1

London Schools Excellence Fund

Self-Evaluation Toolkit

Final report

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Evaluation Final Report Template

Introduction

The London Schools Excellence Fund (LSEF) is based on the hypothesis that investing in teaching, subject knowledge and subject-specific teaching methods and pedagogy will lead to improved outcomes for pupils in terms of attainment, subject participation and aspiration. The GLA is supporting London schools to continue to be the best in the country, with the best teachers and securing the best results for young Londoners. The evaluation will gather information on the impact of the Fund on teachers, students and the wider system.

This report is designed for you to demonstrate the impact of your project on teachers, pupils and the wider school system and reflect on lessons learnt. It allows you to highlight the strengths and weaknesses of your project methodology and could be used to secure future funding to sustain the project from other sources. All final reports will feed into the programme wide meta-evaluation of the LSEF being undertaken by SQW. Please read in conjunction with Project Oracle's **'Guidance to completing the Evaluation Final Report'**.

Project Oracle: Level 2
Report Submission Deadline: Round 1 and Round 30 September 2015
Report Submission: Final Report to the GLA

Project Name: Butterfly Excellence
Lead Delivery Organisation: Real Action
London Schools Excellence Fund Reference: LSEFR1125
Author of the Self-Evaluation: Jemma Pym
Total LSEF grant funding for project: £350,000
Total Lifetime cost of the project (inc. match funding): £441,480
Actual Project Start Date: January 2014
Actual Project End Date: September 2015

1. Executive Summary

This should be a brief summary of what information is included in the report, the evaluation methods and analysis used and a summary of the key findings from your project evaluation. (maximum 500 words)

Butterfly Excellence aimed to improve the reading levels of struggling children through structured whole-class synthetic phonics instruction and English subject teaching, using the Butterfly Reading Programme created by Irina Tyk.

The project was delivered in 10 primary schools to 431 pupils in two phases: January 2014-July 2014, and September 2014-July 2015. The twofold project design consisted, first, of a direct intervention period when Real Action's specially trained Butterfly Practitioners delivered Butterfly classes to up to 15 pupils selected by their teachers for their literacy needs. Then, after delivering one-hour classes twice a week for 12 weeks in most schools, Real Action provided their teachers with induction sessions, sharing with them Butterfly teaching, its methodology and its practices.

The pre- and post- testing of pupils provided and analysed by the evaluation addressed the progress made by the pupils: their initial reading attainment levels - at the start of the direct intervention – were compared with those they achieved at the end. The evaluation also compared their progress with that of a small group of pupils who never received the intervention and whose teachers had never been exposed to the Butterfly Programme. It also measured the schools' teachers' levels of awareness of the Butterfly method after our induction sessions; and it assessed whether the schools' teachers felt confident to employ the method to develop their teaching practices. This aspect of the evaluation was undertaken using teacher surveys and analysing the responses to these surveys.

Key conclusions:
1. **The evaluation provided evidence that there was a positive effect on the primary pupil outcome of improved reading ages of pupils who received the intervention. On average pupils' reading ages improved by 10 months in an average 18 hours' Butterfly teaching. The reading attainment gaps were narrowed across both phases.**
2. **The evaluation suggests that pupils with English as an Additional Language (EAL) can outperform their peers.**
3. **The evaluation provides evidence that pupils designated as having Special Educational Needs (SEN) can make the same rate of improvement in literacy as those without.**
4. **The positive results achieved by Free School Meals (FSM) and Pupil Premium (PP) pupils suggest that socio-economic disadvantage need not result in educational disadvantage.**
5. The intervention is recommended to take place during the school day, with children withdrawn from their normal classes for their Butterfly literacy lessons. It is not recommended to be delivered as an after-school club or breakfast club. It is easier in school-day class times to engage the children's attention, control their behaviour, and secure the co-operation of the schools' staff.
6. The schools' teachers were receptive to finding out more about the reading programme and 73% said they felt more confident to use the programme themselves after our induction sessions.
7. This may provide their teachers with a sound basis for English subject teaching.
8. It presages a long-term positive outcome for the embed-and-spread strategy now being developed, via the Butterfly Network, and for ongoing interventions for which funding is being sought.

2. Project Description

Much of the detail for this section can be drawn from your Stage 2 funding application. Please note that if you do copy this information from your original application, funding agreement, or interim report, be sure to update it as appropriate (e.g. including tense change).

Provide a full project description (approximately one side of A4), in particular:

- *Why was the project set up? / What need was it seeking to address? (e.g. because teachers lacked confidence in their subject knowledge? Because pupil attainment was lower in this subject area in this borough/cluster/school/than in other boroughs/clusters/schools?).*
- *What were the circumstances into which it was introduced (e.g. existing networks of schools/ expert partner offering a new approach etc.)?*
- *What project activities have been put in place?*
- *Where has the project been delivered geographically?*
- *Who delivered the project?*
- *Who were the target beneficiary groups of the project and why?*

The case, the need, for improving our children's literacy has never been clearer. One in six people in the UK struggle with literacy: their literacy is below the level expected of an eleven-year-old. Every year one in five children leaves primary school without reaching the expected literacy levels.[1] 70% of pupils permanently excluded from school have difficulties in basic literacy skills. 25% of young offenders are said to have reading skills below those of the average seven-year-old.[2] We found when we introduced the Butterfly Reading Programme (funded by the Education Endowment Foundation) in 6 secondary schools, that over 70% of twelve year olds had reading levels below reading age ten.[3] Many struggled to read three-letter words. These products of primary teaching are not 'secondary school ready'. Butterfly Excellence aimed to tackle this educational challenge by introducing the charity's proven-effective Butterfly Reading and English-teaching programme into primary schools.

As a charity based in an area (by the Mozart Estate in Queen's Park) in north Westminster with the highest level of child deprivation in the country[4], our aim for the LSEF funded Butterfly Excellence programme was to target schools in our local area which were in need of our literacy intervention. As an educational charity this met our overall mission to enhance the literacy levels of as many local children as possible. We offered schools a new approach and methodology to teaching literacy and English: the Butterfly Reading Programme. Our expertise has been developed by our experience of teaching children from deprived communities at our Saturday morning reading schools in Queen's Park in north Westminster and in north Kensington. The Butterfly Excellence programme ensured we targeted more children by working in partnership with local primary schools, and, in addition, effectively

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[1] Jama Deeqa and George Dugdale: 'Literacy: State of the Nation'; National Literacy Trust; January 2012.
[2] Jama Deeqa and George Dugdale: 'Offending and literacy behaviour'; National Literacy Trust; November 2008.
[3] Based on information provided to Real Action from secondary school teachers who had completed internal assessments in the Autumn term of their year 7 intakes.
[4] In the Income Deprivation Affecting Children Index (IDACI) Queen's Park is ranked number one for being most deprived.

sharing our easily-adopted methodology with their teachers - with consequent effects on their pedagogy.

Our charity, Real Action, works in schools and communities which experience the greatest educational challenges and needs. Our Butterfly Excellence Programme targeted schools in disadvantaged areas of north Westminster, north Kensington and the borough of Brent. Although at a borough level Westminster, Kensington and Chelsea and Brent all achieved higher than the national average of pupils achieving level 4 in their key stage 2 exams[5], the pockets of 'literacy deprivation' within these boroughs which we targeted are notable.

The schools' need for our literacy intervention was identified by their performance in the key stage 2 tests and OFSTED inspections. In 2013 four out of the first five primary schools we worked in failed to achieve the national average of 79%. In 2014, out of the further five primary schools we worked in, three did not meet this figure.

We also deliberately targeted local schools with high levels of child deprivation. Eight out of the ten schools that received our intervention had 30% + of children on Free School Meals and in receipt of the Pupil Premium. The national norm in January 2015 was 15%. All of the ten schools had 30% + of children for whom English is not their first language (EAL). In January 2015 the national norm was 19%.[6] In some cases almost 90% of the children were EAL.

The children selected by their schools to take part in the Butterfly Excellence Programme were usually from years 4, 5 and 6. However in some schools the children selected for our teaching were from the lower year groups. All the children were identified as having literacy problems and in need of extra literacy support. They were children who were disadvantaged, both economically and educationally[7]. In their most recent Ofsted reports three out of the ten schools 'required improvement' and one school was 'under special measures'. At the start of the programme we tried to encourage the schools to withdraw children from their normal classes to attend our Butterfly classes. However, due to the complexities of the school timetable in three of the ten schools, our classes were scheduled as an after-school club or a breakfast club.

By working directly with primary schools our aim with the Butterfly Excellence Programme was to narrow the gap in attainment for 'literacy needy' disadvantaged children. Our desire to work with primary schools was fed by our experience of working with secondary school pupils where we discovered between 70-100% of children entered secondary school in year 7 with reading ages below their chronological ages. The Education Endowment Foundation funded project recommended that the Butterfly Reading Programme should be taken to primary schools to ensure that children did not leave primary school and enter secondary school unable or struggling to read.

Children selected for the Butterfly Excellence Programme were placed in classes according to their reading levels. They received one-hour classes twice a week over a minimum of 12 weeks delivered by Real Action's specially trained Butterfly Practitioners. Our Butterfly Practitioners were post-graduate students recruited from London's top universities. They

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[5] In 2013 the national average of pupils achieving level 4 in their key stage 2 exams was 79%. In 2014 this dropped to 78%. (Department of Education) In 2014 in Kensington and Chelsea the average number of pupils achieving the same result was 86%, in Westminster 86% and in Brent 80% (Local Authority reports, 2014).

[6] Drake, Rob: Schools, Pupils and their characteristics: January 2015; The Department for Education; June 2015.

[7] Approximately 57% of the children on our programme were on Pupil Premium and in receipt of Free School Meals. 80% of children had reading ages below their chronological age.

received intensive training, and ongoing mentoring, support and monitoring from senior Real Action team members. Throughout the running of the programme senior Real Action team members gave constant guidance to the Butterfly Practitioners in the form of classroom observations. Feedback from these observations was provided. This all ensured the quality of the teaching delivered was always at its highest.

The project involved the following:

- Project Director identifies local schools to work with based on their performance in the end of key stage 2 exam results (SAT), especially English and literacy.
- Project Director works with the Heads of Literacy in each school to identify children in need of help with literacy (usually determined by schools' assessments in English and literacy).
- Independent tester pre-tests each child using three nationally recognised tests, and then records the results of these tests.
- Project Director places children into classes of up to 15 pupils determined by their reading ages as established in their pre-tests. Each class had a reading age range of no more than one year to ensure the pupils receive intensive literacy teaching at the correct level.
- Education Director and Project Director recruit, train and provide on-going mentoring of Butterfly Practitioners via training sessions and classroom observations.
- Butterfly Practitioner-led whole group classes are delivered, for one hour, twice a week to the selected pupils. Materials for each class depend on the reading levels of the pupils and range from selected lessons in the Butterfly Book with a focus on synthetic phonics, to classes with a focus on comprehension and grammar with The Junior Butterfly Reader and The Butterfly Grammar Book. Pupils are moved swiftly through the materials to ensure that they leave each lesson with mastery of new knowledge.The whole-class teaching strategy also means that pupils do not feel that they are being singled out with '1-1' support, with the implication that, as individuals, they are identified as failures, or have innate problems.
- After a 12 week period pupils are post-tested and their results recorded and analysed.
- Teachers at each school complete a survey on pupils' performance and attend a knowledge sharing session led by the Project Director and Education Director.

The project's design also aimed to improve the standards of literacy teaching in schools by engaging school teachers and sharing the Butterfly Reading Programme with them for its use throughout the school. Our knowledge-sharing approach aimed to increase teacher confidence in teaching literacy. This suggests in the long term, by training the schools' teachers, untold numbers of pupils could benefit from our work and the schools' literacy outcomes could be improved. The long-term impact of this however cannot be established fully at this early stage.

To understand the quantitative and qualitative changes our Butterfly Excellence Programme made we used a number of techniques for measuring the impact of the programme. The Holborn Reading Test and the Single Word Reading Test were used to evaluate a child's reading age at the point they joined the programme and at the end of their time with us. The NFER reading test and the NGRT comprehension tests were used to evaluate a child's comprehension reading age at the start and end of the programme. We employed a control group by placing one school on a waiting list - a waitlist condition. The pupils selected at this school were comprised of children selected by the same criteria for pupils that we worked with throughout the course of the programme. They continued with their normal schooling. This enabled us to establish whether the observed positive difference was caused by the Butterfly Excellence Programme itself and not by other factors. We also had regular meetings with teachers and asked for their observations on the children's progress and the

reading programme more generally via questionnaires. Further analysis of these findings will be reported below.

The programme finished at a pivotal point. Teachers in the schools in which we worked, impressed by the outstanding progress of their pupils for which Butterfly teaching is noted, are requesting us to share our methodology with them. We are on the brink of something new - our initial engagement of the teachers is developing and growing, allowing us to diffuse our Butterfly teaching even further. We are aware that approaches to teacher training are currently an issue. We have been encouraged by the teachers' responsiveness to our 'sharing' approach. We hope to continue to engage these teachers, and more, to encourage them to adopt our Butterfly Reading Programme and its teaching methodology and practices. Our knowledge-sharing Butterfly Network - a consortium of teachers and educators interested in Butterfly teaching - aims to improve literacy outcomes in schools by sharing the Butterfly Reading Programme, its methodology and its practices and embedding it within the schools. The network is overseen by Real Action who provide training and ongoing consultation and support. It is in creation.

2.1 Does your project support transition to the new national curriculum? **Yes**/No

If **Yes**, what does it address?

The new national curriculum requires more rigorous teaching of synthetic phonics, and subjects[8]. Our programme underpins and promotes subject teaching and provides a model for subject teaching, especially English teaching. The Primary Curriculum 2014 focus, for example, on spoken language and comprehension, as well as systematic reading and writing imbued with synthetic phonics, is strengthened as well as supported by our Butterfly teaching and the reading programme.

2.2 Please list any materials produced and/or web links and state where the materials can be found. Projects should promote and share resources and include them on the LondonEd website.

Three course books written by Irina Tyk form the basis of The Butterfly Reading Programme. The Butterfly Book (published by Civitas) - a synthetic phonics reading programme which focuses on blending letter sounds to form words was used to teach the weakest of readers (from reading ages 0-8 years). Children with reading ages from 8-9 years old consolidated the basics of reading with a word list of commonly difficult words for their reading ages - silent letters, 'soft' c and 'soft' g words etc. The Butterfly Grammar Book (published by Civitas) was also used as an extra resource to develop identified weaknesses in basic grammar and consolidate them. The Junior Butterfly Reader (unpublished) was aimed at more skilled readers who usually had reading ages 9+ but were still struggling with comprehension of texts. The weakest readers were taught firstly from the Butterfly Book and then moved onto the Junior Butterfly Reader once they reached the appropriate level to benefit from it. In many cases children's reading ages were so far behind that they never reached the level appropriate for this book.

The Junior Butterfly Reader by Irina Tyk was produced for the Butterfly Excellence Programme. It follows the production of the Advanced Butterfly Reader written for secondary school children. The content of the Junior Butterfly Reader is suitable for primary school aged children. Real Action intends to publish both the Junior Butterfly Reader and the Advanced Butterfly Reader shortly.

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8. The National Curriculum, The Department for Education, 2015.

We are currently developing a membership page on our website where materials, training documents and videos can be downloaded. This information will be provided to the LondonEd website once it is completed. The page will form a critical element of our Butterfly Network which aims to increase knowledge, skills and confidence around teaching literacy and English. It will offer a practical guide led by Real Action to support schools and develop outstanding literacy provision via the Butterfly Reading Programme, its teaching practices and its methodology.

3. Theory of Change and Evaluation Methodology

Please attach a copy of your validated **Theory of Change and Evaluation Framework.**

Throughout the report it would be useful if you make reference to these documents. Where appropriate we would also encourage you to include any assumptions you have made from previous research.

3.1 Please list **all** outcomes from your evaluation framework in Table 1. If you have made any changes to your intended outcomes after your Theory of Change was validated please include revised outcomes and the reason for change.

Table 1- Outcomes

Description	Original Target Outcomes	Revised Target Outcomes	Reason for change
Teacher Outcome 1	Increased awareness of the Butterfly method with teachers being trained and versed in Butterfly teaching practices.	n/a	n/a
Teacher Outcome 2	Improved subject knowledge and teaching practices (didactic and knowledge led English teaching)	n/a	n/a
Teacher Outcome 3			
Pupil outcome 1	Improved reading ages	n/a	n/a
Pupil outcome 2	Improved attainment in English	n/a	n/a
Pupil outcome 3			
Wider system outcome 1	Wide- spread use of the Butterfly Reading Programme outside of the intervention schools so that it becomes embedded in schools.	n/a	n/a
Wider system outcome 2			
Wider system outcome 3			

Enter additional Outcome Name add extra lines as necessary			

3.2 Did you make any changes to your project's activities after your Theory of Change was validated? Yes/**No**

If **Yes**, what were these changes (e.g. took on additional activities?)

3.3 Did you change your curriculum subject/s focus or key stage? Yes/**No**

If **Yes**, please explain what changes you made, why, and provide some commentary on how they affected delivery.

3.4 Did you evaluate your project in the way you had originally planned to, as reflected in your validated evaluation plan?

Consider changes to evaluation tools/methods, sample sizes, and anticipated outcomes. If applicable, please explain what changes you made and why, and provide some commentary on how they affected your evaluation.

Our informal knowledge-sharing approach to engaging primary school teachers meant that the evaluation of our teacher outcomes has not followed our evaluation framework (see appendix 1). We chose this approach as we were not in a position, as an external organisation to impose ourselves and our teaching practices on the schools where we worked. We could only offer our services. At the end of the Butterfly Excellence Programme we were embarking on an exciting developmental stage as more teachers became interested in Butterfly teaching. We were responding to requests from teachers for Butterfly training, who were impressed by the results of their under-performing pupils. This exceeded our hopes, and presages well for the future. It also offers a new model for teacher engagement.

We found that the difficulties of being an external organisation meant that there were delays to this engagement process. As such we are unable, at this stage, to measure the progress of the schools' teachers and the effectiveness of Butterfly training on their teaching practices through classroom observations. As a consequence we could not measure the distance travelled by each teacher that attended one of our knowledge-sharing sessions. Our focus for measuring the impact of our knowledge-sharing sessions was on the results of our schools' teachers' surveys. These provide a qualitative measure and enable us to determine the confidence levels of the teachers involved in our knowledge-sharing sessions and the usefulness of the sessions.

4. Evaluation Methodological Limitations

4.1 What are the main methodological limitations, if any, of your evaluation?

This can include data limitations or difficulty in identifying a comparison group. In order to get a realistic idea of the strength of your evaluation, and identify possible improvements, it is essential that you reflect on the strengths and weaknesses of your evaluation.

The main questions that the evaluation of the Butterfly Excellence Programme set out to answer are:

1. Does the Butterfly Reading Programme, when used in the school environment, have a positive impact on the reading levels of the children who received the programme?
2. Does the Butterfly Reading Programme offer primary school teachers a viable approach for improving their knowledge and teaching practices, and securing better literacy and English subject teaching outcomes for their schools?

The Butterfly Reading programme, which provides our teaching model, has been used since 1999 in Real Action's Saturday morning schools in north Westminster and – more recently - in north Kensington. These schools are open to all but specifically target children from low socio-economic backgrounds. The programme was also used in 2012 in an Education Endowment Foundation funded project working with year 7 pupils in transition from primary to secondary school. Across all of these programmes the charity's geographical remit has been in the same areas of London - south Brent, North Kensington and North Westminster. This is mainly due to practicalities of being a small organisation serving local disadvantaged children. The primary schools targeted for the Butterfly Excellence Programme were all in these areas. This should be considered when analysing the impact of the programme and its possibilities for replication and scalability in other parts of London and the UK. Despite this we managed to follow our policy to take the programme into three boroughs which manifest demographic, social and economic differences.

Our project design consisted of a comparison group as a waitlist condition which continued with 'business as usual' teaching. Our use of a comparison group was to provide a more rigorous evaluation of our pupil outcomes and to provide evidence that any positive impact was attributable to our programme and not to other factors. However we did have difficulty identifying a comparison group as all the schools we engaged wanted to start the programme straight away and couldn't see the benefits to their pupils of waiting and adding them to a comparison group. A comparison group was identified very late in the programme. For this reason we cannot guarantee that the pupils in the comparison group did not receive any extra literacy interventions throughout the time period that the Butterfly Excellence programme ran. Any access to extra literacy interventions would of course impact the assessment data we have for the pupils in the comparison group. The data that we have demonstrates the reading levels of a group of children who have not received our intervention. However the small sample size of this group in comparison to the pupils who received our intervention would need to be considered. Our difficulty with identifying the control group and the lateness with which we managed to do so should be borne in mind when using the data for comparison.

The design of our project was twofold. Firstly Real Action's Butterfly Practitioners delivered classes for a minimum of 12 weeks. In our first phase of delivery we delivered the programme both during the school day and as an after-school club. Where it was delivered as an after-school club we faced difficulties with pupils' attendance. Low and erratic attendance made it difficult to reach our pupil outputs and would of course have some impact on our pupil outcomes. In the second phase of our delivery we ensured that classes were run in the school day. In phase two we went back to work in one school which in phase one had run the programme as an after-school club. We subsequently ran our programme in this school during the school day. This school provides a case study to compare the impact on pupil outcomes when the programme is run after-school and during the school day. In our second phase we also ran our classes in one school as a breakfast club. We were met with erratic attendance yet again, which had an impact on our pupil outputs and outcomes. However it provides an interesting case study for comparison with assessment data from classes run as after school programmes.

The second aspect of the design of our project was to engage school teachers to trial Butterfly teaching in their schools. As we are an independent charity and not employed directly by the schools we were working in, our engagement of the schools' teachers to trial

Butterfly teaching was initially very difficult. Teachers were not obliged to trial the programme as we decided to take an informal knowledge-sharing approach to engagement. We took this approach as we decided it would be too difficult to get schools to sign contracts, and it would have delayed the delivery of the programme. Our teacher outcomes are measured via feedback forms and surveys; however not all of the teachers who attended our sessions completed them. We needed more time to further engage schools' teachers and complete any teacher observations. Hence we could not measure the impact of our sessions on their teaching practices.

In the future, and given the fact that we are not a school, we would look into developing a more realistic methodology for measuring the schools' teacher outcomes. This would give more emphasis on feedback forms and surveys as it is too difficult for us to coordinate teacher classroom observations. These feedback forms would provide us with a quantitative measure of the impact of the programme. We will also, wherever we can, directly monitor effects of their consequent adoption of the Butterfly programme.

4.2 Are you planning to continue with the project, once this round of funding finishes? **Yes**/No

If **yes**, will you (and how will you) evaluate impact going forward?

We will seek further funding to replicate the Butterfly Excellence model, applying pre- and post- testing, focusing on teaching children during the school day, and sharing our programme constantly with teachers from whom we will request feedback for evaluation purposes.

5. Project Costs and Funding

5.1 Please fill in Table 2 and Table 3 below:

Table 2 - Project Income

	Original[9] Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget – Actual]
Total LSEF Funding	£ 350,000	-	£ 350,000	£ 350,000	-
Other Public Funding	£ 158,085	-	£ 158,085	£ 21,830	£ 136,255
Other Private Funding	£ 69,650	-	£ 69,650	£ 69,650	-
In-kind support (e.g. by schools)	-	-	-	-	-
Total Project Funding	**£ 577,735**	**-**	**£ 577,735**	**£ 441,480**	**£ 136,255**

List details in-kind support below and estimate value.

Table 3 - Project Expenditure

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[9] Please refer to the budget in your grant agreement

	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance Revised budget – Actual]
Core Staff Costs (salaries/on costs)	£ 276,050	-	£ 276,050	£ 178,147	£ 97,903
Syllabus Development and Planning	£ 17,000	-	£ 17,000	£ 16,973	£ 27
Teacher Training Costs	£ 55,000	-	£ 55,000	£ 40,403	£ 14,597
Legal and Professional Fees	£ 5,000	-	£ 5,000	£ 6,333	- £ 1,333
Direct Operational Costs – Butterfly Practitioners' Salaries	£ 40,320	-	£ 40,320	£ 47,518	- £ 7,198
Direct Operational Costs – Teaching Materials	£ 15,200	-	£ 15,200	£ 6,489	£ 8,711
Evaluation Costs (Pre-testing, Post-testing, and Research and Evaluation)	£ 39,000	-	£ 39,000	£ 37,364	£ 1,636
Sustainability – Continuous teacher training and support etc.	£ 50,000	-	£ 50,000	£ 54,908	- £ 4,908
Sustainability – Butterfly Network (online and offline resources)	£ 8,000	-	£ 8,000	£ 3,016	£ 4,984
Indirect Costs – Employer's NIC	£ 38,000	-	£ 38,000	£ 31,530	£ 6,470
Indirect Costs – Office Expenses and Overheads	£ 21,000	-	£ 21,000	£ 15,452	£ 5,548
Indirect Costs – Equipment (Laptops, Storage furniture, etc.)	£ 13,165	-	£ 13,165	£ 3,347	£ 9,818
Total Costs	**£ 577,735**	**-**	**£ 577,735**	**£ 441,480**	**£ 136,255**

5.2 Please provide a commentary on Project Expenditure
This section should include:
- *commentary on the spend profile*
- *budget changes that have occurred, including the rationale for any changes*
(Maximum 300 words)

The programme's original design, the funding secured, and the restraints of the timing, allowed for us to engage up to 14 schools in the intervention. Our mission is to reach as many as possible, with the Butterfly Network which we are developing. We successfully engaged, in these two initial phases, with 10 schools. This affects our actual expenditure, with a difference of £136,255 between the original budget and the actual expenditure. We have so far engaged 10 out of a total potential of 14 schools, 55 teachers out of a potential 112 teachers; and we have benefited 430 pupils out of a potential total of 1000 pupils (see Table 4 below). In the £136,255 difference in expenditure there were two areas of significant under- and overspend:

- There was an extended teaching period in 2 primary schools from phase 1 of the project to ensure the engagement of the schools and teachers, which resulted in an increase of £7,198 expenditure on Butterfly Practitioners' Salaries.

- Most of the teaching materials such as text books were reused across the different schools and the two phases, which resulted in a saving of £8,711 on teaching materials.

6. Project Outputs

Please use the following table to report against agreed output indicators, these should be the same outputs that were agreed in schedule 3 of your Funding Agreement and those that were outlined in your evaluation framework.

Table 4 – Outputs

Description	Original Target Outputs	Revised Target Outputs [Original + any Additional Funding/GLA agreed reduction]	Actual Outputs	Variance [Revised Target - Actual]
No. of schools	14 schools		10 schools	4 schools fewer than our original target outputs (but we returned to 2 schools and worked with these schools in both phases for comparison and engagement purposes).
No. of teachers	112		55 teachers directly inducted	57
No. of pupils	1000		431	569
Number of Butterfly Specialists to lead a network of schools	14		6	8

7. Key Beneficiary Data

Please use this section to provide a breakdown of teacher and pupil sub-groups involved in your project.

Data must be provided at project level. However, if you wish to disaggregate data by school then please add additional rows to the tables below. Please also confirm at what point this data was collected.

Please add columns to the tables if necessary but do not remove any. N.B. If your project is benefitting additional groups of teachers e.g. teaching assistants please add relevant columns to reflect this.

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7.1 Teacher Sub-Groups (teachers directly benefitting counted once during the project)

Please provide your definition for number of benefitting teachers and when this was collected below *(maximum 100 words).*

The definition of teachers benefiting from the programme refers to teachers who have engaged with the programme by either attending one of our induction sessions or having a 1-1 session with the Education Director or Project Director. These sessions offered the schools' teachers the basis of developing Butterfly teaching in the classroom. Surveys were handed out after the sessions. This information was gathered at various points throughout the course of the programme depending on when our training sessions at the schools took place.

Table 5 – Teachers benefitting from the programme

	No. teachers	% of Graduate trainees	% Teaching 2 – 3 yrs *(in their 2nd and 3rd years of teaching when they became involved)*	% Teaching 4 yrs + *(teaching over 4 years when they became involved)*	% Primary (KS1 & 2)	% of TA	% Secondary (KS3 - 5)
Project Total	55	3.63%			78.18%	18.18	
School 1	0						
School 2	9				66%	34%	
School 3	1				100%		
School 4	0						
School 5	1				100%		
School 6	16	19%			75%	6%	
School 7	5				100%		
School 8	2				50%	50%	
School 9	5				100%		
School 10	16				75%	25%	

7.1.2 Please provide written commentary on teacher sub-groups e.g. how this compares to the wider school context or benchmark *(maximum 250 words)*

In order to establish the impact of our induction sessions, we asked the schools' teachers at the end of our sessions to fill out surveys relating to their improved knowledge of Butterfly teaching practices, their confidence levels and if they would have liked more support to develop what they have learnt in the session.

We cannot comment on the number of years those teachers who attended our sessions have been teaching. This information was not provided. From the information that we did receive we understand that trainee teachers seemed more enthusiastic to engage with the programme and develop its teaching practices. This was also true of teaching assistants. They were the most responsive in the sessions. The sessions appeared to give them greater confidence when dealing with the issue of how to teach pupils to read. We also found that teachers in newly formed academies were more receptive. Unfortunately, given our lack of teacher sub-group information, we cannot statistically compare the impact of the training sessions on the teachers based on their numbers of years teaching. We cannot say that teachers with x number of years teaching were more receptive or gained more from the sessions than those with y number of years teaching. We can only provide anecdotal information on this. We can determine the response to the induction sessions by the surveys completed. We can also determine which group of teachers found the sessions most useful and gained knowledge and confidence in Butterfly teaching. This will be discussed further below.

7.2 Pupil Sub-Groups (these should be pupils who directly benefit from teachers trained)

Please provide your definition for number of benefitting pupils and when this data was collected below *(maximum 100 words)*

The definition for number of benefiting pupils refers to the actual numbers of pupils who attended our programme and who were given pre- and post-tests. There were some pupils who were pre-tested but never fully attended our programme. In these cases we do not have post-test assessment data for them and therefore they are not included in our pupil numbers. Pupils who left the programme early due to moving schools or other change of circumstances and for whom we don't have post-test assessment data are also not included in our definition for numbers of benefiting pupils.

Tables 6-8 – Pupil Sub-Groups benefitting from the programme

	No. pupils	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
Project Total	431		44%		61%	45%
School 1	37		67.6		81.1	51.4
School 2	64		28.6		71.4	68.3
School 3	53		50.09		79.2	50.09
School 4	53		39.6		62.3	18.9
School 5	105		23.8		41.0	33.3
School 6	30		30.0		60.0	46.7
School 7	40		80.0		65.0	55.0
School 8	9		33.3		55.6	55.6
School 9	26		76.9		46.2	42.3
School 10	14		79.0		78.9	71.4

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining
Project Total	220	211	100%		
School 1	25	12	100		
School 2	37	27	100		
School 3	28	25	100		
School 4	20	33	100		
School 5	49	56	100		
School 6	16	14	100		
School 7	19	21	100		
School 8	5	4	100		
School 9	16	10	100		
School 10	5	9	100		

	% Asian Indian	% Asian Pakistani	% Asian Bangladeshi	% Asian Any Other background	% Black Caribbean	% Black African	% Black Any Other Background	% Mixed White & Black Caribbean	% Mixed White & Black African	% Mixed White & Asian	% Mixed Any Other Background	% Chinese	% Any other ethnic group
Project Total	1.85%	2.78%	4.64%	3.48%	11.83%	13.68%	3.24%	0.92%	0.46%	0.23%	5.33%	0%	25.52%
School 1			8.1		2.7	2.7	2.7						59.5
School 2	3.2	6.3			6.3	14.3	1.6		1.6	1.6	4.8		33.3
School 3		3.8	18.9	5.7	9.4	5.7	1.9				3.8		43.4
School 4			11.3	5.7	15.1	15.1	1.9				11.3		10.3
School 5	5.7			8.6	18.1	23.8	6.7	2.9	1.0		4.8		9.5
School 6		13.3			26.7	20.0					3.3		20.0
School 7		5.0			10.0	7.5	5.0				12.5		25.0
School 8					11.1	11.1							44.4
School 9					3.8	7.7		3.8			3.8		3.8
School 10			7.1			7.1	7.1						35.5

	% White British	% White Irish	% White Traveller of Irish heritage	% White Gypsy/Roma	% White Any Other Background	White Turkish	Iraqi	% Not supplied

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	7.88%	0.69%		0.23%	12.76%	0.23%	0.92%	3.24%
Project Total	7.88%	0.69%		0.23%	12.76%	0.23%	0.92%	3.24%
School 1	8.1				2.7			13.5
School 2	4.8	1.6		1.6	17.5			1.6
School 3	5.7				1.9			
School 4	3.8	1.9			18.9			3.8
School 5	6.7				12.4			
School 6	6.7				10.0			
School 7	15				10.0	2.5		7.5
School 8					11.1			22.2
School 9	30.8	3.8			42.3			
School 10	7.1						29.0	

7.2.1 Please provide a written commentary on your pupil data e.g. a comparison between the targeted groups and school level data, borough average and London average *(maximum 500 words)*

In 2015 the average percentage of pupils in primary schools across England eligible for free school meals (FSM) and pupil premium (PP) was 14.6% (Department of Education: 2015). In London it was 18.5%. All of the schools which took part in the Butterfly Excellence Programme had higher percentages of pupils on free school meals and pupil premium than the national average and the London average.

In the borough of Brent 15.6% of pupils were known to be eligible for FSM and PP in 2014 (Department for Education: 2014). 40.6% of the pupils that took part in the programme in this borough (from schools 2, 5, 6 and 7) were eligible for FSM and PP. The proportion of pupils on FSM and PP on our programme in the schools in Brent reflected the proportion of the school populations as a whole eligible for this. In the borough of Kensington and Chelsea 25.5% of pupils are known to be eligible for FSM and PP (Department for Education: 2014). Although we only worked with one school in this borough (school 9), 76.9% of the pupils that took part in the programme were on FSM and PP. This is more than double the whole school population eligible for this (27%). The greatest number of schools that took part in the programme are in the borough of Westminster (schools 1, 3, 4, 8, 10). Across borough 31.5% of pupils are known to be eligible for FSM and PP. However of the pupils we worked with in this borough 54% were on FSM and PP - much higher than the borough percentage of pupils known to be eligible for FSM and PP.

In 2015 19.4% of pupils in primary school across England are EAL (Department for Education: 2015). In London this figure is a lot higher: 39% of children speak a first language other than English (Mayor of London: 2013). In the borough of Brent EAL pupils make up 61% of the pupil population (NALDIC, 2013). This is reflected in the schools we worked in where on average 60% of pupils who took part in our programme in this borough were EAL. In the borough of Kensington and Chelsea figures for EAL pupils are significantly different. Only 6.7% of pupils across this borough are EAL. 93.3% of pupils have English as their first language (NALDIC: 2013). However in school 9 in this borough 46.2% of the pupils who took part in the programme were EAL - significantly higher than the borough and London

average. In Westminster 68.5% of pupils are EAL (NALDIC: 2013) and on average 72% of the pupils who took part in the programme from schools in this borough are EAL. The higher percentages of EAL pupils that took part in the programme from Westminster schools reflected the higher borough percentage of pupils who are EAL.

Our pupil data also demonstrates that we saw a proportionally higher percentage of pupils with SEN on our programme than feature in national figures. In 2015 15.4% of pupils in schools across England were SEN and 2.8% of pupils have statements of SEN (Department for Education: 2015). On average 51% of pupils who took part in the programme from the schools in Brent are SEN compared to a borough average of 10.5%. In Kensington and Chelsea 42% of the pupils that took part in the programme were SEN compared to a borough average of 4.3%. In Westminster 50% of pupils that took part in the programme were SEN in comparison to a borough average of 19.4%. It is interesting to note that the borough of Kensington and Chelsea has both low percentages of EAL and SEN in comparison to the other London boroughs. Perhaps the two have a correlation.

These pupils did not necessarily have statements of SEN but they had been labelled SEN by their schools and so would form part of the 15.4% nationally. In Brent 2.8% of pupils have a statement of SEN, in Kensington and Chelsea 2% of pupils have a statement of SEN and in Westminster 2.7% of pupils have a statement of SEN (www.data.london.gov.uk). Our pupil data does not tell us which children have statements and which don't so we can't make this comparison, however the percentages of pupils with statements of SEN across the whole schools' populations that took part in the programme are much higher than the boroughs' figures. Please see the table below for comparison of our pupil data:

School	% of direct beneficiaries with EAL	% EAL pupils across the whole school	% of direct beneficiaries on FSM and PP	% of FSM and PP pupils across the whole school	% of direct beneficiaries with SEN (not necessarily with statements)	% of pupils with statement of SEN across the whole school
School 1	81.1%	88%	67.6%	58%	51.4%	11.9%
School 2	71.4%	66%	28.6%	31%	68.3%	7%
School 3	79.2%	80%	50.9%	46%	50.9%	8.6%
School 4	62.3%	60%	39.6%	37%	18.9%	7.3%
School 5	41%	37%	23.8%	29%	33.3%	16%
School 6	60%	64%	30%	29%	46.7%	12.1%
School 7	65%	42%	80%	16%	55%	10%
School 8	55.6%	85%	33.3%	43%	55.6%	18.1%
School 9	46.2%	47%	76.9%	27%	42.3%	9%
School 10	78.9%	87%	79%	56%	71.4%	7.9%

8. Project Impact

You should reflect on the project's performance and impact and use **qualitative and quantitative** data to illustrate this.

- Please complete the tables below before providing a narrative explanation of the impact of your project.
- Please state how you have measured your outcomes (e.g. surveys) and if you are using scales please include details.
- Please add graphical analysis (e.g. bar charts) to further demonstrate project impact on each teachers, pupils, wider system outcomes etc. If you use graphs, please ensure that all charts are explained and have clear labels for the axes (numeric data or percentages, for example) and legends for the data.

Please add columns to the tables if necessary but do not remove any. N.B. If your project is collecting data at more than two points and may want to add additional data collection points.

8.1 Teacher Outcomes

Date teacher intervention started: September 2014

Table 9 – Teacher Outcomes: teachers benefitting from the project

The 1st Return will either be your baseline data collected before the start of your project, or may be historical trend data for the intervention group. Please specify what the data relates to.

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1st Return and date of collection	2nd Return and date of collection
Increased awareness of the Butterfly method	Survey after initial induction and training session	The profile of respondents was broadly representative of the schools' populations as a whole.	Yes and no question and answer with the % of Y/N answers calculated: "Has the training session helped you to understand more about the Butterfly Reading Programme?"	No baseline data collected	School 2: 15/09/2014- 78% Yes School 3: 15/07/2015- 100% Yes School 5: 17/09/2014- 100% Yes School 6: 27/07/2015- 91% Yes School 7: 22/04/2015- 100% Yes School 8: 06/02/2015- 100% Yes School 9: 23/07/2015- 60% Yes School 10: 06/07/2015- 93% Yes

			"Do you feel more confident to use the programme after this session?"	No baseline data collected	School 2: 15/09/2014- 45%Yes School 3: 15/07/2015- 100% Yes School 5: 17/09/2014- 100% Yes School 6: 27/07/2015- 73% Yes School 7: 22/04/2015- 100% Yes School 8: 06/02/2015-100% yes School 9: 23/07/2015- 60% Yes School 10: 06/07/2015- 78% Yes
			"Would you like extra support to use the programme in your school?"	No baseline data collected	School 2: 15/09/2014-67% yes School 3: 15/07/2015- 100% yes School 5: 17/09/2014- 100% yes School 6: 27/07/2015- 73% Yes School 7: 22/04/2015- 100% yes School 8: 06/02/2015- 100% yes School 9: 23/07/2015- 60% yes School 10: 06/06/2015- 79% yes
Improved subject knowledge and teaching practices	Survey		1 survey collected : calculated by %	No baseline data collected	School 8: 07/07/2015-100% affected teaching practices, feels more confidence in teaching English

Table 10 – Comparison data outcomes for Teachers *[if available]*

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1st Return and date of collection	2nd Return and date of collection
n/a	n/a	*n/a*	*n/a*	*n/a*	*n/a*

8.1.1 Please provide information (for both the intervention group and comparison group where you have one) on:

In total fifty-five teachers, teaching assistants and graduate teachers attended one of our sessions across eight of the ten schools that took part in the programme. We usually attended inset days or training and development meetings to deliver our initial induction and training sessions. This ensured that we engaged teaching staff across the whole of the schools from reception teachers to Heads. In three of the eight schools we delivered 1-1 or 1-2 sessions to interested teaching staff as it was not possible for us to attend an inset day. We were unable to collect baseline data for the teachers who attended our sessions as this was not provided by the schools we worked in or by the teachers themselves. Therefore although the responses to our questionnaires would seem to suggest a positive impact we can- not conclude that this was solely due to the Butterfly Excellence Programme. However, anecdotally, our experience when first introducing the programme into schools is that teaching staff had no prior acquaintanceship with the programme.

Our sessions always took place after our Butterfly Practitioners had delivered the intervention and at the request of the schools' teaching staff who had seen the impact of the intervention on their pupils. They wanted to find out more and we were always responsive to their requests. We did find however in two of the eight schools we were not able to engage the schools' teaching staff and our contact with the school was limited after our intervention took place. This was mainly due to changes of leadership within these schools.

Our evaluation of our teachers' impact is based on the responses to our survey. Some teachers who attended the knowledge-sharing session did not, however, fill out the survey. In these cases the teachers have been counted as attendees, but we cannot evaluate our training and the impact it had on them. As noted above we found that graduate teachers and teaching assistants were more responsive to our training (this will be discussed in further detail below). We sometimes struggled with teachers' attitudes to teaching phonics, many of whom we know, anecdotally, were reluctant to teach phonics or they mixed different methods when teaching children literacy on the basis that "not one thing fits all".

Anecdotally we also know that in all of the ten schools a phonics programme was being used in some capacity - usually Read Write Inc. The Butterfly Reading Programme was not known in any of the schools we taught at before the programme started. This is probably because, apart from our sixteen-year-old charity-run Saturday schools for disadvantaged children, it is currently only used in private schools. Teaching staff expressed an interest in the difference between the Butterfly Reading Programme and other phonics programmes. Responses to our surveys are outlined as follows:

Has the session helped you understand more about the Butterfly Reading Programme?

13%

87%

■ Yes ■ No

Do you feel more confident to use the programme after this session?

27%

73%

■ Yes ■ No
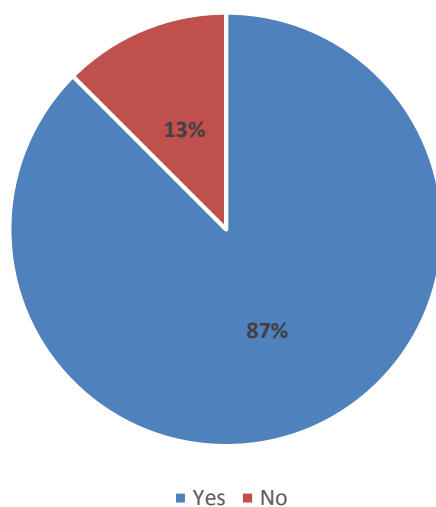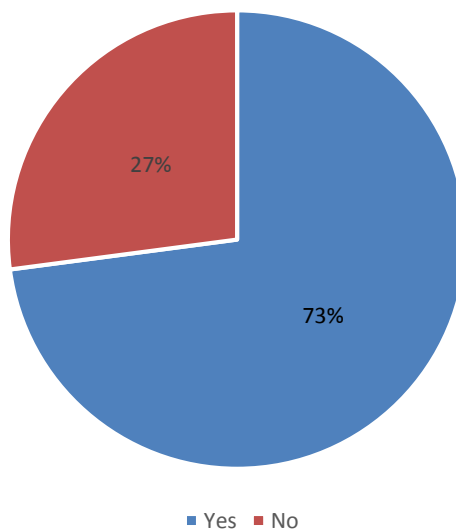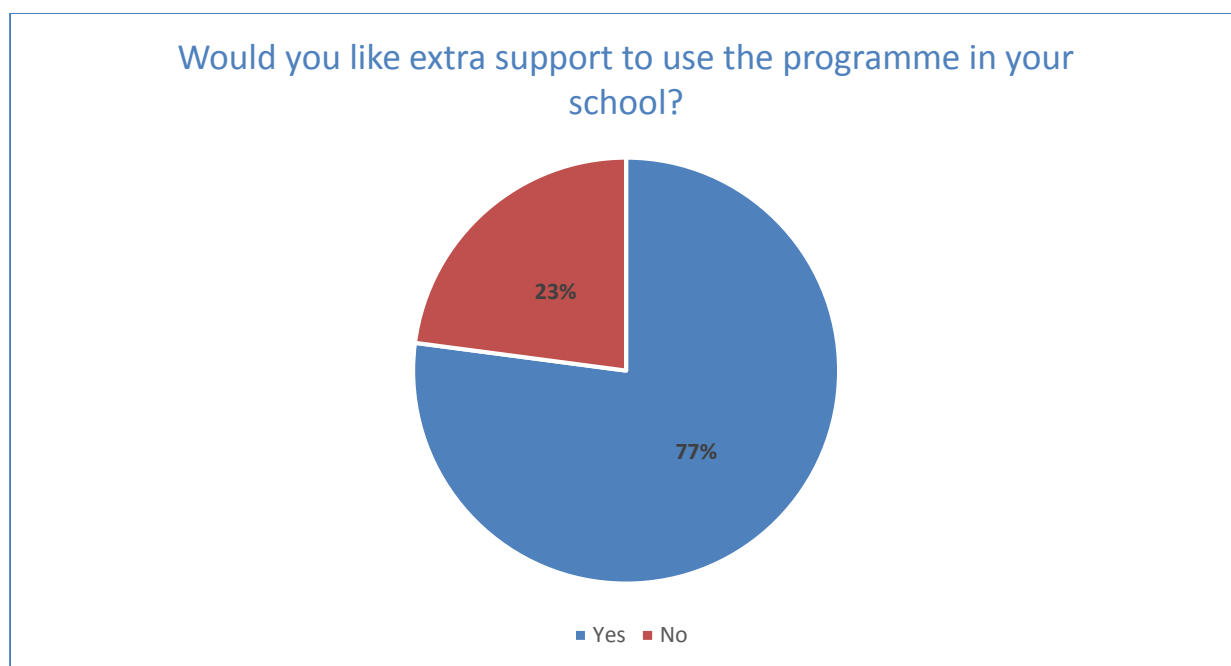
The graphs above show, from our analysis of our teacher surveys, that 87.5% of teaching staff engaged in the eight schools found our training sessions useful to their understanding of the Butterfly Reading Programme. 73% said that they felt more confident to use the programme after our sessions, and 77% said they would like extra support to be able to use the programme in their school. However we cannot break these figures down by teachers' sub groups e.g. % of graduate teachers that felt more confident to use the programme, because many of the surveys were completed anonymously. We know anecdotally from responses in our sessions that a high percentage of those who responded positively to our sessions were graduate trainees and teaching assistants.

Given the short time factor for this programme it has been almost impossible to evaluate our second teachers' outcome: improved subject knowledge and teaching practices. In school 8 a teaching assistant taught the programme for about five months. He reported that he felt more confident teaching phonics and had used the programme during guided reading classes. We did not formally observe any of his teaching throughout this period to establish whether his teaching practices in literacy had improved due to our training. However he stated his pupils' improvement in their reading greatly increased when he was using the programme.

On completion of the programme in July 2015 we were at a pivotal point. Many teachers, especially graduates and teaching assistants, expressed an interest in continuing to use the programme. However we were not in the position to evaluate their teaching practices and subject knowledge. We noted that teaching graduates responded positively to our sessions because they are now required to teach the new curriculum and have not in fact been trained to do so. Effectively we feel that we were being asked to train a new generation of teachers. This, if furthered, could have ongoing significance.

8.2 Pupil Outcomes

Date pupil intervention started: January 2014

Table 11 – Pupil Outcomes for pupils benefitting from the project

The 1st Return will either be your baseline data collected before the start of your project, or may be historical trend data for the intervention group. Please specify what the data relates to.

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1st Return and date of collection	2nd Return and date of collection
Improved reading ages of pupils	Assessment data pre and post-intervention	The profile of beneficiaries matches those initially targeted in the Theory of Change: Pupils in need of literacy support to increase their reading attainment levels and their English levels	Mean scores for pre and post assessment data	Phase 1 Schools: Pre-test assessment data was collected during the Spring term of the academic year 2013/2014 Phase 2 Schools: Pre-test assessment data was collected during the Autumn and Spring terms of the academic year 2014/2015	Phase 1 Schools: Post-test assessment data was collected during the summer term of 2014 Phase 2 Schools: Post-test assessment data was collected during the summer term of the academic year 2014/2015.
Improved attainment in English	Analysis of % of pupils achieving level 4 in KS2 tests	Phase 1 schools only as phase 2 schools KS2 test results are not yet published by DOE.	Comparison of percentages from 2013 and 2014		

Table 12 - Pupil Outcomes for pupil comparison groups *[if available]*

Target Outcome	Research method/ data collection	Sample characteristics	*Metric used*	1st Return and date of collection	2nd Return and date of collection
Reading ages of pupils	Assessment data collection	The profile of benefactors matches those in the intervention group.	Mean score for assessment data	17/09/2015: Average reading age of 7 years old	

8.2.1 Please provide information (for both the intervention group and comparison group where you have one) on:

Our main focus has been on the quality of outcome in order to provide an evidence base for further replication and evaluation of the project's effect. The Butterfly Excellence Programme taught 431 pupils in two different phases in the spring term of 2014 and the autumn and spring terms of 2015. In phase 2 we also taught at two schools where we had previously taught in phase 1 but under different conditions. This enabled us to provide some case studies for comparison. Of the total 430 pupils who received the intervention 22 pupils did not complete their post-tests. These 22 pupils have not been considered when undertaking the analysis of the pre and post intervention assessment data.

A comparison group of pupils was also identified from a school in Brent with a demographic that was similar to the schools that formed our intervention groups. Over a three year period the school failed to reach the national average of pupils achieving level 4 or above in reading, writing and maths. Across the whole school 30% of pupils are eligible for FSM and PP, 42% of pupils have EAL and 9.5% of pupils have an SEN statement. The pupils who formed the comparison group consist of pupils from years 1-6 and are therefore representative of the pupils in the intervention group. The comparison group consisted of 37 pupils. As only one school was identified as a comparison group the numbers of pupils are not representative of the intervention group. Pupils in the comparison group were identified in the summer term of the academic year 2014/2015. Due to internal changes within the school the intervention never took place during this period. In September 2015 assessment data was collected for this group of children on the basis that this data would establish the reading levels of children who never received the intervention in the summer term of 2014/2015 and could be used to compare the assessment data of the pupils who did receive the intervention.

An analysis of key indicators across the intervention groups (10 schools, two phases) and the comparison group show some differences a the school level in terms of the proportion of pupils on free school means (FSM) and pupil premium and the proportion with special educational needs, but very similar proportions of pupils with English as an additional language (EAL).

	Intervention group schools	Comparison group schools
Proportion FSM and PP	51%	24%
Proportion EAL	61%	60%
Proportion SEN	46%	38%

In the spring term of 2013/2014 we pre-tested pupils from schools in phase one. The average reading age of these pupils at the start of the programme was 8 years, 4 months compared to an average chronological age of 9 years, 8 months. At the start of the programme 81% of the pupils in this phase had reading ages below their chronological age. At the end of the programme the average reading age of the pupils in this phase was 9 years, 1 month compared to an average chronological age of 10 years,1 month. The reading attainment gap was narrowed from 16 months to 12 months. Pupils in this phase received an average of 16.30 hours of Butterfly teaching. In this time their reading ages improved by an average of 9 months.

In the autumn term of 2014/2015 we pre-tested pupils from the schools in phase two of our programme. The average reading age of the pupils at the start of the programme was 8

years, 1 month compared to an average chronological age of 9 years, 1 month. At the start of the programme 85% of the pupils had reading ages below their chronological age. At the end of the programme the average reading age of the pupils was 8 years, 11 months compared to a chronological age of 9 years, 5 months. The reading attainment gap was narrowed from 12 months to 6 months. Pupils in this phase received an average of 18:51 hours of Butterfly teaching. In this time their reading ages had improved by an average of 10 months.
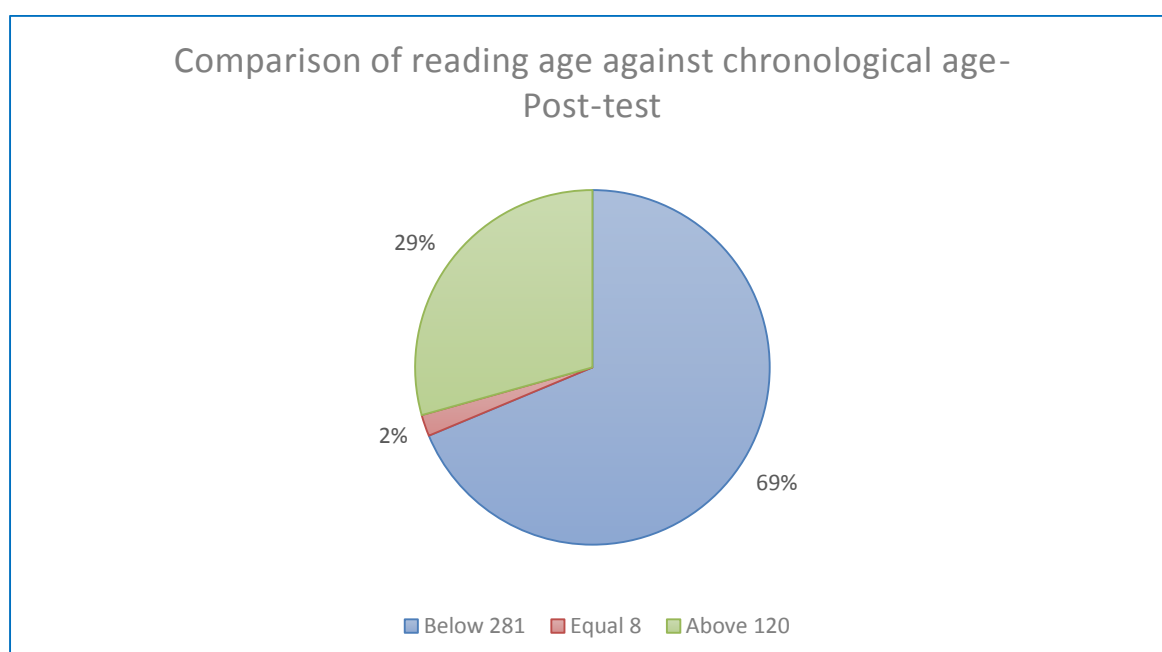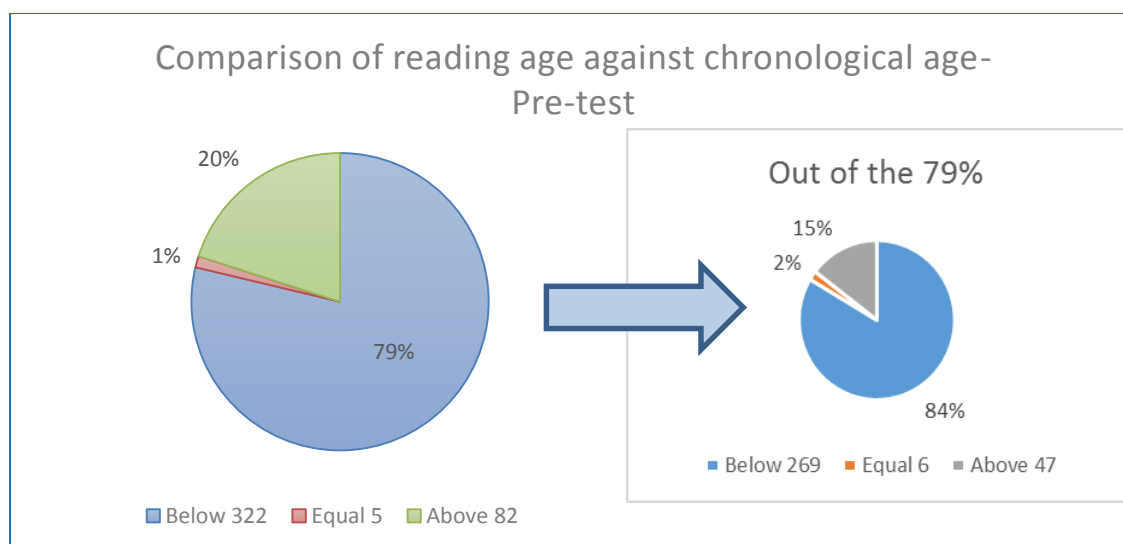
	Average R/A at start of the programme in years and months	Average R/A at end of the programme in years and months	Improvement in months	Average number of teaching time received
Phase 1	8.04	9.01	9 months	16:30
Phase 2	8. 01	8.11	10 months	18:51
Total across phase 1 and 2	8.01	8.11	10 months	18:00

Variations in circumstances affecting these samples are exemplified by the different responses of schools to our offer of 20 hours' teaching. The average take-up was 18 hours across both phases.

To understand the quantitative and qualitative changes our Butterfly Excellence Programme made we used a number of techniques for measuring the impact of the programme. The Holborn Reading Test and the Single Word Reading Test were used to evaluate a child's reading age at the point they joined the programme and at the end of their time with us (appendix 2). The Holborn Reading Test is administered to the children as a 1-1 test. Children are required to read sentences aloud to an independent tester. Their errors are marked and their fourth error determines their reading age. The Single Word Reading Test is also administered as a 1-1 test. Children are required to read single words aloud to the independent tester. Their errors are marked and they are given a raw score which determines their reading age.

The NFER reading test and the NGRT comprehension tests were used to evaluate a child's comprehension reading age at the start and end of the programme. They both are administered as a group test under strict test conditions. In the NFER reading test children are required to read a text and answer questions about the text. In the NGRT children are required to choose a word that best fills a space in a sentence. It should be noted that we found the NFER and NGRT reading tests difficult to administer due to the children's behaviour in a group test environment. We used the Holborn Reading Test for placing children into classes at the start of the intervention and therefore we focused on this test for evaluation purposes. Testing was carried out pre and post intervention in all schools. Therefore we were able to measure our pupil outcomes at the end of the intervention period in each school.

Of the total 409 pupils with pre and post assessment data the initial reading ages of almost 80% were an average of 20 months below their chronological ages. After the programme their reading ages were 13 months below their chronological ages. The attainment gap was narrowed by 7 months. 17% of the pupils who had started with reading ages lower than their chronological age finished the programme with reading ages that matched or were above their chronological age. This data is reflected in the graphs below:

Comparison of reading age against chronological age- Pre-test

20%

1%

79%

Out of the 79%

15%

2%

84%

Below 269   Equal 6   Above 47

Below 322   Equal 5   Above 82

Comparison of reading age against chronological age- Post-test

29%

2%

69%

Below 281   Equal 8   Above 120

Across both phases the pupils had an average reading age of 8 years, 1 month at the start of the programme and at the end of the programme they had an average reading age of 8 years, 11 months. Their reading ages had improved on average by 10 months. This is a notable improvement. The results of the comparison group suggest that this improvement can be attributed to the Butterfly Excellence Programme. Pupils in the comparison group who did not receive the intervention in the summer term of 2015 had an average reading age of 7 years in September 2015. This is two years below the pupils in the intervention group who had received the programme. The pupils in the two schools that received the intervention in summer 2015 (schools 9 and 10) had average reading ages of 7 years, 11 months and 8 years,10 months. Pupils in school nine were 11 months ahead of the pupils in the comparison group and pupils in school ten were 22 months ahead of the pupils in the comparison group.   63% of pupils in the comparison group had reading ages below their chronological ages when tested. This supports the conclusion that the reading programme makes a noteworthy impact.

The evident improvement of the reading ages of the pupils who took part in the Butterfly Excellence Programme is supported by the schools' teachers' responses to the programme.

Responses to a survey reported that 87% of the school teachers noticed an improvement in pupils' reading and comprehension skills. 74% agreed that the Butterfly Excellence Programme contributed to this improvement. When our Butterfly Practitioners were asked if they had noticed an improvement in children's reading after they had delivered their classes 100% reported that they had noticed a clear improvement. This is supported by the comments of teachers across the schools we worked with (see appendix 3).

A further analysis of the pupil data reveals that pupils on PP or with SEN or EAL did comparatively as well as the pupils who were not.
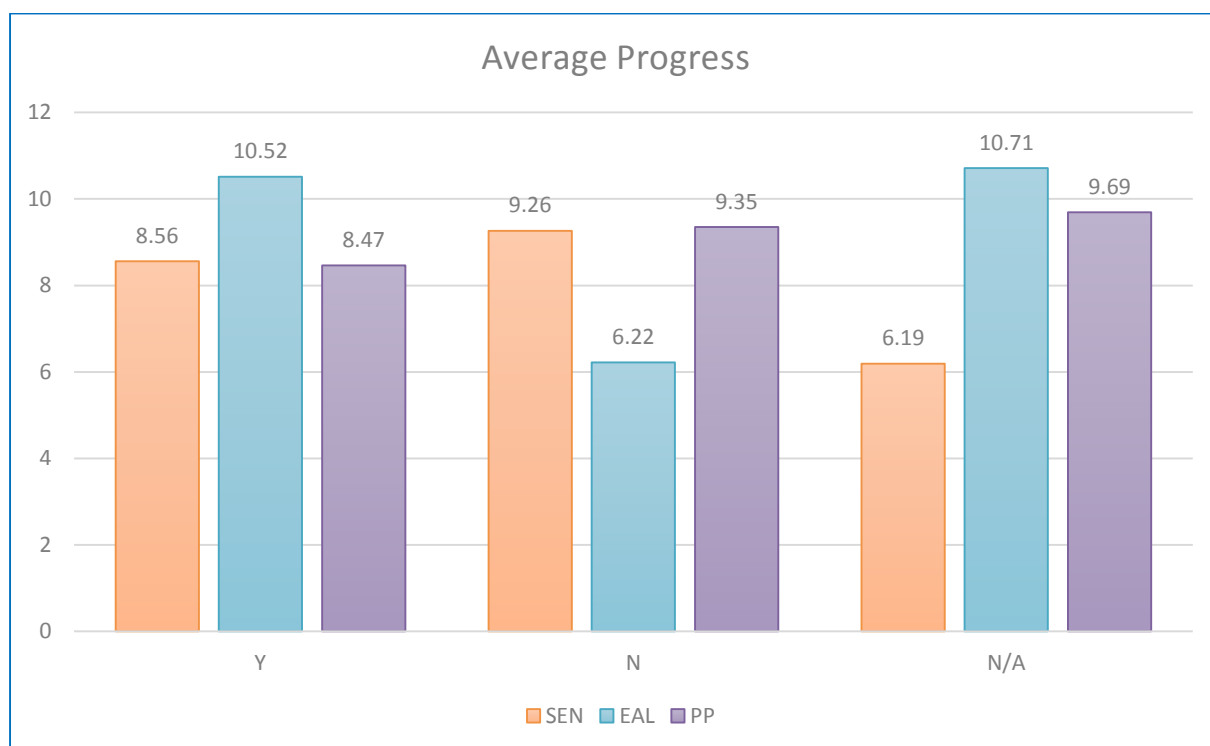
The graph above details the progress of the pupils in months and divided into sub groups. Pupils who were reported to have SEN made on average 8 months' progress in comparison to pupils without SEN who made on average 9 months' progress. This would suggest that pupils with SEN on the Butterfly Excellence Programme made a similar rate of progress to those who were not SEN. This is also suggested with pupils in receipt of pupil premium. On average those in receipt of PP progressed by 8 months and those not in receipt of PP progressed by 9 months. It should be noted that pupils with EAL made an accelerated rate of progress in comparison to those without EAL. On average pupils with EAL made an average 10 months' progress whilst those without EAL made just 6 months' progress. The EAL pupils out-performed their counterparts.

All this suggests that all pupils, no matter what their background, can improve their reading when taught by the Butterfly Excellence Programme.

An interesting case study which reflects this is Hassan (not his real name), a young boy from school 8. Eight-years-old Hassan has SEN and is an EAL and PP pupil. When we first met him he could not read at all despite having been in his school since the nursery class. A more detailed description of Hassan's experience is found in appendix 3.

The positive impact on pupils' reading ages detailed above should show a direct correlation between improvement in reading ages and improved English attainment levels. Although we

were not able to collect information on pupils' English levels after our Butterfly Practitioners had delivered the intervention we are able to say that in phase one of our programme 4 out of the 5 schools achieved higher percentages of pupils achieving level 4 or more in reading, writing and maths in their end of key stage 2 tests. The exam results for the fifth school were never published by the Department of Education as the school was put under special measures by Ofsted at the end of the academic year. It is still too early to know if the schools in phase two make improvements in their end of key stage 2 exams as the information is not yet published by the Department of Education.

Whilst we cannot state that the improvements in the schools' end of key stage two tests are solely an outcome of the Butterfly Reading Programme this point is interesting to note. It is still too early to determine whether our training of the schools' teachers will have a positive impact on pupils' reading ages and English attainment levels. We hope that with the development of our Butterfly Network we will be able to evaluate this further and report on it shortly.

8.3 Wider System Outcomes

Table 13 – Wider System Outcomes

Target Outcome	Research method/ data collection	Sample characteristics	*Metric*	1st Return and date of collection	2nd Return and date of collection
Wide-spread use of the Butterfly Reading Programme (via Butterfly Network) outside of the intervention groups/ schools so that it becomes embedded in schools	Teachers attending training sessions	e.g. Surveys completed by all participating teachers	average number of training sessions and meetings attended per teacher per year before the project and over the course of the project	e.g. Average number of training sessions and meetings attended in the academic year 2014-2015	Average number of training sessions and meetings attended in the academic year 2015-2016

8.3.1 Please provide information on *(minimum 500 words):*

In the final stages of the programme we were receiving and responding to requests from various schools to come and train their teachers to use the programme in their schools. We are encouraged and excited to embark on this new development. However this happened at a rather late stage. We firstly had to prove to the schools' teachers that our programme would get results. Once we were able to do this we found it easier to fulfil our mission to take our programme into schools to change the schools' culture and how they teach literacy and English. Our experience indicates a practical way forward for raising teachers' levels of pedagogy to benefit unlimited numbers of pupils.

At this stage we are unable to evaluate the wide-spread use of the Butterfly Reading Programme by schools' teachers as our Butterfly Network is still in its initial stages. Our outcome to see the wide-spread use of the Butterfly programme in schools is such a long-term outcome it is almost impossible to evaluate it in such a short period of time given the change in schools' culture that would be required to support the programme. Any changes of schools' systems and cultures, such as new teaching approaches and methodologies, take time and experience to develop. We now feel that we have the experience to make these changes and with more time we hope in the future to be able to evaluate this outcome in a meaningful way. For the moment we can report that the Butterfly Reading Programme is being used by three primary schools and two secondary schools.

8.4 Impact Timelines

Please provide information on impact timelines:

- At what point during/after teacher CPD activity did you expect to see impact on teachers? Did this happen as expected?
  We expected to see an impact on the teachers' teaching practices by the end of the first phase. This happened in the second phase. When the process started teachers' engagement happened very quickly; they were very responsive to our training and the programme.

- At what point during/after teacher CPD activity did you expect to see impact on pupils? Did this happen as expected?
  After our Butterfly Practitioners had delivered the intervention. This happened, as expected, very quickly.

- At what point did you expect to see wider school outcomes? Did this happen as expected? See above for commentary on this.

9. Reflection on overall project impact *(maximum 1,500 words)*

In this section we would like you to reflect on:
- *The overall impact of your project*
- *The extent to which your theory of change proved accurate*
- *How your project has contributed to the overall aims of LSEF*
- *Whether your findings support the hypothesis of the LSEF*
- *What your findings say about the meta-evaluation theme that is most relevant to you*

Please illustrate using the key points from the previous detailed analysis.

All the evidence should be brought together here (achievement of outputs and outcomes, and the assessment of project impact) to produce well informed findings, which can be used to inform policy development in a specific area as well as the meta-evaluation of the LSEF.

The evidence that informs the impact suggests that the Butterfly Excellence intervention can significantly and swiftly raise the literacy levels of under-achieving, under-privileged primary school children. Shared, in response to their requests, with the children's school teachers, this has provided a basis for inducting primary school teachers in the effective, swift teaching of literacy, and of English subject teaching. This has brought about the development of a Butterfly Network, both of further interventions and of an embed-and-spread policy that

encompasses primary schools – and their teachers – far and wide. The overall impact of the project is encouraging.

Our work was strongly driven by our mission to make literacy deliverable to children from every background – focusing on the most disadvantaged. Also, high in our consciousness, was our prior experience in six surrounding secondary schools, while working on our Butterfly Initiative, funded by the Education Endowment Foundation to assist transition of pupils from primary to secondary school. We found over 70% - and in one school 100% - of their twelve-year-old entrants had reading levels below reading age 10. Many were struggling to read three-letter words. This point, and our way of addressing it, should perhaps feature in the LSEF treatment of the 'work across phase' theme, as well as 'stretch' in primary schools. Virtually every child should be literate at their point of transfer between primary and secondary school. They should be secondary- school-ready. Adoption of Butterfly teaching throughout the primary sector would ensure this outcome.

The 431 children, selected by their 10 primary schools for their literacy need, achieved a high level of improvement in just a small number of hours of Butterfly literacy teaching. They were pre-tested, taught for an average 18 hours, and post-tested. Their average improvement in reading level was 10 months of reading age. Despite the variability in conditions found in the schools, and a (possibly) consequent variability in children's behaviour and performance, this result vies for distinction with the norm established by the model for Butterfly teaching provided by Real Action's 16-year-old Butterfly Saturday classes: an average 20 hours' Butterfly Saturday teaching results in an average 12 months' improvement in reading age. The intervention also demonstrated that by raising the literacy levels through the Butterfly programme - which in its enhanced form encompasses the higher reaches of comprehension, literary appreciation and critical thinking - the newly-literate children can be launched into receiving high-level English subject teaching. (The fast-paced Butterfly Book provides ordered scripted instruction in how-to-read, with blending letter-sounds into words (synthetic phonics) as a foundation; its (as yet unpublished) successor, the equally systematic, ordered, Junior Butterfly Reader, with its focus on expressive reading and comprehension, provides an effective take-off into English subject teaching.)

This impact on the children has been found – as we had hoped and planned – to have a consequent impact on their teachers. They have responded, with increasing enthusiasm, to the intervention in their schools. Not only do they give praise for the children's evident progress; they ask the intervention team to share the Butterfly methodology with them. The training sessions given to the teachers in response have met with enthusiastic acclaim. This process was inherent to our aim of meeting the London Schools Excellence Fund's 'commitment to raising standards in core academic subjects through improving teachers' development. If we want all children to read and write properly and to get top grades, we absolutely need to support classroom teachers in their subject specialisms.'*

The Butterfly Excellence programme in its two-part entirety enables teachers to become literacy teachers, and literacy teachers to become knowledge-led English teachers – as much as it enables children to become readers, and readers to become book-loving, knowledgeable, students of English.

The overall, long-term outcomes and goals expressed in our Theory of Change have been addressed and largely met. Pre-and post-testing provides clear evidence of a marked improvement in children's reading attainment. Evidence gathered from Butterfly Induction sessions suggests that teachers' awareness of the Butterfly teaching method has been enhanced and their English subject knowledge increased. There are indications that they are also increasingly using Butterfly resources and teaching methods. The two long-term goals

have been partly met: pupils' attainment in English has improved; and we have shared the Butterfly programme with the schools' teachers. A consequence has been the spread of the – clearly replicable – Butterfly Method to other schools outside the intervention – a Butterfly Network. Since the end of LSEF funding we have received further requests for the weekday, school-time intervention model. We have already introduced it into another primary school for which we have received a grant.

A further development is the imminent opening of a third Butterfly Saturday Reading School in a primary school to which the headteacher, and his colleagues who head other primary schools, will be referring their pupils. This will further demonstrate, as well as realise, the new, developing appeal of Butterfly teaching among London primary school teachers. As part of our evolving embed-and-spread Butterfly Network policy we will of course offer Butterfly induction to all interested teachers. We offer, perhaps, a model not only for literacy teaching, but also a means of avoiding the progression of pupils with defective literacy to secondary schools.

Our findings clearly support the LSEF hypothesis "that investing in teaching, subject knowledge and subject-specific teaching methods and pedagogy will lead to improved outcomes for pupils in terms of attainment…." Substantial evidence of their consequent 'subject participation and aspiration' is not – because of the pupils' 5-12 year-old age levels - yet to be found in this exercise. It is reasonable, however, to assume that their subject participation and aspiration will follow: it is suggested by their enhanced levels of comprehension and literary appreciation manifested when taught with The Junior Butterfly Reader.

The findings of our current Butterfly Excellence study indicate that it significantly addresses more than one theme to be subject to LSEF meta-evaluation. The quantifiable results of our Butterfly Excellence programme undoubtedly apply to Thematic Study 3) Focus on stretch in primary schools, and on 4) Work across phase (between Key Stage 2 and Key Stage 3.)

The future solution, clearly, lies in our development of the Butterfly Network. We are grateful to the LSEF for giving us a starting point – in our in-school interventions – to create the foundations for our ongoing Butterfly enterprise to embed and spread Butterfly teaching into as many schools as possible.

10. *Value for Money*
A value for money assessment considers whether the project has brought about benefits at a reasonable cost. Section 5 brings together the information on cost of delivery which will be used in this section.

The cost of the project, which ran from January 2014 to September 2015 (21 months), was £441,480. Based on Table 4 above, the project has reached and engaged:
- 10 primary schools
- 55 members of teaching staff
- 431 pupils

10.1 Apportionment of the costs across the activity
Please provide an estimate of the percentage of project activity and budget that was allocated to each of the broad activity areas below. Please include the time and costs associated with planning and evaluating those activity areas in your estimates.

Table 14 – Project activity-based-costing

Broad type of activity	Estimated % project activity	£ Estimated cost, including in kind

Core Project Staff – Overall project design and quality control	47.13%	£ 208,066
Teacher CPD (School induction sessions and teacher training)	10.76%	£ 47,524
Project Intervention Delivery (whole class direct teaching)	13.72%	£ 60,565
Project Sustainability - Online and offline support and infrastructure for teachers and schools (Butterfly Network)	18.76%	£ 82,805
Research and Evaluation	9.63%	£ 42,520
TOTAL	100%	£ 441,480

Please provide some commentary reflecting on the balance of activity and costs incurred: Would more or less of some aspects have been better?

The project was broken down into 5 activities detailed in Table 14 above. While an increase in the percentage of Teacher CDP and Project Intervention Delivery costs would demonstrably increase the number of beneficiary outputs in terms of the involvement of schools, pupils and teachers, project development strategy and quality control (e.g. training, mentoring and monitoring) have also been, and will remain, essential.

10.2 Commentary of value for money and unit costs
Please provide some commentary reflecting on the project's overall cost based on the extent to which aims/objectives and targets were met. If possible, draw on insight into similar programmes to comment on whether the programme delivers better or worse value for money than alternatives.

Based on this project scale and delivery period, it was estimated to cost:
- £44,148 per school
- £8,027 per teacher, and
- £1,024 per pupil

Looking at the project at activity level, the costs could be broken down:
- Per teacher beneficiary who gained from the programme's induction and training sessions;
- Per pupil beneficiary who directly gained from the programme in terms of average improvement in reading age; and
- Per school which benefited from continuous direct support, and the online and offline infrastructure of the Butterfly Network.

The unit cost, for each month of reading improvement per pupil was £14. The average of 10 months' reading improvement gained per pupil was £141. This is suggestive of educational value for money. (See comparisons with other education intervention unit costs below.)

The costs for schools – following an induction and training process, of subsequently carrying out this model with their pupils – will be paltry. The Butterfly model of literacy teaching focuses on direct teaching; it does not incur high teaching material costs.

Core Project Staff – Overall project management:

Assuming the programme was adopted and delivered at each school, the costs could be varied, depending on each school's spending on management staff costs. The 5 core team members who designed, drove and oversaw the whole project included the

Education Director, the Project Director, the Finance Manager, the Project Manager, and the Project Assistant. Their work was overwhelmingly hands-on. It was estimated to cost an average £23,779 per core team member per annum.

Teacher CPD

Teacher CPD costs covered the induction and training sessions to teachers at each school on inset days and/or at training and development meetings. Based on the 55 teachers who attended our induction and training sessions, it was estimated to cost approximately £864 per teacher-attendee. Had all the targeted teachers attended the sessions, the unit cost could have been further reduced.

Our original potential teacher output for the project estimated that we might engage around 8 teachers per school. Had all 80 teachers from the 10 schools attended the training sessions, the unit cost would have been just £594 (a reduction of £270).

Project Intervention Delivery

Each pupil who received the Butterfly teaching was provided with one Butterfly textbook (either The Butterfly Book or The Butterfly Junior Reader Book), writing materials, and exercise books. The Butterfly Book and The Butterfly Junior Reader Book each cost £9.50 and £12 respectively. The two co-teachers who taught each class were each paid £20 per hour.

Based on the actual project spending, the estimated cost per pupil who received the Butterfly teaching was approximately £141 which resulted in an average improvement of 10 months in reading age in an average of 18 hours of teaching (approximately costed £14 per month of improvement per pupil). However, the cost will drop if the schools were to deliver the intervention themselves with their own teaching staff.

In our attempts to compare Butterfly project costs with those of other phonics-based literacy interventions we consulted the Education Endowment Foundation (EEF) website[10] which suggested the average cost per pupil of a literacy intervention could reach up to £80 per pupil. This cost resulted in an average of 4 months' progress, an average of up to £20 per month's progress per pupil. It should, however, be borne in mind when assessing such comparisons, that the conditions under which the projects and the research were conducted may have differed from ours

Looking at one specific pilot project, Fresh Start, which had similar characteristics to the Butterfly Excellence project in terms of numbers of pupils (433) and schools (10), this resulted, according to EEF research, in an estimated 3 months' progress in reading age which cost £116 per pupil – equivalent to approximately £39 per month's progress per pupil.

The above comparison – if accurate – would suggest Butterfly Excellence is highly cost-effective in terms of improving pupils' reading ages:

The unit cost, for each month of average reading improvement per pupil was £14. The average of 10 months' reading improvement per pupil cost £141. This is suggestive of educational value for money.

Project Sustainability (Butterfly Network)

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[10] https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/phonics/ [Accessed on 10th October 2015]

For the number of schools that received support, and were involved in the Butterfly Excellence project, the current estimated cost per school was £4,252. The cost can be further reduced when more schools join the Network as they will be able to draw on the Network's resources and infrastructure.

11. Reflection on project delivery

This section is designed to allow for a discussion of wider issues relating to the project. (maximum 1,500 words)

11.1 Key Enablers and Barriers to Achievement
- *Were there internal and/or external factors which appear to have had an effect on project success, and how were these responded to (if applicable)?*
- *What factors need to be in place in order to improve teacher subject knowledge?*

There were various external factors which affected the success of this programme. We learnt that the most important factor to the success of delivery of the Butterfly Excellence Programme is the support of the school for the programme. Having an enthusiastic and supportive key contact person within the school is fundamental. This ensures the smooth running of all aspects of the delivery of the programme. Without this support it is almost impossible to engage both the pupils and the teachers.

We also learnt that what makes a difference to the successful delivery of the programme is when the programme is run during the school day and not as an after-school or breakfast club. A case study that demonstrates this is school three in our first phase. At this school we ran the programme as an after-school club. We experienced great difficulty with children's erratic attendance and we were needless to say unsurprised by the relatively poor results of the post-test assessment data, given such low attendance. After an average of 12 hours of Butterfly teaching the children's reading ages had improved by an average of 3 months. We decided, at the schools' request, to return to the school in the second phase under different conditions: the programme was run during school time with children withdrawn from their normal classes. The programme was also now supported by their Head of Literacy, something which didn't happen when it was being run as an after-school club. In comparison these pupils received an average of 23 hours of Butterfly teaching. Their reading ages progressed by 8 months.

We found that not only did we see better results when the programme was run during the school day with class withdrawals: school teachers were also able to better identify the impact of the programme on the pupils we were teaching and as a consequence engaged with the programme and wanted to know more. If was difficult for us to engage teachers in schools where the programme was run as an after-school club or breakfast club.

The nature of the programme should also be noted when considering key factors to the success of the programme's delivery. An intervention is by its very nature an incursion and/or a contribution in circumstances beyond the control of the intervener. We could not govern a range of factors which could affect the outcomes of this project. We could only offer our services, modifying circumstances as far as we could - yet still in a limited way - to ensure optimal delivery and results. We started in a position where it was almost impossible to gain entry into the schools as we were an unknown external organisation. Our first triumph was to do this, and gain access to pupils.

Different practices in different schools influenced pupils' behaviour, for example, and consequently their responsiveness to our ordered, structured, scripted teaching, and to the tests we gave. Our teaching style policy is not modified for children whose behaviour is disordered: indeed the less controlled their behaviour, the more we respond to their evident need for our structured, inter-active teaching practices. Children also behave differently if given classes in circumstances that they associate with unregulated behaviour e.g. at breakfast or after-school clubs.

At school eight where the programme was run as a breakfast club we found that the context of being in a breakfast club made the children's behaviour almost uncontrollable. At the end of our first phase we noted the problems of children's behaviour in after-school clubs and we changed our policy to only work during the school day. We did run the breakfast club in the second phase as this was a different context and we thought it would be useful to see if pupils' behaviour differed in this context; we learned it didn't.

We have now developed a policy in which we would now advocate only teaching children who have been withdrawn from their normal classes during the school day. This policy should help with the future sustainability of the programme both in terms of pupils' behaviour and attitudes to the programme but also in terms of school teachers' engagement with the programme and their desire to use the programme themselves.

Another learning outcome was to not give post-testing to children in the last few weeks of the summer term. Children are often withdrawn from some special occasion – a sports day, for example, or a film viewing session. They are sometimes so angered when this happens that they dismiss the tests. This obviously affected our overall post-test assessment data and the impact the programme made on the reading ages of the children could have been even greater. We will, in future, therefore, try not to end our interventions at the end of any school term.

As a whole, these circumstances should be borne in mind when evaluating the effectiveness of an intervention. The more control the interveners have over the circumstances in which the intervention takes place the more faithfully its effectiveness can be evaluated. This report notes special circumstances that have arisen at certain schools, but only if they have been quite pronounced. It should be assumed that variations in behaviour may affect outcomes. This is clearly a subject that could be studied further.

11.2 Management and Delivery Processes
- *How effective were the management and delivery processes used?*
- *Were there any innovative delivery mechanisms and what was the effect of those?*
- *Did the management or delivery mechanisms change during the lifetime of the project and what were the before or after effects?*

The delivery processes used for the Butterfly Excellence Programme were effective. The schools responded positively to the delivery of the programme as an intervention. They also responded well to our Butterfly Practitioners. In the future and to ensure the best possible outcome for schools' teachers' engagement with the programme we will hold our knowledge-sharing sessions before our intervention begins and then hold another one after the intervention has finished. The impact of these sessions will be evaluated via schools' teachers' surveys and feedback forms.

However our innovative delivery of this project - teaching the pupils first to enable us to show demonstrable improvement in the pupils' reading ages to the schools' teachers as a

mechanism for engaging them with the programme - proved to be successful towards the end of programme suggesting more time is required to complete the engagement process. We were able to engage teachers across most of the schools, something which as an external organisation could have proved most difficult without this novel delivery strategy. This strategy will be continued to be employed with new schools that we are continuing to engage, and forms a crucial element of the project's long term sustainability. As an external organisation we cannot try to change the teaching practices of school teachers without first demonstrating the success that our programme can achieve.

11.3 Future Sustainability and Forward Planning
- *Do you have any plans for the future sustainability of your projects?*
- *What factors or elements are essential for the sustainability of your project?*
- *How have you/will you share your project knowledge and resources?*

We are in the process of developing the Butterfly Network. Its aim is to bring together teachers and educators interested in Butterfly teaching practices via workshops, conferences and the development of our online resources page. This page will include resources, as well as give access to instructional training videos. Teachers already engaged, and teaching the programme in their schools, will be invited to join this network, as will newly engaged teachers. It will be open to all schools who want to use our teaching methodology to support literacy teaching in their schools. The Butterfly Network will help to ensure the sustainability of our project as school teachers will be able to adopt and use the programme themselves in their schools. It will also help to continue to advance the project's outcomes of sharing Butterfly teaching practices with school teachers.

In order to meet the readiness of teachers who - impressed by the effectiveness of Butterfly teaching - want to experience its effects as well as its methodology, first hand, with a view to practising it themselves and transforming their pupils' performance, we are developing a Butterfly Reading Hub at a local primary school. The Butterfly Reading Hub will be supported and cultivated by the headteacher of this school who chairs a borough forum for primary school headteachers. It will be approachable and accessible to primary school teachers, and provide quantifiable and communicable results that demonstrate the singular worth of Butterfly literacy teaching. It will provide a way in to induction – on request - in our methodology, and ongoing mentoring via the Butterfly Network.

12. Final Report Conclusion

Please provide key conclusions regarding your findings and any lessons learnt *(maximum 1,500 words)*.

Alongside overarching key conclusions, headings for this section should include:

Key findings for assessment of project impact
- *What outcomes does the evaluation suggest were achieved?*
- *What outcomes, if any, does the evaluation suggest were not achieved or partly achieved?*
- *What outcomes, if any, is there too little evidence to state whether they were achieved or not?*

Key lessons learnt for assessment of project delivery
- *What activities/approaches worked well?*
- *What activities/approaches worked less well?*

- *What difficulties were encountered in delivery and how could they be mitigated in the future?*
- *Were there any additional or unintended benefits (e.g. increases in student attendance as a result of an intervention aimed at teachers)?*

Informing future delivery
- *What should the project have done more of?*
- *What should the project have done less of?*
- *What recommendations would you have for other projects regarding scaling up and/ or replicating your project?*

We have demonstrated, through quantifiable results, that 'disadvantaged' children can be taught to read, very quickly indeed, from whatever their starting point. Their results also suggest that whatever label has been attached to them as being educationally significant – EAL, SEN, PP etc. – should not inhibit their reading ability, and consequently their ability to be taught English and other subjects. The negativity implied by EAL – their having English as an additional, rather than exclusive, language in their lives - is found to be particularly invalid. The children bearing the EAL label outperform their peers. Exclusively-English speakers still do well, though. Pupils in all categories deemed to be educationally negative are, positively, educable and, we find, receptive to knowledge. Our programme also proved that children with SEN and in receipt of FSM and PP can perform just as well as children without these labels. It also proved that in a short space of time the reading attainment gap of disadvantaged children can be significantly reduced.

The evaluation suggests that we made a clear, quantifiable impact on the reading ages of the 400+ pupils that were taught on the programme. On average after 18 hours of Butterfly teaching their reading ages advanced by 10 months. Evidence also suggests that this led to an improved attainment in English for these pupils. We also increased the awareness of the Butterfly method in schools by sharing the reading programme with 55 members of the schools' teaching staff via induction sessions and as a consequence created an active interest in Butterfly teaching across the majority of the schools we have worked with. At such an early stage in the Butterfly Network's development there is too little evidence to state whether our knowledge sharing sessions with school teachers will have improved the reading ages of pupils outside of our intervention group. There is also too little evidence to state how far the Butterfly Programme will become truly embedded in schools. The early signs, however, are very promising.

Their exposure to Butterfly teaching reveals the speed and simplicity with which children – bearing virtually any educational label - can be taught, swiftly and in a structured fashion, to blend letter-sounds into words, and thus to read. And on the children go, with further Butterfly teaching, to the study of English, and the acquisition of subject knowledge.

The Butterfly books[11]*, authored by Irina Tyk, and employed with Butterfly Excellence, suggest that there may be a simple, replicable, low-cost solution. Teachers, already (perhaps temporarily) employed, can be swiftly inducted in teaching the scripted, structured,

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[11] *Irina Tyk's Butterfly Books are:*
1. The Butterfly Book (published by Civitas) which teaches pupils how to read
2. Butterfly Grammar (published by Civitas) which teaches English grammar
3. The Junior Butterfly Reader (not yet published) which teaches comprehension at primary school level, while incorporating strands derived from the former two books
4. The Advanced Butterfly Reader (not yet published) which serves the same purpose, for secondary school pupils.

fast-paced, inter-active Butterfly programme. A structured setting, with children seated in rows facing and inter-acting with their didactic teacher enables whole-class, structured teaching. Our experience with Butterfly Excellence suggests that children who have been negatively labelled do not normally need one-to-one teaching. Ordered, whole-class, direct, inter-active teaching evidently meets pupils' needs, and is easily applicable by their teachers, with gratifying results. Children tend to be ordered, when teaching is ordered.

A further lesson that we have learned that merely applies to interventions, is that a breakfast club, like an after-school club, is perceived by the children – who are no fools – for what it is: a club, not a class. A class, particularly if it is conducted properly – in didactic style – provides a teaching setting. A club, even if it takes place in a classroom or elsewhere within a school, does not.

We have learned that direct whole class teaching using the Butterfly books worked very well, especially in schools where we had a supportive key contact and where behaviour did not affect the delivery of the classes. A further lesson that we have learned is that after-school clubs or breakfast clubs don't work well. We found that children were more teachable when withdrawn from their school-day classes and brought into ours, rather than when we tried to teach them out of school hours, or when they were engaged in sports. To mitigate these issues we now have the policy of only running the programme in schools that agree to withdraw their pupils from their normal classes during the school day.

An interesting unintended benefit of the project is that better readers became better behavers. We witnessed that pupils who were struggling readers entered our classes with negative attitudes and poor behaviour. Once they were taught to read and their reading improved their behaviour became remarkably different. Further studies could be carried out on pupils' behaviour in relation to their ability to read.

Butterfly Excellence successfully targeted literacy-needy pupils – children who had not been successfully taught to read by their primary schools. The project, as it affected the children, was effectively remedial. Had they been taught reading by the Butterfly method in Reception Class and/or Year One, and had this teaching been followed through in subsequent years, they would (but for a tiny minority of exceptions) have had no need of a remedy. We would be happy to enable schools to follow up nursery teaching with Butterfly teaching.

In the future, and to further the development of our Butterfly Network, we will engage new schools in order to reach even more literacy-needy children, and their teachers. The timing constraints of this current LSEF grant meant that we were unable to target further schools. We hope in the future to replicate this programme. We are already looking to possibilities of replication in North East England. In order to do so we need to make sure we consider all of the lessons we have learnt and have key contacts/partners in place.

Butterfly Excellence, funded by the London Mayor's London Schools Excellence Fund, has enabled Real Action to launch this new venture, soundly based on our experience of introducing the unique Butterfly approach to literacy teaching into schools. The progress made by primary children in our interventions, and the positive response of their teachers, demonstrates that we can, potentially and imminently, embed and spread Butterfly teaching throughout London – and beyond.

We are ready, if funding permits, to do this.

Appendix 1: Evaluation Framework

Outputs	Indicators of Outputs	Baseline data collection	Impact data collection
An estimated 1000 pupils (maximum) over 2 years and across 14 schools having each received 24 hours of Butterfly literacy and English subject teaching	Actual attendance of 1000 pupils (maximum) in the Butterfly classes is recorded and actual number of hours that each pupil receives is recorded.	- FSM - SEN - EAL - Gender - Ethnicity - Pupil Premium - English key stage level	Registers of classes across the schools with a log of attendance and number of hours per pupil.
An estimated 112 teachers inducted in knowledge led subject teaching and Butterfly didactic teaching	Actual attendance of 112 teachers across 14 schools at the training sessions and observing and delivering classes	- NQT - 3 years + - Primary/secondary - Engagement date	Training registration log and classroom observations recorded.
14 Butterfly Specialists to lead and develop an active and extensive network of schools practising Butterfly didactic teaching	Actual numbers of Butterfly Specialists	As above + - Engagement date as a Butterfly Specialist	As above + - Focus Group of Butterfly specialists and their engagement with online resources.
Teacher Outcomes	Indicators of Outcomes	**Baseline data collection**	**Impact data collection**
Increased awareness of the Butterfly method with teachers being trained and versed in Butterfly Teaching practices.	Measuring trained teachers' progress through classroom observations	**From October 2014** -Teacher Qualifications / Training - Classroom observations of teaching practices pre intervention undertaken by	**From January 2015** Formal External Evaluation by the University of Derby – to include:

		senior members of Real Action and using standards outlined by Irina Tyk. These classroom observations will be conducted for a sample of teachers per school.	- Degree of distance travelled per teacher by recording results from all classroom observations throughout the intervention (at least 2 observations from a sample of teachers per school). - Review of results from teachers' observations and distance travelled throughout the intervention. - Teacher survey after training covering experience of teaching the Butterfly method, improved confidence in teaching the method and its practices and establishing if any further assistance is required.
Improved subject knowledge and teaching practices (didactic and knowledge led English teaching).	Increased number of teachers and schools trained, versed and practising didactic knowledge led English teaching	Internal Assessments of teachers' subject knowledge and knowledge of didactic teaching methods	- Survey of all teachers after involvement in Butterfly teaching covering self-reflections on subject knowledge and teaching practices
Pupil Outcomes	**Indicators of Outcomes**	**Baseline data collection**	**Impact data collection**
Improved reading ages	Increased levels of reading ages compared to a comparison group (1000 pupils (maximum) with at least 12 months improvement in reading age) The comparison group consists of children from a school with the same	- Pre testing reading ages for intervention and comparison groups using national standardised reading tests.	- Post testing reading ages for intervention and comparison groups, in order to measure improvement against both groups. - English level by key stage post intervention

	demographic as the experimental schools and selected based on their reading attainment levels so that they match the reading attainment levels of the experimental groups of children.		
Improved attainment in English	- Increased attainment levels at Key Stages in English compared against a comparison group.	- English level by Key stage pre intervention (intervention and comparison group)	- English level by Key stage post intervention (intervention and comparison group)
School System / 'Culture Change' Outcomes	**Indicators of Outcomes**	**Baseline data collection**	**Impact data collection**
Wide-spread use of the Butterfly Reading Programme (Butterfly Network) outside the intervention group/ schools so that it becomes embedded in schools.	- Uptake of new schools to the Butterfly Reading Programme by those outside the initial intervention. - Increased attendance at network meetings	Information on how many schools reached by recording attendance sheets of meetings and Butterfly presentations	- Increased numbers of trained Butterfly teachers.

Appendix 2: Holborn Reading Test and Single Word Reading Test

The Butterfly Excellence Holborn Reading Test

School:

Pupil details

Name: _____Boy ☐ Girl ☐

D.O.B   /   /

Date of test   /   /   Reading age ☐

1. The dog got wet and Tom had to rub him dry.	5.09
2. He was a very good boy to give you some of his sweets.	6.00
3. My sister likes me to open my book and read to her.	6.03
4. Go away and hide behind that door where we found you just now.	6.06
5. Please don't let anyone spoil these nice fresh flowers.	6.09
6. The string had eight knots in it which I had to untie.	7.00
7. Wine is made from the juice of grapes which grow in warm countries.	7.03
8. Mary went to the grocer's and bought some sugar and some syrup.	7.06
9. Quench your thirst by drinking a glass of our sparkling ginger ale.	7.09
10. The people could scarcely obtain enough food to remain healthy.	8.00

11. Elizabeth had her hair thoroughly combed and her fringe cut.	8.03
12. By stretching up, George just managed to touch the garage ceiling.	8.06
13. Father had a brief telephone conversation with my cousin Philip.	8.09
14. This coupon entitles you to a specimen piece of our delicious toffee.	9.00
15. The chemist could not suggest a satisfactory remedy for my headache.	9.03
16. Nobody recognised Roger in his disguise as a police official.	9.06
17. Leonard was engaged by the Irish Linen Association to act as their London agent.	9.09
18. Judged by his photographs your nephew is certainly a peculiar character.	10.00
19. The examiner was impatient when I hesitated over a difficult phrase in my reading.	10.03
20. Delicate individuals should gradually be accustomed to gentle physical exercise.	10.06
21. The musician whose violin was interfered with has our sincere sympathy.	10.09
22. The soloist was not in a convenient position for seeing everyone in his audience.	11.00
23. Christopher omitted to acknowledge the receipt of Michael's annual subscription.	11.03
24. The secretary said there had been a substantial increase in the Society's expenditure.	11.06
25. The Borough Council decided to celebrate the occasion by organising a gigantic sports festival.	11.09
26. It is essential that engineering apprentices should acquire some good technical qualification.	12.00
27. Particulars of the careers of eminent men will be found in any good encyclopaedia or biographical dictionary.	12.03
28. Certificates of insurance will be issued to all policy holders paying the necessary premium.	12.06

29. The ceremony ended, appropriately enough, with the choir and Orchestra joining in the National Anthem.	12.09
30. It is both a newspaper which chronicles events and a magazine with the usual miscellaneous features.	13.00
31. The necessity for accelerating the work of the Economic Conference was repeatedly emphasised.	13.03
32. These documents constitute an authoritative record of a unique colonial enterprise.	13.06
33. Psychology is a science which seems to fascinate both the adult and the adolescent student.	13.09

Single Word Reading Test 6–16

Word Card 1

see	look	play	was	like
this	next	house	going	bell

hang	stand	their	living	again
first	slowly	score	found	bread

scream	journey	suppose	yawned	should
tissue	caught	stretching	tongue	copies

medicine	strengthen	source	creative	material
eventually	hygiene	despite	calm	journalism

excitable	dehydration	persuade	aggrieved	originate
courageous	atmospheric	familiarise	scenic	recurrence

ferocious	cynical	excursion	coincidental	abysmal
endeavour	rheumatism	haemorrhage	liaise	pseudonym

Single Word Reading Test 6–16

Word Card 2

yes	big	went	for	toy
back	shop	chin	dress	little

lunch	cry	dark	walking	floor
small	without	flower	light	many

fingers	dance	square	underneath	these
pieces	straight	scissors	busy	guard

badge	beneath	energetic	cube	doubtful
roughly	audience	stomach	anxious	distinguished

technique	legible	symphony	discipline	rhythmic
receipt	inconceivable	controversial	abhorrent	nauseous

chaotic	buoyant	chronology	indecisive	suite
adjudicate	pneumatic	colloquial	euphemism	beguile

Appendix 3: Teachers' responses to The Butterfly Excellence Programme:

Year 6 teacher from school 6:
"The children demonstrate an increased confidence when tackling comprehension questions and use their developing skills."

Year 4 teacher from school 6:
"Yes there has been a noticeable improvement in the fluency and decoding in most children…….the children can read and scan text more effectively for key information and are showing development in their inference."

Literacy Lead from school 10:
"Yes undoubtedly." [when asked if the Butterfly Reading programme may have contributed to positive outcomes.]
"Yes, they have all become more confident and fluent readers." [when asked if they noticed an improvement in the reading and decoding skills of the children who took part in the programme]

Assistant Headteacher from school 8:
"Yes we would love you to continue this programme in our school." [when asked if they would like us to continue.]

Class teacher from school 9:
"Absolutely- these kids exceeded expectations in literacy by the end of Y2." [when asked if the programme contributed to positive outcomes.]

Advanced Skills Teacher Literacy Leader from school 3
"Butterfly Club has certainly contributed greatly to the improvement in the children's reading skills….pupils are far more confident in their approach to reading and can read unfamiliar vocabulary with far greater fluency."

Appendix 4: Hassan case study

HASSAN (not his real name) date of birth: 07.07.2005. We have been particularly concerned about hostile, nine-year-old, illiterate, Hassan (from school 8). After six years' attendance at his inner London primary school he was unable to read. Even three-letter words defeated him. He reminded us of some of the children we have been working with in secondary schools: unable to read at the age of twelve. We assigned him to our beginners' class. For several weeks – many hours of our teaching time - he angrily refused to be taught. Hassan had a school Learning Support Assistant to attend to his needs. We taught him how to teach his charge from the Butterfly Book. Eventually Hassan accepted a few minutes of Butterfly teaching. Then he started to sit, with the assistant alongside, for increasing numbers of minutes in the class.

Sometimes he would revert to his customary bad behaviour – picking up a chair and hurling it at a glass door one day, and at a window the next. However his number of minutes of class attendance grew. He started to read words, sentences. After just 12 hours of Butterfly teaching he started to read paragraphs, at the reading level of a 7 year old. With a few more hours' teaching he'll be an independent reader. With a reading age of 8 ½ he'll be telling his friends he reads chapter books. His behaviour is already much better.

Appendix 1: Theory of change

Theory of Change Diagram

Spread of the Butterfly Method to other schools outside the intervention- A Butterfly Network

Assumption: New Butterfly methods are more effective than previous ones and are taken up by the schools and spread between schools by the Butterfly specialists.

Activity: Butterfly Practitioner's Training

Assumption: Butterfly Practitioners attend 1 training session with Irina Tyk and at least 5 classroom observations before teaching on the Programme.

Outcome: Increase knowledge of Butterfly teaching method.

Activity: Butterfly Practitioners teach pupils for 12 weeks 2 hours per week (each pupil to receive 24 hours teaching).

Assumption: That each pupil will attend the classes, be punctual and will receive a minimum of 20 hours Butterfly

Outcome: Increase pupil's reading attainment level.

Long term goal: Improve pupil's attainment in English

Assumption: The Butterfly method is taught correctly and produces results.

Activity: Butterfly Specialist Induction Presentation and informal training

Assumption: That a Butterfly Specialist can be recruited from each school and that they attend at least 2 training sessions and that they will initiate the Butterfly method among other teaching staff in the school.

Outcome: Increase awareness of the Butterfly method across teaching staff and lay foundation for a Butterfly Network.

Activity: Butterfly Specialists and primary school teachers training by Real Action team and observing the method in action

Activity: Primary school teachers delivering The Butterfly method in their English classes with Real Action support.

Assumption: That all teaching staff will be available to attend at least 1 training session and at least 5 observations and that they will deliver the method in their English classes

Outcome: Increase subject knowledge and greater awareness of Butterfly teaching method

Outcome: Use of Butterfly resources and teaching method within the school by teachers outside the initial intervention

Long term goal: Better teaching of English