



Helping struggling learners to close the gap

How Rapid is helping pupils to catch up in schools like yours



Rapid Family: Efficacy Research

As the world's leading learning company, Pearson is committed to ensuring that everything we do delivers a measurable impact on improving children's lives through learning.

Rapid has been designed by leading experts in helping struggling learners. In addition to expert pedagogy, huge care has gone into the design of all elements of the four Rapid programmes – Rapid Reading, Rapid Phonics, Rapid Writing and Rapid Maths. Whether digital or print, Rapid gives you dyslexia-friendly fonts and cool-factor design that hooks children in. Both the design and topics are geared towards older children even when the content is at a younger level, so that children don't feel excluded from the mainstream.

Successive studies have proven Rapid to double and even triple expected progress. Our latest study of Rapid Reading, with the online elements of the programme included, shows that the results can regularly outstrip even that, with four times expected progress in reading accuracy witnessed in our recent Worcestershire trial in over 50% of participants.

In a world of Ofsted inspections and increased accountability, you need to know that what you are buying really works and you need the data to prove it. So this Efficacy Guide to Rapid pulls together the results and feedback from schools up and down the UK who are using Rapid to great effect in their classrooms. It includes independent studies, teacher and pupil quotes and detailed case studies on how schools are delivering real results with Rapid.



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What children think of Rapid

“Playing games was good. I don't like maths but I like Rapid Maths better.”

Robert, age 10, Rapid Maths

“It's cool and fun and helps me learn my words. It helps me with my work in class. I use my fingers to count the sounds.”

Iestyn, Year 3, Rapid Phonics

“Now I love writing and I've got my pen license!”

Cameron, Year 5, Rapid Writing

“I love reading Rapid books – it's fun! And I love getting the rewards.”

William, Year 4, Rapid Reading

“It's fun to learn how to spell and read. The teacher makes it fun. I enjoy playing games – finger freeze and letter swap. I enjoy sound games and making new words. Rapid Phonics has helped me with my spelling. I like to picture sounds and sentences.”

Megan, Year 3, Rapid Phonics

Becoming an Outstanding school: Raising standards with Rapid

Rapid Family Wyndham Primary Academy

School Type: Medium-sized urban primary

Number of Pupils: 306

OFSTED Rating: Outstanding (Spring 2014)



Context: Wyndham is an average-sized Primary school with 306 pupils from 3–11 years. It has a much higher than average percentage of pupils eligible for Pupil Premium funding.

Wyndham Primary Academy opened in September 2012. Principal Angela O'Brien wanted to raise standards in the school, which had previously been a primary school placed in Special Measures.

Angela introduced Rapid Reading, Phonics, Writing and Maths to the school and has seen fantastic results from it. We went along to talk to Angela and two of the school's Teaching Assistants, Kelly Gallimore and Tania Waller, to find out more.

Why Rapid?

Raising attainment is a high priority at Wyndham and the staff set up intervention groups, but with up to 24 children in the groups at any one time, different plans from multiple class teachers and only two TAs to run the interventions, they needed something more sustainable. They wanted to be able to provide children with quality learning that could be proven by data. When they saw Rapid, they loved the fact that all the plans, resources and structure were provided so that very little else was needed. Rapid has given the school a consistent approach to struggling learners and has empowered Teaching Assistants to work independently.

“It's so easy to follow.”

(Kelly, Teaching Assistant)

How is Rapid used at Wyndham?

Wyndham has a separate intervention unit, known as the NEST, run by two very dedicated Teaching Assistants. The NEST is a bright, positive, friendly place where struggling pupils have the chance to make real progress in small group interventions. Pupils who need intervention are referred to the NEST for a term. Pupils come out of the main class lesson to work on the subject they need help with every day for a term, returning to their classroom for all other subjects. Whilst in the NEST, they use Rapid

Reading, Rapid Phonics, Rapid Writing or Rapid Maths to boost their progress in these subjects.

Staff assess children for reading or maths level and emotional development at the point of referral to the NEST, at the end of their term in the NEST and again one and two terms after they return to their class so that their progress can be measured and sustained.

“Rapid is our passion.”

(Angela, Principal)



What are the results like?

Staff assess children using a points system, where all children in KS2 are expected to make 4 points' progress per year.

Reading results

83% of the children working on Rapid Reading and Phonics during the 2013-2014 academic year made at least 1 point progress in a term, 50% made at least 2 points progress, putting them ahead of their target, and 21% made 3 or more points' progress in one term, putting them well ahead of their target. 15 out of 24 of these children were eligible for Free School Meals. Of the 12 children who were assessed again a term after they left the unit, all had made progress, all but one were on track to reach their 4-point target and one boy had made a full 7 points progress – that's almost two years' progress in just two terms.

Maths results

In Maths, 79% of children made at least 1 point progress during their term in the NEST and this progress continued for all children throughout the next term. 46% gained 2 points during their term on Rapid, putting them ahead of target, and 16% made a fantastic 3 points progress in one term – that's the equivalent of 1.5 NC sub-levels in one term.

Fantastic OFSTED results

In May 2014, staff at Wyndham were delighted to receive an Outstanding OFSTED rating. OFSTED commended the work in the NEST, saying that it makes a very significant contribution to the learning of children with special educational needs. They also reported that pupils known to be eligible for free school meals make outstanding progress and that the gap between these pupils and their peers is rapidly reducing. In the 2013 national tests for Year 6 pupils their results were similar to and sometimes above those of other pupils in all subjects.

Asked to sum up the school's experiences with Rapid, Principal Angela O'Brien told us she believed that Rapid was a key factor in their school improvement:

"Raising attainment is a high priority for us, and Rapid has really helped. Rapid creates structure and consistency to intervention sessions and it has given our TAs the confidence to work independently."

What other changes have you noticed?

The children love using Rapid – they are excited by it. Children have lost their prior attitude of reading being something they felt unable to do – now they love learning! Children love being referred to the NEST to work on Rapid – even the children in the school who aren't struggling want to use Rapid!

What do the children think?

We asked some of the children to talk about Rapid in their own words:

- "Rapid Reading makes you a higher level. I like all the books!" (*Rapid Reading and Phonics*)
- "The books aren't just boring. They're colourful and I like the ones with the dangerous animals." (*Rapid Reading and Phonics*)
- "I am more confident now. I like doing the homework!" (*Rapid Maths*)

How have parents reacted?

There has been a huge shift in the attitude of parents over the time the school has been using Rapid. A referral to the NEST is no longer seen as a stigma – now, it engenders excitement at the potential for their children to succeed. The NEST is seen as a unit for helping children to realise their potential and parents are very supportive of that. The NEST's doors are always open to parents, so they are able to discuss any concerns and see the progress their children have been making.



How Rapid quadrupled reading accuracy and comprehension in Worcestershire

Rapid Reading Trial in Worcestershire Schools



READING

Background

In 2013 Pearson launched the Rapid Reading online service. Previous studies into the Rapid books and CD-Rom software had shown that – used consistently – Rapid Reading could double children’s rate of expected progress. We believed that the new online programme was even better but were keen to test this to make sure. For this reason we contacted Wendy Robins of the Worcestershire Learning Support Team, to ask for her help in coordinating a trial of Rapid Reading across a range of schools and pupils.

Wendy recruited a total of seven schools in the county, who between them selected 41 pupils to take part in the three month study. Each child was given a reading log and sessions were recorded to ensure that the Rapid programme was followed as per the recommendation for optimal results. Parents were also contacted ahead of the trial to ask them to encourage and support their child with any online reading homework coming out of the trial.

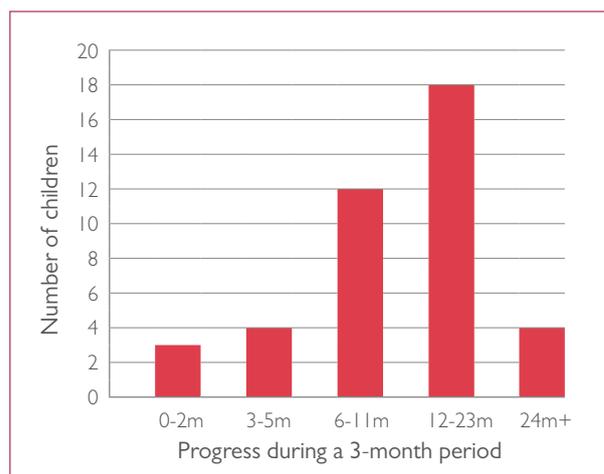
Headline Results

The results of the trial were overwhelmingly positive. Teachers and children alike enjoyed using the programme and parents reported seeing an increase in their child’s confidence and attitudes towards reading. Over half of the children made **four times the expected progress in reading accuracy**. That’s an average of 13 months’ progress in just three months.

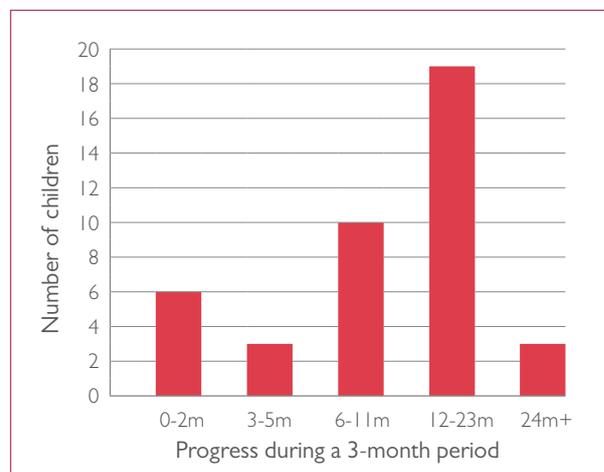
- **54%** of pupils made over 12 months’ progress in their reading age over the 3 months (that’s 4 times the expected rate of progress!)
- **83%** of pupils made at least 6 months’ progress (double the expected rate of progress!)
- **93%** made at least 3 months progress (i.e. at or above the expected rate).

We also saw a wonderful example of how Rapid really can change lives. One Year 4 boy made an amazing **35 months** progress in reading accuracy and an even more fantastic **45 months’** progress in comprehension. This took him from a starting reading age of 5 years 2 months to a reading age of 8 years 1 month (in reading accuracy) - meaning that he had effectively caught up to the level he should be at for his age in only **3 months**.

Progress in reading accuracy



Progress in reading comprehension



Results by school

The results showed some variance by school (see table below). This may be many environmental factors contributing to this, as with any study where the circumstances of the individuals concerned are all unique. It is worth noting that even in the schools with lower average progress in reading accuracy and comprehension, progress is still **double** the expected rate. In the best performing schools, average progress was 4.5, 5 and even 6 times above expected. There is no doubt that the impact of Rapid does rely to a certain extent on the way the programme is implemented by the teachers, SENCOs and TAs using it. The Rapid Professional Development courses are a key part of any new adoption of Rapid, helping ensure that it is used to its best effect.



Average Progress in Reading Accuracy and Comprehension by School

	Pupil 1		Pupil 2		Pupil 3		Pupil 4		Pupil 5		Pupil 6		Pupil 7		Average progress in accuracy (months)	Average progress in comprehension (months)
	A	C	A	C	A	C	A	C	A	C	A	C	A	C		
School 1	4	1	27	15	11	8	19	21	11	23	35	45			17.8	18.8
School 2	9	14	8	15	0	0	10	3	6	0					6.6	6.4
School 3	17	21	9	21	24	20	20	21	13	18	15	10			16.3	18.5
School 4	29	26	12	21	12	7	10	17	4	7	19	33			14.3	18.5
School 5	2	0	5	0	7	7	13	11	8	8	13	11	5	14	7.5	7.28
School 6	17	14	19	12	28	23	18	16	15	23					19.4	17.6
School 7	9	7	19	8	10	3	0	1	18	4	18	16			12.3	6.5

Equivalent number of months' gain in reading age over the course of the trial in: A = Accuracy, C = Comprehension



Results by Year

The average progress both in reading accuracy and comprehension all falls within a range of 10.5–16 months across the year groups, showing that Rapid is a successful intervention at whatever point it is introduced, making it a great option for Year 6 pupils when other approaches have not worked.

Average Progress in Reading Accuracy and Comprehension by Year

	Year 3		Year 4		Year 5		Year 6	
	A	C	A	C	A	C	A	C
Pupil 1	4	1	19	21	9	14	29	26
Pupil 2	17	15	11	23	8	15	12	21
Pupil 3	11	8	35	45	0	0	12	7
Pupil 4	20	21	17	21	10	3	19	33
Pupil 5	13	18	9	21	6	0	19	8
Pupil 6	15	10	24	20	10	17	0	1
Pupil 7	18	16	2	0	4	7		
Pupil 8			5	0	17	14		
Pupil 9			7	7	19	12		
Pupil 10			13	11	28	23		
Pupil 11			8	8	18	16		
Pupil 12			13	11	15	23		
Pupil 13			5	14	9	7		
Pupil 14					10	3		
Pupil 15					18	4		
Average Progress (months)	14	12.7	12.9	15.5	12	10.5	15.1	16

A = Accuracy, C = Comprehension

Pupil, parent and teacher feedback

The majority of feedback from teachers, parents and children alike was positive. Satisfaction surveys were completed by two of the schools involved in the trial, and these schools also provided full before and after attitudinal surveys for the children involved, and a follow-up questionnaire for parents:

"I think the trial went very well. I liked it as it was so much easier than using the discs which resulted in more children being able to access Rapid. The children all really liked it. They were always keen to come and read and loved the reward system."

Jean Green, TA, Chawson Primary, Worcestershire

"The pictures kept my child interested which made her read on. She loved the reward system too. My child is more confident in her own reading ability; she will read on her own without being asked to."

Mum, Chawson Primary, Worcestershire

"His overall ability has improved and his willingness to read is much better. He is much happier to read and shows enjoyment in it."

Mum, St. Oswald's Primary, Worcestershire

"My favourite thing about Rapid is reading on the computer."

Child, St Oswalds Primary, Worcestershire

Conclusion

Used consistently and effectively, Rapid Reading has an incredible impact on children's progress in reading. The data from the Worcestershire trial shows that Rapid is a powerful reading intervention tool throughout Key Stage 2, and works well for both girls and boys. The online books and rewards add a layer of motivation, particularly for reluctant boy readers. The consistent theme that comes through from the pupil, parent and teacher feedback forms is that Rapid helps children feel more confident in their reading, and that Rapid helps develop comprehension skills in conjunction with reading accuracy, creating more rounded literacy skills.

Get 'sky high' results with Rapid Professional Development!

Case Study: St Nicholas C of E Middle School, Worcestershire

School Type: Medium-sized rural middle school

Number of Pupils: 317

OFSTED Rating: Satisfactory



READING

Context: St Nicholas C of E Middle School had been using the printed Rapid reading books with their struggling readers for many years and were happy with them. They had also had some limited experience of using the old-style Rapid software on CD-Rom. However, the three Special Needs Educational Teaching Assistants hadn't previously felt very confident using the software, and were keen to learn how to help children get the most out of Rapid reading sessions.

When they got the opportunity to trial Rapid Reading online as part of the Worcestershire trial (see page 6) they jumped at it, but felt they would appreciate the extra support of Rapid Professional Development to help them get to grips with how to use Rapid to really make a difference to their pupils.

“The results were amazing!
Levels have gone sky high!”

Having undertaken the two-day Rapid training, they all felt far more at ease with the technology, and began to integrate it much more in their reading catch-up sessions. The training gave them the knowledge and confidence to use the Rapid printed books and eBooks using best practice, ensuring good progress for all their struggling readers. Sally took on the mantle of Rapid Online champion, working with 5 children 3 times a week for 20 minutes, and soon saw the difference: 'The results were amazing! Levels have gone sky high!

'We learned how to assess children at the end of each book using the Quiz pages – we now do this in school to improve comprehension.

'We hadn't used Rapid online before, so it was useful to learn how to get the most out of the eBooks. One example of how this has worked is finding out about the recording activities. After using this feature and listening to his own reading, one boy realised he sounded like a robot – it was a moment of realisation for him as he then was able to correct himself, and his reading has been better ever since.

'Doing the training together felt like a shared experience – a blank slate. We were able to support each other and share a sense of achievement. Once we got past the fear of using the website and the barrier of getting children set up we realised that it wasn't difficult after all!

'I would recommend the training to other schools. It gives you a clearer view of how to use the books correctly – and shows you the benefit of not cutting corners.'

The training was delivered by Crispin Evans, Educational Consultant for Pearson, who was delighted to see the teaching assistants grow in confidence – and excitement – as the training progressed. 'The training is great for breaking down those technical barriers, but that's just a small part of it. We look at areas such as best practice for shared reading and guided reading using the printed books – how to balance online and print, and how to get the best out of a one-to-one session with the teacher; for example how to generate discussion about the book, and how to teach the children to read with purpose.

'Training also gave them a good view of the child's experience so they were able to fully support children and parents.'

After the training, all children made progress above what was expected and one made nearly 5 times the expected progress. All made more than double the expected progress in reading comprehension.

Making catch-up cool: motivation is half the battle!

Case Study: The NFER's study of Rapid Reading intervention



READING

Context:

The NFER (The National Foundation for Educational Research) carried out an in-depth research study in Rapid Reading in 2006, trialling Rapid in 12 schools across the UK. The schools involved in the study included a mixture of urban and rural schools with varying numbers of pupils on FSM or with statements, and a wide variation in ethnic diversity. The trials took place over a period of 3 to 4 weeks in the summer term, with the running of them left to the discretion of the individual schools. The results from the trials were then collated by the NFER and pulled together into the Rapid Reading intervention: case study report, which you can read in its entirety at www.pearsonprimary.co.uk/rapidNFER

The trial provided a bank of qualitative data and anecdotal evidence about the impact of the Rapid programme on struggling readers – particularly in terms of their motivation and confidence.

- Many teachers and teaching assistants were impressed with the impact on pupils' confidence and their socialising skills. It was felt that being able to take facts back to class and share them with others and talk about the jokes was a valued aspect of the books.
- Many schools felt the books were motivational and highlighted examples of reluctant readers who were quite captivated by the books and were enjoying using them.
- The way the books were presented was valued by most schools. This included the mixture of cartoons with real-life images, short paragraphs of text and colourful images.
- Schools liked the length of the books, which they felt were motivational and helped improve pupil confidence because pupils were able to finish a book.
- Some schools felt that the books had a 'grown up' feel to them which was particularly useful in working with older pupils who may not have felt comfortable reading books they felt were 'babyish'.
- The separate fiction and non-fiction texts were well liked. Some schools felt that the non-fiction text was particularly appealing to pupils and that they liked reading about real life facts and information.



Using Rapid Phonics for Early Intervention

Independent Report: Neath Port Talbot Rapid Phonics Pilot, Summer Term 2013



PHONICS

Context: In 2013, Neath Port Talbot LEA conducted an independent trial of Rapid Phonics in schools in their area. You can find their full report on our website at www.pearsonprimary.co.uk/rapidNPTtrial

Pilot Protocol

Initial training was held on February 7th, 2013 for two representatives (one manager, usually a member of the SMT /Language Coordinator /SENCO, and one Rapid Tutor, usually, but not always, a TA) from each of the 13 schools invited to join the pilot.

Schools were asked to target six to twelve pupils in Year 2 or Year 3 for this intervention and were provided with the programme resources including single copies of the decodable books. They were also given access to the electronic versions of the books online. The chosen pupils were to receive at least two sessions of Rapid Phonics per week.

The Salford Sentence Reading Test (pre-2012 version) was chosen to determine a reading baseline as many schools already use it to track pupil progress in Rapid Reading. In addition, the Schonell Spelling Test was used to establish a writing baseline.

Of the 13 schools who attended the original training, 11 felt able to run the programme for the trial period and provide baseline and progress data for their target pupils. Two schools included Year 1 pupils because by the Summer term those who needed extra support had already been identified by their teacher. Where need was apparent, some KS2 settings included Year 4 pupils in addition to those in Year 3.

The initial pilot lasted a week under 3 months (excluding holidays). In line with usual intervention protocols, gains of 6 months or above (double “real” time) were of particular interest.

Outcomes

Data was collected on 106 pupils targeted for the project, spanning Years 1 to 4.

Total number of pupils: 106	Year 1		Year 2		Year 3		Year 4	
	B	G	B	G	B	G	B	G
	5	8	15	13	25	27	9	4
Total pupils per year	13		28		52		13	

B = Boys, G = Girls

Total number of pupils: 106	Year 1		Year 2		Year 3		Year 4	
	FSM	NFSM	FSM	NFSM	FSM	NFSM	FSM	NFSM
	10	3	2	26	21	31	5	8

FSM = Free school meals, NFSM = No free school meals



In terms of percentage gains in reading and spelling, the following results were found:

Reading progress by cohort and gender

	Year 1		Year 2		Year 3		Year 4		Total %	% Boys	% Girls	% FSM	% NFSM
	B	G	B	G	B	G	B	G					
Gain of 6m +	3	4	12	10	20	24	7	2	77%	78%	77%	69%	82%
Gain of 1 – 5m	1	4	1	3	3	1	1	1	14%	11%	17%	13%	15%
No change	1	0	2	0	2	2	1	1	9%	11%	6%	18%	3%
Loss	0	0	0	0	0	0	0	0	–	–	–	–	–

B = Boys, G = Girls

Scores based on Salford Sentence Reading Test (pre-2012)

Spelling progress by cohort and gender

	Year 1		Year 2		Year 3		Year 4		Total %	% Boys	% Girls	% FSM	% NFSM
	B	G	B	G	B	G	B	G					
Gain of 6m +	3	7	11	7	11	12	5	2	55%	56%	54%	56%	54%
Gain of 1 – 5m	2	1	4	6	9	10	3	1	34%	33%	34%	31%	35%
No change	0	0	0	0	2	2	0	1	5%	4%	6%	5%	4%
Loss	0	0	0	0	3	3	1	0	6%	7%	6%	8%	6%

B = Boys, G = Girls

Scores based on Schonell Spelling Test

As can be seen, gains in reading of over 6 months were more readily achieved than in spelling. This lag might well be expected as decoding is generally accepted as being in advance of encoding, especially in the acquisition of early or emergent skills. If reading involves the learning of a skill set that enables the reader to recognise words and their parts and convert them into sound and meaning, it is at least bound within an extant context that remains constant and can offer up a range of cues. Writing, on the other hand, is all recollection; starting with a blank page, a context must be created from scratch (composition), and, moreover, a context that must conform to grammatical rules and graphic conventions in order to be successfully transcribed.

Interestingly, there was some suggestion (though not statistically conclusive) in the raw data that the gap between reading and writing gains was less pronounced in younger pupils. Perhaps they have had less time both to experience a range of reading contexts and to develop patterns of failure. They are closer to the learning of their peers and educated, for the most part, in a phase where emergent writing is understood and valued. For

Year 1 pupils in the pilot, in particular, the intervention is also closer in time to their original experience of phonics and thus might feel more like consolidation of recent learning than breaking fresh ground.

Clearly, these tentative findings confirm well-researched statements on the importance of early intervention but also have implications for the teaching of writing in Key Stage 2. Certainly, in Neath Port Talbot, intervention has historically been focused on reading rather than writing, and one wonders how much opportunity children have to compose and scribe meaningfully “at their own level” in the mainstream classroom; how much explicit teaching occurs that scaffolds the emergent stage (while still enabling pupils to develop as thinkers, speakers, listeners and readers); and whether formative assessment is diagnostic enough to support next-steps improvement. The “low thresholds, high ceilings” principle of differentiation is a challenging one for schools to take on board, but is ultimately the only way forward for “closing the gap”, an aim that permeates all aspects of literacy.

Qualitative Response

In addition to the baseline and progress data, schools were asked to respond to a questionnaire: Nine of the eleven schools submitted a response, and the following is a summary of the views they expressed:

“...an excellent way to find out exactly where the children need to begin.”

- All found the Rapid Phonics assessment process straightforward to administer and “*very informative... an excellent way to find out exactly where the children need to begin.*” The number of sessions per week varied from two (the minimum entitlement for the pilot) to four and sessions lasted from twenty to forty minutes, depending on the contingencies of the time-table. Group sizes varied, but the model of four pupils at a time was favoured in most Foundation Phase settings, rising to a maximum of six in KS2. One school with a particularly limited time allocation tried to run two sessions a week with 10 children (in two groups of five) which resulted in two fifteen minute mini-sessions, far too short a time to cover the full range of systematic activities. After this had been picked up by LEA observation, staff had the opportunity to see a model session and the school has since decided to reorganise the way it runs the programme.
- All schools agreed on the clarity of session plans (“*very clear instructions*”) and most had successfully organised resources in advance of teaching so that transitions during sessions ran smoothly. In several settings programme resources were usefully supplemented with additional ones e.g. magnetic boards and letters for the sound swap activity; sandboxes for additional rehearsal of grapheme formation; handwriting sheets to support the same; grapheme “vests” worn by pupils for human word building. Some schools used books to record dictation activities, thus providing useful evidence of progress, while others used whiteboards (although it would be worth investing in lined boards for this). One school successfully experimented with traditional handwriting books (four lines per letter) to do this and found that letter formation noticeably improved.

“...engaging and fun.”

- Most children made satisfactory progress although, unsurprisingly, for the majority of pupils reading was felt to have outpaced writing. Most pupils found the sessions engaging and “*fun*”. Pupils placed in the same group did not always progress at the same rate and some settings attempted to counter this by subdividing groups (especially where there were more “challenging” pupils) or, in one case, by providing supplementary 1:1 sessions to consolidate learning. In terms of evidence of progress beyond the programme, several respondents commented on the early transference of skills into the mainstream classroom: “*...Children’s skills improved, but their confidence also improved and they were able to use these skills in their everyday work.*”
- Most schools felt that more work needed to be done to “creatively” develop home links round the programme. Most had informed parents by letter or phone that their children would be involved in the programme and are planning to attempt to bring parents of the next cohort into the school to give a fuller explanation of its content and opportunities.

All schools felt that outcomes for most pupils had met their expectations or exceeded them and are planning to use the programme again in the new academic year. Many of the target children will move out of Rapid Phonics and on to Rapid Reading or the ESTEEM project (an LEA literacy intervention), while new children will be targeted for the Rapid Phonics programme.



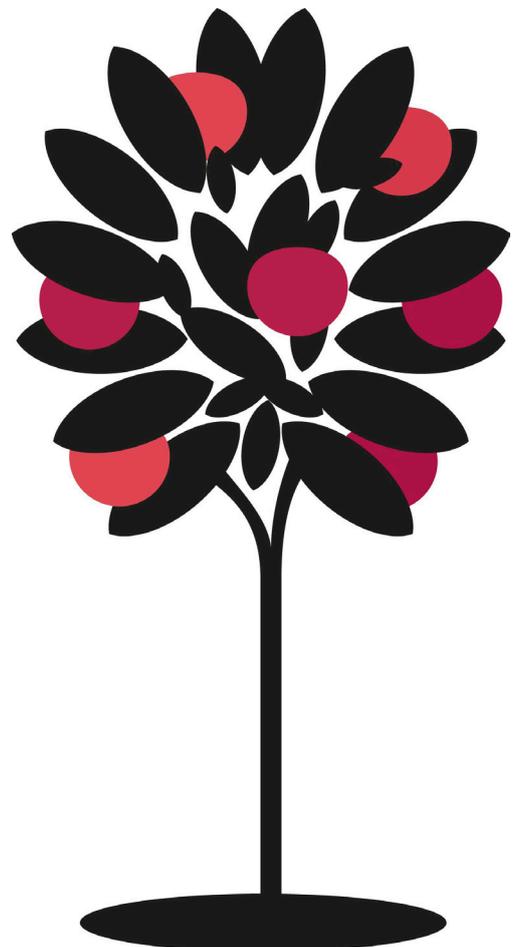
Sustaining and building

From their responses, schools clearly intend to continue to use the programme as part of their provision map of support for pupils identified as under-attaining. However, we would urge schools to consider certain priorities to ensure that pupil progress can be sustained beyond the intervention:

- early identification of need and early intervention (e.g. Year 2 in FP and Y3 in KS2);
- clear entry and exit strategies;
- continued collection of baseline and progress data to support and evidence monitoring and evaluation, including examples of pre- and post-teaching independent writing;
- ironing out problems with e-book access so that pupils can be allocated extra practice-time in school if access is unavailable at home;
- creating ways for the decodable books to be utilised more effectively;
- as soon as appropriate, pupils to move from Rapid Phonics to Rapid Reading;
- whole-class guided reading sessions to continue to support target pupils at an appropriate level of challenge, using flexible groupings to reflect movement in pupil progress;
- teaching of reading and, particularly, writing in the mainstream classroom to refer to useful strategies used in the intervention, therefore a shared knowledge of phonics required across school in line with Estyn guidance;
- creating more formalised channels for staff and parents to report on any progress observed;
- trying to engage parents in the learning of their children, particularly with the potential for home use of the e-books.

We would like to thank all the schools, staff and pupils who participated in this project.

Neath Port Talbot Literacy Team, November 2013



Whole class quality first teaching with catch up interventions for those at risk

Independent Report: Sound Discovery Research



Context: Sound Discovery is the synthetic phonics programme on which Rapid Phonics is based. Its effectiveness was researched across 950 children in 56 schools.

“15 months ahead of their age.”

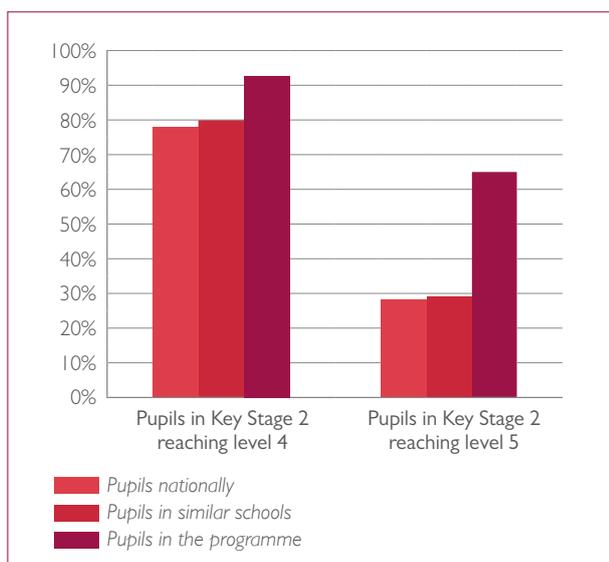
Advancements in reading and spelling ages

Children entering school with low language assessments were on average 15 months ahead of their age for both reading and spelling after using Sound Discovery.

- Both boys and girls made good progress.
- Children with free school meals (i.e. eligible for Pupil Premium) obtained scores above their age in reading.
- Children with English as an additional language reached the expected level for their age in reading and spelling.

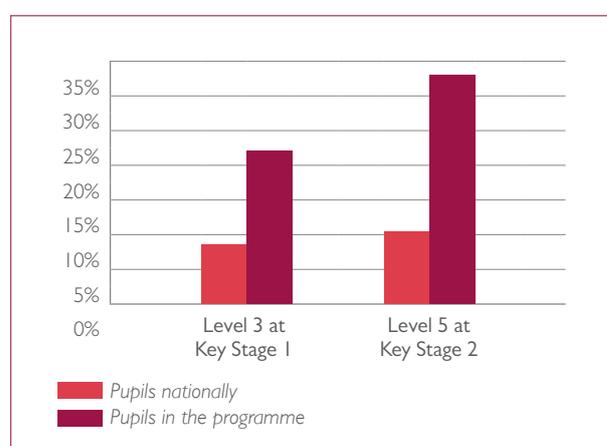
Reading and writing SATs levels well above the national average

Children who had used Sound Discovery throughout primary school achieved above the national average in KS1 and KS2 tests:



Boys achieved high levels in writing

Particularly noticeable was the performance of boys who achieved well above the national average in writing:



Wave 3 intervention

When used as a Wave 3 intervention, Sound Discovery accelerated rates of progress. Children who were experiencing difficulties made on average 3 times the expected progress in reading. This is well above the recommended rate of progress for an effective intervention.

One child said, “I can try to think what sound is in the word and I can write it. Before Sound Discovery it was really tricky for me.”

One parent said, “I thought it was one of the most positive things she’d done. There was a marked improvement confidence-wise and in her ability during the time. Now she’s enjoying reading – and flying.”

Sound Discovery has been effectively used with pupils from Reception to Year 8 with a wide range of needs including:

- dyslexia;
- moderate learning difficulties;
- autism;
- attention and concentration difficulties;
- speech and language difficulties;
- emotional and behavioural difficulties; and
- English as an additional language.

Motivating and fun

Teachers and pupils highlighted the motivating and enjoyable nature of Sound Discovery. For example, one child commented: *"It has helped me with my sounds and spelling and it's fun!"*

“Can we do some more during playtime?”

The headteacher at one school noted the way in which reluctant readers and writers moved from saying, *"no" or 'I can't' ...to 'I can' and 'Can we do some more during playtime?'*

Easy to use

Schools found Sound Discovery easy to use. Teachers highlighted the clear, manageable lesson structure and the simplicity of the resources. Learning support and teaching assistants also found the materials straightforward to use. One learning support assistant commented that the manual was *"simple and clear"*.

Summary of Results of Local Authority Wave 3 Intervention Studies using Sound Discovery, 2003-2010:

Date	Reference	Year Group(s)	Numbers	Schools	Taught by	Reading Accuracy Ratio Gain	Spelling Ratio Gain	Time
2003	Norfolk CC	YR – Y6	17	1	Teachers/Teaching Assistants/Group	3.8	2.7	10 wks
2004	BANES LA	Y3	18	4	Teachers/Teaching Assistants/Group	3.3	1.1	20 wks
2005	Norfolk CC	Y2 – Y8	47	13	Teachers/Teaching Assistants/Group	1.8 – 5.3	1.4 – 3.2	12 wks
2008	Wiltshire CC	Y2 – Y3	46	15	Teachers/Teaching Assistants/Group	3.7	1.9	3-4 months
2009	Wiltshire CC	Y2 – Y3	52	11	Teachers/Teaching Assistants/Group	2.9	1.9	9-12 wks
2010	Wiltshire CC	Y2 – Y3	70	12	Teachers/Teaching Assistants/Group	3.1	1.4	9-12 wks



Using Pupil Premium Funding to buy Rapid

Rapid Phonics: Blakehill Primary School, Bradford

School Type: Large-sized urban primary

Number of Pupils: 420

OFSTED Rating: Good



PHONICS

Context: Blakehill is a larger than average primary with 420 children from a wide variety of backgrounds. It received a 'good' rating in the last two OFSTED inspections. We talked with Assistant Head, Annette Patterson about her experiences of Rapid Phonics in Blakehill:

What resources do you use for phonics teaching?

Here at Blakehill we use Phonics Play based on Letters and Sounds and Rapid Phonics is our main intervention for children not making the expected progress in reading. We purchased it on a recommendation from another school with our Pupil Premium funding.

How did you introduce the resources to your staff – did you buy the Rapid Phonics CPD training course?

James, our Pearson Sales Consultant, arranged for a trainer to go into school which was fantastic as we didn't have to take staff out of school!

So the crux of the matter – what difference has Rapid Phonics made at Blakehill?

The staff delivering the intervention love it. Everything they need is in place, allowing the full 20 minutes of each intervention session to be really focused and effective.

The teaching notes really support the teaching assistants, and enable anyone who has been trained to deliver effective sessions 'off the peg'. One support staff member said 'I have not seen impact like this before'.

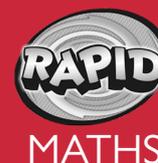
I have never found a child it did not work with and children no longer remain on interventions for long periods. They love the snappy lessons!

By using the placement tests every six weeks we tracked children's progress through the phonic steps. We deliver a phonic test to all children so that those on the intervention are appraised in the context of the progress of the whole class, against national expectations. **All the children at Blakehill on the Rapid Phonics intervention filled the gaps they had in their Phonics and after the programme were in line with their peers.**

Building on our success from last year, 88% of our Year 1 pupils passed the Phonics Screening check and Rapid Phonics played a big part in our achievement.



Help your pupils catch up with Rapid Maths



Rapid Maths can help your pupils to progress by more than double the expected rate. Three trials were carried out in different parts of the country, asking schools to select groups of pupils who were struggling with Maths. In all cases, the pupils were tested at the beginning and end of the trial to measure their progress. The trials included schools with a wide range of intakes.

Richmond trial

Pupils at Meadlands Primary in Richmond used Rapid Maths three times per week over a period of four months. The sessions were led by the SENCo and each session lasted 45-60 minutes. They used the Rapid Maths printed materials and software. The pupils were all struggling in maths and were a mixed-aged group from Years 4, 5 and 6.

Over the four-month period, pupils made an **average gain of 34 months** in their numerical age, with **one pupil making 47 months progress**. Pupils were tested at the beginning and end of the trial using Hodder's *Numeracy Progress Tests*.

Caerphilly trial

Rapid Maths was trialled in two Caerphilly primary schools with very different settings. School A is a

medium-sized primary school with an intake from an economically advantaged area, with no pupils eligible for free school meals at the time of the trial. School B was from an area of high socio-economic deprivation, with 56.6% of pupils eligible for free school meals. A group of pupils from Years 5 and 6 were selected to take part in the trial.

The twelve pupils from School A made an **average gain of 17.25 months** in their numerical age over a five-month period (using the programme in two 30-40-minute sessions per week) and four of the pupils made more than 20 months progress.

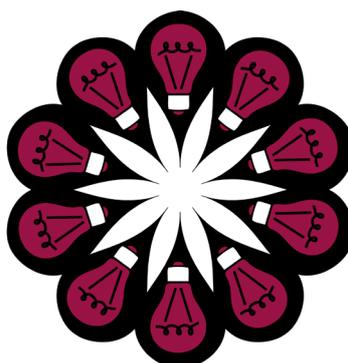
The eight pupils from School B made an **average of 5.6 months progress** over the five months, with one child gaining 21 months in numerical age.

Overall the average across both schools (20 pupils) was **12.7 months** gain in numerical age.

Worcestershire trial

25 pupils from three different primary schools in Worcestershire used Rapid Maths over a five-month period. They were tested at the beginning and end of the five months. Overall, they made an **average gain of 18.1 months** in their numerical age in this period. **One pupil gained an amazing 63 months** in numerical age!

Location of trial	Length of trial/expected gain	Average gain in numerical age	Actual gain vs. expected gain
Richmond	4 months	34 months	8.5 times
Caerphilly	6 months	12.7 months	2.1 times
Worcestershire	5 months	18.1 months	3.6 times





What teachers say about Rapid

“ The minute you get them in the Rapid room, you can really see the pupils’ enthusiasm. We have seen a real increase in confidence, not only in reading, but also in terms of increased confidence in the classroom. ”

*Abby Downes,
Ronald Ross Primary*

“ I have been impressed by the progress made by pupils using the Rapid Maths programme... The pupils themselves have developed in self-confidence and many are beginning to enjoy maths for the first time. ”

*Carol Rushworth-Little,
Learning Support Teacher –
Maths Specialist, Worcestershire LA*

“ It’s cost-effective...frees staff up and personalises learning in an interesting way. If you want to focus on the learning and the success of the children... then this is the programme to do it. ”

*Kay Harrision,
SENCO at Rivermead Primary School*

“ When I go to fetch the kids, they actually jump out the classroom. They’re like “yes!” – they’re really pleased to be able to do it. ”

*Head Teacher,
Swansea*

“ The children enjoy reading the books and the facility for them to record themselves has proved very useful in helping them to read with expression. ”

Survey response (Rapid Reading)

“ The pictures and the storylines are fairly mature so it does not lower the self-esteem of older children who need to learn phonics and they are more appealing to boys. ”

Survey response (Rapid Phonics)

Pearson's mission is to help people make progress in their lives through learning

As you'll see, Rapid from Pearson is designed to do exactly that. We also know that there are many charities and other organisations doing fantastic work in education, and we are delighted to be working with many of them. The ways in which we do this are below.

Wondering who Pearson are? You'll have heard of us in primary schools mainly as Heinemann, Ginn, Rigby and Longman – all companies with long and proud histories in education. The Pearson family also includes well-loved companies such as Penguin, Dorling Kindersley and the Financial Times.



Read for My School is the Year 5/6 reading competition which challenges kids to compete for a share of 100,000 free books from Pearson, Penguin and DK for their school. Over 3,500 primary schools have so far signed up.

Visit www.readformyschool.co.uk to find out more.



Enjoy Reading is a new website providing advice for parents on helping their child to develop a love of reading.

Visit uk.pearson.com/enjoy-reading to find out more.

magic breakfast

fuel for learning

Magic Breakfast is Pearson UK's charity of the year. Magic Breakfast delivers free, healthy breakfasts to over 6,000 children in UK primary schools.

Visit www.magicbreakfast.com to find out more.



Over 1.5 million books have been given through wegivebooks.org, an award-winning online digital reading and giving site developed and run by the Pearson Foundation.

Visit www.pearsonfoundation.org to find out more.



Booktime provides a free book pack for every Reception-aged child in England and Wales. It is run by Booktrust and Pearson, and will this year give away its 10 millionth book!

Visit www.booktime.org.uk to find out more.



We're extremely proud to sponsor the **Teaching Awards**. These prestigious awards, broadcast annually on BBC2, identify and celebrate exceptional teachers who are achieving outstanding results, often in the most challenging circumstances.

Visit www.teachingawards.com to find out more.



We gave our one millionth book to **Book Aid**, the charity that supports the development of libraries in schools and communities in Sub-Saharan Africa.

Visit www.bookaid.org to find out more.