

Teaching Schools Leicestershire

East Midlands Challenge Project Tackling disadvantage and closing the achievement gap

Case Study – Lexia

Summary

There was a 33 per cent gap between the proportion of Pupil Premium students achieving the benchmark of five A* to Cs including English and maths and the comparable attainment of their peers. This was linked to a substantial proportion of students in years 10 and 11 having reading ages below their actual age.

Name of school

King Edward VII Coalville

Brief description of what the case study is about

The effectiveness of the Lexia reading programme to narrow the gap, in reading, of pupil premium students and their peers. All students were asked to complete the programme.

Why did this work take place?

Analysis of the English literature results demonstrated that pupil premium students were not performing as well as their peers in reading.

Description of the work undertaken

Firstly, we tested all students, in year 10, on the NGRT reading test. This provided a standardized score and information linked to the aspects of the English GCSE exam. We also introduced the Lexia reading programme to all staff. It was the aim that all students would complete the programme and gaps would be narrowed. When the Lexia reading programme was introduced staff and students were supported in a variety of ways including:

- Students were encouraged to download the programme at home and spend 15-20minutes three- five times a week on it
- All teachers have a board saying-*This week I am reading* - in the classroom
- A focus of the week- either in the bulletin or an A3 paper copy that tutors discuss with the students and put up. This would be the basics of grammar to start e.g. Full stops but it could incorporate reading strategies e.g. skimming and scanning
- A book review by staff that we put onto the digital signage or school website.
- A section on reading on the website.

- The inset we did on LAC delivered to high school staff.
- Breakfast readers- half an hour reading session before school where students can work through the programme
- Our School Reads- The movie! This was used to introduce the programme to the students and was played on the digital signage.
- A whole school approach to some of the National events linked to reading- World book day/National poetry day.
- Tutors monitored the usage of Lexia and conducted structured learning conversations with their tutees.

Impact of this work

“The pupil premium provides effective support for eligible students. Targeted one-to-one tuition, reading programmes, mentoring, increased access to extra-curricular activities and work-related learning courses help students make good progress in their learning and their personal and social development.” OFSTED April 2015

There was a significant increase in English Literature results- students on or above target increased from 46% to 71% from the previous year. 76% of students made 3 levels of progress between key stages 2-4. This figure is 76%. The average reading age of year 10 is now 14.16, approximately their chronological age, and over the year there was an improvement of eight percentage points in the proportion of students with a reading age of 14 years or above, to 60 per cent. The average reading age of year 11 is now 14.7, having shown an improvement of five percentage points to 72 per cent in those with a reading age of 14 or above.

The proportion of students reading at age 16 or above. In September 2012, only 22 per cent of year 10 had a reading age above 16, but this has increased to 39 per cent. Comparable figures for year 11 show an increase from 38 to 55 per cent.

Key learning points

- All students and staff needed to be aware of the cross-curricular benefits of completing the programme.
- It was vital that tutors were promoting the programme and monitoring their tutees' progress.
- Offer rewards at the end of completing each level. Ensure that certificates are issued.
- It is essential that a designated person coordinates the running of the programme and can monitor the progress of all students.

Next Steps

LEXIA will be rolled out to all year 10 students in July on induction and Sept. Library lessons will be incorporated into year 10 English lessons to encourage extra-curricular reading. Literature taught in year 10 to focus on increasing reading ages and skills. It is the hope that this will then impact onto the English language grades in year 11. One lesson per week of LEXIA for the literacy groups in both year 10 and 11, will continue to take place.

It is important that the profile of reading and LEXIA remains a priority for staff. AS a result, half termly, all year 10 tutors will have LEXIA reports for all tutees to distribute during settling in parents' evening.

It is also inevitable that staff stay abreast with developments in relation to literacy across the curriculum. I will be ensuring that the team meeting for literacy continues to run and during staff meetings there is an agenda for literacy when the need arises.

Recommendations to other schools

- Designate a coordinator that can manage the running and oversee progress of the programme.
- Give training on the Lexia package to staff but also focus CPD on English in every subject and the value of that.
- Establish the ethos that every teacher is a teacher of English.
- Write to parents about the importance of completing the programme and provide them with regular updates of progress.
- Conduct reading age assessments at the start and end of each academic year- we used the NGRT programme.