



Raising Rochdale Programme

Annual Progress Report - Year 2

1 September 2024—31 August 2025

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About Raising Rochdale

In this report, we highlight the key activities and progress made in delivery year 2

Raising Rochdale

The Raising Rochdale Programme focuses on building a collaborative approach to inclusion and literacy across the town to enable success in education for every young person. The primary partnership centres on area schools, both primary and secondary, including the Special School and Pupil Referral Unit, working together on the thematic areas of Inclusion and Literacy.

Programme Aims

Inclusion Aims

- Improved knowledge of, and ability to support identified pupils with, inclusion needs
- Improved ability to measure impact of inclusion intervention and support
- Targeted support and improved outcomes for specific cohort of students within each school, as determined by the Inclusion Deputy in each school, based on the needs of the selected students

KS3 Literacy Aims

- Improving reading capabilities of students
- Increased understanding and confidence in practitioners to identify and meet literacy needs of students
- Increased understanding of literacy curriculum and expectations between primary and secondary schools

KS2 Literacy Aims

- Increased confidence of staff identifying and meeting literacy needs of their pupils
- Improved knowledge of effective literacy development approaches
- Increased prioritisation of literacy CPD within school
- Identification of pupil level need and enhanced ability to match need to intervention
- Pupils receiving targeted support see an improvement in their oracy/reading and/or writing capabilities

Governance

Within all Right to Succeed programmes, collective working to achieve shared ambitions is a core principle. In Rochdale, the programme is overseen by a Steering Group and there are Working Groups for each workstream - **Primary Literacy**, **Secondary Literacy** and **Secondary Inclusion**.

The Rochdale Steering Group is chaired by a CEO of a local Multi Academy Trust and the membership is made up of 9 representatives from the three working groups, 2 senior local authority officers, the Director of the Manchester Research School, Regional Lead from the Education Endowment Foundation and the Right to Succeed Rochdale programme team. The purpose of the group is to provide strategic oversight of the programme and feed into the Rochdale Inclusion Board.

The Rochdale Working Groups meet regularly to discuss and determine the operational activities for the programme. Each participating school has representation on the working groups. For the inclusion workstream, all 15 Inclusion Deputies are members of the group. For secondary literacy, the Literacy Leads from all 15 schools are represented, and for primary literacy, the group consists primarily of Head or Deputy Headteachers from all 22 schools.

Watch our Raising Rochdale Celebration Event



Our Year in Numbers

7,177

total number of children assessed

716

of the weakest readers received interventions

416

responses to the literacy survey

150

children have received specialist inclusion interventions

105

sets of transition data shared

1,025

pupils receiving targeted interventions

37

Rochdale schools worked with

62.5

total hours of literacy and inclusion training for primary and secondary leads

"Working with Right to Succeed has been instrumental in giving me hope for the future of our schools and hope for our children of Rochdale. The Right to Succeed meetings enable us to have time and space to think strategically, to share good practice and the team ensure these are always solution focussed! In addition, what has been really valuable has been the guest speakers and the evidenced informed research shared at the meetings".

Louise Pottinger, Deputy Headteacher at Kingsway Park High School

EEF Partnership

The Education Endowment Foundation (EEF) partnered with Right to Succeed in April 2023 to support the Rochdale Secondary Programme. A key aim of this partnership was to pilot some of the content developed by the EEF for the Evidence Exploration Partnerships, which will be delivered with Research Schools to partners as part of the evidence mobilisation work of the EEF over the next 3 years.

The Evidence Exploration content is designed to be delivered across four full-day workshops with system leaders within a local authority or multi-academy trust. Within the Rochdale Partnership, **Manchester Communication Research School**, **Pinnacle Learning Research School** and the **EEF** worked with Right to Succeed and a mix of middle and senior school leaders with responsibility for literacy (Literacy Leads), delivering three 2-hour workshops from September to December.

Within the three workshops in Autumn 2023, the Literacy Leads were supported to determine the challenges they want to address for literacy in their schools, their long-term aim, the desired behaviours they want to encourage, and the support needed to do this. This then allowed Right to Succeed to work with Manchester Communication Research School to ensure the training delivered in Spring and Summer 2024 addressed the challenges the schools decided to focus on. The primary challenge identified across the schools was effectively embedding literacy across the curriculum and developing an internal CPD programme to support colleagues.

EEF Evaluation of Workshops

The EEF performed a short evaluation to determine how well the workshops met the identified aims. This was performed through surveys, qualitative feedback and a brief focus group. The following is an overview of some key findings from that evaluation:

- Literacy Leads reported an increase in evidence-use, with 90% of participants stating they were more confident in using evidence to improve literacy in their school as a result of the workshops.
- There was confidence in participants' understanding of the desired behaviours they want to see to improve literacy practice towards their identified aim (80% agree or strongly agree, 20% unsure). However, there was less clarity around how they could support that behaviour change to take place in their school (60% agree or strongly agree, 40% unsure). Based on this feedback a component of the training with MCRS was to focus on the process around CPD implementation for the schools.
- Literacy Leads had a positive experience of the Evidence Exploration Partnership with 90% of participants saying they would recommend the workshops to a colleague.



Part 1: Whole School Inclusion

Inclusion

Aims

- Improved knowledge of, and ability to support identified pupils with, inclusion needs
- Improved ability to measure impact of inclusion intervention and support
- Targeted support and improved outcomes for specific cohort of students within each school, as determined by the Inclusion Deputy in each school, based on the needs of the selected students

What we have done

Year 2 has primarily focussed on 3 areas:

Tier 1 - Whole school CPD to support the culture, policy and practice within schools (Aims 1-3)

During year 2, schools have received a series of four training sessions from **Manchester Communication Research School on Improving Behaviour 'Evidence into Action'** which include themes such as: Improving Behaviour, Effective Implementation and Theory of Change. During year 2, Right to Succeed have also worked very closely with **The Difference**, who are currently delivering their **Inclusive Leadership Course** to 12 of the Rochdale secondary schools.

"I feel motivated to make change, rather than overwhelmed."

Inclusion Deputy



Watch our video on Matthew Moss High School Rochdale



The leaders in Rochdale have so far covered the first three sessions of the **Inclusive Leadership Course (ILC)**, with three remaining sessions after the summer break. In these sessions, they have explored the inclusion offers in their schools using the inclusion framework, and thought about their systems and practices and how they might be developed to improve interactions and centre relationships in their schools.

They thought about bias in their schools, and how to counteract this with strong student and community voice practice to ensure all stakeholders are included in strategic school development work. Finally they rounded off the school year with a session on trauma informed practice, thinking about how to embed this strategically into all interactions with students and staff, and how to use compassionate minds practice to support strengthening of relationships.

Highlights

The leaders have been a joy to work with this year, which is a testament to the environment curated by Right to Succeed and the journey they have already taken. We have been able to have some challenging conversations and dig deep into our collective understanding of inclusion and how to support all students, with leaders prepared to be vulnerable and share the challenges as well as the successes.

All of the leaders have reported that the content will be helpful in their work, and that they either learnt new information or consolidated knowledge around inclusion. Leaders have reported impact such as :

- “Clarity for whole staff as to the importance of the universal provision and their role in this”
- “Reduction in the number of students outside the classroom during lesson time”
- “A significant reduction in internal truancy”

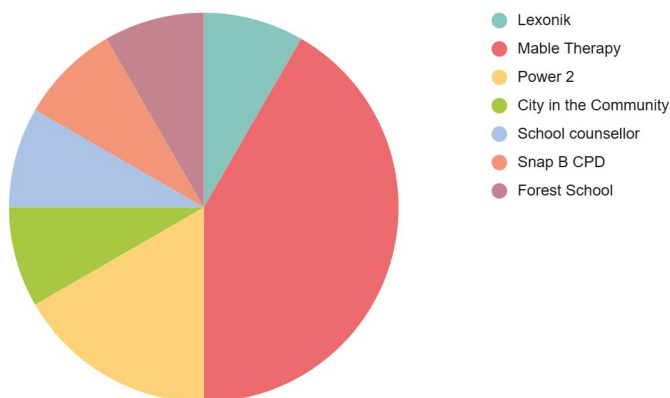
Next year

After the summer break, the leaders will complete the second half of the ILC. This begins with a session focused on contextual safeguarding, and how we can broaden our traditional definition of safeguarding to support all students and then asset based practice- how do we ensure that we are building from strengths in all areas of our schools? The fifth session will focus on restorative practice; how we focus on relationships to create an environment where staff and students are motivated to repair and strengthen their relationships and how we structure this practice when something goes wrong. Finally, we end the year with a session on Internal Alternative Provision, with frameworks focused on how to build and sustain a successful provision, and a final session recapping the year and planning for implementation next year.

Tier 2 - Targeted interventions to support children who require more support (Aim 3)

At the start of the programme each school identified 10 students who would benefit from additional support. Throughout the first two years of the project each secondary school has received funding in order to support these pupils. Targeted interventions have varied according to pupil needs and individual schools. Interventions funded can be seen below:

Inclusion Interventions funded by RtS



"The impact of the interventions are massive for the learners - yes the data is important, but for the young people it can be potentially life-changing."

Rochdale School Lead

The targeted interventions implemented across schools have proven difficult to assess at a cohort level due to significant variation in their intended outcomes for pupils.

However, at the individual school and pupil level, several interventions have demonstrated huge success. In response to this, some schools have chosen to self-fund these interventions in year 3 and beyond.

Many pupils identified as requiring additional support presented with complex needs, making it challenging for schools to determine the most appropriate intervention strategies. Schools frequently encountered difficulties in sourcing research tested interventions that were sustainable in both budget and duration, while also addressing a broad range of pupil needs. Given the challenges experienced, we have made the decision not to allocate funding to this workstream in year 3.

However, there is a desire among schools to develop a bespoke, in-house intervention model over the coming year to better support their pupils, utilising the staff that have established relationships with pupils and understand their needs.

"Pupil X enjoys it in the avenue (IAP), it has helped him to concentrate more in class, behaviour has significantly improved since he moved into the Avenue; his truancy has dropped hugely and he is engaging more in lessons." Rochdale Inclusion Deputy

Tier 3 - Exploring the use of Internal Alternative Provisions (IAP) within Rochdale's schools (Aim 3)

For some pupils, a more intensive intervention is needed, and over half of Rochdale's schools have this in the form of an internal provision that pupils attend for all or part of the week. During year 2, **The Education Community Partnership** visited five secondary schools across Rochdale to complete an evaluation of how secondary schools are developing their Internal Alternative Provisions (IAPs) with a view to developing this further to share practice and develop common approaches and to complement Rochdale's **Alternative Provision Specialist Taskforce (APST)** which is currently funded by the DfE.

A set of recommendations was developed to strengthen and develop the current provision and for year 3 we have established a working group of professionals from seven of the Rochdale secondary schools. These are practitioners who lead and work within their school IAP settings. This working group will be facilitated by The Education Community Partnership to work on two key recommendations: the creation of a set of tools for the identification of pupils who would benefit from IAP and tools to then judge the progression of the pupils against their entry criteria and aims.

The Impact

Over the course of year 2, the working group, composed of Inclusion Deputies from each school, has made significant progress in establishing a collaborative forum to address current inclusion-related challenges. This group has facilitated the sharing of data, good practice, and insights across the participating schools. This group of 15 Inclusion Deputies have together agreed on a Theory of Change (ToC) that will support the work of the programme within year 3 and beyond.

Following this success, the emphasis this year has shifted towards developing the capacity of leaders within the group itself. The majority, 12 schools, are now engaged with The Difference Inclusive Leadership Course, which has proved highly effective in fostering shared learning, professional development, and a common language around an inclusion framework.



To ensure this learning is embedded and sustained, each school is currently creating a Continuing Professional Development (CPD) plan aimed at rolling out the inclusion framework to all staff as the project enters year 3 and beyond.

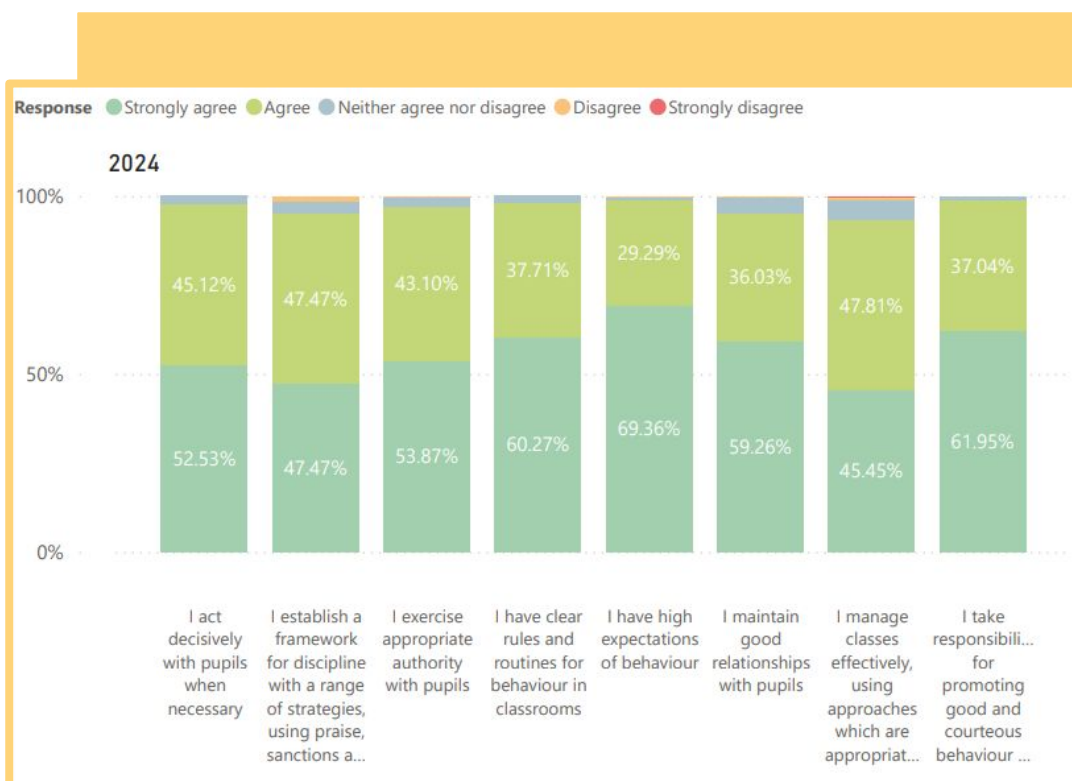
Behaviour Management Survey

During the first year of the programme, a survey was distributed to all schools for completion by staff. The purpose of the survey was to gather insights into teachers' perceptions of behaviour management within their respective schools. In the current year, all schools completed the same questionnaire again to monitor changes and assess progress.

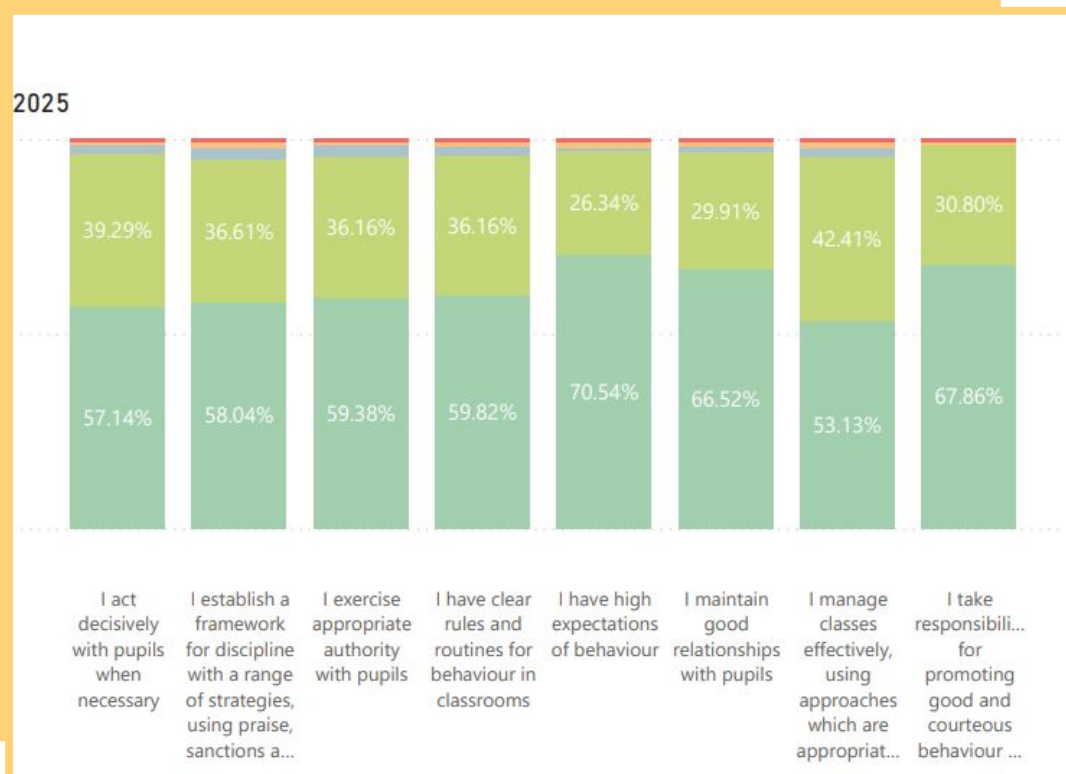
Key Highlights

- Rates overall are very similar to the previous year. The most significant shifts in responses occurred within the 'strongly agree' categories across the majority of statements
- Teachers rated their own practices considerably higher than leadership, whereas leadership was less likely to agree with statements regarding managing classes effectively, adhering to rules and routines, and establishing a framework for discipline
- In 2024, 64.3% of respondents strongly agreed they had good relationships with their pupils, within 2025 this had increased to 72.74%
- In 2024, 66.86% of respondents strongly agreed that they take responsibility for promoting good and courteous behaviour, in 2025 this had increased to 70.25%

Agreement Rates of Teachers (2024)



Agreement Rates of Teachers (2025)



Conclusion

The behaviour survey suggests that there is a more consistent approach to behaviour across all 15 schools. This, in combination with the whole school CPD work from The Difference and the intervention strategies each school has used, supports the development of a positive culture shift with the aim of this ultimately being reflected in pupil outcomes and whole school inclusion data.

“Reading in form has resulted in 71% reduction in behaviour incidents”. Rochdale Literacy Lead



Part 2: KS3 Literacy

KS3 LITERACY

Aims

- Improving reading capabilities of students
- Increased understanding and confidence in practitioners to identify and meet literacy needs of students
- Increased understanding of literacy curriculum and expectations between primary and secondary schools

What we have done

Over year 2, we have addressed the above aims through provision of high-quality CPD to develop the universal offer for literacy, and funding support to provide interventions for the weakest readers, as the additional and extra offer above the universal.

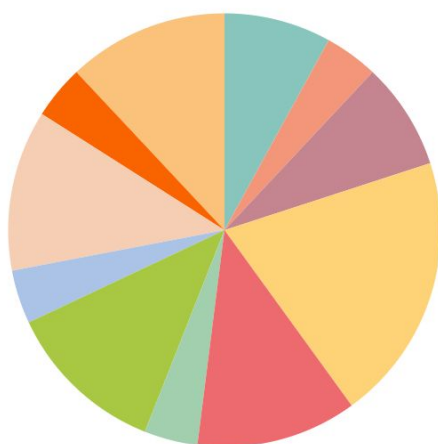
Intervention Funding

To support the weakest readers (stanines 1 and 2) across Rochdale, participating schools received funding for literacy interventions. A total of 14 diagnostic tools, learning resources and intervention packages were purchased.

Within Rochdale, **825** pupils, **82%** of stanine 1 and 2 pupils across Years 7 and 8 (**87%** of Year 7 pupils and **76%** of Year 8 pupils), received an intervention via the programme.



Literacy Interventions funded by RtS



- Phonics Packages
- Coram Readers
- Lexia
- Books
- Staff intervention costs
- Sparx Reader
- Wiki
- YARC
- Lexonik Advance and LEAP
- Story telling sensory bags
- Other

“One young man was reading CVC words this time last year. He was frustrated and embarrassed by his lack of independence. He is honestly buzzing that he can now read with a good level of independence and always has his head buried in some sort of Pokemon related book / website. He has also discovered Dog Man books and loves reading them - so much so, he has asked his parents to buy him a set!”

A Rochdale Literacy Lead



High Quality CPD Sessions to develop the universal offer

We have worked closely with Manchester Communication Research School in order to provide high quality CPD to the Literacy Leads using a Train the Trainer model so that they can support the training of the other staff in their schools. The sessions over this year have focussed on:

- Universal literacy provision - focusing on a school's universal offer and using data to inform this
- Monitoring and evaluation of targeted interventions
- The effective deployment of teaching assistants to improve literacy outcomes

"Support and guidance from Right to Succeed has enabled me to support any suggestions with evidence-based research so there is no doubt why we are doing what we are doing. Having SLT on board and facilitating training sessions has been invaluable." A Rochdale Literacy Lead

Professor Jessie Ricketts, Director of Language and Reading Acquisition at Royal Holloway, and Estelle Bellamy, Director of Learning at FCAT, hosted a CPD session on Reading assessment and interventions, working with SENCO's, understanding reading data and articulating this data to OFSTED.

"Reading age scores and to be cautious of what they mean. The need for CPD with staff about reading ages is an absolute priority." A Rochdale Literacy Lead

"Understanding how to read the NGRT results on a deeper, more nuanced level, and how morphology/etymology can be used to unpick/unlock vocabulary." A Rochdale Literacy Lead

Following on from feedback from Literacy Leads we held a collaborative data session with Literacy Leads from Tameside. The aim of this session was to develop a greater understanding of progress data for stanine 1 and 2 pupils. After the session, **100% of respondents said this session would directly affect their practice.**

"The session made me more aware of looking at the in-year data and reflecting on if it would be possible for me to move students between strategies mid-year." A Rochdale Literacy Lead.

Working towards the third aim of the programme we held a combined primary and secondary transition session. This was a session rooted in collaboration and discussion, allowing professionals the time to learn from each other on how each stage supports their weakest readers through quality first teaching, interventions and universal strategies. Over the summer term we have worked with primary schools to on a transition pilot: more information on this can be found on page 29.

Impact and Outcomes

Pupil Outcomes

Year 7

- Average SAS increase from 100.1 to 102.3
- 80% of stanine 1 and 2 children made progress (expected or above progress)
- 32% of stanine 1 and 2 children made higher or much higher progress
- Boys' average SAS increased further than girls' by 2.5 points
- Pupils with English as an additional language increased their SAS by over 3 points from 98 to 101.2
- 1.2% of pupils within the lowest stanines has decreased by 1% and the % of pupils within the highest stanines has increased by 10%

Year 8

- From baseline in Sept 23 there has been an average SAS increase of 3.7 points
- 84% of stanine 1 and 2 children made progress (expected or above)
- 41% of stanine 1 and 2 children in year 8 made higher or much higher progress
- Pupils eligible for Free School Meals have increased from 97.2 to 100.5 SAS points
- EAL pupils have increased by 4.1 SAS points
- Pupils within the lowest stanines have reduced by 2% and students in the highest stanines have increased by 13%



Hear from the incredible pupils of Rochdale and find out about their reading journeys as we talk to some of our partner schools.



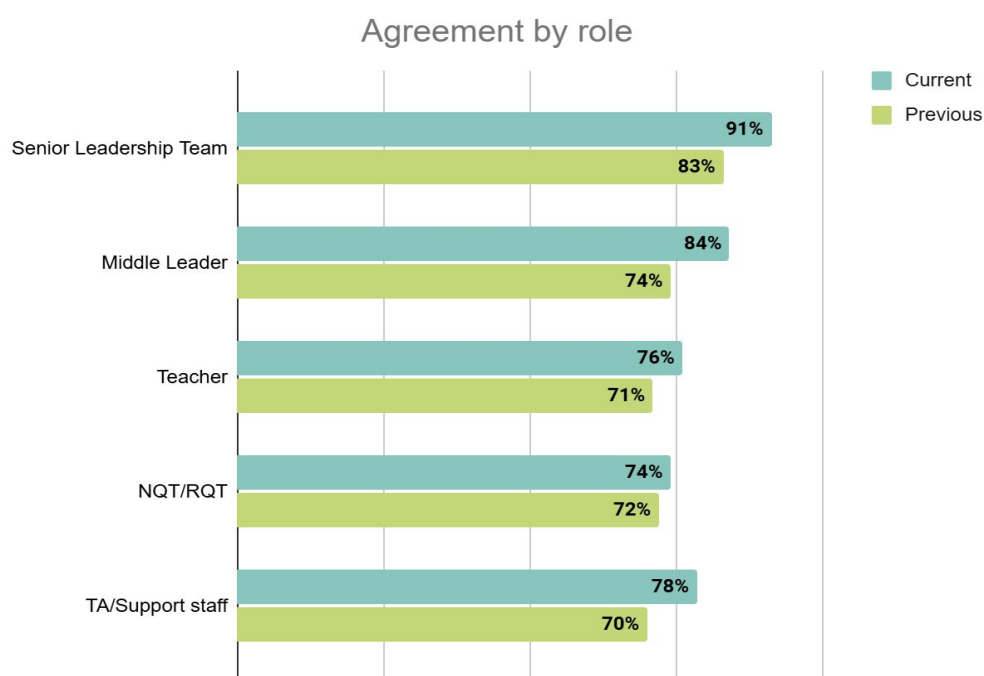
Teacher Development Outcomes

Literacy Leads distributed a staff literacy survey to all teaching and teaching support staff, which is intended to identify areas of strength and development related to cross-curricular literacy. The survey is divided into three sections:

- Self-efficacy and beliefs
- School prioritisation
- Personal development and implementation

Literacy Survey Highlights

- All roles responded more positively than previously. SLT, Middle Leaders and Teaching Assistants increased the greatest by 8%, 10% and 8%. While Early Career Teachers and teachers increased by fewer percentage points, 2% and 5% respectively
- All agreement rates from staff increased from last year: self-efficacy and beliefs and school prioritisation have increased by 6% and 8%, and CPD has increased by 12%
- Responses show that staff are more confident in supporting pupils with SLD than last year - 66 - 72%



Conclusion

The literacy staff survey suggests that the profile of literacy has been increased in schools across the life of the project and that staff are now more in agreement that literacy is an important tool for improving outcomes, in particular for the most disadvantaged pupils. Triangulating the literacy survey data alongside pupil outcomes and monitoring and evaluation visits suggests that teacher practice and confidence is improving and therefore impacting pupil attainment and progress.

"Taking on staff voice has been invaluable this year!"

Rochdale Literacy Lead

Monitoring and Evaluation

As part of our partnership with the EEF and Research Schools, we committed to conduct a second set of monitoring and evaluation visits, with the purpose of gaining awareness of the development of literacy approaches used within schools, and to give practitioners valuable feedback and a progress measure.

The visits involved lesson observations across the school (cross-curricular), interviews with different members of staff including SLT, Literacy Leads, Middle Leaders and Heads of Departments. The visits found substantial evidence across the sample schools of changes to both staff knowledge and practice in the classroom:

Summary of Findings

- Strong focus on Tier 2 and 3 vocabulary teaching, with various strategies employed
- Structured talk is increasingly embedded, with role-based discussion and prompts helping students articulate ideas more clearly
- Guided reading is more widely used with practices such as modelling, questioning, and reciprocal reading, and pupil confidence is increasing
- Progress has been made in refining and targeting interventions and one school has introduced pupil reading profiles for targeted support
- Increased library engagement and enrichment activities, with more students participating in reading-related events
- Scaffolding strategies and modelling are supporting students across subjects, particularly in linking reading to writing tasks
- Lesson visits across the six schools revealed encouraging progress in the classroom application of literacy strategies
- Teachers are increasingly using techniques aligned with whole-school training and positive learning behaviours were observed
- Progress in literacy implementation is evident, with increased teacher confidence, structured strategies, and student engagement

Next Steps

- Integrate literacy strategies consistently into curriculum planning and classroom practice
- Ensure that whole-school training is followed up with monitoring and support
- Share reading data more widely across departments
- Train staff in interpreting NGRT data and use intervention plans to support pupils beyond English



Part 3: KS2 Literacy

KS2 LITERACY

Aims

The aims of the project in primary schools were focused around developing the practice of Key Stage 2 staff in three key areas of literacy: oracy, reading and writing.

- Increased confidence of staff identifying and meeting literacy needs of their pupils
- Improved knowledge of effective literacy development approaches
- Increased prioritisation of literacy CPD within school
- Identification of pupil level need and enhanced ability to match need to intervention
- Pupils receiving targeted support see an improvement in their oracy/reading and/or writing capabilities

What we have done

With our Rochdale Primary Schools, we have addressed the aims by providing funding to support interventions and strategies for reading improvement in Year 5 and 6, and the provision of high quality CPD. 22 of Rochdale's primary schools have continued to take part in the KS2 Literacy Programme which has been split into three areas: reading, writing and oracy. The focus and delivery of each area has been:

Reading

All schools had different approaches to reading and were at different stages on their reading development journey. It was agreed that each school would have a set budget to spend on resources to support pupils' attainment and progress in reading, focussed on Year 5 and 6 pupils.

All schools submitted a reading approach plan to evidence how they would use the available funding to support reading with Year 5 and 6. The majority of schools used this funding to purchase books in order to support their own reading strategies.

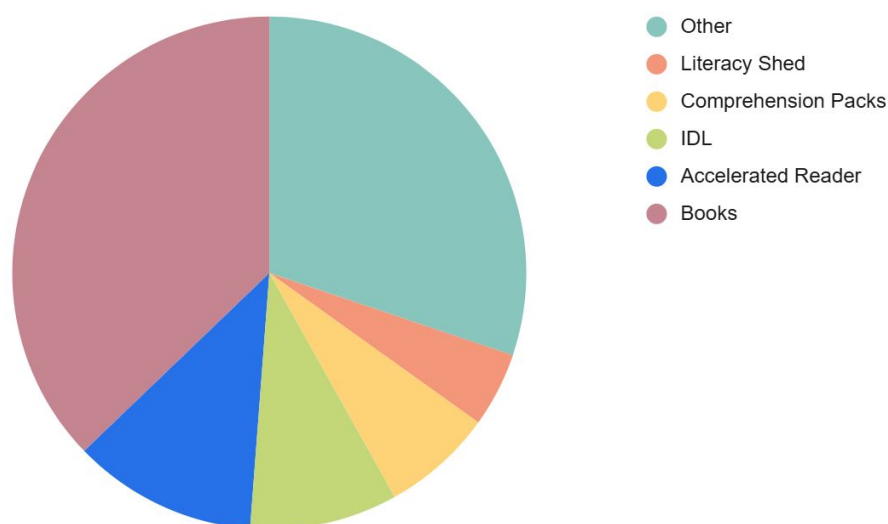


***“Thank you for the CPD
that has already been
provided. I hope to see
the impact of the CPD
on students' ability to
read and write more
proficiently in
2025/2026.”***

Rochdale Primary Lead

Chart shows the distribution of the funding (other includes: Grammarsaurus, Fresh Start, Power of Reading)

Primary Literacy Interventions funded by RtS



Writing

The main focus of the primary work across all 22 schools has been to develop key staff through central training so that they can cascade training to all staff and develop practice at whole-school level. Literacy Leads from the schools attended three sessions of metacognition and writing training delivered by Manchester Communication Research School. During the final session, practitioners shared the positive changes they had made to their writing curricula following the first two sessions with the Research School. One school shared an example of how they had reduced cognitive load for a pupil and saw improvement in his handwriting, and others had implemented daily handwriting sessions and explicit spelling instruction.

“The sessions have really helped me plan English. To allow children to confidently break down their learning and think about how I structure my approach.” Primary Writing Lead

Oracy

All schools attended two development days led by Voice 21 (a national oracy charity) to support their oracy framework and strategies. Schools had access to online resources and courses supporting professional development and CPD delivery and five Collaborative Consultancy Days were held to give practitioners on-site feedback and guidance.

After Voice 21 Development Day 1, 100% of schools agreed that the training would impact their practice. A practitioner said that the training enabled them to *“think more clearly about opportunities for oracy and how to develop children’s skills using the oracy framework”*.

The below timeline by Richard Golding, Deputy Headteacher at St Gabriel’s RC Primary School, details the steps the school has taken on their oracy journey, including planning, CPD, implementation and monitoring.

St. Gabriel’s Progress Timeline



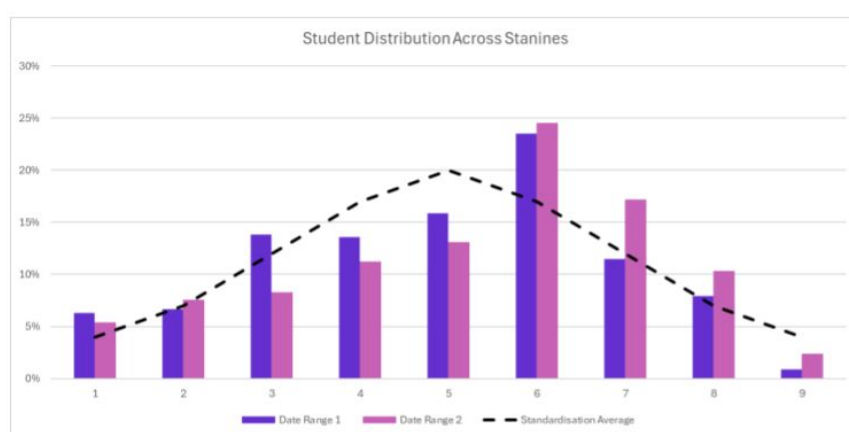
NGRT & Outcomes

In addition to a focus on classroom teaching, we have also funded NGRT (an external assessment tool for reading) which allows us to track impact of the work, but also allows teachers to identify children who may need interventions to classroom teaching, because gaps have opened between them and their peers in terms of literacy skills (aims 4 and 5). Training on the interpretation of these assessments has also been a core element of the activity this year.

Year 5 NGRT

- 96% completion rate
- Cohort performance almost 2 SAS points above the national average
- Increase of over 3 points for the cohort this year (over 56 weeks)
- Increase of almost 4 points for boys - narrowing the gender gap for the cohort
- Increase of 3.8 points for pupils eligible for Free School Meals
- Overall pupil numbers in the four lowest stanines have decreased showing an overall shift to the five highest stanines

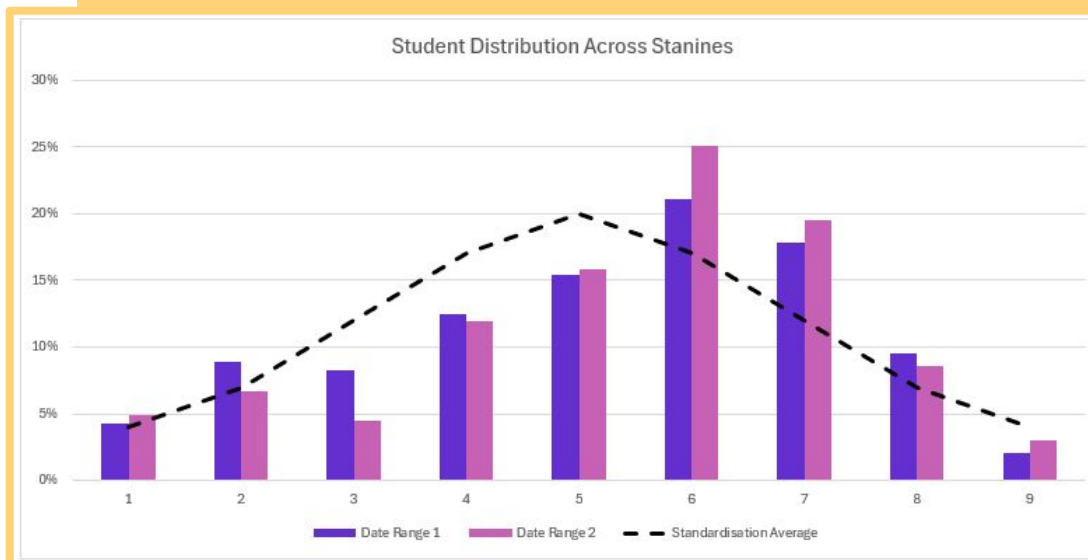
Stanine Distribution



"The project has given myself as literacy lead lots to think about. It has been beneficial to really delve deeper in terms of how projects/interventions can support children and if they have the desired impact." Primary Lead

Year 6 NGRT

- 97% completion rate
- Average SAS increased from 101.5 to 103.6
- SAS pupils eligible for FSM now almost at national average
- SAS of EAL pupils increased from increased from 102.7 to 104.9
- Girls increased their score from 102.3 to 104.5 and boys from 100.8 to 102.7



The Impact: qualitative data

The pupil outcome data suggests a correlation between the activities and funding and the outcomes of the pupils. Whilst teacher confidence in literacy will not be retested until September 25, the improvement in outcomes does suggest that teacher practice has altered in some way as a result of new knowledge/resources.

Key findings from the baseline literacy survey taken in Spring 2024

- Overall, staff agreed with 83% of the 20 statements in the literacy audit
- Members of the senior leadership team were most likely to agree (93%)
- Middle leaders and teaching assistants were least likely to agree (81%)
- Statements relating to school prioritisation of literacy were the most likely to be agreed with (95%)
- Statements relating to CPD were least likely to be agreed with (71%)
- Open responses focused on CPD (36%), collaboration (11%) and SEND needs (11%)

Primary to Secondary Transition

To gain a more thorough understanding of the literacy approaches and strategies used at KS2 and KS3, and with the aim of better supporting vulnerable pupils in their transition from primary to secondary, we have focussed on transition with our participating primary and secondary schools.

What we have done

We held a joint primary and secondary event looking specifically at writing curricula and assessment in KS2 and KS3.

We facilitated a transition pilot focussing on supporting the most vulnerable pupils in terms of literacy and inclusion on their move to Year 7. Detailed literacy data was shared on the weakest readers, (those within stanines 1 and 2) and detailed inclusion data was shared on the most vulnerable pupils within Year 6.

- 105 pieces of transition data shared
- High-quality personalised information at pupil-level
- Detailed assessment and intervention data
- Information directed to specific leads in secondary schools - getting the right information to the right people
- Earlier provision of detailed information to secondary leads

Initial Feedback

"The specificity around how the difficulties manifest themselves is particularly useful information for us to have."

Rochdale Deputy Head.

*"...bridging the primary / secondary cultural differences in literacy to support some of our most vulnerable pupils. The **impact is clear and profound** and we must and will continue to work in **partnership** to effect **sustainable change in the system.**"* **Jane Sowerby, Assistant Director, Early Help & Schools, Rochdale Borough Council**

Next steps

Over year 3 of the programme we will work closely with our schools and the LA to evaluate the impact of the transition pilot and to ensure this initiative is passed over with sustainability.



Part 4: Year 3 and Beyond

Our approach to sustainability

Building on our work to date, we've set out what we expect to achieve during the delivery years of our programme and how this builds towards achieving the 10-year ambition, embedding the principles of collective working and locally-led decision making.

Overarching plans

Continuing the momentum and energy of the programme to grow impact	Embedding place-based change principles of collective ambition	Increasing the capacity of individuals and organisations	Continue to learn and evaluate and share that knowledge for continuous improvement	Creating the blueprint and conditions for long-term legacy and sustainability
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KS2 Literacy	KS3 Literacy	Inclusion
TA Training	TA Training	IAP Working Group
Continuation of Transition project	Literacy and Attendance Project	Continuation of termly data collection
Continuation of funded literacy strategies	Continuation of funded interventions to support weakest readers	Continuation of The Difference Programme
Collaborative training sessions with Pinnacle Learning Research School	Continuation of high quality CPD from Manchester Communication Research School	Continuation of Tier 1 whole school CPD
NGRT Progress Measures		High quality CPD opportunities for Inclusion Deputies from Industry experts

Year 3 and Beyond

Throughout year 2 clear themes have emerged that we intend to focus on within year 3.

TA Training

Through the EEF's recent guidance report on the Deployment of Teaching Assistants we have worked with the Research Schools to design a three day training course for Teaching Assistants for year 3 of the programme. This training will focus on supporting subject knowledge around all elements of literacy using the four literacy guidance reports as the basis of training and developing TA's.

Literacy and Attendance Project

A barrier to pupils accessing reading and literacy interventions is their attendance. We are working with Pinnacle Learning Research School and volunteers from schools within Rochdale to design an intervention aimed at improving reading confidence for pupils with low attendance.

Primary Literacy Funding

Primary schools will have an allocated budget aimed at supporting areas for improvement in literacy. This will be bespoke to the needs of each school and can support any phase or year group. Schools may decide to use this to strengthen their existing strategies or opt to develop a new approach or intervention in a key area. We hope to evaluate if intervention aimed at the lower key stages is more impactful than later key stages.

Working Collectively to Effect Change

Right to Succeed supports communities in areas of high deprivation to work collectively to give children and young people the best start in life.

We do this because we believe every child deserves the right to succeed, no matter where they live. We bring together residents, professionals and decision-makers to co-design a programme that is bespoke to the needs of the local community. We call this way of working *place-based change*.

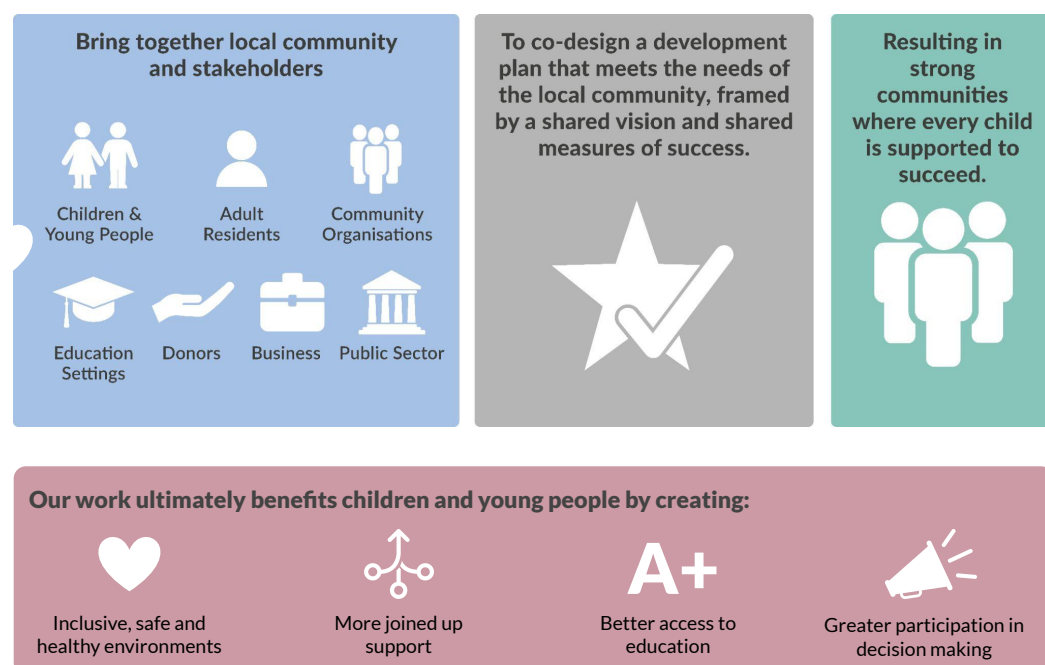
How we Work

Our Theory of Change

Our Theory of Change sets out the steps that we take in order to effect change.

The target beneficiaries are the children and young people living in the communities.

Together with Local Residents, Professionals and Leaders, we:



Thank you to our programme partners

Secondary Schools

Brownhill Learning Community
Cardinal Langley RC High School
Edgar Wood Academy
Falinge Park High School
Hollingworth Academy
Holy Family RC & CE College
Kingsway Park High School
Matthew Moss High School
Middleton Technology School
Newhouse Academy
Oulder Hill Leadership Academy
Redwood Secondary School
St Anne's Academy
St Cuthbert's RC High School
Wardle Academy

Primary Schools

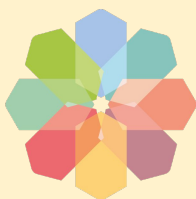
Heap Bridge Village Primary School
Holy Family RC Primary School
Kentmere Academy
Marland Hill Primary School
Moorhouse Academy
Newhey Community Primary School
Sacred Heart RC Primary School and Nursery
Sandbrook Community Primary School
Stansfield Hall C of E Primary School
St Andrew's CofE Primary School
St Edward's CofE Primary School
St Gabriel's RC Primary School
St James CofE Primary School
St John Fisher RC Primary School
St John's RC Primary School
St Joseph's RC Primary School
St Mary's CofE Primary School
St Mary's RC Primary School (Littleborough)
St Mary's RC Primary School (Middleton)
St Patrick's RC Primary School
St Thomas More RC Primary School
St Vincent's RC Primary School

Delivery Partners

Department for Education (DfE)
Education Endowment Foundation (EEF)
GL Assessment
Manchester Communication Research
School
Pinnacle Learning Research School
Rochdale Borough Council
The Education Community Partnership
Voice 21
The Difference

Funders

Department for Education (DfE)
Garfield Weston
John Laing Charitable Trust
KPMG
Rochdale Borough Council



RIGHT TO
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