



**Report for
Reading Recovery in Europe
2022-23**

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Produced by Reading Recovery Europe.

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Contents

Introduction	4
1. System Characteristics	7
Pupil characteristics	7
Teacher Characteristics	10
2. Efficiency	12
Length of programmes	12
Daily teaching.....	13
Number of lessons missed by outcome	14
3. Effectiveness of Reading Recovery	15
Programme outcomes.....	15
Outcomes disaggregated by pupil characteristics	16
Average scores at entry and exit.....	20
Progress after Reading Recovery by exit status	24
Appendix A: Typical Progress in Reading Recovery in 2022-23.....	25

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 between 12-20 weeks of instruction. 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. Once children begin to fail, opportunities for them to regain normal progress among their peers become more difficult and more costly to achieve. Also, there is also strong evidence that school failure leads to lack of self-esteem, diminished confidence, school dropout, and other negative outcomes.

There is substantial independent research evidence (D'Agostino & Harme, 2016) supporting the conclusion that Reading Recovery can be an efficient and effective means of overcoming literacy difficulties for many children when delivered as designed. It is particularly effective for 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.

Key to the successful implementation of Reading Recovery is the effective delivery of the professional development programme and the consistent daily teaching of pupils. 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.

Reading Recovery is most effective when it forms an integrated part of literacy provision in schools. Reading Recovery Teacher Leaders and teachers are a valuable resource and in addition to providing effective early literacy intervention, can play an important role in developing and implementing whole-school support. The success of any intervention such as Reading Recovery is influenced by the quality of the decisions made to ensure that implementation is as designed.

Reading Recovery is one of the most carefully monitored initiatives on literacy intervention. 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 (D'Agostino & Harme, 2016; Hurry & Fridkin, 2018).

This Report

Outcomes for every child taught in Reading Recovery in Europe during 2022-23 are documented within this report. Data from England, the states of Jersey and Guernsey, Ireland, Malta and Scotland are included here.

There are five possible pupil outcomes.

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. **Incomplete**: These children had not received a full series of lessons when the programme was ceased (reasons for this include maternity leave, teacher used for cover during the teaching slots allocated for Reading Recovery, funding withdrawal, change in staffing). No exit assessment data was entered for these pupils.
5. **Left**: These children left the school part way through their programme.

This report presents Reading Recovery pupil outcomes for the **4137** children served by Reading Recovery during the 2022-23 school year. Of those:

- **2587** children have completed their programmes.
- **1931** of those programmes were successfully discontinued, the children now reading and writing at age-expected levels.
- **656** children made progress but are not yet at age expected levels of attainment. Their programmes are referred back to school.
- **1201** children's programmes are ongoing,
- **308** children had incomplete teaching programmes, and **41** children left the school.

514 schools were involved, with **674** professionals entering data for their teaching in Reading Recovery. **152** were training as Reading Recovery teachers and **489** were attending continuing professional development. **25** of those entering data were Teacher Leaders and **8** were Teacher Leaders in training.

In addition, the report gives information regarding implementation factors that may support or hinder the success and efficiency of Reading Recovery.

References

- Clay, M. M. (2019) An Observation Survey of Early Literacy Achievement, Fourth Edition. Heinemann, United States, NH
- D'Agostino, J.V. & Harmey, S.J. (2016) An International Meta-Analysis of Reading Recovery, *Journal of Education for Students Placed at Risk (JESPAR)*, 21:1, 29-46, DOI: 10.1080/10824669.2015.1112746.
- Hurry, J. & Fridkin, L. (2018) The impact of Reading Recovery ten years after intervention', UCL Institute of Education.

Data collection

The information was collected as a part of the International Literacy Centre annual monitoring procedure using the Reading Recovery Evaluation Database (RRED). Further information about Reading Recovery is available; please visit <http://www.ucl.ac.uk/international-literacy> or email ioe.ilc@ucl.ac.uk.

Data were collected and managed using REDCap electronic data capture tools hosted at University College London Institute of Education. REDCap^{1,2}(Research Electronic Data Capture) is a secure, web-based software platform designed to support data capture for research studies, providing 1) an intuitive interface for validated data capture; 2) audit trails for tracking data manipulation and export procedures; 3) automated export procedures for seamless data downloads to common statistical packages; and 4) procedures for data integration and interoperability with external sources.

¹ PA Harris, R Taylor, R Thielke, J Payne, N Gonzalez, JG. Conde, Research electronic data capture (REDCap) – A metadata-driven methodology and workflow process for providing translational research informatics support, *J Biomed Inform.* 2009 Apr;42(2):377-81

² PA Harris, R Taylor, BL Minor, V Elliott, M Fernandez, L O'Neal, L McLeod, G Delacqua, F Delacqua, J Kirby, SN Duda, REDCap Consortium, The REDCap consortium: Building an international community of software partners, *J Biomed Inform.* 2019 May 9 [doi: 10.1016/j.jbi.2019.103208]

Link to articles:

<http://www.sciencedirect.com/science/article/pii/S1532046408001226> and
<https://www.sciencedirect.com/science/article/pii/S1532046419301261>

1. System Characteristics

In this section, the scale of the Reading Recovery implementation in Europe is summarised, including characteristics of pupils admitted to Reading Recovery and the deployment of accredited Reading Recovery teachers and Teacher Leaders.

Pupil characteristics

Reading Recovery is designed to meet the needs of the lowest attaining literacy learners. Children are selected for Reading Recovery based on their literacy levels, as measured by '*An Observation Survey of Early Literacy*' (Clay, 2019), with the lowest attaining children being given the first priority.

Table 1a shows the number of children receiving Reading Recovery and information about their characteristics. The information can be used to review which cohorts of children in participating schools are vulnerable to literacy difficulties and were supported by a Reading Recovery teacher.

Year group

Children are identified and selected for Reading Recovery around the age of six, after a full year of formal tuition at school. The lowest attaining children are admitted to Reading Recovery, taking account of relative age in a year group to ensure that those identified are the lowest attaining for their age. Selection processes roll across the school year, giving all pupils in a year cohort a chance to be selected equitably regardless of their chronological age.

Gender

In general, a slightly higher proportion of boys is selected, suggesting that boys' underachievement in literacy emerges early.

Ethnicity

Data on children's ethnicity is categorised according to national census categories.

First language

Selecting the lowest performing children is a key design principle of Reading Recovery. Some of those selected have English as a first language and some don't. Monitoring of outcomes over many years demonstrates that both groups are equally as likely to be successful and reach literacy levels expected for their age.

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 children in care.

Table 1a: Number and characteristics of children participating in Reading Recovery in 2022-23 in Europe, all programmes and those who completed

Description	All Programmes*		Completed** Programmes	
	number	percent***	number	percent
Total number of children served	4137	100	2587	100
Entered the programme				
During 2021-22	726	17.5	663	25.6
During 2022-23	3411	82.5	1924	74.4
Gender				
Boys	2170	52.5	1379	53.3
Girls	1966	47.5	1207	46.7
Refused / Prefer not to say	1	0.0	1	0.0
First language				
English	2907	70.3	1881	72.7
Not English	1230	29.7	706	27.3
Identified Disadvantaged Group				
No	4038	97.6	2538	98.1
Child in care	41	1.0	22	0.9
Traveller child	23	0.6	13	0.5
Asylum seeker / refugee	35	0.8	14	0.5
Ethnicity				
White - Irish	1834	44.3	1165	45.0
White - British (e.g., English, Scottish, Welsh)	625	15.1	461	17.8
White - Maltese	458	11.1	227	8.8
White - Any other	440	10.6	263	10.2
White - Irish Traveller	181	4.4	94	3.6
Any other ethnic group	110	2.7	58	2.2
Black - African	84	2.0	56	2.2
Pakistani	58	1.4	43	1.7
Mixed - Any other groups	56	1.4	32	1.2
Other Asian/Asian British/ Asian Irish	54	1.3	32	1.2

Indian	50	1.2	31	1.2
Refused / prefer not to say	49	1.2	31	1.2
Mixed - White and Black African	32	0.8	18	0.7
Mixed - White and Asian	26	0.6	17	0.7
Black - Any other group	26	0.6	18	0.7
Bangladeshi	21	0.5	19	0.7
Mixed - White and Black Caribbean	18	0.4	12	0.5
Chinese	8	0.2	4	0.2
Black - Caribbean	7	0.2	6	0.2
Special educational needs status				
No need identified	2399	58.0	1576	60.9
Receiving school-based support	1358	32.8	788	30.5
Has been assessed by a psychologist or other specialist professional	325	7.9	194	7.5
Has a statement of SEN or in receipt of specialist support/funding	55	1.3	29	1.1
Identified as living in Disadvantage (total number of pupils in countries where disadvantage is measured = 1262)				
Yes	375	29.7	266	33.6
No	887	70.3	525	66.4

*Characteristics are collected at entry. Within this number are children whose programmes are ongoing and will be completed in 2023-24. There are also a very small number of children who left the school and did not complete their Reading Recovery programme.

**Completed programmes are those that had finished their Reading Recovery programme and have either Discontinued or Referred as an outcome.

***Percentages are column percentages calculated within each sub-heading.

Teacher Characteristics

In 2022-23, **674** professionals entered data about their teaching in Reading Recovery; **152** were teachers in their Initial Professional Development (IPD) year and **489** were attending Continuing Professional Development. **25** were Teacher Leaders and **8** were Teacher Leaders in training. All those involved were supported by professional development for their role in Reading Recovery.

The implementation across Europe was supported by **33** Teacher Leaders, **25** of whom entered data about their own teaching and are included in this report. Teachers Leaders train teachers in Reading Recovery, provided continuing professional development for already qualified Reading Recovery teachers teach children and monitor the quality of implementation in schools. To qualify, they engage in a one-year full time course at Masters level.

The professional development (PD) programme for Reading Recovery teachers is one year long and part time, accredited in Europe by The University College, London. 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. After this initial year, Reading Recovery teachers are required to participate in ongoing PD under the support and guidance of their teacher leader, in order to maintain their accredited status.

Table 1b presents the number of Reading Recovery professionals teaching children in Europe during 2022-23 and how they were deployed.

Table 1b: Deployment of Reading Recovery professionals teaching children in Europe		
Role	Number of Teachers	Percentage of all Professionals
Total number in 2022-23	674	100
RR Teacher + Class Teacher	39	5.8
RR Teacher + Other Role	94	13.9
RR Teacher + Support Role	440	65.3
RR Teacher Only	61	9.1
Teacher Leader	25	3.7
Teacher Leader in Training	8	1.2
Missing values	7	1.0

Table 1c: Experience of Reading Recovery teachers		
Years of experience	number	percent
Total number in 2022-23	641	100
In training this year	152	23.7
2-3 years after training	182	28.4
4-5 years after training	110	17.2
More than five years	197	30.7

2. Efficiency

In this section, we provide data on the efficiency of the programme delivery, and in particular whether the intervention was delivered as a daily programme with sufficient intensity to meet struggling learners' needs. Failure to deliver Reading Recovery as designed results in fewer pupils being served, extended programme lengths and therefore a higher cost to implementing Reading Recovery.

Table 2a presents the average number of weeks and lessons received by Reading Recovery pupils who completed their programmes in Europe during 2022-23.

Length of programmes

Reading Recovery is a short-term intervention. There is no prescribed length to children's programmes although teachers work to make programmes meet children's needs in the shortest time that is achievable. This provides opportunities for as many children as possible to benefit. 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 2a - Weeks and lessons of children who have completed Reading Recovery in Europe, by programme outcome				
Outcome/Time	Minimum	Maximum	Mean	Std. Deviation
Accelerated progress – Discontinued				
Total Pupils - 1931				
Weeks	0	44	20.3	5.2
Lessons	17	175	73.7	18.6
Missed lessons	0	112	25.2	14.4
Progress – Referred				
Total Pupils - 656				
Weeks	0	44	21.5	4.6
Lessons	0	175	75.9	17.9
Missed lessons	0	112	28.8	14.5

Daily teaching

Children selected for Reading Recovery are those finding it hardest to learn to read and write. The delivery of daily lessons is an essential factor in enabling those children to make the accelerated progress necessary for them to catch up with their faster learning peers. When daily lessons are delivered, Reading Recovery programmes take between 12 and 20 weeks. Large numbers of missed lessons make progress slower and therefore fewer children get the opportunity to receive a Reading Recovery programme.

The lack of daily lessons necessitates the need for longer programmes meaning teachers do not move on to identify and teach further pupils in need of a programme place as quickly or as frequently as they could have. Long programmes (of more than 25 weeks in length) show disruption in teaching consistency. However, the programme length means of 20.6 weeks and 74.3 lessons indicates that for most children, teaching programmes were delivered efficiently and with consistency and of around 20 weeks duration.

Attendance records give insight into the causes of disruption to lessons. Data from 2587 pupils are included in Table 2b below. Whilst schools were open, lessons were most frequently disrupted by child absence, with teacher unavailability, where the teacher was in school but used for another duty was the second most frequent cause.

Table 2b: Weeks and lessons missed, completed programmes					
Number of Pupils = 2587	Minimum	Maximum	Mean	Std. Deviation	Missing Cases
Number of Weeks Within Programme	0	44	20.6	5.1	1
Number of Lessons Within Programme	0	175	74.3	18.4	1
Number of Lessons Missed Due to Child's Absence	0	76	9.2	8.1	0
Lessons Missed Due to Child's Unavailability	0	30	3.8	3.7	0
Lessons Missed Due to Teacher's Absence	0	80	4.7	5.2	0
Lessons Missed Due to Teacher's Unavailability	0	68	8.5	7.7	0

Number of lessons missed by outcome

It is important to understand why daily teaching was not delivered and whether it is due to pupil factors or to school factors and management of teacher time. If pupils who have not attained average levels of literacy have missed more lessons than those who have been successful, this may have been a factor in their slower than expected progress.

Table 2c shows the number of lessons missed by programme outcome disaggregated by the reasons for lessons not being delivered. Pupils whose programmes were referred had on average 3.6 more missed lessons than those who were successful.

Table 2c: Number of Reading Recovery lessons missed in completed programmes, by programme outcome in Europe					
	Reason for lessons missed				
Programme outcome	Child Absent	Child Unavailable	Teacher Absent	Teacher Unavailable	Total
All Children N = 2587					
Number of lessons	23748	9814	12131	21942	67635
Mean	9.2	3.8	4.7	8.5	26.1
Accelerated progress (Discontinued) N = 1931					
Number of lessons	16431	7352	8756	16197	48736
Mean	8.5	3.8	4.5	8.4	25.2
Progress (Referred) N = 656					
Number of lessons	7317	2462	3375	5745	18899
Mean	11.2	3.8	5.1	8.8	28.8

3. Effectiveness of Reading Recovery

This section reports on effectiveness – whether the intervention goals are achieved under real world conditions and whether the gains are maintained beyond the intervention period.

Programme outcomes

There are five possible outcomes for children who were selected for Reading Recovery. Every child's outcome year is recorded in this report.

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. **Incomplete**: These children were part way through their series of lessons when the programme was ceased.
5. **Left**: These children left the school part way through their programme.

Table 3a: Programme outcomes for children receiving Reading Recovery, by programme completion, in Europe				
Outcome	All Programmes		Completed Programmes	
	Number	Percent	Number	Percent
Accelerated progress (Discontinued)	1931	46.7	1931	74.6
Progress (Referred)	656	15.9	656	25.4
Ongoing	1201	29.0	N/A	N/A
Incomplete	308	7.4	N/A	N/A
Left	41	1.0	N/A	N/A
Total	<i>4137</i>	<i>100</i>	<i>2587</i>	<i>100</i>

Outcomes disaggregated by pupil characteristics

It is important to review whether the achievement gap between specific cohorts and their average peers has been narrowed. For example, identifiable trends in outcome may link to levels of disadvantage, first language or additional social needs.

Emerging bilinguals were again this year slightly more successful than those for whom English is a first language. Girls were slightly more successful than boys. Success rates with pupils with an identified Additional Need by the age of six demonstrate that Reading Recovery can be effective for pupils with a range of additional need profiles.

Table 3b - Background characteristics, programme participation and outcomes of children who completed Reading Recovery during 2022-23 in Europe						
Characteristic						
	Number of children	%*	Mean Number of Lessons	Entry Mean Book Level	Exit Mean Book Level	% Accelerated progress
All children	2587	100	74.3	1.5	15.6	74.6
Entered the programme						
During 2021-22	663	25.6	79.2	1.5	16.2	72.5
During 2022-23	1924	74.4	72.6	1.5	15.4	75.4
Gender						
Boys	1379	53.3	74.5	1.3	15.4	72.4
Girls	1207	46.7	73.9	1.7	15.8	77.2
Refused / Prefer not to say	1	0.0	84.0	1.0	12.0	100
First language						
English	1881	72.7	73.9	1.5	15.3	72.5
Not English	706	27.3	75.2	1.6	16.4	80.3
Identified Disadvantaged group						
No	2538	98.1	74.2	1.5	15.6	74.7
Child in care	22	0.9	73.7	1.5	15.8	86.4
Traveller child	13	0.5	83.2	1.0	12.9	38.5

Asylum seeker / refugee	14	0.5	77.7	1.1	15.8	71.4
Ethnicity						
White - Irish	1165	45.0	75.9	1.3	15.4	73.4
White - British (e.g., English, Scottish, Welsh)	461	17.8	69.1	2.2	15.5	72.0
White - Any other	263	10.2	74.1	2.1	16.3	78.7
White - Maltese	227	8.8	78.8	0.8	16.7	83.7
White - Irish Traveller	94	3.6	75.6	0.6	12.8	56.4
Any other ethnic group	58	2.2	72.8	1.0	14.4	65.5
Black - African	56	2.2	72.3	1.6	15.4	73.2
Pakistani	43	1.7	68.4	2.2	16.7	83.7
Mixed - Any other groups	32	1.2	73.9	1.2	15.8	75.0
Other Asian/Asian British/ Asian Irish	32	1.2	75.2	1.8	16.5	81.3
Indian	31	1.2	74.8	2.1	17.7	93.5
Refused / prefer not to say	31	1.2	74.9	1.5	15.8	74.2
Bangladeshi	19	0.7	76.3	1.6	16.8	84.2

Black - Any other group	18	0.7	71.2	1.1	16.4	83.3
Mixed - White and Black African	18	0.7	71.9	0.9	15.8	88.9
Mixed - White and Asian	17	0.7	69.6	1.0	15.1	82.4
Mixed - White and Black Caribbean	12	0.5	73.8	1.0	14.6	66.7
Black - Caribbean	6	0.2	67.7	1.0	14.3	66.7
Chinese	4	0.2	59.8	3.0	18.8	100
Special Educational Needs Status						
No Need Identified	1576	60.9	73.5	1.7	16.4	82.3
Receiving School Based Support	788	30.5	75.0	1.1	14.4	62.3
Has Been Assessed by a Psychologist or Other Specialist Professional (e.g., Speech Therapist)	194	7.5	76.3	1.2	13.8	61.9
Has A Statement of Educational Need or In Receipt of Specialist Support / Funding	29	1.1	79.4	2.4	16.2	79.3

*Percentages are column percentages calculated within each sub-heading

Average scores at entry and exit

Children selected for Reading Recovery are the lowest achieving in their age group, as measured by six measures of early literacy which together comprise the Observation Survey (Clay, 2019). 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 provides an external standardised assessment.

Reading Recovery lessons cease and 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. This judgement is validated through assessment outcomes and discussion between the Reading Recovery teacher and the pupil's classroom teacher.

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.

Table 3c: Average Scores on Observation Survey tasks of children with completed Reading Recovery programmes, at entry and exit from the programme in Europe

Total Pupils for Europe	Book Level		Letter ID		CAP		Word Test		Writing Vocab		HRSIW*		BAS	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean (reading age equivalent)	SD
At entry														
All Programmes														
4137	1.4	2.1	40.2	11.5	11.8	3.9	7.4	6.1	9.4	8.8	19.3	10.6	6.6 (5 years 4 months)	7.9
At Exit														
All completed programmes														
2587	15.6	4.5	51.6	4.1	19.5	3.1	20.6	3.8	34.2	15.7	33.6	5.2	27.6 (6 years 4 months)	12.5
At Discontinuation (Accelerated progress)														
1931	17.5	2.7	52.5	2.5	20.3	2.6	21.9	2.0	38.0	14.7	35.0	3.2	31.6 (6 years 4 months)	10.8
At referral (progress)														
656	10.0	3.8	48.7	6.0	17.1	3.4	16.9	5.2	22.9	12.8	29.2	7.3	15.6 (5 years 10 months)	9.0

*Hearing and Recording Sounds in Words is a test of sound-to-letter knowledge

In 2021-22, we reported that in Europe, the average book level on entry to Reading Recovery was 1.49. Data collected from pupils entering Reading Recovery in 2022-22 indicate that in participating schools, attainment of the lowest attaining 5-, 6- and 7-year-olds was broadly the same. Other entry scores demonstrate a similar picture, indicating that in the participating schools, there are numbers of children needing early intervention in literacy learning in English each year. Pupils entering Reading Recovery have all have been in school for one year or more and are attaining well below the demands of the classroom literacy programme.

Table 3d: Comparison of Average Scores on Observation Survey tasks of children selected for Reading Recovery programmes across Europe, at entry to Reading Recovery in 2018-19, 2019-2020, 2020-2021, 2021-22 and 2022-23

Total Pupils	Book Level		Letter ID		CAP		Word Test		Writing Vocab		HRSIW*		BAS Reading Age	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean (reading age equivalent)	SD
All pupils at entry in 2022-23														
N = 4137	1.43	2.08	40.23	11.48	11.79	3.89	7.37	6.12	9.44	8.77	19.27	10.63	6.58 (5 years 4 months)	7.85
All pupils at entry in 2021-22														
N= 3618	1.49	2.25	40.04	11.71	11.70	3.77	7.20	6.14	9.63	8.97	19.57	10.60	6.49 (5 years 4 months)	8.06
All pupils at entry in 2020-21														
N = 2747	1.50	2.20	39.84	12.05	11.58	3.85	7.05	6.30	9.38	8.51	19.38	10.67	6.48 (5 years 4 months)	7.81
All pupils at entry in 2019-2020														
N= 1523	1.53	2.01	41.50	10.71	11.68	3.71	7.53	5.97	9.36	8.40	20.40	10.18	6.79 (5 years 4 months)	7.50
All pupils at entry in 2018-2019														
N= 4322	1.96	2.44	43.02	10.16	12.08	3.80	8.87	8.02	10.97	9.33	22.23	9.98	8.14 (5 years 7 months)	8.01

Progress after Reading Recovery by exit status

After the completion of their programmes, children are carefully monitored as they adjust to the withdrawal of daily intensive support. The data in Table 3e provides evidence that gains are maintained in the months following the completion of individual lessons.

Not all the children who completed their programmes had reached the point of follow up monitoring at three months and six months after their programme was completed. Monitoring of these pupils will be included in next year's reporting.

Follow-up data collected three months after Reading Recovery lessons had ceased were available for 1367 pupils. These pupils will have completed their programme between April 2022 and April 2023.

Follow-up data collected six months after Reading Recovery lessons had ceased were available for 984 pupils. These programmes will have ended between January 2022 and January 2023.

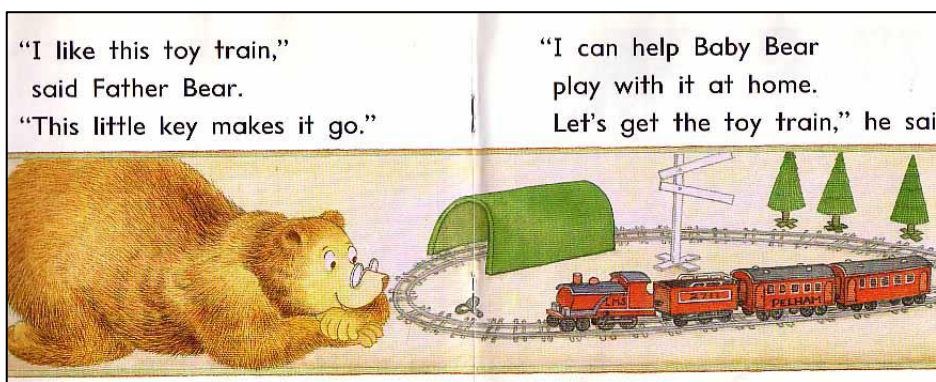
Follow-up data for pupils finishing their programmes during or after May 2023 will be part of the report for 2023-24.

Table 3e: Follow-up scores on Observation Survey tasks of all completed programmes, in Europe							
Assessment Point	Total Pupils	Book Level		Writing Vocabulary		BAS Reading Age	
		Mean	SD	Mean	SD	Mean (reading age equivalent)	SD
Discontinued							
At discontinuing	1401	17.7	2.9	38.6	15.5	31.8	10.8
						(6 years 4 months)	
At three-month follow-up	1053	19.0	3.9	41.7	17.0	37.8	11.8
						(6 years 7 months)	
At six-month follow-up	782	21.0	4.7	48.1	19.3	43.8	13.6
						(6 years 10 months)	
Referred							
At referral	413	10.1	4.0	23.6	12.3	15.2	8.6
						(5 years 10 months)	
At three-month follow-up	314	10.6	4.8	25.9	13.3	18.4	10.2
						(5 years 10 months)	
At six-month follow-up	202	12.4	5.4	30.6	15.0	23.2	12.2
						(6 years 1 month)	

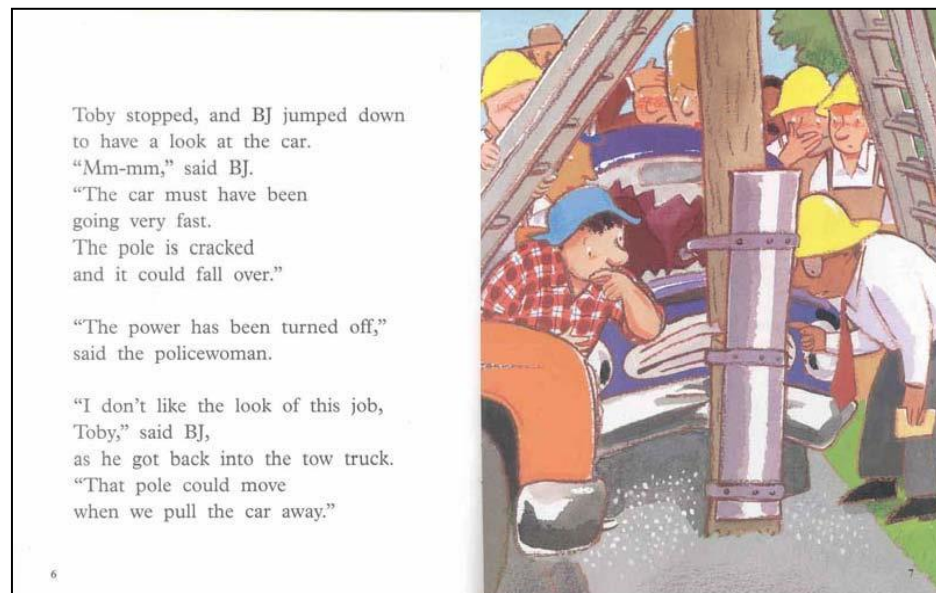
Appendix A: Typical Progress in Reading Recovery in 2022-23



Typical text
at Reading
Recovery
book level 1



Typical text
at Reading
Recovery
book level 10



Typical text
at Reading
Recovery
book level 17