

Evaluation of Perry Beeches Academys one-to-one coaching initiative improving reading ability in Year 7 pupils with low reading ability

Submission date 02/08/2013	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
Registration date 04/09/2013	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
Last Edited 30/09/2015	Condition category Other	<input type="checkbox"/> Individual participant data

Plain English summary of protocol

Background and study aims

Perry Beeches Academy have devised a one-to-one literacy coaching initiative in their school and have found it to be successful. The intervention is based on work observed in charter schools in Boston, USA. The system uses recent graduates employed by the school. Participants receive five sessions each fortnight. This is being tried in schools in order to see whether the programme can improve the reading and writing abilities of Year 7 students who currently have low reading and/or writing abilities. Should this research discover that the programme is successful, then it is hoped that the scheme will be offered to other pupils within the school, as well as hopefully being rolled out to other schools in the future.

Who can participate?

Year 7 students with suitably poor reading/writing/English skills can participate in this study.

What does the study involve?

Participants will sit a reading and writing ability test in September 2013, before being randomly allocated to either receive the one-to-one intervention, or to carry on with their normal school curriculum. In July 2014, the students will sit another test to find out whether the programme has improved reading/writing levels above and beyond the improvement gained by the standard curriculum.

What are the possible benefits and risks of participating?

The main benefit to taking part is the chance for pupils to be involved in a new scheme that intends to improve their writing and reading abilities. There are few disadvantages and risks. The reading and writing assessments do take a little time to complete but we will ensure that they are completed with minimal disruption to participants school work. The assessments may feel challenging and some children may feel a little self-conscious about completing them (for example, if their reading is not as good as they would like it to be). However, all results will remain confidential to the research team, and test administrators try to put the participants at their ease throughout.

Where is the study run from?

This study is run in four secondary schools in the UK two in Birmingham, one in Leeds and one in Hove.

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

The study began in January 2013, with the final report due in November 2014.

Who is funding the study?

It is being funded by the Education Endowment Foundation, UK.

Who is the main contact?

Dr Ben Styles

b.styles@nfer.ac.uk

Contact information

Type(s)

Scientific

Contact name

Dr Ben Styles

Contact details

National Foundation for Educational Research

The Mere

Upton Park

Slough

United Kingdom

SL1 2DQ

+44 (0)1753 637386

b.styles@nfer.ac.uk

Additional identifiers

Protocol serial number

N/A

Study information

Scientific Title

Randomised trial of Perry Beeches Academics one-to-one literacy coaching intervention for 11- to 12-year-olds considered to be vulnerable Level 4 English achievers

Acronym

PB

Study objectives

The primary research question is: what is the impact of the one-to-one coaching intervention on attainment in reading and writing?

The secondary research question is: are improvements in attainment moderated by having English as an additional language (EAL) or ethnicity? Such interactions may not be causal.

Ethics approval required

Old ethics approval format

Ethics approval(s)

The pattern of headteacher consent followed by parental opt-out consent was approved by Sarah on behalf of the Code of Practice Committee on 23rd Jan 2013

Study design

Randomised trial with baseline and follow-up reading/writing test

Primary study design

Interventional

Study type(s)

Quality of life

Health condition(s) or problem(s) studied

Struggling readers/low literacy levels

Interventions

The trial will include two experimental groups:

The 384 children will be randomly assigned to one of two groups:

Group 1. One-to-one coaching intervention (academic year 2013-14)

Group 2. Wait-list control (these will receive the intervention in the academic year 2014-15)

Children in group 1 will begin the programme in Sept. 2013; the autumn term of Year 7. Pre-testing will occur before pupils are randomised to avoid knowledge of the intervention affecting the pre-test results. After pre-testing, pupils will be randomised into the two groups within each school.

Baseline testing will occur in September 2013 with follow-up in July 2014.

Intervention Type

Other

Phase

Not Applicable

Primary outcome(s)

The paper Short Form of the Progress in English Test (PiE; GL Assessment) will be used to measure reading and writing ability at baseline. The paper Long Form version of PiE will be used to measure reading and writing ability at follow-up. This latter version also contains open response comprehension questions and writing tasks. All pupils will be tested using PiE at the beginning and end of the intervention, regardless of which study arm they have been allocated to. Baseline testing for this project will occur in September 2013, at the beginning of the new school year. The intervention will continue until the post-test in July 2014.

Key secondary outcome(s))

No secondary outcome measures

Completion date

30/11/2014

Eligibility

Key inclusion criteria

Year 7 pupils that are below National Curriculum level 4c in English and/or below level 4c in reading or writing at the end of Key Stage 2.

Participant type(s)

Patient

Healthy volunteers allowed

No

Age group

Child

Sex

All

Key exclusion criteria

1. Year 7 pupils with National Curriculum level 4c or above in English, reading and writing at the end of Key Stage 2
2. Parental opt-out

Date of first enrolment

01/01/2013

Date of final enrolment

30/11/2014

Locations

Countries of recruitment

United Kingdom

England

Study participating centre

National Foundation for Educational Research

Slough

United Kingdom

SL1 2DQ

Sponsor information

Organisation

Education Endowment Foundation (UK)

ROR

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

Funder(s)

Funder type

Charity

Funder Name

Education Endowment Foundation (UK)

Results and Publications

Individual participant data (IPD) sharing plan

IPD sharing plan summary

Not provided at time of registration

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Funder report results	results			No	No
Participant information sheet	Participant information sheet	11/11/2025	11/11/2025	No	Yes