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Evaluation of the Switch-on reading intervention

Submission date	Recruitment status	[_] Prospectively registered
06/07/2016	No longer recruiting	[_] Protocol
Registration date	**Overall study status**	[_] Statistical analysis plan
26/07/2016	Completed	[X] Results
Last Edited	**Condition category**	[_] Individual participant data
02/10/2017	Other	

Plain English summary of protocol

Background and study aims
Switch-on is an intensive ten-week literacy program targeted at children in primary school who are not meeting the literacy levels expected for their age. It aims to help children to participate more fully in the classroom by becoming more confident, active and independent readers, using a range of methods to improve their reading and help them reach their full potential. Switch-on is delivered by specially trained teaching assistants (TAs) in daily 20-minute sessions. The aim of this study is to assess whether the program, can improve reading skills of pupils Year 3 pupils in UK primary schools, aged 7-8 years old, who failed to reach expected reading standards (Level 4 English, Key Stage 2) in the previous school year. The study looks at two versions of the program to see whether there is a difference in results (improvement in reading skills) and to compare the effect of each of these versions against children not taking part in the program.

Who can participate?
Year 3 pupils attending UK primary schools, aged 7-8 years old, who have failed to reach expected reading standards in the previous year

What does the study involve?
Participating schools are randomly allocated to one of three groups. Those in group one are allocated to the “Switch-on Reading” group, which includes only reading exercises. Those in group two are allocated to the “Switch-on Reading and Writing” group, which includes the teaching of reading skills and writing skills. The sessions in both groups are run on a daily basis by a specially trained teaching assistant and takes 20 minutes over a ten week period. Pupils in group 3 are not given any extra sessions and are taught as usual.

What are the possible benefits and risks of participating?
Not provided at time of registration

Where is the study run from?
188 schools in England (UK)

When is the study starting and how long is it expected to run for?
December 2014 to September 2016

Who is funding the study?
Education Endowment Foundation (UK)

Who is the main contact?
Mr Nico Jabin

Contact information

Type(s)
Public

Contact name
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Additional identifiers

Protocol serial number
-

Study information

Scientific Title
A three-arm cluster-randomised controlled trial of two variants of Switch-on, an intensive reading intervention, delivered to 7-8 year-old pupils that did not reach the required reading level at the end of Key Stage 1

Study objectives
Pupils participating in Switch-on will have better reading outcomes than equivalent pupils receiving business-as-usual support for their reading. The main hypothesis will either compare the two interventions jointly against the control, or, if a preliminary analysis indicates a difference in effect between the two interventions, separately.

Ethics approval required
Old ethics approval format

Ethics approval(s)
National Centre for Social Research Ethics Committee, 31/07/2015

Primary study design

Interventional

Study design
Interventional three-arm cluster randomised controlled trial

Study type(s)
Treatment

Health condition(s) or problem(s) studied
Low reading skills among 7-8 year old pupils

Interventions
Switch-on is an intensive ten-week literacy intervention targeted at children not demonstrating age-expected levels at primary school. It aims to enable children to ‘participate more fully in the classroom by becoming more confident, active and independent readers, who can use a range of effective reading strategies in order to achieve their full reading potential’ (Nottinghamshire County Council Switch-on training manual). Switch-on is delivered by specially trained teaching assistants (TAs) in daily 20-minute sessions.

Participating schools are randomly allocated to one of three groups:
Group 1: Participants take part in the "Switch-on Reading" program, which involves reading exercises only, taught by trained teaching assistants (TAs).
Group 2: Participants take part in the "Switch-on Reading and writing" program, which involves reading and writing exercises, taught by trained teaching assistants (TAs).
Group 3: Participants receive no intervention for the duration of the study.

At the end of the intervention period, participants undertake the Hodder Group Reading Test to test their reading skills.

Intervention Type
Behavioural

Primary outcome(s)
Reading skills, measured through the Hodder Group Reading Test (HGRT) at the end of the intervention period

Key secondary outcome(s)
No secondary outcome measures

Completion date
30/09/2016

Eligibility

Key inclusion criteria
1. Pupils in Year 3 (aged 7-8 years)
2. Reading age at the end of Key Stage 1 fell short of expected standards (according to teacher assessment)

Participant type(s)

Other

Healthy volunteers allowed
No

Age group
Child

Lower age limit
7 Years

Upper age limit
8 Years

Sex
All

Key exclusion criteria
Based in schools implementing a whole-school Reading Recovery (another intensive reading intervention)

Date of first enrolment
01/08/2015

Date of final enrolment
16/10/2015

Locations

Countries of recruitment
United Kingdom

England

Study participating centre
NatCen Social Research
35 Northampton Square
London
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Sponsor information

Organisation
Education Endowment Foundation

ROR
https://ror.org/03bhd6288

Funder(s)

Funder type
Charity

Funder Name
Education Endowment Foundation

Results and Publications

Individual participant data (IPD) sharing plan
1. Type of data stored: Anonymised pupil level participant data, including: pupil month of birth; gender; FSM status; allocation to treatment or control group; treatment dose; pre-intervention test description and outcome; post-intervention test description, date and outcome; and school level demographic info (on percentage of pupils with SEN, FSM status, EAL, school type, urban /rural location)
2. Repository name: the Education Endowment Foundation's archive (which is managed by the Fischer Family Trust)
3. Timing for availability: Requests to the Education Endowment Foundation from August 2017 onwards
4. Whether consent from participants was obtained: parental consent was obtained
5. Comments on data anonymization: data set is anonymised

IPD sharing plan summary
Stored in repository

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Funder report results	results			No	No