



## iCanRead - Case Study - Blue Class - London

Mrs. Auchoybur - Class teacher

### The challenge

The school has 640 pupils, with an Additionally Resourced Provision Unit for 21 children with statements. The school is situated in East London. Pupils are from a wide range of minority ethnic backgrounds and the proportion of pupils eligible for funding through the pupil premium is well above average. Parental engagement was highlighted on the school's most recent Ofsted.

### How did iCR tackle this?

#### Engaging

These pupil premium children really engage with new technology, particularly the boys and the sticker rewards focused them during guided reading session and also motivated them to read at home.

#### Convenience of use

These children needed to make accelerated progress so the ease and convenience of use at home allowed the school to extend the reading and learning beyond the classroom, plus the additional parental support allowed maximum opportunities to accelerate the progress of these pp children.

#### Cost effective

iCR represents good value for money so we could use our pupil premium knowing that the combination of new technology, parental engagement and increased progress proved good justification as to how we spent this money as it directly impacted on our pp children and helped close the attainment gap.

### The Outcomes

W/S 11 MAY 2015			
Name	Reading sessions	Pages Read	Medal
Chrystal Ukpeh	1	81.91	Bronze
Freddie Smith	1	2	Bronze
Demi Ogundare	2	52	Bronze
Nasir Hussain	4	20	Silver
Gabriela Cebotari	5	13	Gold
Tracey Kasaine	4	106	Silver
Daniel Norton	5	28	Gold
David Sodeke	7	206	Platinum
Haran Getle	5	0	Gold
Baran Oden	7	0	Platinum
Phoebe Staples	6	83	Gold
Gobind Sunner	7	239	Platinum
Lily Tapsell	7	72	Platinum
Harriet Ebanks	7	209	Platinum
Mahima Ahmed	4	49	Silver

W/S 4 MAY 2015			
Name	Reading sessions	Pages Read	Medal
Nasir Hussain	7	35	Platinum
Tracey Kasaine	7	193	Platinum
David Sodeke	6	291	Gold
Demi Ogundare	7	224	Platinum
Lily Tapsell	7	76	Platinum
Harriet Ebanks	2	185	Bronze
Mahima Ahmed	4	31	Silver
Gobind Sunner	7	182	Platinum
Ephraim Cizunga	7	55	Platinum
Daniel Norton	0	0	No Medal
Baran Oden	7	0	Platinum

W/S 27 APRIL 2015			
Name	Reading sessions	Pages Read	Medal
Gabriela Cebotari	1	4	Bronze
Ellis Blogg	2	12	Bronze
Freddie Smith	2	5	Bronze
Able Smith	2	23	Bronze
Demi Ogundare	4	100	Silver
Harriet Ebanks	2	115	Bronze
Nasir Hussain	7	35	Platinum
Haran Getle	3	0	Silver
David Sodeke	6	269	Gold
Baran Oden	5	0	Gold
Lily Tapsell	7	84	Platinum
Gobind Sunner	7	107	Platinum
Ephraim Cizunga	7	44	Platinum



## At home

After the introduction of iCanRead there was a significant increase in the number of pupil premium children that read more regularly at home with parents. Also a significant % of these pp children were boys and prior to the app were not reading at all at home and certainly not with parents. This was due to the competitive element of iCanRead, but also the boy friendly design. The use of pupil premium money to fund this app for these children both impacted at home and in class (:see be-low)



## In class

These children, indicated above, were not frequent readers and were not making rapid progress, and as pp children, they needed to make better than average progress. The combined use of iCanRead at home and increased parental engagement impacted on these children in class as well. This was due to two factors, one increased reading at home, but also the engagement and focus on comprehension questions both in class and at home boosted progress in class and was visible during guided reading sessions. The higher order thinking comprehension questions pro-vided by iCanRead really developed and impacted on children's inference, summary and deduction skills, therefore increasing comprehension levels, which were then consolidated and practiced at home with parents via the app as well.

More recently this is impacting on children's writing and originally began to show int he book re-views the children were doing. having these reviews published on the iCanLearn website gave the children real confidence and purpose, but most importantly gave the children a link between read-ing and writing and has resulted in increased progress for these children in class in both reading and writing, which prior to the introduction of the app was not as rapid and not as easy to evidence.

Another interesting aspect was the impact iCanRead had on the more able and gifted children in Blue class. These children typically enjoy reading and are not reluctant readers in school or at home. The app's impact was seen again through the competition element and really allowed these children to record their efforts, whereas previously all their hard work and efforts in reading in school and at home were not documented. This fuelled their confidence and the use of the higher order comprehension skills is often a real gap are for more able children so being abel to practice these types of inference and deduction skills from an early age allows for more progress towards the top comprehension levels.



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