

# An Evaluation of Teaching Assistant-Based Small Group Support for Literacy

<b>Submission date</b> 27/11/2014	<b>Recruitment status</b> No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
<b>Registration date</b> 20/01/2015	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
<b>Last Edited</b> 18/07/2018	<b>Condition category</b> Other	<input type="checkbox"/> Individual participant data

## Plain English summary of protocol

### Background and study aims

Many children do not leave primary school with the expected level of literacy. This has an impact on subsequent educational performance and is also linked to poor labour market outcomes. While much is known about the characteristics of struggling readers, there is much less known about practical programmes capable of helping educators prevent or remediate early reading deficits. In this study, we intend to analyse the effects of two methods (treatments) of small group tuition for literacy for Year 1 students in English schools. In particular, the study is designed to answer the following questions:

1. Do the treatments have an impact on reading outcomes within one academic year?
2. What treatment is more effective?
3. Do the treatments produce different results across students with different characteristics?
4. Is there any evidence of effects on the group of non-treated students?
5. Do any effects persist one year later?

### Who can participate?

Coventry University will attempt to recruit 60 schools in Birmingham, Coventry, Warwickshire, Worcester and Solihull. In particular, an effort will be made to encourage schools with disadvantaged students to participate during the recruitment stage. Coventry University is running the recruitment event.

### What does the study involve?

Schools will be paired according to different characteristics, like the percentage of disadvantaged students. Within each pair of schools, one school will be randomly assigned to the treatment group and the other school will be part of the control group. Schools in the treatment group will receive the treatment in Year 1. Control schools will receive the treatment in Year 2. Students in treatment schools will be randomly assigned to one of 3 groups:

1. Support from small group teaching assistance for literacy using a computer programme
2. Support from small group teaching assistance for literacy using other methods
3. No additional support other than the normal ('business as usual' control group)

Baseline reading tests will be organised by Coventry University at the beginning of the academic year, and compared with the results of additional reading tests by the end of Year 1.

What are the possible benefits and risks of participating?

There are no risks of participating for either the schools or the students.

The benefits of participating for schools is in terms of the training that their teaching assistants will undertake, either in Year 1 or 2. The benefits of participating for students are the hypothesised positive effects of using teaching assistants for small group tuition for literacy outcomes.

The benefits of the study are also for teachers and schools, since the results will provide guidance on how best to use both teacher and school resources to improve the attainment of pupils.

Where is the study run from?

The development and implementation of the intervention will be led by Dr Janet Vousden and Professor Clare Wood, Coventry University (recruitment of schools, administering baseline tests, training teacher assistants, administer assessments by the end of Year 1, etc.).

The recruitment will be in 60 schools in Birmingham, Coventry, Warwickshire, Worcester and Solihull (UK).

The impact evaluation will be led by Professor Sandra McNally, Centre for Economic Performance, London School of Economics.

The process evaluation will be led by Dr. Heather Rolfe, National Institute of Economic and Social Research (NIESR). The purpose of the process evaluation is to assess the fidelity of the intervention and to help explain the impact of small group tuition as measured by the study.

When is the study starting and how long is it expected to run for?

October 2013 to July 2017.

The preparation and recruitment of schools will be done between January and July 2014.

Baseline tests will be organised in all participating schools in September 2014. Randomisation will be conducted after the baseline tests have been administered, in October 2014. For schools that take part in the study, those allocated to the treatment group will receive the treatments in academic year 2014-2015, those allocated to the control group will receive the treatments in academic year 2015-2016.

Who is funding the study?

The Education Endowment Foundation, an independent charity originally funded by a grant from the Department for Education, dedicated to raising the educational attainment of disadvantaged pupils in primary and secondary schools in England.

Who is the main contact?

Professor Sandra McNally

Director of the Education and Skills Programme at the Centre for Economic Performance, London School of Economics

### **Study website**

<http://educationendowmentfoundation.org.uk/projects/online-reading-support-coventry-university/>

## **Contact information**

**Type(s)**

Scientific

**Contact name**

Prof Sandra McNally

**Contact details**

Centre for Economic Performance  
London School of Economics  
Houghton Street  
London  
United Kingdom  
WC2A 2AE

**Additional identifiers**

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers

N/A

**Study information****Scientific Title**

An Evaluation of Teaching Assistant-Based Small Group Support for Literacy: a cluster randomised trial

**Study objectives**

The main hypothesis we would like to test whether small group tuition using teacher assistants for students in Year 1 (of the English National Curriculum) improves the literacy of students in treated groups. Additionally, we would like to test which of two treatments is better: 1. Support from small group teaching assistance for literacy using a computer programme; 2. Support from small group teaching assistance for literacy using other methods.

**Ethics approval required**

Old ethics approval format

**Ethics approval(s)**

The recruitment of schools and implementation of the treatments has been approved by the Coventry University Ethics Committee (ethics.uni@coventry.ac.uk), 16/12/2013, Reference number P19172.

**Study design**

Pair matching cluster randomisation across schools into treatment and control groups. Student level randomisation across the 3 conditions in the treated schools.

**Primary study design**

Interventional

**Secondary study design**

Randomised cross over trial

**Study setting(s)**

School

**Study type(s)**

Other

**Participant information sheet**

Not available in web format, please use the contact details to request a patient information sheet

**Health condition(s) or problem(s) studied**

Small group teaching assistance for literacy

**Interventions**

Students in treatment schools will be randomly assigned to one of 3 groups:

1. Support from small group teaching assistance for literacy using a computer programme;
2. Support from small group teaching assistance for literacy using other methods
3. No additional support other than the normal ("business as usual" control group)

**Intervention Type**

Other

**Primary outcome measure**

General reading ability, as measured by progress on the PIRA assessment

**Secondary outcome measures**

1. Word reading (Diagnostic Test of Word Reading Performance)
2. Receptive vocabulary (the British Picture Vocabulary Scales 3)
3. Phonological and letter sounds skills (using selected subtests from the Primary Inventory of Phonological Awareness).
4. Additional secondary outcomes will be KS1 reading and writing one year later

**Overall study start date**

25/10/2013

**Completion date**

01/07/2016

## **Eligibility**

**Key inclusion criteria**

Coventry University will attempt to recruit 60 primary schools in Birmingham, Coventry, Warwickshire, Worcester and Solihull

All students in Year 1 in participating schools are part of the study group (except where parents have signed the opt-out consent form)

**Participant type(s)**

Other

**Age group**

Child

**Sex**

Both

**Target number of participants**

The plan is to recruit 60 schools: 30 for the treatment group and 30 for the control group. All Year 1 students within year groups are participants. Within treatment schools, Year 1 students are divided equally into three groups: (1) teaching assistance with ICT; (2) teaching assistance without ICT; (3) business as usual. The exact number of pupils depends on school size.

**Key exclusion criteria**

Students whose parents sign opt-out consent forms

**Date of first enrolment**

01/01/2014

**Date of final enrolment**

31/07/2014

**Locations****Countries of recruitment**

England

United Kingdom

**Study participating centre****Coventry University**

Priory Street

Coventry

United Kingdom

CV1 5FB

**Study participating centre****Centre for Economic Performance, London School of Economics**

2nd floor

32 Lincoln's Inn Fields

London

United Kingdom

WC2A 3PH

**Study participating centre**

**National Institute of Social and Economic Research**  
2 Dean Trench Street  
London  
United Kingdom  
SW1P 3HE

## Sponsor information

### Organisation

Education Endowment Foundation

### Sponsor details

9th Floor Millbank Tower  
21-24 Millbank  
London  
United Kingdom  
SW1P 4QP

### Sponsor type

Charity

### Website

<http://educationendowmentfoundation.org.uk/>

### ROR

<https://ror.org/03bhd6288>

## Funder(s)

### Funder type

Charity

### Funder Name

Education Endowment Foundation

### Alternative Name(s)

EducEndowFoundn, Education Endowment Foundation | London, EEF

### Funding Body Type

Private sector organisation

### Funding Body Subtype

Trusts, charities, foundations (both public and private)

## Location

United Kingdom

# Results and Publications

## Publication and dissemination plan

The results will be written up for a the Education Endowment Fund (EEF) report by around December 2015, which will be published on the EEF website (after going through the referee process). We will subsequently look to publish our work in academic papers. The report to EEF will include results based on short-term outcomes only (and not one year after the intervention).

## Intention to publish date

## Individual participant data (IPD) sharing plan

Data was securely sent to the funder of the trial (the Education Endowment Foundation: <https://educationendowmentfoundation.org.uk/>), via the fft education datalab (<https://ffteducationdatalab.org.uk/>). All the data used to produce the findings in the report for the Education Endowment Foundation was sent, together with the code that produced the results. This includes individual data regarding the baseline and endline reading tests, as well as data collected by the implementation team and data coming from the National Pupil Database. The data includes an individual anonymous identifier (the Pupil Matching Reference number used by the National Pupil Database). With regards to consent, parents were asked to opt-out if they did not wish their child to participate in the trial.

## IPD sharing plan summary

Stored in repository

## Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
<a href="#">Funder report results</a>	results			No	No