



Department
for Education

All-Party Parliamentary Group on Dyslexia and other Specific Learning Difficulties

THE ENGLISH HUB PROGRAMME

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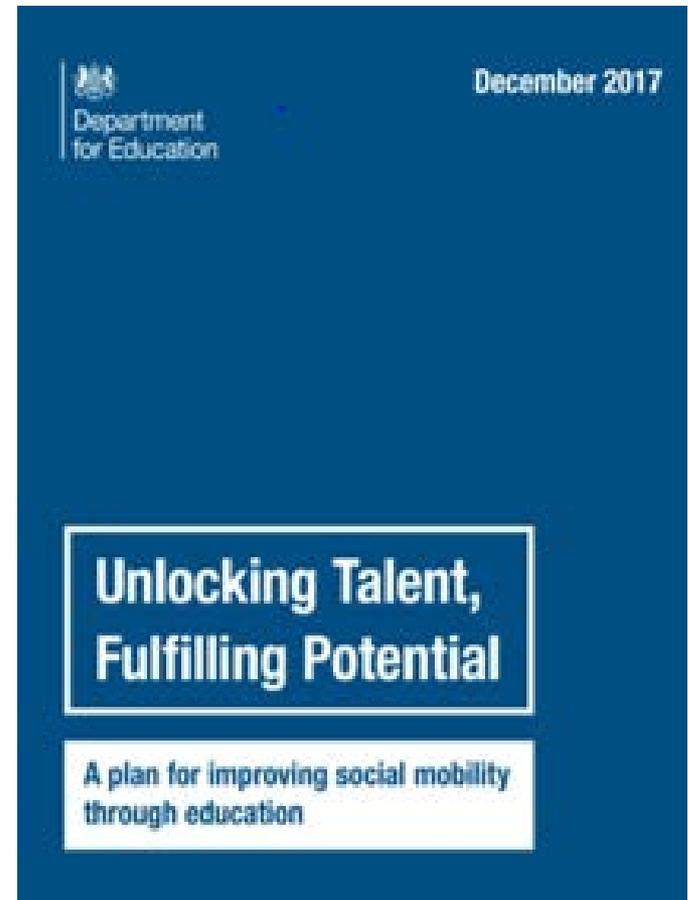
What we will cover:

- Context and background
- Centre of Excellence for Literacy Teaching
- English Hubs - what they are and what they do
- Next steps



Context and background – fundamental premises

- Social mobility
 - Closing the word gap
 - Early intervention



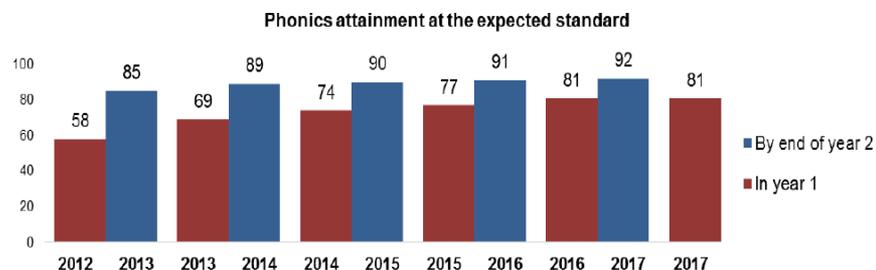


Context and background – the story so far

- Curriculum reforms
- Curriculum support
- Targeted and localised support

We have already seen positive impacts of the changes - national and international data show significant improvements in primary reading

Pupil attainment in phonics has climbed significantly since 2012. Being able to decode (phonics) is critical to children's ability to read.



This improvement has allowed England to climb the ranks internationally...

Progress in International Literacy Reading Study (PIRLS)
Year 5 pupils in England take part

Year	Average pupil score	International ranking
2016	559	8 th (of 50 countries)
2011	552	10 th (of 45)
2006	539	19 th (of 45)
2001	553	3 rd (of 35)

There is more to do: there are attainment gaps according to gender, disadvantage, SEND and region.

Our plans for a Centre of Excellence for English, English Hubs, and phonics and reading partnerships and roadshows aim to address this.



- Become a nationally recognized body and sector leader
- Build on and develop the literacy evidence base
- Drive improvement
- Train literacy specialists
- Manage 35 English hubs



English Hubs

What they are

- We expect hub proposals to be led by:
 - a primary school
 - in or near an area of low educational attainment
- A hub will need to demonstrate significant expertise in teaching reception and KS1 children
- We want to ensure that the hubs are distributed fairly evenly across the country.
- Hub schools will need to meet certain criteria to drive improvement in other schools.

What they do

- Each hub will deploy five practicing classroom teachers as literacy specialists
- Each hub will deliver intensive support in up to 20 schools; and less intensive support in up to 150 schools
- Less intensive support could include some or all of the examples given in the guidance for intensive support to be delivered as appropriate in larger volumes e.g. workshops



Schools to be supported

The intensive support should focus on schools with the following characteristics, and many schools will have a combination of some or all of these:

Low performing schools, particularly those with issues that are already evident in Year R and year 1 (e.g. where Phonics Screening Check results fall below the national average)

Schools needing support for new leadership, e.g. where leadership has recently changed, or where there has been high turnover of staff and the introduction of new teachers or roles

Schools identified as needing to implement evidence-based teaching methods, or to deliver them more effectively



Next Steps

- Procurement exercise for the CELT
- EOI process for the Hubs
- Centre and Hubs established in the Autumn