

# What Works Evidence Base

LSEF project 2014-2015

# LSEF Project

267 staff from 5 schools

3219 pupils reached across KS1 – 4

31 teachers achieved level 4

36 TA's achieved level 3

Communication Counts cascaded - 200 staff

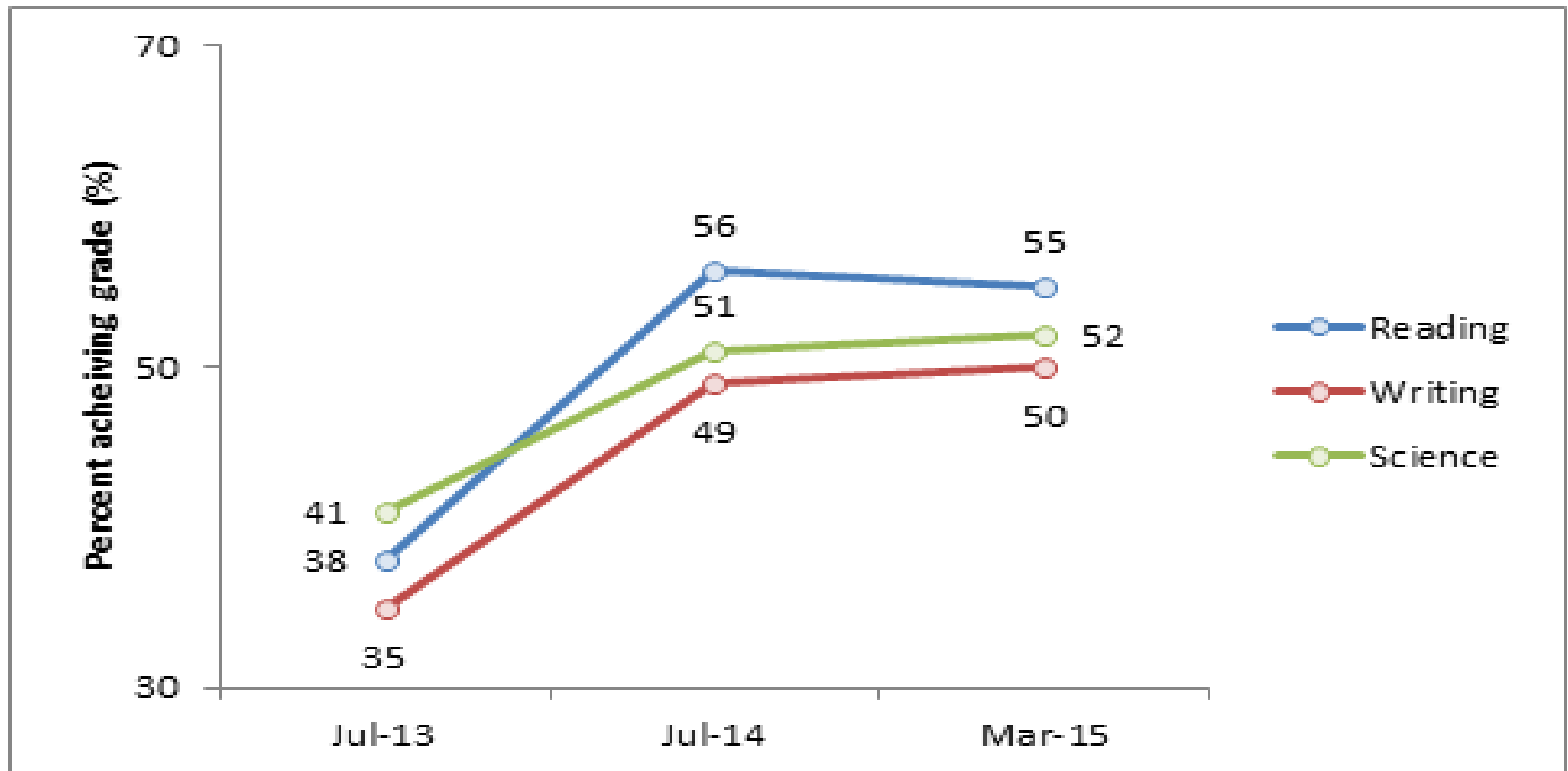
Baseline assessment - January 2014

Reassessment May - July 2015

Measures	Group sample size		Outcomes
	Baseline	Evaluation	
<p>On-line teacher survey</p> <ul style="list-style-type: none"> <li>• Knowledge of SLT theory</li> <li>• Knowledge of SLCN</li> <li>• Knowledge of strategies</li> <li>• Confidence</li> </ul>	130	38	<p>Theoretical knowledge remained similar</p> <p><b>Knowledge of:</b></p> <ul style="list-style-type: none"> <li>Processing speed ↑ by 49%</li> <li>Blank model ↑ by 95.5%</li> <li>Vocabulary tiers ↑ by 92%</li> <li>Mind Maps by 79%</li> <li>Confidence in SLCN &amp; implementation of strategies ↑ by 5%</li> </ul>
Staff interview	15	18	<p>80% reported they had all knowledge they needed and knew where and how to seek further help.</p>

Measures	Group sample size		Outcomes
<b>Direct Observation tool - Assessing:</b> <ul style="list-style-type: none"> <li>Classroom environment</li> <li>Teaching and learning</li> <li>Teacher interactions</li> </ul>	15	18	30% ↑ in changes to classroom environment. 32% ↑ in changes to teaching and learning styles 22% ↑ in quality of teacher/pupil interaction 27% ↑ in strategies to support SLCN.
<b>Analysis of predicted and achieved NC levels</b> <ul style="list-style-type: none"> <li>English reading</li> <li>English writing</li> <li>Science</li> </ul>	894 (138 – primary)		Increases in attainment were mixed, no change at secondary level. Results for one primary school are set out in the graph below.
<b>Focus groups of pupils</b>	39 pupils in 6 focus groups		Primary pupils reported a total of 32 strategies that they and their teachers used to help them understand their work

# Pupil National Curriculum Attainment for One Primary School aged 11 yrs



# Ceinwen Hywell SENCO Larkhall

- ‘CFS has changed our school. Teachers, TA’s, administrative staff are all using the ‘Blank’ Language model. Children’s attainments in all curriculum areas have improved.
- Behaviour is being managed much more appropriately because the children understand what the staff are saying.

# Ceinwen Hywell SENCO Larkhall

- TA's are empowered to suggest changes to the school environment.
- I would recommend Elklan to any school. It is extremely good value for money and has helped to put speech, language and communication at the forefront of all that we do'. September 2015

## Additional information...

- Download the full report from the Elklan website
- Contact Liz or Clare via email or phone
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