The Impact of Shine GPS

Targeted Interventions for Primary

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Introduction and scope

This study focuses on the impact of *Shine GPS: Targeted Interventions for Primary* in five schools between January and April of 2025. *Shine GPS* interventions are specifically targeted at granular learning objectives in Grammar, Punctuation and Spelling where pupils have not reached the expected level in standardised assessments. In the case of *Shine GPS*, the standardised assessments are the termly *New GaPS* assessments published by Hachette Learning.

Following a Plan, Do, Review approach, *Shine GPS* interventions provide 20-30 minute sessions in two-part 'learning sequences' involving modelled, supported learning followed by independent practice sessions and progress quizzes. For each learning sequence, there are lesson plans, modelling software, teacher guidance and pupil resources. In the reporting platform, Boost Insights, *Shine* Intervention Reports group pupils by intervention learning objectives where the expected level has not been reached in that term's assessment, and provide targeted *Shine* interventions for the groups.

The five schools involved in this impact study chose to take part following their end-of-term *New GaPS* assessments in December 2024. They self-selected the year groups for the interventions depending on teacher/TA time and timetable capacity for the January to April term and used the Intervention Reports from the Boost Insights platform to determine the groups of pupils requiring intervention. In total nine classes (one Year 4, five Year 5, and three Year 6 groups) were formed for the trial by the five schools combined.

The impact study focussed on analysis of data from two end-of-term *New GaPS* standardised assessments before and after the interventions took place (autumn 2024 and spring 2025). In addition, the growth in attainment between these two points was compared with the growth the same pupils exhibited one year prior between the same end-of-term assessment periods (autumn 2023 and spring 2024). Interviews with teachers and TAs involved in the trialling of the *Shine GPS* interventions provided additional evidence of the efficacy of the interventions.

Key Findings

- Teachers in the study reported that the learning during *Shine GPS* interventions positively impacted classroom learning.
- Intervention group pupils' improvement in standardised scores outpaced the average improvement seen in their non-intervention-group classmates, providing a pathway to closing the attainment gap.
- On average, pupils taking part in *Shine GPS* interventions improved on their test scores in standardised GPS assessments, allowing some to transition to higher performance indicator bands.
- Pupils who received *Shine GPS* interventions tended to improve on their growth trajectory compared to the year prior, catching up to or sometimes even exceeding the growth trajectory of their classmates.
- The proportion of pupils on a 'low growth' trajectory more than halved from 51% to 22% in the year they received the interventions.
- Four out of five schools said *Shine GPS* saved planning time.
- All schools said that pupils enjoyed the *Shine GPS* interventions and that teachers saw increased confidence in learning.

Aims

This study aimed to evaluate the impact of *Shine GPS* interventions with focus on the following questions:

- Did pupils who received the interventions make progress in their grammar, punctuation and spelling tests (*New GaPS*) whilst improving on their standardised scores?
- Did pupils who received the interventions improve on their growth trajectory relative to others at their attainment level in grammar, punctuation and spelling?
- Which pupils benefitted the most from the interventions?
- Did pupils' teachers see evidence of progress transferring to lessons in class?
- Did pupils engage with and enjoy the intervention sessions?
- Did pupils' confidence in their learning increase as a result of the interventions?
- In what ways did the interventions impact teacher workload?
- Based on the experience of using the interventions, would teachers be inclined to continue to implement the *Shine GPS* interventions?
- Would teachers recommend *Shine* interventions to other schools?

Overview

The EEF suggests that effective interventions have some common elements that schools should consider. This table shows findings from schools in trialling *Shine GPS* interventions matched against these EEF effectiveness criteria:

EEF guidance '*Selecting Interventions - Evidence Insights*', April 2025	Teachers/TAs findings on using Shine Interventions
Timing	
Intervention sessions are often brief (e.g. 15–60 mins) and regular (e.g. 2–5 per week).	*Shine GPS* interventions took approximately 30 minutes and were usually delivered twice a week. Some teachers reported taking longer as they got used to the format or where the pupils were not known to them.
Assessment	
Assessments are used to identify pupils, guide areas of focus and to track pupil progress.	The group and individual intervention reports from *New GaPS* termly standardised assessments correctly identified and grouped pupils for targeted *Shine Interventions*.
Resourcing	
The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.	All teachers reported that *Shine GPS* interventions provided everything they needed: targeted learning resources, modelling software to aid delivery, lesson plans and progress quizzes. Teachers felt they could 'pick up and go'.

Give it time	
Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8–20 weeks).	Teachers used a number of the learning sequences provided in *Shine GPS* interventions and they liked the two-part approach per week - a supported, scaffolded session followed by an independent practice session. Most schools timetabled sessions during the school day, one as after-school sessions.
Expert delivery	
Interventions are delivered by a qualified teacher, or if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.	Teachers and TAs delivered the interventions in groups of 3 to 10 pupils. Teachers suggested that they envisage also using *Shine GPS* interventions for a whole-class intervention or recap. Teachers and TAs said that the modelling software, Plan, Do, Review teacher guidance and lesson plans would also provide useful training for less experienced TAs.
Teacher links	
If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.	TAs used *Shine GPS* record sheets to report on sessions, progress, and quiz scores, and to facilitate discussion with class teachers. TAs commented that when in class with the pupils from their groups, they could support transfer of the intervention learning into the relevant lesson.

Impact and efficacy

Quantitative evidence from test data

- **Did pupils who received the interventions make progress in their grammar, punctuation and spelling tests (*New GaPS*) whilst improving on their standardised scores?**

On average, pupils taking part in Shine GPS interventions improved on their test scores in grammar, punctuation and spelling. The median change in Standardised Score (SS) points in *New GaPS* assessments between Autumn 2024 and Spring 2025 for a group taking *Shine GPS* interventions was 6.25, compared with 1.00 for their school and year group peers. SS are standardised to a standard deviation of 15, which means 6.25 corresponds to an improvement of 0.42 of a standard deviation. Figure 1 compares this change in SS split by class and it can be seen that *Shine GPS* pupils tended to gain more SS points than their class peers.

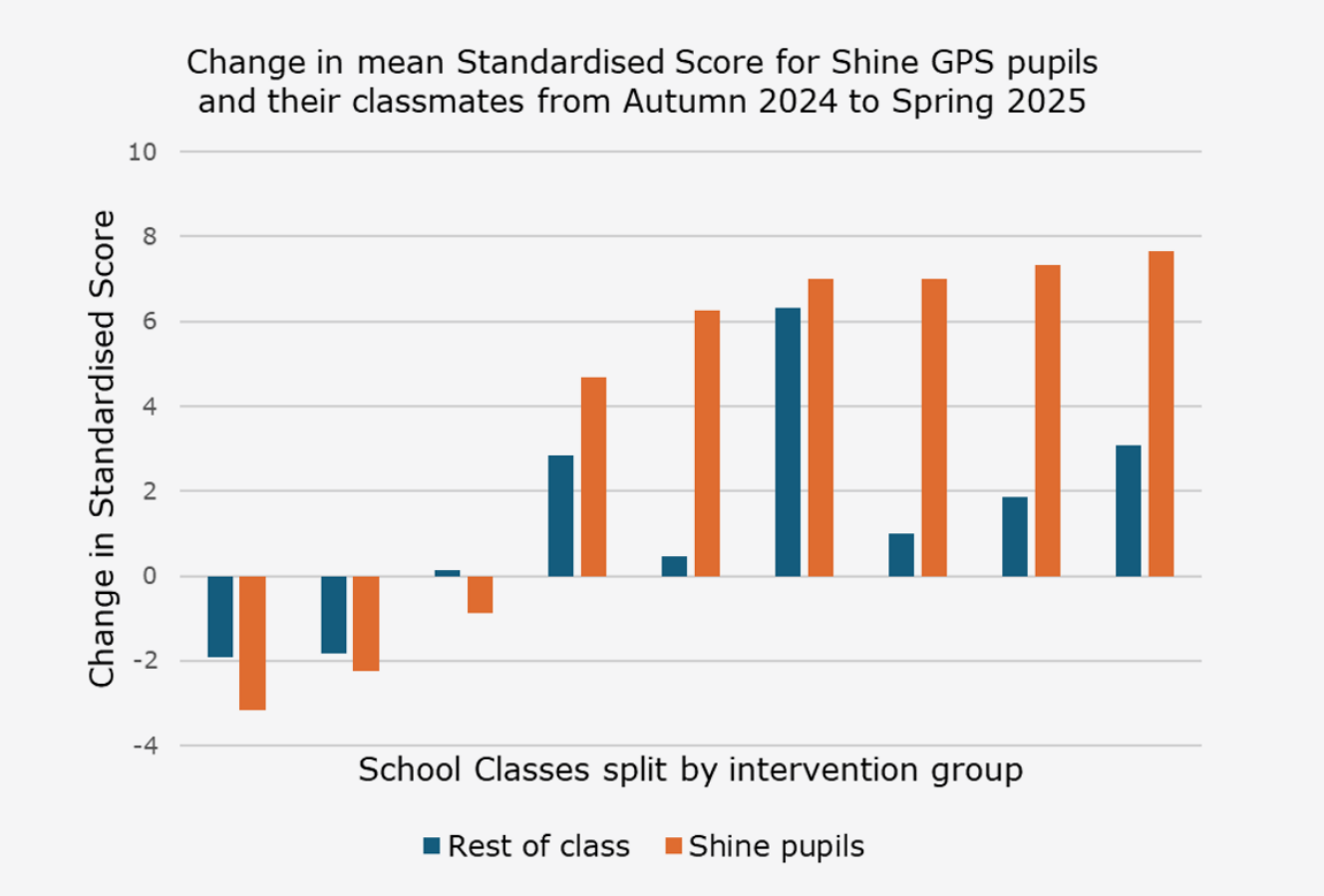

Figure 1. Bar plot comparing the change in mean Standardised Score (SS) between the Shine GPS pupils and their classmates for the 9 participating school classes.

This generally positive movement in Standardised Scores is also reflected in *Shine GPS* pupils' Performance Indicator (PI) bands (Figure 2). *Shine* pupils tended to move up in their performance indicator brackets. A similar pattern of pupils moving into higher performance indicator bands was observed in 4 out of the 5 schools. In one of the schools the proportions remained the same (3 pupils 'working towards' and 1 pupil 'working at' remained in the same PI bands after the intervention).

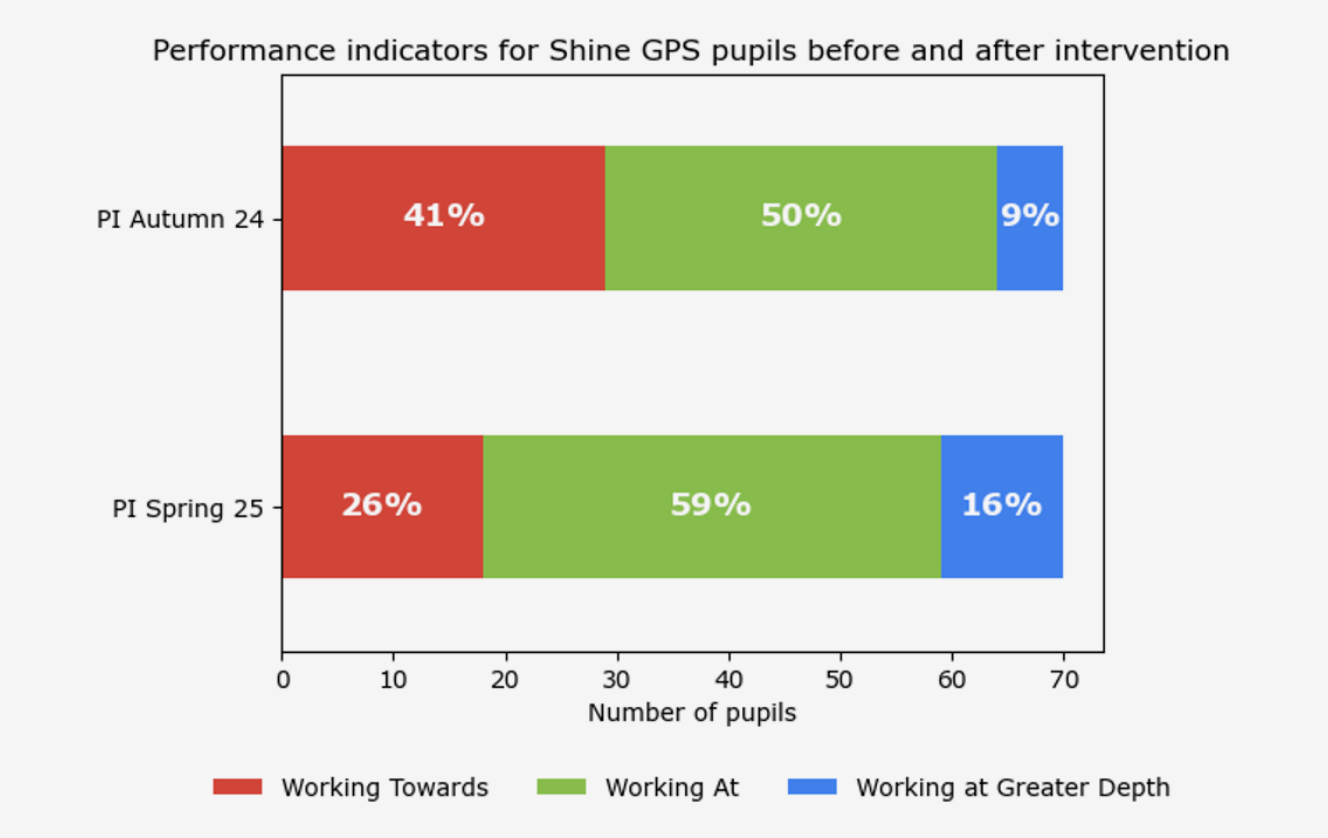

Figure 2. Proportions of Performance indicators (PI) for Shine GPS pupils before and after the interventions (total n=70).

- **Did pupils who received the interventions improve on their growth trajectory relative to others at their attainment level in grammar, punctuation and spelling?**

Using Student Growth Percentiles (SGP) we observed that pupils who received *Shine GPS* interventions tended to improve on their growth trajectory, catching up to or sometimes even exceeding that of their classmates.

Student Growth Percentiles (SGP) compare a student's growth between two or more assessments with the growth of their academic peers who started with the same attainment level. Using data from thousands of pupils on Boost Insights, we can pinpoint a pupil's SGP rank between any two consecutive assessments in our *New GaPS* test suite. For example, if Learner A has a SGP of 80 between

their autumn and spring tests, that means that their growth in that period was better than 79% of their academic peers who scored the same marks as them in autumn. SGPs allow us to verify if pupils have relatively low growth (SGP from 0 to 35), typical growth (SGP of 35 to 65), or high growth (SGP of 65 to 100) compared to pupils with similar initial attainment (Betebenner, 2009; Castellano & Ho, 2013).

For this impact study, 9 classes from 5 schools took the *New GaPS* autumn and spring tests in 2023-2024 and 2024-2025 academic years. For 2024-2025, some pupils from all classes took up *Shine* interventions based on schools' discretion. For these pupils and their classmates, we calculated SGPs for their autumn to spring growth in 23-24 and 24-25 academic years respectively. This way we can track the growth rate or SGPs for *Shine* pupils from the year before the interventions (23-24) to after the interventions (24-25). From all pupils who received *Shine GPS* interventions included in the study (n=70), we could compare growth trajectories for 63 pupils with their growth the year prior.

Not only that, but we can also compare these *Shine* SGPs with those of their classmates – giving us an opportunity to control for the fact that some schools might just have higher or lower SGPs overall regardless of intervention. See Figure 3 for the change in median SGP per group.

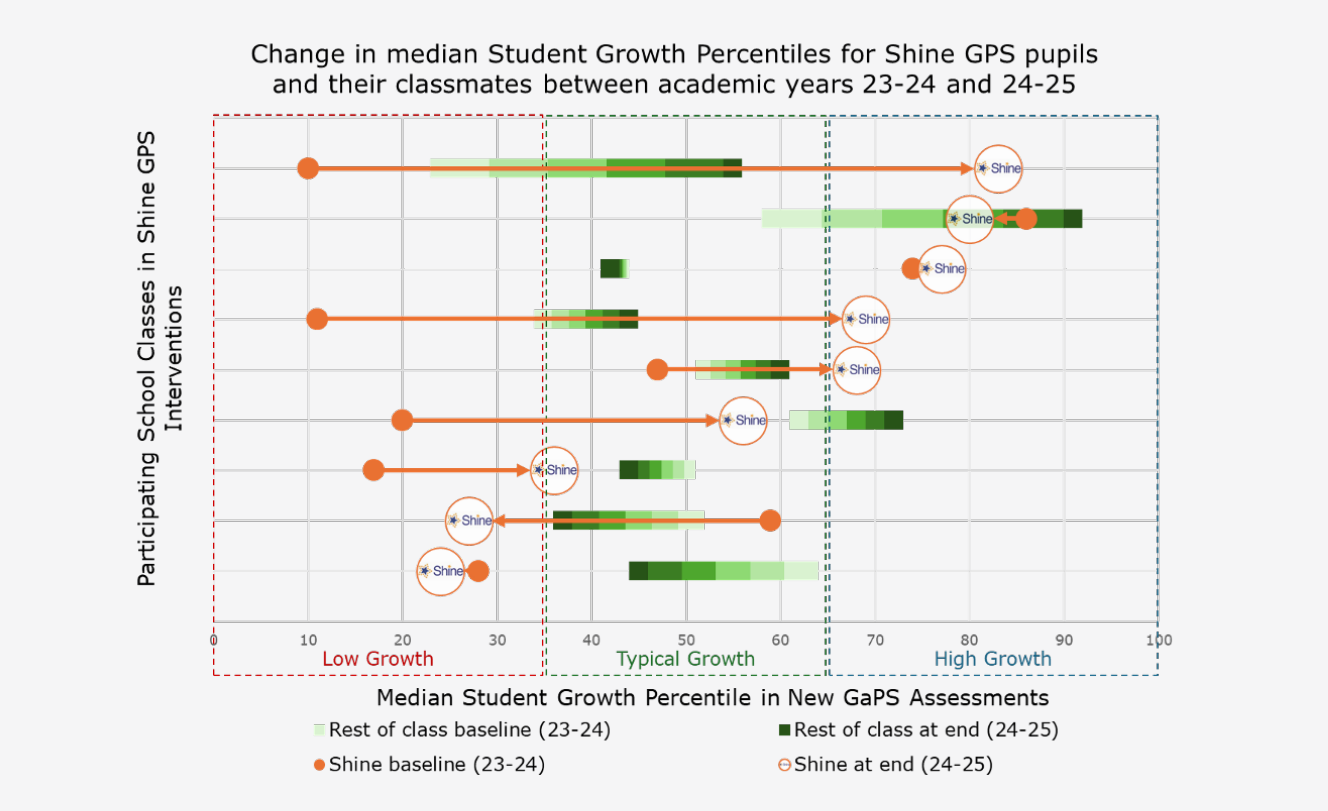

Figure 3. Change in median Student Growth Percentiles in grammar, punctuation, and spelling for Shine GPS pupils and their classmates based on New GaPS assessments between academic years 23-24 and 24-25. Student Growth Percentiles are derived relative to thousands of New GaPS test takers with results in the Boost Insights platform. Figure shows the direction and scale of change in growth percentile ranks, as well as the ranges of commonly used growth brackets (low: 0-35; typical: 35-65; high: 65-100).

In 6 out of 9 classes, *Shine* pupils improved on their median SGP in the term they used *Shine*. Remarkably, median SGP in two of these *Shine* groups jumped from low growth to high growth, which exceeded their classmates' growth rate. A further two *Shine* groups moved from low growth to typical growth, and one *Shine* group moved from typical to high growth.

In 2 of the 3 classes where median SGP decreased for *Shine* pupils, it also decreased for their classmates – indicating perhaps broader challenges for these classes. In the third class where median SGP decreased for *Shine* pupils, SGPs were already very high (SGP 80 or higher) and remained that way even after a slight dip.

51% of pupils had low growth trajectory (SGP < 35) the year before they undertook *Shine GPS* interventions. This proportion more than halved to 22% in the year of the interventions. At the same time, the proportion of pupils with high growth trajectory (SGP > 65) increased from 27% to 43%.

While the sample size of classes using *Shine GPS* interventions in this study was too small to draw statistically significant conclusions, a clear pattern can be observed: *Shine* pupils tend to improve on their student growth percentile ranks, matching or even exceeding the growth of their classmates in the same school and year group.

- **Which pupils benefitted the most from the interventions?**

Looking at all participating *Shine GPS* pupils, a trend emerged where the change in SGP from 2023–24 to 2024–25 was most positive for pupils with lower Standardised Scores just before the interventions. Pupils who had a performance indicator of 'working towards' in Autumn 2024 had a median change in Student Growth Percentiles of +31.5 at the end of the intervention period. In contrast, pupils with performance indicators of 'working at' and 'working at greater depth' had a median change in Student Growth Percentiles of +4.0. This suggests that pupils struggling more broadly with grammar, punctuation and spelling had a larger benefit from the *Shine GPS* interventions than others who probably only benefited in specific areas where they had room for improvement.

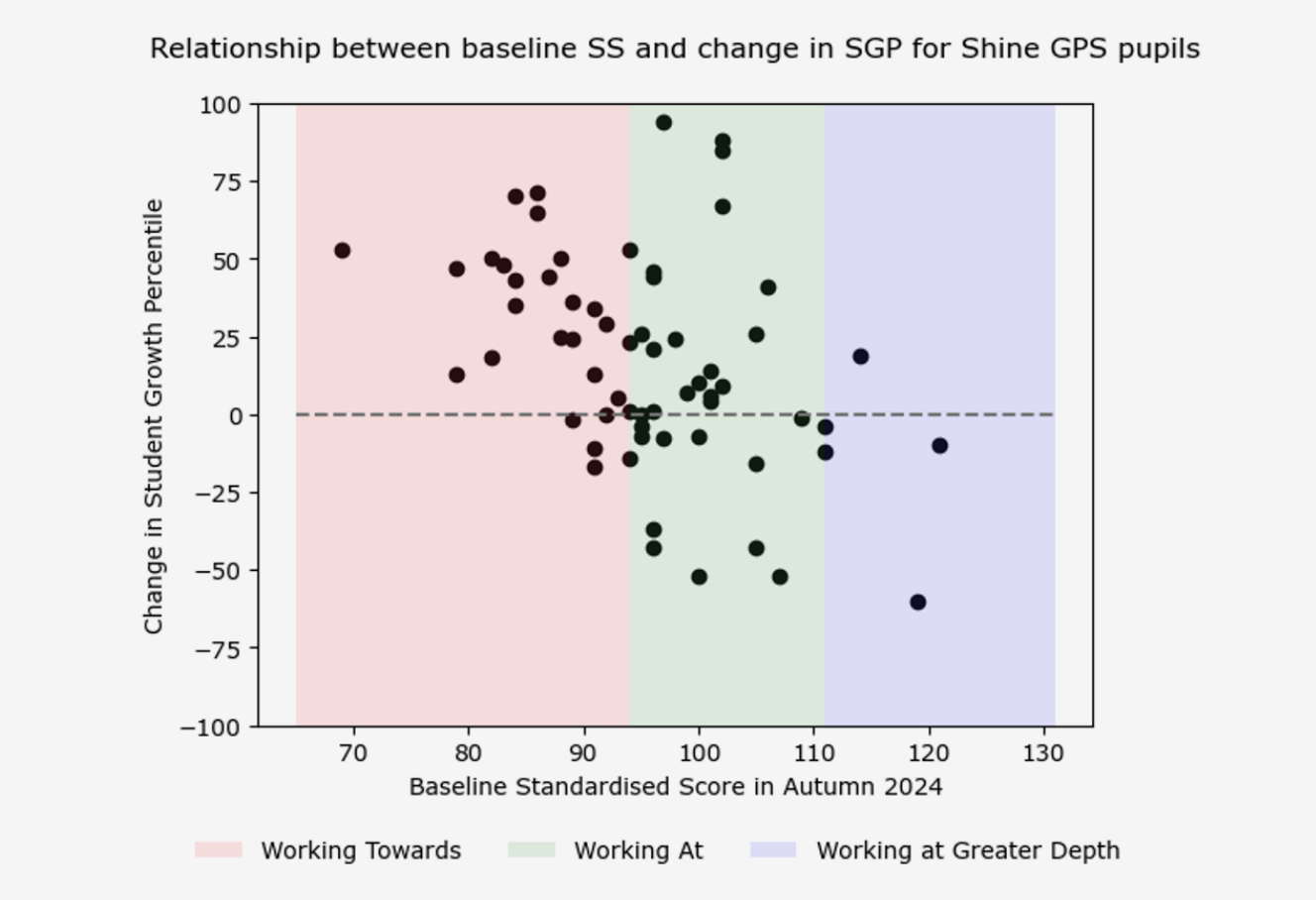

Figure 4. Scatter plot of Shine GPS pupils showing change in Student Growth Percentile (SGP) ordered by baseline Standardised Score (SS) in Autumn 2024 at the start of the intervention period. There is a clear correlation where lower baselines scores were associated with bigger increases in growth.

Qualitative evidence from interviews with schools

- **Did teachers see evidence of progress transferring to lessons in class?**

Three out of 5 schools in post-trial interview stated explicitly that pupils' learning in the *Shine GPS* intervention groups had been seen to positively impact their work in the classroom:

"It allowed us to kind of make those links back to class... those connections between the interventions and the classroom, which is obviously what it's all about really... Ok, it's great that they get it in the intervention but it's the impact then back in class which I feel really did make a difference - really did." – *Deputy Head, Elmswell Primary School*

The other two schools' feedback implied retention of the learning:

"They [the pupils] even say 'Oh don't worry... because when we do the independent one, we'll be ok." – *Ant Pope, Headteacher, Newton Poppleford Primary School*

"It was good having Mrs H-- come back into class and say, well, we've done that in *Shine*... even when it was linking to our writing... yeah, we could link that back to our everyday lessons." – *Jeannine Astley, Head of English, Griffin Park Primary School*

- **Did pupils engage with and enjoy the intervention sessions?**

All the teachers and TAs reported that pupils engaged with and enjoyed the intervention sessions.

"10 out of 12 [pupils] actually said it really helps them and benefited them and they actually enjoyed doing it... the engagement in the sessions was really good." – *Deputy Head, Downsway Primary School*

- **Did pupils' confidence in their learning increase as a result of the interventions?**

All schools in the trialling reported seeing pupils' confidence improve in the interventions.

"The massive thing that gets in the way [of pupil progress] is confidence, whereas this intervention kind of goes, 'let's do it together'... It allows the children to kind of relax and think, 'oh, this isn't a test', and you just get so much more out of them than you would have originally." – *Dawn Burrows, Deputy Headteacher, Landywood Primary School*

- **In what ways did the interventions impact teacher workload?**

Four out of five of the schools said that the *Shine GPS* interventions had been useful in saving teachers' and teaching assistants' time by having readily available and comprehensive, targeted interventions. They reported that the resources were pitched at the right level for their pupils and that the *Shine* intervention reports in the Boost Insights platform correctly grouped pupils who would benefit from interventions in a given area, in line with teacher judgement.

"The whole ethos within the school is that we don't have that many interventions, but the interventions that we have, we try to have something that you can just pick up and go with because it's quite time consuming. In the past we've done other interventions but… it's quite costly to put staff on training and then you've got to then reapply for training when somebody leaves, so it's really useful to have something that you can just pick up and go with." – *Deputy Head, Elmswell Primary School*

"It's very easy to pick up and go with it. It's not something that you have to spend an awful lot of CPD on before you actually deliver it. We just started it fairly quickly." – *Ant Pope, Headteacher, Newton Poppleford Primary School*

- **Based on the experience of using the interventions, would schools be inclined to continue to implement the Shine Interventions?**

Four out of five of the schools involved in the trialling have chosen to continue using *Shine GPS* for the subsequent term, one of whom was previously using the interventions as part of their school routine prior to the trialling. The one school not continuing for the final term said that it was down to reduced number of teaching assistants and overall staff:

"We are getting a new head teacher in September, so lots of things are on hold at the minute, but it is definitely something I would take forward and say it made good progress. It's nice for teaching assistants to have something they can follow, which is always good, especially for the class teacher. It's good that you can feedback so quickly as well - that was definitely a positive to it. So, going forward as an English lead, definitely it would be something that I would recommend in the future for us." – *Jeannine Astley, Head of English, Griffin Park Primary School*

- **Would teachers recommend *Shine GPS* interventions to other schools?**

In 5 out of 5 of the schools, all of the teachers and TAs who took part in post-trial interviews (total 12 teaching staff) said that they would recommend the Shine Interventions to other schools.

"I go to subject leader updates and I'm always going on about it, about how really good the Shine interventions are for maths and English and we've joined, obviously, the [GPS] intervention trial now as well. And I know that a primary school nearby switched to NTS assessments last year... and I think they've also looked at the intervention package as well on our recommendation because for us it's just so good for us, you know, for staff workload as well." – *Dawn Burrows, Deputy Headteacher, Landywood Primary School*

Conclusion

Across a sample of 5 schools, the data analysis showed clear indications that *Shine GPS* interventions can be effective in increasing the growth in attainment in pupils' grammar, punctuation and spelling standardised assessments. Standardised Scores of *Shine GPS* pupils increased on average more than their classmates' during the intervention period, providing a pathway to closing the attainment gap. Furthermore, *Shine GPS* pupils tended to move up in their performance indicators as well as in their Student Growth Percentile ranks. These findings are very encouraging regarding Shine GPS interventions' efficacy at accelerating student progress by pushing pupils into higher growth percentiles. However, it needs to be noted that the sample sizes possible in this study were quite small and larger replication studies will have to confirm these trends are reliable.

This evidence of progress was supported in the views of the teachers delivering the interventions and the senior leaders' observations, with the majority of teachers reporting seeing the learning transferring into the classroom. Moreover, teachers in all of the schools stated that they saw increase in pupil confidence in the areas of learning and that their pupils enjoyed the intervention sessions. Almost all teachers reported that the interventions were comprehensive, easy to use and saved them planning time, however some schools reported that their intervention sessions ran over the expected time, particularly when pupils in the group were not well-known to the TA prior to the sessions. Mostly, it was felt that timing could be improved with more familiarity with the group and the interventions. Four out of five of the schools had chosen to continue to use the *Shine GPS* interventions beyond the end of the impact study period. All of the schools in this study said that they would recommend *Shine* interventions to other schools.

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Downsway Primary School, Elmswell Primary School, Griffin Park Primary School, Landywood Primary School, Newton Poppleford Primary School.

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Appendices

www.hachettelearning.com/blog/downsway-primary-school
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