



Impact in Schools
Study 2021



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Shine Interventions in Reading and Mathematics

This impact summary focuses on the experiences of five schools using the Shine Interventions in Reading and Maths in the Autumn and Summer terms of 2020-21.

'Robust baseline assessments, including those used for diagnostic purposes, can provide a useful picture of what a child knows or can do at a certain point in time, as well as gaps in their learning. This information should be used to inform subsequent teaching and learning activities. Without good baseline assessment – a strong starting point – it is impossible to measure progress well.'

Extract: Assessment and Monitoring Pupil Progress – EEF (Education Endowment Foundation)

Schools who participated in this research

This research was conducted with the participation of five schools based in different areas of the UK who were using Shine:

- Griffin Park Primary School, Blackburn
- St Mary And St Margaret's C of E Aided Primary School, Birmingham
- St Barnabas CE First & Middle School, Pershore
- The Oaks Primary School, Ipswich
- Meridian Community Primary School, Peacehaven

Impact Statements

- 1 **Effectiveness for learning: for the purpose for which it was designed, the resource meets the needs of our learners.**
- 2 **Following implementation of the learning sequence, pupils in the intervention group showed progress in that area of learning.**
- 3 **Effectiveness in teaching: for the purpose for which it was designed, the resource meets the needs of our teachers.**
- 4 **The Shine Intervention resources saved planning time.**
- 5 **We would recommend the Shine Interventions to other schools.**

Impact Statement

1

Effectiveness for learning: for the purpose for which it was designed, the resource meets the needs of our learners.

5 out of 5 schools agreed or partly agreed with this statement.

The schools found that the texts were pitched at the right level for their pupils who were 'working towards' expected level, as intended, although they would be too challenging for their lowest-attaining pupils with SEN.

All five schools reported that their pupils enjoyed the texts and were engaged by the resources, with four schools saying that their pupils noticeably gained confidence as they worked through the learning sequences, independently putting into practice what they had learned in the modelled and supported intervention sessions.

"The children definitely got better and their answers got better, and discussion was better."

Griffin Park Primary

"Children grew in confidence on a session by session basis. Those who weren't confident to discuss their struggles gained confidence and were able to talk about what they found tricky."

St Barnabas' CE First and Middle School

"I had a group of boys and the tests showed really how low some were. The Shine number activities took them back to basics and gave them more confidence which then transferred to the classroom. These children who were normally disengaged were asking to take the activities home."

Year 2 Teaching Assistant, St Mary and St Margaret's C of E Primary

In Context

'Programmes are likely to have the greatest impact where they meet a specific need, ... include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.'

Extract: Covid 19 support guide for schools – EEF, 2020



Impact Statement 2

Following implementation of the learning sequence, pupils in the intervention group showed progress in that area of learning.

5 out of 5 schools agreed with this statement.

In all 5 schools, teachers and/or teaching assistants reported that they had seen the progress made by children in the Shine Intervention groups. Evidence of progress was shown in the resource quizzes, end of term assessments and more widely in children's learning.

"Initially, we trialed Shine Reading in Year 4 in the Autumn term and saw progress. Subsequently, we rolled it out to the rest of KS2 in the Summer term after the second lockdown was lifted. Our data showed good progress in all years in our summer NTS tests but interestingly, the most progress was in Year 4 where children had the extra term of Shine interventions. Where we only had 38% working at 100 or above, this had increased to 75% by Summer - nearly all children who had received Shine made progress. Year 3, where Shine interventions were used least, showed less progress."

The Oaks Primary School

"The majority of the children did well in the quizzes following the learning sequences and it helped to identify those who needed further help. We did NTS Assessments in September and December and the group had all improved in Number, which was the intervention done with them, and one boy made considerable progress which was helped by increased confidence."

St Mary's and St Margaret's C of E Primary

"The quizzes were useful for checking that pupils had understood what was being taught and confirmed that the pupils made progress in the interventions."

Deputy Head, Meridian Community Primary School

"Where pupils were missing out on reaching the expected level by 5 or 6 marks, we saw particular progress and these pupils really benefited from the Shine Interventions. The TAs reported that the biggest thing is seeing the children suddenly just 'get it'."

St Barnabas' CE First and Middle School

In Context

The EEF's 'Making the Best Use of Teaching Assistants' advises that:

- An intervention has structured supporting resources and lesson plans, with clear objectives;
- TAs closely follow the plan and structure of the intervention; and
- assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress.

Effective interventions ensure the right support is being provided to the right child.

Impact Statement

3

Effectiveness in teaching: for the purpose for which it was designed, the resource meets the needs of our teachers.

5 out of 5 schools agreed or partly agreed with this statement.

All 5 schools reported that their teachers and teaching assistants found the Shine Intervention reports, resources and lesson plans helpful.

Three out of the five schools would like to see further lessons published 'in the same vein' allowing for more continued practice for pupils who need this.

All schools confirmed that the Prepare, Do, Review content helped to provide effective support for teaching staff and, in particular, teaching assistants, to successfully deliver the learning sequences.

Three out of the five schools found the modelling software very helpful, whereas two of the schools did not use it because their teaching assistants did not have access to whiteboards.

All schools felt that the Shine Intervention Reports were helpful in highlighting areas of difficulty and in grouping pupils needing the same interventions – teachers reported that the targeted areas and the pupil groupings for intervention reflected their own judgements. One teacher reported 'a few surprises' where some pupils achieved lower than he expected.

The central collection and analysis of attainment data on a particular group of pupils is useful only where a decision or action is taking place beyond the classroom ... School and trust leaders should consider the most efficient way to collect information needed to decide on a plan of action for groups of pupils.

Making Data Work, Report of the Teacher Workload Advisory Group, Nov 2018

"The resource makes very good use of the testing – testing, I think, is important for the children, it's important for us to know where the children are at, but Shine helps us to really target interventions afterwards without it taking a lot of our time to analyse the data. They're good materials – very clear for people to pick up and use and there's a proper step by step approach for the Maths and the English that works for the TAs as well as for teachers."

Headteacher, St Mary and St Margaret's C of E Primary

"The Shine Interventions have such a good structure that this gave our LSAs more confidence in delivering the sessions."

The Oaks Primary School

"The intervention reports from MARK made it really easy to identify the children for interventions at a glance. All teachers commented positively on the intervention resources being what they needed and children found the interventions engaging... it would be great if more of the same could be produced in the same vein."

Deputy Headteacher, Meridian Community Primary School

"TAs and teachers felt that the learning sequences gave them everything they needed to deliver the intervention. They liked the modelling software for how to approach the texts in particular and this increased their confidence that they were doing the right thing."

Headteacher, St Barnabas CE First and Middle School.

In Context

Advice from the DfE on reducing workload includes:

- [Provide] "support for inexperienced staff new to interventions, saving time in planning and maximising impact..."
- Use evidence based, structured interventions with low impact on staff time."

Ways to reduce workload in your school(s), DfE, March 2019



Impact Statement

4

The Shine Intervention resources saved planning time.

4 of the 5 schools stated that the resource saved them planning time, whilst one did not comment on this area.

There has been much discussion in recent years of ways to reduce teacher workload and planning time.

Analysing data, grouping pupils, determining and resourcing interventions, and ensuring correct and confident delivery – all of this takes a lot of teachers' time.

Shine Interventions were planned to save all of this time and effort, grouping pupils by area of weakness identified in their termly test results and providing downloadable resources and lesson planning, along with modelling software and learning check quizzes.

“The Prepare, Do, Review format worked well. Once we were used to it, it saved time. We definitely found the modelling software helpful – unique. You could give the lesson plans to a teaching assistant and they’d be able to run with it.”

English Lead, Griffin Park Primary

“Having the intervention group and relevant resources produced through MARK saves a lot of time on analysis and planning. The Shine Intervention reports were spot on for highlighting areas of difficulty and grouping the pupils who needed the same interventions. When asked if Shine saved them planning time, the answer from our TAs and teachers was an absolute definite Yes. One said, ‘Bish, Bash, Bosh – everything is just there for you’.”

Headteacher, St Barnabas CE First and Middle School

“The reading sessions took us a little longer than suggested but really saved us planning time.”

Headteacher, St Mary and St Margaret's C of E Primary

Impact Statement

5

We would recommend the Shine Interventions to other schools.

5 out of 5 schools agreed.

"I would definitely recommend Shine Interventions to other schools – we have tried a lot of different reading interventions and although we were settled with resources for children with SEN, we had struggled to find good quality interventions for the children 'working towards expected standard'. The Shine resources made our LSAs a lot more confident and they felt really supported. We only trialled the interventions in Reading but now our Maths coordinator wants to move forward with Shine Interventions in Maths."

Headteacher, The Oaks Primary School

"We would 100% recommend Shine to other schools. We just want more of it now."

Deputy Head, Meridian Community Primary School

Sarah, Key Stage 2 Teaching Assistant, told our interviewer:

"I'd recommend it. It's easy to use and it engages the children. It helps the children to gain confidence in their skills – I can see from the first intervention lesson when they're too worried to put their hand up to, by the end, hands going up all the time."

St Mary and St Margaret's C of E Primary

View full case study reports at
risingstars-uk.com/Shine

About Shine: Targeted Interventions for Reading, GPS and Maths

Shine is a 3-step solution designed to help teachers seamlessly assess understanding, identify knowledge gaps and deliver targeted individual and group intervention activities for areas of difficulty that are demonstrated in pupils' diagnostic test results.



Shine

Assess Reading, GPS and Maths

Reliably measure termly reading, GPS and maths performance from years 1-6 with assessments trusted by over 6,000 schools

piram
primary

pumam
primary

piram
for Scotland

gaps

Ready
Check
Go

NTS
Assessments

Identify knowledge gaps in Reading, GPS and Maths

Easily identify gaps in pupil understanding with individual and Group reports in MARK, our free online assessment and reporting tool.

MARK

Intervene and improve in Reading, GPS and Maths

Access targeted Shine Reading Skills, Shine GPS, and Shine Maths learning sequences for individual pupils and groups and measure understanding with quick quizzes.



Shine

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