

# A report into the impact of Let's Talk Reading's support for schools



This project was designed to provide targeted reading interventions for identified children at risk of not meeting Age Related Expectations (ARE) in their reading. Let's Talk Reading provided funding to Ravenswood Primary School and Ranelagh Primary School to support them in offering reading interventions to identified pupils with the intention of bridging a gap between their current reading abilities and the ARE.

The aim of this project was to reduce the number of children who were unlikely to meet ARE in their reading SATs in 2024/2025.

## Background

Ranelagh Primary School is a central Ipswich Primary School with a PAN of 45 pupils and a high population of EAL, SEN and FSM pupils in comparison to the national average. Attainment has been an ongoing concern for Ranelagh and in 2024, only 40% of their cohort passed their reading SAT.

Ravenswood is based in Southeast Ipswich and has a PAN of 60. Ravenswood's percentages of pupils with EAL, SEN and/or FSM status are slightly lower than national average. In 2024, only 65% of their pupils passed their reading SAT.

## Method

Let's Talk Reading provided £5000 funding to both schools to implement reading interventions for pupils not meeting ARE. This funding was initially granted by SCC and both schools contributed a further £2000 each to the project as per the agreement. At Ranelagh these interventions took place as before and after school groups run by teachers. Initially, 44 pupils participated in these interventions in groups of 4 or 5. Later, the numbers increased to 74 children receiving targeted intervention in Spring Term at afterschool sessions only.

At Ravenswood, Higher Level Teaching Assistants (HLTAs) ran 2 interventions throughout the school day and Year 6 staff received fluency training. 11 children participated in the intervention groups, with 5 or 6 in each group.

The interventions focused on all areas of reading – enjoyment, decoding, confidence, fluency, vocabulary and comprehension. They were tailored to the children with differentiation and scaffolding throughout.

## Results

**Ranelagh** – 77% of the children who participated in intervention groups made accelerated progress with 8% of those making +3 sublevel progress.

**Ravenswood** – All children in the interventions made good progress with most of these showing signs of reaching expected levels and one showing potential to reach greater depth.

**SATS** – The results of the 2025 SATs shows that both schools had improved their percentage scores compared to the previous year by a substantial amount.

Ranelagh's overall percentage of pupils passing their reading SAT increased by +13%.

Ravenswood's overall percentage of pupils passing their reading SAT increased by +15%.

Of all of the 31 Primary School's in Ipswich, Ranelagh and Ravenswood were in the top 4 for improvement in results with Ravenswood coming out on top.

## Conclusion

It is evident that focussed reading interventions can make a difference to individual pupils when these are regular, well planned and differentiated.

It is often difficult for schools to be able to provide such interventions due to a lack of funding for staff. However, it was recognised through this project that these funds have made a difference to the attainment of individual pupils selected for intervention and possibly wider through the training that staff received alongside this.

Olga Hopper at Ranelagh stated the following: "The funding provided by the 'Let's Talk Reading' charity has been instrumental in transforming reading outcomes for a substantial number of our children."

Ravenswood stated: "The additional training... has allowed teachers to gain a much better understanding of the importance of improving pupils' fluency skills... this has also contributed to the successful rise in standardised scores as seen above. Targeted pupils are now able to complete a reading paper within the time limit... Thanks to Let's Talk Reading for keeping Reading at the top of our agenda this year."

The positive results of these projects and the amazing results both schools had in improving their SATs results for reading demonstrate clearly that it is essential reading is prioritised in schools and that to reduce the number of children who are not passing their SATs at the end of year 6, strong, structured intervention is essential and therefore, so is funding in this area.