

# Progress Report

## CSDSD 82/2014 (NP2 – 419): Early intervention and intervention model for Dyslexia/SpLD

<b>Organisation Name:</b>	British Dyslexia Association	<b>Theme/Grant Ref no:</b>	NP2 - 419
<b>Report Period:</b>	January – March 2016		

### Key Activity completed in this period:

- Sound Check pupils in specialist teacher intervention schools (n=85) complete 15 week intervention programme including post intervention testing. More than 50% show improved phonics skills and attitudes to learning.
- Sound Check support pupils in Centre of Excellence schools (n=27) complete 15 week intervention programme including post intervention testing. More than 50% show improved phonics skills and attitudes to learning.
- Early Years pilot: 3 x Early Years settings receive awareness training and Parent/Carer workshops.
- Certificate schools complete training. 40 x Awareness of Dyslexia and other SpLD (Bronze Level) and 17 x Building an Identification Toolkit (Silver Level) training sessions delivered.
- 36 participating schools complete certification process.
- Final version of criteria for certification framework agreed with steering committee.
- Schools attending Good Practice Meetings show increased awareness of effective methods to support children with literacy learning difficulties.
- Portfolio of training materials and Guide to Working with Volunteers completed.

### Evidence:


- Post intervention test results and reports received for all Sound Check pupils. See attached report & data tables.
- Evaluations received from training sessions. See attached report & data tables.
- Evaluations received from Parent/Carer Workshops. See attached report & data tables.
- School awards confirmed and certificates presented: 22 Bronze Level; 11 Silver Level; 3 x Gold Level (total number of certificates awarded = 36).
- 74 evaluations received from teachers attending Good Practice meetings, each listing 2-3 strategies which teachers intend to implement in their classrooms.
- Portfolio of training materials, Guide to Working with Volunteers, and Certification Framework available on BDA website: <http://www.bdadyslexia.org.uk/about/projects/early-intervention-project-eip>.

**Please provide details of any slippage in delivery plans and reasons for this if applicable:**

4 schools who enlisted for the certification process did not achieve an award. One of these schools submitted a file which failed to meet the criteria on several counts. One other intends to submit at a later date outside the funded period. Two schools have not submitted any materials.

**Please provide any other information which you think might be helpful:**

See detailed report below for evaluation of project.

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		<b>Position:</b> Project director	

## Evaluation of the Certification Framework pilot

- **Number of certificates awarded exceeds KPIs**
- **36 certificates awarded:** 22 Bronze Level; 11 Silver Level; 3 Gold Level

The principal aim of the Early Intervention Project was the creation of a three-tier certification framework by which schools would measure, recognise and celebrate good practice in identifying and supporting children with literacy difficulties and dyslexia/SpLD.

In order to do this, we proposed to develop, with the help of a stakeholder development group, a set of draft criteria for a national certification framework; to evaluate the effectiveness of the framework; and to agree a final model by the end of the project.

We aimed to recruit 29 schools to take part in the pilot of the certification framework: 20 at Bronze level, 6 at Silver, and 3 at Gold.

### Implementation of the Framework

45 schools were recruited to take part in the certification pilot. These included 6 schools in Hull and Scarborough who were receiving specialist teacher delivered Sound Check interventions, and 3 schools continuing from the Sound Check project who were selected to be Centres of Excellence applying for an award at Gold level. Of these 45 schools, 5 dropped out at an early stage, citing a lack of capacity to meet the award criteria at this stage.

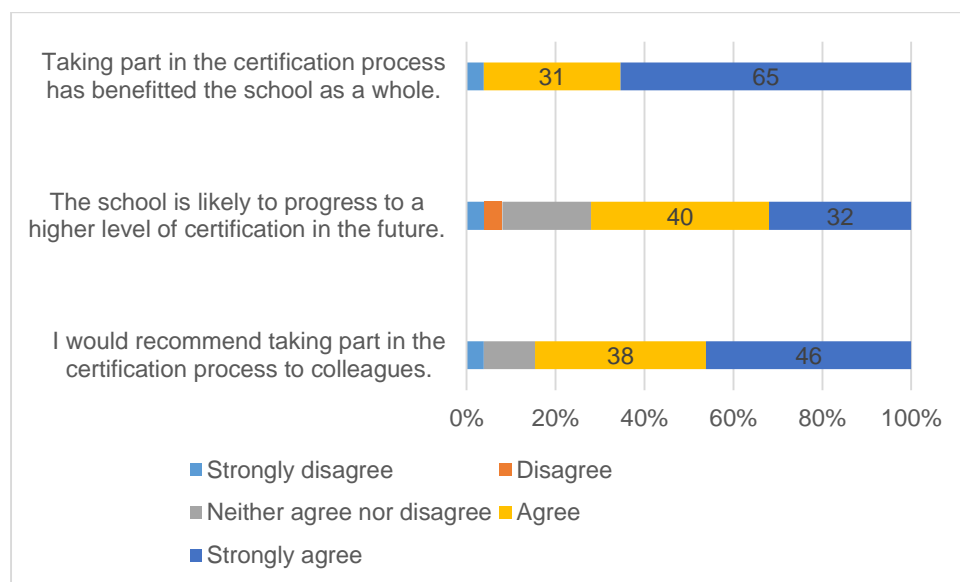
The remaining schools all received the core whole school Bronze level training in Awareness of Dyslexia and other SpLD and 17 received training in Building an Identification Toolkit, the training requirement for the Silver level award.

The majority of schools achieved the level of certification for which they had applied. The three Centres of Excellence all achieved Gold level; 10 of the 14 schools who applied for Silver achieved the required level, while the remaining 4 achieved Bronze level; 22 schools achieved Bronze awards.

4 schools out of the group of 40 did not achieve an award. Of these, one school submitted an evidence file which failed to achieve the required standard in a number of criteria; one school decided to postpone their application due to staff illness; the remaining two did not submit files.

Post evaluation questionnaires were completed by 26 schools. Of these, an overwhelming majority (96%) felt that taking part in the certification process had benefitted the school as a whole, while 84% agreed or strongly agreed that they would recommend taking part in the award process to colleagues. 72% of respondents agreed or strongly agreed that they were likely to progress to a higher level of award (see Chart 1).

Between 96% and 100% of respondents either agreed or strongly agreed that, as a result of working through the Bronze Level criteria, knowledge of Dyslexia and other SpLD had increased in their schools, while staff had increased confidence in: identifying pupils at risk of Dyslexia/SpLD; identifying the needs of pupils with Dyslexia/SpLD; and supporting pupils with Dyslexia/SpLD.



**Chart 1: Evaluation of award process – all schools**

The criteria which met with the highest approval rating at Bronze level were whole staff training and the policy of whole staff ‘buy-in’ – 100% of respondents either agreed or strongly agreed that these criteria were appropriate for this level of award. Two central aspects of the training – the use of a dyslexia checklist and the identification of dyslexia friendly strategies to trial in the classroom – also received high approval ratings, with 100% and 96% of respondents respectively agreeing or strongly agreeing that these were appropriate activities.

100% of respondents agreed or strongly agreed that the Bronze Level training had raised staff awareness of Dyslexia/SpLD and 92% that the quality of SEN provision in their school had improved as a result of the training.

At Silver level, too, approval ratings were high with 100% of respondents agreeing or strongly agreeing that, as a result of working through the Silver Level criteria, identification, including early identification, of Dyslexia and other SpLD, had improved; staff understanding of Dyslexia and other SpLD had increased; and that key members of staff had a greater knowledge of assessment tools and methodology.

Ten out of eleven Silver Level schools agreed or strongly agreed that as a result of taking part in the award process, dyslexia friendly practices were more firmly embedded in all classrooms in the school, and that pupils and parents were playing a more active role in the SEND identification process.

Similarly high levels of approval were recorded for the training provided at this level (Building an Identification Toolkit), with 100% of schools reporting that the quality of assessment/ screening had improved as a result of the training.

### **Centres of Excellence – Gold Level award**

Two of the three Centres of Excellence felt that the Gold Level award process had greatly benefitted the school. One SENCO reported that the staff were *'hugely more aware of SpLD'* as a result of taking part in Sound Check and the Early Intervention project, that the school's participation had had a big impact on their ability to screen children, and that knowledge was filtering massively across school. It was felt that teachers had become much more on board as a result of the building work that had taken place in the summer term with the specialist teacher; this had meant that the intervention was carried out in an open space and had resulted in other staff seeing the lessons taking place.

Another SENCO reported:

*'I feel that the Gold level was the level that had the most impact on developing long term impact and a higher level of commitment from the school.'*

### **Evaluation of training**

- **Awareness of Dyslexia and other SpLD (Bronze Level)**

The Bronze Level whole school training session, Awareness of Dyslexia and other SpLD, was delivered either as a three-hour, half-day training or as two 1.5 hour twilight sessions.

Teachers and teaching assistants attending were asked to complete a self-audit pre and post training covering their understanding of: Specific Learning Difficulties, Dyslexia, and the overlapping nature of SpLD; as well as their understanding of several key areas of difficulty for pupils with SpLD and strategies to support them, including working memory, phonological awareness, verbal processing speed and visual difficulties. They were also asked to rate their understanding of Working towards a dyslexia friendly classroom; The importance of early identification of Dyslexia and other SpLD; Signposting and the issues involved; and How to use the Dyslexia Checklist.

Responses were received from between 782 and 883 participants for each question. The percentage of those rating their understanding of each area before training as good or very good was worrying low. In all areas other than phonological awareness, the percentage of participants rating their understanding as good or very good was 25% or less. Using a Dyslexia Checklist and understanding verbal processing difficulties scored particularly low, with only 9% rating their understanding as good or very good.

As shown in Chart 2, these percentages increased enormously as a result of the training to between 71% and 84%.

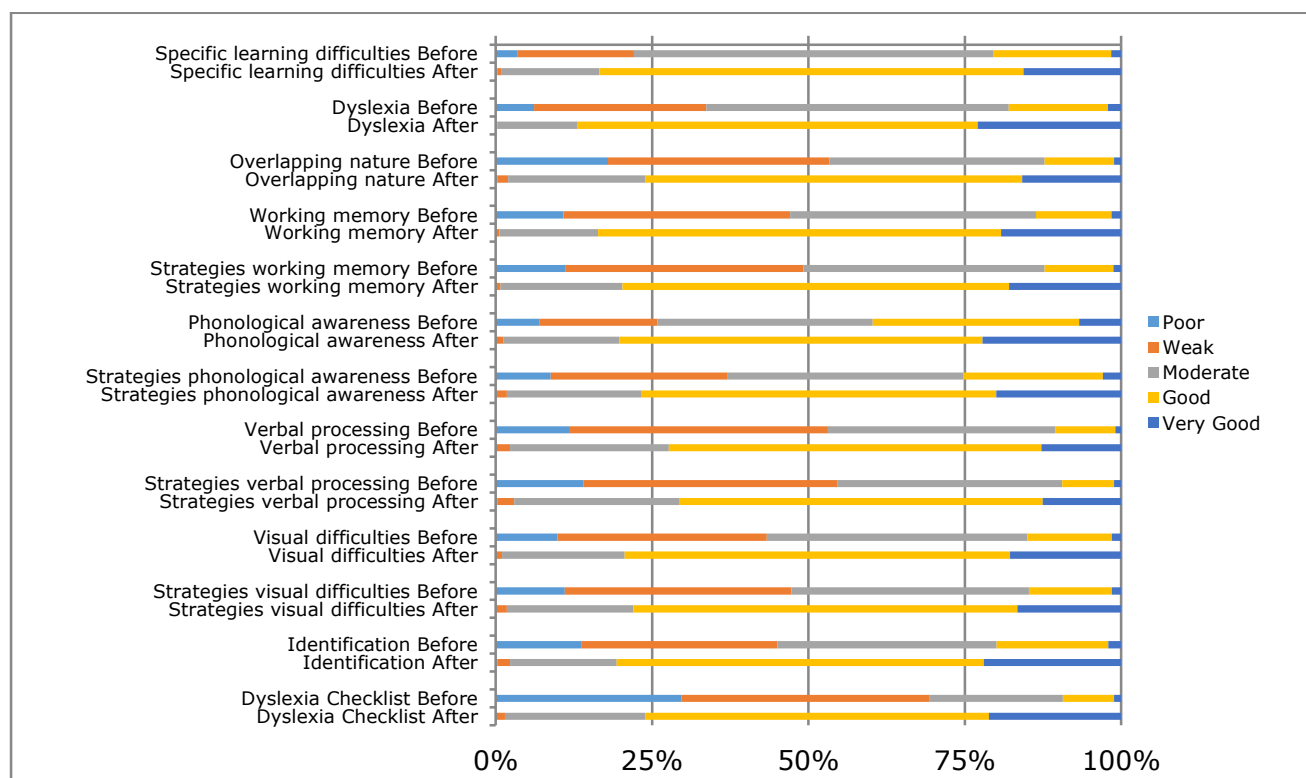


Chart 2: Teachers' self-evaluations 'Awareness of Dyslexia and other SpLD'.

Comments following the training included:

*'Thought provoking, will change my teaching as a result.'*

*'Very useful and insightful. Will definitely think about the way I deliver my teaching.'*

*'This was a very useful training session. A lot of the information was new to me and it helped me make sense of some of the 'behaviours' I have seen in class and will help inform my responses to it.'*

*'I thought this training was excellent. As SENCo, have been on previous training for dyslexia - but always felt slightly confused by definitions/explanations and never fully equipped to tackle it within school. Now, feeling very confident and can think of many things (simple things) which will improve practice in school.'*

*'I found it very useful as a trainee teacher. Would be good if it was rolled out to other trainees.'*

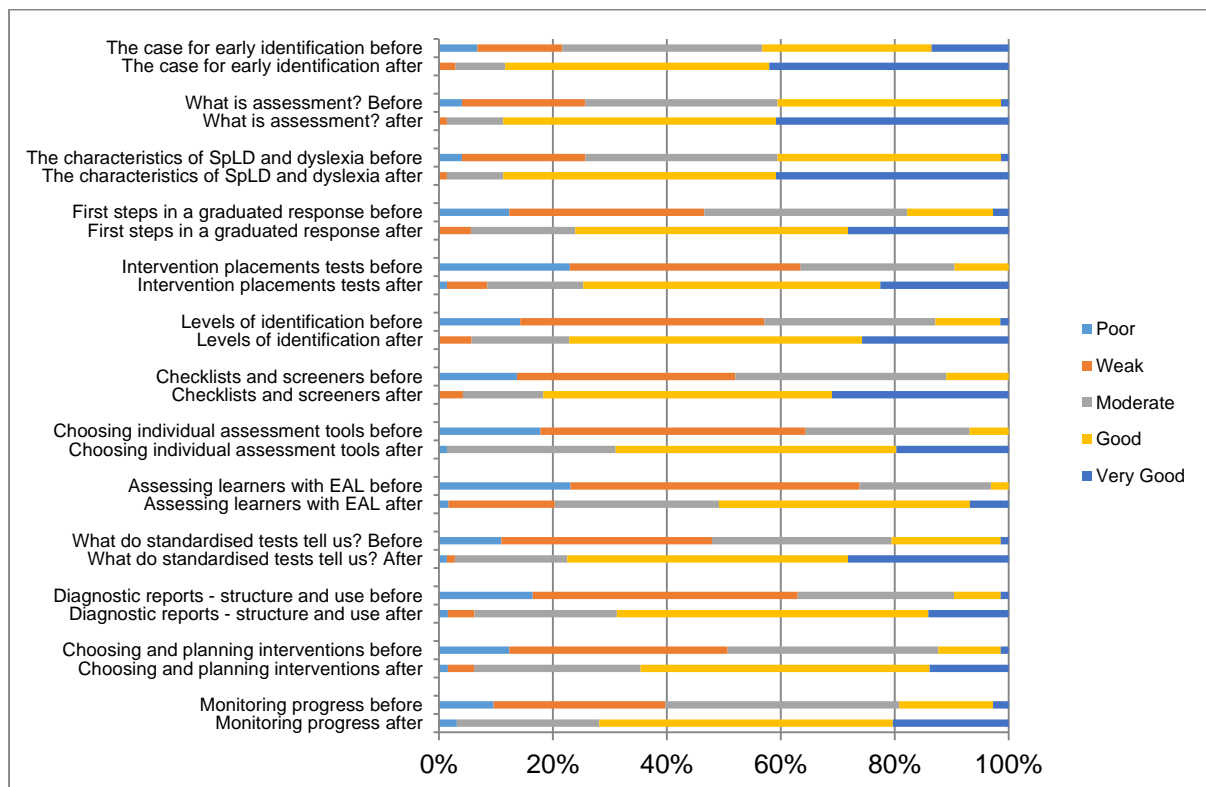
*'Should be compulsory training for all schools.'*

*'Dyslexia training is very useful for me because it helps me to less judging my student's performances at school [sic]. At first, I always thought that dyslexia is coming from lack of motivation and laziness and the best strategy to overcome that is to push the children harder. Now, I have a very different understanding about the condition thanks to this training.'*

*'It was an interesting topic to learn more about and gave ideas as to how the classroom can be made more accessible for every child and how my thoughts and teaching styles might change.'*

- **Building an Identification Toolkit (Silver Level)**

Schools who applied for a Silver Level award received training for a core group of staff in Building an Identification toolkit. The aim of this training session was to increase teachers' understanding of the identification process, to familiarise them with suitable tools for screening and assessing children, and to increase their confidence in interpreting the results of tests and diagnostic reports.



**Chart 3: Teachers' self-evaluations 'Building an Identification Toolkit'**

Pre and post training evaluation questionnaires were received from 73 participants. Once again, some very low levels of understanding were recorded in the pre training audit, with 20% or less regarding their understanding of such areas as monitoring progress, choosing and planning interventions, diagnostic reports, understanding

standardised tests, assessing EAL learners, choosing individual assessment tools, using checklist and screeners, different levels of identification, using intervention placement tests, and a graduated response to identification as good or very good. Post training, these levels had risen to a mean of 71% (see Chart 3).

Comments following the training included:

*'It has been hard & deep but I'm surprised by what I am now aware of!'*  
*'very informative - LOTS of take away + consider.'*

- **Early Years Training Pilot**

As part of the project, three pilot training sessions targeted at the Early Years' workforce were delivered by Springboard for Children; these were attended by 49 participants. It was evident that in many schools there was an appetite from the Early Years Foundation stage for the training but the Early Years lead lacked the gravitas in the school to influence this as a focus for CPD. There was only one school where members of the SLT attended the training.

The sessions focussed on two key areas: understanding of dyslexia and other SpLD and awareness of possible early indicators, and strategies for reinforcing phonological awareness. These strategies are crucial for young children if they are to grasp quickly the skills of decoding and encoding when they enter key stage one.

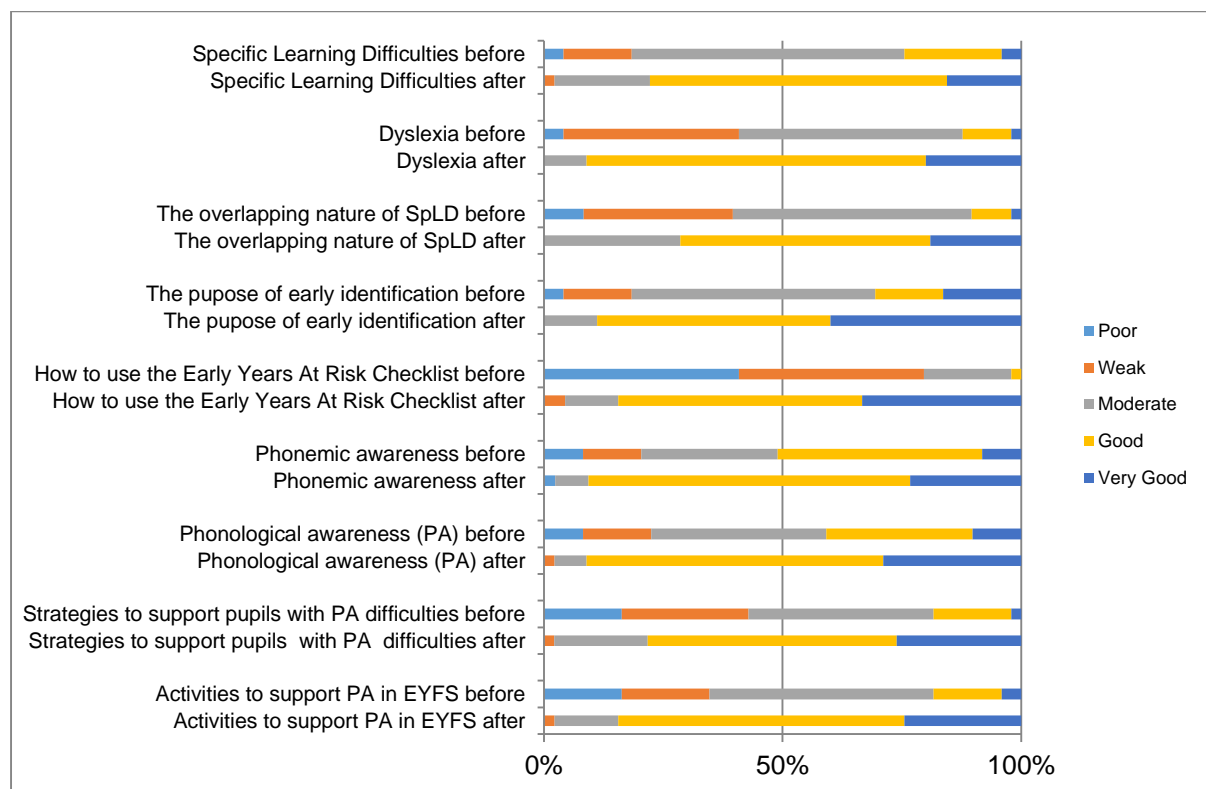


Chart 4: Teachers' self-evaluations – Early Years training



Pre training evaluations revealed low levels of understanding of dyslexia, the overlapping nature of SpLD, how to use a dyslexia checklist, and strategies and activities to support children with phonological awareness difficulties. The percentage of participants reporting their understanding of these areas as good or very good ranged from 2% to 18% (see Chart 4). These levels rose to 71% - 91% post training.

Evaluations showed a clear enthusiasm for training targeted at this group of teachers. This was also evident in comments from EY staff attending whole school training delivered to schools applying for the Bronze Level award. e.g.

*'I felt as though the training was very useful in making me aware of the strategies that could be used in the classroom. I felt as though there could have been more discussed about early years education and how these strategies could be implemented in the younger years.'*

*'It would be helpful to discuss some 'typical' behaviours of a child with dyslexia throughout the development of a child, e.g. If you diagnose in KS2, what are the signs in KS1/years (if any). As an early years teacher it would be helpful to know how appropriate it is to diagnose early.'*

Comments following the Early Years training included:

*'I did a PGCE over 3 years ago which did not cover any SEND issues: training like this is vital.'*

*'Very useful.....making us think about different children in other ways and how we can support them.'*

*'Very useful, good to know more about dyslexia, and maybe help any children who could have it, in the future.'*

#### • **Good Practice meetings**

During the project year, each of the 3 Centres of Excellence led or hosted 3 Good Practice meetings for local schools. The aim of these was to encourage discussion of best practice for supporting children with Dyslexia/SpLD in and out of the classroom. Meetings were attended by up to 28 staff involving, in one case, as many as 11 local schools, including 2 secondary schools. Topics covered included:

- the Dyslexia Friendly classroom;
- phonics and the Sound Check intervention;
- dyslexia friendly reading lessons.

Each Centre of Excellence school also hosted an 'open day' for other schools to visit and observe the Sound Check intervention or, in the case of Holy Name Primary in

Manchester, a Big Write Day, which involved the entire school in a series of Christmas themed writing activities.

Feedback from staff attending the meetings listed the following as the most useful aspects of the sessions:

- Reassurance of practice that is already in place within school – it is so good to know that we are doing the right thing!
- Reminders of resources that schools perhaps once had in place but no longer use, looking at how these can be adapted for current use and re-introduced into intervention.
- Ideas generated to improve practice – Help Yourself displays and access to supportive resources (promoting independent learning), funky fingers – manual dexterity and supporting pen grip at reception / foundation stage, indicators of stages of pen grip – just some of the aspects quoted as being of most interest to schools attending.
- Good pointers and reminders for the learning environment – putting into perspective current practice and offering reassurance that not much would need to be changed to improve things.

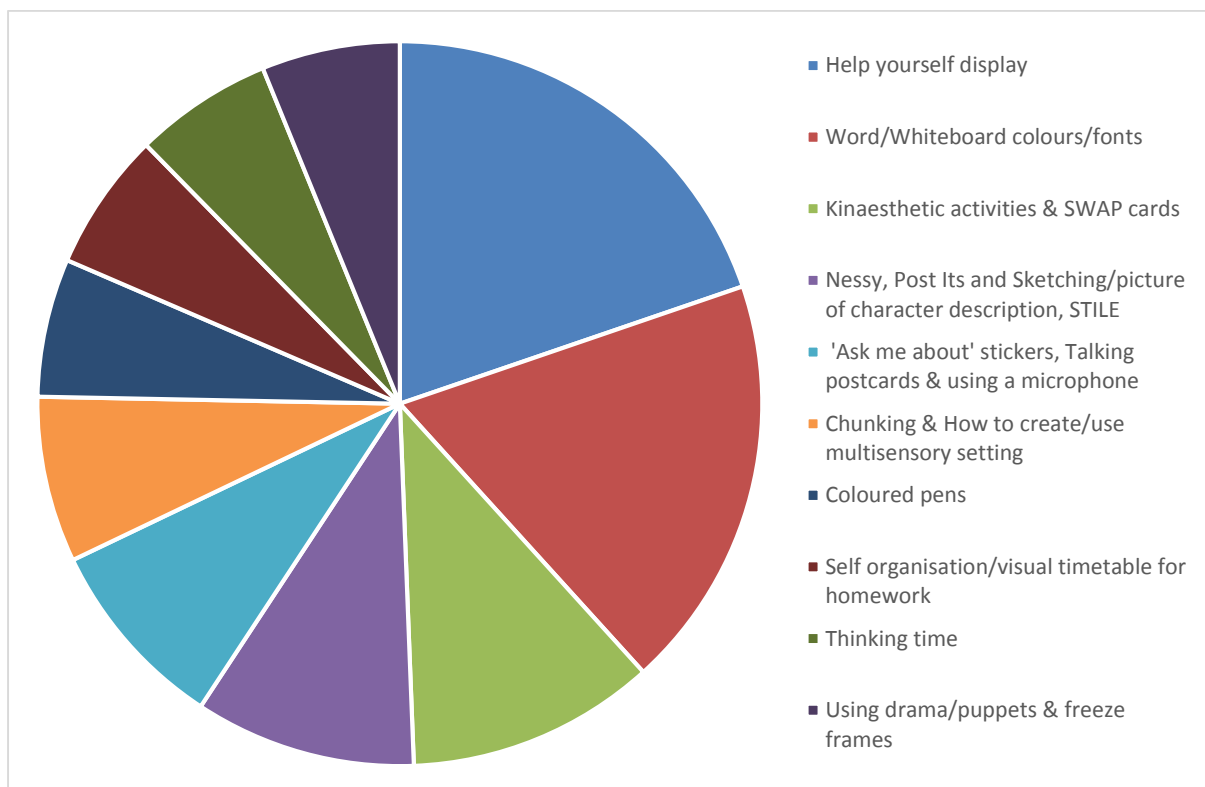


Chart 5: Strategies taken from Good Practice meetings

One of the secondary schools who attended also commented that the contents of the meeting was still relevant to her as it would help her to support handwriting and acted as a good reminder of techniques and resources that would be useful to her.

Staff attending the Good Practice events were asked to identify strategies that they intended to try out with pupils in their own classrooms. In total, 74 evaluations were received, each listing 2-3 strategies; Chart 5 below shows the most popular of these ideas.

Feedback from the Centres of Excellence showed that all either agreed or strongly agreed about the importance of good practice sharing initiatives and felt confident in helping other schools to adopt Dyslexia Friendly policies. One of the Centres of Excellence felt strongly that attendance at local Good Practice meetings should be compulsory for all schools applying for Silver Level awards.

- **Parent/Carer Workshops**

In addition to parent/carers workshops delivered by schools applying for Bronze and Silver awards, nine workshops were delivered by Springboard for Children as part of the funded project. Six of these took place in primary schools in Hull & Scarborough and a further three in Early Years settings. Numbers attending varied widely, with one workshop attracting no parents at all, while another had 26 attendees.

A total of 105 evaluation questionnaires were completed by participants in the workshops, evidencing a very positive response to the training. Many parents commented that as a result of the session they would spend more time reading with their child and would try to support them with phonics activities at home.

Following the workshops, more than 90% of participants agreed or strongly agreed with the following statements:

- I have a better understanding of phonics
- I have a better understanding of how phonics helps with reading and spelling
- I feel more confident about helping my child with his/her reading
- I have a better understanding of what my child is learning at school with regards to phonics

Comments following the workshops:

*'It's very important for parents to understand what their child is learning in school so this is very helpful to us to understand the method.'*

*'My daughter is enjoying learning to read and write so this has really helped me. I can now spend more time helping her. Thank you.'*

*'I will make phonics part of my children's everyday life, and learning how to make it more fun for them.'*

*'I will be playing Phonics games with my child. Due to this workshop I now know how to help my child.'*

## **Sound Check intervention**

- **Number of children recruited and results obtained exceed KPIs.**
- **85 children** take part in specialist teacher intervention schools.
- **27 children** take part in Centres of Excellence.
- **89%** of children show improved attitudes to learning.
- **90%** of pupils increase their phonics check scores by a mean of **9.1 points**.
- Boys outperform girls in mock phonics check by **12 percentage points**.
- Attainment gap between Pupil Premium children and all other children narrowed to **1 percentage point**.
- Attainment gap between SEN identified children and all other children narrowed to **8 percentage points**.

Delivery of the Sound Check intervention took two different forms during this year. In newly recruited schools in Hull and Scarborough (n=6), the intervention was delivered over a 15 week period (September - February) by Dyslexia Action trained specialist teachers.

In the three Centres of Excellence, a focus was placed on training school staff to deliver the intervention independently. A specialist teacher worked with staff in these schools during the summer term (May - July 2015) and autumn term (September - December 2015). We aimed to explore the issues involved in handing over responsibility for the intervention to school staff and to find out whether a TA (teaching assistant) delivered intervention would be as effective as one delivered by a specialist teacher. The three specialist teachers each completed an evaluation questionnaire at the end of their period of working in the schools. All were positive about the ability of the TAs they had worked with to deliver the intervention. However, they were also clear about the need for thorough training:

*TAs need to stand firm and invest time in promoting accuracy and automaticity. When they understand the import of what they're doing TAs don't rush these exercises through in panic and children don't feel under pressure and therefore apprehensive.*

*Encourage reflective thinking, as TAs teach far more effectively when they understand the theories behind how we teach ie not impeding working memory by interrupting a child who is working, and working in small chunks to support child's short term memory and to promote retention of learning. TAs need to*

*understand when to break exercises down into smaller, more manageable pieces.*

*The above enhances TA confidence, self-esteem, motivation and overall enjoyment of intervention. Impact on the children is then really positive and impact on learning is fab!*

The importance was also acknowledged of informing class teachers about the intervention and having them on board with its aims:

*Teachers, particularly those less familiar with the effectiveness and reason for the Sound Check intervention, can be far less willing to allow children to attend Sound Check classes in the morning. Afternoons are fine – but by then, these children are tired – because they’ve been struggling to read and write all morning!!!*

The benefits of having a specialist teacher available in the school were clear; one school opted to retain their specialist teacher as a paid member of staff.

When asked about her involvement in the certification process, one specialist teacher noted:

*The lead said she didn’t know how they would have managed without having the support of someone who had already been through DFQM. The lead felt initially ‘perplexed’ when looking at the criteria. [I helped with]*

- *Developing screening – screened children with staff observing and then observed staff screening.*
- *Assessment protocols – shared tips on scoring tests; went through instructions with staff.*
- *Interpreting results – reassuring re percentile scores, standard scores – building on the silver training. Discussing scores on STM and WM and what they meant. [As a result] the staff feel much more knowledgeable about the children when liaising with speech and language therapists etc. Also feel more knowledgeable about prioritising children for referrals.*
- *DF classrooms and good practice meetings – helping with the planning of the meetings, observing classrooms.*

## **Intervention results**

In the Hull and Scarborough schools, phonics check results achieved by children in June 2015 were compared with results from a mock phonics check administered in

February 2016 (using June 2015 materials). Results were obtained for 81 out of the 85 participating children. 90% of children improved their scores by a mean of 7.9 points (from 17 in June 2015 to 24.9 in February 2016). 21% of children met the threshold level of 32 or more.

In the three Centres of Excellence, results were obtained for 17 of the 19 year 2 and 3 pupils who took part. 89% of pupils increased their scores by a mean of 8 points (from 17 in June 2015 to 25 in February 2016). 35% of these children achieved a score of 32 or more.

In addition to these children, a group of 8 year 1 pupils were recruited by one of the Centres of Excellence as a pilot group to assess the effectiveness of the Sound Check intervention with younger children. No pre intervention phonics check scores were available for this group but post intervention mock checks were administered to 5 of the 8 pupils. Scores ranged from 10 - 31 with a mean of 19.

Pupils were also given a range of standardised tests to assess their literacy attainment levels; these tests included Phoneme Deletion, Non Word Reading, Single Word Reading, and Single Word Spelling.

Mean raw and standardised scores for pupils in Hull and Scarborough increased in all tests of literacy attainment, with between 82.1% and 95.2% of pupils recording increases in their standardised scores (see Table 1). The effect sizes for these increases range from small (0.41 for Single Word Spelling) to substantial (0.97 for Single Word Reading) (see Brooks, G, 2013:144).

<b>Hull/Scarborough standardised test results</b>					
	number	Mean pre intervention 2015	Mean post intervention 2016	Change in means 2015-2016	Effect size
RS Phoneme Deletion	84	7.0	11.9	4.9	
SS Phoneme Deletion	84	84.7	94.2	9.5	0.63
RS non-word reading	84	3.0	10.6	7.5	
SS non-word reading	84	81.9	95.7	13.8	0.92
RS single word spelling	84	6.2	10.3	4.1	
SS single word spelling	84	83.2	89.4	6.2	0.41
RS single word reading	84	5.4	16.7	11.3	
SS single word reading	84	76.0	90.5	14.5	0.97

**Table 1: Hull/Scarborough standardised test results**

Children in the Centres of Excellence recorded lower mean increases in their scores but started from a higher base level pre intervention (see Table 2). Thus, the post intervention scores for these children are slightly higher than for the children in Hull and Scarborough. The percentage of these children increasing their scores was lower, ranging from 63.2% (Single word spelling) to 84.2% (Non-word reading).

<b>Centre of Excellence standardised test results</b>					
	number	Mean pre intervention 2015	Mean post intervention 2016	Change in means 2015-2016	Effect size
RS Phoneme Deletion	19	9.8	13.0	3.2	
SS Phoneme Deletion	19	89.1	97.2	8.1	0.54
RS non-word reading	19	6.4	12.4	6.0	
SS non-word reading	19	90.5	98.8	8.4	0.56
RS single word spelling	19	6.3	10.2	3.9	
SS single word spelling	19	83.3	89.2	5.9	0.39
RS single word reading	19	10.2	18.7	8.5	
SS single word reading	19	85.6	92.2	6.6	0.44

**Table 2: CofEx standardised test results**

Patoss (The Professional Association of Teachers of Students with Specific Learning Difficulties) guidelines divide standard scores into the following bands:

>130	Excellent
116 – 130	Well above average
111 – 115	Higher average
90 – 110	Average
85 – 89	Lower average
70 – 84	Well below average
<70	Very weak

(Backhouse, G., Dolman, E., & Read, C. (2007) Dyslexia: Assessing the need for Access Arrangements during Examinations. A Practical Guide, 3<sup>rd</sup> ed. Evesham, Patoss.)

Thus, it can be seen that the increases recorded post intervention move many children from well below average into an average band. This represents a real change in expectations and life chances for these pupils.

Pre and post intervention test results were also obtained for 8 year 1 children (see Table 3); however, as most of these children were too young at the beginning of the intervention to have standardised scores, in this case we are only able to report on changes to raw scores. All children recorded increased scores in Non word reading and Single word spelling; one child in Phoneme deletion and Single word reading recorded no change to their scores pre and post intervention.

<b>Year 1 Group raw scores</b>				
	number	Mean pre intervention 2015	Mean post intervention 2016	Change in means 2015-2016
Phoneme deletion	8	1.6	7.9	6.3
Non-Word reading	8	2.8	7.0	4.3
Single word spelling	8	1.9	6.6	4.8
Single word reading	8	2.0	6.5	4.5

**Table 3: Year 1 pupil results**

### **Attitudes to learning**

Children’s literacy attainment levels and attitudes to learning were also measured through specialist teacher reports and monitoring questionnaires completed by class teachers at three points during the intervention: pre (September 2015), mid (December 2015 – January 2016), and post (February – March 2016).

Class teacher monitoring reports from Sound Check schools in Hull and Scarborough showed an increase in all areas of pupil engagement for an average of 81% of children, with particularly high levels (85%) shown in confidence, independence as a learner, and interest in books. In these schools, 53% of children improved in all areas and only 8% of children declined in one or more areas.

Even better results were recorded by class teachers in the Centres of Excellence, where the mean percentage of children improving in each area ranged from 96% - 100%. 71% of children improved in all areas, while only 2 children (3%) declined in one or more areas.

Literacy attainment levels were also perceived by class teachers to have increased substantially, with a mean of 93% of pupils reported as showing improvement in the three areas of knowledge of letter/sound correspondences, segmentation of words and non-words, and blending sounds.



Class teachers' comments:

*'Since doing the intervention she is much more willing and motivated. She has increased her sound knowledge.'*

*'C grown immensely in his confidence both in his academic ability and social development since September. His ability and willingness to read both to adults and in front of the whole class has improved too.'*

*'She concentrates a lot more and participates in class and engages in lessons. She is more independent.'*

*'Continued to notice that D is putting her hand up to join in more and more.*

*Massive improvement in reading ability. Pupil now working on comprehension.*

*Fantastic.'*

Specialist teachers also reported improvements in learning behaviours for the majority of children. Those teachers working in Hull and Scarborough reported 74% of children as showing improved behaviours in one or more areas, while, in the Centres of Excellence, specialist teachers reported 55% of children showing improved behaviours in at least one area. The behaviour in which most children improved was the ability to be quiet and to listen.

Full details of results are given in the Appendix.

## Case study

L is a male pupil attending a Centre of Excellence school. He is in primary year 2 and has a birth date in December 2009.

Prior to the intervention programme (September 2015), L's class teacher observes that:

*L struggles to listen and concentrate in class. Silly behaviour distracts both him self and others from work. L needs adult support to stay focussed on his work.*

As the intervention progresses, however, L becomes more settled. His mid intervention report (January 2016) states that:

*There has been a marked improvement in L's behaviour in class. L is now much more engaged in lessons and is much more focussed at learning times. L continues to need adult support. When working independently L can be easily distracted and his behaviour can adversely affect his work rate. Fluency in reading improving but spelling still a major weakness.*

L's final, post intervention report (February 2016) records further improvements in engagement:

*L continues to behave well in class and is much more focussed and involved in lessons. L is working a little more independently but still needs support to keep on task. There has been a marked improvement in L's reading and decoding skills and Grandma is very pleased with his progress and confidence. L has come on in leaps and bounds and I am very hopeful that he will pass the phonics screening test this time round.*

These observations are borne out by the marked increase in L's scores in all tests, including substantial increases in his main areas of weakness, Single Word Reading and, especially, Single Word Spelling. Although these scores continue to be lower than those for phonological awareness (Phoneme Deletion) and decoding (Non-Word Reading), L's progress in these areas is very encouraging and, with continuing support, he should continue to build on his successes, enabling him to achieve his potential in all areas of learning.

### Test results: case study

	pre intervention 2015	post intervention 2016	Increase in scores 2015-2016
Phonics Check	28	34	6
RS Phoneme Deletion	15	21	6
SS Phoneme Deletion	108	122	14
RS non-word reading	13	23	10
SS non-word reading	105	113	8
RS single word spelling	3	10	7
SS single word spelling	73	91	18
RS single word reading	10	23	13
SS single word reading	87	102	15

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Many thanks to Dr Lesley Mitchell for collection and presentation of data.

<b>Hull and Scarborough</b>	Phonics Check score 2014	Phonics Check score 2015	Mock Phonics Check score 2016	Change in score between June 2015 and February 2016	Change in score between June 2014 and February 2016
Number of pupils included	7	82	82	82	7
Mean	11.1	16.9	24.8	7.9	16.3
Maximum	25	31	38	29	33
Minimum	0	0	2	-6	4
Median	9	18	26	8	21

Table 1: Phonics Check scores: Hull and Scarborough schools

<b>Hull and Scarborough</b>	Change between June 2014 and June 2015	Change between June 2015 and February 2016	Change between June 2014 and February 2016
Number of pupils included	7	82	7
Year-on-year change: increased phonics score	71%	90%	100%
Year-on-year change: unchanged phonics score	29%	5%	0%
Year-on-year change: decreased phonics score	0%	5%	0%

Table 2: changes in phonics check scores: Hull and Scarborough schools

<b>Centres of Excellence</b>	Phonics Check score 2015	Mock Phonics Check score 2016	Change in score between June 2015 and February 2016
Number of pupils included	18	18	18
Mean	17	25	8
Maximum	29	37	22
Minimum	0	4	-3
Median	19	28	7

Table 3: Phonics Check scores: Centres of Excellence

	Change between June 2015 and Feb 2016
Number of pupils included	18
Year-on-year change: increased phonics score	89%
Year-on-year change: unchanged phonics score	0%
Year-on-year change: decreased phonics score	11%

Table 4: changes in phonics check scores: Centres of Excellence

	Hull & Scarborough Schools completed June 2014, June 2015 and February 2016 mock phonics check					Centre of Excellence Schools completed June 2015 and February 2016 mock phonics check		
	Phonics check score June 2014	Phonics check score June 2015	Mock Phonics check score February 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and February 2016	Phonics check score June 2015	Mock Phonics check score February 2016	Change in score between June 2015 and February 2016
Number of pupils included	7	82	82	82	7	18	18	18
Mean	11.1	16.9	24.8	7.9	16.3	17	25	8
Maximum	25	31	38	29	33	29	37	22
Minimum	0	0	2	-6	4	0	4	-3
Median	9	18	26	8	21	19	28	7
Year-on-year change: increased phonics score				90%	100%			89%
Year-on-year change: unchanged phonics score				5%	0%			0%
Year-on-year change: decreased phonics score				5%	0%			11%
Met required score, 2016			21%				28%	
Did not meet required score, 2016			79%				72%	

Table 5: Phonics Check results all schools

H&S	Male: all participants who completed 2014, 2015 and 2016 mock phonics checks					Female: all participants who completed 2014, 2015 and 2016 mock phonics checks				
	Phonics check score June 2014	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and 2016	Change in score between June 2014 and Feb 2016	Phonics check score June 2014	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016
Number of pupils included	5	52	52	52	5	2	30	30	30	2
Mean	8.4	16.5	24.3	7.8	17.4	18	17.7	25.8	8.1	13.5
Maximum	25	30	38	29	33	25	31	36	20	22
Minimum	0	0	2	-6	4	11	1	9	-6	5
Median	7	18	26	7.5	21	18	18	26	7	14
Met required score 2016			25%					13%		
Did not meet required score 2016			75%					87%		

Table 6: Phonics check results by sex – Hull & Scarborough schools

H&S	Male: all participants who completed the 2014, 2015 and 2016 mock phonics checks		Female: all participants who completed the 2014, 2015 and 2016 mock phonics checks	
	Change in score between June 2015 and June 2016	Change in score between June 2014 and Feb 2016	Change in score between June 2015 and June 2016	Change in score between June 2014 and Feb 2016
Number of pupils included	52	5	30	2
Year-on-year change: increased phonics score	88%	100%	94%	100%
Year-on-year change: unchanged phonics score	6%	0%	3%	0%
Year-on-year change: decreased phonics score	6%	0%	3%	0%

Table 7: changes in phonics check scores by sex – Hull & Scarborough



<b>C of EX</b>	Male: all participants who completed 2015 and 2016 mock phonics checks			Female: all participants who completed 2015 and 2016 mock phonics checks		
	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016
Number of pupils included	13	13	13	5	5	5
Mean	17	24	7	17	28	11
Maximum	29	37	22	27	33	22
Minimum	0	4	-3	9	18	-1
Median	21	28	6	17	31	10
Met required score 2016			23%			40%
Did not meet required score 2016			77%			60%

Table 8: Phonics check results by sex – Centres of Excellence

<b>C OF EX</b>	Male: all participants who completed 2015 and 2016 mock phonics checks	Female: all participants who completed 2015 and 2016 mock phonics checks
	Change in score between June 2015 and Feb 2016	Change in score between June 2015 and Feb 2016
Number of pupils included	13	5
Year-on-year change: increased phonics score	92%	80%
Year-on-year change: unchanged phonics score	0%	0%
Year-on-year change: decreased phonics score	8%	20%

Table 9: changes in phonics check scores by sex – Centres of Excellence

<b>H&amp;S</b>	FSM/PP eligible: all participants who completed the 2014, 2015 and 2016 mock phonics checks					Not FSM/PP eligible: all participants who completed the 2014, 2015 and 2016 mock phonics checks				
	Phonics check score June 2014	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016	Phonics check score June 2014	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016
Number of pupils included	6	44	44	44	6	1	38	38	38	1
Mean	13	16.2	24.2	8	18	0	17.8	25.6	7.8	6
Maximum	25	30	38	29	33	0	31	38	20	6
Minimum	1	0	2	-1	4	0	0	6	-6	6
Median	10	17	25	8	22	0	19	26	7	6
Met required score 2016			20%					21%		
Did not meet required score 2016			80%					79%		

Table 10: Phonics check results by Free Schools Meal/Pupil Premium eligibility – Hull & Scarborough

<b>H&amp;S</b>	FSM/PP eligible: all participants who completed the 2014, 2015 and 2016 mock phonics checks		Not FSM/PP eligible: all participants who completed the 2014, 2015 and 2016 mock phonics checks	
	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016
Number of pupils included	44	6	38%	1
Year-on-year change: increased phonics score	90%	100%	90%	100%
Year-on-year change: unchanged phonics score	5%	0%	5%	0%
Year-on-year change: decreased phonics score	5%	0%	5%	0%

Table 11: changes in phonics check scores by FSM/PP eligibility – Hull & Scarborough

<b>C of EX</b>	FSM/PP eligible: all participants who completed the 2015 and 2016 mock phonics checks			Not FSM/PP eligible: all participants who completed the 2015 and 2016 mock phonics checks		
	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016
Number of pupils included	10	10	10	8	8	8
Mean	21	26	5	13	25	12
Maximum	29	34	15	22	37	22
Minimum	0	4	-3	0	5	5
Median	24	29	5	12	27	10
Met required score 2016			30%			25%
Did not meet required score 2016			70%			75%

Table 12: Phonics check results by Free Schools Meal/Pupil Premium eligibility – Centres of Excellence

<b>C OF EX</b>	FSM/PP eligible: all participants who completed the 2015 and 2016 mock phonics checks	Not FSM/PP eligible: all participants who completed the 2015 and 2016 mock phonics checks
	Change in score between June 2015 and Feb 2016	Change in score between June 2015 and Feb 2016
Number of pupils included	10	8
Year-on-year change: increased phonics score	80%	100%
Year-on-year change: unchanged phonics score	0%	0%
Year-on-year change: decreased phonics score	20%	0%

Table 13: changes in phonics check scores by FSM/PP eligibility – Centres of Excellence

<b>H&amp;S</b>	First Language English: all participants who completed 2014, 2015 and 2016 mock phonics checks					First Language not English: all participants who completed 2014, 2015 and 2016 mock phonics checks				
	Phonics check score June 2014	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2014 and June 2015	Change in score between June 2014 and Feb 2016	Phonics check score June 2014	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2014 and June 2015	Change in score between June 2014 and Feb 2016
Number of pupils included	5	67	67	67	5	2	15	15	15	2
Mean	10.6	17	25	8	21	13	17	25	9	5
Maximum	25	31	38	29	33	25	30	38	18	6
Minimum	1	0	2	-6	5	0	0	6	-1	4
Median	9	18	26	7	22	13	18	25	8	5
Met required score 2016			21%					20%		
Did not meet required score 2016			79%					80%		

Table 14: Phonics check results by first language – Hull & Scarborough

<b>H&amp;S</b>	First Language English: all participants who completed 2014, 2015 and 2016 mock phonics checks		First Language not English: all participants who completed 2014, 2015 and 2016 mock phonics checks	
	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016
Number of pupils included	67	5	15	2
Year-on-year change: increased phonics score	90%	100%	93%	100%
Year-on-year change: unchanged phonics score	6%	0%	0%	0%
Year-on-year change: decreased phonics score	4%	0%	7%	0%

Table 15: changes in phonics check scores by first language – Hull & Scarborough

<b>C of EX</b>	First Language English: all participants who completed 2015 and 2016 mock phonics checks			First Language not English: all participants who completed 2015 and 2016 mock phonics checks		
	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016
Number of pupils included	16	16	16	2	2	2
Mean	17	25	8	20	31	12
Maximum	29	36	22	22	37	15
Minimum	0	4	-3	17	25	8
Median	19	28	6	20	31	12
Met required score 2016			25%			50%
Did not meet required score 2016			75%			50%

Table 16: Phonics check results by first language – Centres of Excellence

<b>C OF EX</b>	First Language English: all participants who completed 2015 and 2016 mock phonics checks	First Language not English: all participants who completed 2015 and 2016 mock phonics checks
	Change in score between June 2015 and Feb 2016	Change in score between June 2015 and Feb 2016
Number of pupils included	16	2
Year-on-year change: increased phonics score	88%	100%
Year-on-year change: unchanged phonics score	0	0%
Year-on-year change: decreased phonics score	12%	0%

Table 17: changes in phonics check scores by first language – Centres of Excellence

<b>H&amp;S</b>	White British: all participants who completed 2014, 2015 and 2016 mock phonics checks					All other ethnicities: all participants who completed 2014, 2015 and 2016 mock phonics check				
	Phonics check score June 2014	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016	Phonics check score June 2014	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016
Number of pupils included	6	65	65	65	6	1	17	17	17	1
Mean	9	17	25	8	18	25	16	25	9	4
Maximum	25	31	38	29	33	25	30	38	18	4
Minimum	0	0	2	-6	2	25	0	6	-1	4
Median	8	18	26	7	22	25	17	25	8	4
Met required score 2016			22%					18%		
Did not meet required score 2016			78%					82%		

Table 18: Phonics check results by ethnicity – Hull & Scarborough

<b>H&amp;S</b>	White British: all participants who completed 2014, 2015 and 2016 mock phonics checks		All other ethnicities: all participants who completed 2014, 2015 and 2016 mock phonics check	
	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016
Number of pupils included	65	6	17	1
Year-on-year change: increased phonics score	89%	100%	94%	100%
Year-on-year change: unchanged phonics score	6%	0%	0%	0%
Year-on-year change: decreased phonics score	5%	0%	0%	0%

Table 19: changes in phonics check scores by ethnicity – Hull & Scarborough

<b>C of EX</b>	White British: all participants who completed 2015 and 2016 mock phonics checks			All other ethnicities: all participants who completed 2015 and 2016 mock phonics check		
	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016
Number of pupils included	12	12	12	6	6	6
Mean	19	26	7	13	24	11
Maximum	29	36	22	22	37	22
Minimum	0	5	-3	0	4	3
Median	23	28	6	14	28	12
Met required score 2016			25%			33%
Did not meet required score 2016			75%			67%

Table 20: Phonics check results by ethnicity – Centres of Excellence

<b>C OF EX</b>	White British: all participants who completed 2015 and 2016 mock phonics checks	All other ethnicities: all participants who completed 2015 and 2016 mock phonics check
	Change in score between June 2015 and Feb 2016	Change in score between June 2015 and Feb 2016
Number of pupils included	12	6
Year-on-year change: increased phonics score	83%	100%
Year-on-year change: unchanged phonics score	0%	0%
Year-on-year change: decreased phonics score	17%	0%

Table 21: changes in phonics check scores by ethnicity – Centres of Excellence

<b>H&amp;S</b>	Identified SEN: all participants who completed 2014, 2015 and 2016 mock phonics checks					No identified SEN: all participants who completed 2014, 2015 and 2016 mock phonics checks				
	Phonics check score June 2014	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016	Phonics check score June 2014	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016
Number of pupils included	2	32	32	32	2	5	50	50	50	5
Mean	12.5	15	22	7	5	11	18	26	8	21
Maximum	25	31	37	29	6	25	29	38	20	33
Minimum	0	0	5	-6	4	1	0	2	0	5
Median	13	16	24	7	5	9	20	27	8	22
Met required score 2016			16%					24%		
Did not meet required score 2016			84%					76%		

Table 22: Phonics check results by SEN – Hull & Scarborough

<b>H&amp;S</b>	Identified SEN: all participants who completed 2014, 2015 and 2016 mock phonics checks		No identified SEN: all participants who completed 2014, 2015 and 2016 mock phonics checks	
	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016
Number of pupils included	32	2	50	5
Year-on-year change: increased phonics score	81%	100%	96%	100%
Year-on-year change: unchanged phonics score	6%	0%	4%	0%
Year-on-year change: decreased phonics score	13%	0%	0%	0%

Table 23: changes in phonics check scores by SEN – Hull & Scarborough



<b>C of EX</b>	Identified SEN: all participants who completed 2015 and 2016 mock phonics checks			No identified SEN: all participants who completed 2015 and 2016 mock phonics checks		
	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016
Number of pupils included	9	9	9	9	9	9
Mean	12	20	8	22	30	8
Maximum	28	36	22	29	37	22
Minimum	0	4	3	9	25	-3
Median	11	18	6	23	31	8
Met required score 2016			22%			33%
Did not meet required score 2016			78%			67%

Table 24: Phonics check results by SEN – Centres of Excellence

<b>C OF EX</b>	Identified SEN: all participants who completed 2015 and 2016 mock phonics checks	No identified SEN: all participants who completed 2015 and 2016 mock phonics checks
	Change in score between June 2015 and Feb 2016	Change in score between June 2015 and Feb 2016
Number of pupils included	9	9
Year-on-year change: increased phonics score	100%	78%
Year-on-year change: unchanged phonics score	0%	0%
Year-on-year change: decreased phonics score	0%	22%

Table 25: changes in phonics check scores by SEN – Centres of Excellence

<b>H&amp;S</b>	Summer born: all participants who completed 2014, 2015 and 2015 mock phonics checks					Not Summer born: all participants who completed 2014, 2015 and 2016 mock phonics checks				
	Phonics check score June 2014	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016	Phonics check score June 2014	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016
Number of pupils included	5	42	42	42	5	2	40	40	40	2
Mean	13	17	25	7	17	6	17	25	9	14
Maximum	25	31	38	20	33	11	29	38	29	22
Minimum	1	0	2	-6	4	0	0	6	-1	6
Median	9	18	26	6	21	6	18	26	8	14
Met required score 2016			24%					18%		
Did not meet required score 2016			76%					82%		

Table 26: Phonics check results by Date of Birth – Hull & Scarborough

<b>H&amp;S</b>	Summer born: all participants who completed 2014, 2015 and 2015 mock phonics checks		Not Summer born: all participants who completed 2014, 2015 and 2016 mock phonics checks	
	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016	Change in score between June 2015 and Feb 2016	Change in score between June 2014 and Feb 2016
Number of pupils included	42	5	40	2
Year-on-year change: increased phonics score	91%	100%	90%	100%
Year-on-year change: unchanged phonics score	2%	0%	8%	0%
Year-on-year change: decreased phonics score	7%	0%	2%	0%

Table 27: changes in phonics check scores by Date of Birth – Hull & Scarborough

<b>C of EX</b>	Summer born: all participants who completed 2015 and 2015 mock phonics checks			Not Summer born: all participants who completed 2015 and 2016 mock phonics checks		
	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016	Phonics check score June 2015	Mock Phonics check score Feb 2016	Change in score between June 2015 and Feb 2016
Number of pupils included	10	10	10	8	8	8
Mean	17	25	8	17	25	8
Maximum	29	36	22	27	37	22
Minimum	0	5	-3	0	4	-1
Median	19	28	7	20	29	7
Met required score 2016			30%			25%
Did not meet required score 2016			70%			75%

Table 28: Phonics check results by Date of Birth – Centres of Excellence

<b>C OF EX</b>	Summer born: all participants who completed 2015 and 2015 mock phonics checks	Not Summer born: all participants who completed 2015 and 2016 mock phonics checks
	Change in score between June 2015 and Feb 2016	Change in score between June 2015 and Feb 2016
Number of pupils included	10	8
Year-on-year change: increased phonics score	90%	88%
Year-on-year change: unchanged phonics score	0%	0%
Year-on-year change: decreased phonics score	10%	12%

Table 29: changes in phonics check scores by Date of Birth – Centres of Excellence

<b>H&amp;S</b>	Number of pupils included	Mean T1	Mean T2	Mean T3	Change T1 to T2	Change T2 to T3	Change T1 to T3	Improved	No change	Fell
Appears more confident in class	85	4.7	5.7	6.9	1.0	1.2	2.2	85%	13%	2%
Is more engaged in class	85	4.7	5.7	6.8	0.9	1.1	2.1	80%	16%	4%
Participates more willingly in class activities	85	5.1	5.9	7.1	0.9	1.1	2.0	76%	21%	2%
Shows improved concentration	85	4.4	5.3	6.6	0.8	1.3	2.2	84%	14%	2%
Seems more independent as a learner	85	4.2	5.2	6.4	1.0	1.2	2.2	85%	13%	2%
Seems more interested in books	85	5.0	5.8	7.0	0.8	1.2	2.0	85%	15%	0
Seems more willing to read	85	5.1	6.0	7.1	0.9	1.1	2.0	81%	19%	0
Is more motivated to learn	85	5.1	6.1	7.2	1.0	1.1	2.1	75%	21%	4%

Table 30: Class teachers' monitoring of pupils' attitudes to learning – Hull & Scarborough

<b>C of Ex</b>	Number of pupils included	Mean T1	Mean T2	Mean T3	Change T1 to T2	Change T2 to T3	Change T1 to T3	Improved	No change	Fell
Appears more confident in class	28	4.1	5.6	7.4	1.5	1.8	3.3	96	0	4
Is more engaged in class	28	3.9	5.7	6.9	1.8	1.3	3.0	96	4	0
Participates more willingly in class activities	27	4.3	6.0	7.2	1.7	1.2	2.9	96	4	0
Shows improved concentration	28	3.8	4.9	6.1	1.2	1.1	2.3	89	7	4
Seems more independent as a learner	28	3.4	4.9	6.1	1.5	1.3	2.7	96	4	0
Seems more interested in books	28	4.0	5.2	6.6	1.2	1.4	2.6	96	4	0
Seems more willing to read	28	4.3	5.8	7.3	1.5	1.5	3.0	100	0	0
Is more motivated to learn	28	4.5	6.1	7.4	1.6	1.2	2.9	100	0	0

Table 31: Class teachers' monitoring of pupils' attitudes to learning – Centres of Excellence

H&S	Number of pupils included	Mean T1	Mean T2	Mean T3	Change T1 to T3	Improved	No change	Fell
Seems happy in class	85	1.5	1.3	1.1	0.4	34%	65%	1%
Can work well with others	85	2.2	1.8	1.6	0.6	47%	49%	4%
Is focussed when working alone	85	2.4	2.0	1.8	0.7	52%	42%	6%
Is able to be quiet and to listen	85	2.2	1.8	1.5	0.7	56%	41%	2%
Seems to lack motivation	85	4.2	4.4	4.5	0.4	35%	58%	7%
Seems reluctant to come to sessions	85	4.6	4.7	4.9	0.2	25%	73%	2%
Is withdrawn and uncommunicative	85	4.4	4.6	4.8	0.3	28%	68%	4%
Overall – on any of the measures above						74%	17%	9%

Table 32: Specialist teachers' monitoring of pupils' attitudes to learning – Hull & Scarborough

<b>C of Ex</b>	Number of pupils included	Mean T1	Mean T2	Mean T3	Change T1 to T3	Improved	No change	Fell
Seems happy in class	29	1.6	1.6	1.7	0.1	10%	73%	17%
Can work well with others	28	2.9	2.5	2.1	0.8	32%	54%	14%
Is focussed when working alone	29	2.3	2.6	2.3	0.0	10%	73%	17%
Is able to be quiet and to listen	29	2.1	2.3	2.2	0.1	21%	52%	27%
Seems to lack motivation	29	4.3	4.1	4.0	0.3	17%	45%	38%
Seems reluctant to come to sessions	29	4.9	4.8	4.6	0.3	7%	52%	41%
Is withdrawn and uncommunicative	29	4.7	4.6	4.5	0.2	10%	55%	35%
Overall – on any of the measures above						55%	7%	38%

Table 33: Specialist teachers' monitoring of attitudes to learning – Centres of Excellence

<b>H&amp;S</b>	Number of pupils included	Mean T1	Mean T2	Mean T3	Change T1 to T2	Change T2 to T3	Change T1 to T3	Improved	No change	Fell
Shows greater accuracy in their knowledge of letter/sound correspondences	85	4.7	5.6	6.9	0.9	1.2	2.2	89%	9.4%	1%
Is able to segment words and non-words with greater accuracy	85	4.6	5.4	6.6	0.8	1.2	2.0	88%	11%	1%
Is able to blend sounds with greater accuracy	85	4.7	5.6	6.9	0.9	1.3	2.2	93%	7%	0

Table 34: Class teachers' monitoring of literacy attainment – Hull & Scarborough

<b>C of Ex</b>	Number of pupils included	Mean T1	Mean T2	Mean T3	Change T1 to T2	Change T2 to T3	Change T1 to T3	Improved	No change	Fell
Shows greater accuracy in their knowledge of letter/sound correspondences	26	3.4	5.2	6.8	1.8	1.7	3.5	100%	0%	0%
Is able to segment words and non-words with greater accuracy	27	3.2	4.9	6.3	1.6	1.4	3.0	96%	4%	0%
Is able to blend sounds with greater accuracy	28	3.3	4.8	6.3	1.5	1.5	3.0	93%	7%	0%

Table 35: Class teachers' monitoring of literacy attainment – Centres of Excellence



	H&S schools				CofEx schools			
	N	Mean pre intervention 2015	Mean post intervention 2016	Change in means 2015-2016	N	Mean pre intervention 2015	Mean post intervention 2016	Change in means 2015-2016
WRIT Verbal Analogies RS	84	11.5			19	11.4		
WRIT Verbal Analogies SS	84	88.4			19	88.9		
Recall of Digits Forward RS	84	9.9			19	10.1		
Recall of Digits Forward SS	84	86.8			19	87.3		
Recall of Digits Backwards RS	84	3.7			19	3.7		
Recall of Digits Backwards SS	84	85.6			19	85.9		
Phoneme Deletion RS	84	7.0	11.9	4.9	19	8.7	12.9	4.2
Phoneme Deletion SS	84	84.7	94.2	9.5	19	89.1	97.2	8.1
Non-word Reading RS	84	3.0	10.6	7.5	19	5.7	11.8	6.1
Non-word Reading SS	84	81.9	95.7	13.8	19	90.5	98.8	8.4
Single Word Spelling RS	84	6.2	10.3	4.1	19	6.1	9.7	3.6
Single Word Spelling SS	84	83.2	89.4	6.2	19	83.3	89.2	5.9
Single Word Reading RS	84	5.4	16.7	11.3	19	9.4	17.1	7.7
Single Word Reading SS	84	76.0	90.5	14.5	19	85.6	92.2	6.6

Table 36: Results from standardized tests - all children

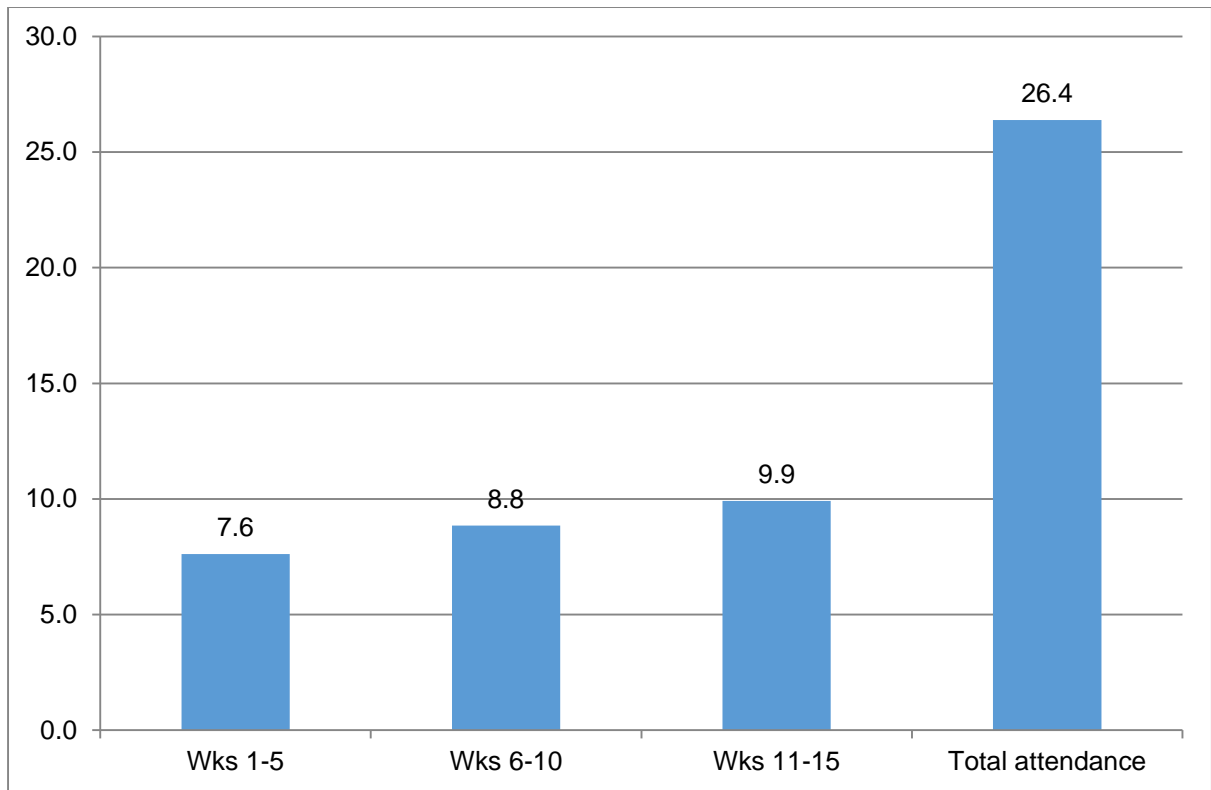


Chart 1: Mean intervention attendance – Hull & Scarborough  
 NB – 10 possible sessions per trimester

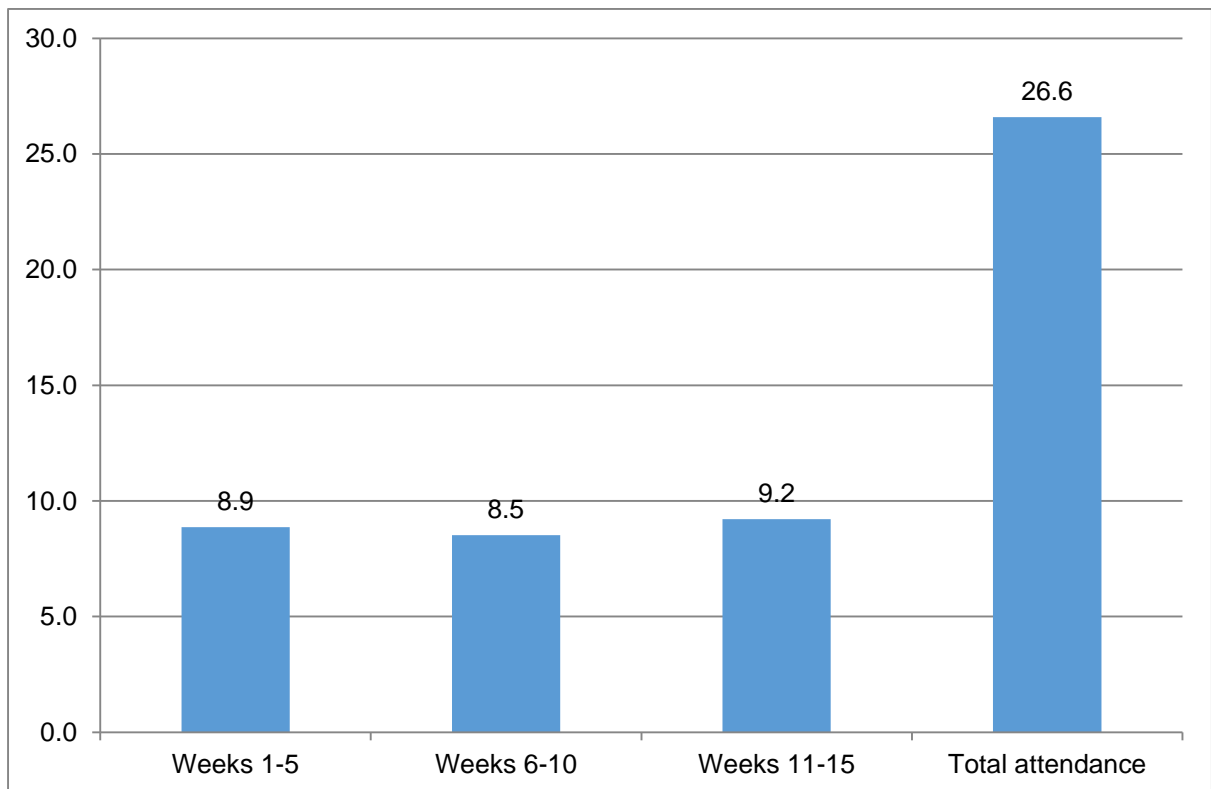


Chart 2: Mean intervention attendance – Centres of Excellence

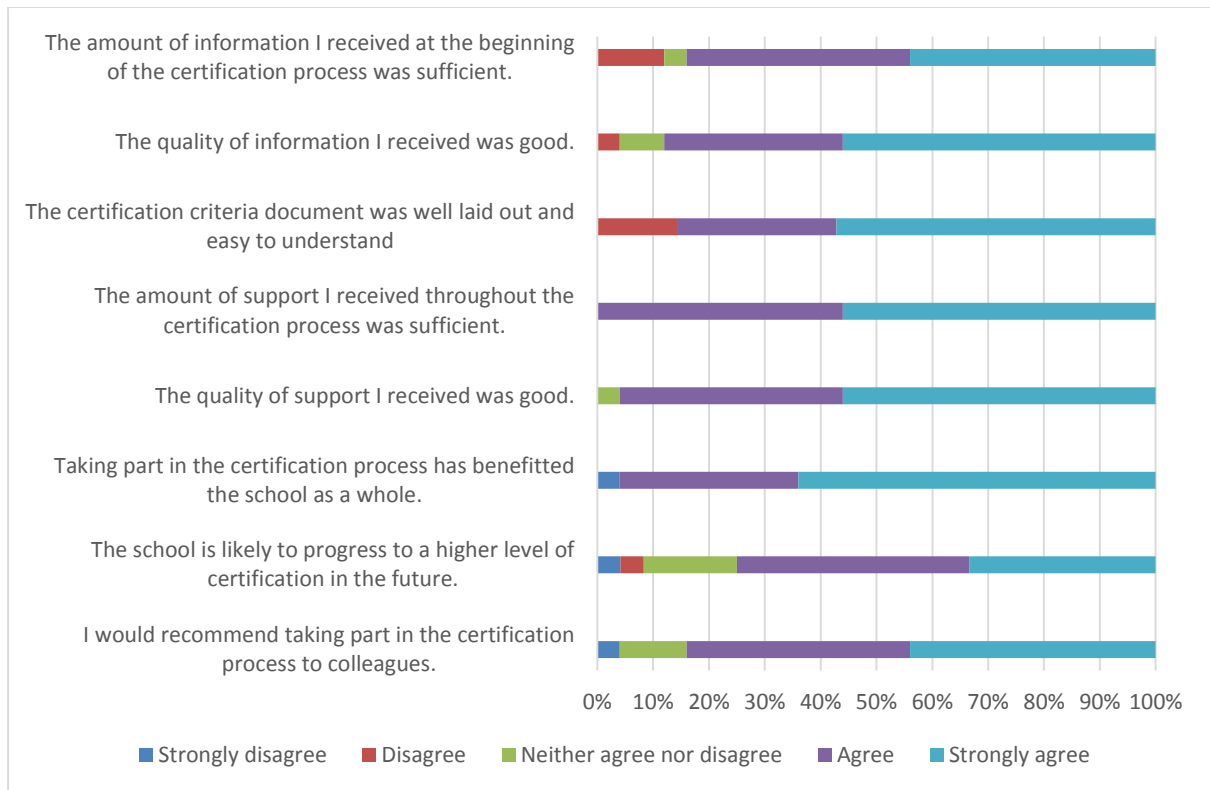


Chart 3: Evaluation - Taking Part in the Certification Framework

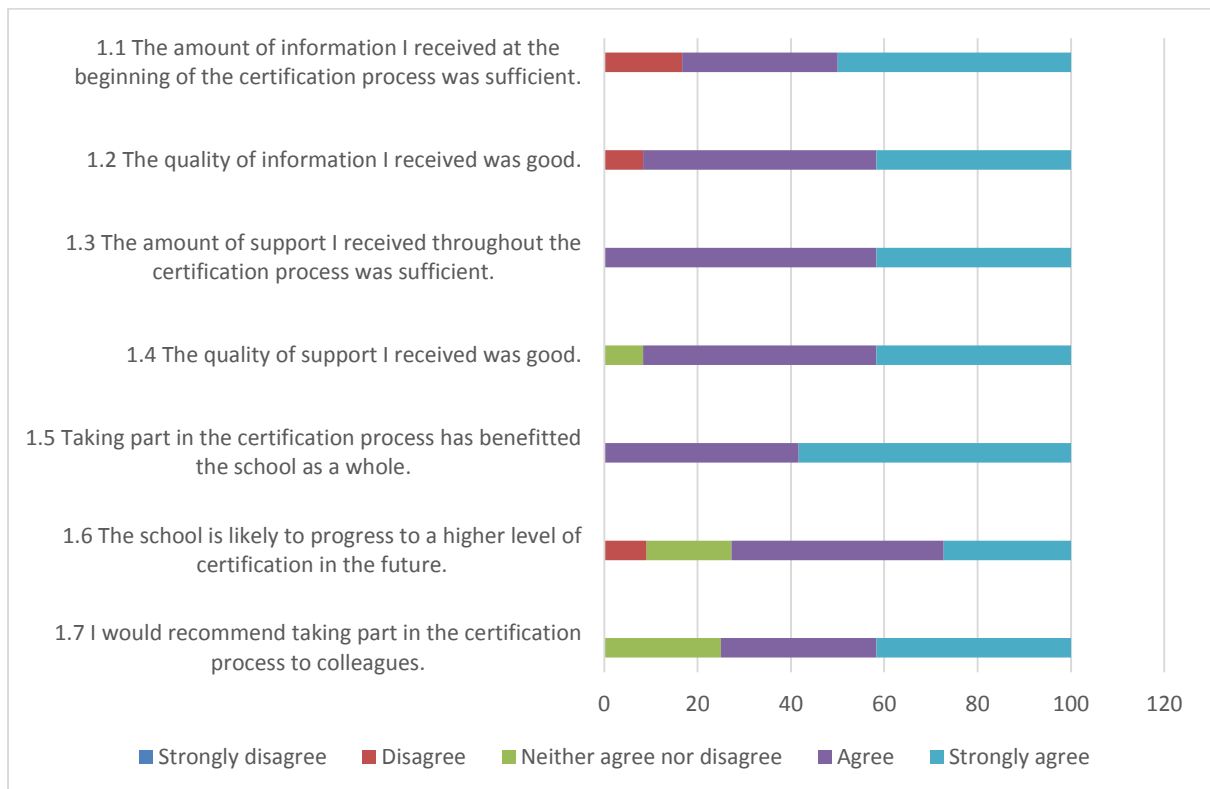


Chart 4: Certification Framework evaluation - Bronze Level criteria

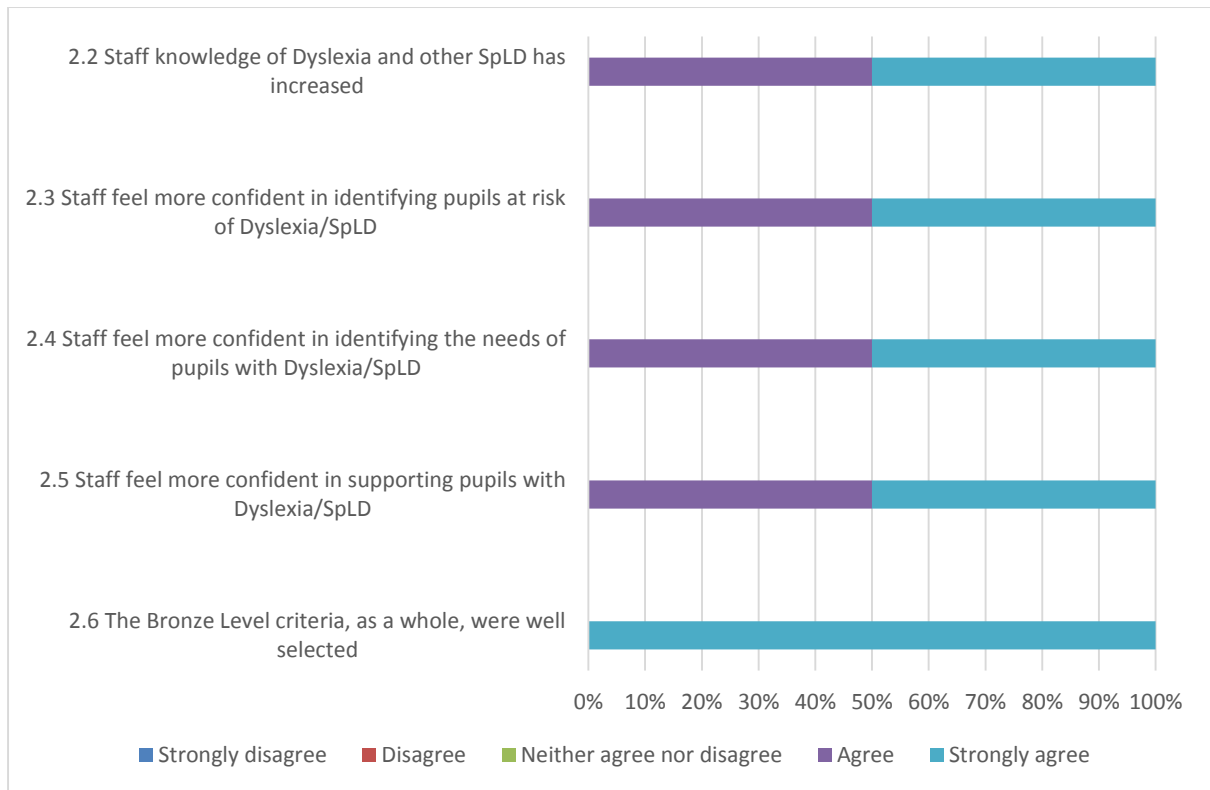


Chart 5: Certification Framework evaluation – results of Bronze Award

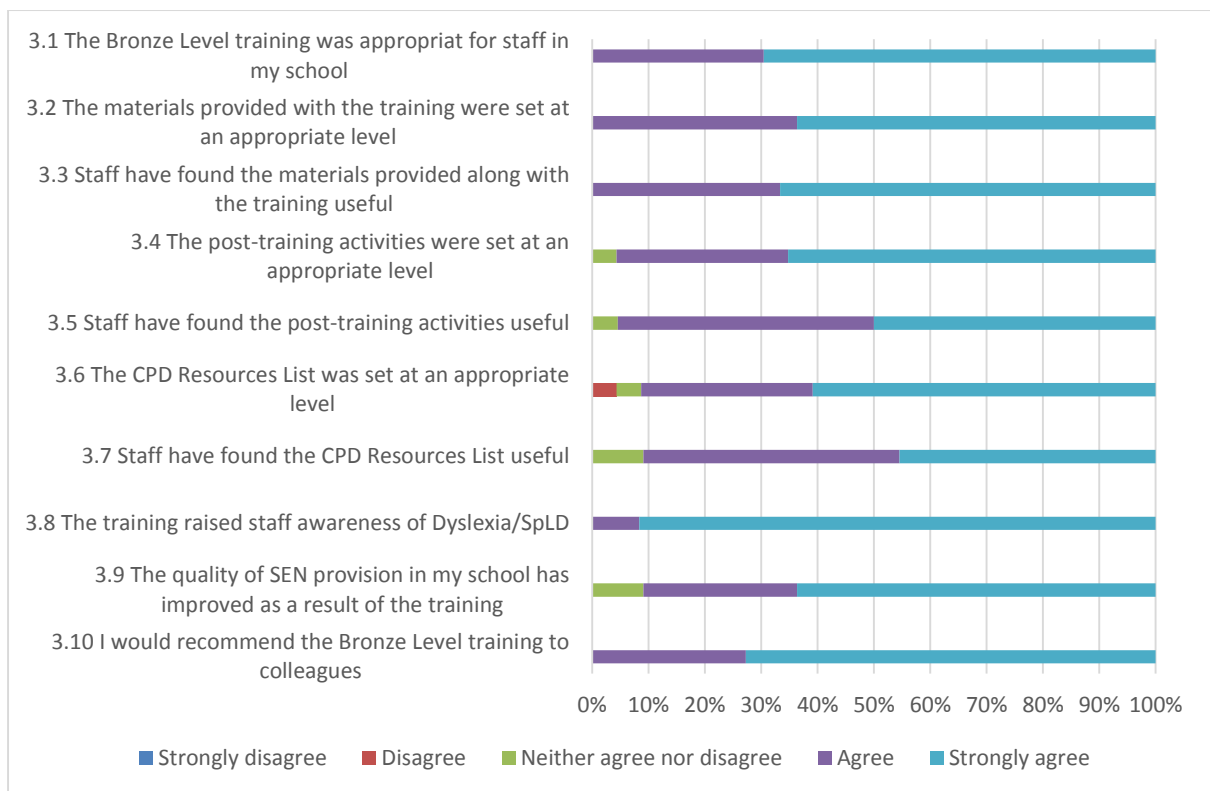


Chart 6: Relevance and impact of Bronze Level training

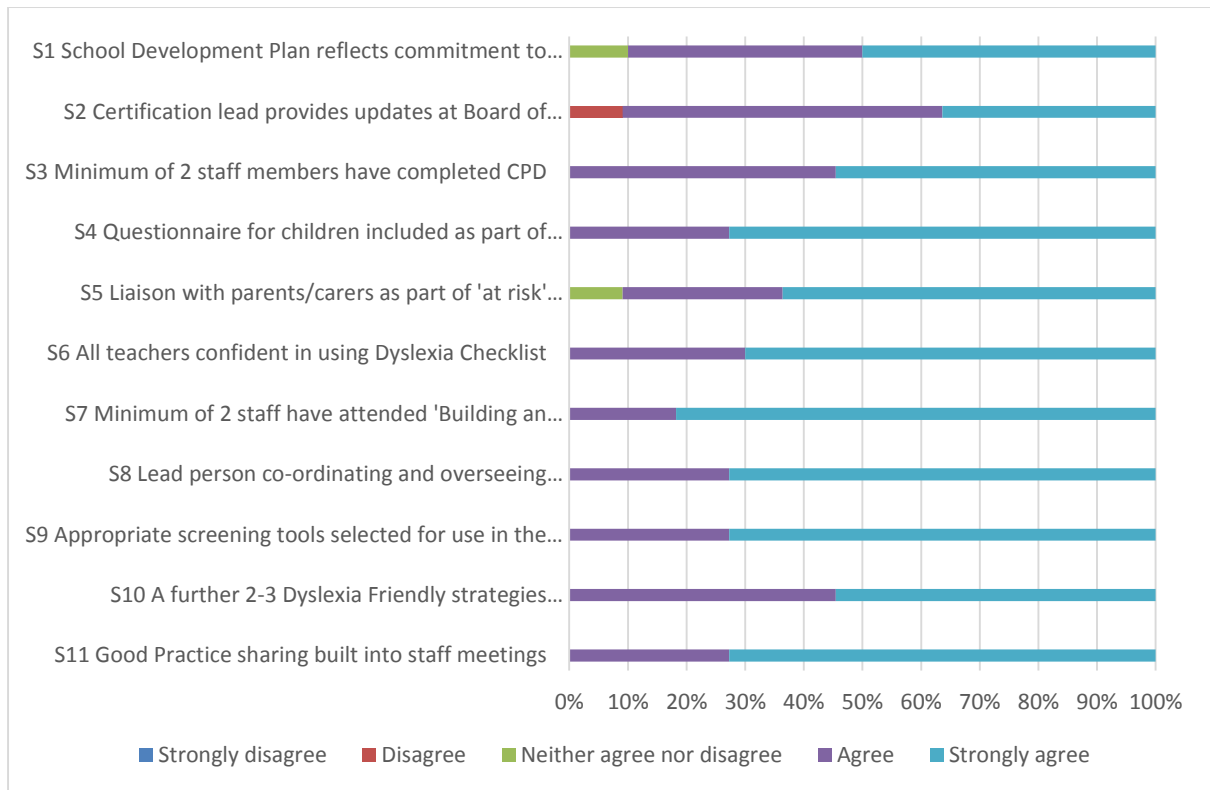


Chart 7: Certification Framework evaluation - Silver Level criteria

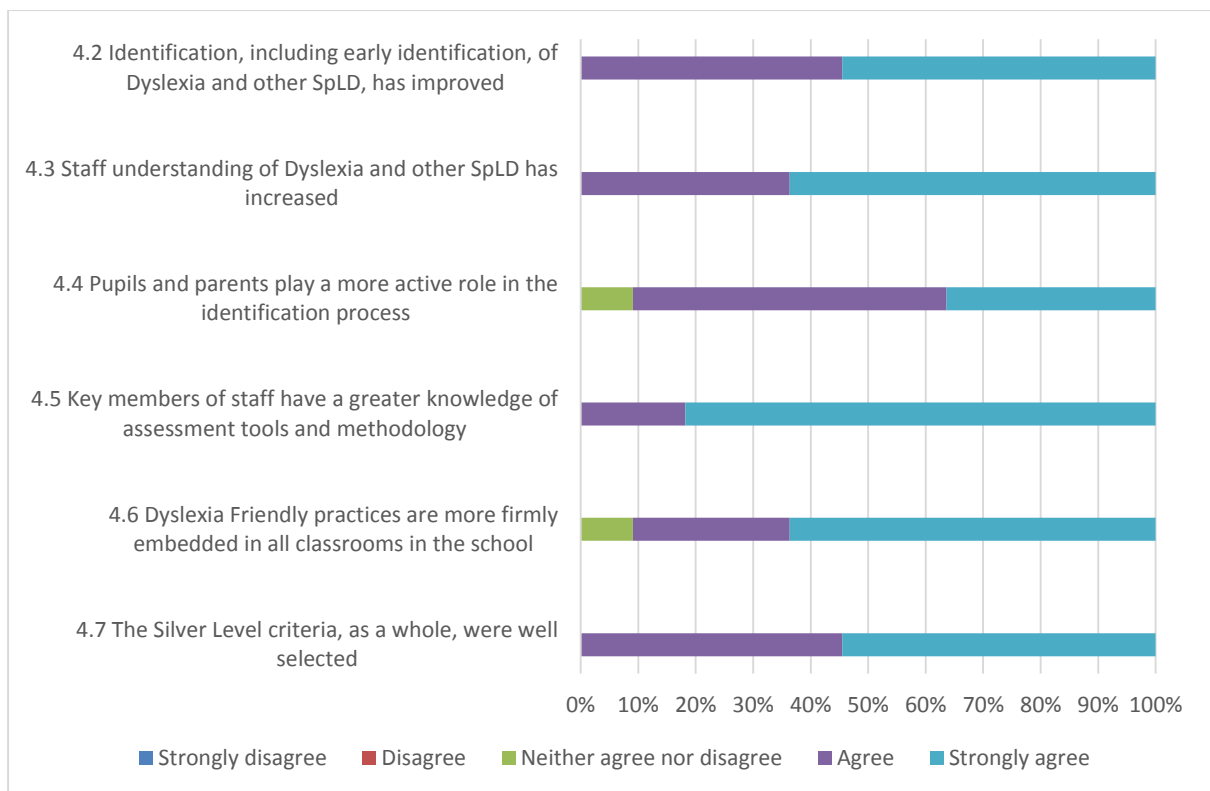


Chart 8: Certification Framework evaluation – results of Silver Award

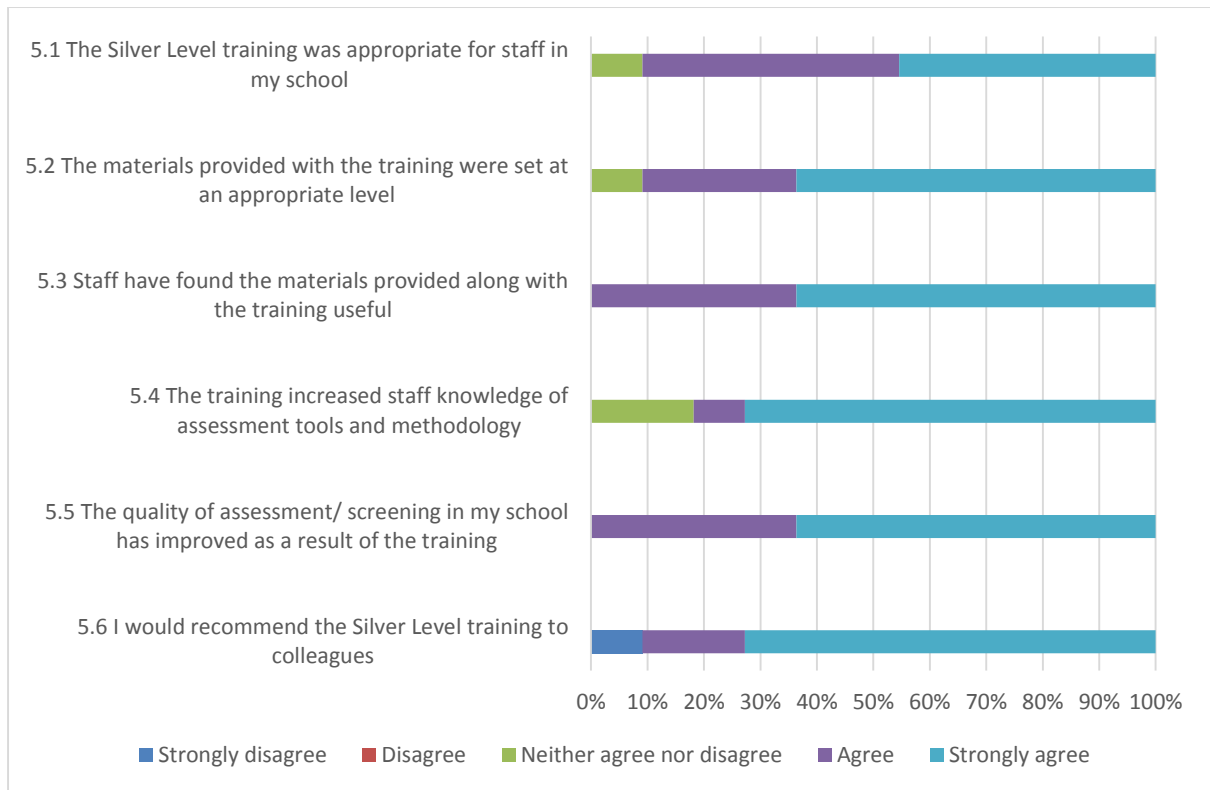


Chart 9: Relevance and impact of Silver Level training

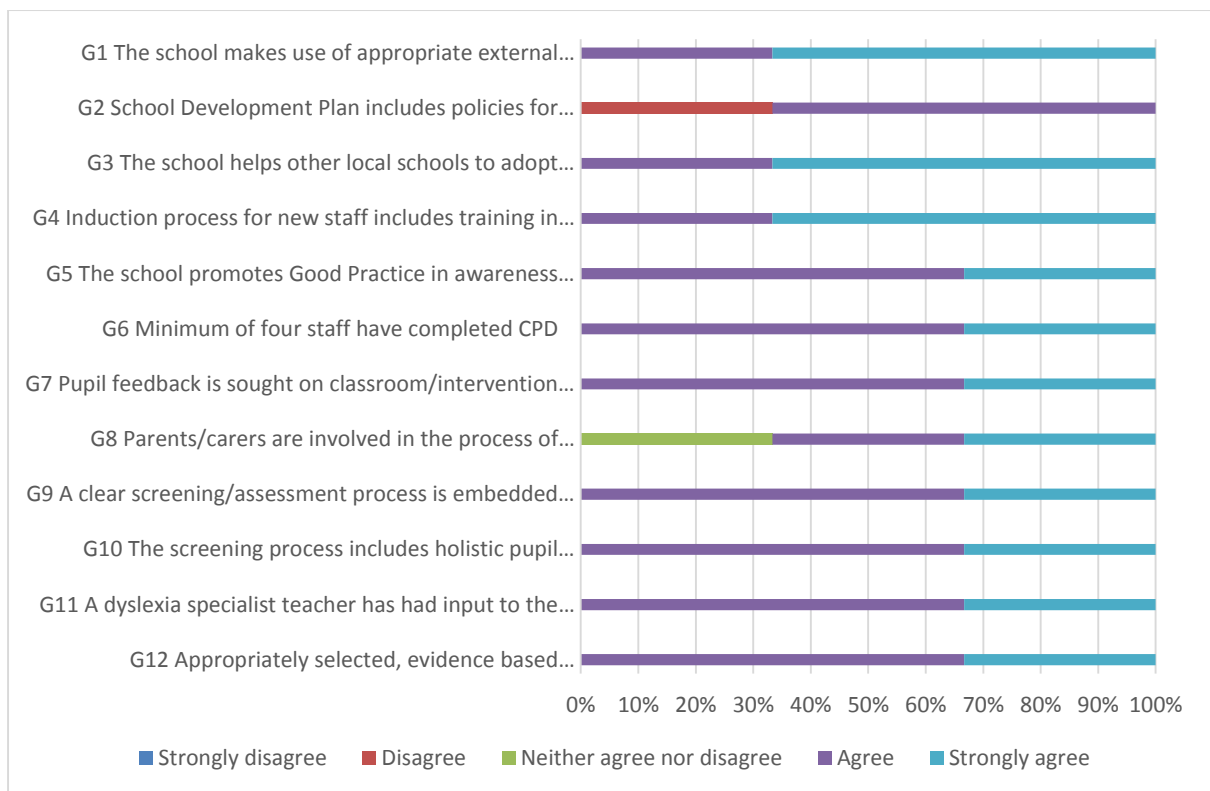


Chart 10: Certification Framework evaluation - Gold Level criteria

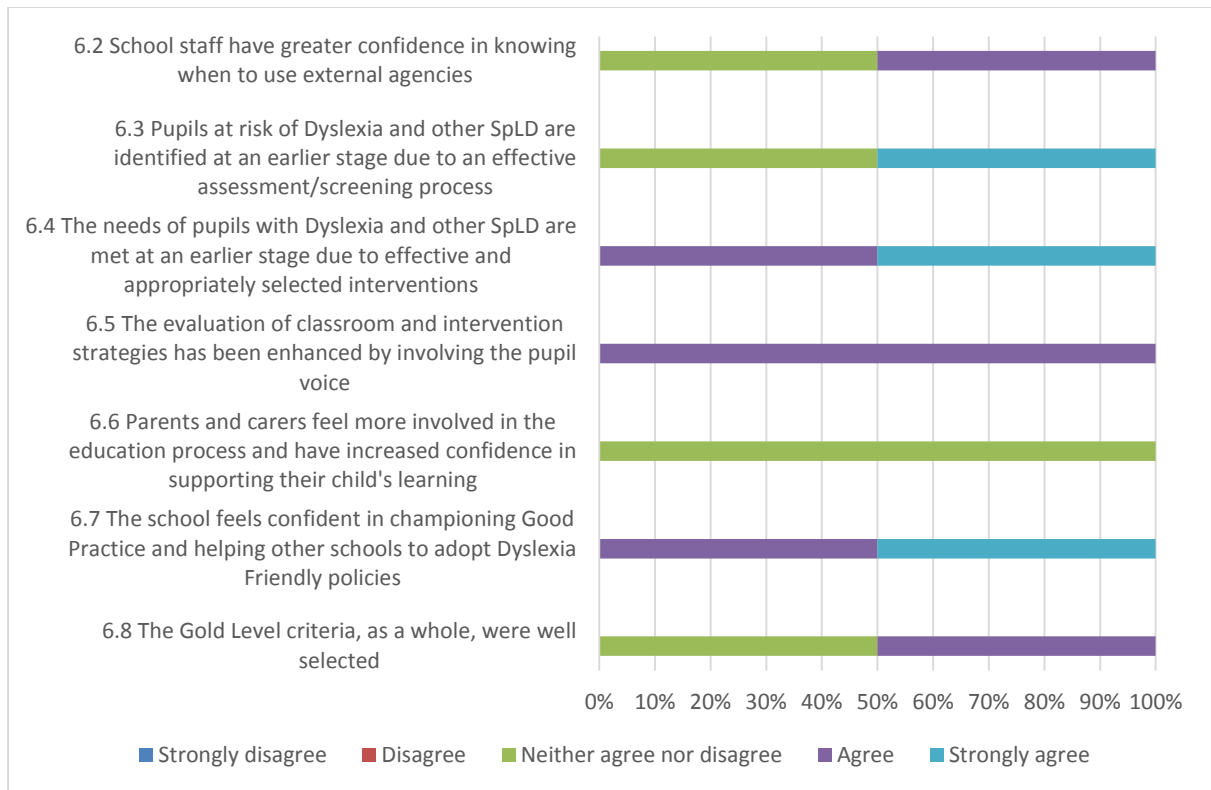


Chart 11: Certification Framework evaluation – results of Gold Award

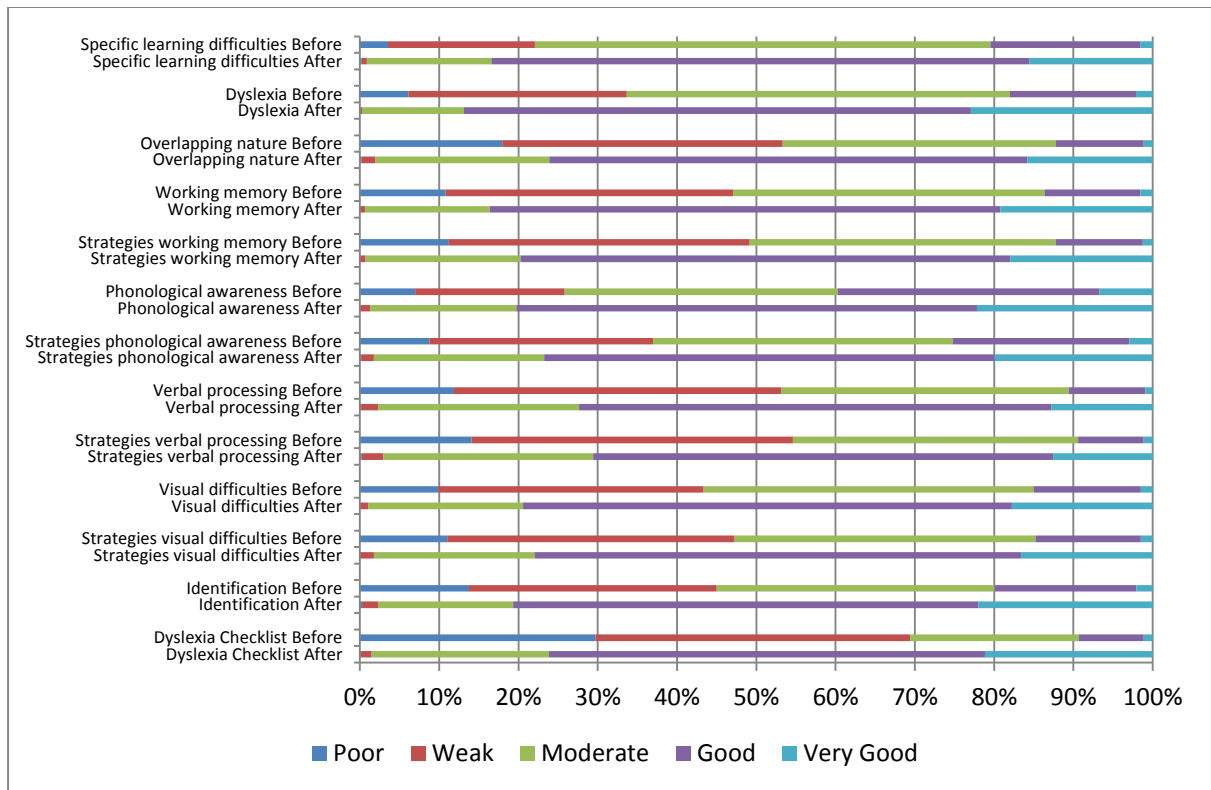


Chart 12: Awareness of Dyslexia - rate of understanding before and after training

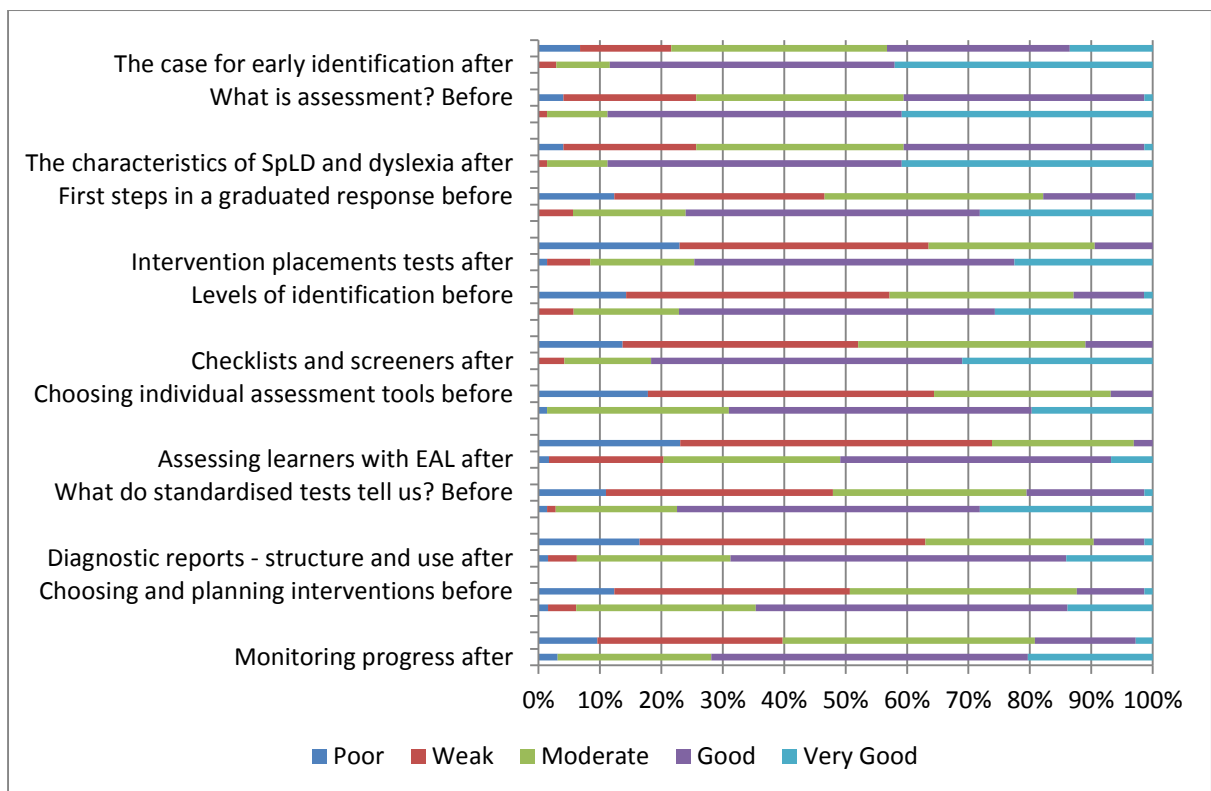


Chart 13: Building an Identification Toolkit - rate of understanding before and after training



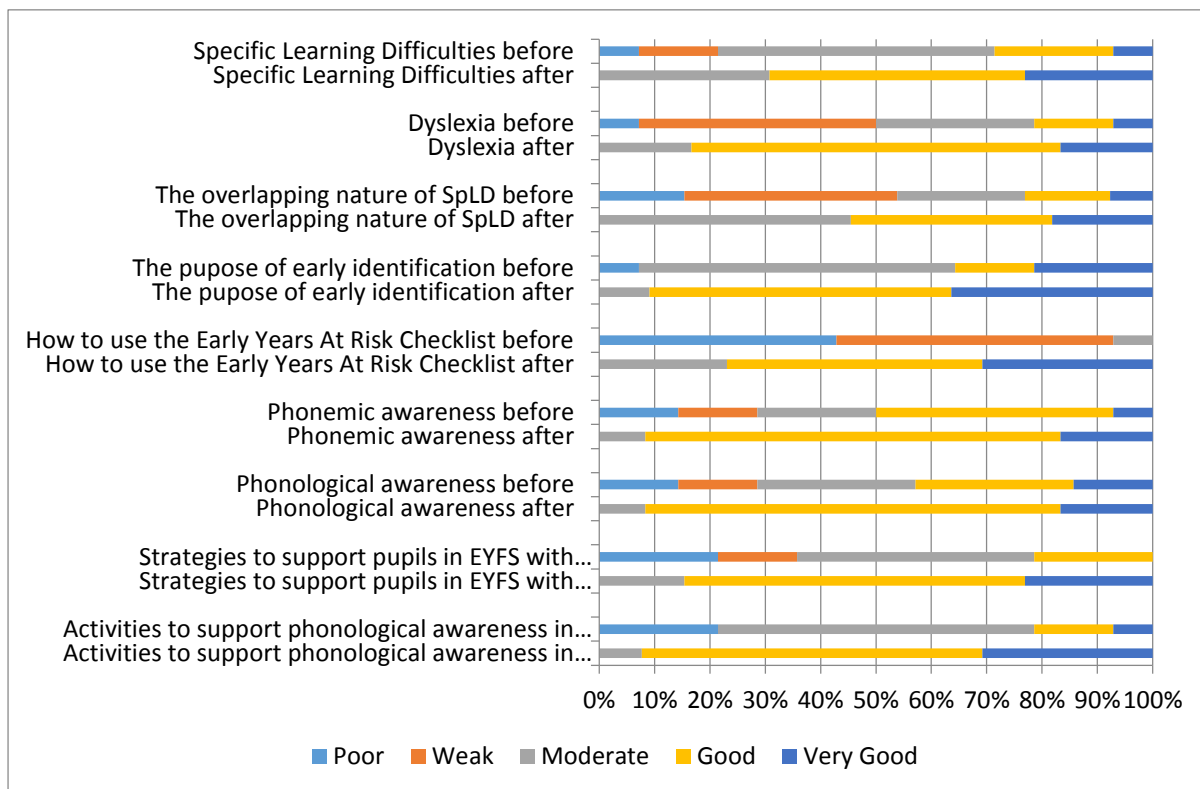


Chart 14: Early Years Training – rate of understanding before and after training

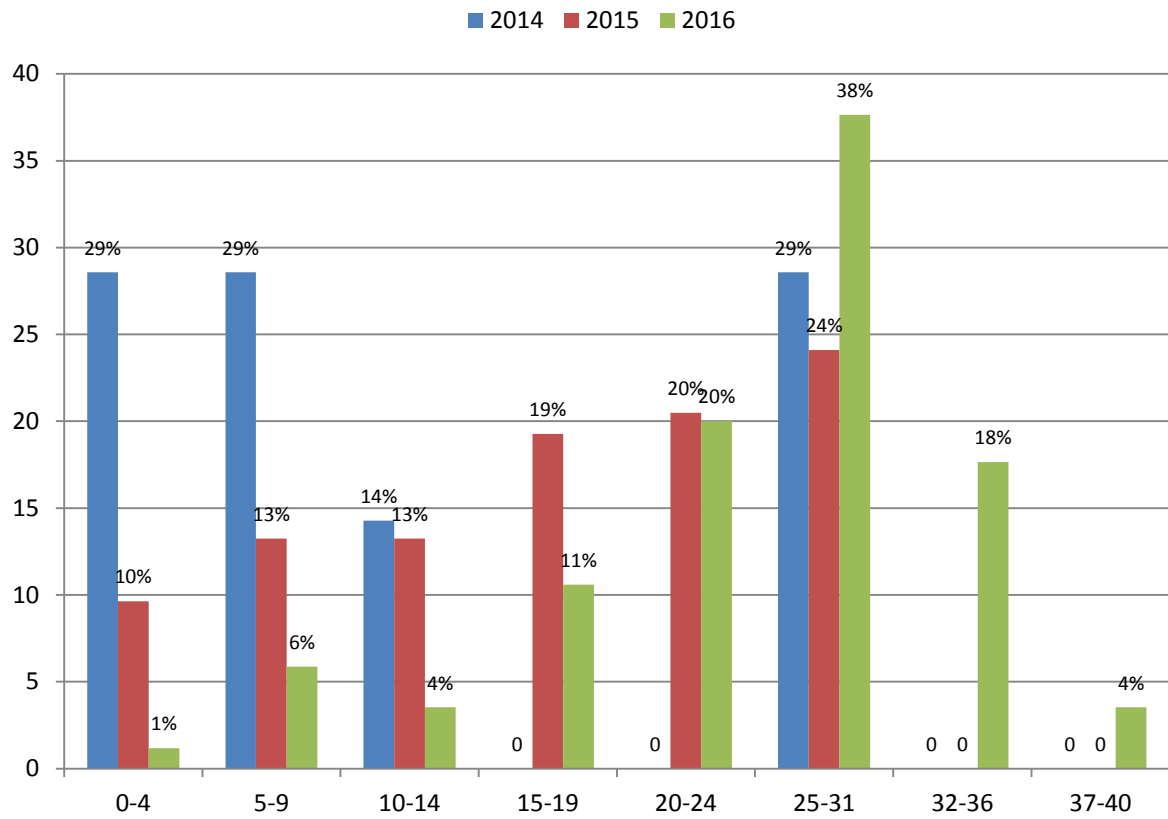


Chart 15: Percentage of pupils in Hull & Scarborough schools meeting the threshold score (32/40), 2014-2016

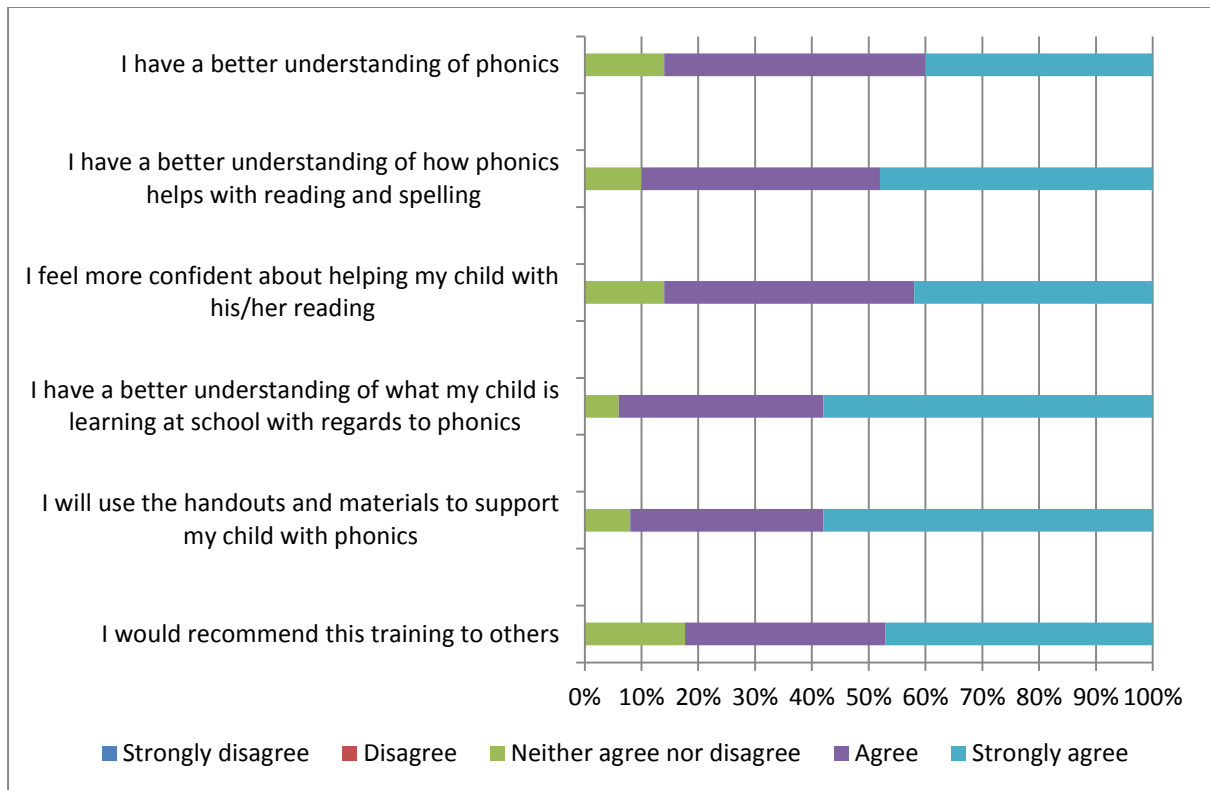


Chart 16: Parent/Carer Workshop evaluation

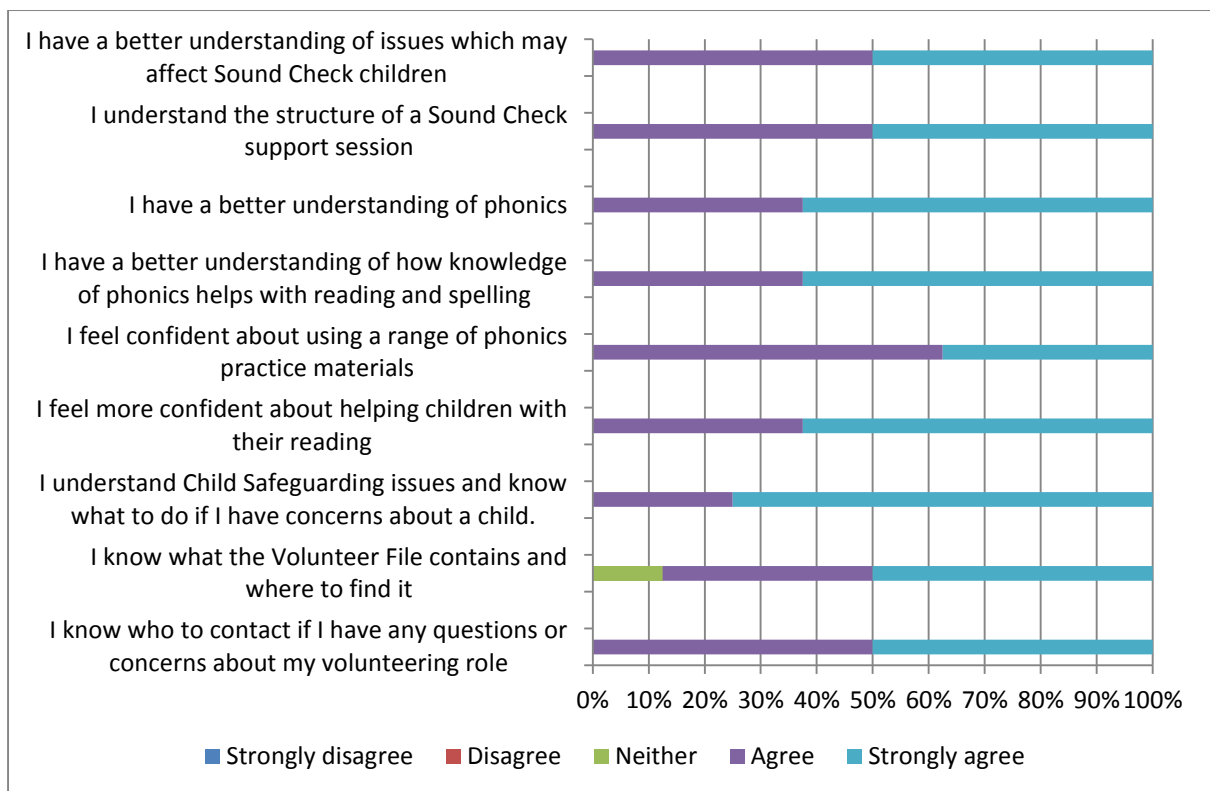


Chart 17: Volunteer training evaluation