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Evaluation of Family SKILLS, a family literacy programme for families with English as an Additional Language EAL

Submission date
23/09/2016

Recruitment status
No longer recruiting

Registration date
29/09/2016

Overall study status
Completed

Last Edited
14/01/2019

Condition category
Other

[_] Prospectively registered
[_] Protocol
[_] Statistical analysis plan
[X] Results
[_] Individual participant data

Plain English summary of protocol

Background and study aims
Family SKILLS is a 30-hour family literacy programme targeted at Reception year pupils with English as an additional language and their parents or carers. It aims to support families in developing their children's English and literacy skills by equipping parents with greater knowledge of how their children are taught to read, developing parents' English language skills and acquainting parents with strategies and activities to support their children's literacy development at home. The aim of this study is to assess whether the programme has a positive impact on the literacy progress of Reception year pupils in UK primary schools, aged 4-5 years old, who have English as an additional language (EAL).

Who can participate?
Reception Year pupils attending UK primary schools, who have been identified by the school as having EAL, and their parents/carers.

What does the study involve?
Participating schools are randomly allocated to one of two groups. Those in group one are allocated to the "Family SKILLS" intervention group, and the Family SKILLS programme is offered in this school. Schools in group 2 are allocated to the control, and continue business as usual. All children from both groups are assessed via a literacy test about 8-9 months later.

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

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

When is study starting and how long is it expected to run for?
March 2016 to July 2017

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

Who is the main contact?
Martina Vojtkova

Contact information

Type(s)
Public

Contact name
Ms Martina Vojtkova

Contact details
NatCen Social Research
35 Northampton Square
London
United Kingdom
EC1V 0AX

Additional identifiers

Protocol serial number
Family SKILLS trial

Study information

Scientific Title
Cluster-randomised controlled trial of Family SKILLS, a family literacy programme for families with English as an Additional Language (EAL), delivered to 4-5-year-old pupils with EAL and their parents/carers

Study objectives
Pupils whose families participate in Family SKILLS will have better literacy outcomes than equivalent pupils receiving business-as-usual support in reception year.

Ethics approval required
Old ethics approval format

Ethics approval(s)
National Centre for Social Research Ethics Committee, 29/04/2016

Primary study design
Interventional

Study design
Interventional two-arm cluster randomised controlled trial

Study type(s)
Treatment

Health condition(s) or problem(s) studied
Low literacy among 4-5 year old pupils with English as an additional language

Interventions
Family SKILLS is a 30-hour family literacy programme targeted at the parents of Reception year children with English as an Additional Language (EAL), with children attending some sessions. Family SKILLS aims to support families in developing their children's English and literacy skills by equipping parents with greater knowledge of how their children are taught to read, developing parents' English language skills and acquainting parents with strategies and activities to support their children's literacy development at home. These new skills and knowledge should allow parents to grow in confidence and engage more closely in their children's learning. Ultimately, this should lead to improvements in literacy among children. Family SKILLS will delivered by specially trained family literacy trainers in weekly sessions. The number of weeks and duration of sessions will be decided between the trainers and schools, depending on the length of school terms and room availability. The sessions will take place after school within the school campus. Sessions will cover various topics including the benefits of bilingualism, oral traditions and home literacy, reading and phonics, learning through play, and schools and education in the UK.

Schools will be randomly allocation to two intervention conditions:
1. Schools in Group 1 (intervention schools) will receive the Family SKILLS programme between January and April 2017
2. Schools in Group 2 (control schools) will continue with 'business as usual'. The process study will explore what BAU includes

Pre- and post-intervention assessments will be carried out in October 2016 and June/July 2017 using the CEM BASE progress test, provided by the University of Durham's Centre for Evaluation and Monitoring (CEM).

Intervention Type
Other

Primary outcome(s)
Literacy skills, measured through the CEM BASE progress test, provided by the University of Durham's Centre for Evaluation and Monitoring (CEM). Pre-intervention assessments will be carried out in October 2016 and post-intervention assessments will be carried out in June/July 2017.

Key secondary outcome(s)
Home Literacy Environment, measured using a bespoke parent survey. Pre-surveys will take place in September/October 2016 and post-surveys will take place in May/June 2017.

Completion date
31/07/2017

Eligibility

Key inclusion criteria

1. Pupils in reception year (aged 4-5) an their parents/carers
2. English as an additional language (as defined by the school)

Participant type(s)
Other

Healthy volunteers allowed
No

Age group
Child

Lower age limit
4 Years

Upper age limit
5 Years

Sex
All

Key exclusion criteria
Participants not fulfilling inclusion criteria

Date of first enrolment
01/06/2016

Date of final enrolment
23/09/2016

Locations

Countries of recruitment
United Kingdom

England

Study participating centre
NatCen Social Research
35 Northampton Square
London
United Kingdom
EC1V 0AX

Sponsor information

Organisation
Education Endowment Foundation

ROR
https://ror.org/03bhd6288

Funder(s)

Funder type
Government

Funder Name
Education Endowment Foundation

Results and Publications

Individual participant data (IPD) sharing plan
The EEF has commissioned the Fischer Family Trust, in partnership with the Institute of Education (IoE), to manage its data archive. Within a month of the report being published, NatCen will provide a standardised dataset for import into the EEF longitudinal database and anonymised datasets to be submitted to the UK data archive, as well as syntax files and project documentation Data stored will include Pupil identifiers, such as the Pupil Matching Reference retrieved from NPD using UPN, school identifiers, pupil context (gender, month of birth, FSM eligibility), treatment allocation and standardised attainment test data collected for the evaluation. Parental consent for the archiving of data is collected at the start of the trial. Parents who do not consent are still allowed to receive the intervention. For more information, see https://educationendowmentfoundation.org.uk/public/files/Evaluation/Applying_for_NPD_Data/The_EEF_Data_Archive_-_advice_for_evaluators_(including_consent)_FINAL_MAY_2016.pdf

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