



Education
Endowment
Foundation

TextNow Transition Programme

Evaluation Report and Executive Summary

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The Education Endowment Foundation (EEF)



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- Encouraging schools, government, charities, and others to apply evidence and adopt innovations found to be effective.

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The evaluation was co-directed by Dr Bronwen Maxwell (SHU) and Professor Paul Connolly (QUB). The project directors were supported by Dr Liam O'Hare (QUB) and Sean Demack, Anna Stevens and Lucy Clague (SHU). Professor Guy Merchant (SHU) acted as expert literacy advisor to the project.

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Executive summary

The project

The TextNow Transition Programme aimed to improve the reading comprehension skills of pupils at the transition from primary to secondary school by encouraging engagement in, and enjoyment of, reading. The programme was delivered by Unitas, a national charity that helps young people access, participate, and progress in mainstream education and training.

Participating students received 20-minute one to one sessions with a volunteer coach each weekday for five weeks at the end of primary school and for a further 10 weeks at the start of secondary school. Children were expected to read independently for a further 20 minutes per day, and were rewarded for attendance with credits that could be used to buy books online.

The trial examined the impact of the programme on 501 pupils in 96 schools across England who had been identified as unlikely to achieve Level 4a or above by the end of Key Stage 2. Pupils who were not likely to gain at least Level 2 were not included in the trial.

The study was funded by the Education Endowment Foundation as one of 24 projects in a themed round on literacy catch-up at the primary-secondary transition. Projects funded within this round aimed to identify effective ways to support pupils not achieving Level 4 in English at the end of Key Stage 2. The project was one of four funded with a particular focus on reading for pleasure.

Key conclusions

1. The trial has not provided any evidence that the TextNow Transition Programme improved reading comprehension or attitudes towards reading for pleasure over the transition from primary to secondary school.
2. On average, pupils who participated in the programme made slightly less progress than similar pupils who did not. However, this finding was not statistically significant, meaning that it could have occurred by chance.
3. The programme was found to have a differential effect for pupils eligible for free school meals compared to their peers. A small positive (but not significant) effect was found for pupils eligible for free school meals, while a negative (and statistically significant) effect was detected for pupils not eligible for free school meals. It is unclear why this differential effect was found.
4. Higher attendance at the 20-minute daily coaching sessions was found to have a positive impact on reading comprehension. However, this was only found to be statistically significant for attendance at sessions in secondary schools. Attendance of the coaching sessions was not found to have an impact on the secondary outcomes (liking reading and motivation to read).
5. The programme appeared to be more effective when coaches were highly trained, enthusiastic and committed, and when secondary schools worked closely with feeder primaries to coordinate all elements of the programme.

What impact did it have?

On average, pupils participating in the programme made less progress than those who did not. The size of the difference was small, and can be envisaged as saying that pupils who participated in the programme made approximately one month's less progress than those who did not. However, the finding was not statistically significant, meaning that it is not possible to conclude with confidence that the observed effect was due to the programme rather than chance.

The programme appeared to have a different impact on pupils eligible for and claiming free school meals compared to their peers. To look at this difference more closely, additional, separate analyses were conducted on pupils eligible for free school meals and their peers. This revealed a positive effect for pupils eligible for free school meals. However, this effect was not statistically significant, meaning that it could have occurred by chance. A negative effect equivalent to three months' less progress was found for pupils not eligible for free school meals. The effect was found to be statistically significant, which means that it is unlikely to have occurred by chance.

The programme did not appear to have a differential effect according to gender or prior attainment.

| Group | No. of pupils | Effect size (95% confidence intervals) | Estimated months' progress | Is this finding statistically significant? | Evidence strength* | Cost of approach** |
|---|---------------|---|----------------------------|--|--------------------|--------------------|
| Intervention vs. Control | 391 | -0.06 (-0.22, +0.09) | -1 month | No | 🔒🔒🔒🔒 | ££ |
| Intervention vs. Control (FSM only) | 116 | +0.18 (-0.13, +0.48) | +2 months | No | | |
| Intervention vs. Control (Non-FSM only) | 275 | -0.19 (-0.01, -0.36) | -3 months | Yes | | |

*For more information about evidence ratings, see Appendix VII in the main evaluation report.
Evidence ratings are not provided for sub-group analyses which will always be less secure than overall findings
**For more information about cost ratings, see Appendix VIII in the main evaluation report.

In addition to attainment, pupils' enjoyment of reading and motivation to read was assessed. No statistically significant difference was detected between participating pupils and those in the comparison group on either measure.

Overall attendance at sessions was good, but higher attendance rates at the 20-minute daily coaching sessions were found to have a positive impact on reading comprehension. However, this was only found to be statistically significant for attendance at sessions in secondary schools. The programme appeared to be more effective when secondary schools worked closely with feeder primaries to co-ordinate all elements of the programme. In addition, more effective coaches were highly trained, enthusiastic and committed.

How secure is this finding?

Overall, the evaluation findings are judged to be of moderate security. This assessment takes into account a number of factors including the study's design, size and the level of drop-out.

This evaluation was set up as an effectiveness trial. Effectiveness trials aim to test the intervention under realistic conditions in a large number of schools. A randomised controlled trial design was employed to compare outcomes of pupils receiving the intervention to similar pupils who did not.

This study had some limitations with regard to recruitment and attrition (e.g. where pupils dropped out of the intervention, or where test data for participating pupils was not available). 501 pupils were initially recruited compared to the desired sample size of 600 and of these, 391 provided full data for analysis of the primary outcome. However, despite this attrition, pre-test comparisons showed the comparison and intervention groups were well balanced. The study was large enough to detect an effect size of 0.2 (equivalent to approximately three months' additional progress). This means that any impact at or above this level could have been detected with a high level of confidence.

The sample of schools in the study was broadly comparable with other English schools with above average levels of disadvantage and thus the results are somewhat generalisable beyond the immediate context.

Generally, the literature suggests there is potential in tutoring programmes for improving both academic and social and emotional outcomes. However, existing evidence also suggests that highly structured tutoring programmes provide the best effects on outcomes (i.e. where tutors are well trained, lessons focus on specific reading skills and sessions are timetabled systematically). This recommendation may be counter to the *TextNow* underpinning model of 'choice – enjoyment – comprehension'. Furthermore, there is lack of systematic evidence in the wider academic literature for a pathway of causality between choice and comprehension.

The study provides important insights into the feasibility of the programme in terms of: its potential effects on outcomes; an estimate of these potential effect sizes (providing valuable information on sample sizes for future study); the impacts on different groups (particularly with regard to free school meal eligibility); and key facilitators and barriers to implementation (from the process evaluation and the exploratory analysis of dosage).

How much does it cost?

Based on estimates from *Unitas*, the direct cost that schools would be required to pay for *TextNow* programme is £112 per pupil. This estimate includes resources (£50 per pupil), salary costs (£46), administration and other (£16). The estimate assumes a minimum cohort size of 10 and that sufficient schools are in the programme to make it viable. In addition, to run the *TextNow* programme each school must appoint a coordinator to recruit and manage volunteer coaches, manage programme delivery and undertake quality assurance and reporting. The programme also requires volunteer coach time of 20 minutes per pupil per day for 75 days, plus time for initial training, preparation for coaching sessions and keeping records.

This estimate does not include estimates of the cost of co-ordinators, coaches and other resources in kind.

1. Introduction

1.1 Intervention

The TextNow Transition Programme, developed by national charity Unitas, is a reading for pleasure literacy programme with one to one sessions with a volunteer coach occurring 20 minutes a day each weekday. This occurs at two time points: in Year Six, the final year of primary school for five weeks in the second half of the summer term; and at the beginning of Year 7, the first year of secondary school, for ten weeks. The role of the coach is to support the three TextNow core principals of 'choose, enjoy and understand'. Coaches are usually: teachers; teaching assistants; non-teaching staff such as technicians or administrative staff; parents; university students; community volunteers; or older year-group pupils (usually Years 10-13). A TextNow programme coordinator in each school recruits and supports the coaches and manages the administration of the programme. Coordinators are usually teachers, teaching assistants or school librarians. Schools are free to timetable the sessions whenever suits them best, for example through withdrawal from lessons, during registration or tutor periods, or in breaks, at lunchtime or after school.

The programme also includes access to My Choice!, an online resource that has news, quizzes and competitions to engage young people in activities to do with reading, as well as giving them access to a book store. Participants are given credits to choose books from MyChoice! for summer holiday reading at the beginning of the project. They are able to earn further credits for their attendance and engagement with the coaching sessions during the five-week programme in Year 6 and the ten-week programme in Year 7: these can be used to 'buy' books for reading at home and to build their own personal library.

This trial is the first time that the TextNow Transition Programme has been delivered. It was adapted from the Unitas TextNow programme that targets young people in their middle teenage years. TextNow was originally designed to meet the needs of young people in the youth justice system that were not in education, training or employment (NEET) and struggling with poor reading skills. Gradually TextNow was made available to the education sector, initially focusing on alternative education providers, but increasingly being used in mainstream secondary schools from 2010, when it was provided as a ten-week programme. At any one time there are normally between 25 and 35 schools active in the secondary TextNow programme involving 400 to 600 pupils. During its development phase, the TextNow programme had working titles of 'Intensive Reading Programme' and 'Reading Matters', but these were insufficiently distinctive from other programmes, so the programme was named 'TextNow' in 2009.

1.2 Background evidence

There is a wealth of professional literature on literacy coaching (e.g. Blamey et al., 2008) and also quite widespread use of 'literacy coaches'. The research on literacy coaches is almost entirely US-based, and in this context refers to specialised teachers – equivalent in status to literacy advisers, tutors or consultants in the UK context. In the US these coaches are often attached to a university reading laboratory or literacy research centre. The Unitas TextNow programme uses the word 'coach' in a more general sense as teachers, parents and peers who are involved in supporting pupils with their reading thus suggesting a more general 'tutoring' approach.

As the Unitas TextNow programme involves a range of tutoring practices it is necessary to look at the evidence of effectiveness in this literature. According to a systematic review of RCT's evaluating adult volunteer tutoring interventions (Ritter, Barnett, Denny, & Albin, 2009) it was found these programmes

have a small but significant effect on pupils reading outcomes (hedges $g = 0.23$) including standardised reading achievement scores e.g. SATs ($g = 0.26$), letters and words ($g = 0.41$), oral fluency ($g = 0.30$), and writing ($g = 0.45$). However, these programmes were not found to have significant effects on reading comprehension and mathematics outcomes. This systematic review also considered three implementation issues: (1) types of tutors; (2) age of tutees; and (3) highly structured versus unstructured programme delivery. Of these factors, only level of programme structure was found to have a significant influence on effectiveness. In this respect 'highly structured' refers to the following programme characteristics: tutors are well trained; lessons focus on specific reading skills; and sessions are timetabled systematically. In another review of effective programmes for struggling readers (Slavin et al., 2009), one to one volunteer tutoring was found to be an effective method for improving reading. The three main conclusions in this research were: (1) that tutoring focused on phonics was most effective; (2) teachers were more effective than teaching assistants; and (3) that one to one tutoring was more effective than group-based sessions.

Randomised trials of peer tutoring (where pupils tutor other pupils) have also shown promising results. For example a large cluster randomised trial of 129 schools showed that peer tutoring could produce small effects ($d = 0.20$) on reading and mathematics outcomes (Tymms et al., 2011). However, these effects were only seen for cross-age tutoring (where older more experienced readers tutored younger readers).

TextNow is an established programme from which the transition version in this study is developed. A previous evaluation of the established TextNow programme (Brooks, Tarling and Adams, 2011) showed moderate effect sizes on secondary school children's reading outcomes ($ES = 0.49$) which are in fact relatively large compared to other tutoring programmes like those discussed above. However, this study was not a RCT and used standardised scores as a comparison group to the TextNow intervention group. As a result, there is likely to be bias in comparisons between the intervention group and the standardised sample. Furthermore, there may be within-group bias in that those who completed the full intervention as well both pre- and post-tests were initially significantly lower in reading age than those who did not complete all elements of the study. Regardless of these design limitations, which may have led to inflated or spurious effects, the study showed that the programme was more effective for older children (mean sample age 14 years 11 months) and for those children who received an increased input (more sessions) which is useful information in relation to programme implementation guidance.

The TextNow programme utilises a 'choose-enjoy-understand' rubric. Like similar models in literacy education (e.g. 'read-and-respond' for comprehension, or 'look-cover-write-check' for spelling) it conveys the programme's intent to foster independent reading, enjoyment and comprehension. This type of model is well supported in the general literature (e.g. Hall et al., 2013) and in policy, and has a strong 'common sense' appeal. With the exception of 'understand' (assuming that is taken as a cipher for comprehension) these attributes are hard to define and measure. What might 'improved choosing' look like? How might reading enjoyment be measured in a reliable way? Despite these measurement issues, there is a literature that suggests a link between choice, enjoyment and motivation to read (Flowerday & Schraw, 2000; Gambrell, 1996; Hunt, 1970; Sanacore, 1999). There is also literature that suggests a link between enjoyment and comprehension (Moss and Hendershot, 2002). However, this literature is often non-experimental and formed from the views of teachers and pupils. In addition, at least one experimental study shows no link between pupil choice and their engagement with reading (Flowerday, Schraw, & Stevens, 2004). So, given the inconclusive evidence around pupil choice and reading outcomes along with the systematic evidence in support of highly structured tutoring programmes (potentially diminishing choice), there remains a need to further investigate pathways of causality between 'choice – enjoyment – comprehension' particularly in the context of tutoring programmes.

The young people in the study also have access to online activities on MyChoice! The evaluation team are not aware of any existing research on the benefits of supporting reading in this way, although it is increasingly common in online book circles and web-based resources such as those provided by Booktrust in the UK. Furthermore, the TextNow programme provides credits to buy books and this dimension of the work clearly relates to the notion that book ownership is beneficial (Clark & Poulton, 2011). However, the direction of causality is ambiguous – reading enjoyment might well result in a

higher levels of book ownership, but book ownership may not be sufficient to promote reading enjoyment.

Finally, the Unitas TextNow Transition Programme has been adapted to overlap with transfer from primary to secondary school. Considerable attention has been paid to the potentially negative effects of transition, particularly with respect to the apparent performance dip in transfer. The evaluation team is not aware of any quantitative research to support effects from an alleged 'transition dip', even though the notion has informed the discourse of policy-makers (e.g. DfE, 2013). However, there is some more general quantitative evidence of the impact of summer vacations. Cooper et al's (1996) meta-analyses of 13 American studies indicated that overall achievement test scores declined by about one month over the summer vacation. However, the decline in reading was less than for mathematics and while scores for reading comprehension decreased, scores for vocabulary and reading recognition increased. Importantly, this study indicates that social class is an important indicator of the extent to which a child experiences a reading dip over the summer. As Alexander and Entwistle's (2007) analysis of Baltimore children's reading scores over the summer vacations in primary school also shows, children from low-income families experience a larger overall decline in reading scores than children from high-income families. The difference is particularly striking for reading recognition where children from higher-income families were found to make gains but children from low-income families experienced a dip (Cooper et al., 1996). The authors of both of these studies point to the greater availability of books in higher-income families as a potential explanation for their findings. There is also some qualitative work which suggests that regression or stagnation of learning may occur during transition and may be due to secondary teachers underestimating the capabilities of Year Seven students (Galton, Gray and Ruddock 1999 & 2000; Kirkpatrick, 1992). Further research suggests 16% of transition students feel unprepared for secondary school but only 3% of students remain worried about secondary school in the term after their transition (Evangalou et al., 2008).

As indicated above, the TextNow Transition Programme is an adapted version of the Unitas TextNow programme. Therefore, the evaluation is set within three early phases of development as outlined by Campbell et al. (2007):

- Phase 0: Theoretical development (why should this intervention work?).
- Phase 1: Logic Modelling (how does it work?).
- Phase 2: Exploratory or pilot trial (optimising trial measures and looking at potential effects overall and on sub-groups).

This would map onto the Education Endowment Foundation system as an effectiveness trial.¹

The rationale for the present evaluation is to test rigorously whether the adapted TextNow Transition Programme has a measurable effect on students' reading skills and comprehension, as well as on a small number of other secondary outcomes.

The project was funded as part of a £10 million grant awarded by the Department for Education to the EEF for projects dedicated to literacy catch-up for pupils at the primary-secondary transition who do not achieve Level 4 in English by the end of Key Stage 2.

¹ Further information regarding EEF trial types may be found here:
http://educationendowmentfoundation.org.uk/uploads/pdf/EEF_approach_to_process_evaluation.pdf

1.3 Evaluation objectives

The aim of this evaluation was to measure, through a randomised controlled trial, the impact of the Unitas TextNow Transition Programme on children who were unlikely to achieve Level 4a in reading by the end of Key Stage 2 (KS2). The process evaluation aimed to examine the implementation of the programme and capture the perceptions and experiences of key stakeholders engaged with the programme.

As set out in the trial protocol and registration, the evaluation was designed to address the following questions:

- What is the impact of the programme, at post-test (i.e. following the delivery of the programme), on a number of specific reading outcomes for participating children?
- Is the programme having a differential impact on children depending on:
 - their gender?
 - their socio-economic status?
- Does the impact of the programme vary significantly with any variations found in implementation?

1.4 Project team

Intervention team

A dedicated Unitas programme manager led the implementation of the TextNow Transition Programme. This included recruiting schools, securing school and parental consent to the trial, supporting schools in implementing the programme, and accessing TextNow training and resources, monitoring implementation and agreeing test dates with the schools. A dedicated full-time administrator supported the separate management arrangements and there was a significant amount of line management support, for example from the Director of Operations.

There were 53 coordinators recruited in primary schools and 31 recruited in secondary schools to take responsibility for implementing the TextNow Transition Programme in their own school or across two schools. The coordinators were generally school leaders, teachers, teaching assistants or support staff responsible for the school library/learning centre. There were 379 coaches recruited to support young people in primary school and 381 in secondary schools. The majority of coaches were teaching assistants, but they also included teachers, library/learning centre support staff, parents, student coaches from the secondary schools involved and higher education students.

Evaluation team

The evaluation was co-directed by Dr Bronwen Maxwell (SHU) (responsible for overall direction and process evaluation) and Professor Paul Connolly (QUB) (impact evaluation). The project directors were supported by Sean Demack (SHU), Dr Liam O'Hare (QUB) and Anna Stevens (SHU) for the impact evaluation, and by Lucy Clague (SHU) for the process evaluation and project management. Professor Guy Merchant (SHU) acted as expert literacy advisor to the project.

1.5 Ethical review

The evaluation was approved by the ethics committees at Sheffield Hallam University and Queen's University Belfast. Participating primary and secondary schools entered into a licence agreement with Unitas for use of the TextNow resources and signed a memorandum of understanding that set out their roles and responsibilities for the trial as well as the role and responsibilities of Unitas and the evaluators (Appendix VI). Opt-in consent was sought from parents/carers prior to trial. The parent/carer consent form (Appendix V), which covered both participation in the programme and the evaluation was distributed to parents through their child's primary school. Only children who had written parental/carer consent were included in the randomisation process.

2. Methodology

2.1 Trial Design

The intervention was delivered at the individual level. Randomisation was at the individual pupil level but blocked within schools (see Randomisation section for more detail). There were two trial groups only (i.e. control and intervention). Children in the control were given credits for MyChoice! after the trial. The design was chosen to provide a robust evaluation of the Unitas TextNow Transition Programme with regard to its effects on literacy outcomes. Analysis was conducted using multi-level models as the pupils were naturally clustered into primary and secondary schools. No post-hoc changes were made to the trial design due to recruitment issues.

2.2 Eligibility

Unitas recruited 34 secondary schools across England to take part in the trial, selecting schools where the proportion of pupils eligible for free school meals was above the national average and pupil performance below average. Full details of how schools were selected are given in Section 3.2. Across the secondary schools a total of 62 feeder primary schools took part in the trial. Eligible participants were drawn from pupils in Year 6 in primary school at the start of the intervention in June 2013 who were making the transition to the 34 secondary schools involved in the study. Only pupils identified through teacher assessments as not likely to achieve Level 4 in reading, or who were likely to achieve a Level 4, 4b or 4c by the end of KS2 were eligible to participate. Pupils who were not likely to achieve a minimum of Level 2 were not included in the study due to their need for more extensive additional support. No minimum or maximum numbers of participants were placed on schools.

Opt-in parental/carer consent was sought prior to randomisation. Primary schools organised the distribution and the collection of consent forms.

2.3 Intervention

The Unitas TextNow Transition Programme comprises one to one sessions with a volunteer coach and access to the MyChoice! online resource and book selection system. The programme is organised around secondary schools and their feeder primary schools. Implementation of the programme in each school (primary and secondary) is managed by a school coordinator. Most school coordinators were teachers, teaching assistants or school librarians/learning centre managers. The school coordinator liaises with, and is directly supported by, the Unitas programme manager. The school coordinator is responsible for:

- identifying and preparing young people to participate;
- recruiting and supporting coaches (for primary schools this may be done by the linked secondary school);
- monitoring, reviewing and assessing young people's progress – this includes a short reading interview and an end of programme final review with the coordinator, coach and young person, as well as ongoing oversight of progress and addressing any issues such as attendance;

- maintaining quality assurance systems and reporting to Unitas;
- setting up a starter library of books from MyChoice!

School coordinators are expected to undertake four online training modules in preparation for their role comprising information, videos, supporting resources and training assessments. While there is no face-to-face training or monitoring of completion of training, school coordinators are also supported directly by Unitas by email and telephone throughout the set-up and delivery of the programme.

Coaching is undertaken on a one to one basis, however one coach may support more than one young person. Coaches may be from a variety of backgrounds. Most frequently they are teachers; teaching assistants; non-teaching staff such as technicians or administrative staff; parents; university students; community volunteers; or older year-group pupils (usually Years 10-13). Coaches meet with their young person for 20 minutes each weekday for five weeks in the second half of the summer term when the pupils are in Year 6 in their primary schools; and 10 weeks at the beginning of Year 7 when pupils are in secondary school. For most young people a different coach works with them in their primary and secondary schools.

Sessions are timetabled at times that suits the school: this may be in lesson time, before or after school or at lunchtime. The coaching role involves planning sessions, initially using the reading profile created by the school coordinator after the reading interview with the young person and as they establish a relationship with the young person, increasingly focusing in on the young person's interests and needs. Coaches also review and record the young person's progress. Coaching is focused around three strands – choosing texts, enjoying texts and understanding texts. 'Choosing texts' focuses on improving young people's skills in choosing reading materials that they are interested in and which are suitable for their level of ability, giving them a sense of ownership about their choice. It is also designed to help young people to become familiar with environments where they can find the texts and to be relaxed in those environments. Related coaching activities include talking about book choice, developing strategies to assess a book choice, visiting a library and using MyChoice!

To support young people in 'enjoying texts' coaches are recommended to deploy a range of strategies and resources focused on shared reading: the use of ICT (such as e-readers and the internet), discussing related books and films, and using audio books. The 'Understanding texts' coaching strand aims to help young people understand what they read at a literal and inferential level and to talk, with understanding, about what they have read. Techniques included in the coaching framework to support understanding of texts include: skimming and scanning; kinaesthetic activities such as acting out a scene; KWL (what do I know, what do I want to find out, and what did I learn); visual representations such as a storyboard or book cover design; and reciprocal teaching involving summarising, asking questions, clarifying and predicting and embellishing. Coaches are expected to undertake four online training modules prior to working with their young person.

A key feature of the TextNow Transition Programme is to provide rewards to young people for their participation. This is achieved through credits (worth 25p) being awarded for each day of attendance and participation with reading on TextNow. The credits are added to each young person's account on MyChoice!, a web resource with an 'online bookstore' and book club which aims to support and encourage independent reading. MyChoice! includes questions to guide young people's choice of books, as well as news, quizzes and competitions to engage young people in fun activities to do with reading. Young people use the credits they 'earn' to 'buy' their own books and build their own personal library. In addition young people were given credits at the beginning of the trial to 'buy' books from MyChoice! over the summer holiday to sustain their engagement during transition. Coaches are expected to use MyChoice! at least once a week with their young person during the intervention at primary and secondary school.

The control group was 'business as usual' during the trial and received no TextNow coaching. Following the post-test the control group was provided with credits to 'buy' books from the MyChoice! website.

The process evaluation indicates that there were significant fidelity issues in the implementation of the TextNow Transition Programme. Some pupils did not receive the full dosage of coaching and some of the young people who received peer coaching reported that that the coaching was poor quality. Some pupils had no or limited access to MyChoice! Fidelity was most problematic where schools lacked commitment to the programme. Due to the timing of the primary intervention (post SATs) some primary schools did not perceive any benefit to the school from their participation. Some secondary schools also lacked commitment to the programme, particularly when they had been recruited as part of a chain of schools. These issues are discussed in more detail in the process evaluation in Section 4 below.

2.4 Outcomes

The primary outcome in the study was reading comprehension. The New Group Reading Test was used as a post-test reading ability measure and employs sentence completion and passage comprehension items². Appendix I contains a statistical and graphical summary for this primary outcome. The New Group Reading Test was administered online through GL online testing software. Independent invigilators were sent to the schools to facilitate the testing process and a teacher in each school oversaw this process. The invigilators were blinded to the group status of the individual pupils. The KS2 reading score (standardised national school literacy assessment, taken from the spring census 2013 and accessed through the National Pupil Database) acted as a pre-test measure in the analysis models.

The secondary outcome of interest was 'reading for pleasure' or children enjoying and fostering a love of books and reading. It was chosen because it was an intermediate attitudinal change that would lead to end-point outcomes in assessed literacy ability and a core aim of the TextNow programme. Two sub-scales from the Progress in International Reading Literacy Study (PIRLS) were used as a post-test reading attitudes measure related to reading for pleasure. The two scales were: 1. 'Students Like Reading' Scale and 2. 'Students Motivated to Read' Scale. Appendix I provides a statistical summary of these two scales and the questionnaire items they were derived from. As with the primary outcome, standardised national school literacy assessments were used as a pre-test measure in the secondary outcome models. The resulting observed correlations between this pre-test and the two secondary outcome measures were fairly weak³ and so the value of the pre-test measure was more limited for the secondary outcomes compared with the primary outcome. The secondary outcome tests were administered during the same session and under the same conditions as the primary outcome test.

2.5 Sample size

At the design stage, the sample size calculation for this individually randomised, multi-site block randomised, RCT used the following indicators:⁴

- Probability: to detect effects with a probability <0.05.
- Power: with a power of 0.8.

² NGRT Information available at: <http://www.gl-assessment.co.uk/products/new-group-reading-test>.

³ $r = 0.19$ (KS2 v 'Students like Reading'); $r = 0.08$ (KS2 v 'Students Motivated to Read').

⁴ Calculation made using Optimal Design software: <http://hlmssoft.net/od/>

- Effect size: with an effect size in the range of $g = 0.2-0.3$ (from previous literature).
- Site size: with an average site size of 20 pupils.
- Intra-Cluster Correlation (ICC) = 0.05 i.e. the proportion of variation that is 'explained' by clustering at the school level. At this design stage, clustering at the secondary school was used in the power calculations.
- Covariate – with the proportion of explained variance by level 1 covariate being estimated to be 0.5 (Pearson's Correlation Coefficient).

This calculation produced an estimate of number of sites (i.e. secondary schools) required to be 16-30 depending on effect size in the range outlined above (i.e. 0.2-0.3). Therefore, the original design for this trial was based upon a large sample of pupils (N=600) from approximately 30 secondary schools. Although more than the target number of schools were recruited (34) there was a shortfall in the number of children entered into the randomisation process (N=501). This was due to there being fewer eligible pupils per secondary school than had been predicted and the non-return of consent forms by parents/carers.

Following the collection and processing of data, the Minimum Detectable Effect Size (MDES) for the primary outcome (New Group Reading Test) was calculated more precisely. This was done by using the actual values of the ICC and the correlation between the pre- and post-test measures. Please note that two sets of calculations are provided. The first assumes clustering by secondary school (this was the approach used to estimate the MDES at the design stage – see above) whilst the second assumes clustering by primary school. The statistical analyses (multilevel models) presented in this report assume clustering at the primary school level because of the higher ICC.

- 501 pupils at randomisation
- 34 secondary schools, 62 primary schools
- Average site size (pupils per school) at randomisation = 14.7 (secondary school); 8.1 (primary school)
- Inter-class correlation = 0.048 (for secondary), 0.053 (for primary)
- Pre-post correlation = 0.54

MDES estimates:

Assuming clustering at secondary school level = 0.20

Assuming clustering at primary school level = 0.19

Despite the smaller than expected sample size, the randomisation worked well providing two balanced groups for analysis.

2.6 Randomisation

The randomisation was conducted at an individual level. The individuals were block randomised initially by school and then by reading level as indicated by teacher-predicted KS2 results to create pairs.

A random number generator (provided by Stata v13) assigned a number between 0 and 1 to each member of a pair and the individual with the highest random number in each pair was assigned to the intervention group. In cases where uneven numbers of pupils were present in a school, the remaining individual would be assigned to the intervention group if they had a random number of above .5 and if they had a random number below 0.5 they were assigned to the control group. The randomisation was

conducted by a member of the independent evaluation team who had been blinded to any identifying school or pupil data.

2.7 Analysis

Multilevel analyses were conducted using the Stata v13 software that took account of how participants were clustered into primary schools at the beginning of the trial. Because this was a project around the transition of young people from Y6 to Y7, they were also clustered differently at the end of the trial in relation to the different secondary schools they entered. The main analysis was run twice to assess whether taking into account the clustering of young people by primary or secondary school made a difference. Both approaches resulted in similar findings. Moreover, the degree of clustering effects was more evident in relation to the young people's attendance at primary school, as would be expected, and thus the main multilevel analysis was based on taking their clustering by primary school into account. The main analyses were conducted on an "intent to treat" basis following which an examination of 'dose' or fidelity was undertaken. This means that the assessment attempted to measure the impact of a school running the programme in real-world conditions, recognising that attendance or implementation may not be perfect.

Binary dummy variables were used to identify the intervention (coded "1") and control (coded "0") group participants. Similarly, binary dummy variables were used for the FSM ("1"=FSM, "0"=non-FSM)⁵ and gender ("1"=female, "0"=male) variables. A pre-test measure of Key Stage 2 reading score was also used within the analyses.

The modelling was conducted in stages; first, a main effects stage followed by an interaction stage. The main effects models included the intervention / control dummy variable along with the KS2 pre-test measure, FSM and gender dummies. The main effects model assumes that any impact of the intervention is consistent across different participant subgroups (for example males and females; FSM and non-FSM participants): to explore whether this was a reasonable assumption, the three interaction terms were introduced one at a time. The interaction terms included were: FSM*intervention (isolating FSM participants who received the intervention); a gender*intervention (isolating females who received the intervention); and KS2 pre-test*intervention (isolating the pre-test scores of intervention group participants). If an interaction term was found to be statistically significant, a subgroup analysis was used to explore this in more depth. For example, if a gender*intervention interaction term was found to be statistically significant, separate models would be run for the male and female subsamples to explore this.

Following the impact analyses, further analyses focused on intervention group participants to explore 'dosage'. In this context, 'dosage' is defined as the number of days a participant attended a TextNow session. Multilevel models explored whether attendance had an impact on the three outcome measures. For each outcome, two models were constructed: the first used an overall (primary and secondary school) attendance variable whilst the second used separate attendance details for the primary and secondary school sessions.

⁵ The FSM measure identifies young people who *are* eligible and claiming free school meals from young people who are *not* eligible or eligible and not claiming them. Although this measure is widely used as a proxy for the socio-economic status of young people, it should be noted that there is a known undercount of FSM claimants that is estimated at approximately 200,000 (or 2%) of all 4-15 years olds in England (Iniesta-Martinez and Evans, 2012). Whilst FSM is a rather simple measure of socio-economic status and has this problem of inaccuracy, it is readily available and until better socio-economic detail is collected, remains likely to be the main tool for taking socio-economics into account in educational research in England.

2.8 Process evaluation methodology

The process evaluation was designed to illuminate the implementation of the TextNow Transition Programme and assess fidelity. Key areas explored were pupil and school engagement, the quality of implementation of the intervention, perceived programme outcomes and adherence to the planned programme. Data was collected through a variety of activities at different time points as shown in Table 2.1.

Table 2.1 Process evaluation data collection

| Date | Activity |
|--------------------------------|---|
| June to July 2013 | 5 weeks of TextNow intervention in primary schools |
| September to November 2013 | Surveys of all primary coordinators and coaches |
| September to mid-December 2013 | 10 weeks of TextNow intervention in primary schools |
| Mid-Dec 2013 to February 2014 | Surveys of all secondary coordinators and coaches |
| Jan 2014 | Four pupil focus groups |

The survey of primary and secondary coaches covered: their background and training, the arrangements for coaching sessions, approaches to coaching, pupil engagement, behaviour and outcomes, as well as coaches' suggestions for improving the programme. The survey of primary and secondary coordinators covered: their background and training, the numbers of coaches they worked with, activities and tasks carried out in the coordination role and programme outcomes. Coaches and coordinators were also asked for suggestions to improve the programme. All surveys were conducted anonymously online and analysed by the evaluators using descriptive statistics for numerical data and thematic analysis of open questions. Links to the coordinator survey were provided directly to all coordinators, initially by the evaluators and then to boost the response by Unitas. Coordinators were asked to pass the links to the coach survey to coaches in their school. Response rates from both primary and secondary coordinators were high (primary: 64%; secondary: 68%). Although a lower response rate was achieved for coaches (primary: 11%; secondary 21%), a response from at least one coach was received from over half of the schools recruited to the trial (Table 2.2).

Table 2.2 Process evaluation survey response rate

| Role | No. of responses | Response rate (%) | No. of schools | Percentage of schools (%) |
|-----------------------|------------------|-------------------|----------------|---------------------------|
| Primary coordinator | 36 ⁶ | 64% | 30 | 55.6 |
| Secondary coordinator | 21 ⁷ | 68% | 19 | 61.2 |
| Primary coach | 42 | 11% | 27 | 50.0 |
| Secondary coach | 72 | 21% | 18 | 58.1 |

Four pupil focus groups were conducted by one researcher from the evaluation team after the end of the programme. A purposive sample of participating schools was selected for the focus groups to maximise variation in terms of geographical distribution, rural/urban school location, socio-economic profile, and type of governance. Of the six schools originally approached, two declined, one due to a forthcoming Ofsted inspection, and another did not have staff capacity to make the necessary arrangements for the visit. The four schools which agreed to participate in the focus groups varied in their degree of engagement with the Text/Now programme. The Text/Now coordinator in each school was asked to select 6 pupils from the intervention group that were representative of the range of pupils who had received the intervention in terms of gender, reading ability, attitudes towards reading, programme outcomes and English as a second language status (EAL). Due to pupil absence, there were fewer focus group pupils at one school. In total, 22 pupils (10 girls and 12 boys) from the intervention group participated in focus groups conducted in four secondary schools. The participant characteristics broadly matched those requested by the evaluators. Pupils were asked about their experiences of the programme at both their primary and secondary schools and how they thought participation in the programme had impacted their enjoyment of reading and reading skills. Each focus group was recorded and a thematic focus group report with illustrative quotes was prepared.

⁶ This equated to 34 individuals, with two working across two different primary schools.

⁷ Two schools had responses from two coordinators.

3. Impact evaluation

3.1 Timeline

| Date | Activity |
|-----------------------------|--|
| Sept 2012-Jan 2013 | Recruitment of schools |
| May 2013 | Pre-test data (Key Stage 2 finely graded reading point score) was collected from schools to identify eligible pupils (Note: KS2 data used for analysis made available to the research team from DfE in January 2014) |
| April-May 2013 | Collection of parental consent |
| 20 th May 2013 | Randomisation of pupils to intervention and control groups |
| 3-17 June 2013 | Commencement of five weeks of TextNow in primary schools |
| School summer holidays 2013 | Access to MyChoice! continued throughout the school holidays |
| 4-25 September | Commencement of ten weeks of TextNow in secondary schools |
| December 2013 | Intervention finishes in secondary schools |
| December 2013 | Post-test (standardised age score from the NGRTB test) collected |
| January 2014 | Pupils (N=35) at two schools who was unable to arrange an earlier test were tested |

3.2 Participants

Recruitment of schools was undertaken by Unitas who undertook a scoping exercise drawing on pupil performance and FSM data to identify secondary schools likely to have eligible pupils. Due to the short time period over which schools were to be recruited, the strategy was to approach secondary schools which were part of networks or chains which would provide routes into multiple schools or schools with which Unitas had a pre-existing relationship. Between October 2012 and December 2012 Unitas made telephone and/or email approaches to head teachers in selected schools (the number of schools contacted was not recorded) to gain senior leader support for participation. Where some interest was expressed, Unitas then explained the trial through meetings with head teachers/relevant staff and phone calls. This resulted in an 'interested list' of 50 schools. Unitas communicated further information on the trial methodology in January 2013 via email, telephone and/or meetings. This was summarised in a Memoranda of Understanding for primary and secondary schools (Appendix V). At this point a number of schools withdrew. Reasons for withdrawal cited were that the evaluation was too onerous or that they were unwilling to take part in the RCT methodology of selection of young people. In addition, some schools revised downwards the number of pupils they felt they could work with. In some instances, although the secondary school had committed to the project, primary feeder schools could not be convinced to participate, so the secondary school was forced to withdraw. Unitas chose to recruit secondary schools rather than primary schools as they would undertake the bulk of delivery

of the programme, and would be in the best position to identify a cohort of eligible pupils from multiple feeder primary schools. Secondary schools, supported by the Unitas programme manager, brought their feeder primary schools into the trial. None of the secondary schools which elected to participate and were able to bring on board their feeder primary schools had previously worked with Unitas or had run the secondary TextNow programme. At the point of randomisation 34 secondary schools (four above the original target number) across England and 62 primary schools were participating in the trial.

All pupils in Year 6 in the feeder primary schools of the 34 participating secondary schools were assessed for eligibility by the secondary schools. Potential eligible pupils were identified by the secondary schools based on primary teachers' assessments of predicted reading point score at KS2. Parental/carer consent was requested for all pupils who were not predicted to achieve Level 4, or who were likely to achieve a fragile Level 4 (4b or 4c) and were likely to gain at least a Level 2.

Only data on the 501 pupils that schools identified as eligible, and for whom schools had collected parental/carer consent, were passed to the evaluators. It is therefore not possible to compare those pupils whose parents did not give consent with the pupils included in the trial in terms of key characteristics. The number of pupils who met the pilot selection criteria and accepted a place at the participating secondary school was far below the initial prediction given by the secondary schools, resulting in an under-recruitment of pupils for the pilot (target number 600). The under-recruitment of pupils was further exacerbated by the process of gaining parental/carer consent. Issues included: the timing of the consent request clashing with the Easter holiday; some schools not adhering to the processes for distribution of consent forms requested by Unitas and/or not chasing missing forms; and the complexity of the form (Appendix V).

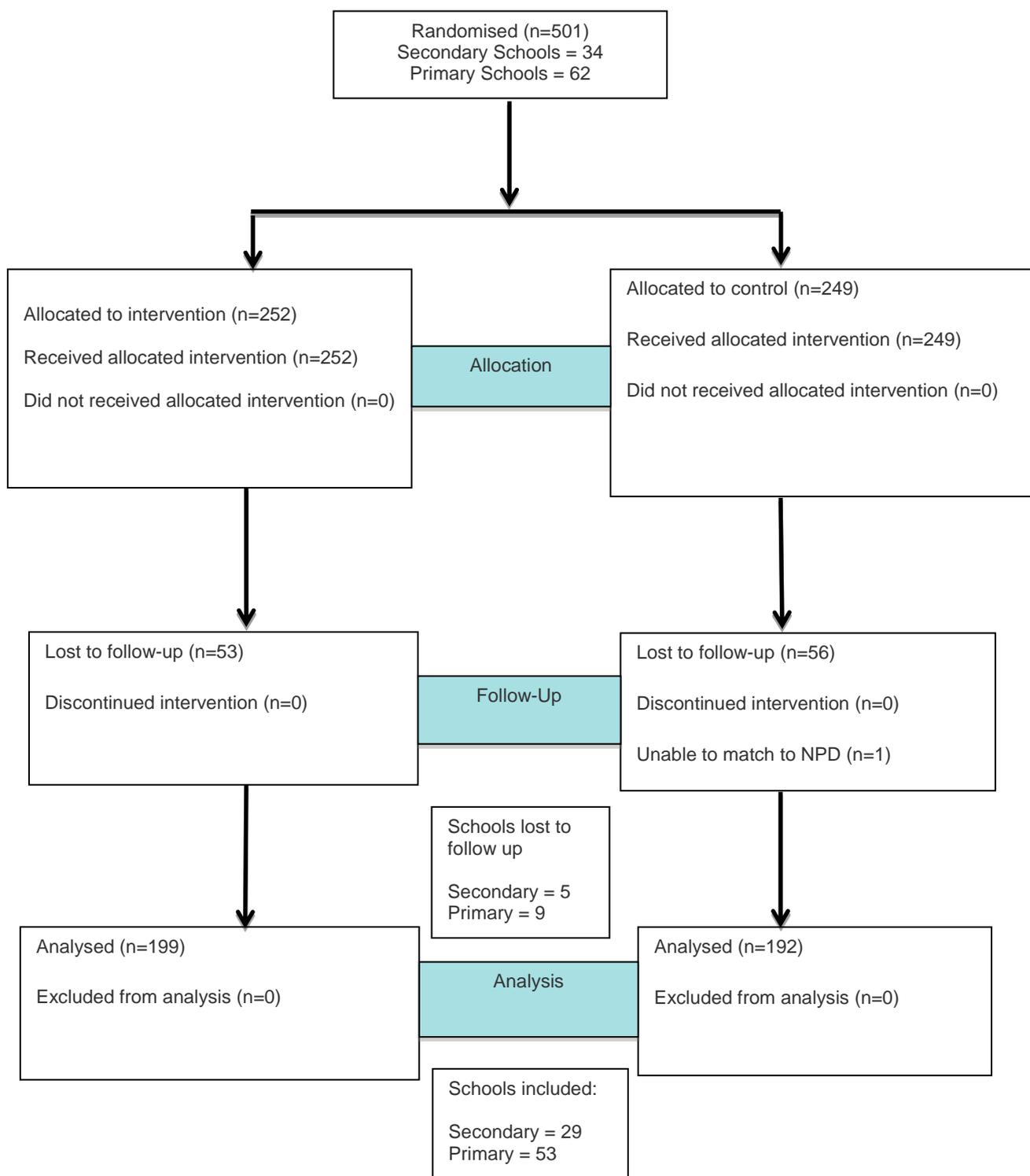
As the flowchart (Figure 3.1) illustrates, 501 eligible pupils were entered into the trial. Of the 501 pupils who were randomised, 252 were allocated to the intervention group and 249 to the control group. Three of the control group pupils were given the intervention in primary school but were not given the intervention in their secondary school. Nineteen pupils in four primary schools in the intervention group did not receive the five-week intervention in their primary school and did not have access to MyChoice! over the summer, but did receive the intervention in the secondary school.⁸

Of the 252 pupils allocated to the intervention group, 53 were lost to follow up: 32 of these 53 were in the five secondary schools that discontinued the programme and dropped out of the trial. Four of the five secondary schools did not start the 10-week secondary programme. Reasons given included: that their feeder primaries had dropped out and not run the 5-week programme; logistical reasons making it impossible to implement the programme in the timescale required; and in one school, an impending Ofsted inspection. These four schools were unwilling, or did not have the capacity, to arrange the end-tests. The drop-out of these schools does not compromise the internal validity of the study but does have minor implications for the external validity or representativeness of the results for schools in general. Schools which were less engaged with the programme also tended to drop-out of the testing, meaning that the treatment effect is estimated on more engaged schools. The fifth secondary school dropped out in week eight of the ten-week secondary programme citing a lack of capacity to either complete the programme or arrange the end-test. Twenty-one of the 53 pupils lost to follow-up did not attend the end-test in their school. In total 199 intervention pupils were entered into the analysis of the primary outcome. Of the 249 pupils allocated to the control group, 56 were lost to follow-up, 28 in the secondary schools who withdrew from the trial and 28 who did not attend the end-test in their school. We were unable to match one of the control pupils to the NPD, so a total of 192 pupils from the control group were entered into the analysis of the primary outcome. In total pupils from 53 primary schools and 29 secondary schools were entered into the analysis.

⁸ Of these 19 pupils, seven were lost to follow-up due to their secondary school withdrawing from the trial near the end of the ten-week programme in the secondary school.

The number of pupils entered into the analysis for the secondary outcomes was lower than for the primary outcome of reading comprehension (primary outcomes n=391; secondary outcome 'Students Like Reading' n=331; secondary outcome 'Students Motivated to Read' n=352). This was due to missing responses relating to the questionnaire components used to construct the scales for the secondary outcomes.

Figure 3.1: Trial participants



3.3 School characteristics

In terms of percentage of pupils with SEN, the average percentage for the sample was slightly higher than the national average, this was also the case for the percentage of pupils with English not as a first language. Compared to the national average, the schools sampled for the study had a higher average percentage of pupils eligible for free school meals and a lower average percentage of pupils achieving 5+ A*-C or equivalent GCSEs including A*-C in both English and Mathematics. Comparing the original sample to the achieved sample used in analysis reveals little difference between these sample characteristics (Table 3.1).

Table 3.1 Secondary school characteristics of sample compared with national data

| | England - national (secondary state- funded) | Original sample (n=34) | Sample for analysis (n=29) |
|--|--|------------------------------|----------------------------------|
| Percentage of pupils with SEN | 1.9% | 3.1% | 3.2% |
| Percentage of pupils with English not as a first language | 13.6% | 16.8% | 16.1% |
| Percentage of pupils eligible for free school meals | 16.3% | 25.4% | 25.4% |
| Percentage of pupils achieving 5+ A*-C or equivalents including A*-C in both English and Mathematics GCSEs | 60.6% | 51.4% | 51.7% |

Around half the schools in the original sample had an Ofsted rating of 'Good' whilst 9 had a rating of 'Requires improvement'. Three schools had an 'Outstanding' rating whilst 4 were deemed 'Inadequate'. The distribution of Ofsted ratings was similar across the sample used for analysis (Table 3.2).

Table 3.2 Secondary schools Ofsted ratings

| Ofsted rating of overall effectiveness of the school | Original sample (n=34)* | Sample for analysis (n=29) |
|--|-------------------------|----------------------------|
| Outstanding | 3 | 3 |
| Good | 15 | 13 |
| Requires improvement | 9 | 7 |
| Inadequate | 4 | 3 |

*Ofsted reports unavailable for 3 schools

The majority of schools in the original sample were Academy sponsor-led schools (n=18). In total 9 schools were community schools, 4 were foundation schools, 2 were academy converters and 1 was a Free School. Four of the 5 schools who dropped out of the trial were Academy sponsor-led schools (Table 3.3).

Table 3.3 Secondary school type

| School type | Number of schools | |
|------------------------------|------------------------|----------------------------|
| | Original sample (n=34) | Sample for analysis (n=29) |
| Foundation School | 4 | 3 |
| Community school | 9 | 9 |
| Academy Converter Mainstream | 2 | 2 |
| Academy Sponsor-Led | 18 | 14 |
| Free School Mainstream | 1 | 1 |

As noted above, the schools in the sample were mostly in the upper range in terms of percentage of pupils eligible for free school meals; 21 schools were in the upper quintile (Table 3.4).

Table 3.4 Pupils eligible for FSM

| FSM quintiles | Number of schools | |
|------------------|-------------------------|-----------------------------|
| | Original sample (n=34)* | Sample for analysis (n=29)* |
| Lowest quintile | 0 | 0 |
| Lower quintile | 3 | 2 |
| Middle quintile | 7 | 6 |
| Upper quintile | 21 | 19 |
| Highest quintile | 2 | 1 |

* One school is not included in the 2013 KS4 Performance Tables

The majority of schools (19) were in the lower quintile for attainment (Table 3.5). Although all drop-out schools were in this category, all of these were at the top end of the lower quintile. Hence with regards to the average percentage of pupils achieving 5+ A*-C or equivalents including A*-C in both English

and mathematics GCSEs little difference can be seen between the original sample and the achieved sample (Table 3.1).

Table 3.5 Secondary school attainment

| | Number of schools | |
|--|-------------------------|-----------------------------|
| | Original sample (n=34)* | Sample for analysis (n=29)* |
| Percentage of pupils achieving 5+ A*-C or equivalents including A*-C in both English and Mathematics GCSEs quintiles | | |
| Lowest quintile | 2 | 2 |
| Lower quintile | 19** | 14 |
| Middle quintile | 7 | 7 |
| Upper quintile | 3 | 3 |
| Highest quintile | 2 | 2 |

* One school is not included in the 2013 KS4 Performance Tables

** Although all drop-out schools appear in the lower quintile, these schools were close to the top end of this quintile, and the mean % attainment for the original sample is close to that of the analysis sample.

3.4 Pupil characteristics

Table 3.6 Number of participants involved in the TextNow Transition Programme RCT evaluation

| Description | Pre-test (Baseline) | | Post-test (Outcome) | |
|-----------------|---------------------|------------------|---------------------|---------|
| | Intervention | Control | Intervention | Control |
| Participants | 252 | 249 ⁹ | 199 | 192 |
| Primary Schools | 62 | 62 | 53 | 53 |

⁹ It was not possible to match two of the control group pupils to the NPD; therefore the analysis of pre-test pupil characteristics is based on 247 control group pupils.

| Description | Pre-test (Baseline) | | Post-test (Outcome) | |
|-------------------|---------------------|----|---------------------|----|
| Secondary Schools | 34 | 34 | 29 | 29 |

In terms of FSM, gender and the pre-test measure, randomisation resulted in intervention and control group samples that were comparable at baseline. The samples remained statistically comparable at the post-test stage suggesting that the small attrition did not introduce bias in terms of FSM, gender and the KS2 pre-test measure (Tables 3.6-3.9).

Table 3.7 FSM statistical snapshots at baseline and outcome

| FSM | Pre-test (Baseline) | | Post-test (Outcome) | |
|--|---------------------|------------|---------------------|------------|
| | Intervention | Control | Intervention | Control |
| Eligible and registered / claiming | 79 (31%) | 76 (31%) | 57 (29%) | 59 (31%) |
| Not eligible or eligible and not registered / claiming | 173 (69%) | 171 (69%) | 142 (71%) | 133 (69%) |
| Total | 252 (100%) | 247 (100%) | 199 (100%) | 192 (100%) |
| | Value (d.f.) | p= | Value (d.f.) | p= |
| Pearson chi-square test | 0.02 (1) | 0.889 | 0.20 (1) | 0.65 |

Table 3.8 Gender statistical snapshots at baseline and outcome

| Gender | Pre-test (Baseline) | | Post-test (Outcome) | |
|-------------------------|---------------------|------------|---------------------|------------|
| | Intervention | Control | Intervention | Control |
| Female | 116 (46%) | 114 (46%) | 96 (48%) | 86 (45%) |
| Male | 136 (54%) | 133 (54%) | 103 (52%) | 106 (55%) |
| Total | 252 (100%) | 247 (100%) | 199 (100%) | 192 (100%) |
| | Value (d.f.) | p= | Value (d.f.) | p= |
| Pearson chi-square test | 0.001 (1) | 0.978 | 0.47 (1) | 0.49 |

Table 3.9 KS2 Pre-test (Reading) statistical snapshots at baseline and outcome

| KS2 Pre-test (Reading) | Pre-test (Baseline) | | Post-test (Outcome) | |
|------------------------|---------------------------------------|-------------|---------------------------------------|-------------|
| | Intervention | Control | Intervention | Control |
| Mean (sd) | 24.7 (4.16) | 24.4 (4.16) | 24.7 (4.29) | 24.3 (4.27) |
| Median (IQR) | 25.4 (5.04) | 25.1 (6.18) | 25.4 (5.04) | 25.1 (6.18) |
| N | 252 | 247 | 199 | 192 |
| t-test (df) | mean difference (d.f.) +0.28 (497) | p= 0.46 | mean difference (d.f.) +0.34 (389) | p 0.43 |
| Effect Size (Hedges g) | +0.07 | | +0.08 | |

3.5 Outcomes and analysis¹⁰

Table 3.10 Primary outcome—reading comprehension¹¹
(n=391 participants in 53 primary schools)

| Description | Main Effects Model | | Interaction Models | | | | | |
|--|--------------------|--------------|----------------------|--------------|--------------------|--------------|-----------------|--------------|
| | coef. | s.e. | Pre-test interaction | | Gender Interaction | | FSM Interaction | |
| | coef. | s.e. | coef. | s.e. | coef. | s.e. | coef. | s.e. |
| Group (Intervention) | -0.72 | 0.874 | -0.72 | 0.868 | -1.58 | 1.221 | -1.96 | 1.043 |
| Pre-test (KS2 Reading) | 1.54 | 0.111 | 1.33 | 0.152 | 1.54 | 0.111 | 1.54 | 0.110 |
| <i>Interaction</i> (Pre-test*Intervention) | - | - | 0.40 | 0.206 | - | - | - | - |
| Gender (female) | 1.58 | 0.926 | 1.59 | 0.921 | 0.65 | 1.309 | 1.75 | 0.924 |
| <i>Interaction</i> (gender*Intervention) | - | - | - | - | 1.84 | 1.834 | - | - |
| FSM (eligible & claiming) | -1.35 | 1.018 | -1.31 | 1.013 | -1.23 | 1.023 | -3.42 | 1.408 |
| <i>Interaction</i> (FSM*Intervention) | - | - | - | - | - | - | 4.41 | 1.948 |
| <i>Constant</i> | 88.81 | 1.000 | 88.76 | 1.000 | 89.20 | 1.073 | 89.37 | 1.033 |
| <i>-2 Log Likelihood</i> | -1497.891 | | -1418.657 | | -1420.047 | | -1418.310 | |
| <i>School level variance (s.e.)</i> | 17.68 (6.239) | | 18.07 (6.309) | | 17.84 (6.259) | | 17.92 (6.233) | |
| <i>Pupil level variance (s.e.)</i> | 73.39 (5.721) | | 72.48 (5.652) | | 73.13 (5.700) | | 72.39 (5.640) | |
| <i>Intra-Class Correlation (s.e.)*</i> | 0.19 (0.059) | | 0.20 (0.060) | | 0.20 (0.059) | | 0.20 (0.059) | |

¹⁰ See Appendix II for the approach to modelling and the key terms used in the tables in this section.

¹¹ Reading comprehension was assessed using the GL New Group Reading Test.

Hedges g effect size¹² for main effects model (95% Confidence Intervals): = -0.06 (-0.22, +0.09)

A small negative effect size was found but this was not statistically significant and so we must conclude that there is no evidence of impact on the primary outcome.

The FSM*intervention interaction term, however, was found to be positive and statistically significant, and when this is included into the model the (negative) FSM main effects term becomes statistically significant. This suggests that the *TextNow Transition Programme* had a different impact for FSM and non-FSM participants and to look more closely at this, models were re-run on the FSM and non-FSM subsamples.

The pre-test KS2 measure was statistically significant in all models, reflecting the correlation between this test score and the primary outcome (Pearson's $r=0.5$).

The following tables (3.11 and 3.12) summarise the primary outcome models for the FSM and non-FSM participant subsamples.

Table 3.11 Primary outcome – reading comprehension
(FSM Participant only, n=116 participants in 44 primary schools)

| Description | Main Effects Model | | Interaction Models | | | |
|--|--------------------|--------------|----------------------|--------------|--------------------|--------------|
| | coef. | s.e. | Pre-test interaction | | Gender Interaction | |
| | | | coef. | s.e. | coef. | s.e. |
| Group (Intervention) | 2.01 | 1.767 | 2.17 | 1.780 | 3.03 | 2.601 |
| Pre-test (KS2 Reading) | 1.33 | 0.238 | 1.15 | 0.334 | 1.35 | 0.240 |
| <i>Interaction (Pre-test*Intervention)</i> | - | - | 0.35 | 0.451 | - | - |
| Gender (female) | 1.08 | 1.866 | 0.90 | 1.873 | 2.03 | 2.586 |
| <i>Interaction (gender*Intervention)</i> | - | - | - | - | -1.99 | 3.718 |
| <i>Constant</i> | 86.11 | 1.775 | 86.12 | 1.766 | 85.55 | 2.055 |
| <i>-2 Log Likelihood</i> | -430.804 | | -430.509 | | -430.663 | |

¹² For detail on how the Hedges g effect size was calculated see Appendix III.

| Description | Main Effects Model | Interaction Models | |
|---------------------------------------|--------------------|--------------------|----------------|
| | | | |
| <i>School level variance (s.e.)</i> | 19.38 (12.344) | 17.99 (12.043) | 18.67 (12.276) |
| <i>Pupil level variance (s.e.)</i> | 82.82 (13.477) | 83.26 (13.530) | 83.06 (13.540) |
| | | | |
| <i>Intra-Class Correlation (s.e.)</i> | 0.19 (0.111) | 0.18 (0.110) | 0.18 (0.111) |

Hedges g effect size for main effects model (95% Confidence Intervals): +0.18 (-0.13, +0.48)

Amongst the FSM subsample, a positive effect size was found. However, this does not reach statistical significance and so we conclude no impact.

Table 3.12 Primary outcome – reading comprehension
(Non-FSM participants only, n=275 participants in 52 primary schools)

| Description | Main Effects Model | | Interaction Models | | | |
|--|--------------------|--------------|----------------------|--------------|--------------------|--------------|
| | | | Pre-test interaction | | Gender Interaction | |
| | coef. | s.e. | coef. | s.e. | coef. | s.e. |
| Group (Intervention) | -2.08 | 0.999 | -2.16 | 0.990 | -3.35 | 1.350 |
| Pre-test (KS2 Reading) | 1.56 | 0.121 | 1.34 | 0.166 | 1.57 | 0.120 |
| <i>Interaction (Pre-test*Intervention)</i> | - | - | 0.45 | 0.231 | - | - |
| Gender (female) | 2.09 | 1.077 | 2.23 | 1.071 | 0.59 | 1.519 |
| <i>Interaction (gender*Intervention)</i> | - | - | - | - | 2.91 | 2.085 |
| | | | | | | |
| <i>Constant</i> | 89.27 | 1.030 | 89.19 | 1.032 | 89.85 | 1.107 |
| | | | | | | |
| <i>-2 Log Likelihood</i> | -986.895 | | -984.983 | | -985.927 | |
| <i>School level variance (s.e.)</i> | 17.79 (6.652) | | 18.61 (6.816) | | 17.78 (6.637) | |
| <i>Pupil level variance (s.e.)</i> | 65.42 (6.218) | | 64.07 (6.100) | | 64.91 (6.171) | |
| | | | | | | |

| Description | Main Effects Model | Interaction Models | |
|---------------------------------------|--------------------|--------------------|--------------|
| | | | |
| <i>Intra-Class Correlation (s.e.)</i> | 0.21 (0.068) | 0.23 (0.070) | 0.22 (0.068) |

Hedges g effect size for main effects model (95% Confidence Intervals): - 0.19 (-0.36, -0.01)

Amongst the non-FSM subsample, a statistically significant negative effect size was found.

Overall, the findings for FSM participants are encouraging but the evidence is insufficient to claim a positive impact whilst for non-FSM participants, it seems that the TextNow programme had a negative impact that was small but statistically significant.

The analyses then focused on just the intervention group participants to look at whether attendance at the TextNow Transition Programme coaching sessions had an impact on the primary outcome measure. The attendance 'dosage' was approximated using attendance details provided by Unitas for all participating pupils. The time in days spent involved in the (20 minute) coaching one to one sessions was selected as the measure. The time spent in primary school and secondary school was kept separate in the analyses. Table 3.13 summarises these dosage measures for the 199 intervention group participants.

Table 3.13 Attendance dosage (weeks and days) – intervention group only (n=199)

| | Primary School Dosage number of primary schools = 53 | | Secondary School Dosage no. of secondary schools = 29 | |
|---------------|---|-------------|--|--------------|
| | Weeks | Days | Weeks | Days |
| Expected dose | 5 | 5 x 5 = 25 | 10 | 10 x 5 = 50 |
| Mean (sd) | 4.4 (1.61) | 17.8 (7.11) | 9.9 (1.24) | 42. (6.901) |
| Median (IQR) | 5.0 (0.00) | 20.0 (6.00) | 10.0 (0.00) | 44.0 (10.00) |
| Min | 0 | 0 | 0 | 0 |
| Max | 6 | 25 | 13 | 52 |

Table 3.14 Primary outcome – reading comprehension – dosage analysis
(Intervention sample only, n=199, across 53 primary schools)

| Description | Total Time (days) | | Separating Primary & Secondary | |
|------------------------|-------------------|--------------|--------------------------------|--------------|
| | coef. | s.e. | coef. | s.e. |
| Pre-test (KS2 Reading) | 1.69 | 0.152 | 1.67 | 0.150 |

| Description | Total Time (days) | | Separating Primary & Secondary | |
|---------------------------------------|-------------------|--------------|--------------------------------|--------------|
| | | | | |
| Dosage Variables | | | | |
| <i>Days attended (overall)</i> | 0.09 | 0.061 | - | - |
| Days attended (primary school) | - | - | -0.05 | 0.106 |
| Days attended (secondary school) | - | - | 0.15 | 0.072 |
| <i>Constant</i> | 88.42 | 0.815 | 88.42 | 0.803 |
| <i>-2 Log Likelihood</i> | -722.59 | | -721.26 | |
| <i>School level variance (s.e.)</i> | 14.07 (8.380) | | 13.29 (7.931) | |
| <i>Pupil level variance (s.e.)</i> | 72.49 (8.867) | | 71.89 (8.711) | |
| <i>Intra-Class Correlation (s.e.)</i> | 0.16 (0.089) | | 0.16 (0.086) | |

A statistically significant coefficient does emerge around attendance at the secondary school stage of the intervention. Increased time (in days) spent engaged with the TextNow intervention during Y7 (secondary school) is associated with an increased score on the primary outcome. Time spent engaged with TextNow at the end of Y6 does seem to have an impact on the primary outcome.

Table 3.15 Secondary outcome – ‘Students Like Reading’¹³
(n=331 participants in 53 primary schools)

| Description | Main Effects Model | | Interaction Models | | | | | |
|----------------------|--------------------|-------|----------------------|-------|--------------------|-------|-----------------|-------|
| | | | Pre-test interaction | | Gender Interaction | | FSM Interaction | |
| | coef. | s.e. | coef. | s.e. | coef. | s.e. | coef. | s.e. |
| Group (Intervention) | -0.10 | 0.584 | -0.10 | 0.584 | -0.51 | 0.804 | -0.16 | 0.700 |
| | | | | | | | | |

¹³ This was measured using the Progress in International Reading Study (PIRLS) 2011 'Students Like Reading' Scale.

| Description | Main Effects Model | | Interaction Models | | | | | |
|--|--------------------|--------------|--------------------|--------------|---------------|--------------|---------------|--------------|
| | | | | | | | | |
| Pre-test (KS2 Reading) | 0.26 | 0.070 | 0.23 | 0.100 | 0.26 | 0.071 | 0.26 | 0.070 |
| <i>Interaction</i> (Pre-test*Intervention) | - | - | 0.06 | 0.138 | - | - | - | - |
| Gender (female) | 3.17 | 0.596 | 3.19 | 0.597 | 2.70 | 0.866 | 3.18 | 0.599 |
| <i>Interaction</i> (gender*Intervention) | - | - | - | - | 0.90 | 1.199 | - | - |
| FSM (eligible & claiming) | 0.74 | 0.654 | 0.75 | 0.654 | 0.80 | 0.657 | 0.64 | 0.926 |
| <i>Interaction</i> (FSM*Intervention) | - | - | - | - | - | - | 0.21 | 1.288 |
| <i>Constant</i> | 12.93 | 0.561 | 12.92 | 0.562 | 13.13 | 0.617 | 12.96 | 0.590 |
| <i>-2 Log Likelihood</i> | -1026.459 | | -1026.369 | | -1026.175 | | -1026.445 | |
| <i>School level variance (s.e.)</i> | 1.50 (1.016) | | 1.51 (1.017) | | 1.53 (1.024) | | 1.50 (1.016) | |
| <i>Pupil level variance (s.e.)</i> | 27.63 (2.274) | | 27.61 (2.272) | | 27.56 (2.269) | | 27.63 (2.274) | |
| <i>Intra-Class Correlation (s.e.)*</i> | 0.05 (0.034) | | 0.05 (0.034) | | 0.05 (0.035) | | 0.05 (0.034) | |

Hedges g effect size for main effects model (95% Confidence Intervals): = -0.02 (-0.22, +0.18)

A very small negative effect size was found but this is not statistically significant and so we must conclude that there is no evidence of impact on the secondary outcome 'Students Like Reading'. No evidence was found for differential effects across participant subsamples (indicated by a lack of statistically significant interaction terms). The only statistically significant terms were (a) the KS2 pre-test measure, reflecting its correlation with the PIRLS 2011 'Students Like Reading' outcome (Pearson's $r=0.19$) and (b) participants' gender (females had a significantly higher outcome score, although this was found to be independent of participation in the TextNow programme).

Table 3.16 Secondary outcome – ‘Students Like Reading’ scale – dosage analysis
(Intervention sample only, n=173, across 53 primary schools)

| Description | Total Time (days) | | Separating Primary & Secondary | |
|---------------------------------------|-------------------|--------------|--------------------------------|--------------|
| | coef. | s.e. | coef. | s.e. |
| Pre-test (KS2 Reading) | 0.26 | 0.105 | 0.26 | 0.105 |
| | | | | |
| Dosage Variables | | | | |
| <i>Days attended (overall)</i> | 0.00 | 0.037 | - | - |
| Days attended (primary school) | - | - | 0.03 | 0.059 |
| Days attended (secondary school) | - | - | -0.03 | 0.045 |
| | | | | |
| <i>Constant</i> | 14.53 | 0.445 | 14.53 | 0.444 |
| | | | | |
| <i>-2 Log Likelihood</i> | -550.47 | | -550.14 | |
| <i>School level variance (s.e.)</i> | 0.00 (0.000) | | 0.00 (0.000) | |
| <i>Pupil level variance (s.e.)</i> | 33.99 (3.654) | | 33.86 (3.640) | |
| | | | | |
| <i>Intra-Class Correlation (s.e.)</i> | 0.00 (0.000) | | 0.00 (0.000) | |

There is no evidence of attendance having an impact on the 'Students Like Reading' secondary outcome measure.

Table 3.17 Secondary outcome—'Students Motivated to Read' scale¹⁴
(n=352 participants in 53 primary schools)

| Description | Main Effects | | Interaction Models | | | | | |
|--|---------------|--------------|----------------------|--------------|--------------------|--------------|-----------------|--------------|
| | coef. | s.e. | Pre-test interaction | | Gender Interaction | | FSM Interaction | |
| Group (Intervention) | 0.24 | 0.388 | 0.23 | 0.388 | 0.39 | 0.540 | 0.14 | 0.461 |
| Pre-test (KS2 Reading) | 0.01 | 0.047 | 0.04 | 0.067 | 0.06 | 0.047 | 0.06 | 0.047 |
| <i>Interaction</i> (Pre-test*Intervention) | - | - | 0.04 | 0.092 | - | - | - | - |
| Gender (female) | 0.69 | 0.398 | 0.69 | 0.398 | 0.85 | 0.575 | 0.70 | 0.399 |
| <i>Interaction</i> (gender*Intervention) | - | - | - | - | -0.31 | 0.797 | - | - |
| FSM (eligible & claiming) | -0.33 | 0.439 | -0.32 | 0.439 | -0.34 | 0.441 | -0.50 | 0.628 |
| <i>Interaction</i> (FSM*Intervention) | - | - | - | - | - | - | 0.34 | 0.869 |
| <i>Constant</i> | 13.05 | 1.061 | 13.04 | 1.060 | 13.06 | 1.063 | 13.05 | 1.061 |
| <i>-2 Log Likelihood</i> | -959.635 | | -959.522 | | -959.560 | | -959.558 | |
| <i>School level variance (s.e.)</i> | 0.72 (0.550) | | 0.72 (0.550) | | 0.70 (0.548) | | 0.71 (0.548) | |
| <i>Pupil level variance (s.e.)</i> | 13.05 (1.061) | | 13.04 (1.060) | | 13.06 (1.063) | | 13.05 (1.061) | |
| <i>Intra-Class Correlation (s.e.)*</i> | 0.05 (0.039) | | 0.05 (0.039) | | 0.05 (0.039) | | 0.05 (0.039) | |

Hedges g effect size for main effects model (95% Confidence Intervals): = +0.06 (-0.14, +0.27).

¹⁴ This was measured using the Progress in International Reading Study (PIRLS) 2011 'Students Motivated to Read' Scale

A small positive effect size was found but this was not statistically significant and so we must conclude that there is no evidence of impact on the secondary outcome 'Students Motivated to Read'. No evidence was found for differential effects across participant subsamples (indicated by a lack of statistically significant interaction terms). The KS2 pre-test measure was also not statistically significant, reflecting its weak correlation with the PIRLS 2011 'Students Motivated to Read' outcome (Pearson's $r=0.08$).

3.18 Secondary outcome – PIRLS 'Students Motivated to Read' Scale – dosage analysis

(Intervention sample only, $n=183$ across 53 primary schools)

| Description | Total Time (days) | | Separating Primary & Secondary | |
|---------------------------------------|-------------------|--------------|--------------------------------|--------------|
| | coef. | s.e. | coef. | s.e. |
| Pre-test (KS2 Reading) | 0.09 | 0.064 | 0.09 | 0.064 |
| Dosage Variables | | | | |
| <i>Days attended (overall)</i> | 0.00 | 0.024 | - | - |
| Days attended (primary school) | - | - | -0.01 | 0.037 |
| Days attended (secondary school) | - | - | 0.01 | 0.030 |
| <i>Constant</i> | 13.60 | 0.273 | 13.59 | 0.275 |
| <i>-2 Log Likelihood</i> | -497.29 | | -497.22 | |
| <i>School level variance (s.e.)</i> | 0.07 (0.911) | | 0.13 (0.935) | |
| <i>Pupil level variance (s.e.)</i> | 13.36 (1.660) | | 13.29 (1.659) | |
| <i>Intra-Class Correlation (s.e.)</i> | 0.00 (0.068) | | 0.01 (0.070) | |

The coefficient for attending sessions overall was zero and when separating these out into primary and secondary school stages, was close to zero. Therefore we conclude that there was no evidence that attendance had an impact on the 'Students Motivated to Read' secondary outcome measure.

Cost

Based on estimates from Unitas, the direct cost that schools would be required to pay for the resources and support provided by Unitas for the TextNow Transition Programme is £112 per pupil. This assumes a minimum cohort size of 10 and that sufficient schools are in the programme to make it viable. In addition, to run the TextNow programme each school must appoint a coordinator to recruit and manage volunteer coaches, manage programme delivery and undertake quality assurance and reporting. The programme also requires volunteer coach time of twenty minutes per pupil per day for 75 days, plus time for initial training, preparation for coaching sessions and keeping records.

The direct costs quoted per pupil are an underestimate of the actual full economic cost of the programme as they do not include estimates of the cost of coordinators, coaches and other resources in kind. These are important to include as they represent significant 'opportunity costs' in that they are resources that could be used on other programmes. However, an estimate of the total cost of this programme would require a full economic cost-effectiveness analysis and was beyond the scope of this present study.

Schools did not pay for the TextNow Transition Programme and received additional incentives through the provision of MyChoice! credits, which young people exchanged for books. Schools were also assisted on an individual basis to meet other costs incurred through their participation in this trial such as payments for additional teaching assistant time and, where secondary school pupils undertook the role of coaches, the cost of transport from the secondary to the primary school.

4. Process evaluation

4.1 Implementation

Exposure and dosage

Full dosage for pupils engaged in the TextNow Transition Programme comprised 15 weeks of daily one to one 20-minute sessions (five weeks in primary school and ten weeks in secondary school) with a volunteer coach. This was supplemented by access to the MyChoice! website so that pupils could engage in online activities related to reading and 'buy' books with the credits earned from their attendance and participation in the coaching sessions. Pupils were encouraged by coaches to read for 20 minutes per day in their own time. This aspect of the programme was not formally monitored. As detailed in the fidelity section below, there was variation across the participating schools in their adherence to guidelines regarding the quantity and content of coaching sessions and in providing access to MyChoice! This, in turn, impacted on the extent to which pupils were enabled to access the full dosage for the programme.

Attendance data supplied by the participating schools to Uritas is tabulated in Table 3.13 in the impact evaluation section. This shows that the mean number of days on which pupils received coaching in primary schools was 17.82 (varying from 0 to 25, against the programme specification of 25). In secondary school the mean number of days on which pupils received coaching was 41.99 (varying from 0 to 50, against the programme specification of 50). Data on usage of MyChoice! during the secondary period of TextNow indicates that some pupils did not receive access to this aspect of the intervention. Just under one quarter of pupils in the intervention group (61 of the 252) placed no MyChoice! book orders. Most of these (n=41) came from five secondary schools where little or no usage of the MyChoice! website was evident and the rest from a further seven schools with low usage. Data was not available for usage of MyChoice! in the primary schools. Reasons for variation in exposure and dosage are discussed in the fidelity section (4.2).

Pupils' engagement, motivation and experiences

The majority of coaches (84% of primary coaches and 79% of secondary coaches) that responded to the coach survey felt that the young people were engaged during the coaching sessions and had not encountered any behavioural issues. It is important to note here and elsewhere throughout this section where the coach survey is used as evidence, that the response rate was low (primary 11%; secondary 21%). Although this represents coaches in over 50% of all schools it is likely that responses were received from more committed coaches.

Pupils reported varying levels of engagement and enjoyment of the TextNow programme. Pupils' engagement and enjoyment appeared to be related to their attitude towards reading, as well as being greatly influenced by the quality and consistency of the relationship with, and input of, their coach. Focus group pupils who reported high levels of engagement and enjoyment also talked highly of the relationship they built up with their coaches – who remained the same over the term – and their enjoyment of the regular one to one attention in a separate, quiet room. Where the coach relationship was good this could overcome a reluctance to read, as one focus group pupil explained: *'Reading's really boring, but I was happy to get out of my lesson to do it because [the coach] was kind and very nice'*. Pupil engagement was also enhanced where the coaching sessions were perceived to be fun, this appeared particularly important for disengaged boys.

Across the focus groups, pupils who were supported by staff coaches more consistently reported greater levels of engagement and enjoyment than those supported by other student coaches. The

engagement and enjoyment of pupils supported by other students in their school was dependent on the attitude and engagement of their student coach. For example, one pupil reported they read to themselves as their coach wasn't listening, and another explained: *'He wouldn't let me read the book I wanted to read, he said it was boring! I got fed up with it after that'*. Some pupils' motivation and enjoyment were negatively affected by a concern with what they were missing when they attended TextNow coaching sessions. In one focus group, school pupils attended TextNow during tutor sessions and felt that they were missing out on the fun activities with friends and information-giving that was important to them settling in during their first term. Similarly, in another school, where the coaching sessions were scheduled during assembly, pupils resented missing their friends and explained that there were *'lots of things we didn't know or find out about because we weren't at assembly'*. While some pupils were happy to come out of lessons, there was also some reluctance due to the *'hassle'* of having to catch up and finish class work. It is, however, important to note that some pupils did see the benefits of extra reading, even when balanced against missing other school activities or a disinterested coach *'I would rather do the reading because it gets you better at doing reading'*. However, a few remained resentful even though they thought their reading had improved. While the pupil focus groups provided indicative evidence of the range of activity that pupils missed, data on this was not collected across all schools.

There appeared to be a gender difference in terms of pupils' engagement with reading for pleasure at home or outside of the coaching sessions. Girls across most of the focus groups were generally more likely to report that they enjoyed reading in their own time – either on their own or to a member of their family. While some of the boys stated that they did enjoy the TextNow sessions, this less frequently translated to reading outside sessions *'The (coaching sessions) were well fun but I still don't like reading on my own – it's boring'*.

Access and use of the MyChoice! website varied across schools. In one of the focus group schools, where coaches and pupils regularly recorded points and played online games and activities, this seemed to engage and motivate the boys in particular: *'It was awesome, I loved going on it nearly every day.'* Whilst most pupils across the other three focus group schools generally enjoyed spending their points and ordering books, the recording of these, and use of the website at school, only happened irregularly. For student-coached pupils, this required additional input from the TextNow school coordinators who they only saw occasionally. Some pupils had problems remembering their usernames and passwords which limited their use of MyChoice! at school and at home. Some pupils expressed frustration at using the MyChoice! website, as the books they thought were available could not be found or ordered when they searched for them, an issue also raised in the coach and coordinator surveys.

School coordinators and coaches – engagement and experiences

There was variation in the enthusiasm and commitment of schools involved in the TextNow Transition Programme. Where there was less commitment from schools, there was less adherence to the intended intervention which created fewer or poorer quality opportunities for pupils to engage with the programme.

A number of factors led to lower levels of commitment and, in some cases, school dropout. The most frequently mentioned factors identified from a range of evidence sources, spanning feedback from Umitas staff; coordinator and coach surveys; informal feedback from secondary school coordinators to invigilators and the focus group researcher; and telephone calls to schools to ascertain reasons for drop out, were:

- *Lack of senior leader commitment.* This tended to occur where recruitment had been via academy chains so the 'buy-in' of individual heads was not necessarily secured at the start of the project.
- *Delays in appointing coordinators and coordinators changing* (or, in a very few cases, no-one being in place to take on the role). The role of the coordinator was crucial in recruiting and

supporting coaches and facilitating access to MyChoice! In addition, secondary coordinators played an important role in building relationships with primary schools.

- *Perceived lack of benefit to primary schools.* Many primary schools saw no benefit in committing to the TextNow programme. SATs had been completed prior to the start of the programme, so any improvements in pupils' reading would not improve their published results. In addition, maintaining daily reading sessions became difficult because of school trips and other planned end of year school activities. Some primary schools also found it hard to release staff to attend meetings related to the project.
- *Lack of well-established pre-existing relationships between secondary schools and their feeder primary schools.* Some secondary schools explicitly used the trial as an opportunity to engage their feeder primary schools. However, the quality of the relationship and communication between secondary and primary schools varied and, even though Unitas helped broker discussions between primary and secondary schools, the intervention was easier to implement where secondary schools had stronger relationships with their primary counterparts.
- *Duplication of reading initiatives.* Some secondary schools already had established reading intervention schemes to support the target pupils, so some coordinators were unclear about why they were participating in the TextNow programme, or felt forced to participate.
- *Amount of administration/paperwork.* Some school coordinators and coaches felt overburdened with the administrative requirements of the programme. However, for coordinators it was sometimes unclear to what extent the burden was accounted for by trial itself rather than programme-related administration.

Although a 'Memorandum of Understanding' (Appendix VI) was supplied to primary and secondary schools to help formalise arrangements, Unitas considered that this could have been developed further to provide simple but clearer statements of responsibilities.

4.2 Fidelity

Training for coordinators and coaches

Coordinator and coach training programmes (comprising modules, videos and downloadable resources) are made available on the Unitas website, and the expectation is that all coordinators and coaches will undertake the training and draw on the materials to support them in their role. The vast majority of coordinators and coaches in both primary and secondary schools who responded to the surveys had engaged at least to some extent with the training resources. Overall, primary coaches had higher levels of engagement in the training than secondary coaches. In contrast, there was little variation between primary and secondary coordinators' engagement in the training. There was stronger engagement by both coaches and coordinators with the online modules than either the training videos or downloadable resources (for example, 92% of coaches responding to the coach survey reported engaging with the online modules, whereas 75% engaged with the online videos and 77% accessed the downloadable resources). Reasons given by coordinators who had engaged less with the online training materials were: a lack of time, other people having taken on some aspects of the role so they did not have to carry out some tasks themselves, or direct contact and emails from Unitas had provided sufficient information. Reasons given by coaches for not engaging with, or not making more use of, the online training materials were related to their prior knowledge and experience and difficulties in accessing online videos. Some more experienced coordinators and coaches reported that they did not engage with the guidance as they had already received training in supporting reading and found there was too much information for their needs. However, some less experienced coordinators and coaches, particularly student coaches, felt that the materials did not

provide sufficient guidance. This indicates a need for a more differentiated approach to training to maximise adherence to the TextNow programme (as indicated by Coordinator and coach surveys).

Undertaking the coordinating role

Approximately 80-90% of coordinators undertook, at least sometimes, most of the key activities and tasks required of them as set out in Unitas guidance, with stronger compliance in secondary schools than primary schools. Coordinators reported high levels of compliance in both primary and secondary schools in meeting with coaches, monitoring pupil attendance, discussing pupil progress and future plans, and (in secondary schools only) providing resources, monitoring pupil progress and conducting the final review. However, compliance was very low in primary and secondary schools in organising trips (for example to a public library), carrying out celebration events or (in secondary schools only) sharing progress with parents/carers. In addition, in primary schools at least 25% of coordinators did not: (a) motivate coaches or advise coaches on suitable texts; (b) suggest approaches to planning to coaches; or (c) advise coaches on the use of MyChoice! with their young person. Coordinators, in the relevant survey, cited a lack of time, issues regarding the sharing of tasks with coaches, and (for secondary coaches), not knowing the young people when they arrived at the school as reasons for not being able to carry out specific tasks. (Coordinator surveys).

Recruitment and allocation of coaches

As anticipated in the Unitas guidance, coaches were drawn from a variety of backgrounds. We do not have data on the whole coach population. As noted earlier, the low response rate for the coach surveys and the likelihood of over-representation of more committed coaches amongst respondents means that findings drawn from the coach surveys should be regarded as tentative indications. Responses to the coach survey indicate that the majority of coaches in both primary schools and secondary schools were either teaching assistants or learning support assistants (primary, 59.5%; secondary, 41.7%). Teachers or head teachers were more likely to take on the coach role in primary schools (primary, 19.1%; secondary, 5.6%), whereas just over a third of coaches in secondary school (36.1%) were peers from the school. Peers were usually drawn from older year groups. Other coaches were higher education students, librarians, administrators, and parent link workers.

Table 4.1 Background of coaches

| Role | Primary (n=42) | | Secondary (n=72) | |
|--|----------------|------|------------------|------|
| | n | % | n | % |
| Teaching assistant (TA)/ learning support assistant | 25 | 59.5 | 30 | 41.7 |
| Teacher or head teacher | 8 | 19.1 | 4 | 5.6 |
| Peer coach from a participating secondary school | 3 | 7.1 | 26 | 36.1 |
| Higher education student | 0 | 0 | 3 | 4.2 |
| Other categories with 2 or fewer responses: includes librarians; administrators, parent link workers and not specified | 6 | 14.3 | 9 | 12.5 |

The majority of TextNow young people in primaries and half of those in secondary schools worked with one coach only. However, around a tenth of all coordinators said that most of their young people

in the intervention group in their school had more than one coach each whilst in their school. Coaches who shared their coaching with someone else were supposed to ensure effective handover and shared planning. However, amongst those coaches who shared their coaching with someone else, 40% of primary and 21% of secondary coaches did not undertake any shared planning, which may have undermined consistency and impinged on young peoples' experiences and outcomes. (Coordinator and coach surveys).

One to one coaching sessions

As explained above, the exposure, dosage and consistency of the intervention was highly variable in both primary and secondary schools, thus undermining the fidelity of the intervention both within and across schools. Evidence from the focus groups suggests that many pupils experienced sub-optimal levels of the intervention at some stage – whether at primary school, secondary school or both. This negatively affected pupil engagement and enjoyment. Nineteen pupils in the intervention group only received coaching sessions in their secondary school.

Coordinators are expected to ensure that coaches know how to make sense of the initial reading interview information and the pupils' reading profile, however just under a fifth of primary coaches and just under half of secondary coaches were unaware of this requirement. The vast majority of coaches who were given the information did take it into account when working with their young people. (Coach surveys.)

As intended, coaches reported the use of a range of strategies for choosing texts and engaging young people, but often did not, as set out in the guidance, plan their session. Coaches felt that planning would lead to more formality in the sessions, making them less enjoyable for the young people, or said that they had not had time to plan. Coaches tended to use 'summarising texts', 'asking questions', 'paired reading' and 'KWL' techniques to 'a great extent' rather than the other techniques. Only 50% or fewer coaches used 'visual activities', kinaesthetic activities' and 'ICT', with use of visual and kinaesthetic activities being lowest in secondary schools. The 20-minute session time constraint also led to the coaches using some techniques less often. Coaches also noted that some techniques/approaches were not suitable for certain young people. However, a few coaches stated that they were not aware that they should be carrying out any of the techniques and approaches. This may have been due to not engaging with the training materials. Primary coaches were more likely to use specific strategies than their secondary counterparts. The vast majority of sessions took place in an area where the coach and young person were rarely disturbed, although in primary schools there were some instances where the coaching took place in the classroom while teaching continued, and in a few secondary schools coaching took place during a form period lesson. (Coach surveys and pupil focus groups.)

While some pupils experienced 20 minutes a day with a coach, the surveys and pupil focus groups indicate that this was not consistently applied. Sessions were reported to have varied from 10 to 30 minutes in duration and from daily to a few times a week in frequency. For example, in one primary school pupils reported that: *'we just did it whenever the teacher had time and came and got us... some days we didn't do it because the teacher was busy'*; and in another *'I read every day but sometimes for only 10 minutes'*. The inconsistencies in delivery were even greater at secondary school, particularly for pupils with student coaches where the commitment and competence of their student coach was an issue. Some pupils coached by other students received little or no consistent structured support, whilst other student coaches took the role seriously. In one school with student coaches a pupil noted that: *'About seven times no one was there at all so we would just sit there and we just talked to each other'*. The variation in the approach of student coaches was summed up by a pupil in another school: *'But when you had a good buddy, it was different, much better if they did it properly or we went to the library'*. Pupils with staff coaches more often reported that they had received more consistent and higher quality support than pupils with peer coaches. (Pupil focus groups.)

Feedback from school coordinators during pupil focus group visits confirmed that the consistency and quality of coaching was impacted by school-related factors including: timetabling issues; some subject teachers not allowing pupils out of their lessons or allowing them out on time; staff/student coach availability; difficulties in providing cover for coaches when absent and the low commitment of some of the student coaches. (Coordinators surveys.)

Use of MyChoice!

As noted in the exposure and dosage section, Unitas usage data evidenced considerable variation in the extent to which pupils engaged with MyChoice! Almost a third of secondary coaches and a tenth of primary coaches who had completed the surveys reported that they had not encouraged the use of the MyChoice! website with their pupils. Some coaches commented that they did not know enough, or, in a very few cases, anything at all about MyChoice! A few pupils in the focus group who had been given their login details at primary school continued to access the website from home even though their secondary coach did not use the website with them. Some schools found the MyChoice! site difficult to navigate. (Coach surveys and pupil focus groups.) There is insufficient data to ascertain whether the lack of use of the MyChoice! website was attributable to pupil choice or access issues.

4.3 Perceived outcomes

Coaches and coordinators in both primary and secondary schools reported positive impacts on participants, with coaches reporting stronger outcomes than coordinators. Between a third and half of coaches and coordinators felt that the TextNow programme had increased the enjoyment and interest in reading of all of the young people that they had worked with. Interestingly, they identified a stronger impact on the development of participants' reading skills and comprehension – around 60% of coaches and 40% of coordinators felt that the programme had increased young peoples' reading skills and comprehension. Positive unexpected outcomes noted by coaches and coordinators were the development of relationships between coaches and young people, improved links between primary and secondary schools, and the increased confidence and eagerness of the young people involved. Some secondary school coordinators that had deployed student coaches noted an increased sense of responsibility in the student coaches (Coach and coordinator surveys and feedback from secondary coordinators.)

Negative outcomes were noted by coaches and coordinators in terms of resentment and loss of interest from young people due to the time consuming nature of the programme. While focus group pupils pointed to the negative impact of missing assemblies, form periods and lessons, there is insufficient data to substantiate whether or not this led to negative social or learning outcomes.

Regardless of the quality and consistency of the intervention, overall most pupils in the focus groups felt that their confidence in reading, and their reading level, had improved as a direct result of their additional reading, albeit to differing extents. Pupils in three of the four focus group schools reported making greater use of their school or public library: *'I borrowed a book and when I was home and bored, I started to read it, and I finished it last week... It's made a difference cos when I was at primary school I didn't like reading, now I wish I could read even more'*. Some pupils, mainly girls, reported reading more regularly and for longer than before – sometimes reading different authors, or longer and more challenging texts: *'I used to read two times a week and now I read every day for about an hour'*. However, for some pupils, especially boys, their increased confidence and regular in-school practice during the TextNow programme did not result in reading for pleasure more frequently. Even at schools where the intervention was the most consistent and of the highest quality, a few pupils who did not read for pleasure before the intervention still did not at the end of the trial, despite their stated enjoyment of the one to one sessions with their coach.

Notwithstanding the sometimes negative aspects of their experience, nearly all pupils thought that, on balance, the additional reading had benefitted them and they would do it again if they could. The factors they felt made the most positive difference were:

- the one to one attention, particular with a engaged and encouraging coach;
- having someone to listen to them read and help them concentrate and guide them when they got stuck;
- the regularity of the sessions and the additional practice;
- the MyChoice! website.

4.4 Formative findings

Summary

There was considerable variation across and within schools regarding adherence to the *TextNow* programme. This was particularly problematic where schools did not feel a strong sense of commitment to the programme. Coaching sessions varied in duration and frequency and in the extent to which they adhered to the Unitas guidance. Consequently pupils experienced varying levels of consistency and quality of coaching. Where the relationship with their coach was positive, respectful, and consistent the pupils were most likely to find reading enjoyable. Some of the student coaches who were deployed in some schools were uninterested in their coaching role. Use of the MyChoice! website also varied across schools. Where pupils had access, many were positive about using the site, although some had been unable to 'purchase' the books they wanted as they were not available. Coordinator and coach engagement with training was also variable, with the training considered too detailed for coaches with a literacy teaching or support background and insufficiently detailed for less experienced coaches.

Despite inconsistency in the implementation of the programme and some pupils' reluctance to miss lessons to attend the coaching session, the pupil focus groups indicated that most intervention pupils, including the most reluctant readers, thought that their reading had improved as a result of the *TextNow* Transition Programme. Many young people also reported increased confidence, reading more, reading for longer periods of time, and reading more challenging books; borrowing books from school and public library had also increased. Girls appeared to be keener to read for pleasure than boys. Coaches and coordinators considered that the intervention had had a stronger impact on the development of young people's reading skills than their enjoyment of reading or their reading levels, with coaches reporting stronger outcomes overall than coordinators.

The process evaluation has highlighted inherent problems in adopting the *TextNow* programme for use at transition. There is little incentive for primary schools to participate and the coaching sessions in primary are disrupted due to clashes with end of year activities. In the first term of secondary school young people miss out on essential information and friendship-building when they attend coaching sessions.

Necessary conditions for the success of the Unitas *TextNow* Transition Programme

Our evaluation indicates that successful implementation of the programme requires:

- Commitment from primary and secondary schools involved that is underpinned by a sense of ownership by the school and a clear understanding of how the intervention will benefit the school and pupils. This is crucial to ensuring that the TextNow programme is implemented as intended.
- Full engagement in training by coordinators and coaches so that they are knowledgeable about their role and responsibilities, and for those new to supporting literacy development, training regarding the use of appropriate strategies. Engagement in training could be improved by Unitas developing a differentiated training approach that takes account of coaches' prior knowledge and experience.
- The selection of coaches that are enthusiastic and committed to supporting young people and have the skills to build positive relationships.

The programme could be improved by resolving the technical difficulties and the clarity of the My Choice! website, and ensuring that all books advertised on the site are available. Coaches and coordinators recommended that the programme should be less time-consuming and intensive, with the duration of the sessions extended but the frequency reduced. They also recommended that only one coach should work with each young person, that more preparation time is required, and that face-to-face, rather than online, training would have been more effective.

4.5 Control group activity

Feedback to Unitas from the schools indicated that three pupils in the control group were given the intervention at their primary school. This was faded out at secondary school. No other pupils in the control group received coaching sessions or access to MyChoice! for the duration of the project. Access to MyChoice! was given to control pupils after the post-test. The small scale of the process evaluation did not allow for data gathering from control group pupils so we are unable to make any claims about their perceptions of the trial. However, some data does indicate that the intervention group pupils resented missing out on activities, such as assemblies and lessons that the control group attended.

5. Conclusion

5.1 Key conclusions

Initially, it should be understood that the trial results and therefore conclusions in this report relate to the Unitas TextNow Transition Programme which was designed and implemented (for the first time) specifically for this trial. As such, it is important to note that the following conclusions do not refer to the established 10-week TextNow programme which targets mid-teens.

Key conclusions

1. The trial has not provided any evidence that the TextNow Transition Programme improved reading comprehension or attitudes towards reading for pleasure over the transition from primary to secondary school.
2. On average, pupils who participated in the programme made slightly less progress than similar pupils who did not. However, this finding was not statistically significant, meaning that it could have occurred by chance.
3. The programme was found to have a differential effect for pupils eligible for free school meals and their peers. A small positive (but not significant) effect was found for pupils eligible for free school meals, while a negative (and statistically significant) effect was detected for pupils not eligible for free school meals. It is unclear why this differential effect was found.
4. Higher attendance at the 20-minute daily coaching sessions was found to have a positive impact on reading comprehension. However, this was only found to be statistically significant for attendance at sessions in secondary schools. Attendance of the coaching sessions was not found to have an impact on the secondary outcomes (liking reading and motivation to read).
5. The programme appeared to be more effective when coaches were highly trained, enthusiastic and committed, and when secondary schools worked closely with feeder primaries to coordinate all elements of the programme.

5.2 Limitations

Despite some issues with recruitment of schools, the final number of secondary schools recruited before randomisation (N=34) was above the required number set out in the sample size calculation (N=30). Regarding pupil sample size, there were some issues with recruitment and attrition. The initial trial size was anticipated to be N=600, however. However, there were some issues with gaining consent that led to a lower than anticipated participant sample (N=501 recruited). Furthermore, some children were lost to the post-test in both the intervention (N= 53) and control groups (N=56 plus one pupil not matched to the NPD) providing a final analytical sample of N=391 and an attrition rate of 22%.% Despite the smaller than expected pupil sample size, pre-test comparisons of the intervention and control groups indicated that the randomisation had worked well providing two balanced groups for evaluation. Therefore, it is suggested that the trial had good internal validity, with no major limitations with regard to the study sample size and potential bias between the study groups.

With regard to external validity, the trial schools had a slightly lower percentage of pupils with SEN statements or on School Action Plus (3.1%) compared to English national secondary state-funded school norms. (7.7%); a slightly higher percentage of pupils with English not as a first language (16.8%) compared to national norms (13.6%); and a higher number of pupils eligible for free school meals (25.4%) compared to national norms (16.3%). Overall, it is suggested that the schools represented in the study were slightly higher than average on characteristics of disadvantage. Furthermore, the drop-out of five secondary schools does not compromise the internal validity of the study but does have implications for the external validity. A total of 60 pupils were lost to the trial due to the drop-out of the five secondary schools (intervention = 32, control = 28). Schools which were less engaged with the programme also tended to drop-out of the testing, meaning that the treatment effect is estimated on more engaged schools.

5.3 Interpretation

The evaluation results indicated that the Unitas TextNow Transition Programme was having no significant effects on pupil outcomes i.e., either their reading ability or attitudes towards reading for pleasure. However, there was evidence that the programme had a differential impact for FSM and non-FSM participants with respect to the reading comprehension primary outcome measure. Specifically, the evidence suggests that those eligible for FSM were more likely to experience a small positive effect (although this was not statistically significant) and non-FSM participants were more likely to experience a small negative effect. In other words, once the research design and sample size are taken into account, there is insufficient evidence to conclude that the small positive effect seen amongst FSM participants is due to the TextNow Transition Programme. However, amongst non-FSM participants the evidence is stronger and it is reasonable to conclude that the negative effect found is due to the TextNow Transition Programme experience.

The process evaluation found that implementing the TextNow programme at transition created a number of issues that are not evident in the established 10-week programme for older secondary pupils. In primary schools issues included a lack of commitment to a post-SATs initiative that did not directly benefit the school and, clashes with trips and end of term activities. In secondary schools, pupils resented being removed from assemblies, classes or other activities to attend coaching sessions as they missed important information and opportunities to build friendships. Furthermore, the most intensive aspects of the intervention took place during school time, with only limited support, via MyChoice! during the summer holiday period. These issues indicate that delivering the TextNow would require a more-coordinated approach between primary and secondary schools possibly with added support during the summer break for schools and pupils.

Fidelity problems were most marked in schools that did not feel a strong sense of commitment to the programme. As a consequence, some pupils did not receive the intended amount or frequency of coaching and/or received no, or limited, access to the MyChoice! website. In some instances where student coaches were deployed, they lacked commitment to supporting their pupil and the quality of coaching was perceived to be poor by the recipient pupil. The process evaluation findings indicate that for transition programmes to be successful, leaders and all staff involved in secondary schools and their feeder primary schools need to be committed and engaged and feel a sense of ownership of the programme. In addition, effective communication between primary and secondary schools is essential, as is the high quality coordination of the programme and ensuring that everyone engaged in managing the programme and supporting young people undertake high quality training that takes account of their prior knowledge and experience.

There are some salient points in the literature that can help with the interpretation of the results of this evaluation. A systematic review of RCT evaluations of programmes that deploy volunteer tutors highlights the importance of the programmes being well structured in order to produce positive results

(Ritter et al., 2011). In this review a high degree of programme structure was typified by three elements, namely: a focus on learning specific literacy skills; regularly timetabled sessions; and the deployment of well-trained tutors. Reflecting on these three key factors of tutoring programme structure, and in light of the current results, it can be said firstly that the TextNow Transition Programme was timetabled but there were problems in fidelity to this timetabling (particularly in the primary schools). Secondly, the focus of the sessions was fairly flexible both in choice of text and literacy instruction provided. Furthermore, from the process evaluation, building and maintaining relationships was a large part of the focus in the sessions rather than learning specific literacy skills. Thirdly, there were problems with fidelity relating to the participation in training by the coordinators and coaches, and coaches with no prior experience of supporting literacy initiatives were given insufficient training in how to develop specific literacy skills.

A number of these implementation problems stem from contextual issues. Firstly, the fact that the programme was running in the transition period, and secondly that it was provided for primary school and young secondary students. A high level of coordination between two schools (i.e. the secondary school and a feeder primary school) would be required to provide consistent highly-structured sessions that focus on literacy skill development. However, McGee et al. (2004) suggest that good links between secondary schools and their feeder primary schools are rare, and coordination regarding individual pupil needs and past achievements are often neglected. In addition, previous evaluations of the related TextNow programme for pupils predominately in their mid-teens showed that age was a significant predictor of effectiveness with the greatest benefits of this programme being provided to older teens (Brooks, Tarling & Adams, 2011).¹⁵ The reading age test used as a measure of effectiveness in Brook, Tarling & Adam's (2011) evaluations was able to capture and these contextual issues may contribute to explaining the lack of positive results on the primary outcome measure. However, as the earlier discussion has indicated, it is possible that this may be due to the lack of focus on key literacy skill development and the need for a strong supporting structure to underpin skill development.

At this point, it is worth exploring the notion of book choice as a central tenet of the TextNow programme. Indeed there is growing practice literature to support the link between choice and motivation to read (Flowerday & Schraw, 2000; Gambrell, 1996; Hunt, 1970; Sanacore, 1999; Worthy, Moorman, & Turner, 1999). However, there is little systematic evidence of causality or theory of change to explain the relationship between these two factors (Schraw, Flowerday, & Reisetter, 1998; Flowerday, Schraw, & Stevens, 2004). Conversely, there is systematic evidence indicating that tutoring programmes need to be highly structured to be effective (Ritter et al., 2011). Further work is therefore needed to explore the theories of literacy change underpinning these potentially contradictory approaches. An explicit logic model for the TextNow Transition Programme, or any similar programme, could help clarify the short-, medium- and long-term outcomes as well as any intended causality or underlying theory of literacy change.

5.4 Future research and publications

As indicated there is a growing practice literature on the impact of pupil book choice on student motivation to read. However, there is a lack of rigorous and systematic literature in relation to the effects of book choice. Therefore, one area for future research is to look at the effectiveness of book

¹⁵ The reading age test used by Brooks, Tarling and Adams (2011) measured reading progress for children and young people up to the chronological age of 16 years 6 months, who had a reading age of 16 years or less.

choice on motivation to read and how this interacts with different types of literacy interventions such as tutoring programmes. Further research is also need to explore the reasons for the differential effect of book-choice programmes on FSM and non- FSM pupils

The evaluation team will be seeking to publish the trial findings in academic journals.

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Permission for using PIRLS 2011 student questionnaire was granted using the source:

PIRLS 2011 Assessment. Copyright © 2013 International Association for the Evaluation of Educational Achievement (IEA). Publisher: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College, Chestnut Hill, MA and International Association for the Evaluation of Educational Achievement (IEA), IEA Secretariat, Amsterdam, the Netherlands.

See <http://timssandpirls.bc.edu/methods/t-context-q-scales.html> for the following:

The PIRLS 2011 'Students Like Reading Scale guide':
http://timssandpirls.bc.edu/methods/pdf/P11_R_Scales_SLR.pdf

The PIRLS 2011 'Students Motivated to Read Scale guide':
http://timssandpirls.bc.edu/methods/pdf/P11_R_Scales_SMR.pdf

Appendices

Appendix I Outcomes

Table AI.1 KS2 Reading Fine Score (Pre-test)

| | Control | Intervention | All Respondents |
|--------------|-------------|--------------|-----------------|
| Mean (sd) | 24.3 (4.27) | 24.7 (4.29) | 24.5 (4.28) |
| Median (IQR) | 25.1 (6.2) | 24.4 (5.0) | 25.1 (5.8) |
| Max | 33.2 | 34.0 | 34.0 |
| Min | 15 | 15 | 15 |
| n= | 192 | 199 | 391 |

Table AI.2 GL New Group Reading Test statistical summary

| | Control | Intervention | All Respondents |
|--------------|--------------|--------------|-----------------|
| Mean (sd) | 88.9 (10.88) | 88.8 (11.55) | 88.8 (11.21) |
| Median (IQR) | 89.0 (15.8) | 88.0 (16.0) | 89.0 (16.0) |
| Max | 129 | 118 | 129 |
| Min | 69 | 69 | 69 |
| n= | 192 | 199 | 391 |

Deriving the secondary PIRLS items

PIRLS 'Students Like Reading' scale

This scale was constructed using eight questionnaire items using the guidance provided by Martin et al., (2012). These eight items (or components) are shown in the table below along with the responses from the TextNow transition programme RCT sample.

Table A1.3 PIRLS 'Students Like Reading' components

| | Disagree a lot | Disagree a little | Agree a little | Agree a lot | n= |
|---|--------------------|-----------------------------|----------------------------|-----------------------|-----------|
| I like talking about what I read with other people | 78 (21%) | 83 (22%) | 117 (32%) | 93 (25%) | 371 |
| I would be happy if someone gave me a book as a present | 50 (14%) | 66 (18%) | 127 (35%) | 123 (34%) | 366 |
| I would like to have more time for reading | 59 (16%) | 88 (24%) | 139 (38%) | 79 (22%) | 365 |
| I enjoy reading | 45 (12%) | 55 (15%) | 120 (32%) | 152 (41%) | 372 |
| | Agree a lot | Agree a little | Disagree a little | Disagree a lot | n= |
| I only read if I have to | 89 (24%) | 123 (33%) | 87 (23%) | 75 (20%) | 374 |
| I think reading is boring | 51 (14%) | 71 (19%) | 101 (28%) | 143 (39%) | 366 |
| | Never | Once / twice a month | Once / twice a week | Everyday | n= |
| I read for fun | 51 (14%) | 50 (13%) | 159 (42%) | 115 (31%) | 375 |
| I read things that I choose myself | 22 (6%) | 60 (16%) | 145 (39%) | 146 (39%) | 373 |

The reliability of using these eight components to create the 'Students Like Reading' scale was assessed using the Cronbach alpha statistic. For the sample of participants involved in the TextNow transition programme RCT evaluation, Alpha was calculated to be 0.86—slightly higher than that provided for the England sample in the PIRLS documentation (Alpha=0.85) suggesting a good degree of internal consistency. The table below provides a statistical summary of the PIRLS 'Students Like Reading' scale.

Table A1.4 PIRLS 'Students Like Reading' scale statistical summary

| | Control | Intervention | All Respondents |
|--------------|-------------|--------------|-----------------|
| Mean (sd) | 14.4 (5.52) | 14.6 (5.95) | 14.5 (5.74) |
| Median (IQR) | 15.0 (8.0) | 16.0 (8.0) | 15.0 (8.0) |
| Max | 24.0 | 24.0 | 24.0 |

| | Control | Intervention | All Respondents |
|-----|---------|--------------|-----------------|
| Min | 0.0 | 0.0 | 0.0 |
| n= | 158 | 173 | 331 |

PIRLS 'Students Motivated to Read' scale

This scale was constructed using six questionnaire items using the guidance provided by Martin et al., (2012). These are shown in the table below along with the responses from the TextNow transition programme RCT sample.

Table A1.5 PIRLS 'Students Motivated to Read' components

| | Disagree a lot | Disagree a little | Agree a little | Agree a lot | n= |
|---|----------------|-------------------|----------------|-------------|-----|
| I like to read things that make me think | 46 (12%) | 63 (17%) | 152 (40%) | 118 (31%) | 379 |
| It is important to be a good reader | 16 (4%) | 32 (9%) | 97 (26%) | 230 (61%) | 375 |
| My parents like it when I read | 17 (5%) | 29 (8%) | 105 (28%) | 222 (60%) | 373 |
| I learn a lot from reading | 23 (6%) | 52 (14%) | 132 (35%) | 168 (45%) | 375 |
| I need to read well for my future | 15 (4%) | 39 (10%) | 116 (31%) | 209 (55%) | 379 |
| I like it when a book helps me imagine other worlds | 37 (10%) | 44 (12%) | 122 (33%) | 162 (44%) | 365 |

For the sample of participants involved in the TextNow transition programme RCT evaluation, Alpha was calculated to be 0.8 for the PIRLS 'Students Motivated to Read' scale which was slightly higher than that provided for the England sample in the PIRLS documentation (Alpha=0.78).

The table below provides a statistical summary of the PIRLS 'Students Motivated to Read' scale.

Table A1.6 PIRLS 'Students Motivated to Read' scale statistical summary

| | Control | Intervention | All Respondents |
|--------------|-------------|--------------|-----------------|
| Mean (sd) | 13.3 (3.80) | 13.6 (3.69) | 13.5 (3.75) |
| Median (IQR) | 14.0 (5.0) | 15.0 (4.0) | 14.0 (4.0) |
| Max | 18 | 18 | 18 |
| Min | 0 | 0 | 0 |
| n= | 169 | 183 | 352 |

Table AI.7 School level: outcomes across the 53 PRIMARY schools

| | Pre-test (KS2) | NG Reading | Like Reading | Motivated to Read |
|-----------|----------------|---------------|---------------|-------------------|
| Mean (sd) | 24.49 (2.565) | 88.63 (5.869) | 14.65 (2.572) | 13.35 (2.048) |
| Min | 18.77 | 73.00 | 9.50 | 9.00 |
| Max | 30.12 | 106.00 | 21.00 | 17.50 |

Table AI.8 School level: outcomes across 29 SECONDARY schools

| | Pre-test (KS2) | NG Reading | Like Reading | Motivated to Read |
|-----------|----------------|---------------|---------------|-------------------|
| Mean (sd) | 24.72 (2.302) | 88.48 (4.448) | 14.80 (2.308) | 13.43 (1.591) |
| Min | 19.02 | 78.00 | 11.05 | 9.00 |
| Max | 29.56 | 97.69 | 21.00 | 17.50 |

Appendix II Approach to modelling and terms used in tables

All.1 Approach to modelling

The models were fitted in stages:

First, a **main effects model** that simply fits the coefficient terms for all explanatory variables. This assumes that no interactions between the terms are present. To explore whether this is a reasonable assumption, a series of models were constructed that fitted specific interactions with the programme under evaluation. In doing the models are exploring whether there is evidence for the programme having a differential (rather than consistent) impact for differing groups of participants:

Pre-test interaction: These models explore whether the impact of the programme under evaluation depends upon prior attainment (at KS2). For example, the programme might have a greater impact amongst higher attainers (indicated by a positive coefficient on the interaction term) or it might have a greater impact amongst lower attainers (negative coefficient on the interaction term).

Gender interaction: These models explore whether the impact of the programme under evaluation depends upon gender. For example, the programme might have a greater impact for females (indicated by a positive coefficient on the interaction term) or it might have a greater impact amongst males (negative coefficient on the interaction term).

FSM interaction: These models explore whether the impact of the programme under evaluation depends upon FSM status. For example, the programme might have a greater impact for FSM participants (indicated by a positive coefficient on the interaction term) or it might have a greater impact amongst non-FSM participants (negative coefficient on the interaction term).

Effect Size: This is a standardised measure that is calculated from the model coefficient. Hedges g is the effect size measure used (see Appendix III for more detail on calculating this). The measure standardises so that units are converted into standard deviations - which, unlike the raw coefficient, can be directly compared across many models (i.e. primary and secondary outcome measures). Higher values indicate greater statistical impact.

All.2 Key terms used in the modelling tables

Coef: This is the estimated coefficient term for each of the explanatory variables. This term can be positive, zero or negative. A positive coefficient indicates a higher score on the outcome variable. For example, if a positive coefficient is seen for the gender variable, this tells us that when taking other explanatory variables included in the model into account, on average females got higher scores on the outcome variable. Similarly, a negative coefficient indicates a lower score on the outcome variable compared with their male peers. For example, if a negative coefficient is seen for the FSM variable, this tells us that when taking other explanatory variables included in the model into account, on average FSM participants got lower scores on the outcome variable compared with their non-FSM peers. A zero coefficient indicates that there is no differences in the outcome variable. For example, if a zero coefficient is seen for the pre-test variable, this tells us that scores on the outcome variable are not associated with pre-test scores.

Coefficients are shown in the units of the outcome variable which means that comparing coefficients of one explanatory variable across the primary and secondary outcomes is problematic (because of the

differing units). This is one reason why effect sizes are used to help interpret since they standardise the units and enable direct comparisons to be made.

Standard Error (s.e.) This is the standard error for each coefficient term. These are used to give an indication on how precise the estimated coefficient term is (smaller values indicate greater precision). The standard error takes account of sample size and are widely used in tests of statistical significance and calculation of confidence intervals.

Constant This is the average (mean) of the outcome variable once all of the explanatory variables have been included. This represents the mean score for the reference group of the model - i.e. non-FSM males who attained a mean score on their KS2 reading test. To calculate the mean for a different group, a coefficient term would need to be added - e.g. for non-FSM females who attained a mean KS2 attainment score, the gender coefficient would need to be added.

-2 Log Likelihood This is the total amount of variation remaining once each model has been fitted and is conceptually similar to the Residual or Error Sum of Squares used within linear regression and ANOVA type analyses.

School level variance: This is the amount of school-level variation that remains once the model is fitted. A standard error term is included with this estimate.

Pupil level variance: This is the amount of pupil-level variation that remains once the model is fitted. A standard error term is included with this estimate.

Intra-Cluster Correlation (ICC) - This is the proportion of variation that is found at the higher level of the model - i.e. the school level. It is usual for this proportion to be much smaller than that found at the individual pupil level.

Appendix III Effect size

An effect size is a statistical estimate of the strength of a phenomenon in standardised units. In the context of this research, the effect size provides an indication of the difference between the intervention and control groups for the three outcome measures. Whilst the model coefficients also provide an indication of this, the effect size standardises these coefficients so that they can be compared directly with each other and across other research studies. Without standardisation, the size of coefficient is dependent on the scale and units of the outcome measure and so it is not possible to compare these directly.

As specified by the EEF, the effect size calculated in this report is Hedges *g*. This is a similar effect size measure as Cohens *d* but uses a standard deviation that is pooled between the intervention and control groups. The tables that follow provide some summary detail on the three outcome measures and how Hedge's *g* was calculated.

Whilst we have used the post-test standard deviations in the calculations of effect size in this report,¹⁶ we provide detail on the pre-test measure to enable readers to use this detail to re-calculate them.

Pre-test measure (KS2 Reading fine score)

Three tables are shown. The first relates to the main analyses that involve all participants. The second and third are for the FSM and non-FSM subsamples respectively and relate to the subsample analyses for the primary outcome (GL New Group Reading Test).

Table AIII.1 Main analyses: KS2 Reading Score—all participants

| | Control | Intervention | All Respondents |
|---------------------------|---------|--------------|-----------------|
| Mean | 24.3 | 24.7 | 24.5 |
| Standard deviation | 4.27 | 4.29 | 4.28 |
| n= | 192 | 199 | 391 |
| Pooled standard deviation | 4.28 | | |

Table AIII.2 Subsample analyses: KS2 Reading Score—FSM participants only

| | Control | Intervention | All Respondents |
|--------------------|---------|--------------|-----------------|
| Mean | 24.0 | 24.1 | 24.1 |
| Standard deviation | 3.90 | 4.11 | 3.98 |

¹⁶ This is so that the approach is consistent to the one used in the EEF *Booktrust Summer Active Reading RCT evaluation report*, which was also a literacy transition trial related to reading for pleasure.

| | Control | Intervention | All Respondents |
|---------------------------|---------|--------------|-----------------|
| n= | 59 | 57 | 116 |
| Pooled standard deviation | 4.00 | | |

Table AIII.3 Subsample analyses: KS2 Reading Score—non-FSM participants only

| | Control | Intervention | All Respondents |
|---------------------------|---------|--------------|-----------------|
| Mean | 24.5 | 24.9 | 24.7 |
| Standard deviation | 4.43 | 4.35 | 4.39 |
| n= | 133 | 142 | 275 |
| Pooled standard deviation | 4.39 | | |

Primary Outcome (GL New Group Reading Test)

The standard deviations shown in these three tables are used to calculate the hedges g statistics in this report. The first relates to the main analyses that involve all participants. The second and third are for the FSM and non-FSM subsamples respectively and relate to the subsample analyses for the primary outcome.

Table AIII.4 Main analyses: primary outcome measure—all participants

| | Control | Intervention | All Respondents |
|----------------------------|---------|--------------|-----------------|
| Mean | 88.9 | 88.8 | 88.8 |
| Standard deviation | 10.88 | 11.55 | 11.21 |
| n= | 192 | 199 | 391 |
| Pooled standard deviation* | 11.23 | | |

Table AIII.4 Subsample analyses: primary outcome measure—FSM participants only

| | Control | Intervention | All Respondents |
|--------------------|---------|--------------|-----------------|
| Mean | 85.9 | 88.0 | 86.9 |
| Standard deviation | 11.17 | 11.44 | 11.30 |

| | Control | Intervention | All Respondents |
|---------------------------|---------|--------------|-----------------|
| n= | 59 | 57 | 116 |
| Pooled standard deviation | 11.30 | | |

Table AIII.5 Subsample analyses: primary outcome measure—non-FSM participants only

| | Control | Intervention | All Respondents |
|---------------------------|---------|--------------|-----------------|
| Mean | 90.2 | 89.1 | 89.6 |
| Standard deviation | 10.54 | 11.61 | 11.10 |
| n= | 133 | 142 | 275 |
| Pooled standard deviation | 11.11 | | |

Table AIII.6 Secondary outcome 1 (PIRLS 2011 'Students Like Reading' scale)

(Just one table is shown for both secondary outcomes because no subsample analyses were conducted.)

| | Control | Intervention | All Respondents |
|---------------------------|---------|--------------|-----------------|
| Mean | 14.4 | 14.6 | 14.5 |
| Standard deviation | 5.52 | 5.95 | 5.74 |
| n= | 158 | 173 | 331 |
| Pooled standard deviation | 5.75 | | |

As shown in Appendix I, this is a pre-validated scale that is a composite of eight questionnaire items. A list-wise missing values approach was adopted which led to a compounded proportion of 15% (n=60) of missing responses on this secondary outcome.

Table AIII.7 Secondary outcome 2 (PIRLS 2011 'Students Motivated to Read' scale)

| | Control | Intervention | All Respondents |
|---------------------------|---------|--------------|-----------------|
| Mean | 13.3 | 13.6 | 13.5 |
| Standard deviation | 3.80 | 3.69 | 3.75 |
| n= | 169 | 183 | 352 |
| Pooled standard deviation | 3.75 | | |

As shown in Appendix I, this is a pre-validated scale that is a composite of six questionnaire items. A list-wise missing values approach was adopted which led to a compounded proportion of 10% (n=39) of missing responses on this secondary outcome.

Effect Size Worked Example

Referring to Table 3.10 (Section 3.5, Outcomes and Analysis), the main effects model shows a coefficient of -0.72 for the intervention group with a standard error of 0.874.

The standard error can be used to calculate 95% confidence intervals for the coefficient:

$$95\% \text{ Confidence Interval} = \text{Coefficient} \pm (1.96 \times \text{standard error}) = -0.72 \pm (1.96 \times 0.874)$$

$$\text{Upper limit of confidence interval} = -0.72 + 1.713 = +0.988$$

$$\text{Lower limit of confidence interval} = -0.72 - 1.713 = -2.436$$

This tells us that, once random variation is taken into account, the coefficient cannot be confidently distinguished from zero.

The coefficients and confidence intervals can be converted into an effect size by dividing them by the standard deviation. For Cohen's d, this would be the standard deviation of the primary outcome for all participants (i.e. $s=11.21$) whilst for Hedges g, the standard deviation would be the one that is pooled from the control and intervention group ($s=11.23$).

The pooled standard deviation is calculated using the following formula:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

For the primary outcome, this is calculated to be $s=11.23$

Converting the coefficient and 95% confidence interval limits into (Hedge's g) effect sizes:

$$\text{Hedges } g = \text{coefficient} / \text{pooled standard deviation} = -0.72 / 11.23 = -0.06$$

$$\text{Hedges } g \text{ confidence interval upper limit} = +0.988 / 11.23 = +0.09$$

$$\text{Hedges } g \text{ confidence interval lower limit} = -2.433 / 11.23 = -0.22$$

As reported in the 'Outcomes and Analysis' section:

'Hedges g effect size for main effects model (95% Confidence Intervals): = -0.06 (-0.22, +0.09)'

Appendix IV Measuring MyChoice! Engagement

Details on the number of pupils per secondary school who placed an order for books on the MyChoice website were provided by Unitas. The proportion of pupils who placed an order ranged from 0% (in 4 schools) up to 100% (15 schools) with an average of 72% of pupils placing an order per school.

| | Secondary School |
|-----------|-----------------------------------|
| | Pupils placing book orders |
| n= | 29 |
| Mean (sd) | 72% (37 pp) |
| Min | 0% |
| Max | 100% |

Appendix V Parent/ carer consent form



TextNow Transition Programme

Parent/carers information sheet/ consent form

Your child has been chosen to take part in a trial of the TextNow programme which has been designed to develop pupils' reading skills during the transition from primary to secondary school.

The Centre for Education and Inclusion Research (CEIR) at Sheffield Hallam University and the Centre for Effective Education at Queen's University Belfast ('the evaluators') have been commissioned by the Education Endowment Foundation to carry out a randomised control trial evaluation of this programme. In a randomised control trial children are allocated to either an intervention group or a control group. The intervention group take part in the programme being tested (TextNow), whereas the control group do not receive any additional benefits until the trial has finished.

This information sheet is to help you decide if you want to give consent for your child to be included. Once you have read the information and have discussed this with your child please complete the tear off slip at the end and return it to your child's teacher.

What is the TextNow programme?

The TextNow programme provides structured *one to one* reading sessions for *20 minutes* each weekday for a total of fifteen weeks (five weeks at the end of year 6 and 10 weeks at the beginning of year 7), delivered by reading coaches recruited by the schools. Through their participation in these coaching sessions children can earn credits with which to buy their own books.

Children in the intervention group take part in all elements of the TextNow programme. Children in the control group do not take part but will be given vouchers to buy books after the TextNow coaching sessions evaluation has finished.

What does the evaluation involve for all children?

We will be collecting teacher assessment data on all children in the intervention and control groups from your school. This will be matched with data from the National Pupil Database such as gender and key stage results.

A researcher will be visiting your child's secondary school to observe the administration of a reading test at the end of the autumn term. The results will be matched to the data previously collected. The data will be used to examine the effectiveness of the TextNow programme.

What else does the evaluation involve for children in the intervention group?

Children in the intervention group will also be asked to complete a short online survey and/or take part in a focus group during the school day at the end of the TextNow programme.

There will also be other assessments of reading levels, attitudes to reading and confidence in reading at various points throughout the trial.

What will happen to the evaluation data?

All pupil data, including test results, will be held confidentially and in compliance with the Data Protection Act. Participating schools and children will not be named in any reporting. Anonymised data will be shared between Unitas, the evaluators and the Educational Endowment Foundation for current and future research purposes.

If during the programme you no longer wish your child to take part in the trial please contact the evaluation project manager (contact details below).

If you have any further queries please contact us using the details below.

| | |
|--|---|
| Ella Bourne TextNow Programme Manager Unitas Ella.bourne@unitas.uk.net 07557 767721 | Lucy Clague Evaluation Project Manager Centre for Education and Inclusion Research Sheffield Hallam University I.clague@shu.ac.uk 0114 225 6066 |
|--|---|

✂-----
Please cut off and return this consent slip to your child's teacher. Keep the letter for your information.

TextNow Transition Programme

I have read the information sheet and understand what is involved for my child in participating in this trial and how data will be used and stored.

I give permission for my child to **take part in the TextNow evaluation** and if selected for the intervention group **to attend coaching sessions** to develop their reading skills.

Child's name:

Signed: Parent/carer

Appendix VI Memoranda of Understanding for Primary and Secondary Schools

Primary Schools



The Hub
Candid Arts
5 Torrens Street
London
EC1V 1NQ

To: **[Insert name and address of Licensee. Example: Name of school ("the Licensee")¹⁷**

contact@unitas.uk.net

Date: **[Insert date]**

Dear **[insert name of authorised representative of the licensee e.g. the Head Teacher]**

Licence

This letter is to confirm Unitas' agreement to permit **the Licensee (details of which are set out above)** to use the intellectual property and materials listed in Schedule 1 ("**the Property**") in connection with the TextNow programme ("**the Programme**") for young people, as it is used in the TextNow Transition Pilot ("**the Pilot**"), funded by the Education Endowment Foundation.

Any references to "**you**" in this letter are references to the Licensee organisation.

1. Licence

1.1 Unitas appoints the Licensee as its non-exclusive licensee to use the Property, including the registered and unregistered trade marks of Unitas listed as part of the Property in Schedule 1 ("**the Marks**") in **[insert the establishment in which the Licensee will use the Property]¹⁸ ("the Site")**. The licence lasts for the term of this agreement from 1st April 2013 until 1st September 2013, or until terminated under paragraph 4 below or extended in accordance with paragraph 6.1 below.

Unitas may as it chooses from time to time provide web or telephone support to the Licensee relating to the Property and the Programme.

¹⁷ The Licensee is the organisation to which the Property is to be licensed to under the MyChoice! Reward Scheme.

¹⁸ The establishment will be the geographic area in which the particular TextNow programme service is to be provided by the Licensee

- 1.2 The Property may be used with up to **[insert number]** of people who are in Year 6 during the licence period (“**young people**”), who must complete the Programme by the end of the summer term 2013. This pilot cohort of young people may be exceeded only with the written consent of Unitas.
- 1.3 If the Licensee wishes to use the Property outside of the Site or to allow another organisation to use the Property it may only do so with Unitas’ written consent, not to be unreasonably withheld. If Unitas provides its consent for the Licensee to use the Property outside of the Site and/or with other organisation(s), the Licensee agrees that it remains wholly responsible for its obligations under the Programme and this agreement. However, Unitas may enter into a separate arrangement or agreement with those other organisation(s).

2. Fee

- 2.1 There will be no fee payable by the Licensee

3. [Insert name of licensee]’s obligations

The Licensee acknowledges that Unitas is the owner of all rights in and to the Property, and agrees:

- 3.1 to use the Property only for the purposes outlined in Schedule 2;
- 3.2 to comply at all times with the TextNow Programme Specification at Schedule 3 (“the **Programme Specification**”) and any guidelines Unitas may provide from time to time;
- 3.3 not to bring Unitas or any of Unitas’ funders or partners, or the Property into disrepute in any way;
- 3.4 to obtain Unitas’ prior written approval to all materials (in any media), which bear the Marks and to display Marks of funders of the Programme on such materials if requested to do so by Unitas;
- 3.5 to maintain the distinctiveness, reputation and value of the Property and to promptly cease any use of the Property that in Unitas’ opinion is not consistent with this at Unitas’ request;
- 3.6 to comply with any Programme evaluation process in accordance with the Programme Specification and Unitas’ reasonable instructions issued from time to time, including but not limited to:
 - 3.6.1 the prompt facilitation of any visits to the Site by Unitas and/or the evaluation team appointed by the Education Endowment Foundation (the **Evaluators**) legislation, guidance and regulations at all times);
 - 3.6.2 provision of pupil data to Unitas and the Evaluators (Including but not limited to Unique pupil identifier number and National Curriculum teacher assessment with a separate list matching pupil name to pupil identifier number)

- 3.6.3 completion of a pre Programme assessment of each young person participating in the Programme;
 - 3.6.4 completion of a weekly register during the Programme that will be emailed to Unitas no later than 12 midday on the Monday of the following week;
 - 3.6.5 the participation of the coordinator and coaches in Programme evaluation through completion of profiles, online surveys, and interviews, the responses to which the Licensee agrees may be used by Unitas and the Evaluators for its evaluation, promotional and marketing purposes;
 - 3.6.6 the participation of young people in completion of surveys and other evaluation activities;
 - 3.6.7 the participation of coaches and young people in the MyChoice! book selection and purchase system. Coaches will encourage and facilitate the young people to select books on MyChoice! and use the credits they have earned to purchase books of their choice. However Unitas bears no responsibility for the books provided on MyChoice! and it is the responsibility of the coaches and coordinator to monitor and approve book choices
- 3.7 to ensure that all coaches have undertaken any TextNow online training provided by Unitas from time to time;
- 3.8 subject to paragraph 5.3 below, to comply with all legislation and statutory duties of the Licensee insofar as they relate to the Programme, including but not limited to:
- 3.8.1 all applicable health and safety legislation;
 - 3.8.2 all applicable safeguarding legislation;
 - 3.8.3 all applicable equal opportunities legislation; and
 - 3.8.4 the Data Protection Act 1998 and all other applicable data protection legislation.

4. Termination of Licence

- 4.1 Unitas may terminate this agreement (including the licence) at any time on four weeks' written notice to the Licensee and also reserves the right to terminate it immediately if:-
 - 4.1.1 the Licensee does anything which in Unitas' opinion brings, or is reasonably likely to bring, the Property or reputation of Unitas into disrepute or is inimical to the charitable objects of Unitas; and/or
 - 4.1.2 the Licensee repeatedly breaches any of the terms of this agreement, or breaches any material term of this agreement.
- 4.2 On termination of this agreement, the licence granted under this agreement shall cease immediately, meaning the Licensee's right to use the Property shall cease immediately. The Licensee shall not after termination use any materials or intellectual

property which are or is similar to the Property or might be likely to cause confusion, association with or damage to Unitas.

5. Limitation of Unitas' liability

- 5.1 The parties acknowledge that the Licensee is solely liable for any loss, cost or damage relating to this agreement or the Programme and that Unitas shall not be liable for any loss, cost or damage suffered relating to or as a result of the Licensee's participation in the Programme or either party's compliance with this agreement (except in the case of death or personal injury caused by Unitas' negligence in which case no limitation applies). Nothing in this paragraph limits or excludes any liability for fraud.
- 5.2 The Licensee agrees to reimburse Unitas in respect of any losses, expenses or damage Unitas may incur (including direct, indirect, special and consequential loss, and any loss of reputation or loss of profits, including reasonable legal costs and disbursements) as a result of any breach by the Licensee of any term of this agreement or as a result of any of its actions or omissions, relating to Unitas and/or the Property.
- 5.3 It is the Licensee's sole responsibility to ensure the Licensee complies with its statutory duties (including but not limited to those listed at paragraph 3.8 above) and Unitas shall not be responsible in any way for the Licensee's failure to comply with such duties.

6. General

- 6.1 Subject to any amendments or variations to the Property in accordance with Schedule 1 or permissions granted under paragraph 1 above, this agreement constitutes the entire agreement between Unitas and the Licensee and shall not be varied or amended except by written agreement between the parties.
- 6.2 The Licensee agrees that all data provided to Unitas may be shared with the Evaluators.
- 6.3 The Licensee shall not assign or sub-licence any of its rights under this agreement without the prior written consent of Unitas.
- 6.4 This agreement shall not constitute the parties as partners nor is the Licensee entitled to act as nor represent itself as agent for Unitas, nor to pledge Unitas' credit.
- 6.5 This agreement is governed by and shall be construed in accordance with the laws of England and Wales and the parties irrevocably submit to the exclusive jurisdiction of the courts of England and Wales.

If you have any queries or concerns about agreeing to these terms, please feel free to call **Ella Bourne on 07557 767721**. Otherwise, please confirm the terms are agreed by signing, dating and returning to Unitas the enclosed copy of this letter by post, fax, or email showing a scanned signature.

With many thanks.

Yours sincerely,

Signed for and on behalf of Uitas

Name: Martin Stephenson

Position: Chief Executive Officer

Date:

A handwritten signature in black ink, appearing to read 'my Supt', written over a light grey rectangular background.

Signed for and on behalf of [*name of Licensee*]¹⁹

Name:

Position:

Date:

¹⁹ This agreement must be signed by an authorised signatory only

Schedule 1

The Property

Unitas shall provide the following material in such form and in such volume as it shall in its sole discretion decide from time to time. The Property may be changed or varied from time to time on written notification to the Licensee by Unitas.

The materials

- Credits to enable the coordinator to obtain a starter library of books for use on the TextNow programme
- Access to online training for TextNow coaches and coordinators including downloadable resources.
- Group based training resources
- Electronic record sheets for pupil profile, testing and attendance data
- Access to MyChoice!, an online awards scheme, and up to 1250 credits(points) per young person (credits to be generated according to attendance data from coaching sessions, as submitted through the electronic record sheets)
- For this Transition Pilot an additional allocation of MyChoice! credits will also be made available to each young person in the trial group at the beginning of the pilot, to enable them to choose books for summer holiday reading.

(Young people participating in the Control group of the pilot will receive a 'Thank you' award of vouchers to buy books at the end of the pilot, in Year 7.)

The Marks

1. 'TextNow'

UK trade mark – number 2576568.

Status: registered.

2. 'Unitas'

UK trade mark – number: 2515758.

Status: registered.

Schedule 2

The Licensee shall use the Property:

- in accordance with the agreement;
- in accordance with the requirements of the pilot
- in line with Unitas' instructions from time to time;

- or educational purposes only; and
- in accordance with the Programme Specification at Schedule 3.

Schedule 3

TextNow Programme Specification

(for Primary schools taking part in the TextNow Transition Pilot)

1. Introduction

The TextNow transition pilot is a randomised controlled trial evaluation of the 'Unitas: TextNow Transition Programme' for improving reading outcomes among young people in transition between Primary and Secondary school

Unitas will deliver their TextNow Transition Programme to 300 of the 600 participating pupils between May and December 2013 (the trial group). The remaining 300 young people will receive no intervention during the time period (the control group).

Pupils in both groups will be assessed at various points throughout the trial to provide comparative data for evaluation. It is therefore extremely important that pilot schools maintain the integrity of the study by ensuring that control group pupils complete the assessments according to the pilot schedule and that they do not receive any alternative intervention during the period of the trial.

This document outlines the TextNow programme for young people who have been identified as participating in the **trial group** of the TextNow transition pilot and who are likely to benefit from increasing their motivation to read and their enjoyment of, and proficiency in, reading.

It is designed to enable organisations delivering TextNow to gain a clear understanding of:

- what is involved in delivering TextNow
- the intended benefits
- the obligations on the part of the host organisation.

TextNow aims to help young people to be more engaged with reading and to read more fluently. This can contribute towards preventing social disadvantage and social exclusion and enable young people to more fully engage with their education and training. TextNow was developed to work with the target group of young people aged 10-19 years old. For the purposes of the TextNow transition pilot the selected pupils will be from Year 6 moving into Year 7.

The TextNow transition pilot involves trained reading coaches working with individual young people in Year 6 for daily 20 minutes sessions over five weeks, (followed by a similar ten week programme at the beginning of Year 7). A project coordinator, designated by the school manages the delivery of the programme at each site.

2. Programme Structure

The objectives of the TextNow programme are to:

1. increase young people's reading.
2. enhance young people's enjoyment of reading.
3. improve the reading skills of participating young people, including their understanding of what they read.

Each school will:

- Ensure that informed parent/carer consent is obtained for each young person selected to participate in the pilot, for both control and trial groups.
- complete all the appropriate records and assessments for every participating young person (trial and control group) and return them regularly to the Unitas team where required
- participate fully in the evaluation process, through completion of surveys and interviews
- establish close links with parents/carers to ensure that all those involved are working towards the same goals
- acknowledge Unitas in all publicity and communications with relevant stakeholders.

and for young people in the trial group, each school will:

- allocate each young person to a trained reading coach who will work with the young person, one to one, for **20 minutes a day, five days a week for 5 weeks.**
- engage an agreed number of young people in reading and seek to improve their reading skills
- enable young people to have access to a wide selection of suitable reading material
- provide suitable venues for individual reading sessions so that young people feel comfortable and able to read aloud
- encourage young people to read outside of their one to one support time
- recognise young people's participation and progression using the MyChoice! awards scheme

Awards Scheme – MyChoice!

Awards will be provided as an online points reward scheme, 50 points being awarded each day to each young person who attends and completes the required work. Young people working on the programme will receive points to a maximum value of 1250 points (£12.50 over 5 weeks) as part of the Year 6 TextNow award scheme. The points will be awarded according to attendance and behaviour on the programme and will be linked to data submitted via the Recording template.

Young people will work with their coach to choose books online via their personal 'wish list' on MyChoice! When they have enough points, young people will be able to submit an order to their coordinator for purchase.

In addition, there will be a 'starter' library fund which will enable the coordinator to choose a library of books for their site.

Young people participating in the trial group of the TextNow transition pilot will also receive additional points to enable them to choose and order books during the summer holidays.

An overview of the TextNow programme structure:

Coordinator at each school

- Responsibilities
- ✓ Recruit & support coaches and allocate to young people
 - ✓ Conduct reading interview with young people
 - ✓ Manage supply of reading material
 - ✓ Monitor and appraise coaches' performance and record keeping
 - ✓ Administer MyChoice! and the quality assurance system
 - ✓ Manage child protection

Coach

- Responsibilities
- ✓ Complete the training and provide feedback to Unitas
 - ✓ Plan and deliver regular one to one coaching sessions with the young person
 - ✓ Record daily attendance
 - ✓ Guide young people in using the online award system, MyChoice!

Young Person

- Responsibilities
- ✓ Attend on a daily basis
 - ✓ Read, with a coach, for 20 minutes each day
 - ✓ Read for a further 20 minutes each day
 - ✓ Choose books on MyChoice!
 - ✓ Return any borrowed books

Intended outcomes

The target outcomes are that following participation in the project there will be significant increases in the number of young people in the trial group who report that they:

- feel positive about reading to themselves (confidence)
- enjoy reading (enjoyment)
- read daily (engagement)

and

- who increase their reading scores

To ensure that *Text/Now* meets the needs of its participants, each school's programme coordinator must commit to participating in the monitoring and evaluation process to enable outcomes to be recorded (for example, the completion and emailing of registers and young people assessments on the electronic record sheets; coordinator surveys).

3. Input from the site

Schools must:

- ensure the licence agreement has been signed by an authorised signatory. Schools should keep a copy of the agreement and any person involved in delivering the programme should be aware of their obligations under the licence agreement
- ensure appropriate numbers of suitable coaches are working on the *Text/Now* programme to allow for a one to one ratio with young people
- provide a project coordinator to manage the programme and work closely with the coaches, and provide information to all coaches working with *Text/Now* to enable them to work effectively with each young person
- ensure coordinators and coaches complete the online training

identify appropriate young people in Year 6 who are predicted to achieve Level 3, 4c or 4b in Reading by the end of Key Stage 2.

- request parental consent for young people's participation
- ensure young people's attendance and reading for 20 minutes a day, 5 days a week for 5 weeks
- record and provide data for monitoring and evaluation purposes
- approve pupils' book orders on the MyChoice! website and manage distribution of 'holiday reading' books
- encourage young people participating in the trial group of the *Text/Now* transition pilot to visit the MyChoice! website and interact with the activities on the site as part of their continued independent reading during the summer holidays.

4. Input from Unitas

Unitas will offer each primary school:

- induction and training for coaches and coordinators through the online training resources
- guides for coordinators and coaches (downloadable from the website)
- diaries for coaches (downloadable from the website)
- a choice of your own library of books through MyChoice!
- an online based awards scheme (MyChoice!)
- recording and monitoring facility through electronic record sheets
- information, advice and guidance from Unitas

5. Training

It is a requirement that all coaches and coordinators undertake the online training, which includes:

- how to run a TextNow programme, including methods of planning successful sessions and encouraging reading
- how to keep good records to inform future sessions
- how to manage a successful awards scheme.

6. Monitoring and Evaluation by Unitas

The monitoring process will focus on:

- attendance
 - analysing how many sessions were planned for the learners, how many they attended and how long they spent on each session
- reading outcomes for young people
 - a comparison of attitudes and reading skills at the beginning and end of the pilot.

The evaluation will analyse the data on attendance and outcomes and may be supplemented by qualitative evidence gained through interviews, completion of online surveys and compiling case studies. Sites must contribute to and support the monitoring and evaluation process.

7. Independent evaluation

All schools must participate in the randomised control trial (RCT) and process evaluation that will be conducted by Sheffield Hallam University and Queens University, Belfast.

The purpose of the RCT and process evaluation

The purpose of the RCT and process evaluation is to answer the following research questions:

- What is the impact of the TextNow programme on a number of specific reading outcomes for participating learners?
- Is the programme having a differential impact on learners depending on:
 - Their gender?
 - Their socio-economic status?
- Does the impact of the programme vary significantly with any variations in implementation found?

Evaluation methods and testing

The RCT will compare the outcomes of the 300 pupils who participate in the TextNow pilot with 300 pupils who do not participate. Key stage 2 results will be used as a pre intervention test and the New Group Reading test will be administered as a post intervention test to measure reading comprehension (in December 2013). The post test will be supplemented by The Reading Enjoyment and Confidence scale from the Progress in International Reading Literacy Study to measure reading for pleasure.

The evaluators will match pupil data supplied by schools to data held by the DfE, for example gender, ethnicity and key stage 2 results. No pupil names will be used in this analysis as this matching will be done using UPNs only.

The evaluators will also have access to all monitoring and evaluation data collected by Unitas and may collect further data through surveys of coordinators and coaches, and surveys of, or focus groups with, pupils.

Anonymised evaluation data will be shared with the Education Endowment Foundation and may be used for current and future research.

Selection of participants

Secondary schools agreeing to take part in the TextNow pilot will provide a list of all eligible pupils who will be starting year 7 in their school in September 2013. Eligible pupils will be those who are identified through teacher assessment as not likely to achieve level 4, or likely to achieve a fragile level (4b or 4c), in Reading by the end of key stage 2. Pupils likely to achieve at or lower than level 2 will not be included in the study. Eligible pupils, once parental consent is obtained, will be randomly assigned to either the intervention or the control group.

Participation required from primary schools to meet evaluation requirements

- Organising the distribution of information and consent forms to parents and carers of eligible pupils and collection of written consent forms.
- Support for the arrangement of data collection activities such as surveys and focus group, if necessary.

Ethics and data storage

The project has been checked to ensure it meets ethical standards using the approval processes in place at Sheffield Hallam University and Queens University, Belfast. All data will be held securely, complying with legal requirements.

Secondary Schools

To: **[Insert name and address of Licensee. Example:
Name of school (“the Licensee”)]²⁰**

Date: **[Insert date]**

Dear **[insert name of authorised representative of the licensee e.g. the Head Teacher]**

Licence

This letter is to confirm Unitas’ agreement to permit **the Licensee (details of which are set out above)** to use the intellectual property and materials listed in Schedule 1 (“**the Property**”) in connection with the TextNow programme (“**the Programme**”) for young people, as it is used in the TextNow Transition Pilot (“**the Pilot**”), funded by the Education Endowment Foundation.

Any references to “**you**” in this letter are references to the Licensee organisation.

3. Licence

3.1 Unitas appoints the Licensee as its non-exclusive licensee to use the Property, including the registered and unregistered trade marks of Unitas listed as part of the Property in Schedule 1 (“**the Marks**”) in **[insert the establishment in which the Licensee will use the Property]**²¹ (“**the Site**”). The licence lasts for the term of this agreement from 1st July 2013 until 31st July 2014, or until terminated under paragraph 4 below or extended in accordance with paragraph 6.1 below.

Unitas may as it chooses from time to time provide web or telephone support to the Licensee relating to the Property and the Programme.

3.2 The Property may be used with up to **[insert number]** of people who are in Year 7 during the licence period (“**young people**”), who must complete the Programme by the end of the autumn term 2013. This pilot cohort of young people may be exceeded only with the written consent of Unitas.

3.3 If the Licensee wishes to use the Property outside of the Site or to allow another organisation to use the Property it may only do so with Unitas’ written consent, not to

²⁰ The Licensee is the organisation to which the Property is to be licensed to under the MyChoice! Reward Scheme.

²¹ The establishment will be the geographic area in which the particular TextNow programme service is to be provided by the Licensee

be unreasonably withheld. If Unitas provides its consent for the Licensee to use the Property outside of the Site and/or with other organisation(s), the Licensee agrees that it remains wholly responsible for its obligations under the Programme and this agreement. However, Unitas may enter into a separate arrangement or agreement with those other organisation(s).

4. Fee

4.1 [There will be no fee payable by the Licensee

5. **[Insert name of licensee]'s obligations**

The Licensee acknowledges that Unitas is the owner of all rights in and to the Property, and agrees:

- 5.1 to use the Property only for the purposes outlined in Schedule 2;
- 5.2 to comply at all times with the TextNow Programme Specification at Schedule 3 (“the **Programme Specification**”) and any guidelines Unitas may provide from time to time;
- 5.3 not to bring Unitas or any of Unitas’ funders or partners, or the Property into disrepute in any way;
- 5.4 to obtain Unitas’ prior written approval to all materials (in any media), which bear the Marks and to display Marks of funders of the Programme on such materials if requested to do so by Unitas;
- 5.5 to maintain the distinctiveness, reputation and value of the Property and to promptly cease any use of the Property that in Unitas’ opinion is not consistent with this at Unitas’ request;
- 5.6 to comply with any Programme evaluation process in accordance with the Programme Specification and Unitas’ reasonable instructions issued from time to time, including but not limited to:
 - 5.6.1 the prompt facilitation of any visits to the Site by Unitas and/or the evaluation team appointed by the Education Endowment Foundation (the **Evaluators**) legislation, guidance and regulations at all times);
 - 5.6.2 the prompt provision to Unitas on its request of any data relating to the Programme delivery, which may include data on both young people and coaches (subject to the Licensee complying with its obligations under the Data Protection Act 1998 and all other applicable data protection legislation, guidance and regulations at all times);
 - 5.6.3 completion of a pre and post Programme assessment and end of year assessment of each young person participating in the Programme;
 - 5.6.4 completion of a weekly register during the Programme that will be uploaded to the Unitas website no later than 12 midday on the Monday of the following week;

- 5.6.5 provision of access to a computer room to enable all participants (trial and control) to take the final reading tests at the same time.
 - 5.6.6 the participation of the coordinator and coaches in Programme evaluation through completion of profiles, online surveys, and interviews, the responses to which the Licensee agrees may be used by Unitas and the Evaluators for its evaluation, promotional and marketing purposes;
 - 5.6.7 the participation of young people in completion of surveys and other evaluation activities;
 - 5.6.8 the participation of coaches and young people in the MyChoice! book selection and purchase system. Coaches will encourage and facilitate the young people to select books on MyChoice! and use the credits they have earned to purchase books of their choice. However Unitas bears no responsibility for the books provided on MyChoice! and it is the responsibility of the coaches and coordinator to monitor and approve book choices
- 5.7 to ensure that all coaches have undertaken any TextNow online training provided by Unitas from time to time;
- 5.8 subject to paragraph 5.3 below, to comply with all legislation and statutory duties of the Licensee insofar as they relate to the Programme, including but not limited to:
- 5.8.1 all applicable health and safety legislation;
 - 5.8.2 all applicable safeguarding legislation;
 - 5.8.3 all applicable equal opportunities legislation; and
 - 5.8.4 the Data Protection Act 1998 and all other applicable data protection legislation.

6. Termination of Licence

- 6.1 Unitas may terminate this agreement (including the licence) at any time on four weeks' written notice to the Licensee and also reserves the right to terminate it immediately if:-
- 6.1.1 the Licensee does anything which in Unitas' opinion brings, or is reasonably likely to bring, the Property or reputation of Unitas into disrepute or is inimical to the charitable objects of Unitas; and/or
 - 6.1.2 the Licensee repeatedly breaches any of the terms of this agreement, or breaches any material term of this agreement.
- 6.2 On termination of this agreement, the licence granted under this agreement shall cease immediately, meaning the Licensee's right to use the Property shall cease immediately. The Licensee shall not after termination use any materials or intellectual property which are or is similar to the Property or might be likely to cause confusion, association with or damage to Unitas.

7. Limitation of Unitas' liability

- 7.1 The parties acknowledge that the Licensee is solely liable for any loss, cost or damage relating to this agreement or the Programme and that Unitas shall not be liable for any loss, cost or damage suffered relating to or as a result of the Licensee's participation in the Programme or either party's compliance with this agreement (except in the case of death or personal injury caused by Unitas' negligence in which case no limitation applies). Nothing in this paragraph limits or excludes any liability for fraud.
- 7.2 The Licensee agrees to reimburse Unitas in respect of any losses, expenses or damage Unitas may incur (including direct, indirect, special and consequential loss, and any loss of reputation or loss of profits, including reasonable legal costs and disbursements) as a result of any breach by the Licensee of any term of this agreement or as a result of any of its actions or omissions, relating to Unitas and/or the Property.
- 7.3 It is the Licensee's sole responsibility to ensure the Licensee complies with its statutory duties (including but not limited to those listed at paragraph 3.8 above) and Unitas shall not be responsible in any way for the Licensee's failure to comply with such duties.

8. General

- 8.1 Subject to any amendments or variations to the Property in accordance with Schedule 1 or permissions granted under paragraph 1 above, this agreement constitutes the entire agreement between Unitas and the Licensee and shall not be varied or amended except by written agreement between the parties.
- 8.2 The Licensee agrees that all data provided to Unitas may be shared with the Evaluators.
- 8.3 The Licensee shall not assign or sub-licence any of its rights under this agreement without the prior written consent of Unitas.
- 8.4 This agreement shall not constitute the parties as partners nor is the Licensee entitled to act as nor represent itself as agent for Unitas, nor to pledge Unitas' credit.
- 8.5 This agreement is governed by and shall be construed in accordance with the laws of England and Wales and the parties irrevocably submit to the exclusive jurisdiction of the courts of England and Wales.

If you have any queries or concerns about agreeing to these terms, please feel free to call **Ella Bourne on 07557 767721**. Otherwise, please confirm the terms are agreed by signing, dating and returning to Unitas the enclosed copy of this letter by post, fax, or email showing a scanned signature.

With many thanks.

Yours sincerely,



Signed for and on behalf of Uitas

Name: Martin Stephenson

Position: Chief Executive Officer

Date:

.....

Signed for and on behalf of [*name of Licensee*]²²

Name:

Position:

Date:

²² This agreement must be signed by an authorised signatory only

Schedule 1

The Property

Unitas shall provide the following material in such form and in such volume as it shall in its sole discretion decide from time to time. The Property may be changed or varied from time to time on written notification to the Licensee by Unitas.

The materials

- Credits to enable the coordinator to obtain a starter library of books for use on the TextNow programme
- Access to online training for TextNow coaches and coordinators including downloadable resources.
- Group based training resources
- Access to an online quality assurance system
- Access to MyChoice!, an online awards scheme, and up to 2500 credits per young person (credits to be generated according to attendance data as submitted through the online quality assurance system)
- For this Transition Pilot additional MyChoice! credits will also be made available to each young person in the trial group to enable them to choose books for independent reading between the end of their TextNow programme and the end of the academic year 2013-2014.
- Young people participating in the Control group of the pilot will receive a 'Thank you' award of vouchers to buy books after the December assessment.

The Marks

9. 'TextNow'

UK trade mark number 2576568.

Status: registered.

10. "Unitas"

UK trade mark number: 2515758.

Status: registered.

Schedule 2

The Licensee shall use the Property:

- in accordance with the agreement;
- in accordance with the requirements of the pilot
- in line with Unitas' instructions from time to time;
- for educational purposes only; and
- in accordance with the Programme Specification at Schedule 3.

TextNow Programme Specification

(for Secondary schools taking part in the TextNow Transition Pilot)

8. Introduction

The TextNow transition pilot is a randomised controlled trial evaluation of the 'Unitas: TextNow Transition Programme' for improving reading outcomes among young people in transition between Primary and Secondary school

Unitas will deliver their TextNow Transition Programme to 300 of the 600 participating pupils between May and December 2013 (the trial group). The remaining 300 young people will receive no intervention during the time period (the control group).

Pupils in both groups will be assessed at various points throughout the trial to provide comparative data for evaluation. It is therefore extremely important that pilot schools maintain the integrity of the study by ensuring that control group pupils complete the assessments according to the pilot schedule and that they do not receive any alternative intervention during the period of the trial.

This document outlines the TextNow programme for young people who have been identified as participating in the **trial group** of the TextNow transition pilot and who are likely to benefit from increasing their motivation to read and their enjoyment of, and proficiency in, reading.

It is designed to enable organisations delivering TextNow to gain a clear understanding of:

- what is involved in delivering TextNow
- the intended benefits
- the obligations on the part of the host organisation.

TextNow aims to help young people to be more engaged with reading and to read more fluently. This can contribute towards preventing social disadvantage and social exclusion and enable young people to more fully engage with their education and training. TextNow was developed to work with the target group of young people aged 10–19 years old. For the purposes of the TextNow transition pilot the selected pupils will be from Year 6 moving into Year 7.

The TextNow transition pilot involves trained reading coaches working with individual young people in Year 7 for daily 20 minutes sessions over ten weeks, (following a similar five week programme at the end of Year 6). A project coordinator, designated by the school manages the delivery of the programme at each site.

9. Programme Structure

The objectives of the TextNow programme are to:

1. increase young people's reading.
2. enhance young people's enjoyment of reading.
3. improve the reading skills of participating young people, including their understanding of what they read.

Each school will:

- identify young people and their feeder primary schools who are eligible to participate in this pilot
- complete all the appropriate records for every participating young person and return them regularly to the Unitas team where required
- participate fully in the evaluation process, through completion of surveys and interviews
- establish close links with parents/carers to ensure that all those involved are working towards the same goals
- acknowledge Unitas in all publicity and communications with relevant stakeholders.

and for young people in the trial group

- engage an agreed number of young people in reading and seek to improve their reading skills
- allocate each young person to a trained reading coach who will work with the young person, one to one, for **20 minutes a day, five days a week for 10 weeks**
- provide suitable venues for individual reading sessions so that young people feel comfortable and able to read aloud
- enable young people to have access to a wide selection of suitable reading material
- encourage young people to read outside of their one to one support time
- recognise young people's participation and progression using the MyChoice! awards scheme

Awards Scheme – MyChoice!

Awards will be provided as an online points reward scheme, 50 points being awarded each day to each young person who attends and completes the required work. Young people working on the programme will receive points to a maximum value of 2500 points (£25.00 over 10 weeks) as part of the Year 7 TextNow award scheme. The points will be awarded according to attendance and behaviour on the programme and will be linked to data submitted via the online quality assurance system.

Young people will work with their coach to choose books online via their personal 'wish list' on MyChoice! When they have enough points, young people will be able to submit an order to their coordinator for purchase.

In addition, there will be a 'starter' library fund which will enable the coordinator to choose a library of books for their site.

Young people participating in the trial group of the *TextNow* transition pilot will also, after the completion of the daily reading sessions, periodically receive additional points to enable them to choose and order books up to the end of the academic year 2013–2014.

An overview of the TextNow programme structure:

Coordinator at each school

Responsibilities

- ✓ Recruit & support coaches and allocate to young people
- ✓ Conduct reading interview with young people
- ✓ Manage supply of reading material
- ✓ Monitor and appraise coaches' performance and record keeping
- ✓ Conduct young people assessments and reviews
- ✓ Administer MyChoice! and the quality assurance system
- ✓ Manage child protection

Coach

Responsibilities

- ✓ Complete the training and provide feedback to Unitas
- ✓ Plan and deliver regular one to one coaching sessions with the young person
- ✓ Record daily attendance
- ✓ Guide young people in using the online award system, MyChoice!
- ✓ Arrange final reviews

Young Person

Responsibilities

- ✓ Attend on a daily basis
- ✓ Read, with a coach, for 20 minutes each day
- ✓ Read for a further 20 minutes each day
- ✓ Choose books on MyChoice!
- ✓ Return any borrowed books

10. Intended outcomes

The target outcomes are that following participation in the project by the trial group there will be significant increases in the number of young people who report that they:

- feel positive about reading to themselves (confidence)
- enjoy reading (enjoyment)
- read daily (engagement)

and

- who increase their reading scores

To ensure that *TextNow* meets the needs of its participants, each school's programme coordinator must commit to participating in the monitoring and evaluation process to enable outcomes to be recorded (for example, the completion and uploading of registers and young people assessments onto the online quality assurance system; coach surveys).

11. Input from the site

Schools must:

- ensure the licence agreement has been signed by an authorised signatory. Schools should keep a copy of the agreement and any person involved in delivering the programme should be aware of their obligations under the licence agreement
- ensure appropriate numbers of suitable coaches are working on the *TextNow* programme to allow for a one to one ratio with young people
- provide a project coordinator to manage the programme and work closely with the coaches
- ensure coordinators and coaches complete the online training
- Identify appropriate young people in Year 6 who are predicted to achieve Level 3, 4c or 4b in Reading by the end of Key Stage 2.
- provide information to all coaches working with *TextNow* to enable them to work effectively with each young person
- ensure young people's attendance and reading for 20 minutes a day, 5 days a week for 10 weeks
- record and provide data for monitoring and evaluation
- approve pupils' book orders on the MyChoice! website
- encourage young people participating in the trial group of the *TextNow* transition pilot to visit the MyChoice! website and interact with the activities on the site as part of their continued independent reading.

12. Input from Unitas

, Unitas will offer each secondary school:

- induction and training for coaches and coordinators through the online training resources
- guides for coordinators and coaches (downloadable from the website)

- diaries for coaches (downloadable from the website)
- a choice of your own library of books through MyChoice!
- an online based awards scheme (MyChoice!)
- recording and monitoring facility through an online quality assurance system
- information, advice and guidance from Unitas
- performance report.

13. Training

It is a requirement that all coaches and coordinators undertake the online training, which includes:

- how to run a TextNow programme, including methods of planning successful sessions and encouraging reading
- how to keep good records to inform future sessions
- how to manage a successful rewards scheme.

14. Monitoring and Evaluation by Unitas

The monitoring process will focus on:

- attendance
 - analysing how many sessions were planned for the learners, how many they attended and how long they spent on each session
- reading outcomes for young people
 - a comparison of attitudes and reading skills at the beginning, during and end of the pilot.

The evaluation will analyse the data on attendance and outcomes and may be supplemented by qualitative evidence gained through interviews, completion of online surveys and compiling case studies. Sites must contribute to and support the monitoring and evaluation process.

15. Independent evaluation

All schools must participate in the randomised control trial (RCT) and process evaluation that will be conducted by Sheffield Hallam University and Queens University, Belfast.

The purpose of the RCT and process evaluation

The purpose of the RCT and process evaluation is to answer the following research questions:

- What is the impact of the TextNow programme on a number of specific reading outcomes for participating learners?
- Is the programme having a differential impact on learners depending on:
 - Their gender?
 - Their socio-economic status?

- Does the impact of the programme vary significantly with any variations in implementation found?

Evaluation methods and testing

The RCT will compare the outcomes of the 300 pupils who participate in the TextNow pilot with 300 pupils who do not participate. Key stage 2 results will be used as a pre intervention test and the New Group Reading test will be administered as a post intervention test to measure reading comprehension. The post test will be supplemented by The Reading Enjoyment and Confidence scale from the Progress in International Reading Literacy Study to measure reading for pleasure.

The evaluators will match pupil data supplied by schools to data held by the DfE, for example gender, ethnicity and key stage 2 results. No pupil names will be used in this analysis as matching will be done using UPNs only.

The evaluators will also have access to all monitoring and evaluation data collected by Unitas and may collect further data through surveys of coordinators and coaches, and surveys of, or focus groups with, pupils.

Anonymised evaluation data will be shared with the Education Endowment Foundation and may be used for current and future research.

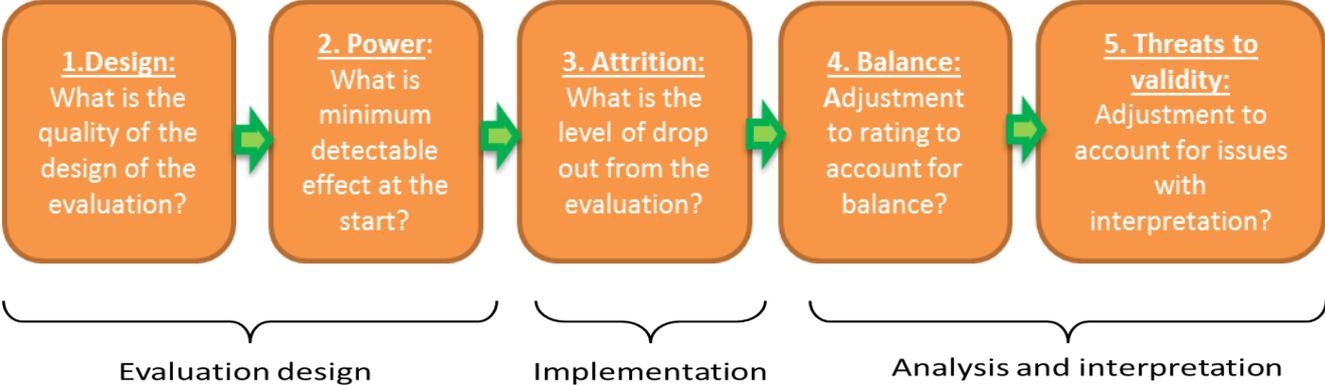
Participation required from schools to meet the evaluation requirements

- Provision of a list of eligible pupils' names, their UPN and primary school as soon as possible after admissions are confirmed. A separate list of KS2 teacher assessments for reading matched to UPN only.
- Making organisational arrangements for the administration of the post test. This will require all pupils in the intervention or control groups in the school to be brought together to undertake the post test. The test will be conducted electronically so will require computer facilities.
- Support for the arrangement of other data collection activities e.g. surveys and focus group, if necessary.

Ethics and data storage

The project has been checked to ensure it meets ethical standards using the approval processes in place at Sheffield Hallam University and Queens University, Belfast. All data will be held securely, complying with legal requirements.

Appendix VII. Security of finding



| Rating | 1. Design | 2. Power (MDES) | 3. Attrition | 4. Balance | 5. Threats to validity |
|--------|---|-----------------|--------------|------------------------------|------------------------|
| 5 | Fair and clear experimental design (RCT) | < 0.2 | < 10% | Well-balanced on observables | No threats to validity |
| 4 | Fair and clear experimental design (RCT, RDD) | < 0.3 | < 20% | ↓ | ↓ |
| 3 | Well-matched comparison (quasi-experiment) | < 0.4 | < 30% | ↓ | ↓ |
| 2 | Matched comparison (quasi-experiment) | < 0.5 | < 40% | ↓ | ↓ |
| 1 | Comparison group with poor or no matching | < 0.6 | < 50% | ↓ | ↓ |
| 0 | No comparator | > 0.6 | > 50% | Imbalanced on observables | Significant threats |

The final security rating for this trial is 3 . This means that findings are moderately secure.

The TextNow Transition trial was originally designed as a well-powered, two-armed effectiveness trial with minimum detectable effect of 0.19 that could have achieved the maximum rating of 5 . However, the trial had relatively high attrition of 22%. Delivery and marking of post-testing was blind to treatment allocation. There were problems with implementation fidelity, some evidence of non-compliance (with three control children being given the treatment) and some evidence of resentful demoralisation in the intervention group.

Appendix VIII Cost rating

Cost ratings are based on the approximate cost per pupil of implementing the intervention over one year. Cost ratings are awarded using the following criteria.

| Cost | Description |
|-----------|---|
| £ | <i>Very low:</i> less than £80 per pupil per year. |
| £ £ | <i>Low:</i> up to about £170 per pupil per year. |
| £ £ £ | <i>Moderate:</i> up to about £700 per pupil per year. |
| £ £ £ £ | <i>High:</i> up to £1,200 per pupil per year. |
| £ £ £ £ £ | <i>Very high:</i> over £1,200 per pupil per year. |

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This document is available for download at www.educationendowmentfoundation.org.uk.



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