

Reading Recovery™ annual report for UCL Institute of Education: 2014-15

International Literacy Centre

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Reading Recovery UCL Institute of Education report summary page for academic year 2014-15

How many children received literacy support?

Number of children served in Reading Recovery (including those with incomplete or on-going programmes or those who left): 10594

Number of children served in other interventions:

Special: 42

BRP: 3507

Fischer Family Trust Wave 3: 804

Talking Partners: 192

Early Literacy Support: 92

Other: 1191

RR-led Intervention: 421

Switch-on: 12

Total number of children supported: 16855

Reading Recovery teaching

Number of schools in the implementation: 1301

Number of Reading Recovery teachers: 1483 in training: 242 experienced: 1190

Make-up of the cohort

Year 1: 5332

Year 2: 2322

Year 3: 37

Boys: 6304

Girls: 4290

Percentage of children deemed to be disadvantaged (i.e. receiving Free School Meals): 12.1%

Percentage of children who speak EAL: 22.8%

Percentage of children who are in special groups, such as LAC: 5.7%

Outcomes

Percentage of children with *completed* Reading Recovery programmes: 74.4%

Percentage of *discontinued* children: 84.4%

Percentage of *referred* children: 15.6%

Percentage of children who are *ongoing*: 18.2%

Progress made during Reading Recovery

Average Book Level at entry to Reading Recovery: 1.9

Average Book Level on exit for *discontinued* children: 17.4

Average Book Level on exit for *referred* children: 10.1

Average BAS Word Reading Age at entry to Reading Recovery: 5:4

Average BAS Word Reading Age on exit for *discontinued* children: 6:4

Average BAS Word Reading Age on exit for *referred* children: 5:10

Progress made after Reading Recovery

At three month follow-up: Average Book Level: 17.4
At six month follow-up: Average Book Level: 19.0

Average Word Reading Age: 6:4
Average Word Reading Age: 6:7

National Assessments

Completed programmes:

Key Stage 1 Reading Level 2+: 78.1%
Key Stage 1 Writing Level 2+: 67.9%
Key Stage 1 Reading Level 2B+: 55.7%
Key Stage 1 Writing Level 2B+: 34.2%
Key Stage 2 Reading Level 4+: 80.8%
Key Stage 2 Reading Level 3+: 95.2%
Key Stage 2 Writing Level 4+: 73.8%
Key Stage 2 Writing Level 3+: 95.4%

Discontinued programmes:

Key Stage 1 Reading Level 2+: 87.3%
Key Stage 1 Writing Level 2+: 77.0%
Key Stage 1 Reading Level 2B+: 65.4%
Key Stage 1 Writing Level 2B+: 40.4%
Key Stage 2 Reading Level 4+: 85.2%
Key Stage 2 Reading Level 3+: 97.5%
Key Stage 2 Writing Level 4+: 80.7%
Key Stage 2 Writing Level 3+: 97.6%

Introduction

Reading Recovery™ is a short-term intervention for children who have the lowest achievement in literacy learning in their first years at school. Children are taught individually by a specially trained teacher for 30 minutes each day for an average of 12-20 weeks. The goal is for children to develop effective reading and writing strategies in order to work within an average range of classroom performance.

Reading Recovery is an early intervention. Proficient readers and writers develop early. Once children begin to fail, opportunities for them to regain normal progress among their peers become more difficult and more costly to achieve. There is strong evidence that school failure leads to lack of self-esteem, diminished confidence, school dropout, and other negative outcomes. There is an educational, financial and moral imperative to direct resources to the prevention of reading failure. Reading Recovery has a strong track record and substantial independent research evidence as an efficient and effective means of overcoming literacy difficulties for many children, especially those most at risk of failure, such as children in poverty, children with limited control of English and those who have made the least progress in their pre-school and early school experience.

The key to the successful implementation of Reading Recovery is in the model of training. Three levels of professional staffing provide a stable training structure: university based trainers who train and support teacher leaders; local level teacher leaders working at local level, who train and support teachers; and school-based teachers who work with the hardest-to-teach children.

The initial Reading Recovery teacher professional development programme is part-time, for one academic year, during which the teacher works with low attaining children in their school. Teachers become sensitive observers of children's reading and writing behaviours and expert in making moment-by-moment teaching decisions based on a deep understanding of how children think and learn about reading and writing, and how to overcome the barriers to their learning.

Following the initial year of training, teachers continue to participate in ongoing professional development sessions. They continue to teach for their colleagues and to discuss their professional decision making. Continuing professional development sessions provide collaborative opportunities for teachers to remain responsive to individual children, to question the effectiveness of their practices, to get help from peers on particularly hard-to-teach children, and to consider how new knowledge in the field may influence their practice.

Reading Recovery is not an isolated phenomenon in schools. It has a carefully designed plan for implementation into existing systems. The success of any intervention such as Reading Recovery is influenced by the quality of the decisions made about implementation. For more information about implementation see 'Standards and Guidelines for Reading Recovery' (International Literacy Centre, 2011).

Reading Recovery is one of the most carefully monitored initiatives in education today. Since 1994, routine annual monitoring has documented outcomes for all children served in Reading Recovery. Consistent outcomes have been shown for children across the UK and Republic of Ireland with a large majority of children who completed the programme reaching age appropriate levels of literacy. This is supported by independent research evidence which also indicates that the effects of Reading Recovery are long lasting.

This report represents an examination of Reading Recovery pupil outcomes for The United Kingdom, reporting outcomes from England, Wales, Jersey and Guernsey. The report accounts for all children served by Reading Recovery within the site during the 2014-15 school year. In addition,

attention is given to implementation factors that may be supporting or hindering the success of the intervention within the site.

This report represents an examination of Reading Recovery pupil outcomes for UCL Institute of Education. The report accounts for all children served by Reading Recovery within the site during the 2014-15 school year. In addition, attention is given to implementation factors that may be supporting or hindering the success of the intervention within the site. This report responds to a need to be accountable for all educational programmes available to children within the LA.

Every Child a Reader (ECaR) is a school wide early literacy strategy for raising attainment in Key Stage 1, through a layered approach to intervention, with Reading Recovery at the core. Schools are able to capitalise on the professional development provided to Reading Recovery teachers, to advise, mentor and support others in the school with responsibilities for children's literacy, including class teachers, teaching assistants and parents through lighter touch interventions. For the first time this year, the International Literacy Centre reports on programme outcomes for these other interventions.

The information was collected as a part of the International Literacy Centre annual monitoring procedure. Further information about Reading Recovery is available, please visit <http://ilc.ioe.ac.uk> or email ilc@ioe.ac.uk.

Questions for evaluation

1. How many children were supported by the Reading Recovery teacher and which children were they?
 - a) Size of implementation
 - b) Characteristics of the cohort
2. What were the programme outcomes for Reading Recovery children?
 - a) Programme outcomes
 - b) Length of programme
3. What were the literacy levels of children in the Reading Recovery programme?
 - a) Average scores at entry and exit
 - b) Children discontinuing in different year groups
4. Where were Reading Recovery children placed in a register of Special Educational Need at the beginning of their programme, and following their programme?
5. What progress did children make after Reading Recovery?
 - a) Children who made accelerated progress (discontinued)
 - b) Children who made progress (referred)
6. What were the results of National Assessments for Reading Recovery children?
 - a) National assessments at entry and exit from Reading Recovery
 - b) Outcomes of the phonics screening check
 - c) Key Stage 1 National Assessments
 - d) Key Stage 2 National Assessments
7. What was the efficiency of the Reading Recovery implementation?
 - a) Experience
 - b) Teacher responsibilities
 - c) Days worked and missed
 - d) Outcomes

1: How many children were involved in Reading Recovery and which children were they?

Reading Recovery is designed to meet the needs of the lowest attaining children in literacy. The expertise of the Reading Recovery teacher can also be utilised to support lighter touch interventions for children with less complex literacy difficulties. Table 1.1 shows the number of children supported by the Reading Recovery teacher through Reading Recovery or other interventions.

a) Size of implementation

Table 1.1 - Number of Children Served, UCL Institute of Education, 2014-15.

<u>Programme / Intervention Name</u>	<u>number</u>
Reading Recovery	10594
Special	42
BRP	3507
Fischer Family Trust Wave 3	804
Talking Partners	192
Early Literacy Support	92
Other	1191
RR-led Intervention	421
Switch-on	12
Total	16855

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

Table 1.1:

Compared with the national implementation, has there been a rise in the number of children in Reading Recovery this year? Or have you seen a drop in the number of Reading Recovery children taught? Any explanation you can give?

Are you capturing the range of interventions on offer to schools in your local authority or district? What new interventions you are working with since your last report? Add a brief description.

b) Characteristics of the cohort

Year group

Children are normally identified and selected for Reading Recovery between the ages of five years nine months and six years three months, after a full year of formal tuition at school. Local conditions, e.g. admission policies or national assessments, may influence the targeting of resources towards the first or second year (after reception) and account is taken of date of birth to ensure that summer born children are not excluded.

Gender

Children are selected for Reading Recovery based on literacy levels, with the lowest attaining given the first priority. Nationally, a slightly higher proportion is selected of boys than girls for Reading Recovery. This suggests that factors which affect boys' literacy, causing them to be more likely to get into difficulties, emerge early and continue to exist in spite of improvements in literacy teaching in schools.

Ethnicity

Data on children's ethnicity is based on the UK national census. These categories have changed slightly in response to national demographic changes, for example to monitor support for increasing numbers of children from Eastern European backgrounds.

First language

Approximately 5% of the entire primary school population speaks English as an additional language. Among Reading Recovery children this statistic varies considerably from place to place and the extent of their control of English language is also very variable.

Free School Meals

Although a crude measure, entitlement to free school meals offers an indicator of economic deprivation. Research has shown persistent links between economic deprivation and literacy difficulties. In the general population, approximately 21%¹ of children are entitled to free school meals. In England, schools receive additional funding (currently £900 per pupil)² for children receiving free school meals. This is one of the means by which schools fund intervention.

Special cohort group

Certain groups of children have been shown to be vulnerable to academic underachievement, including children of travellers, children of asylum seekers or refugees, and 'looked after' children (or children in the care of the local authorities).

Season of birth

Concerns have been expressed nationally about the lower attainment of children born in the summer, and that these children remain disadvantaged throughout their subsequent schooling. For the purpose of this report, season has been designated in line with school terms:

- Autumn: September to December inclusive
- Spring: January to April inclusive
- Summer: May to August inclusive

¹ **Source:** DfE (2012) <https://www.gov.uk/government/publications/pupils-not-claiming-free-school-meals> [last accessed 15.05.13]

² **Source:** DfE (2013) <http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pp> [last accessed 15.05.13]

Table 1.2 - Characteristics of children participating in Reading Recovery at entry to the programme: By programme completion, UCL Institute of Education, 2014-15.

Description	All Programmes		Completed Programmes	
	number	percent	number	percent
Year Group				
Age 5-6	6757	63.8	4533	58.3
Age 6-7	3694	34.9	3146	40.5
Age 7-8	128	1.2	89	1.1
Programme Started				
This year	8323	78.6	5947	76.5
Last year	2095	19.8	1823	23.4
Not Recorded	176	1.7	4	0.1
Gender				
Boys	6304	59.5	4612	59.3
Girls	4290	40.5	3162	40.7
Free School Meals				
Entitled	1277	12.1	1119	14.4
Not Entitled	1431	13.5	1270	16.3
Not appropriate / Not recorded	7886	74.4	5385	69.3
First Language				
English	8165	77.1	5985	77
Not English	2418	22.8	1788	23
Not Recorded	11	0.1	1	0
Special Cohort Group				
No	9909	93.5	7329	94.3
'Looked after' child	138	1.3	96	1.2
Traveller child	255	2.4	147	1.9
Asylum seeker or refugee child	38	0.4	28	0.4
Other special group	166	1.6	123	1.6
Not Appropriate / Unknown	86	0.8	50	0.6
Special teaching unit	2	0	1	0
Ethnicity				
White	8082	76.3	5915	76.1
White British	4676	44.1	3531	45.4
Irish	2414	22.8	1675	21.5
Eastern European	620	5.9	439	5.6
Any Other White background	372	3.5	270	3.5
Mixed	501	4.7	361	4.6
White and Black Caribbean	192	1.8	135	1.7
White and Black African	81	0.8	58	0.7
White and Asian	71	0.7	55	0.7
Any Other Mixed background	157	1.5	113	1.5
Asian	1045	9.9	806	10.4
Indian	147	1.4	110	1.4
Pakistani	376	3.5	297	3.8
Bangladeshi	294	2.8	226	2.9
Any Other Asian background	228	2.2	173	2.2
Black	714	6.7	513	6.6
Caribbean	154	1.5	116	1.5
African	428	4	308	4
Any Other Black background	132	1.2	89	1.1
Chinese	40	0.4	32	0.4
Other Ethnic Group	167	1.6	127	1.6
Not Appropriate / Unknown	4	0	2	0
Not Known	13	0.1	8	0.1
Season of Birth				
Autumn	3476	32.8	2851	36.7

Table 1.2 - Characteristics of children participating in Reading Recovery at entry to the programme: By programme completion, UCL Institute of Education, 2014-15.

Description	<u>All Programmes</u>		<u>Completed Programmes</u>	
	number	percent	number	percent
Spring	3586	33.8	2506	32.2
Summer	3522	33.2	2413	31
Not Recorded	10	0.1	4	0.1

NOTE: "All Programmes" includes every child served by Reading Recovery in 2014-15. "Completed Programmes" are only those children whose programmes were actually completed during 2014-15.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

Table 1.2:

Consider the characteristics of the different children selected for Reading Recovery this year in your implementation: Boys/Girls; Year 1/Year 2; Children identified as disadvantaged (receiving free school meals, or entitled to pupil premium); SEN; Ethnicity; Special Groups, such as LAC. How do these compare with previous years? How do they compare with the overall picture in your implementation – for example, do you have an over-representation of disadvantaged children in Reading Recovery? Are particular schools over-represented in any of these categories?

2: What were the programme outcomes for Reading Recovery children?

a) Programme outcomes

There were five possible outcomes for children who received Reading Recovery. Every child receives Reading Recovery within the year is recorded here. -

1. Accelerated Progress (Discontinued): These children have made sufficient progress in literacy learning, within the time available, to catch up with the average band for their class, and have been judged to be likely to continue learning at the same rate as their peers, without the need for further special support.
2. Progress (Referred): The children have made progress, but have not reached the average band in literacy and will continue to need additional support.
3. Ongoing: These children started the programme late in the school year, and have not yet completed it, but will do so in the new school year.
4. Left: These children left the school part way through their programme.
5. Incomplete: These children were part way through their series of lessons when the programme had to be suspended (e.g., because of funding withdrawal.)

Table 2.1 - Programme outcomes for children receiving Reading Recovery: By programme completion, UCL Institute of Education, 2014-15.

Outcome	<u>All Programmes</u>		<u>Completed Programmes</u>	
	Number	Percent	Number	Percent
Accelerated progress (discontinued)	6561	61.9	6561	84.4
Progress (referred)	1213	11.4	1213	15.6
Ongoing	1907	18		
Incomplete	543	5.1		
Left	227	2.1		
Not known	143	1.3		

NOTE: "All Programmes" includes every child entering Reading Recovery in 2014-15. "Completed Programmes" are only those children whose programmes were actually completed during 2014-15. Children who did not complete in 2014-15 are expected to do so in 2015-16.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

Table 2.1:

Are your children entering Reading Recovery reading at higher levels? What might be the implications for teaching? Look at your average number of weeks and lessons. How does this compare with the national average? Is there a large standard deviation? This could suggest a large number of children who are 'near misses' (reading at around Level 12 or 13), and who potentially could have reached discontinuing. Is this a picture in certain schools? This could be an area to explore with your teachers.

b) Disaggregated outcomes

Table 2.2 - Background characteristics, programme participation and outcomes of children who completed the programme, UCL Institute of Education, 2014-15.

Characteristic Cohort Description	No. of children	%	No. of Lessons	Book Level				% Accelerated progress
				Entry	Exit Gain	Exit to 3 Months Gain	Exit to 6 Months Gain	
All Children	7774		71.0	1.9	14.4	1.2	2.8	84.4%
Year Group								
Y1	3758	48.3%	67.8	1.6	13.8	1.4	3.5	85.0%
Y2	1990	25.6%	73.9	2.3	14.2	1.2	2.8	74.5%
Y3	23	0.3%	71.1	4.5	13.4	0.9	3.1	78.3%
Senior Infants (SI)	775	10.0%	71.2	1.6	15.0	0.7	2.2	92.1%
First Class	1156	14.9%	76.2	2.5	15.9	1.1	2.8	93.7%
Second Class	66	0.8%	70.8	3.2	16.3	0.7	2.0	95.5%
Y6	1	0.0%						0.0%
Reception	3	0.0%	78.3	0.7	15.7	0.7	4.0	100.0%
Not known	2	0.0%	82.5	0.5	17.0	1.0		100.0%
Gender								
Female	3162	40.7%	70.2	2.1	14.4	1.2	2.7	86.7%
Male	4612	59.3%	71.6	1.8	14.3	1.2	2.9	82.8%
First Language								
English	5985	77.0%	71.5	1.9	14.4	1.2	2.8	83.9%
Other	1788	23.0%	69.3	2.0	14.3	1.4	2.9	85.9%
Not known	1	0.0%	64.0	3.0	15.0			100.0%
Free School Meals								
Entitled	1119	14.4%	73.6	1.5	14.1	1.2	2.8	75.8%
Not Entitled	1270	16.3%	73.8	1.7	14.3	1.3	2.9	80.6%
Not Appropriate / Unknown	5385	69.3%	69.8	2.1	14.4	1.2	2.8	87.1%
Special Cohort Group								
No	7329	94.3%	70.9	2.0	14.4	1.2	2.9	84.8%
'Looked after' child	96	1.2%	68.7	1.8	13.5	1.3	3.9	75.0%
Traveller child	147	1.9%	76.3	1.7	13.8	0.8	1.9	77.6%
Asylum seeker or refugee child	28	0.4%	64.6	3.1	14.4	1.1	1.7	89.3%
Other special group	123	1.6%	73.1	1.7	13.7	1.2	2.5	75.6%
Not Appropriate / Unknown	50	0.6%	72.5	1.7	14.3	1.3	3.2	76.0%
Special teaching unit	1	0.0%	100.0	0.0	20.0			100.0%
Season of Birth								
Autumn	2851	36.7%	72.6	1.5	14.4	1.3	3.0	85.1%
Spring	2506	32.2%	70.0	2.1	14.3	1.2	2.9	84.2%
Summer	2413	31.0%	70.2	2.4	14.4	1.1	2.7	83.7%
Not recorded	4	0.1%	54.3	3.5	14.0			100.0%
Ethnicity								
White	5915	76.1%	71.8	1.9	14.4	1.1	2.8	84.2%
White British	3531	45.4%	70.7	1.8	13.9	1.2	2.8	80.0%
Irish	1675	21.5%	74.5	2.1	15.5	1.0	2.7	92.7%
Eastern European	439	5.6%	71.3	2.1	14.6	1.2	2.6	87.0%
Any Other White background	270	3.5%	68.7	1.8	14.1	1.2	2.7	81.5%
Mixed	361	4.6%	69.6	2.0	14.1	1.4	3.5	84.5%
White and Black Caribbean	135	1.7%	68.7	2.4	13.3	1.3	3.5	81.5%
White and Black African	58	0.7%	71.2	1.5	14.7	1.2	4.3	86.2%
White and Asian	55	0.7%	69.6	1.8	14.3	1.9	4.1	81.8%
Any Other Mixed background	113	1.5%	70.0	2.0	14.5	1.4	3.0	88.5%
Asian	806	10.4%	67.5	2.0	14.2	1.5	2.9	86.5%

Indian	110	1.4%	69.2	2.1	14.3	1.7	3.0	90.0%
Pakistani	297	3.8%	65.0	1.9	14.1	1.6	3.0	86.2%
Bangladeshi	226	2.9%	67.7	2.0	14.3	1.3	2.5	85.8%
Any Other Asian background	173	2.2%	70.6	1.8	14.4	1.6	3.3	85.5%
Black	513	6.6%	70.0	2.0	14.0	1.3	3.3	83.8%
Caribbean	116	1.5%	67.8	2.1	13.3	1.3	3.3	78.4%
African	308	4.0%	71.1	1.9	14.4	1.2	3.3	87.0%
Any Other Black background	89	1.1%	69.4	2.0	13.6	1.4	3.2	79.8%
Chinese	32	0.4%	68.1	1.5	13.3	1.7	2.8	71.9%
Other Ethnic Group	127	1.6%	68.0	2.0	14.4	1.7	3.6	86.6%
Not Appropriate / Unknown	2	0.0%	79.0	0.5	16.0	-0.5	0.0	50.0%
Not Known	8	0.1%	72.9	1.0	13.0	2.8	4.0	75.0%

Pupil Premium

In receipt of PP	2460	31.6%	70.5	1.7	13.8	1.2	2.9	78.2%
Not in receipt of PP	2998	38.6%	69.4	1.9	14.1	1.3	2.9	83.8%
Not Recorded	2316	29.8%	73.8	2.2	15.3	1.0	2.7	91.7%

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

Table 2.2:

Consider your outcomes. Compare with the national average and with your previous year results. Do these findings match change over time in your implementation? Are you seeing any significant differences – for example, between your more- or less-experienced teachers? Or for a particular cohort group perhaps? Do you have a large number of incomplete lessons series? Are there particular schools in your implementation who carry-over greater numbers of children? What procedures might you be able to put in place to track children who left the school before the end of their Reading Recovery programme?

c) Length of Programmes

Reading Recovery is a short term intervention, and there is an imperative for teachers to work briskly. There is no prescribed length to children's programmes although economics dictate that programmes should be as short as possible, commensurate with robust outcomes. Teachers tend to take a little longer to achieve their goals during the year of training and children who start with very little in place may take longer to get under way.

Table 2.3 - Weeks and lessons of children completing Reading Recovery programmes: By programme outcome, UCL Institute of Education, 2014-15.

Outcome/Time	Total pupils	Mean	SD	Minimum	Maximum
Accelerated progress (discontinued)					
Weeks	6551	17.6	4.8	1	35
Lessons	6549	69.9	19.7	1	157
Lost lessons	6546	18.3	12.9	-110	119
Progress (referred)					
Weeks	1201	20	4.4	1	35
Lessons	1203	77.2	19	1	155
Lost lessons	1199	22.8	14.4	-9	126

NOTE: "Lost lessons" is the difference between the ideal number of lessons (total weeks x 5 lessons per week) and the actual number of lessons.

NOTE: This table excludes children taught by Teacher Leaders

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

Table 2.3:

Consider how this information will inform the current priorities for your implementation. What is the achievement gap at the end of Reading Recovery? Is there an improvement across both genders? Are outcomes for children deemed disadvantaged in line with their more advantaged peers?

Consider the range of ethnicity represented in your sample. Are there any trends you can identify? How do children who speak English as an additional language compare with their English-speaking peers? Have you noticed change over time in the outcomes for children recorded as in a special cohort? What might the season of birth be telling you about your intake across the year?

3: What were the literacy levels of children in the Reading Recovery programme?

Children selected for Reading Recovery are the lowest achieving in their class on six measures of early literacy which together comprise the Observation Survey (Clay, 2002). These measures are Book Level (captured by running record of text reading), Letter Identification, Concepts about Print, Word Reading Test, Writing Vocabulary and Hearing and Recording Sounds in Words. In addition, the British Abilities Scale Word Reading assessment is administered to provide an external standardised assessment.

The programme is discontinued when children are judged to have an efficient reading and writing process in place and to be operating within the average band for their class and age. Children who do not achieve the accelerated progress required for the programme to be discontinued are referred back to the school for longer-term support.

a) Average scores at entry and exit

Table 3.1 - Scores on Observation Survey tasks of children with completed Reading Recovery programmes: At entry to and exit from the programme, UCL Institute of Education, 2014-15.

Assessment Point	Total Pupils	<u>Book Level</u>		<u>Letter Identification</u>		<u>Concepts about Print</u>		<u>Word Test</u>		<u>Writing Vocabulary</u>		<u>HRSIW</u>		<u>BAS Reading Age</u>	<u>PhAb Standard Score</u>
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	Mean		
Entry	7774	1.9	2.3	44.4	9	11.8	3.7	9.1	6	11.6	9.3	23.2	9.6	5:4	94
At discontinuing (accelerated progress)	6561	17.4	2.3	52.7	2.8	20	2.7	21.9	1.8	40.7	15.3	35.4	2.6	6:4	104
At referral (progress)	1213	10.1	3.7	49.8	5.5	16.5	3.6	17.3	4.9	25.3	12.6	30.9	6.4	5:10	98
All completed programmes	7774	16.3	3.7	52.3	3.5	19.5	3.1	21.2	3	38.3	15.9	34.7	3.8	6:4	103

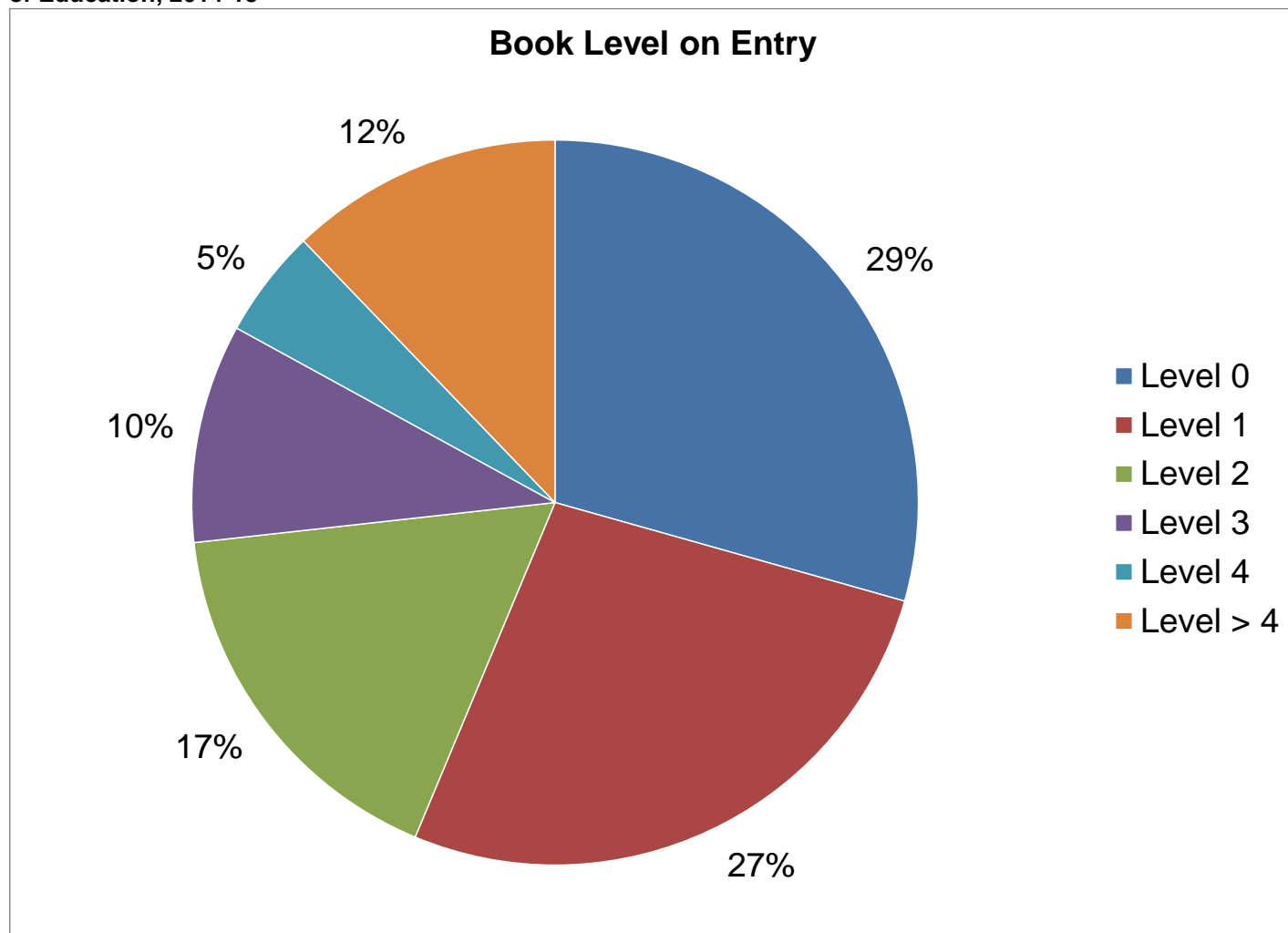
NOTE: "HRSIW" is the Hearing and Recording Sounds in Words task.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

Table 3.1:

Look across the range of Observation Survey tasks. Can you see any trends here? Look at the writing vocabulary – are the children reaching average stanines? Look carefully at BAS outcomes – you may want to revisit the raw scores and have a look at the types of words children are mis-reading in this assessment.

Figure 3.1 - Book Level on programme entry, for children with completed programme outcomes: UCL Institute of Education, 2014-15



Children may start Reading Recovery at any point during Year 1 and some complete their lesson series in the following school year. The point at which a child completes their lesson series will have a bearing on the literacy levels they need to reach.

b) Children discontinuing in different year groups

Table 3.2 - Exit scores on *Observation Survey* tasks of children with discontinued Reading Recovery programmes: By year group, UCL Institute of Education, 2014-15.

Year Group	Total Pupils	<u>Book Level</u> Mean	<u>Letter Identification</u> Mean	<u>CaP</u> Mean	<u>Word Test</u> Mean	<u>Writing Vocabulary</u> Mean	<u>HRSIW</u> Mean	<u>BAS Age</u> Mean	<u>PhAb Standard Score</u> Mean
Age 4-5	3	16.3	53	20.3	21	31.3	32.7	6:1	102
Age 5-6	3909	16.6	52.7	19.7	21.8	38.6	35.3	6:4	104
Age 6-7	2560	18.6	52.8	20.5	22	43.8	35.6	6:4	104
Age 7-8	81	19.8	53.2	21.5	22.2	49.1	35.1	6:7	102

NOTE: "HRSIW" is the Hearing and Recording Sounds in Words task.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

4: Where were Reading Recovery children placed in a register of Special Educational Need at the beginning of their programme, and following their programme?

Children who are struggling to learn literacy may be allocated to registers of Special Educational Need, in a continuum according to the gravity of their need.

The child's placement on a continuum of Special Educational Need was recorded at the beginning of the child's Reading Recovery programme, and again following the child's Reading Recovery programme, in order to determine whether the level of need had changed.

Table 4.1 - Statement of Special Educational Need of children with completed Reading Recovery programmes: UCL Institute of Education, 2014-15.

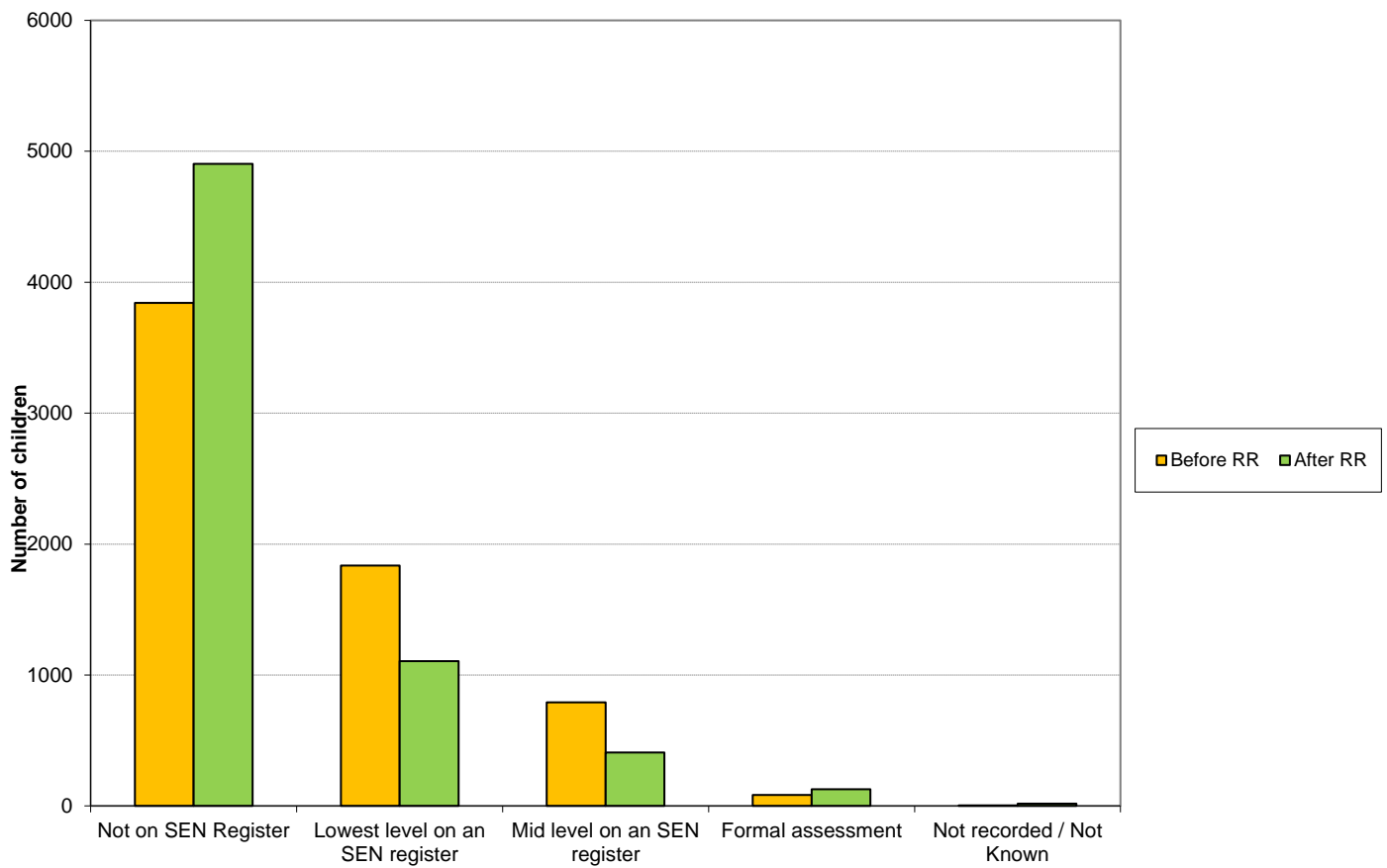
Assessment Point	Total Pupils	<u>Not on SEN Register</u>		<u>Lowest level on an SEN register</u>		<u>Mid level on an SEN register</u>		<u>Recommended for formal assessment</u>		<u>Not Known</u>	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All Programmes											
Before RR	7774	4251	54.7	2296	29.5	1102	14.2	119	1.5	6	0.1
After RR	7774	5162	66.4	1581	20.3	775	10	232	3	24	0.3
Accelerated Progress											
Before RR	6561	3842	58.6	1837	28	792	12.1	85	1.3	5	0.1
After RR	6561	4903	74.7	1106	16.9	408	6.2	127	1.9	17	0.3
Progress (Referred)											
Before RR	1213	409	33.7	459	37.8	310	25.6	34	2.8	1	0.1
After RR	1213	259	21.4	475	39.2	367	30.3	105	8.7	7	0.6

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

Table 4.1:

What percentage of children has been removed from SEN registers in your implementation? Has this changed over time? What is happening in schools for those children who had not made accelerated progress in Reading Recovery yet had not been identified on the SEN register? How can we support schools in their provision for these children? What is the profile of children who were recommended for formal assessment? What tracking and monitoring do your schools have in place to ensure these children are given the on-going specialist support they require? Is there a pattern in your implementation, or in specific schools, of children who are recommended for formal assessment even after having made accelerated progress in Reading Recovery?

Figure 4.1 – Changes in allocations on registers of Statement of Education Need, for children with completed Reading Recovery programmes: UCL Institute of Education, 2014-15.



5: What progress did children make after Reading Recovery?

After the completion of their programme, children are carefully monitored as they adjust to the withdrawal of daily intensive support. Some children may find their progress temporarily checked as they make this adjustment.

a) Accelerated progress (discontinued)

Table 5.1 - Follow-up scores on *Observation Survey* tasks of children with discontinued Reading Recovery programmes: UCL Institute of Education, 2014-15.

Assessment Point	Total Pupils	<u>Book Level</u>		<u>Writing Vocabulary</u>		<u>BAS Reading Age</u>	<u>PhAb</u>
		Mean	SD	Mean	SD	Mean	Mean
At discontinuing	14496	17.3	2.2	40.2	15.1	6:4	104.5
3 month follow up	9121	18.6	3	44.8	16.7	6:7	105
6 month follow up	5791	20.2	3.4	50.4	18.6	6:10	106

NOTE: This group includes all children who had follow-up only testing in 2014-15. (i.e. those who completed their programmes in 2013-14 and had testing this academic year, and those who completed early this year, allowing for follow-up testing to also take place this year).

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

b) Progress (referred)

Table 5.2 - Follow-up scores on *Observation Survey* tasks of children referred after Reading Recovery programmes: UCL Institute of Education, 2014-15.

Assessment Point	Total Pupils	<u>Book Level</u>		<u>Writing Vocabulary</u>		<u>BAS Reading Age</u>	<u>PhAb</u>
		Mean	SD	Mean	SD	Mean	Mean
At referral	2594	9.9	3.6	24.4	12.2	5:10	97.3
3 month follow up	1593	10.4	4.3	27.6	13.3	5:10	98.4
6 month follow up	967	11.7	4.9	31.5	15	6:1	99.1

NOTE: This group includes all children who had follow-up only testing in 2014-15. (i.e. those who completed their programmes in 2013-14 and had testing this academic year, and those who completed early this year, allowing for follow-up testing to also take place this year).

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

Tables 5.1 and 5.2:

Was there a dip in text reading level and writing vocabulary in your implementation in 2014-15? Or did you see an improvement? Are your teachers maintaining a 'watchful eye' on their ex-Reading Recovery children? How are we supporting them and their schools to maintain the progress of their children?

6: What were the results of National Assessments for Reading Recovery children?

a) National assessments at entry to and exit from Reading Recovery

As well as programme entry scores and outcomes, Reading Recovery teachers record details of ongoing school-based data collected by the class teacher. These data afford Reading Recovery teachers opportunity to compare how the children they support are achieving relative to national age-related expectations and alongside their peers.

Table 6.1 - National assessments at entry to and exit from Reading Recovery for all completed programmes: UCL Institute of Education, 2014-15.

<u>Assessment point</u>	<u>Total pupils</u>	<u>Phonics phase</u> Average	<u>APS Reading</u> Average	<u>APS Writing</u> Average
At entry to RR				
Discontinued	6561	2.6	5.0	4.4
Referred	1213	2.2	3.8	3.6
At exit from RR				
Discontinued	6561	4.7	10.2	9.1
Referred	1213	3.8	7.5	6.9

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

Table 6.1:

This is the first year ECRR has reported on these national assessments. How might these outcomes inform your work with schools and at a strategic level? Consider: differences in referred and discontinued programme outcomes. Are you seeing progress in the phonics phase RR children achieved, across all groups? Your data dump will help you to analyze the progress of individual children and schools.

b) Outcomes of the phonics screening check

The phonics screening check in England is designed as a short, light-tough assessment to confirm whether individual children have learnt phonic decoding to a national agreed standard (the pass mark is 32 out of 40 words). It aims to identify children who need extra help in working with phonics. The screening check is for all Year 1 pupils in maintained schools, academies and Free Schools – and children in Year 2 who previously did not meet the standard of the check in Year 1.

Table 6.2 – Outcomes of the Phonics Screening Test, first test and re-test, UCL Institute of Education, 2014-15.

	<u>Number</u>	<u>1st test</u> <u>Average</u>	<u>SD</u>	<u>Number</u>	<u>re-test</u> <u>Average</u>	<u>SD</u>
All children	8297	24.0	11.7	2781	27.0	12.1
RR children	4970	23.0	11.6	1203	27.0	11.8
Ex-RR children	3152	25.0	11.9	1338	26.0	12.8

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

Table 6.2

Are you seeing a difference in the children who are currently in Reading Recovery to those who have completed their programmes? Use the data dump to look at the profile of children with discontinued and referred programmes. How do Reading Recovery children compare with your Local Authority or regions' outcomes for the screening check?

c) Key Stage 1 National Assessments

Children in England undergo continuing teacher assessment reading and writing during their time in Key Stage 1. At the end of their second year of formal schooling (age 7) the assessments are collated and reported locally and nationally. The national prescribed target is Level 2. Children identified for Reading Recovery are the lowest achieving in their class, and would be predicted to reach Level 1 or below without the intervention.

Table 6.3 shows the impact for all children who received the programme, including those who did not achieve the goals.

Table 6.3 - Key Stage 1 Outcomes of National Assessment for Reading Recovery children: By programme outcome, UCL Institute of Education, 2014-15.

Programme Outcome/ National Assessment Level	Key Stage 1 Reading		Key Stage 1 Writing	
	number	percent	number	percent
Accelerated progress (discontinued)				
Below level 1	1	0	14	0.4
1	311	8.7	668	18.6
2c	789	22	1315	36.6
2b	1578	43.9	1184	33
2a	649	18.1	230	6.4
3	122	3.4	36	1
2c+	3138	87.3	2765	77
2b+	2349	65.4	1450	40.4
All completed programmes				
Below level 1	33	0.8	67	1.5
1	766	17.4	1178	26.9
2c	983	22.4	1479	33.7
2b	1658	37.8	1232	28.1
2a	666	15.2	233	5.3
3	123	2.8	36	0.8
2c+	3430	78.1	2980	67.9
2b+	2447	55.7	1501	34.2

Note: "All completed programmes" includes those children who made progress (referred) and made accelerated progress (discontinued).

SOURCE: European Centre for Reading Recovery: Annual Data Collection, 2014-15.

Table 6.3:

Here you could evaluate the progress made by these children in RR, at 3 and 6 month follow-up and at Key Stage 1 national assessment. Compare over time with other RR cohorts and with locally and nationally reported outcomes. Were there groups of children who did particularly well? Compare ECaR schools with non-ECaR schools in your implementation – what is the pattern of improvement at Key Stage 1?

Figure 6.3 A Key Stage 1 SATs Reading levels of Reading Recovery children with completed Reading Recovery programmes: UCL Institute of Education, 2014-15.

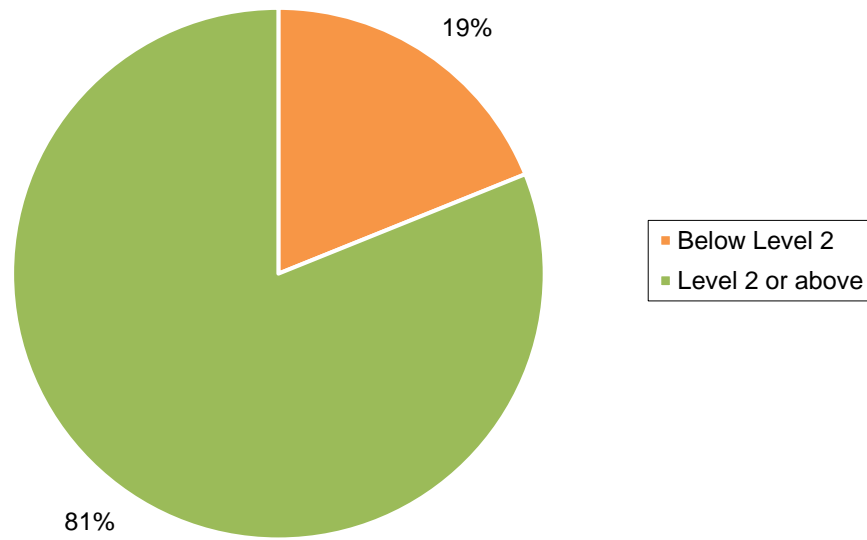


Figure 6.3 B - Key Stage 1 SATs Writing levels of Reading Recovery children with completed Reading Recovery programmes: UCL Institute of Education, 2014-15.

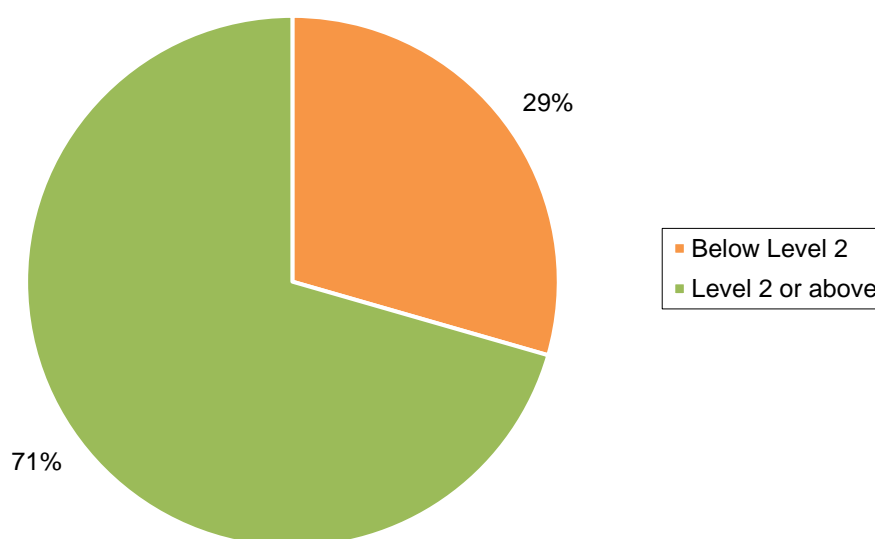


Table 6.4 shows the impact of achieving accelerated learning on closing the attainment gap. Table 6.5 shows the impact for all children who received the programme, including those who did not achieve the goals.

Table 6.4. - Key Stage 1 outcomes of Reading and Writing National Assessments for Reading Recovery children with discontinued programme outcomes, sorted by background characteristics, UCL Institute of Education, 2014-15.

<u>Cohort Description</u> <u>Characteristic</u>	<u>Key Stage 1 Reading</u>				<u>Key Stage 1 Writing</u>			
	<u>Level 2+</u>		<u>Level 2b+</u>		<u>Level 2+</u>		<u>Level 2b+</u>	
	<u>number</u>	<u>%age</u>	<u>number</u>	<u>%age</u>	<u>number</u>	<u>%age</u>	<u>number</u>	<u>%age</u>
Gender								
Female	1307	87.7%	994	66.7%	1190	79.9%	670	45.0%
Male	1831	87.0%	1355	64.4%	1575	74.9%	780	37.1%
First Language								
English	2321	86.3%	1713	63.7%	2021	75.1%	1013	37.6%
Other	817	90.5%	636	70.4%	744	82.4%	437	48.4%
Free School Meals								
Eligible	1566	92.1%	1191	70.1%	1409	82.9%	770	45.3%
Not eligible	1242	91.2%	954	70.0%	1089	80.0%	583	42.8%
Not recorded	330	62.0%	204	38.3%	267	50.2%	97	18.2%
Pupil Premium								
In receipt of PP	1368	90.2%	1024	67.5%	1178	77.7%	608	40.1%

Table 6.4. - Key Stage 1 outcomes of Reading and Writing National Assessments for Reading Recovery children with discontinued programme outcomes, sorted by background characteristics, UCL Institute of Education, 2014-15.

<u>Cohort Description</u> <u>Characteristic</u>	Key Stage 1 Reading				Key Stage 1 Writing			
	Level 2+		Level 2b+		Level 2+		Level 2b+	
	<u>number</u>	<u>%age</u>	<u>number</u>	<u>%age</u>	<u>number</u>	<u>%age</u>	<u>number</u>	<u>%age</u>
Not in receipt of PP	1586	91.7%	1181	68.3%	1415	81.8%	751	43.4%
Not recorded	184	52.9%	144	41.4%	172	49.4%	91	26.1%
Special Cohort Group								
Asylum seeker or refugee child	6	85.7%	3	42.9%	6	85.7%	2	28.6%
'Looked after' child	26	86.7%	18	60.0%	22	73.3%	12	40.0%
No	3024	87.5%	2266	65.6%	2672	77.3%	1404	40.6%
Not Appropriate / Unknown	16	88.9%	14	77.8%	14	77.8%	9	50.0%
Other special group	46	86.8%	35	66.0%	38	71.7%	16	30.2%
Special teaching unit	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Traveller child	20	66.7%	13	43.3%	13	43.3%	7	23.3%

NOTE: This table includes all Reading Recovery and Follow-up Only children who were in Year 2 during 2014-15, had discontinued programme outcomes, and who had Key Stage 1 SATs results provided.

NOTE: %age refers to the percentage of discontinued children in this group, who received these marks out of a total of all those in the group with discontinued programmes and Key Stage 1 SATs results provided.

SOURCE: European Centre for Reading Recovery: Annual Data Collection, 2014-15.

Table 6.5 - Key Stage 1 outcomes of Reading and Writing National Assessments for Reading Recovery children with completed programme outcomes, sorted by background characteristics, UCL Institute of Education, 2014-15.

<u>Characteristic</u>	Key Stage 1 Reading				Key Stage 1 Writing			
	Level 2+		Level 2b+		Level 2+		Level 2b+	
	<u>number</u>	<u>%age</u>	<u>number</u>	<u>%age</u>	<u>number</u>	<u>%age</u>	<u>number</u>	<u>%age</u>
Gender								
Female	1399	79.4%	1033	58.6%	1269	72.0%	687	39.0%
Male	2031	77.3%	1414	53.8%	1711	65.1%	814	31.0%
First Language								
English	2533	76.2%	1784	53.7%	2182	65.6%	1052	31.6%
Other	897	84.1%	663	62.2%	798	74.9%	449	42.1%
Free School Meals								
Eligible	1702	84.0%	1237	61.1%	1512	74.7%	798	39.4%
Not eligible	1369	80.5%	998	58.7%	1179	69.3%	603	35.4%
Not recorded	359	54.0%	212	31.9%	289	43.5%	100	15.0%
Pupil Premium								
In receipt of PP	1505	78.6%	1070	55.9%	1273	66.5%	627	32.8%
Not in receipt of PP	1722	83.3%	1227	59.4%	1522	73.7%	779	37.7%
Not recorded	203	49.4%	150	36.5%	185	45.0%	95	23.1%
Special Cohort Group								
Asylum seeker or refugee child	6	75.0%	3	37.5%	6	75.0%	2	25.0%
'Looked after' child	32	72.7%	21	47.7%	25	56.8%	12	27.3%
No	3294	78.4%	2355	56.1%	2873	68.4%	1453	34.6%
Not Appropriate / Unknown	19	82.6%	16	69.6%	17	73.9%	9	39.1%
Other special group	59	77.6%	39	51.3%	46	60.5%	18	23.7%
Special teaching unit	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Traveller child	20	50.0%	13	32.5%	13	32.5%	7	17.5%

NOTE: This table includes all Reading Recovery and Follow-up Only children who were in Year 2 during 2014-15, had completed programme outcomes, and who had Key Stage 1 SATs results provided.

NOTE: %age refers to the percentage of children with completed programmes in this group, who received these marks out of a total of all those in the group with completed programmes and Key Stage 1 SATs results provided.

SOURCE: European Centre for Reading Recovery: Annual Data Collection, 2014-15.

Table 6.4 and 6.5:

These tables help you explore the Key Stage 1 outcomes for different cohort groups. Is there a particular area of concern for you? For example; is the attainment gap between girls and boys wider than in the rest of your local authority? This might be a focus for future PD sessions perhaps. Does your area have a high percentage of traveller children? How well are they achieving at the end of Key Stage 1?

d) Key Stage 2 National Assessments

At the end of Key Stage 2, aged 11, children reach a second phase of formal national assessments. The national expectation is for children to reach Level 4, deemed a strong average. Level 3 is low average. The children identified for Reading Recovery at the age of six are those who, without intervention, are most likely to attain below Level 3 at age 11. Children complete Reading Recovery at age six or seven. Their performance in national assessments at age 11, five or six years, after the end of their lessons, is indicative of the long lasting effect of the intervention.

Table 6.6 - Key Stage 2 Outcomes of National Assessment for Reading Recovery children: sorted by programme outcome, UCL Institute of Education, 2014-15.

Programme Outcome/ National Assessment Level	Key Stage 2 Reading		Key Stage 2 Writing	
	number	percent	number	percent
Discontinued				
No level, below level 2	12	0.9	5	0.4
2	10	0.7	16	1.1
3	172	12.4	238	17
4	910	65.4	982	70.3
5	287	20.6	155	11.1
3+	1369	98.4	1375	98.5
4+	1197	86.1	1137	81.4
All completed programmes				
No level, below level 2	26	1.6	8	0.5
2	39	2.4	54	3.2
3	240	14.5	362	21.8
4	1040	63	1082	65.1
5	306	18.5	156	9.4
3+	1586	96.1	1600	96.3
4+	1346	81.5	1238	74.5

Note: These children were in Reading Recovery during 2009-10 or 2010-11, and had discontinued/completed programmes. They were in Year 6 during 2014-15, and so their Key Stage 2 National Assessments were tracked in order to report upon their post-Reading Recovery progress.

Note: "All completed programmes" includes those children who made progress (referred) and made accelerated progress (discontinued)

Source: European Centre for Reading Recovery: Annual Data Collection, 2014-15.

Table 6.6:

This table informs you how reported children achieved at Key Stage 2 national assessments. Compare with your local authority average. Look at the RR website at last year's Key Stage 2 outcomes. How do these reflect your findings? What might be an area of focus for your teachers in the coming year?

Figure 6.6 A Key Stage 2 SATs Reading levels of Reading Recovery children with completed Reading Recovery programmes: UCL Institute of Education, 2014-15.

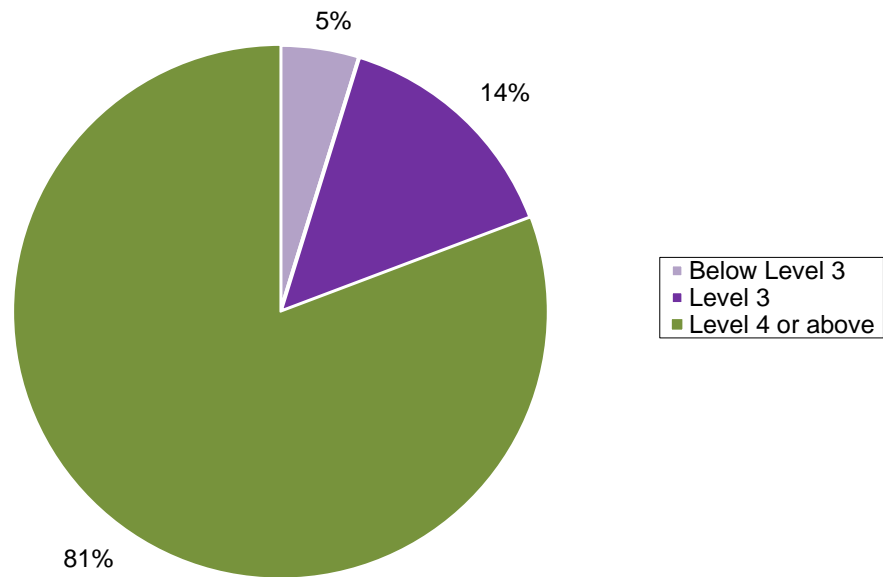


Figure 6.6 B - Key Stage 2 SATs Writing levels of Reading Recovery children with completed Reading Recovery programmes: UCL Institute of Education, 2014-15.

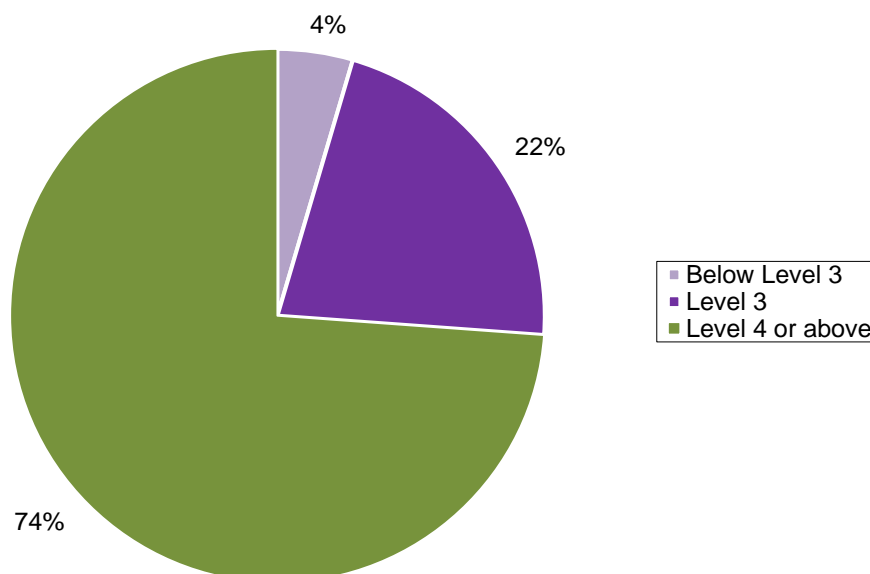


Table 6.7 and Table 6.8 show the power of Reading Recovery to close the attainment gap between particular cohort groups, notable boys and children in poverty. Table 6.7 shows the impact of all children who achieved accelerated progress at five or six years. Table 6.8 shows the impact on the cohort as a whole, including those who did not reach age related expectations at the end of the programme.

Table 6.7. - Key Stage 2 outcomes of Reading and Writing National Assessments for Reading Recovery children with discontinued programme outcomes, sorted by background characteristics, UCL Institute of Education, 2014-15.

Cohort Description Characteristic	Key Stage 2 Reading				Key Stage 2 Writing			
	Level 3+		Level 4+		Level 3+		Level 4+	
	number	%age	number	%age	number	%age	number	%age
Gender								
Female	577	68.4%	497	58.9%	583	69.1%	492	58.3%
Male	805	71.0%	709	62.5%	806	71.1%	655	57.8%
First Language								
English	1031	67.2%	888	57.9%	1034	67.4%	837	54.5%
Other	351	79.2%	318	71.8%	355	80.1%	310	70.0%
Free School Meals								
Eligible	776	85.4%	679	74.7%	778	85.6%	644	70.8%
Not eligible	510	75.9%	443	65.9%	515	76.6%	422	62.8%
Not recorded	96	24.2%	84	21.2%	96	24.2%	81	20.4%

Table 6.7. - Key Stage 2 outcomes of Reading and Writing National Assessments for Reading Recovery children with discontinued programme outcomes, sorted by background characteristics, UCL Institute of Education, 2014-15.

<u>Cohort Description</u> <u>Characteristic</u>	Key Stage 2 Reading				Key Stage 2 Writing			
	Level 3+		Level 4+		Level 3+		Level 4+	
	number	%age	number	%age	number	%age	number	%age
Pupil Premium								
In receipt of PP	29	61.7%	27	57.4%	30	63.8%	25	53.2%
Not in receipt of PP	21	60.0%	17	48.6%	21	60.0%	16	45.7%
Not recorded	1332	70.3%	1162	61.3%	1338	70.6%	1106	58.3%
Special Cohort Group								
Asylum seeker or refugee child	7	100.0%	6	85.7%	7	100.0%	7	100.0%
'Looked after' child	11	55.0%	9	45.0%	11	55.0%	10	50.0%
No	1316	70.4%	1149	61.5%	1324	70.9%	1095	58.6%
Not Appropriate / Unknown	16	64.0%	15	60.0%	16	64.0%	12	48.0%
Other special group	31	83.8%	26	70.3%	30	81.1%	22	59.5%
Special teaching unit	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Traveller child	1	5.0%	1	5.0%	1	5.0%	1	5.0%

Note: These children were in Reading Recovery during 2009-10 or 2010-11, and had discontinued/completed programmes. They were in Year 6 during 2014-15, and so their Key Stage 2 National Assessments were tracked in order to report upon their post-Reading Recovery progress.

Note: "All completed programmes" includes those children who made progress (referred) and made accelerated progress (discontinued)

Source: European Centre for Reading Recovery: Annual Data Collection, 2014-15.

Table 6.8. - Key Stage 2 outcomes of Reading and Writing National Assessments for Reading Recovery children with completed programme outcomes, sorted by background characteristics, UCL Institute of Education, 2014-15.

<u>Cohort Description</u> <u>Characteristic</u>	Key Stage 2 Reading				Key Stage 2 Writing			
	Level 3+		Level 4+		Level 3+		Level 4+	
	number	%age	number	%age	number	%age	number	%age
Gender								
Female	647	66.4%	543	55.7%	655	67.2%	523	53.7%
Male	953	69.0%	812	58.8%	960	69.5%	725	52.5%
First Language								
English	1202	65.3%	1000	54.3%	1212	65.8%	912	49.5%
Other	398	77.4%	355	69.1%	403	78.4%	336	65.4%
Free School Meals								
Eligible	868	82.6%	741	70.5%	873	83.1%	683	65.0%
Not eligible	619	72.4%	520	60.8%	629	73.6%	478	55.9%
Not recorded	113	25.2%	94	20.9%	113	25.2%	87	19.4%
Pupil Premium								
In receipt of PP	31	56.4%	27	49.1%	32	58.2%	25	45.5%
Not in receipt of PP	24	61.5%	19	48.7%	24	61.5%	17	43.6%
Not recorded	1545	68.3%	1309	57.9%	1559	69.0%	1206	53.3%
Special Cohort Group								
Asylum seeker or refugee child	11	100.0%	10	90.9%	11	100.0%	10	90.9%
'Looked after' child	14	50.0%	12	42.9%	14	50.0%	12	42.9%
No	1520	68.9%	1287	58.3%	1536	69.6%	1189	53.9%
Not Appropriate / Unknown	18	64.3%	17	60.7%	18	64.3%	12	42.9%
Other special group	36	69.2%	28	53.8%	35	67.3%	24	46.2%
Special teaching unit	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Traveller child	1	3.4%	1	3.4%	1	3.4%	1	3.4%

Note: These children were in Reading Recovery during 2009-10 or 2010-11, and had discontinued/completed programmes. They were in Year 6 during 2014-15, and so their Key Stage 2 National Assessments were tracked in order to report upon their post-Reading Recovery progress.

Note: "All completed programmes" includes those children who made progress (referred) and made accelerated progress (discontinued)

Source: European Centre for Reading Recovery: Annual Data Collection, 2014-15.

Table 6.7 and 6.8:

Consider the difference in outcomes for discontinued and all completed programmes. Use your data dump to explore the outcomes for referred children. How many went on to achieve Level 3 (and 4?). Is FSM a significant factor in your schools?

7: What was the efficiency of the Reading Recovery implementation?

The training course for Reading Recovery teachers is one year long and is a part time, accredited professional development (PD) programme. Over the course of the year, already experienced teachers gradually learn the complex techniques, fine grained observation and sound professional judgment required to accelerate the learning of the most difficult to teach children. During this time the teachers will be teaching children in Reading Recovery, concurrent with attending PD sessions taught by a qualified teacher leader. After this initial year, Reading Recovery teachers continue to participate in ongoing PD under the support and guidance of their teacher leader, in order to maintain their accredited status.

a) Experience

Table 7.1 - Experience of Reading Recovery teachers: UCL Institute of Education, 2014-15.

Years of experience	number	percent
In training this year	242	16.9
2-3 years after training	384	26.8
4-5 years after training	318	22.2
More than five years	488	34.1

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

b) Teacher responsibilities

Trained Reading Recovery teachers can be a valuable professional resource in schools, able to provide advice and guidance to colleagues for the support of children who do not receive Reading Recovery. Those who combine Reading Recovery with class teaching are often able to demonstrate the application of Reading Recovery principles in the classroom. However, the demands made upon a Reading Recovery teacher's time can interrupt daily lessons and undermine the effectiveness of the intervention. Part time teachers, on the other hand, whose sole responsibility is Reading Recovery, can risk being marginalised, and their potential contribution to wider school standards, can be lost.

Table 7.2 - Days taught and days missed by Reading Recovery teachers: By teacher role, UCL Institute of Education, 2014-15.

Training role	Total Teachers	<u>Days taught</u>		<u>Days missed</u>	
		Mean	SD	Mean	SD
RR Teacher Only	361	168.8	35.3	9.8	18.1
Class Teacher + RR	98	161	36.6	20.4	22.6
RR + Support	869	160.8	33.4	14	16.9
Other	104	152	38.1	22.6	26.2

NOTE: This table excludes teacher leaders.

NOTE: The difference in the total number of teachers is due to some teachers failing to enter data on their teacher role, or on days taught and missed.

NOTE: 'Other' teachers are those with additional responsibilities, such as deputy head teachers.

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

c) Days worked and missed

Children selected for Reading Recovery are those finding it hardest to learn literacy, and the steady build of daily lessons is an essential factor in enabling these children to make the accelerated progress necessary for them to catch up with their faster learning peers.

Table 7.3 - Number of Reading Recovery Lessons Missed by Programme Outcome, UCL Institute of Education, 2014-15.

Programme Outcome	Lessons Missed				Total
	Child Absent	Child Unavailable	Teacher Absent	Teacher Unavailable	
All Children					
Number of lessons	40695	25022	19820	47912	133449
Mean	5.1	3.1	2.5	6.0	16.6
Standard Dev.	5.7	3.1	4.0	7.3	11.9
Accelerated progress (discontinued)					
Number of lessons	30780	19508	15723	37590	103601
Mean	4.8	3.1	2.5	5.9	16.2
Standard Dev.	5.4	3.0	4.1	7.1	11.6
Progress (referred)					
Number of lessons	7855	4522	3237	8468	24082
Mean	6.6	3.8	2.7	7.1	20.3
Standard Dev.	7.0	3.3	3.8	8.4	12.8

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

d) Outcomes

Table 7.4 - Pupils served and programme lengths: By teacher training status, UCL Institute of Education, 2014-15.

Teacher training status/ Programme outcome	<u>Pupils Served</u>		<u>Programme Length</u>	
	number	percent	Mean	SD
Teachers in training				
Accelerated progress (discontinued)	1073	87	17.4	5.2
Progress (referred)	160	13	20.4	4.1
Experienced teachers				
Accelerated progress (discontinued)	5471	84	17.7	4.8
Progress (referred)	1044	16	19.9	4.5

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

Reading Recovery is a short-term intervention, and there is an imperative for teachers to work briskly. There is no set length to children's programmes; teachers tend to take a little longer to achieve their goals during the year of training and children who start with very little in place may take longer to get under way.

Tables 7.1 – 7.4:

These tables investigate the efficiency of the Reading Recovery teachers in your implementation. You can use them to consider:

- Are teachers who share their RR role with another responsibility finding it more difficult to provide daily lessons?
- Are you maintaining the balance of experienced teachers in your implementation or are you working with a predominantly inexperienced group? What might be the implications of this for you as a teacher leader?
- Are experienced teachers more likely to lift more children on average to age-related expectations?

Supplementary tables

Table S1 - Reading Recovery Lessons Missed by Training Site, UCL Institute of Education, 2014-15.

Name	Reason Lessons Missed				Total
	Child Absent	Child at School, but Unavailable	Teacher Absent	Teacher at School, but Unavailable	

Table S1 - Reading Recovery Lessons Missed by Training Site, UCL Institute of Education, 2014-15.

Name	Reason Lessons Missed				Total
	Child Absent	Child at School, but Unavailable	Teacher Absent	Teacher at School, but Unavailable	
Barking and Dagenham	537	210	197	356	1300
Barnet	139	85	47	33	304
Bath and North East Somerset	31	21	54	4	110
Bexley	96	57	19	83	255
Birmingham	341	408	188	1058	1995
Blackburn with Darwen	547	278	208	1010	2043
Bolton	63	43	26	227	359
Bracknell Forest	23	3	9	45	80
Bradford	87	65	21	105	278
Brent	351	181	116	704	1352
Brighton and Hove	976	746	553	968	3243
Bristol	1682	981	791	1138	4592
Bromley	32	78	53	62	225
Buckinghamshire	125	65	33	232	455
Cambridgeshire	401	227	242	386	1256
Camden	72	54	76	1	203
Central Bedfordshire	53	16	19	9	97
Cheshire East	746	590	347	1374	3057
Cheshire West and Chester	67	70	30	292	459
Cork	1883	820	906	1554	5163
Coventry	263	305	110	354	1032
Croydon	93	56	94	86	329
Derbyshire	308	204	114	154	780
Devon	383	259	198	389	1229
Dublin MIE	1906	868	984	1898	5656
Dublin MIE-Dublin West	134	36	30	115	315
Dublin MIE-Galway	168	38	58	153	417
Dublin West	3028	1491	1589	2352	8460
Dudley	273	179	158	370	980

Table S1 - Reading Recovery Lessons Missed by Training Site, UCL Institute of Education, 2014-15.

Name	Reason Lessons Missed				Total
	Child Absent	Child at School, but Unavailable	Teacher Absent	Teacher at School, but Unavailable	
Ealing	242	190	165	237	834
East Riding of Yorkshire	81	87	26	119	313
East Sussex	256	91	133	124	604
Enfield	281	239	125	606	1251
Essex	315	203	223	390	1131
Galway	1334	785	758	1792	4669
Gateshead	119	76	80	166	441
Greenwich	298	298	112	311	1019
Guernsey	219	225	155	321	920
Hackney	193	143	119	296	751
Halton	52	29	49	129	259
Hammersmith and Fulham	28	45	16	44	133
Hampshire	832	609	400	900	2741
Haringey	274	128	117	502	1021
Harrow	72	61	39	183	355
Hertfordshire	29	12	0	38	79
Hillingdon	367	230	197	287	1081
Hounslow	275	188	140	238	841
Islington	244	196	113	392	945
Jersey	64	60	32	33	189
Kensington and Chelsea	28	30	22	11	91
Kent	931	619	421	1059	3030
Kilkenny	1734	976	900	2068	5678
Kilkenny-Limerick	42	24	19	72	157
Kingston-upon-Hull	158	113	106	449	826
Kirklees	29	70	6	130	235
Knowsley	73	12	34	25	144
Lambeth	416	539	194	1111	2260
Lancashire	211	98	57	326	692

Table S1 - Reading Recovery Lessons Missed by Training Site, UCL Institute of Education, 2014-15.

Name	Reason Lessons Missed				Total
	Child Absent	Child at School, but Unavailable	Teacher Absent	Teacher at School, but Unavailable	
Leeds	36	2	8	72	118
Leicester	582	497	432	934	2445
Leicestershire	137	87	98	162	484
Limerick	1296	556	697	1050	3599
Liverpool	663	368	444	1161	2636
Manchester	622	492	396	1446	2956
Medway	207	79	142	130	558
Merton	118	39	23	79	259
Middlesbrough	139	40	11	95	285
Milton Keynes	247	227	114	320	908
Monaghan	1640	751	923	1137	4451
Newham	167	75	96	467	805
North Lincolnshire	21	27	18	36	102
North Somerset	45	28	19	21	113
North Tyneside	393	357	195	753	1698
Northamptonshire	272	129	88	469	958
Northumberland	15	0	0	15	30
Nottingham	1003	502	297	674	2476
Nottinghamshire	1387	758	382	657	3184
Oldham	306	158	196	475	1135
Oxfordshire	508	578	258	658	2002
Peterborough	228	241	180	602	1251
Plymouth	98	32	37	56	223
Portsmouth	474	446	199	874	1993
Reading	164	133	153	309	759
Redbridge	183	63	43	119	408
Redcar and Cleveland	8	18	0	30	56
Salford	142	27	89	127	385
Sandwell	149	123	68	210	550

Table S1 - Reading Recovery Lessons Missed by Training Site, UCL Institute of Education, 2014-15.

Name	Reason Lessons Missed				Total
	Child Absent	Child at School, but Unavailable	Teacher Absent	Teacher at School, but Unavailable	
Sefton	98	27	22	62	209
Sheffield	134	56	20	83	293
Slough	44	20	182	71	317
South Gloucestershire	32	16	63	16	127
South Tyneside	20	23	82	15	140
Southend-on-Sea	60	48	19	133	260
Southwark	229	152	119	331	831
St Helens	16	20	9	30	75
Staffordshire	79	37	12	33	161
Stockport	186	160	109	292	747
Stoke-on-Trent	108	10	14	89	221
Sunderland	173	69	151	326	719
Surrey	674	431	226	675	2006
Sutton	26	11	16	8	61
Swindon	96	74	21	142	333
Tameside	507	315	144	604	1570
Torbay	64	52	0	41	157
Tower Hamlets	855	522	398	942	2717
Trafford	100	25	8	47	180
Walsall	206	51	35	395	687
Waltham Forest	155	154	72	375	756
Wandsworth	86	73	16	88	263
Warrington	286	158	33	569	1046
Warwickshire	142	79	80	127	428
West Sussex	541	331	172	603	1647
Westminster	101	80	11	113	305
Wigan	43	30	20	108	201
Wirral	23	22	4	0	49
Wokingham	23	25	9	37	94

Table S1 - Reading Recovery Lessons Missed by Training Site, UCL Institute of Education, 2014-15.

Name	Reason Lessons Missed				Total
	Child Absent	Child at School, but Unavailable	Teacher Absent	Teacher at School, but Unavailable	
Wolverhampton	324	284	114	516	1238
Worcestershire	11	24	9	34	78

SOURCE: *European Centre for Reading Recovery: Annual Data Collection, 2014-15*

Table S.1:

This table lists each school in your implementation by teacher. Is there a correlation between lessons missed and the teacher's role within the school? Perhaps you are seeing a difference between your more experienced teachers and those still in their first year of Reading Recovery.

Appendix A: Progress in Reading Recovery

Typical text at Reading Recovery level one

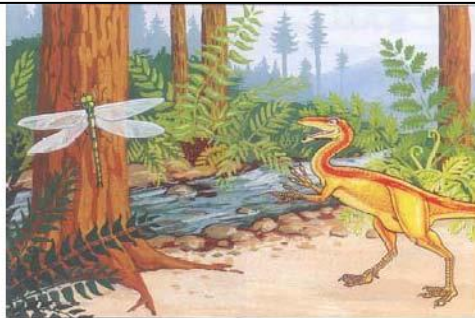
I am a cat.



Typical text at Reading Recovery level eight

A green dragonfly
came to sit on a tree
down by the river.

Little Dinosaur looked at it.
He liked to eat dragonflies.



Typical text at Reading Recovery level seventeen

Toby stopped, and BJ jumped down
to have a look at the car.
“Mm-mm,” said BJ.
“The car must have been
going very fast.
The pole is cracked
and it could fall over.”

“The power has been turned off,”
said the policewoman.

“I don’t like the look of this job,
Toby,” said BJ,
as he got back into the tow truck.
“That pole could move
when we pull the car away.”

