

PROJECT TITLE	Pilot Evaluation of Fluency Focus
DEVELOPER (INSTITUTION)	Charles Dickens Research School (CDRS)
EVALUATOR (INSTITUTION)	The Centre for Evidence and Implementation (CEI)
PRINCIPAL INVESTIGATOR(S)	Jane Lewis
EVALUATION PLAN AUTHOR(S)	Sweta Gupta, Georgina Mann, Helen Breadmore (University of Birmingham), Jane Lewis
PUPIL AGE RANGE AND KEY STAGE	Year 5, approximately 9-10 years old (KS2)
NUMBER OF SCHOOLS/ SETTINGS	20
NUMBER OF PARTICIPANTS	Senior Leadership Team members: 20 Teachers: Approximately 40 Pupils: Approximately 1,060 Numbers of teachers and pupils based on average number of classes and average class sizes – subject to variation ¹

Evaluation plan version history

VERSION	DATE	REASON FOR REVISION
1.0		N/A

¹ Based on 20 schools with typical schools having approx. two Year 5 classes and average class size of 26.7. UK Government (2023) 'National Statistics - Academic year 2022/23 - Schools, pupils, and their characteristics'. Available at <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics> (last retrieved on 10 July 2023)

Intervention

Background

Key stage 2 is a critical period for literacy development as pupils must acquire the reading and comprehension skills required to meet the demands of secondary school where they are required to work with increasingly complex texts across most subject areas. The literacy attainment gap between disadvantaged pupils and their peers grows substantially at this point and, as such, it is considered critical to support socially disadvantaged children with literacy at this stage.^{2,3}

While the goal of reading is ultimately to understand the message contained within a text (reading comprehension), one important component of overall literacy is oral reading fluency. Oral reading fluency can be broadly defined as reading accurately, with automaticity, and appropriate prosody⁴. Accuracy and automaticity reflect word recognition skills – being able to access the meaning and produce correct pronunciations of individual words. Prosody reflects how the words are put together into a sentence, how the reader varies reading rate, stress, and intonation (pausing, stressing words, phrasing of units of text, expression through tone, pitch and volume and smoothness).^{5,6,7} Fluent oral reading flows in a way that sounds similar to speech. The fluent reader is able to expressively communicate the meaning of text, rather than laboriously decode each individual word.

The relationship between reading fluency and comprehension is complex and bidirectional. On the one hand, it can be argued that comprehension must *precede* reading fluency because most of the information needed to read with expression is not explicitly marked in text.⁸ To read a passage of text with correct intonation, speed, and expression, the reader needs to access meaning and pronunciation of individual words effortlessly while also coordinating higher order language and comprehension skills to combine understanding of morphology, semantics, syntax, grammar, pragmatics, and conceptualisation. On the other hand, reading fluency *supports* comprehension by reducing cognitive load and making resources available for higher level comprehension processes⁹.

There is a growing body of evidence to suggest that strategies for *teaching* reading fluency can be effective at supporting students to improve reading fluency and comprehension. Recommendation two of the Education Endowment Foundation's (EEF) Improving Literacy in Key Stage 2 guidance report is that teachers should support pupils to develop fluent reading capabilities through evidence-based approaches such as repeated reading,

² Bilton, C. & Duff, A. (2021). Improving Literacy in Key Stage 2: Guidance Report. Education Endowment Foundation. Available from <https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1684397804>.

³ Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W. & Carroll, J.M. (2019). Literacy Development: Evidence Review. Education Endowment Foundation. Available from https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf

⁴ Bilton, C. & Duff, A. (2021). Improving Literacy in Key Stage 2: Guidance Report. Education Endowment Foundation. Available from <https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1684397804>

⁵ Hudson, R. F., Lane, H. B., Pullen, P. C., & Torgesen, J. K. (2009). The complex nature of reading fluency: A multidimensional view. *Reading and Writing Quarterly*, 25, pp. 4–32.

⁶ Kuhn, M. R., Schwanenflugel, P. J., & Meisinger, E. B. (2010). Review of research: Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. *Reading Research Quarterly*, 45(2), pp. 230-251.

⁷ Rasinski, T. V., Reutzel, C. R., Chard, D., & Linan-Thompson, S. (2011). Reading fluency. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. Afflerbach (Eds.), *Handbook of Reading Research* (Vol. 4, pp. 286–319). New York: Routledge.

⁸ Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W. & Carroll, J.M. (2019). Literacy Development: Evidence Review. Education Endowment Foundation. Available from https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf

⁹ Kim YG, Quinn JM, Petscher Y. What is text reading fluency and is it a predictor or an outcome of reading comprehension? A longitudinal investigation. *Dev Psychol*. 2021 May;57(5):718-732. doi: 10.1037/dev0001167. PMID: 34166017; PMCID: PMC8374993.

modelled fluent reading and echo reading (where a teacher reads a text fluently and students repeat the text back) and repeated reading (where students read a text a set number of times or until they can read it with greater fluency).^{10,11}

The intervention

Developed by the Charles Dickens Research School (CDRS)¹², 'Fluency Focus' is a carefully sequenced programme of twenty, one-hour reading lessons to be delivered once per week in place of an existing reading lesson to pupils in Year Five classes (Key Stage 2) using a whole-class approach.

The Fluency Focus programme was developed in response to a recent EEF evidence review and guidance around improving literacy at Key Stage Two^{13,14}. It brings together several evidence-informed reading fluency strategies into a cohesive set of fully resourced lessons that emphasise the importance of explicit teaching and use of reading fluency strategies to improve comprehension. Each lesson has a pre-determined stimulus text, providing the context for the explicit teaching of reading fluency strategies. A diverse range of different texts are included across the twenty weeks (e.g., fiction, poetry, non-fiction). Lesson plans provide a clear structure in which oral reading fluency is modelled, fluency strategies are taught, and fluent oral reading is then practised by children.

The teaching sequence that Fluency Focus sessions follow is outlined below. Each lesson begins by introducing unfamiliar vocabulary and ends with reading comprehension activities, reinforcing the relationship between reading fluency and these other components of reading. In between those activities, the text is read using five fluency strategies in a sequence outlined in the lesson plan. The strategies are introduced gradually over the course of the first seven lessons after which *all* strategies are covered in *all* lessons. The specific steps that must be taught in each lesson are identified in the lesson plan with the sequence below. Except for 'reading for performance', all strategies are considered core to the programme.¹⁵

- 1) **Identify unfamiliar vocabulary:** The teacher pre-teaches vocabulary, focusing on fluent pronunciation (supplemented with a definition). This aims to ensure that word recognition difficulties do not interrupt fluent reading, by supporting those children who would otherwise struggle to decode or understand the meaning of new or complex words.
- 2) **Modelled Fluent Reading:** The first fluency strategy is always included in the teaching sequence. The teacher models high quality fluent reading, bringing the text to life through varied expression, volume, pace and use of gestures, facial expressions and movements as appropriate and providing an opportunity for pupils to hear someone else provide a good model of what expressive fluent reading sounds like.

¹⁰ Bilton, C. & Duff, A. (2021). Improving Literacy in Key Stage 2: Guidance Report. Education Endowment Foundation. Available from <https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1684397804>.

¹¹ Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W. & Carroll, J.M. (2019). Literacy Development: Evidence Review. Education Endowment Foundation. Available from https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf

¹² CDRS is hosted at the Charles Dickens Primary School (CDPS)

¹³ Bilton, C. & Duff, A. (2021). Improving Literacy in Key Stage 2: Guidance Report. Education Endowment Foundation. Available from <https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1684397804>.

¹⁴ Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W. & Carroll, J.M. (2019). Literacy Development: Evidence Review. Education Endowment Foundation. Available from https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf

¹⁵ 'reading for performance' is not a core strategy as it comes through in later sessions when pupils are able to apply other strategies with growing confidence and ultimately are able to use 'reading for performance' with greater levels of independence over the course of the sequence.

- 3) **Text marking and phrased reading:** The teacher demonstrates breaking an excerpt of text down into phrases or units of meaning using text marking and phrased reading including by drawing attention to the role of punctuation as a phrase marker. Teachers then support children to work in pairs to mark the rest of the text. This involves indicating in their pupil booklets when a phrase ends, and identifying whether there should be a short or long pause.
- 4) **Echo Reading:** Echo reading builds on fluent modelling and involves the Teacher reading a section of text and pupils 'echoing' it back in chorus, mirroring the same intonation and expression.
- 5) **Paired Repeated Reading:** In paired repeated reading, children practice repeatedly reading the passage aloud in pairs. They give and receive feedback using a set of fluency rating scales provided in the pupil handbook, making their awareness of different aspects of fluency in their own and others' oral reading explicit.
- 6) **Reading for performance:** In performance reading, children read aloud to the class with an emphasis on communicating the reading of the text through fluent reading. This might be done through choral reading (where the whole class reads the text together fluently), or grouped, individual or paired choral reading (where smaller groups or individuals read aloud to the class).
- 7) **Comprehension Task:** At the end of each lesson, regardless of which strategies were used, children are asked to respond to a number of comprehension questions. First understanding is scaffolded through group discussion, and then individual pupils write their responses to comprehension prompts in the pupil booklet. This makes the links between fluency and reading comprehension explicit.

In each school, *all* Year Five Teachers and pupils are required to participate in the programme and *one* Senior Leadership Team (SLT) champion is nominated in each school. Teachers deliver the Fluency Focus sessions for their Year Five classes and SLT champions take responsibility for ensuring that senior management understand and support the programme and provide teachers with protected time to attend training and to prepare lessons.

Participating teachers and SLT champions attend one day of upfront, face-to-face training at the start of the Autumn term and are requested to attend, or to watch recordings of, three webinars broadcast live at three time points likely to take place in November 2023 and February and April 2024. Each school is also offered two group coaching conversations for all participating staff to meet with staff from the CDRS delivery team to discuss implementation and any emerging issues: one in term one and one in term two. Feedback from these conversations will inform the content of subsequent training webinars.

Teachers will deliver the twenty-session programme during Autumn 2023 and Spring 2024 terms. The programme involves three stages which establish, embed, and extend the use of taught strategies. Lessons 1 to 7 introduce and establish all the fluency and comprehension strategies. No new strategies are taught after this initial stage of the programme. Lessons 8 to 15 embed each of the strategies taught in the first seven lessons, by practising applying them across a range of texts. Lessons 16 to 20 extend the use of the strategies as pupils are encouraged to use them with greater levels of independence and by application to increasingly challenging texts.

The evaluation

The pilot evaluation of Fluency Focus will focus on the feasibility and acceptability of delivering the programme (recognising that reading aloud can be particularly challenging for some children, including those with lower prior attainment in reading), and on whether it appears to bring about the intended changes for teachers. It will also explore and describe alignment to reading theory to enable an assessment of readiness for trial and possible causal chains.

Research questions

This pilot evaluation seeks to answer ten questions related to the three overarching areas of interest: (1) feasibility of implementing Fluency Focus, (2) evidence of promise and (3) readiness of the intervention for trial.

Feasibility of Implementation

1. Is Fluency Focus feasible for implementation and acceptable to teachers and SLT representatives?
2. How is Fluency Focus differentiated from usual teaching of reading?
3. Are the training and support provided optimal to support implementation of the programme?
4. Was the programme implemented as intended? What adaptations were made, and what facilitators and barriers were encountered?
5. Do children, particularly those with lower prior attainment in reading and/or oral language skills, engage well with the programme?

Evidence of promise

6. Does Fluency Focus lead to changes in teachers' understanding and use of effective fluency strategies, and in assessment of fluency? Are changes sustained, generalised and cascaded to other staff or future academic years?
7. What impacts do teachers perceive for children (e.g., independent use of fluency strategies and improvement in fluency and comprehension)?
8. What are the perceived mechanisms and possible causal chains through which the programme might work? Are there any unintended positive or negative consequences of taking part in this programme?

Readiness for trial/ Scalability

9. Could Fluency Focus be delivered on a larger scale for an efficacy trial?
10. What measures of child outcomes should be used? Are currently proposed measures of child outcomes validated?

The research questions outlined above were developed to align with, and to test, the Fluency Focus logic model which outlines the programme inputs and activities, the anticipated mechanisms of change and intended outcomes (both short and longer term). A logic model for the programme was first developed by CDRS in consultation with the EEF and was further refined in a series of workshops attended by CDRS, EEF and the evaluation team at CEI. The logic model is available in Appendix A.

Table 1. Success indicators for the Pilot Evaluation

The table below outlines the success indicators identified for the purposes of the Pilot evaluation along with a description of the aspects of the evaluation, including surveys, interviews, observations and analysis of programme or assessment data, that will be drawn

upon to assess whether these have been met. These are linked to the three overarching areas of inquiry (feasibility, evidence of promise and readiness to trial), to the research questions (indicated in the table as RQ1-10) and to research methods. No thresholds for meeting success indicators have been set, rather the evaluation team will triangulate data from multiple sources to inform a qualitative judgement around whether success indicators were met, partially met, or not met.

Pilot criteria	Success Indicators	How to assess this?
Feasibility of implementation	Teachers and SLT champions consider the intervention acceptable and feasible. (RQ 1)	Teacher / SLT surveys (incl. standardised measures of acceptability and feasibility) ¹⁶ Teacher / SLT interviews
	Teachers consider the training, coaching, webinars, and resources sufficient for delivery. (RQ 3)	Teacher / SLT surveys Teacher / SLT interviews
	The intervention can be delivered with high fidelity. (RQs 2, 4)	Teacher / SLT interviews Pupil group discussions Lesson observations Programme monitoring data (attendance at training; coaching conversation logs; weekly lesson log data)
	Children, particularly those with lower reading attainment, engage well with the intervention. (RQ 5)	Teacher / SLT surveys Teacher / SLT interviews Pupil group discussions Lesson Observations
Evidence of promise	Teachers' understanding and use of fluency strategies, and assessment of fluency improves (RQ 6)	Teacher / SLT surveys Teacher / SLT interviews

¹⁶ Weiner, B. J., Lewis, C. C., Stanick, C., Powell, B. J., Dorsey, C. N., Clary, A. S., ... & Halko, H. (2017). Psychometric assessment of three newly developed implementation outcome measures. *Implementation Science*, 12, 1-12.

	Teaching staff perceive positive impacts on children's reading fluency and comprehension (RQ 7)	Teacher / SLT surveys Teacher / SLT interviews Pupil group discussions
	Unintended negative consequences minimal. (RQ 8)	Teacher / SLT interviews Pupil group discussions
Readiness for trial	Completeness of programme monitoring data (RQ9)	Programme monitoring data (attendance at training; coaching conversation logs; weekly log data completed)
	Staff survey completion rates (RQ9)	Teacher / SLT surveys
	Level of engagement with programme and delivery staff. (RQ 9)	Delivery team interviews
	Teacher assessment of students found to be a valid and reliable outcome measure (RQ 10)	Programme assessment data

Methods

Recruitment of schools

Twenty schools will be recruited to take part in the Pilot Evaluation from South London and the South East. Teachers and Students from all Year Five classes (typically two classes per school and, on average, 27 students per class) within participating schools will take part in the evaluation, as well as one nominated Senior Leadership Team (SLT) Champion per school¹⁷. To be eligible, schools must be mainstream, state-funded primary schools within South London or the South East region with at least one Year Five class, and they must have capacity to deliver the programme in the September 2023 and January 2024 terms. Teachers must be available to attend the initial in-person training in September 2023. Any teachers unable to attend the in-person training will not be eligible to take part.

A power calculation is not considered necessary at this stage of pilot evaluation as the planned sample size is considered sufficient to understand the feasibility of implementing the programme in Year Five classes, to capture early evidence of promise including perceived impact and mechanisms of change, and to provide indication of whether the intervention is ready for trial.

CDRS will lead the recruitment of schools to the study. In the first stage of recruitment, CDRS will promote the opportunity to participate in the pilot evaluation, share the school information sheet which outlines what taking part in the programme and evaluation entails, and invite schools to submit an expression of interest (EOIs) for participating in the pilot evaluation. Promotion of the opportunity to take part in the evaluation will be done through available

¹⁷ Typical year groups consist of 2 Year 5 classes and average class size is approximately 26.7. See UK Government (2023) 'National Statistics - Academic year 2022/23 - Schools, pupils, and their characteristics'. Available at <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics> (last retrieved on 10 July 2023)

platforms (including the CDRS and EEF websites and the CDRS newsletter) and existing networks, including targeted approaches by the Director of the Research School by phone, email, at CDRS training sessions or in-person meetings with specific schools and organisations in the eligible areas, as well as through wider group emails to schools within the research schools' network and Teaching School (TS) hubs, and schools within their geographic area. Following submission of an EOI, all schools will receive an invitation to attend an online information webinar on 15 May 2023 during which information will be shared about the programme and evaluation and schools will have the opportunity to ask questions. Following the webinar, a follow up email will be sent asking schools to confirm their interest in taking part in the evaluation by the 22 May 2023. Headteachers of schools eligible to participate in the pilot evaluation who confirm interest in participating will be invited to sign a Memorandum of Understanding (MOU) with the delivery team at CDRS¹⁸ on behalf of the school. In the event of oversubscription to the project, schools will be selected using sampling criteria to ensure that a range of schools are represented in the pilot. Sampling criteria include type of school (maintained schools, academies, and voluntary aided schools); level of Pupil Premium (schools with high, medium, and low rates); school size (small, medium and large schools); rural, coastal and urban schools; and a range of Ofsted ratings. Taking part in this programme will not disqualify schools from taking part in other EEF-funded training programmes, projects, or trials.

Recruitment of participants to the evaluation

Once a School has agreed at management level to participate in the study and signed an MOU with the delivery team at CDRS, Year Five Teachers, the nominated SLT Champion, and pupils in Year 5 classes and their parents will then be informed about the evaluation. The various stages at which consent, and assent will be sought from participants, and opportunities provided for withdrawal from the evaluation are outlined below.

Consent will be sought from *Teachers and SLT champions* in the following stages. (1) CDRS will send the relevant information sheets and consent forms to Headteachers at participating schools with instructions around who these should be sent to, when and how. These will be provided in electronic format as a default (i.e. as an email in which there will be a link to the information sheet and online consent form), however, paper copies will be made available on request and for any participants who are known not to have access to email (2) Headteachers will share the Staff pilot evaluation information sheet and consent form with *all* participating staff (Year Five Teachers and the nominated SLT Champion in each school) by email, informing them about the Fluency Focus programme and associated evaluation activities and providing an opportunity to consent to participating in the evaluation via a Google form. The Staff information sheet outlines the overall purpose of the evaluation, activities that *all* staff will be invited to participate in, including observation of the initial training and surveys at three time points, as well as activities that *some* staff may be invited to participate in, including interviews and lesson observations. Staff will be asked to indicate consent for participating in the overall evaluation by completing the online Google form.

School staff will be asked for their consent again before each evaluation activity that they have been selected to participate in, via an online consent form embedded within the staff survey at all three time points, and verbally before an interview, observation of a 'coaching conversation' or delivery of a Fluency Focus session in the classroom. As it will not be possible to seek verbal consent for observations of training from all participants in group training

¹⁸ CDRS is hosted at Charles Dickens Nursery and Primary School and part of The Charles Schools Educational Trust – TCSET) and this is made clear in the MOUs with schools.

sessions, CDRS will make an announcement at the beginning of the session to ensure that all participants are aware that the training is being observed by a member of the evaluation team. Participants will have the opportunity to raise any concerns directly with the CDRS team either in person or via the direct chat function. The Staff information sheet also makes clear that training will be observed and provides information on the purpose of the observations. All Teachers will receive the survey by email. A sub-set of ten teachers and ten SLT champions (N = 20) from ten schools will be selected to take part in interviews and observations based on sampling by the evaluation team based on school characteristics (type, size, proportion of pupils on free school meals/SEND/premium).

Consent forms for *parents/carers* will be shared with CDRS to distribute to schools at the start of the programme. Year Five teachers will then send the Parent/Carer information sheet and withdrawal form, along with the short reader-friendly version¹⁹, to *all* parents/carers of Year Five pupils via email (or via paper copy if the family is known not to have access to email). The long form will provide all relevant information to parents/carers regarding what the pilot evaluation will involve for their child. The short form has been designed to accompany the long form and provides a plain English explanation of the evaluation and the programme. Within the same email and after reading the information sheet, parents/carers will have the opportunity to withdraw consent to their child participating in the evaluation (i.e., withdrawing consent for their child's fluency outcome assessment data being passed to the evaluation team) by returning the form by email to their child's teacher. The information sheet will explain that all children will participate in Fluency Focus sessions, but that parents/carers are able to withdraw their child from the evaluation. Any child who is withdrawn from the evaluation at any stage should be recorded by the school and the information shared in a timely manner with the evaluation team quoting the pupil ID number.

Six children from each Year Five classroom will be selected by the teachers to participate in teacher-administered fluency assessments at the beginning and end of the programme delivery. The selection will be based on teacher knowledge of reading comprehension attainment, with two pupils each in 'low', 'medium' and 'high' attainment categories, aiming to capture the 20-80% of the attainment distribution. The selection criteria will be set out by CDRS in the Teacher Handbook, as well as covered during the initial training day. As outlined in more detail under the section of this document called 'Measures', this assessment is part of the programme as it aims to build staff's understanding of the constituents of fluency and comprehension. However, if parents withdraw their child from the evaluation, the assessment data will not be shared with CEI.

Three to four children will be selected for the pupil focus groups from a sub-set of eight of the 20 participating schools (between 24 and 32 pupils total). Schools will be selected based on school characteristics (type, size, proportion of pupils on free school meals/SEND/premium) with the goal of achieving diversity in the pupils participating in the focus groups. Children within schools will be selected for diversity in gender and pre-programme attainment level in reading class, based on teacher judgement.²⁰ The sampling will be done by the evaluation team. We will check with the class teacher for any sensitivities in our selection or other reasons why it may not be appropriate to include a child and follow any advice to modify our selection. Given the age of pupils involved in the programme,

¹⁹ A short-reader friendly version of the parent/carer information sheet has been created to provide a concise overview of the study. This document has been designed to be read alongside the longer more detailed version (which we are obliged to also share) with the aim that it makes the information more accessible.

²⁰ As we will not have access to pre-programme attainment data from any formal assessment, the evaluation team request that Teachers provide an anonymised class list with pupil codes, gender, and a grading of each pupil's pre-programme attainment in reading based on teacher-judgement in three categories: 'low, medium or high'.

pupils will be asked for their assent to participate but formal consent for pupil focus groups will be sought from parents/carers. The sampled pupils will be approached by teachers to seek their assent (agreement in principle to participate) by verbally explaining the purpose of the focus groups, assisted by a pupil information sheet, explaining the purpose of the evaluation and focus group in simple language and outlining what taking part will involve. Children will have the opportunity to agree in principle or decline to take part at this stage. For those pupils who agree in principle to take part, an information sheet and consent form will be emailed to their parents/carers by the Year Five teacher. Formal written / recorded consent to participate in the focus groups will be sought via email from parents/carers. This will be returned to the Year Five teacher who will confirm with the evaluation team if the consents are in place to include the pupils in the focus groups. In cases where any invited pupils (or their parents/carers) decline the invitation to participate, the evaluation team will select a further one or more pupils using the same process as described above to be invited.

The Delivery team at CDRS will also be invited to take part in group interviews with the evaluation team at three time points. They will receive an information sheet and consent form, which they will be asked to return to the evaluation team.

Measures

The measures used across various strands of the evaluation are outlined below.

Staff survey measures

Staff surveys will be developed to be completed by *all* teachers and *all* SLT Champions at three time points: at the initial in-person training (T1); towards the end of Term 2 in April 2024 (T2), and in Term 3 in June 2024 after the delivery of the programme has ended (T3). Survey questions will be tailored to the stage of the evaluation and will address questions across the three main research areas: feasibility and acceptability of the programme, evidence of promise and readiness for trial. The third time point will also look at plans for cascading of the programme and fluency strategies to other classes within the school. More details on the research questions that will be addressed through the survey and measures relating to various aspects of the evaluation that will be embedded within staff surveys are outlined below.

Survey measures of feasibility and acceptability

Implementation effectiveness (based on the dimensions of feasibility, acceptability, and appropriateness) will be assessed using the Weiner et al., (2017) implementation outcome measures²¹; well validated scales designed for intervention evaluations which will be incorporated in the staff survey at T2 and T3.

Items relating to staff views on sufficiency of training, coaching, webinars, and resources for delivery and items relating to how well pupils engage with the sessions, particularly those with lower prior reading attainment, will be developed by the evaluation team and will be incorporated in the staff survey at T2 and T3.

21 Weiner, B. J., Lewis, C. C., Stanick, C., Powell, B. J., Dorsey, C. N., Clary, A. S., ... & Halko, H. (2017). Psychometric assessment of three newly developed implementation outcome measures. *Implementation Science*, 12, 1-12.

Items relating to staff understanding of and use of fluency strategies will be developed in consultation with Dr Helen Breadmore (Associate Professor of Psychology in Education, University of Birmingham, and member of the evaluation team), who will provide expertise in teaching strategies for improving fluency and literacy. These will be incorporated at T1, T2 and T3 to explore teacher knowledge of fluency strategies and teaching and assessment practices pre-programme, as well as changes in these over time.

Items relating to motivation among school staff and views on the sustainability of the programme will be developed by the evaluation team for the survey to be administered at T3.

Survey measures relating to evidence of promise

To explore perceived impact of the Fluency Focus programme, CEI will develop bespoke survey items with Likert scale statements to explore teachers' understanding and use of fluency strategies and assessment, as well as their perspectives on the impact of Fluency Focus on children's overall reading fluency and comprehension. These will be triangulated with information gathered via staff interviews.

Child reading fluency assessments

Six children from each Year Five classroom will be selected by the teachers to participate in reading fluency assessments at the beginning and end of the programme delivery²². Teachers will assess these six children's reading using the CDRS developed fluency assessment (adapted from tools developed by Fountas and Pinnell²³ and Zutell and Rasinski²⁴). The children will read the same passage at baseline and endline, and the CDRS developed assessment will provide scores on the following components of Fluency – reading speed/rate (time taken to read the passage in seconds), accuracy (% of words in the passage that were correctly pronounced), and ratings of four prosodic features of fluency (expression and volume, phrasing, smoothness, and pace). Scores of these three items will be summed to provide a prosodic fluency score (0-16). The assessment will also provide a measure of comprehension using ratings of responses to questions that focus on literal, inferential, and textual understanding. Scores on these three items will be summed to provide a comprehension score (0-9). This assessment is part of programme delivery, as it aims to build teachers' understanding of the constituents of fluency and comprehension while also providing them with feedback on how their class is progressing.

The in-programme fluency assessment will be administered at baseline, immediately before the start of the programme delivery, with a member of the SLT also present. This serves two purposes – increasing SLT buy-in and understanding of fluency and providing data for the evaluators to use to check the reliability of the measure. Both the teacher and the SLT member will simultaneously but independently mark the assessment. This data will be used to evaluate the inter-rater reliability of the in-programme fluency assessment. At the end of programme delivery, the same six children will be assessed again. At endline, the in-programme assessment will be carried out and marked only by the teacher.

²² A sample of six children was chosen in consultation with CDRS to find a balance between teacher capacity to conduct the assessment as well as ensuring that we have a representative sample with two pupils from low prior attainment in reading, two from medium and two from high.

²³ Fountas, I.C. & Pinnell, G.S. (2003). *Teaching for Comprehending and Fluency: Thinking, Talking and Writing About Reading, K-8*. Portsmouth, NH: Heinemann.

²⁴ Zutell, J. and Rasinski, T. V. (1991) 'Training Teachers to Attend to Their Students' Oral Reading Fluency', *Theory into Practice*, 30, pp. 211–217.

Measures of Fidelity

A variety of sources of data will be collected to explore whether Fluency Focus is delivered as intended at each school site based on the following measures of fidelity developed by the evaluation team in consultation with the delivery team at CDRS. While thresholds are provided for certain measures of fidelity, these are considered indicative only and the evaluation will involve triangulating findings from quantitative analysis with qualitative exploration of the circumstances in which thresholds were met, almost met, or not met:

- All core fluency and comprehension teaching strategies outlined in the lesson plans are employed at each session.
 - **Threshold:** *Between 80-100% of strategies outlined in the lesson plan are delivered.*
 - **Measure:** *weekly log (including question on which fluency techniques did you cover in the lesson). This will be triangulated with findings from evaluation team observations of lesson delivery, as well as teacher and SLT interviews.*
- All or most of the twenty Fluency Focus sessions are delivered and, specifically, all sessions in the 'establish phase' (lessons 1 to 7) and 'embedding phase' (lessons 8 to 15) of the programme are delivered.
 - **Threshold:** *Approximately 100% of the establish phase sessions, 100% of the embedding phase sessions and 50% or more of the extending phase sessions are delivered over the course of two terms, in the sequence specified in the handbook.*
 - **Measure:** *weekly log (Question on which session did you cover in the lesson). This will be triangulated with findings from the teacher and SLT survey and teacher interviews.*
- Teachers adopt a whole-class, playful approach to session delivery as specified in the training and programme materials.
 - **No threshold.**
 - **Measure:** *based on subjective feedback and evaluator judgement from observations and teacher and SLT interviews.*
- Teachers attend all training provided:
 - **Threshold:** *100% of teachers attend the in-person training and 100% of teachers engage with all three training webinars (either during live delivery or afterwards with the recording circulated to all teachers and Senior Leadership Team (SLT)).*
 - **Measure:** *Attendance logs for in-person training and live webinars. Methods for capturing whether teaching staff who are unable to attend webinars at the time of broadcast are being explored with the delivery team, including comment boards and coaching conversations.*
- Teachers demonstrate useful engagement with the Fluency Focus resources (physical resources and support from the delivery team) by making appropriate use of lesson plans, teacher and pupil handbooks and attending coaching conversations.
 - **Threshold – use of physical resources:** *Teachers make use of lesson plans and teacher and pupil handbooks at each session.*
 - **Measure – use of physical resources:** *80-100% of sessions are delivered with appropriate reference to, and use of, core programme materials (lesson plan, appropriate text, teacher handbook, pupil handbook).*
 - **Threshold – coaching conversations:** *Teachers and SLT attend at least one of the two coaching conversations (50% attendance) with delivery team.*
 - **Measure – coaching conversations:** *Completion of coaching logs which indicate coaching conversation took place, who attended and the date.*

Data collection

This evaluation will draw on several research methods to answer our key research questions. Table 2 below provides a summary of the research questions that each data collection method will answer. The evaluation team will collect the following data:

- **Administrative programme data collected routinely as part of the programme delivery**, such as pupils' fluency assessment scales taken at pre- and post-programme by the teachers, staff attendance at training sessions organised by CDRS; weekly logs of Fluency Focus sessions capturing if sessions are delivered, whether programme materials and fluency strategies were used; and programme data outlining whether SLT lesson observations²⁵ and CDRS coaching conversations²⁶ take place, and whether the associated forms are completed at the appropriate time points. These data will help understand how the programme was implemented, and if it is delivered with fidelity.
- **Staff survey** at three time points to be completed by all teachers (n~40 based on typical schools having two classes per year group) and SLT members (n~20). The survey will address questions across all research areas, from feasibility, to evidence of promise and readiness for trial. The third time point will also look at plans for cascading of the programme and fluency strategies to other classes within the school. The survey will be administered online by the evaluation team using Qualtrics and should take no more than 15 minutes to complete at each time point.
- **Observation** of training sessions (one at the beginning of Term 1 in September 2023, three sessions spread through Terms 1 and Terms 2, and one 'end of delivery celebration' session in June 2024), a subset of approximately four 'coaching conversations' between the teacher and CDRS delivery team member, a subset of approximately five Fluency Focus sessions in the classroom. Observations of training sessions will help us to ensure that we fully understand the intervention and how it is communicated to teaching and SLT staff involved in its delivery which will be crucial in terms of being able to fully describe the programme for the purposes of the evaluation and to shape data collection tools such as interview guides as needed. Observations of Fluency Focus sessions and coaching conversations will help us to assess whether the programme is implemented as intended and how well pupils engage with it. Observations will be captured in written notes with no visual or audio recording.
- **Focus groups with 3-4 pupils** at each of the selected eight schools (out of twenty) towards the end of the programme delivery to explore questions around their enjoyment, engagement with, and acceptability of the programme. Focus groups will last up to thirty minutes.
- **Semi-structured interviews with trained teaching staff and SLT** representatives at selected ten schools (out of twenty) and at two time points towards the end of programme delivery and after the end of programme delivery. These will explore questions about the perceived feasibility of implementing Fluency Focus within the school setting, and teachers' perceptions of impact on pupils' fluency and

²⁵ SLT staff will be asked to observe two classes within each school during which Fluency Focus is delivered and to fill out a lesson observation form, with a particular focus on whether fluency strategies are used and how well children engage with the session.

²⁶ Coaching conversations are 30-minute virtual meetings held between the teachers delivering the programme and the CDRS team to discuss implementation and any emerging challenges or support needs.

comprehension. The interview at the second time point after the programme has ended will explore plans for cascading of the programme and fluency strategies to other classes within the school. Interviews will require around 30-45 minutes.

- **Semi-structured group interviews with the Fluency Focus delivery team at CDRS** will be conducted at three time points (first at the beginning of Term 1, second towards the end of programme delivery in Term 2, and third after the end of programme delivery) to understand their experiences of training, implementation challenges, and with a particular focus on the readiness of the programme for a larger efficacy trial. Interviews will last up to one hour.
- **In-programme pupil level outcome measure on fluency** to be administered by the classroom teacher with pupils one-on-one. This activity will be carried out at baseline and endline to assess the feasibility of administering the measure in a large-scale efficacy trial setting, and to explore the reliability and validity of the CDRS designed fluency measure.

All interviews and focus groups will be audio-recorded and transcribed verbatim, for full analysis. The audio recordings will be destroyed securely as soon as the transcription is completed.

All pupil level data collection will take place in their school classroom or on the school premises (all schools are in England). Observations will take place in the usual classroom; focus groups will take place in an appropriate room on school premises. Teachers and SLT champions will be asked to provide survey responses via a secure online survey platform and interviews will take place virtually online or by phone on a secure online meeting platform (e.g., Zoom). Lesson observations will take place in the classroom and observation of training and coaching sessions will be online. Interviews with the CDRS delivery team will be conducted virtually online or by phone (via a secure meeting platform, e.g., Zoom) or in-person at an agreed upon location. Training will be observed online via a secure meeting platform.

Table 2. Evaluation matrix

		RQ1	RQ2	RQ3	RQ4	RQ5	RQ6	RQ7	RQ8	RQ9	RQ10
Programme monitoring data		*			*	*	*				*
School staff survey		*	*	*	*	*	*	*	*		
Observations	Training sessions			*	*						
	Coaching sessions			*	*						
	Lesson delivery		*	*	*	*					
Interviews and focus groups	Teaching staff	*	*	*	*	*	*	*	*		
	SLT	*	*	*	*	*	*	*	*		
	CDRS delivery team									*	
	Pupil focus groups					*			*		
Pre-post child outcome measures										*	*

Data analysis

Administrative programme data will be analysed using descriptive statistics to provide high-level insight into programme delivery (including average number of sessions delivered and range in sessions delivered across pilot schools), and aspects of fidelity (such as teacher reported use of specified programme materials and fluency strategies at each session). Other available programme administrative data, such as top line information from coaching logs and lesson observations (outlining whether and when such activities took place and whether the associated forms were completed) will be reviewed, and findings will be written up as a narrative synthesis.

Survey data will be analysed with descriptive statistics, and with a paired t-test on pre- and post-intervention survey items to determine whether there is significant change over time. Analysis will be both, cross-sectional as well as based on assessing change for individual participants over time. Responses to any open questions will be coded.

Observation data will be thematically coded and analysed descriptively to assess adherence to, and inter-site variation in, use of Fluency Focus strategies and pupils' engagement.

Qualitative data from individual staff interviews and delivery team and child focus groups will be analysed using the Framework²⁷ thematic content analysis approach, with mainly deductive analysis (based on implementation dimensions and research questions) and some inductive analysis, and with within-group and between-group comparisons.

Pupil level responses from the in-programme fluency measure will be explored to assess the suitability of the measure in future trials. This will include exploring the distribution of scores (missingness, variability, evidence of floor/ceiling effects), as well as quantifying inter-rater reliability, content and convergent validity. The distribution of scores will be explored through visual inspection of frequency distributions, the Shapiro-Wilks' test of normality, and measuring skew and kurtosis at each timepoint. Inter-rater reliability will be quantified at baseline, using teacher and SLT scores on the in-programme assessments. Content validity will be evaluated by mapping the constructs measured by the assessment onto those taught in Fluency Focus and by considering the relationship between each metric of reading fluency (accuracy, speed and prosody).

Data collected from each element will be analysed separately, then triangulated and integrated, identifying areas of difference and reinforcement, and using different data sources to substantiate and explain findings.

Findings will be integrated in the report, with a review of the theory of change, assessment of feasibility and evidence of promise, recommendations for how programme design and implementation could be strengthened, assessment of readiness for efficacy trial²⁸ and recommendations for the next stage of evaluation.

²⁷ Spencer L, Ritchie J, O'Connor W, Morrell G and Ormston R (2013) 'Analysis in Practice' in Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (eds) *Qualitative Research Practice* 2nd edition. London: SAGE Publications Ltd.

²⁸ Our assessment will be informed by the RAPT assessment model which identifies nine domains for readiness assessment for pragmatic trials: replicable implementation protocol, evidence, risk, feasibility, ease of measurement, cost, acceptability, alignment and impact/usefulness: Baier, R.R., Jutkowitz, E., Mitchell, S.L., McCreedy, E., & Mor, V. (2019) Readiness assessment for pragmatic trials (RAPT): a model to assess the readiness of an intervention for testing in a pragmatic trial. *BMC Medical Research Methodology*, 19, 156.

Ethics and registration.

As a pilot trial with the aims of establishing the feasibility of delivery and evaluation, this trial will not be registered.

Ethical appraisal of the Pilot Evaluation plan and documentation was sought from the Social Research Association (SRA) Ethical Appraisal Committee. The committee appraised overall plans for the evaluation including research questions, research methods and data collection plans, procedures relating to recruitment and consent of study participants, plans for data confidentiality, data handling and data analysis and potential sensitivities for study participants. In addition, the committee appraised all documentation relating to informing and consenting participants to take part in the study, specifically the following documents:

- School information sheet - for Headteachers considering enrolling their Year 5 classes in the evaluation.
- School staff information sheet and School staff consent form - for teachers and senior leadership team participating in evaluation activities.
- Parent information sheet and withdrawal form – for parents to be informed of and to have the opportunity to withdraw their child from the overall evaluation.
- Short version of the parent information sheet – to be read alongside the long version of the parent information form.
- Parent information and consent form for pupil focus group – an information sheet and consent form for the sub-set of pupils (3 to 4 pupils in 8 schools) invited to take part in a pupil focus group.
- Safeguarding protocol – CEI's safeguarding protocol for the evaluation, outlining steps that would be taken in the event that any concerns were raised or concerning behaviours/events witnessed by the evaluation team in the course of the evaluation.

Data protection

Data protection statement

A full data privacy impact assessment (DPIA) has been undertaken for this project. The purpose of the Research, and therefore the purpose of processing personal data within the research has been defined by **CEI** and **CDRS** (hosted at TCSET), who are joint controllers.

CEI store and process all data in line with GDPR And the UK Data Protection Act 2018. All data procedures are overseen by our Data Protection Officer. CEI's legal basis for processing personal data is legitimate interest.

Data Sharing Agreements will be fully executed between participating schools and CDRS through the MoU. A similar Data Sharing Agreement will be in place between CEI and CDRS for the sharing of this data provided by schools for evaluation purposes. Personal data will never be shared, stored, or accessed outside the UK or EU. Personal data will be held by CEI for 2 years after the completion of the project, after which point it will be securely destroyed. CEI will archive quantitative data (fluency assessment and staff survey data) in anonymised format for further research purpose. This anonymised data will be shared with Helen Breadmore at University of Birmingham for analysis, under a data processing contract established.

There may be scenarios where the evaluation team is subject to a legal obligation to disclose or share personal data, such as with law enforcement agencies, regulatory bodies,

or public authorities in order to prevent or detect crime. The study team will only ever disclose personal data to these third parties to the extent we are required to do so by law.

All research participants (participating schools, teachers/SLT staff, and parents/carers of children) will be provided with a data privacy notice (DPN) which details all their rights as data participants, including their rights to withdraw data from the evaluation. All participants will be given the data privacy notice and verbally reminded about the anonymous and confidential handling of their data at the start of each survey, interview or focus group.

Informed ethical consent will be gathered for all participants in the research. Voluntary informed consent will be regarded as a sufficient safeguard for the processing of personal data up to the point of analysis, at which point participants can no longer withdraw consent.

Data protection procedures

The following procedures have been designed and agreed with the delivery team to ensure data protection and anonymity of participants:

- Teachers and SLT champions, and their schools will be assigned an evaluation ID number by the CDRS delivery team at the first programme training.
- All pupils in the evaluation will be assigned a random number as an ID by their relevant teacher delivering the Fluency Focus sessions, following guidance from the CDRS Delivery team.
- The evaluation team will securely hold a database of school names, schools' emails, staff names, staff email addresses, school ID number, staff ID numbers, and pupil ID numbers. Names and contact details linked to the school and staff ID will be stored separately from evaluation data as a password-protected file. This file will only be accessed by the evaluation team to contact the staff for the survey and the semi-structured interviews. Further, the file will be accessed to contact the schools for the lesson observation and to set up the pupil focus groups. The evaluation team will not have access to pupil name and contact details. They will approach the schools with the teacher assigned pupil ID to set up the pupil focus groups towards the end of programme delivery.
- Administrative programme data, including staff attendance at training sessions, weekly logs of the Fluency Focus sessions, coaching logs and SLT lesson observation forms, will be shared with CEI for analysis in anonymous format, using only the designated school and staff ID numbers. The files will be password-protected for added security and shared with the evaluation team using a secure file-sharing arrangement (e.g., Egress)
- Staff participation in the surveys will be confidential – the evaluation team will not share the identity of those who have taken part or the extent of their participation outside the evaluation team. Staff will be sent a unique survey link by the evaluation team and as such will not need them to provide any identifying information via the survey platform. Their responses will be linked to the relevant school using the central database of staff IDs and school IDs.
- Staff interviews, pupil focus groups and CDRS delivery team group interviews will be audio recorded and transcribed verbatim for analysis. The audio recordings will be destroyed as soon as the transcription is completed. No staff or child will be identified by name in the transcription. No individual school staff member or pupil will be identified in the report write up. No CDRS staff will be identified by name in the transcription. The report will be explicit that Fluency Focus is developed and delivered by CDRS, but no CDRS staff names will be used in our analysis or report.

- Pupil Fluency Focus pre- and post-programme assessments will be shared by CDRS with CEI with pupil ID, staff ID and school ID (e.g., Pupil 901, Teacher 901, School 9). They will not share the data of pupils who have been withdrawn from the study. Data from the additional standardised fluency assessment measure administered at the end of the programme in Term 2 will be shared in the same way. All assessment data are entered by the school staff on an online form maintained by CDRS. The form will be shared by CDRS with the evaluation team as a password-protected excel using a secure file-sharing arrangement (e.g., Eggress).
- Observations will be captured in written notes and not be recorded in audio or visual form. The evaluation team member conducting the observation will take written notes and will record the school ID, but not record any pupil or teacher names. No child or teacher will be identifiable in the write up of observations.
- A Data Sharing Agreement (DSA) will be signed with CDRS to cover data sharing arrangements with the participating schools under the MoU.
- Assessment data pertaining to any child whose parent/carer withdraws consent for their child participating will not be shared with the evaluation team and, in cases where it has already been shared and has not yet been analysed, will be removed from the data set by the evaluation team. Anonymised child assessments and staff survey data will be archived, at the end of the study, so that it is accessible for future secondary research. CEI will also undertake a detailed Data Protection Impact Assessment.

Personnel

Delivery team:

Jemima Rhys-Evans, Charles Dickens Research School, Director, Fluency Focus Project Director

David Windle, Charles Dickens Research School, English Teacher and Deputy Headteacher, Fluency Focus Programme developer

Nicola Jacobs, Charles Dickens Research School, English Teacher and Assistant Headteacher (English and Wider Opportunities), Fluency Focus Programme developer

Evaluation team:

Jane Lewis, Centre for Evidence and Implementation, Managing Director, Project Director

Dr. Helen Breadmore, School of Education, University of Birmingham, Associate Professor Psychology in Education, will provide expertise in language and literacy development.

Sweta Gupta, Centre for Evidence and Implementation, Senior Advisor, Research Manager

Georgina Mann, Centre for Evidence and Implementation, Advisor, Project Researcher.

India Thompson, Centre for Evidence and Implementation, Project Officer and Research Assistant, will support the project throughout including data protection arrangements, liaison with schools, and qualitative and quantitative data analysis.

Risks

The following risks have been identified, along with steps that have been (or will be) taken to mitigate against them.

Table 3. Anticipated risks and mitigations

Risk	Likelihood / impact	Mitigation / contingency
Delays in school recruitment	Medium / Low	- Support Fluency Focus delivery team with documentation about involvement in the pilot - No-cost extension if necessary
Delays in securing ethical approval	Low / Medium	- Realistic timescale allowed for in timetable - Team is highly experienced in securing ethical approval
Gaps in programme data collected by Fluency Focus delivery team	Medium / Medium	- Support delivery team - Ensure schools understand rationale for programme data requests - Regular check-in points to monitor progress of data collection. Take over responsibility to support collection of data if necessary
Low response rate to the survey / interviews	Low / Medium	- Early liaison with schools, clear MoU and information sheets - Embed survey in training - Follow up protocol by phone/email - Realistic qualitative samples - Flexibility in interview timing/mode - CDRS to support communication with schools if necessary
Data breach	Low / Medium	- CEI and CDRS staff are trained in data protection procedures - CEI and CDRS systems are secure - CEI and CDRS have clear data management protocols - Data transferred and held securely
Staff turnover in schools	Low / Low	Adapt evaluation plan as necessary e.g., if further teacher/teaching assistant training sessions are required
Evaluation staff absences or turnover	Low / Low	- CEI has a very stable staff group and over 45 research staff members plus associates and consultants - Team-based approach provides effective cover for absences - Clear and extensive handover procedures in place in case of a change in evaluation team members (including detailed variable libraries and change logs to ensure transparency around how data have been collected and processed)

Timeline

Date	Activity	Responsible
May – June 2023	Recruitment of schools to programme and Pilot Evaluation	CDRS
Sep 2023	Master list with school names and emails, Teacher and SLT names and emails and allocated codes shared with CEI.	CDRS
	Schools distribute Staff and Parent/Carer information sheets and consent forms	Schools
	Training 1 Observed	CEI
	School Staff online survey (T1)	CEI
	CDRS delivery team focus group discussion	CEI
Oct 2023	Pre-programme fluency and comprehension assessment for pupils administered by teachers and data shared with CEI	CDRS
	Coaching conversations observed (in a sub-set of schools)	CEI
Nov 2023	Fluency Focus lesson delivery observed (in two schools)	CEI
	Webinar 1 observed	CEI
Jan 2024	Coaching conversations observed (in a sub-set of schools)	CEI
Feb 2024	Webinar 2 observed	CEI
March 2024	Fluency Focus lesson delivery observed (in three schools)	CEI
	School Staff interviews in a sub-set of schools	CEI
April 2024	Webinar 3 observed	CEI
	School Staff online survey (T2)	CEI
	Pupil assent and Parent/Carer consent for Pupil Focus Groups obtained for selected pupils in selected schools	Year 5 Teachers
	Pupil Focus groups with 3-4 pupils in some schools	CEI
	CDRS delivery team focus group discussion	CEI
May 2024	Post-programme fluency and comprehension assessments for pupils administered by teachers and data shared with CEI.	CDRS
June 2024	Celebration event observed	CEI
	School Staff survey (T3)	CEI
	School Staff interviews (T2) in a sub-set of schools	CEI
July-August 2023	Analysis and write up of evaluation report	CEI

APPENDIX A.

