single words, including both real words and 'non-words,' and the teacher counts the number that are correct. The Phonics Age is calculated in the same way as the Sentence Reading Age.</i>
PERA Comprehension Score	<i>The pupil answers ten comprehension questions on the sentences that they have read. The Comprehension Score is their number of correct answers.</i>
Reading Age	<i>If the pupil completed the PERA, a Reading Age is calculated by Edge Hill University as the average of their Sentence Reading Age and Phonics Age. If the pupil did not complete the PERA, the school can report a Reading Age based on another standardised test.</i>
Standard Score	<i>A Standard Score compares 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**

	<b>Entry Average</b>	<b>Exit Average</b>	<b>Gain Average</b>
<i>Number of pupils</i>		10	
Age (months)	87.3	92.0	3.3
PERA Sentence Reading Age (months)	70.5	82.4	13.8
PERA Phonics Age (months)	74.0	84.3	10.2
PERA Comprehension Score	3.6	7.5	4.8
Reading Age (months)	72.3	83.4	12.0
Standard Score	85.1	93.9	11.9

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	Improved proportion
		<i>months</i>	<i>months</i>		Entry	Exit <i>months</i>	Gain	
<b>All pupils</b>	<b>10</b>	87.3	3.1	34.5	72.3	83.4	12.0	10 / 10
<b>School Year</b>								
Y4	10	101.5	2.5	32.5	69.6	80.8	13.4	4 / 4
<b>Gender</b>								
Boy	7	84.3	3.1	34.9	71.4	82.6	12.4	7 / 7
Girl	3	94.3	3.1	33.7	74.3	85.2	11.0	3 / 3
<b>Pupil Premium Entitlement</b>								
Yes	1	76.0	2.7	40.0	65.5	75.0	9.5	1 / 1
No	9	88.6	3.1	33.9	73.0	84.3	12.3	9 / 9
<b>Special Educational Need Status</b>								
Yes	2	77.5	3.5	36.0	74.8	89.8	15.0	2 / 2
No	8	89.8	3.0	34.1	71.6	81.8	11.3	8 / 8
<b>First Language</b>								
English	9	85.9	3.1	35.0	73.3	84.1	11.7	9 / 9
Other	1	100.0	2.5	30.0	63.0	76.5	14.5	1 / 1
<b>Season of Birth</b>								
Autumn	3	95.3	2.5	36.7	67.7	81.2	16.8	3 / 3
Spring	2	79.0	3.5	35.5	74.5	85.5	11.0	2 / 2
Summer	5	85.8	3.2	32.8	74.1	83.8	9.5	5 / 5

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	10	87.3	3.1	34.5	72.3	83.3	12.0	10 / 10
<b>Benchmarks for all schools</b>								
first quartile	15	99.9	6.1	51.0	80.7	91.9	14.2	100%
<b>mean</b>	<b>11.7</b>	<b>93.8</b>	<b>4.5</b>	<b>37.8</b>	<b>75.4</b>	<b>87.6</b>	<b>12.1</b>	<b>100%</b>
third quartile	5	87.1	2.9	28.5	71.2	80.1	6.0	90%



## 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			COMPREHENSION		
			Entry Exit	months	months	Gain aspects	Entry Exit	Exit Gain	Gain points	Entry Exit	Exit Gain	Gain points
<b>Teacher: [ A ]</b>												
Pupil: [ A ]	Y4	102	25 Jan 10 Apr	2.5	30	3	61	70.5	17	1	5	7
						<i>sentence age</i>	62	70	24			
						<i>phonics age</i>	60	71	10			
Pupil: [ B ]	Y4	100	25 Jan 10 Apr	2.5	30	3	63	76.5	14.5	6	7	8
						<i>sentence age</i>	65	77	20			
						<i>phonics age</i>	61	76	9			
Pupil: [ C ]	Y4	101	25 Jan 10 Apr	2.5	30	6	81.5	91.5	8	3	8	0
						<i>sentence age</i>	74	92	10			
						<i>phonics age</i>	89	91	6			
Pupil: [ D ]	Y4	103	25 Jan 10 Apr	2.5	40	7	73	84.5	14	6	5	3
						<i>sentence age</i>	73	88	18			
						<i>phonics age</i>	73	81	10			
<b>Teacher: [ B ]</b>												
Pupil: [ E ]	Y2	79	13 Sep 22 Jan	4.3	31	6	68.5	79.5	11	3	7	4
						<i>sentence age</i>	65	77	12			
						<i>phonics age</i>	72	82	10			
Pupil: [ F ]	Y2	74	13 Sep 22 Jan	4.3	32	7	80.5	91	10.5	6	10	4
						<i>sentence age</i>	84	90	6			
						<i>phonics age</i>	77	92	15			
Pupil: [ G ]	Y2	78	13 Sep 22 Jan	4.3	32	7	80	85	5	5	10	5
						<i>sentence age</i>	82	81	-1			
						<i>phonics age</i>	78	89	11			
Pupil: [ H ]	Y2	76	22 Apr 10 Jul	2.7	40	4	65.5	75	9.5	1	4	3
						<i>sentence age</i>	64	70	6			
						<i>phonics age</i>	67	80	13			
Pupil: [ I ]	Y2	81	22 Apr 10 Jul	2.7	40	2	69	88.5	19.5	1	9	8
						<i>sentence age</i>	63	89	26			
						<i>phonics age</i>	75	88	13			
Pupil: [ J ]	Y2	79	22 Apr 10 Jul	2.7	40	5	80.5	91.5	11	4	10	6
						<i>sentence age</i>	73	90	17			
						<i>phonics age</i>	88	93	5			

pupils who completed a programme