

Impact Report – BR@P at a Primary Academy in Cheshire: from training to delivery to first cohort completion from the programme.

BR@P training was delivered to a group of teaching assistants in the Autumn term 2016/2017.

Context of the School.

- This is a smaller than average primary school.
- The majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils eligible for the pupil premium is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion of pupils who have statements of special educational needs, or education, health and care plans, is above the national average.
- In 2015, the school met the government’s current floor standards, which are the minimum expectations for pupils’ attainment and progress.
- The school is in the process of converting to become an academy.

Impact of the BR@P training.

<p>Quality of the training (Delegate voice)</p> <p>“The knowledge the trainer had was amazing. C was able to give us wonderful examples from her day to day situation making it more pertinent.”</p> <p>“Very supportive trainer and answered our many questions.”</p> <p>“C was very well informed about the BR@P training”</p> <p>“Great to have a trainer with relevant classroom experience of delivering the model”</p> <p>“Great to have a trainer with ‘shop floor’ experience.”</p> <p>“Easy to understand what C was saying and she was happy to recap/slow down/speed up as the needs of the group dictated.”</p> <p>“Really clear resources and training materials.”</p> <p>“Trainer had a very good understanding of the programme, resources and materials.”</p> <p>“Very clear and knowledgeable trainer.” “Great quality resources and materials. Trainer able to answer specific queries relating to our pupils.”</p> <p>“The trainer provided plenty of opportunities to clear up misunderstandings and for questions. The variety of resources helped to consolidate learning.”</p>
<p>How will you use the training to show impact in your school? (Delegate voice)</p> <p>“I will use running records with the children to monitor progress and teaching points.”</p> <p>“Lots of useful resources and examples given on delivery of a BR@P session.”</p> <p>“I will evaluate (after each running record and session) the steps required for each pupil to move forwards.”</p> <p>“The resources will help us to target the children that are struggling to make progress in reading.”</p> <p>“The prompts and guidance will help us to keep language consistent across the development of reading across school, not just in BR@P sessions.”</p> <p>“I know this will help with children needing more support.”</p> <p>“I think this will really help to promote reading and raise its profile across the school.”</p> <p>“We will use this to raise attainment of reading across the school.”</p> <p>“The training package was clear and easy to understand and use.”</p> <p>“The training has inspired me to enhance children’s engagement in reading.”</p>

Reflections and thoughts of Teaching Assistants having delivered the programme

Re-reading the familiar text has helped the children gain confidence in reading and they enjoy the book much more. I now feel that we should encourage all children to re-read books to help them to gain fluency and comprehension rather than just to read the 'next book'.

I think the BR@P has influenced my teaching and thinking in that I can see the benefit of being able to have more quality time to spend with each child.

It enables us to look through the book together and tackle difficult words and questions before reading which gives the child more confidence. Also I have the opportunity to ask them a broader range of questions to help them with their understanding and comprehension e.g. recapping, inference.

Reading familiar books (one of a child's choice) is important as all learning areas are consolidated and at a deeper level. The children really enjoy having some control over which familiar book they choose to read. They remember the story line, tricky words and so are able to concentrate on other features of reading, enjoyment, expression and understanding. The children have particularly enjoyed some of the non-fiction books we have read.

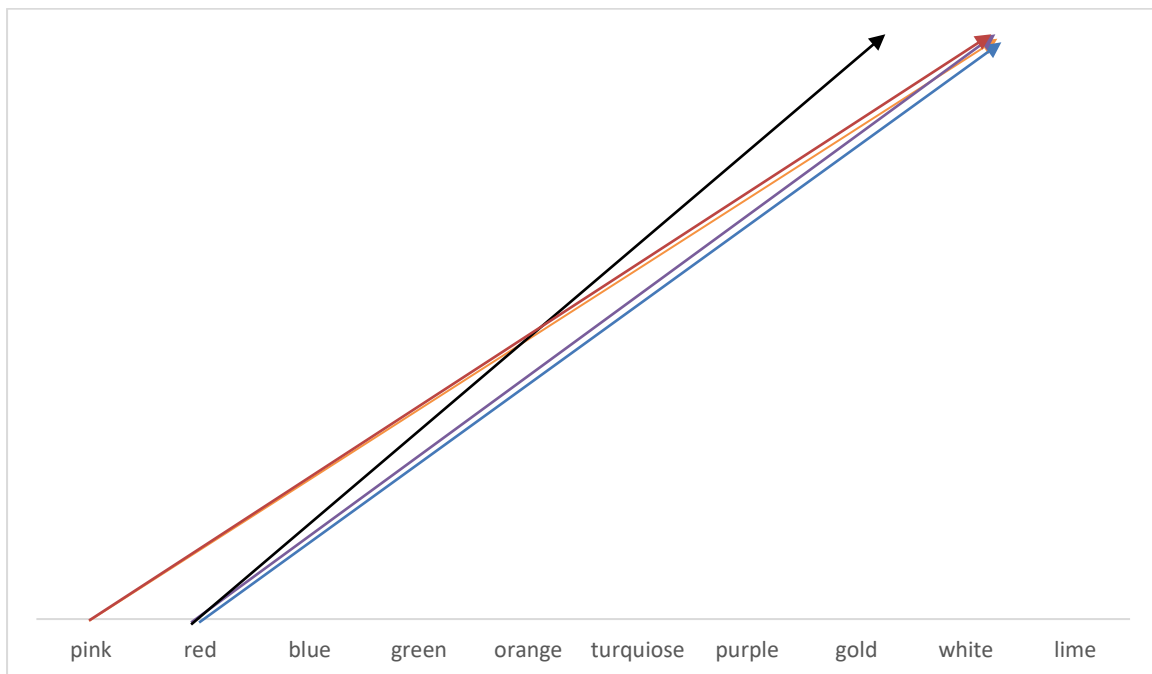
"Teachers overwhelmingly felt that children who have not received BR@P have not made the same rate of progress as those who have." (DHT)

All children who have received BR@P have moved up at least one book band.

I feel the rigid structure is more suited to children who are struggling to de-code (read). I am hoping that the Inference intervention we are still training on will probably be more relevant to my particular group.

Fluency has improved for all and comprehension is improving as I give time to discussion and understanding as all (my target pupils) can decode the majority of words.

Impact Graph showing progress from beginning to completion of the programme



This graph shows the impact of the BR@P programme, for children in Y4 at Victoria Road Primary Academy, from their book band starting points at the beginning of the programme to their instructional level book band at the end of the programme. (x5 children)

Case Studies –Children with on-going programmes through the eyes of the reading partners:

CHILD J – Year 2

“Child J, has made good progress. He started the programme on **Green** level books and is now reading **Turquoise** books. He now also reads each evening at home which has helped his progress. J becomes more fluent as he re-reads the text reading faster and with more understanding and enjoyment. He will talk about and answer questions about text. John misses out or adds some words but often still make sense. He is now using ‘reading with his eyes’ rather than finger pointing. He will self-correct and sometimes self-monitors and re-reads phrases on his own.”

CHILD D – Year 4

“Child D started the programme at **Blue** level. At the onset of the programme fluency was very slow but she was relatively accurate and it took us a while to become comfortable with each other. D has been on **Green** and very soon will move to **Orange** as her fluency and confidence has grown greatly. She seems to be developing a love of reading.

Child G – Year 1

G started the programme on **Pink** level. He was very low on confidence and said he couldn't read and he seemed to struggle to blend the words together and it took him a little while for him to get used to myself. However having been on the BR@P programme, things seemed to suddenly have clicked and as a result he has now moved to **Red** level.

Child GR – Year 1

Child GR started the programme on **Pink** level, however, GR was more confident than G but he made little mistakes. All of a sudden things seems to have clicked and he tries really hard and reads most of the words. He has moved to **Red** he is coping really well and very soon will be moving to **Yellow**. He says he likes reading more.

Child L – Year 1

Child L started the programme on **Pink** level. He found reading very hard but we persevered and he now reads with more confidence. He uses his fingers to read the words and sounds out and blends the words more accurately . He likes reading now and we have lots of smiles. He has now moved to **Red** level.

Child R – Year 1

Child R started the programme on **Pink** level. She found reading really hard but we persevered and she now reading more confidently and uses the picture prompts more successfully. She will sound out and blends some of her words. She has moved to **Red** level.

Child O - Year 1

I have been doing BR@P with O. He's made great progress and has moved from Pink books to Yellow reading books. His confidence has really improved and his willingness to read has really improved too! I think the programme has really worked for O and he is still improving!

Child DY – Year 1

DY has made lots of progress and has moved up two book bands since starting BR@P. He is more confident with his reading and is speeding up.

Child DA – Year 1

DA has made lots of progress within 8 weeks, he is a lot more confident with his reading and is showing progress. He has moved up a colour band and will soon be moving up again.

Child KA – Year 2

KA started on Purple and is now on Gold. KA has gained fluency with his reading.

Child BO – Year 3

BO came to his first session refusing to read.

On his second session he enjoyed talking about the pictures and what was happening but was very easily distracted. He is now a few weeks on and much happier to read and apply himself as he is used to the routine of the sessions. He uses some expression and reads at a reasonable pace.

Child JE – Year 3

JE has always been enthusiastic and happy to read. At the beginning of the lesson series she used very little expression but she is gaining more confidence and make a game of changing the tone and pitch of our voices. When reading a new book her reading can be a little stilted. She is now learning to slow down to self-monitor and to re-reads when it doesn't make sense. JE enjoys looking for the meaning in stories. She has good understanding and predicts well. We are working on pausing at punctuation marks.

Child DI – Year 3

DI is naturally quiet but he enjoys reading. At first he reads very slowly and lacked confidence. We have worked hard on relaxing and having fun using different expressions with our voices. Recently we had a little breakthrough and on the odd occasion he will surprise me by randomly changing his voice without any prompting from me. He struggles a little with comprehension but is happy to answer questions. He sounds out his words well and will self-correct. We are now working on fluency and speed.

Child RH – Year 6

RH is doing really great with BR@P! She has moved from a Blue book to Orange.

The speed of her reading has improved and she takes interest in every book that she is reading. She enjoys using the pictures to help with her understanding and her background knowledge of the world has improved a great deal. Her comprehension is improving and I can see a huge improvement. Working really well and she enjoys the 1:1 time.