

# Whatever it Takes Project – 2016/17 Full Evaluation

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## Introduction

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The Whatever it Takes (WiT) initiative completed its seventh academic year of activities in the summer of 2017. This annual report seeks to evaluate the effectiveness of that investment towards achieving the ultimate aim of doing “whatever it takes to get every child in Leicester reading”.

Whilst there are no specific performance measures of WiT that can definitively tell us the success or otherwise of the project, there are a number of proxy measures and indicators that this report will use to gauge overall reading outcomes in the city.

All such measures and indicators will be influenced by other factors, of course, but taken together will be used to consider the impact of WiT.

This report will consider the reading attainment of children in Leicester’s schools and their attitude to reading, using the WiT pupil survey.

The majority of the WiT investment is distributed through school-based projects and the effectiveness of these in the academic year 2016/17 are also considered. So too are the central WiT events of the last academic year. Some projects and data referred to in this report come from beyond the academic year into the remainder of the calendar year, but given the lag in finalised academic data, it has historically been seen as more timely to report them together with 2015/16 academic information.

## Summary

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The key findings from this report are:

- Key Stage 1 reading assessments gap has narrowed slightly
  - Leicester's improvement from last year was almost 3 percentage points
  - National improvement was 2 percentage points
  - Boys made a significant improvement compared to last year
  
- Key Stage 2 reading assessments gap has narrowed very slightly
  - Leicester's improvement from last year was just over 6 percentage points
  - National improvement was 6 percentage points
  - This gap remains smaller in teacher assessments
  
- Outcomes for the younger cohorts continue to improve
  - The gap to national at EYFS is now just over 7 percentage points
  - Y1 Phonics screening gains continue to be larger than national, with the gap narrowing
  
- Attitudes to reading amongst Leicester's children and young people has declined in primary
  - Confidence in self-reported ability has declined again and enjoyment of reading has declined
  - Attitudes in secondary are relatively similar to those expressed last year
  
- 81 schools received a total of almost £1m to run projects during the 2016/17 academic year.
  - Data for 2.5% of the primary population were provided and showed progress being made at the same levels as previous years
  - Secondary schools provided pupil-level data showing good progress being made on WiT-funded projects, approximately 4.6% of the entire Y7/Y8 cohort in Leicester were reported upon
  
- WiT central events contribute to main aims of project
  - Previously successful central work continued

## Reading attainment and attitude

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### Baseline and Context

WiT activities commenced in February 2010 and, up until last year, the statutory assessments from 2009 had been used for baseline comparison in order to note progress of children in reading in Leicester.

Whilst statutory assessments have always been used as a proxy measure of impact by WiT, clearly there are many things that contribute to these outcomes, both within school and outside.

Also given the nature of WiT-funded work, some projects would take many years to make an impact on the stated aim of ensuring children leave primary school reading at age-related standards, as a child moves through their school life. WiT is not specifically aimed at improving statutory assessment outcomes, although they do form an important part of its success criteria.

The changes in statutory assessments at the end of Key Stage 1 and Key Stage 2 in 2015/16 have meant that only limited historical comparisons are now possible. At the end of this section, historical data have been provided, but purely for reference and not for any sort of historical comparison.

### Reading Attainment at Age 7

KS1	2016		2017	
	Leic	Nat	Leic	Nat
<b>Reading</b>				
<b>At or above Expected Standards</b>	<b>66.9%</b>	<b>74%</b>	<b>69.7%</b>	<b>76%</b>
Boys	62.8%	70%	66.0%	71%
Girls	71.2%	78%	73.4%	80%
<b>Greater Depth</b>	<b>21.1%</b>	<b>24%</b>	<b>21.7%</b>	<b>25%</b>
Boys	17.5%	20%	19.3%	22%
Girls	24.9%	27%	24.1%	29%
<b>Working Towards</b>	<b>21.2%</b>	<b>19%</b>	<b>19.5%</b>	<b>17%</b>
Boys	23.2%	21%	20.6%	20%
Girls	19.1%	16%	18.5%	15%

There has been a 2.8 percentage point improvement in those reaching expected standards in Leicester, which was a greater improvement than the national and therefore narrowed the gap to 6.3 percentage points. The percentage of boys working towards expected standards has reduced and is close to national. Over 10% of Leicester children are either at foundations for expected or below the Key Stage, in both areas Leicester is almost double the national average.

## Reading Attainment at Age 11

KS2	2016		2017	
Reading	Leicester	National	Leicester	National
<b>Expected Standards</b>	<b>59.4%</b>	<b>66%</b>	<b>65.6%</b>	<b>72%</b>
Boys	55.9%	63%	61.1%	68%
Girls	63.0%	70%	70.6%	75%
<b>High Score</b>	<b>11.5%</b>	<b>19%</b>	<b>17.3%</b>	<b>25%</b>
Boys	9.2%	16%	14.6%	22%
Girls	13.9%	22%	20.2%	28%
<b>Avg Scaled Score</b>	<b>101.0</b>	<b>103</b>	<b>102.4</b>	<b>104</b>
Boys	100.3	102	101.6	103
Girls	101.7	103	103.4	105

There has been a 6.2 percentage point improvement in those pupils reaching expected standards at Key Stage 2, with a similar gain in the national outcome meaning the gap remains almost the same. As was the case last year, Leicester is closer to the national through teacher assessment than through test, albeit the gap in that measure did rise to 3.6 percentage points.

### Attainment in the Early Primary Years

From last year, in light of more recent WiT investment in and support of the Knowledge Transfer Centre (KTC), this report started to consider outcomes for children at the early stages of their academic life.

What follows is information in relation to Year 1 Phonics screening check and the Early Years Foundation profile, although it should be noted that not all schools in the city engage with KTC (a significant number do, but not all) and that a relatively low proportion of school-based projects use WiT funding in these cohorts.

### Outcomes at Age 5

EYFS Literacy (Expected and Exceeding)	2013		2014		2015		2016		2017	
	Leic	Nat								
<b>Reading</b>	<b>47.9%</b>	<b>70.5%</b>	<b>55.0%</b>	<b>73.9%</b>	<b>60.2%</b>	<b>76.1%</b>	<b>67.3%</b>	<b>77.0%</b>	<b>69.8%</b>	<b>77.0%</b>
Boys	41.7%	64.9%	48.4%	68.4%	54.0%	70.6%	61.3%	71.7%	63.6%	71.9%
Girls	54.7%	76.4%	62.1%	79.7%	66.2%	81.9%	73.4%	82.7%	76.5%	82.4%
<b>Writing</b>	<b>38.0%</b>	<b>61.9%</b>	<b>46.1%</b>	<b>67.0%</b>	<b>53.8%</b>	<b>70.8%</b>	<b>63.8%</b>	<b>72.6%</b>	<b>67.6%</b>	<b>73.3%</b>
Boys	30.1%	53.9%	38.1%	59.5%	46.7%	63.6%	57.1%	65.9%	61.3%	66.9%
Girls	46.6%	70.2%	54.5%	74.9%	60.7%	78.3%	70.7%	79.7%	74.5%	79.9%

Leicester's gains in children reaching expected in EYFS reading and writing continues to outstrip national and the gap continues to narrow. Whilst this year's gains are not quite in line with some of the huge increases of recent years, they come in the context of little to no improvement at a national level.

### Outcomes at Age 6 and 7

	2012		2013		2014		2015		2016		2017	
	Leic	Nat										
<b>Y1 Phonics Meeting Standard</b>	<b>56.8%</b>	<b>58%</b>	<b>66.9%</b>	<b>69%</b>	<b>68.2%</b>	<b>74%</b>	<b>71.5%</b>	<b>77%</b>	<b>76.8%</b>	<b>81%</b>	<b>79.6%</b>	<b>81%</b>
Boys	53.6%	54%	63.4%	65%	65.0%	70%	67.9%	73%	73.6%	77%	76.7%	78%
Girls	60.4%	62%	70.6%	73%	72.2%	78%	75.7%	81%	80.0%	84%	82.5%	85%
<b>Y1 Phonics at end of Y2 Meeting Standard</b>			<b>84.4%</b>	<b>87%</b>	<b>85.5%</b>	<b>91%</b>	<b>85.9%</b>	<b>90%</b>	<b>87.6%</b>	<b>91%</b>	<b>88.0%</b>	<b>92%</b>
Boys			82.7%	83%	85.8%	86%	84.8%	88%	88.0%	89%	87.8%	90%
Girls			87.0%	88%	90.7%	91%	88.9%	92%	92.0%	93%	94.2%	94%

Leicester's improvement in Year 1 pupils meeting standard in the Phonics Screening check was almost 3 percentage points, whilst national remained at last year's mark meaning the gap has closed to only 1.4 percentage points. Those meeting standards at the end of Year 2 improved only slightly with the gap widening.

## Historical data

The following is Key Stage 1 and Key Stage 2 outcomes before the change of statutory assessments.

KS1	2009		2010		2011		2012		2013		2014		2015	
	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat
<b>Reading</b>														
<b>Level 2+</b>	<b>80.8%</b>	<b>84%</b>	<b>81.4%</b>	<b>85%</b>	<b>83.8%</b>	<b>85%</b>	<b>85.2%</b>	<b>87%</b>	<b>87.0%</b>	<b>89%</b>	<b>86.2%</b>	<b>90%</b>	<b>85.9%</b>	<b>90%</b>
Boys	76.6%	80%	78.1%	81%	81.1%	82%	82.2%	84%	84.1%	86%	82.8%	87%	84.0%	88%
Girls	85.5%	88%	84.7%	89%	86.6%	89%	88.4%	90%	90.2%	92%	89.9%	93%	88.1%	93%
<b>Level 2b+</b>	<b>66.7%</b>	<b>72%</b>	<b>67.9%</b>	<b>72%</b>	<b>70.3%</b>	<b>74%</b>	<b>74.0%</b>	<b>76%</b>	<b>77.5%</b>	<b>79%</b>	<b>76.4%</b>	<b>81%</b>	<b>76.2%</b>	<b>82%</b>
Boys	61.4%	67%	62.5%	67%	66.4%	68%	70.6%	72%	73.4%	74%	72.4%	77%	72.7%	78%
Girls	72.5%	77%	73.6%	78%	74.5%	79%	77.6%	81%	82.0%	83%	80.9%	85%	80.0%	86%
<b>Level 3</b>	<b>18.2%</b>	<b>26%</b>	<b>19.7%</b>	<b>26%</b>	<b>20.8%</b>	<b>26%</b>	<b>22.0%</b>	<b>27%</b>	<b>23.7%</b>	<b>29%</b>	<b>26.4%</b>	<b>31%</b>	<b>26.6%</b>	<b>32%</b>
Boys	16.0%	22%	16.4%	22%	18.0%	22%	20.2%	23%	21.0%	25%	21.2%	26%	22.0%	27%
Girls	20.7%	30%	23.1%	30%	23.9%	30%	23.9%	31%	26.7%	33%	32.0%	35%	31.7%	37%
<b>APS</b>	<b>14.9</b>	<b>15.7</b>	<b>15</b>	<b>15.7</b>	<b>15.2</b>	<b>15.8</b>	<b>15.5</b>	<b>16</b>	<b>15.8</b>	<b>16.3</b>	<b>15.9</b>	<b>16.5</b>	<b>15.9</b>	<b>16.6</b>
Boys	14.3	15.1	14.4	15.1	14.8	15.2	15.1	15.5	15.3	15.7	15.3	15.9	15.3	16.1
Girls	15.5	16.3	15.6	16.3	15.7	16.4	15.9	16.6	16.3	16.8	16.6	17	16.5	17.2

Source: DataNet (Leicester), DfE (National)

KS2	2009		2010		2011		2012		2013		2014		2015	
	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat
<b>Reading</b>														
<b>Level 4+</b>	<b>81.3%</b>	<b>86%</b>	<b>78.2%</b>	<b>83%</b>	<b>80.2%</b>	<b>84%</b>	<b>83.2%</b>	<b>87%</b>	<b>84.6%</b>	<b>86%</b>	<b>85.3%</b>	<b>89%</b>	<b>87.4%</b>	<b>89%</b>
Boys	77.2%	82%	73.8%	80%	76.5%	80%	80.0%	84%	82.1%	83%	82.8%	87%	85.8%	87%
Girls	85.7%	89%	82.9%	87%	84.3%	88%	86.8%	90%	87.4%	88%	88.0%	91%	89.1%	91%
<b>Level 4b+</b>	<b>71.6%</b>		<b>66.9%</b>		<b>65.9%</b>		<b>72.3%</b>		<b>72.6%</b>	<b>75%</b>	<b>74.6%</b>	<b>78%</b>	<b>78.1%</b>	<b>80%</b>
Boys	66.3%		63.0%		61.2%		68.3%		70.3%	72%	71.1%	76%	76.4%	78%
Girls	77.4%		71.0%		71.0%		76.6%		75.2%	78%	78.3%	81%	79.8%	83%
<b>Level 5+</b>	<b>37.8%</b>	<b>47%</b>	<b>39.1%</b>	<b>50%</b>	<b>33.7%</b>	<b>43%</b>	<b>39.6%</b>	<b>48%</b>	<b>38.0%</b>	<b>45%</b>	<b>44.0%</b>	<b>50%</b>	<b>41.8%</b>	<b>49%</b>
Boys	32.4%	41%	35.8%	45%	29.9%	37%	34.4%	43%	34.8%	41%	40.3%	47%	38.8%	44%
Girls	43.6%	54%	42.6%	56%	37.9%	48%	45.4%	54%	41.4%	48%	48.1%	53%	44.8%	53%
<b>APS</b>	<b>27.7</b>	<b>28.6</b>	<b>27.5</b>	<b>28.5</b>	<b>27.3</b>	<b>28.2</b>	<b>28</b>	<b>27.7</b>	<b>28</b>		<b>28.4</b>		<b>28.4</b>	
Boys	27	27.9	26.9	28.1	26.7	27.5	27.4	27	27.6		27.9		28.1	
Girls	28.4	29.3	28.1	29.3	27.9	28.9	28.6	28.4	28.5		28.9		28.8	

Source: DataNet (Leicester), DfE (National)

## Children's attitude to reading

Given the lag of other information and the timing of the annual pupil survey at the beginning of the academic year, historically survey data has always been presented 'a year in advance' ie this survey data is from the 2017/18 survey, not 2016/17.

### Primary phase

There has been a decline in the overall number of pupils taking part in the survey, down to just over 9,000 pupils, in the main because of the change in status in a number of schools in recent years meaning they are no longer eligible for WiT activities.

The overall percentage of children answering the most positive response has gone down compared to last year in almost every question and in some cases this is a drop for the second year in a row

The enjoyment of reading appears on the face of it to have dropped, the movement is actually very slight in 'Yes, definitely' but rounding makes it appear larger. The biggest gain is in 'Yes I think so', with 'I'm not sure' declining by 0.5 percentage points.

Self-reported confidence continues to drop, for the fourth year in a row, although very few think they are 'not very good'.

The numbers reading at home daily is below 40% for the first time in six years, with two-thirds reading at least every two or three days.

### Survey Results

#### Do you like reading?

Yes, definitely	Yes, I think so	I'm not sure	No
64%	23%	7%	6%
↓ -1%	↑ 1%	↔	↔

#### How good are you at reading?

Very good	Good	OK	Not very good
45%	34%	17%	3%
↓ -2%	↔	↑ 1%	↔

#### How often do you read with someone at home?

Almost every day	Every 2 or 3 days	About once a week	Usually more than a week between times
39%	27%	21%	13%
↓ -2%	↔	↑ 2%	↔

#### When you are at home do you choose to read books...

Almost every day	Every 2 or 3 days	About once a week	About once a month	Hardly ever or never
39%	28%	17%	6%	10%
↓ -2%	↑ 1%	↑ 1%	↔	↔

**When you are not at school how often do you go to the local library (not school library)?**

More than once a week	About once a week	About once a month	Hardly ever or never
13%	23%	21%	43%
↓ -1%	↔	↑ 1%	↓ -1%

**Do you like the books you can choose at school?**

Yes, definitely	Yes, I think so	I'm not sure	No
63%	23%	8%	5%
↓ -3%	↑ 2%	↔	↔

**How do you feel when someone asks you to read out loud?**

Happy	OK	A bit scared	Very scared
41%	34%	19%	7%
↓ -1%	↑ 1%	↑ 1%	↔

**Do you know how to become a better reader?**

Yes, definitely	Yes, I think so	I'm not sure	No
48%	32%	14%	7%
↓ -1%	↑ 1%	↔	↔

**Do you like hearing an adult read a story out loud?**

Yes, lots	Yes, it's OK	I'm not really sure	No
57%	28%	7%	8%
↓ -4%	↑ 3%	↔	↔

**Which of the following do you enjoy reading the most? (Please choose your favourite 3)**

Story books	Information books	Magazines	Websites	E-mails	Newspapers	Comics/	Instructions/M anuals	Poetry	Books in other languages	e-Books
72%	26%	35%	17%	7%	12%	43%	6%	28%	12%	11%
↑ 1%	↑ 1%	↓ -2%	↓ -1%	↔	↔	↔	↔	↑ 1%	↑ 1%	↑ 1%

**Do you think reading is for people who...? (tick all that you think are appropriate)**

Are geeky/nerds	Want to do well	Are boring	Are happy	Are shy	Are trendy/cool	Don't have many friends
14%	60%	13%	53%	20%	17%	19%
↔	↓ -1%	↓ -1%	↓ -1%	↔	↔	↓ -1%

*NB Answers may not add to 100% due to rounding or multiple responses*

**Children's attitude to reading**

**Secondary phase**

Almost 2,600 secondary age students took part in the survey, slightly down on last year, but broadly average compared to all years of the survey. As secondary WiT activities are only aimed at pupils in Years 7 and 8, these year groups make up the majority of the survey cohort.

The outcomes are broadly similar to last year, most measures have moved slightly, but only a few have seen a significant movement.

The major movements came in the drop in the 'Yes, I think so' response to 'Do you like reading?' with 'Yes, definitely' staying the same. There was also a significant shift in confidence in students reading aloud.

There has been some drift in self-reported confidence, with a decline in 'very good' and small gains in 'good' and 'OK'.

Once again there has been a very small rise in those reading at home for pleasure at least every two to three days (55% of the cohort), although rounding has shown a 0.2 percentage point drop in the most positive answer, there was a 0.8 percentage rise in the second most positive answer.

## Survey Results

### Do you like reading?

Yes, definitely	Yes, I think so	I'm not sure	No
41%	33%	14%	12%
↔	↓ -3%	↑ 1%	↑ 1%

### How good are you at reading?

Very good	Good	OK	Not very good
32%	45%	19%	3%
↓ -1%	↔	↑ 1%	↓ -1%

### How often do you read at home for pleasure?

Almost every day	Every 2 or 3 days	About once a week	Hardly ever or never
28%	27%	22%	23%
↓ -1%	↑ 1%	↓ -2%	↑ 2%

### When you are at home how often do you choose to read books to help with school work?

Almost every day	Every 2 or 3 days	About once a week	About once a month	Hardly ever or never
12%	25%	25%	13%	25%
↑ 1%	↔	↓ -1%	↔	↑ 1%

### When you are not at school how often do you go to the local library (not school library)?

More than once a week	About once a week	About once a month	Hardly ever or never
7%	19%	22%	53%
↓ -1%	↓ -1%	↓ -1%	↑ 3%

### Do you like the books you can choose at school?

Yes, definitely	Yes, I think so	I'm not sure	No
39%	35%	17%	8%
↑ 1%	↔	↓ -2%	↓ -1%

### Do you find the books or worksheets at school easy to understand?

Yes, definitely	Yes, I think so	I'm not sure	No
26%	63%	9%	2%
↓ -1%	↑ 2%	↓ -1%	↔

**How do you feel when someone asks you to read out loud?**

Yes, definitely	Yes, I think so	I'm not sure	No
29%	44%	19%	7%
↓ -4%	↑ 3%	↓ -1%	↔

**Would you like to become a better reader?**

Yes, definitely	Yes, I think so	I'm not sure	No
58%	24%	11%	7%
↓ -1%	↓ -1%	↑ 1%	↑ 1%

**Do you know how to become a better reader?**

Yes, definitely	Yes, I think so	I'm not sure	No
35%	42%	17%	7%
↔	↓ -1%	↑ 1%	↑ 1%

**Do you like hearing an adult read a story out loud?**

Yes, lots	Yes, it's OK	I'm not really sure	No
32%	40%	14%	13%
↔	↓ -2%	↑ 1%	↔

**Which of the following do you enjoy reading the most? (Please choose your favourite 3)**

Story books	Information books	Magazines	Websites	E-mails	Newspapers	Comics/	Instructions/M annuals	Poetry	Books in other languages	e-Books
68%	22%	35%	25%	11%	14%	49%	6%	19%	7%	13%
↑ 2%	↑ 2%	↓ -3%	↓ -2%	↓ -3%	↔	↓ -1%	↓ -1%	↑ 1%	↓ -2%	↓ -1%

**Do you think reading is for people who....? (tick all that you think are appropriate)**

Are geeky/nerds	Want to do well	Are boring	Are happy	Are shy	Are trendy/cool	Don't have many friends
26%	85%	21%	44%	29%	18%	24%
↑ 2%	↑ 6%	↑ 1%	↓ -2%	↑ 3%	↑ 2%	↑ 1%

*NB Answers may not add to 100% due to rounding or multiple answers*

## School-based projects

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### Context

Most of the WiT funding is passed directly into schools through grants for reading based projects. The amount of the total school-based spend varies from year to year, but generally in the region of 80% of all WiT monies are spent by schools on their reading project.

These WiT projects also provide the most direct measure of impact on children of WiT funding. Whilst end of Key Stage results give us a city-wide feel for reading abilities of Y2 and Y6 pupils, these data pick up children in all age groups across both primary and secondary sectors.

The other matter of note when it comes to understanding school-based project pupil level data, is that the majority of intervention work undertaken is with the most vulnerable and reluctant readers in the city. More often than not, these pupils are starting from a low base.

### Funding

Schools are able to bid for a Core Grant, the key reading work that is above what they are already doing within their own general reading policy and an Additional Grant to enhance this work should funds remain after Core Grants have been awarded.

In the primary phase, funding was awarded to 66 schools for 93 projects for a total of £792,315 (average £12,004 per school):

- Core Grant – 66 schools received funding for a total of £749,802 (average £11,361 per project)
- Additional Grant – 27 schools received funding for a total of £42,549 (average £1,638 per project)

In the secondary phase, funding was awarded to 15 schools for 17 projects for a total of £189,934 (average £12,662 per school):

- Core Grant – 15 schools received funding for a total of £182,534 (average £12,169 per project)
- Additional Grant – 2 schools received funding for a total of £7,400 (average £3,700 per project)

### Evaluations

Schools are required to supply an evaluation of each project, outlining the impact and outcomes for children.

Schools will not receive funding for the next academic year until the previous year's evaluation has been submitted.

## Types of project

In order to get some idea as to what sort of projects were being funded, they were rated by type, based on the information supplied. The six types of project were:

- Resources – Books and resources
- Intervention – Work with specific pupils
- Technology – IT and software (likely to be for direct intervention)
- Parental – Work with parents, carers and the community
- Inspirational – Author visits, library trips, theatre trips, reading clubs
- Training – For interventions that have yet to take place or general strategies
- Staffing – usually for running a previously existing or multiple intervention projects

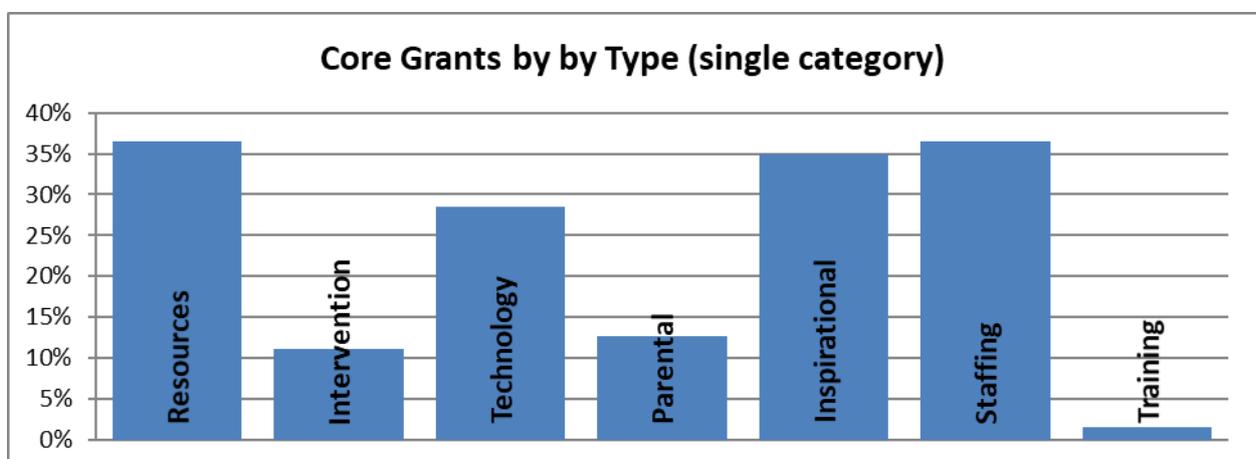
It has been noticeable in recent years that there has been a shift away from bids for direct intervention projects and more towards resources, technology and staffing.

That is not to say that WiT school-based projects aren't directly intervening with struggling readers, rather that fewer schools are spending the bulk of their project money on 'off-the-shelf' interventions, compared to a few years back.

The last two years has seen a significant investment in resources, this is particularly being driven by schools in the KTC project who have used much, and in some cases all, of their WiT project money on resources for KTC. To a lesser extent there has also been some 'replenishment' for other schemes.

The 'Staffing' category has been retained this year and a significant proportion of projects include some element of it, this ranges from 1-to-1 intervention work to supporting reading cafes for parents and families after school or in holidays.

This year's projects have perhaps the most even spread of types of any year of WiT funding, although whilst inspirational appears quite highly, it is generally lower cost and take up a smaller percentage of the financial pot.



### **Project impact data – Primary**

Pupil level data from primary school projects were supplied for 786 children, 2.5% of the primary school population. This is slightly lower than last year and in part is a result of schools not being able to provide comparable data post levels and in part by the continued rise of money being spent on resources.

As ever there was further data to support the evaluation of school-based projects that is not included in this list because it was supplied at a group level or in formats that historically have not been aggregated for this report such as phonetical knowledge.

Not all the data supplied were for all the children so a complete average of progress is not possible. However, averages can be calculated by the main measures used by schools:

- Book Level – 537 children made an average of 4.1 book levels progress
- Reading Age – 342 children made an average of 12 months progress

The levels of progress are consistent with previous years WiT school-based project data.

Where year group data were supplied, there appears to have been a more even spread through the ages, although unsurprisingly the first years of Key Stage 2 provide most of the pupil level data and the Foundation Stage and Year 6 the least.

Most projects reported progress being made an accelerated rate, be that anecdotal reporting or through combined data not listed here. Where data have been provided at a pupil level and with length of time of intervention, it would appear to corroborate those claims:

- Book level – 70 pupils made an average 0.3 levels progress per week (1 level per 3 weeks)
- Reading Age – 156 pupils made an average 1 month progress per week

### **Project impact data – Secondary**

Data were supplied for 343 secondary aged pupils, roughly 4.6% of the eligibly population of Year 7s and 8s. This is notably down from previous years and unlike the primary age there is no obvious reason for the lower return of pupil-level data.

Not all the data supplied were for all the children so a complete average of progress is not possible. However, averages can be calculated by each measure:

- Reading Age – 312 young people made an average of 12 months progress
- Spelling Age – 93 children made an average of 8 months progress

The gains in reading and spelling age were broadly speaking in line with previous years.

Some projects provided length of intervention information so progress could be measured in terms of time. In the majority of cases anecdotally it was reported that progress was on the whole

accelerated and where data was submitted, this would appear to be a reasonable assumption. For those projects where timescales were reported:

- Reading Age – 90 pupils made an average 2 months progress per week
- Spelling Age – 44 pupils made an average 1 month progress per week

### **School-Based Project Summary**

As was the case last year, primary schools have been unable to provide as much pupil-level data as had been the case in previous years, but that being said the data provided along with the evaluations appears to show schools having an impact with their targeted cohorts.

It is less clear as to why there is less pupil-level data from the secondary schools, albeit the data that was provided showed progress being made.

It has been noticeable this year how much investment has been made into resources, at levels previously only seen in the first couple of years of WiT, which also adds to the difficulty in providing impact data.

Schools have continued to use project funds this year for staffing costs, which alongside resources have accounted for the bulk of the investment.

## Central WiT events

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### Context

Running alongside the school-based projects are a range of centrally organised events under the WiT banner.

The central events attempt to cover the areas of the overall WiT strategy which cannot be achieved through the school-based projects, either because schools are not best placed to do this work, because by their very nature they are collaborative or because the costs of running such events on an individual basis would be prohibitive.

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### WiT CPD Programme

The WiT CPD programme is designed in consultation with the Reading Champions in order to meet need within the city.

Over the course of the year more than 200 members of staff from almost 60 city schools attended the range of courses.

Evaluation forms from 186 attendees showed that 88% of the attendees felt the course they had attended had fully matched their expectations, with a further 9% saying it had mostly matched them. All areas of feedback scored an average of at least 3.7 out of 4.

This feedback is in line with previous year's evaluations of the CPD programme.

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### Reading Champions

The Reading Champions network events bring together school staff from across the city to share best practice. In recent years the events have been driven more by collective CPD so whilst primarily attendees are the leaders of WiT work in their schools, some have taken the opportunity to bring colleagues who would also benefit from the various keynote speakers.

The events continue to be well received both through feedback and attendance, with at least 60 people attending each event, up to a maximum of about 90.

The final Reading Champions event of the year was a showcase of best practice from across the city, with schools holding demonstrations, workshops and exhibitions to share what was working within their own schools with colleagues from other schools.

## **Ready and Reading, Supported Summer Read**

Ready and Reading and Supported Summer Read combine the Fresh Start intervention programme with an inspirational event and a '6 books for the summer' approach for children in Year 6 whose reading ability suggests they may be vulnerable during the transition into secondary school.

The scheme was originally designed to target pupils who historically would have been reading at a level 2b – 3c and whilst these levels no longer exist, schools were invited to nominate a similar cohort.

Participating schools are provided with resources and training to support the delivery of Fresh Start and the Academic Coaching approach, with nominated pupils participating in the intervention in the Spring Term and the celebration event held in June.

This year's event was held at the Leicester Racecourse along a secret agent theme with primary pupils buddied up with students from their destination secondary school and working in teams headed by authors.

The gains for the 79 pupils who undertook Fresh Start were broadly in-line with what you would expect for such an intervention and for the 63 pupils who had post summer data, the average gain from start of the programme to start of secondary school was 13 months in reading age.

For the pupils who only attended the inspirational event, the average difference in reading age by the time they got to secondary schools was a gain by one month, with about half having avoided the 'summer dip'.

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## **Author Week**

Author Week is the regular city-wide inspirational event led by authors and illustrators over the course of a week at Leicester Tigers' Welford Road Stadium. Just under 5,000 pupils from across the city were involved.

Feedback after the event was received from 52 teachers, with almost three-quarters of them saying the impact of attending the event was either 'very significant' or 'significant' on their children. Almost 70% felt the writing workshop was 'very significant' or 'significant' for their pupils.

Overall more than 90% of respondents said the day as a whole was 'excellent' or 'good'.

## Knowledge Transfer Centre

WiT continued to part fund the Knowledge Transfer Centre (KTC) roll-out alongside the Leicester Educational Strategic Partnership. Data around overall outcomes in the younger years of primary school can be found earlier in this report.

The contribution to the core programme is relatively small in comparison to the amount of WiT funding attributed to resources for KTC with schools, which were considered in the school-based project section of this report.

The contribution of WiT in this core section helps to fund the training programme that took place over the year, which saw 14 training events take place, attended by almost 1,300 school, children centre and Local Authority staff from over 50 schools and settings.

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## Reading Rampage

The Annual book competition for secondary aged students saw young people select their favourite book from a pre-selected shortlist, with the winner announced at a celebration event at the Leicester Tigers' Stadium.

Feedback from the 15 schools that engaged with Reading Rampage suggested around 1300 students were impacted upon and that the impact in all schools was either 'good' or 'excellent'. Schools also reported increased borrowing rates.

The celebration event was well received by students and teachers, where alongside the competition winner being announced, students engaged with the authors.

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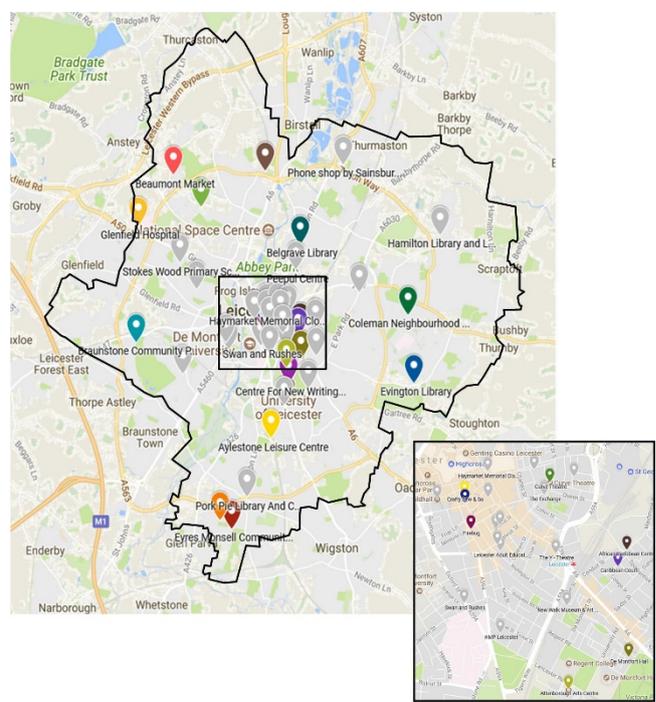
## Everybody's Reading Festival

The eighth annual Everybody's Reading Festival took place over nine days in late September/early October with the usual aim of promoting reading across the city and, in particular, engaging communities and groups who do not normally access reading events.

Community groups, libraries, individuals and schools were funded to host a range of events within their local area, whilst other non-funded events were also promoted as part of the festival programme.

In total around 100 events took place across the city in about 50 venues with over 4,600 people directly engaging.

Feedback from more than 700 festival goers was received at nearly 50 of the events which gave information on where in the city they were from



and if they were regularly attenders of reading events.

Almost two-thirds of respondents had not been to the ER Festival last year and nearly 60% said they did not generally attend reading events. Almost universally people who attended one of the ER reading events said they would like to attend more like it in the future.

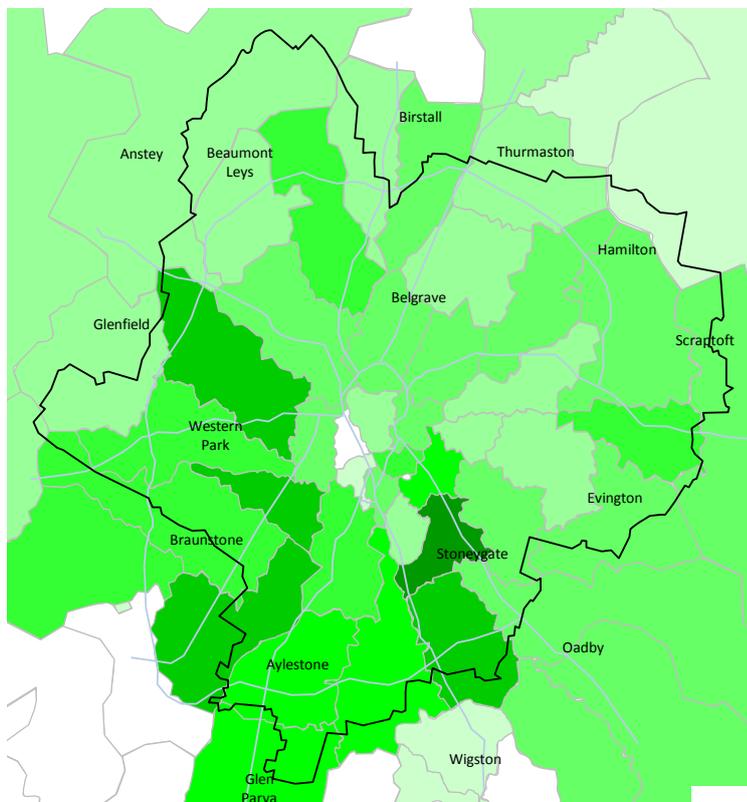
These responses are broadly in line with what has been received from the feedback at previous ER Festivals.

*ER 2017 venue distribution*

Over 600 respondents gave part of their postcode to allow mapping of where they lived, with 90% coming from within the urban area of Leicester and 83% living in a post code which sits within the city boundary.

LE2 1 (Clarendon Park into North Highfields), always one of the highest, was the district with the highest respondent rate. Just behind that area was LE3 9 (the area between Aikman Avenue and Ansty Lane from Fosse Road to Glenfield Hospital), LE3 0 (Westcotes) and LE2 3 (Knighton and Stonegate)

Also well represented were LE3 2 (Braunstone Town) and LE2 9 (the south edge of the city and Glen Parva), LE2 8 (Alystone area either side of Lutterworth Road).



Whilst not amongst the highest respondents, there were better distributions in the north and east of the city than has been seen in previous festivals.

Only one post code district (the area north of and including the Highcross Shopping Centre) was not represented, as was the case last year.

This map shows the representation by post code district from the urban area of Leicester, taken from the 526 responses that provided four digit urban area post codes.

A further 100 responses, those who gave only a three digit city post code district, those who gave a county post code (outside of the urban area) showed that

*ER2017 attendees by post code sector; darker colour denotes more attendees; black line denotes approximate city boundary.*

LE3 (west) and LE2 (south) were the most represented, although county based post codes account for over 8% of the total cohort of 551 responses.

A complete ER2017 evaluation is available from [daniel.routledge@sdsa.net](mailto:daniel.routledge@sdsa.net)

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### **Storytelling Week**

The sixth annual Storytelling Week was held in May with a range of events targeting children of pre-school age through the city's network of children's centres.

The Storytelling Events are designed to engage children and offer their parents and carers skills to improve their reading with children.

Almost 100 adults provided feedback from the events, with the overall satisfaction rating scoring an average of 9.3 out of 10.

Nearly every adult said they had a better understanding of how sharing stories and songs helped their child's learning and development and most reported improved confidence in doing so.

## Conclusions

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### Attitude to Reading

There has been a small drop primary age children who 'definitely' like reading, but this has moved mainly into 'I think so'. More concerning would be the self-reported confidence which has dropped significantly in the last few years, a decline that coincided with the changes in the primary curriculum and has yet to improve since. Overall the primary survey has shown declines in the most positive answers, after many years of stability.

In the secondary phase students are less confident in their own reading ability than they have been at any point since the survey began in 2012 and are also less sure they know how to become a better reader. That being said, overall the attitudes towards reading in the secondary phase are relatively stable.

### Attainment

Obviously there is only one year to make comparisons with given the assessment changes at both Key Stage 1 and Key Stage 2, but that being said both showed improvements from last year and slightly narrowed the gap.

It remains a challenge for Leicester to fully close the gap, given the significant number of Key Stage 1 pupils who are a long way below expected standards, presumably this is replicated at Key Stage 2 given historic numbers 'below Level 3'.

The younger cohorts continue to narrow the gap, admittedly from a low base, but year-on-year improvement has occurred in both Early Years Foundation Stage and Y1 Phonics Screening Check.

There is still a notable differential in the gap to national at Key Stage 2 tests and Key Stage 2 teacher assessments, albeit not as anomalous as last year, which may be worth monitoring in the future.

### School-based projects

Once again there has been less pupil-level data provided to support the school-based projects than has been available in previous years. This is in part due to the difficulties in provide comparable pupil-level data post levels.

There was also an increase in investment in resources to support programmes like KTC for which pupil-level would not have been appropriate in support.

That being said what data were provided, both pupil-led that has been aggregated for this report and other combined data provided which has been considered but not compiled in this report, showed that progress by pupils on school-based projects had been made and at a level consistent with previous years.

Were the investment to be continued into the longer term, Strategy Board may have wished to consider whether the provided data were sufficient, but given the changes in funding ahead this is no longer required.

It is also worth noting that as well as data provided, other more contextual benefits from school-based project were also reported such as upskilling of staff and improved confidence on pupils.

### **Central WiT events**

There is clearly a near impossible correlation to make between the outcomes for children in Leicester in the end of Key Stage assessments and the centrally funded programme, but it is clear that the events held under the WiT banner are well received and on the face of it appear to be achieving their desired goals.

It is also worth noting that the Strategy Board has spent significant time evaluating these events in 'real-time' before deciding to re-commission.

The training of the adults who work with children will surely provide benefit in the longer term and the CPD programme has been well evaluated, well attended and shaped in conjunction with schools, so ought to be enhancing the relevant skills required.

Likewise the Reading Champion events have continued to be heavily themed with CPD as well as the usual best-practice sharing and networking.

Data from Ready and Reading shows good progress being made by the targeted children and whilst data for the Supported Summer Read cohort is limited, it is hard to know what ancillary benefits children may have received from the buddying relationships formed at this time of significant change in their educational journey. This cohort of children are perhaps the very children that WiT was formed to serve, so whilst there is always cost effectiveness question, it is hard to argue that there is not a need to provide some support for these children at the point of transition.

The other more high profile events such as Author Week, Storytelling Week and Everybody's Reading are all well established and their outcomes have been consistently reported for many years.

Clearly decisions on the longer term direction of WiT have already been made by schools in advance of this report, however, the investment for 2016/17 appears to have had similar outcomes to those in previous years and outcomes for children in Leicester in most areas continue to improve.