

# Does timing matter? Exploring the impact of timing and duration of RTI for vulnerable Y6 pupils pre and post SATS

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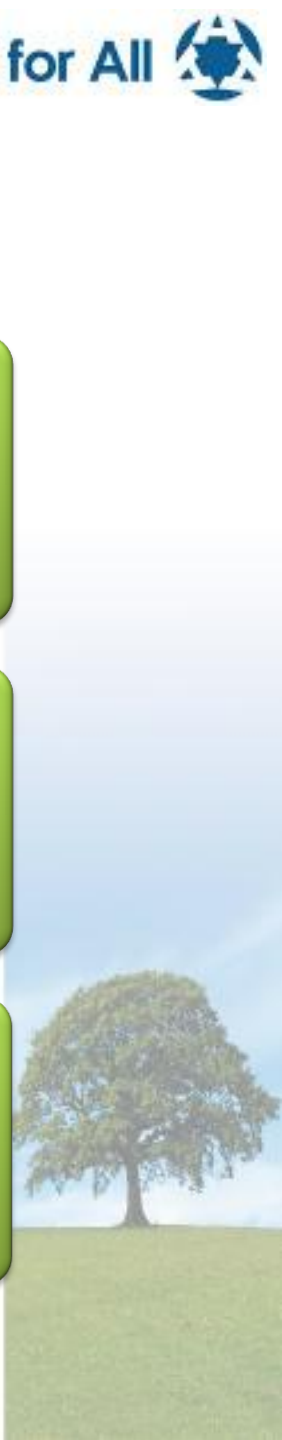
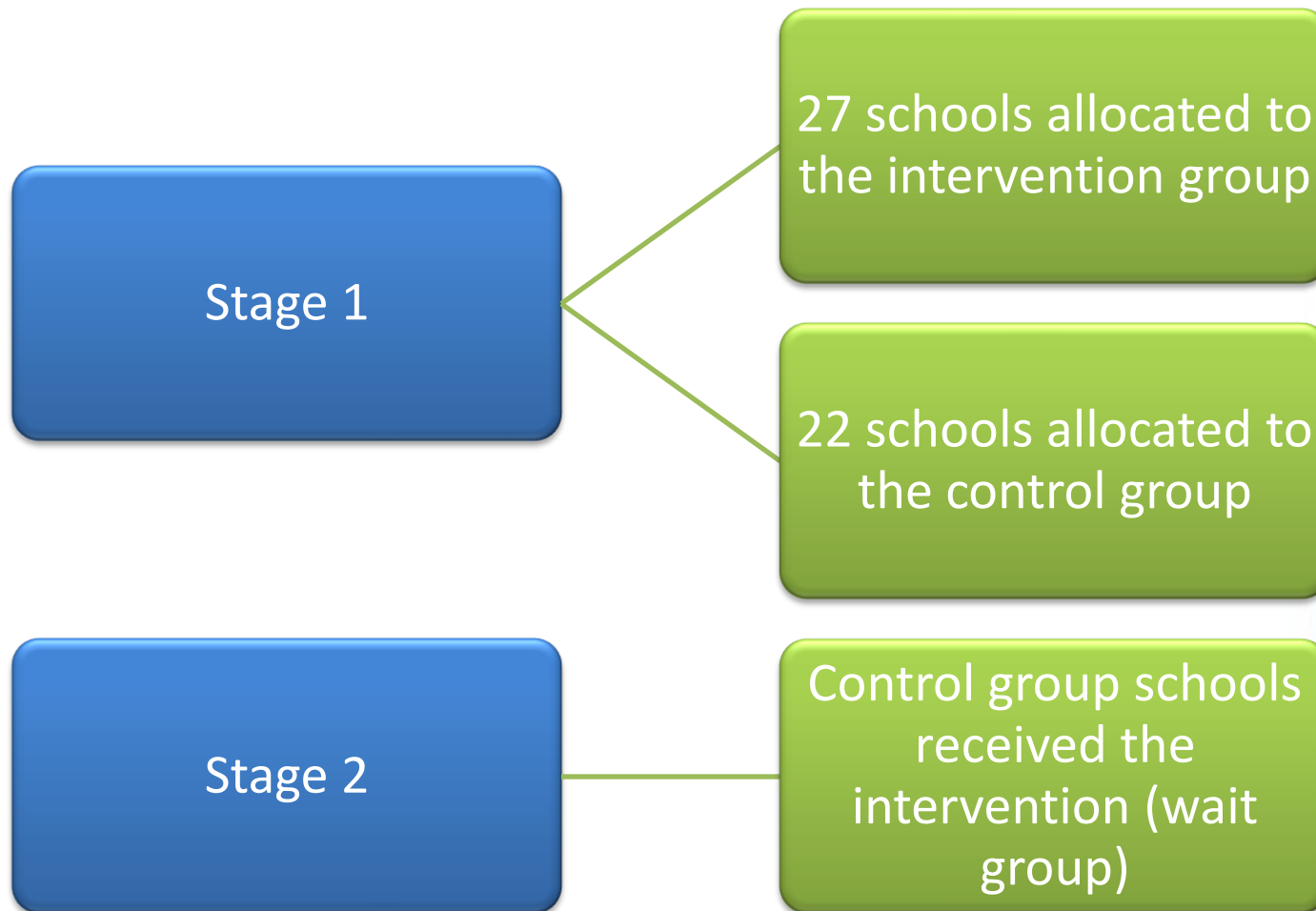


# What is RTI?

- RTI involves teachers in using close case analysis to select research-based teaching strategies matched to needs.
- Teacher also choose one of three tiers of increasing intensity fro implementing the research based strategies matched to pupil needs.
- In this programme RTI was nested within the Achievement for All AFA3As programme of support and coaching
- An extensive menu of high impact stratees was provided together with notes fro guidance on implementing these strategies
- Evidence of impact from American RCTs (Vaughn, S. & Fletcher, J.M. 2012)



# Background to the project



# Stage 1 findings

- Comparison of the intervention and control group's NGRT post-test scores found an effect size of:
  - +0.19 for those in the intervention group in comparison to the control group
  - +0.48 for those who were FSM-eligible
  - +0.26 for boys
- However, the trial was classed as spoiled due to:
  - the high dropout rate - the number of schools which not completing post-testing
  - confusion over eligible/ target pupils



# Stage 1 challenges

- A condition of funding was that the intervention had to happen between SATs and the end of year 6 - too short a timeframe for implementing the interventions effectively
- The pressure of running an intervention during the last weeks of primary school alongside other activities



# Stage 2 differences

- Intervention took place in the Autumn-Spring term – so RTI was implemented before rather than after SATs
- Longer intervention period
- Not a trial- just a pre post test follow up study
- Some AFA coaches supporting teachers had been involved in the trial and so were more familiar with RTI and the materials



# Stage 2 focus and sample

- Aimed to see the differences the time of year and length of intervention can have on enhancing achievement
- Wait group pupils were drawn from the same schools as control group pupils. They had been in Y5 during the first trial:
  - Pupils' contexts were comparable
  - Pupils' starting points were similar



# Positive results

- Pre and post test reading scores on the New Group Reading Test compared

## Wait group only

- A 'value added gain' with an effect size of 0.73

## Wait group and control group comparison

- The wait group achieved an effect size of 0.52 greater than that of the pupils in the control group based on the post scores
- The wait group achieved test results with an effect size 0.33 greater than the control group based on the value added gains





# Other evidence gathered

- Confidence surveys were completed by pupils and parents before and after the intervention.
- An AfA champion survey also took place in March
- Close case analyses forms were analysed for progress



# Close case analysis example

Pupil name	Reading			Writing				Summary/plan per pupil
	Phonics	Fluency	Comprehension	Spelling	Para/text structure	Vocabulary	Grammar	
Anna	*	*	*	□	□	□	□	T3 intervention targeting phonics, fluency and comprehension
Jake	□	Δ	Δ	□	Δ	Δ	Δ	T2 plus T3 sessions targeting fluency
Leo	□	□	Δ	Δ	Δ	Δ	□	T2 plus T3 sessions targeting spelling
Kate	□	□	Δ	□	□	Δ	Δ	T2
Christina	□	□	Δ	□	Δ	□	Δ	T2
Peter	*	Δ	Δ	Δ	□	□	*	T3 sessions targeting phonics, fluency spelling and grammar
	1-to-1 (T3) for Anna and Peter	1-to-1 (T3) for Anna, Jake and Peter	Whole class focus (T1), plus additional 1-to-1 sessions for Anna	1-to-1 (T3) for Leo and Peter	Group approach (T2)	Group approach (T2)	Group approach (T2)	



# Positive results affirmed by other evidence

- Close case analysis and tracking results were overwhelmingly positive: teachers noted significant improvements in pupils' confidence in particular
- Pupils reported feeling more positive about their reading and writing abilities after the intervention period



# Positive practitioner feedback

- “Accelerated progress made to date, one level progress within 6 month period. Self-esteem has increased enabling him the confidence to increase his contribution and therefore participation in lesson time”
- “Has improved reading level overall, Pupil is much more secure and is using text to support answers”
- “Pupil has made progress in her reading - due to ALL of the intervention and support that she has received”



# What this means

- Reading scores for the wait group improved more than both the trial intervention and control groups. This could be due to:
  - the reduced pressure of the time period, noted as a challenge in Stage 1
  - the opportunity to use RTI to prepare pupils for SATS
  - the teachers being able to deliver more intervention sessions
  - The greater experience of the coaches



# Conclusions

- More RCTs are needed in this area to establish the effectiveness of RTI, including:
  - Replicating a full trial - at a different time
  - Trialling RTI with and without the support of Achievement for All
  - Using RTI with a broader age range
  - Using RTI for other subjects, such as numeracy
- An “RCT-like” trial is currently being undertaken as part of Close the Gap Test and Learn programme



# References

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