A report on the impact of the Rapid Plus Pilot in Neath Port Talbot 2012

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What is Rapid Plus?

Rapid Plus is a series of finely levelled books and software for **SEN and struggling readers at Key Stage 3** from Pearson. Launched in 2011 and developed in consultation with Dee Reid, Rapid Plus supports students reading between **NC levels 1a and 4c** (reading ages 6.6 to 9.6), helping them make two levels of progress.

Rapid Plus consists of the following elements:

Reading Books

Rapid Plus Reading Books in Stages 3 – 6 contain a fiction and a non-fiction text, each suitable for one focused reading session. Reading Books at Stages 7-9 follow a more sophisticated levelling and are designed to help bridge the gap to mainstream levelling. All Reading Books follow a strict leveling system to ensure they are exactly matched to reading ages and NC levels.

Assessment Books

Every stage of Rapid Plus has an assessment book. This contains two completely new fiction texts. The stories use the same words, characters and settings as the core readers in the set (only six new words are introduced). The Assessment Books allow the teacher or SENCO to assess a pupil's progress before moving them onto the next Rapid Plus Stage.

Teaching Guides
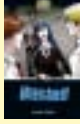
The Teaching Guides provide step-by-step support for SENCOs or TAs with notes for both group and one-to-one sessions as well as assessment records for use alongside the Assessment Books.

Online Software

The Rapid Plus Online Software supports pupils when reading independently. It has a 'Prompt' feature to support them with any words they cannot read and helps build comprehension skills through quizzes and activities.

For further information, sample pages, videos or to try the Rapid Plus Online Software please visit **www.pearsonschools.co.uk/RapidPlus.**

The Rapid Plus series:

Rapid Plus Stage	Reading Books		Assessment Books	Teaching Guides	Online Software
Stage 3 NC Level 1a	Set A	THREAT · SHAMED · RIVALS · RESCUE			
	Set B	LION'S SKIN · · ·			
Stage 4 NC Level 2c	Set A	Desperate · Daze · · Salted		**Stages 3–6 Teaching Guide**	
	Set B	SCORCHER · TWISTED · Chiller · Tremor			
Stage 5 NC Level 2b	Set A	You've Got It Wrong · Excuses, Excuses · Freak! · Joker			
	Set B	Revenge · · ·			
Stage 6 NC Level 2a	Set A	The · Earned · Ghost · Wasted			
	Set B	JO IN SPACE · Crash · Red Zone · Chased			
Stage 7 NC Level 3c		· · Time Out ·		**Stages 7–9 Teaching Guide**	
Stage 8 NC Level 3b		· · ·			
Stage 9 NC Level 3a/4c		· · ·			

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About the pilot

About Neath Port Talbot

Neath Port Talbot local authority covers an area of South West Wales bordered by Swansea to the west, Bridgend to the east and Carmarthenshire, Powys and Rhondda Cynon Taff to the north. The local authority maintains 85 schools: 71 primary schools, 11 secondary schools, three special schools and three pupil referral units. Within this structure the authority also supports 21 learning support centres located within mainstream schools. These centres cater for a wide range of additional needs. The percentage of pupils in compulsory education entitled to free school meals is 22.7% compared with 18.9% nationally. Neath Port Talbot's communities are in the most deprived ten percent in Wales for overall deprivation (the third highest in Wales).

Neath Port Talbot recently conducted a pilot to examine the impact of the Rapid Plus series with their SEN and struggling readers. Here are their findings…

Initial training

Initial training took place on 1st February 2012, led by Series Editor Dee Reid and Pearson Product Manager Robert Nottage. Staff from four secondary schools in the Neath Port Talbot LEA attended the training. Each centre was represented by a senior teacher (member of SMT/SENCO/Literacy Coordinator) to act as a Rapid Plus manager and the designated deliverer(s).

The four schools were provided with Rapid Plus Stages 3 to 6 resources by the LEA (at that point the only stages published). The Rapid Plus Stages 7 to 9 resources were provided to all centres on publication. In addition, the LEA was able to acquire a pre-publication version of the new Salford Sentence Reading Test. This was used to provide a baseline for target pupils selected for the pilot and the published test was later purchased for participating schools by the LEA to provide progress data.

Structure of the pilot

Participating schools in the Neath Port Talbot LEA were asked to target 6-12 pupils from KS3 (prioritising Year 7 pupils) who were struggling with aspects of reading, and performing below chronological expectations. Pupils were selected and base-lined using a draft version of Form C in the week beginning February 6th with initial data submitted to the LEA by February 10th. Pupils were re-tested using the published version of Form A in the week beginning May 28th with final data returned to the LEA by June 1st.

Pupil Entitlement

In the initial training, schools were presented with a range of possible models. However, in all cases pupil entitlement was set at 2 sessions per week, each to include 1:1 reading and use of the Rapid Plus Online Software.

The Target Group

Four centres submitted data on 38 target pupils in the following year groups:

Year Group	Cohort	Boys	Girls
7	24	16	8
8	7	5	2
9	5	4	1
10	2	1	1

At baseline, the pre-intervention reading ages of the target group ranged from <4:00 to 8:5 with an average of 7:00. The range was determined by the fact that only Stages 3 to 6 were available at the start of the pilot accommodating pupils with reading ages of 6:6 to 8:5. Less insecure readers (8:6 to 9:6) were therefore unavailable for selection within the pilot, although ultimately this group of pupils, especially in Year 7, might be seen as the "natural" target group, especially in the first term of the academic year.

Pupils with a reading age of <6:6, of which there were eight, were judged suitable for the programme through an initial reading of the assessment book for Stage 3, Set A to check on their ability to access the text supported by the Rapid Plus methodology.

The five Year 9 and two Year 10 pupils were selected because of need and the fact that several other interventions had already proved ineffective. Although these pupils in most cases had chronological ages beyond the standardised scales, their progress scores have been included in the data.

Quantitative Outcomes

The following table shows average gains in months for the cohort (individual pupil scores can be seen in Appendix A):

Average gain in reading age	Average gain in comprehension age	Average gain in reading age (girls)	Average gain in reading age (boys)	Average gain in comprehension age (girls)	Average gain in comprehension age (boys)
16 months	20 months	14 months	17 months	21 months	19 months

Of the 38 pupils in the pilot, 31 made gains in Reading Age of at least 7 months and 32 in Comprehension Age. Therefore over 80% of pupils made double real time gains or greater. In addition, in the progress test 9 pupils achieved Reading Ages from 9:6 to 12:1, particularly interesting given the small cohort and the targeting limitations.

Only one pupil made a loss in both reading age and comprehension age but it was considerable, particularly when contrasted with the gains of most pupils. (Reading age -8 months; comprehension age -10 months). There had been no problem with attendance or motivation, and the pupil had moved through two stages of Rapid Plus meeting the assessment criteria necessary for moving on. Perhaps lack of confidence and the unfamiliarity of the testing procedure contributed to the regression or apparent regression.

Qualitative Outcomes

In addition to the data schools were asked to submit, they were also asked to complete an evaluation (Appendix B) and interview target pupils, transcribing their responses to a series of questions (Appendix C). The responses are collated below:

Baseline, Selection and Organisation:

- In general, schools found it "easy" to place pupils on the appropriate stage and set of Rapid Plus, although one school noted that one or two pupils were found to have been assigned a set that was "too high" and, therefore, this had to be revised and adjustments made. (This emphasises the importance of securing judgements with the appropriate Assessment Book rather than simply relying on test scores.)

- All schools identified specific rooms for the programme (e.g. Learning Resource Centre, "support" rooms as well as dedicated classrooms).

- Schools used a range of models, often using pre-existing "Literacy" or "Basic Skills" sessions for pilot pupils who had already been targeted by schools for additional support, although some were also withdrawn from "mainstream time-tabled lessons". Most sessions were 1:3 or 1:4 in terms of adult-pupil ratio and activities were "rotated" (usually 1:1 reading; software; worksheets, and other activities e.g. "spelling targets"). Three of the schools used sessions that lasted an hour or the length of a lesson; the fourth withdrew pupils for approximately half an hour and they then returned to their lesson.

- In addition to the target pupils, it is interesting to note that one of the schools offered Rapid Plus to "older, less able pupils" who were "keen to improve their reading skills prior to their GCSE examinations and willingly spent their morning registration time reading with their allocated member of staff".

Rapid Plus Reading Books:

- All schools stated that pupils were engaged by the Rapid Plus Reading Books, enjoying both the fiction and non-fiction sections as "the topics are relevant and current". Pupils responded to the 1:1 reading sessions "keenly and confidently". "They engaged in conversation about the text and enjoyed the positive attention". In some cases, "they began to lead how the sessions ran." However, some pupils did express a preference for reading on the computer.

- Generally, the Reading Books were easy to use from the deliverer's perspective, although time became an issue when texts were longer and "the teachers found themselves often pushed for time."

- "Some pupils asked if they could re-read books because they enjoyed them the first time round."

Rapid Plus Assessment:

- Schools responded positively to the running record, finding it "easy to administer", "excellent…a really good way of monitoring pupils" and appreciating the fact that "the assessment tests were well received by pupils as they were identical in format to the texts they were reading throughout the sessions."

- Two schools had reservations about how to approach and mark the inferential/personal response questions in the assessment of comprehension. One felt "it seemed quite vague" while the other felt that the responses "seemed to require too much detail". (*Perhaps the underlying message here is that staff are insecure when it comes to using their judgement in this area and that further training in using a range of questioning is required, especially – but not exclusively – because the majority of deliverers are TAs who may not have had the opportunity to access training in higher order reading skills.*)

- In terms of impact on target pupils, all schools noted an improvement in confidence, accuracy and fluency. In addition, "Pupils became more reflective of the texts they read" and "more adept at locating and retrieving information." Interestingly, one school commented: "Pupils with long-standing retention difficulties who have not responded to intervention previously have made marked improvements." The same school noted that "comprehension has improved, even when the flow of their reading seemed to be stilted or if they were stuck on a few words." (*Perhaps the latter suggests that the point of reading has now become a search for making meaning rather than simply decoding.*)

- On the whole, attendance at sessions was good with pupils keen to take part. In one setting, two pupils did fewer sessions as a result of poor attendance but they attended catch-up sessions at lunchtime. In another, some pupils "forgot to attend" at first but were collected and the situation resolved itself. "Just two female pupils were reluctant to attend, but with encouragement (and, in one case, a change of reading partner), they attended when in school."

Rapid Plus Online Software:

- Pupils responded positively to the Rapid Plus Online Software, some preferring it to one-to-one reading. "Some pupils enjoyed the simplicity of having a text read to them." Some pupils also enjoyed accessing their building "library" of back-reads. At least one pupil accessed his books at home and shared this experience with a parent.

- In one setting, lack of computers was an issue and this is currently unresolved.

- There were some specific problems with accessing the Online Software in school – speed of downloading and a tendency to "freeze" at times. This could sometimes be rectified by closing the e-reader and re-opening the book. One school phoned Pearson several times for advice. Another school experienced an in-house issue with the Online Software (mainly Flash installation – some computers would load while others would not) but this was resolved. The same school noted that the software sometimes added random books to a pupil's allocation. Pupils "understandably became frustrated when it wouldn't work."

- Schools were able to access pupils' reading records and found them "very useful in terms of monitoring progress".

Impact:

- One school had already been working with Rapid Plus prior to the pilot, using it as a central feature of its literacy intervention. In order to accommodate higher numbers of target pupils, 14 members of staff were "directly involved in the Rapid Plus programme and …fully conversant with the materials provided." In addition, all members of staff had been made aware of the programme and its purpose. The school has recently been inspected by Estyn and the report included the following: "The school provides good support to develop pupils' skills and is very effective in identifying pupils whose literacy and numeracy skills are weak. It successfully helps these pupils through personalised programmes such as the 'Rapid Reading' scheme."

- In other settings, all staff were made aware of the Rapid Plus programme and were invited by the Literacy Coordinator to see it in action, which "a few did." It was also noted that staff "had a general idea although they clearly need more INSET on this."

- In terms of staff perception of target pupils' progress and its impact across the curriculum, it was noted that "some of the pupils, particularly the weakest, were more prepared to work independently for a longer period of time" and that "many members of staff commented on pupils' reading performance". In addition, in at least one case a school received "correspondence from a parent saying that since their child has been on Rapid Plus they are now more willing to read at home." Pupils' response to the evaluation questions also referenced staff, parental and family comment.

- Schools felt that in most cases "the progress made by pupils over a three month period exceeded expectations" and that the intervention was "hugely successful." All schools stated their commitment to continuing with the programme both for the current target pupils who need further intervention and for new cohorts in the coming academic year, especially those who might immediately benefit from Stages 7 to 9 of the programme. "The same pupils will be targeted for further support and with the addition of extra levels we will be targeting more pupils for additional support." Pupils who are not currently targeted for basic skills sessions "may be targeted through the National Reading Tests and have Rapid Plus sessions in the mornings before lessons start."

- "We are delighted with the successes we've had with Rapid Plus and want to progress to the next stage of Rapid with these pupils and others."

The future:

Schools were also asked how they would change the process next time round.

- One school intends to refine its use of the Pause, Prompt, Praise methodology to ensure that pupils are prompted "for answers rather than stepping in to help them too quickly. This also applies to the reading".

- In one setting, change is mooted on a bigger scale: "Every year 90 pupils are targeted for extra literacy support. Next year all of these pupils will do Rapid" until "they achieve a reading age of at least 9:6 …The Rapid Reading Team will also run after-school sessions, giving pupils computer access and support." The school also plans to use Rapid Plus resources to develop guided reading.

Pupil Responses

The responses of 14 pupils were submitted by schools.

All pupils felt they had benefitted from the Rapid Plus programme in terms of their reading performance, stamina and their attitude to reading.

"My reading has come on a lot better. I like reading now."
(Year 7 girl)

"It's helping me in class and it is making subjects like English, Maths and Science easier. I focus more on my work."
(Year 10 boy)

"I used to find it hard to read and used to put down the book and give up but now I can understand it, I don't give up."
(Year 7 girl)

"It has helped me to realise when I can do things on my own and when I need to ask for help."
(Year 9 boy)

"I didn't know many words and now I know plenty."
(Year 10 girl)

"When I used to read books I felt I needed to re-read sentences over and over again. Now I "get it" more quickly the first time…I don't get frustrated because I can get unstuck quickly."
 (Year 7 girl)

When asked to reflect on their use of reading strategies, several pupils were able to respond perceptively.

"I try my hardest when I used to just give up. I used to stop when I saw a new word but now I have a go at it and keep having a go."
(Year 9 boy)

"I've learned to split up words and read a syllable at a time then put it together."
(Year 7 boy)

"The pictures in the book help me to understand the story."
(Year 7 boy)

"I try to sound it out and see if it is the right word."
(Year 10 boy)

When asked which features of Rapid Plus they found particularly helpful opinions varied from the benefits of one-to-one reading to features of the Online Software.

"The software reads it out to me and has helped me to listen."
(Year 9 boy)

"I prefer the e-books because they are right in front of you on the screen."
(Year 7 girl)

"It's good to read at home using the Internet…you can click on words to help you which you can't do with a normal book."
(Year 7 girl)

"When you get stuck on a word you can click on it and it will read it for you."
(Year 7 boy)

"I enjoyed going on the computer."
(Year 7 boy)

"The questions at the end helped…and the way the book prepares you for them."
(Year 7 girl)

"Spelling words always link to the story. This helps you to practise reading and spelling them."
(Year 7 girl)

"One to one reading makes me feel more confident when reading to other people."
(Year 9 boy)

Pupils were asked how they knew if their reading was improving and if other people had noticed.

"My mum and sisters say I have improved. My target grade has gone from E to D."
(Year 7 boy)

"My teacher has noticed because I can understand with everyone else."
(Year 7 girl)

"It used to take so long to finish books. Now I can read more quickly …Everyone in my family has noticed. My auntie has bought me the new Katie Price book because I have progressed so well."
(Year 7 girl)

"It has improved my confidence a bit. I am more likely to read out loud in class… I can spell and read more words now."
(Year 7 girl)

"My mum and dad have noticed because I pick up a magazine and read it instead of just looking at the pages."
(Year 9 boy)

When pupils were asked one thing they would change about Rapid Plus answers included speedier loading of Online Software, more quizzes, funnier jokes, longer books and "more books!" And when asked what advice they would give to a new Rapid reader responses ranged from the practical "Read the e-books at home to help you." and encouraging "Don't be scared of reading." to the implacable "I would tell them to focus down and get on with it. I tell my younger brother to get on with his reading at home!"

LEA Response

Although this was a small pilot and the pupils targeted were reading well below their chronological ages, the data shows impressive gains in both reading accuracy and comprehension. When the pilot schools repeat the programme next year, the fact that they now have Stages 7 to 9 will enable them to widen their pool of pupils to include those closer to their chronological reading age who, theoretically, should be able to progress more rapidly to a functionally literate RA.

The qualitative data demonstrates pupil engagement and enjoyment, the seriousness with which schools undertook the programme and their commitment to its future use. In addition, LEA staff visited schools to observe Rapid Plus sessions and speak with pupils and tutors. The software issues (which pupils tended not to experience when accessing it at home) seem to be particularly problematic for school-based PCs rather than laptops, but obviously ongoing investigation and support will be needed to resolve them as they clearly lead to pupil frustration.

Points for Development

Disseminating Rapid Plus

• Currently 4 of 11 comprehensives have been involved in the Rapid Plus Pilot. A fifth school has also received the resources and initial training, intending to implement the programme from September 2012.

• These findings will be shared with Head Teachers, Literacy Coordinators, Heads of English and SENCOs across the authority. Schools who wish to participate will be offered training in its use and support with monitoring and evaluation of pupil progress. This will also be offered to a further 2 special schools and 1 secondary PRU.

• Schools wishing to participate will be required to target Year 7 pupils on the basis of their 2012 nfer Progress in English scores (sat by all Year 7 pupils in the LEA) and will be encouraged to initially prioritise pupils with standardised scores of 85 – 95. Replicating the pilot protocol, these schools will be also be required to use the Salford Sentence Reading Test (Form A) to baseline target pupils and provide the same entitlement of two sessions per week of 1:1 reading and use of software. Forms B and C will be used at pre-determined points to assess progress during the academic year. In addition to RAs and Comprehension Ages, schools will also be asked to record the standardised scores in both fields so that these can be compared with the standardised scores attained in the first round of National Reading Tests in May 2013. The data will be submitted to the LEA so that impact can continue to be evaluated at authority level.

Further Training

To disseminate best practice, further training for Rapid Plus tutors would help to eliminate the instinct to intervene too early and extend confidence in offering a range of strategically helpful prompts. This might be especially useful in the secondary sector where staff may not be as familiar with the teaching of reading as their primary colleagues.

In addition, it will be important to point out that the "Pause, Prompt, Praise" methodology is as relevant to higher order reading as it is to decoding. The recent LEA training in the teaching of effective reading (led by Dee Reid) which included a focus on questioning to promote higher order reading was for teachers only and, predominantly, for those in the primary sector.

As one of the schools is planning to use Rapid Plus for guided reading, it will be important any strand of training also includes the two models of guided reading presented by Dee Reid so that consistency can be maintained across Key Stages 2 and 3.

Sustaining Pupil Progress

While the LEA was delighted with the impact of Rapid Reading in the primary sector (and it is now used across NPT), the literacy team wanted to ensure that pupils did not regress when intervention ceased. This meant a shift of focus from intervention to the teaching of reading in the mainstream classroom where target pupils and their peers would continue to access quality teaching at an appropriate level of challenge. To this end, the LEA organised the cross-authority training for teachers mentioned above and its impact is still being evaluated.

However, such training is a more complex issue in the secondary sector, and the LEA has chosen to promote the use of guided reading in the English Department (though further work is needed to embed this in secondary schools across the authority) while promoting the use of shared reading and strategies for developing "active" reading across the curriculum. The recent consultation on the National Literacy Framework (available for non-statutory use in January 2013 and statutory from September 2013) highlights the teaching of "Reading for Information" as the responsibility of all teachers and this might create a new sense of urgency, especially when coupled with the current Estyn guidelines making cross-curricular literacy a focus for inspection.

For the Rapid Plus pilot schools, it would seem a missed opportunity if all staff were not trained in the basic methodology which could easily be applied when presenting pupils with text in all curricular areas. This might break the cycle of teachers asking pupils to "read round the class" and instead engage them in the process of questioning exactly which texts they present to which pupils and how best they can support them in decoding and making meaning.

Transition

Now that Rapid Reading is embedded in the majority of NPT schools, there might be a simplistic view that target pupils in Year 6 who have recently completed Rapid Reading or who are currently working through it can automatically be placed at the next stage of Rapid Plus when they enter Key Stage 3. Even if disregarding the "summer holiday slip", Rapid Plus with its differences in content and text format, though reassuringly "grown up", might provoke a wobble in fragile readers. For example, a 4A in Rapid Plus looks very different to a 4A in Rapid Reading. Therefore, schools will need an "induction plan" to maintain pupil confidence, and the heart of this is not more re-testing but securing judgements by asking pupils to try the next step down and "read their way up" to their appropriate stage and set (as has always been recommended practice in the Rapid Reading approach).

This presupposes that the information about Rapid target pupils is passed on with the rest of their reading data, which will include a Progress in English score this year (and from May 2013 a National Reading Test score) as well as a National Curriculum level for reading.

Appendix A: Individual pupil scores

Pupil	Year	RA baseline	RA Progress	Gain/Loss	Comp. Age baseline	Comp. Age progress	Gain/Loss
1.	7	8:3	10:6	27m	9:9	12:4	31m
2.	7	6:9	8:1	16m	7:9	9:1	16m
3.	7	7:11	12:1	50m	8:5	12:7	50m
4.	7	<4:0	4:5	5m	5:1	5:6	5m
5.	7	4:8	6:3	19m	5:5	6:5	12m
6.	7	5:0	6:9	21m	5:6	7:11	29m
7.	7	7:11	8:6	7m	7:9	9:4	19m
8.	7	8:0	10:1	25m	9:5	10:7	14m
9.	7	8:1	9:6	17m	8:9	10:7	22m
10.	7	8:3	10:7	28m	9:5	10:7	14m
11.	7	8:3	10:2	23m	9:8	10:4	8m
12.	7	8:4	8:11	7m	8:5	10:4	23m
13.	7	6:4	8:5	25m	6:11	9:11	36m
14.	7	7:7	8:2	7m	8:9	9:8	11m
15.	7	7:6	8:0	6m	8:5	9:1	8m
16.	7	6:8	8:0	16m	7:9	8:6	9m
17.	7	8:0	9:3	15m	8:1	10:4	27m
18.	7	6:6	7:11	17m	7:1	9:1	24m
19.	7	6:6	6:9	3m	7:1	7:3	2m
20.	7	7:6	7:11	5m	8:1	9:8	19m
21.	7	7:1	8:11	22m	7:9	9:8	23m
22.	7	7:1	9:2	25m	7:5	10:4	35m
23.	7	7:7	7:8	1m	7:5	8:6	13m
24.	7	7:6	8:2	8m	8:9	9:8	11m
25.	8	8:5	9:7	14m	10:0	10:10	10m
26.	8	8:0	9:7	19m	9:9	12:0	27m
27.	8	7:6	6:10	-8m	8:9	7:11	-10m
28.	8	5:9	7:11	26m	5:10	8:6	32m
29.	8	6:1	7:11	22m	6:3	7:7	16m
30.	8	6:10	9:2	28m	5:6	10:4	58m
31.	8	8:5	9:5	12m	9:5	9:11	6m
32.	9	7:11	9:1	14m	7:1	10:4	39m
33.	9	6:2	6:3	1m	6:11	7:0	1m
34.	9	4:8	6:4	20m	5:4	7:3	23m
35.	9	6:8	8:2	18m	7:1	9:1	24m
36.	9	7:3	9:0	21m	7:9	9:11	26m
37.	10	6:8	8:2	18m	6:11	9:1	26m
38.	10	8:3	9:7	16m	8:5	8:9	4m

Appendix B: School evaluation

We are keen to know how effective you have found this intervention so far. Please complete the following evaluation. The focus questions are a guide only. Please feel free to select from them and/or include any other important issues the pilot raised for your school.

1. Baseline, Selection and Organization	
• How easy was it to identify and select target pupils? • How easy was it to place pupils on the appropriate stage of Rapid Plus? • How were sessions organized/which "model" was used? • When did they take place? • Where did they take place? • Any other issues?	Comments:

2. The Books	
• In general, how did pupils react to the books? • How did they respond to the 1:1 sessions? • How easy was it to use the books to deliver the sessions? • How long did the 1:1 session take? • How easy was it to decide when to move a pupil on to a higher stage? • Were there any pupils who re-read books because they were not yet ready to move on to the next level? • If so, how did they respond to this? • Any other issues?	Comments:

3. Benchmarking	
• How easy was the running record to administer? • Did you see any improvement in pupils' confidence and word-attack skills? • Did you see any improvement in accuracy and fluency? • Did you see any improvement in comprehension and pupils' ability to process text? • Was attendance an issue? • Were there any surprises in pupil performance? • Any other issues?	Comments:

4. Software	
• Any problems with accessing software? • Were problems with the above able to be solved? • Were pupils able to access the software independently? • Were you able to access the pupils' reading records? • If so, how useful were they? • How did pupils respond to this element of the programme? • Any other issues?	Comments:
5. General	
• How aware of the process and materials were other school staff? • Did other members of staff comment on any changes in the target pupils' reading behavior or performance? • Did parents/carers comment on any changes? • Did the progress data meet your expectations? • Has the intervention been successful? • Will the same pupils be targeted for further Rapid Plus support? • If so, will it also be possible to target additional pupils for Rapid Plus? • What would you change next time round? • Any other issues?	Comments:

Appendix C: Pupil evaluation

Please could you interview the pupils involved with Rapid Plus and transcribe their answers as accurately as possible. Tell them that we need their opinions to find out how successful the programme is.

You might prefer to work with pairs or small groups of pupils so that they can "think things through together" first. Tell the pupils it would help you if they could try to give reasons for their opinions wherever possible.

You may need to ask follow-up questions to probe a little deeper, or give examples to clarify some questions.

Please emphasise to the pupils that there are no right or wrong answers, only honest ones. Their honest opinions will not cause trouble or be upsetting.

You may choose to use some or all of these questions, but feel free to amend them in any way that makes them more appropriate for your pupils.

1. Has working with Rapid Plus made a difference to you?
2. Can you try and explain how it has helped you?
3. Has it changed what you **do** or how you **feel** when….
    * you have to read something?
    * you come to a new word you haven't seen before?
    * you read a sentence that is tricky to understand?
    * you "get stuck"?
4. Which bit of Rapid Plus have you found most helpful?
5. Did you enjoy using Rapid Plus on computer and did it help you?
6. Do you know if you are making progress/ getting better at reading?
7. Do you think anyone else has noticed a change?
8. Has it helped at all when you have to read in other lessons?
9. Has Rapid Plus given you any problems?
10. If you could change one thing about Rapid Plus, what would it be?
11. What advice would you give to a pupil who has been selected for Rapid Reading Plus next time round?