



**Report for
Reading Recovery in Europe
2020-21**

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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. 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. Consistently positive outcomes have been shown worldwide, 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 (Hurry & Fridkin, 2018).

The school year 2020-21 saw continued disruption to the implementation of Reading Recovery, with programmes put on hold during school and class closures, due to the Covid-19 pandemic. Monitoring of programmes and long-term progress continued so that the progress of children whose Reading Recovery programmes were interrupted could be tracked.

In some instances, children have been unable to complete their programmes in the usual way during 2020-21. Across Europe, many children continued to receive regular online support

from their Reading Recovery teacher. This support was not recorded as Reading Recovery lessons but is testament to the ways in which local implementations were able to continue to support the most vulnerable children and contribute to how schools supported the most vulnerable families. Appendix 2 reports on a survey completed with Reading Recovery teachers across Europe to investigate what they did to provide remote support during the period March 2020 to March 2021.

This Report

All available data for (i) pupils taught in Reading Recovery across Europe during 2020-21 and (ii) pupils who received follow up tracking assessments are documented within this report. It includes data for pupils in Reading Recovery in England, Guernsey, Jersey, Ireland, Malta and Scotland.

There are five possible descriptors for Reading Recovery programmes during 2020-21.

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. **Incomplete**: These children were part way through their series of lessons when the programme had to be suspended (e.g., because of funding withdrawal).
4. **Left**: These children left the school part way through their programme.
5. **Ongoing**: Some programmes were ongoing at the end of the school year and are recorded as 'ongoing' and will be completed in the new school year.

This report presents Reading Recovery pupil outcomes for **2747** children that were served by Reading Recovery in Europe during the 2020-21 school year. Of those:

- **1652** children have completed their programmes.
 - **1216** of those programmes were successfully discontinued, the children now reading and writing at age-expected levels.
 - **436** children made progress but are not yet at age expected levels of attainment. Their programmes are referred back to school.
- **288** programmes were entered as incomplete, and **29** children left school.
- **778** programmes were recorded as ongoing.

The number of children for whom data was available is just under half of the figure in a typical year with a similar number of teachers involved.

735 professionals were involved in Reading Recovery in 2020-21, **722** of those entered pupil data for Reading Recovery during 2020-21. Of these, **30** were Reading Recovery Teacher Leaders, and the remaining **692** were Reading Recovery teachers.

This report also provides information regarding implementation factors, including teacher and Teacher Leader deployment that may support or hinder the success and efficiency of Reading Recovery.

References

Clay, M. M. (2013) An Observation Survey of Early Literacy Achievement 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. and 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 <http://www.sciencedirect.com/science/article/pii/S1532046419301261>

1. System Characteristics

In this section the scale of the Reading Recovery implementation across Europe is presented, including characteristics of pupils admitted to Reading Recovery and the deployment of accredited Reading Recovery teachers and Teacher Leaders. European countries with implementations of Reading Recovery during 2020-21 were: England, Guernsey, Ireland, Jersey, Malta and Scotland.

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, 2013), with the lowest attaining children being given the first priority.

Table 1a shows the number of children taught in Reading Recovery during the scholastic year 2020-21 and information about their characteristics. The information is useful to review which cohorts of children are vulnerable to literacy difficulties in participating schools 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. Each country has its own age-related permissions policy for state schooling. Reading Recovery has consistent approaches to selecting children across all of the participating European countries. The lowest attaining children within a specific age range are admitted to Reading Recovery, taking account of relative age in a year group to prevent the identification of 'false-positives'. 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. Children are identified for Reading Recovery after they have been in school for at least two terms.

Gender

A slightly higher proportion of boys was selected, and fewer of these programmes resulted in accelerated learning (see Table 3b), suggesting that boys' under-achievement in literacy emerges early and may take longer to ameliorate. This was evident in each region's data.

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 do not. 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 taught in Reading Recovery in 2020-21, all programmes and those who completed

Description	All Programmes*		Completed** Programmes	
	number	percent***	number	percent
Total number of children served	2747	100	1652	100
Entered the programme				
During 2019-20	407	14.8	349	21.1
During 2020-21	2340	85.2	1303	78.9
Gender				
Boys	1503	54.7	914	55.3
Girls	1244	45.3	738	44.7
First Language				
English	2177	79.3	1312	79.4
Not English	570	20.7	340	20.6
Special Cohort Group				
No	2686	97.8	1618	97.9
Child in care	39	1.4	22	1.3
Asylum seeker / refugee	10	0.4	6	0.4
Other priority group e.g. Armed Services	12	0.4	6	0.4
Ethnicity				
White - Irish	1296	47.2	791	47.9
White - Any other	260	9.5	165	10.0
White - Irish Traveller	85	3.1	45	2.7
White - British	583	21.2	352	21.3
White - Maltese	105	3.8	49	3.0
Any other ethnic group	48	1.7	28	1.7
Bangladeshi	13	0.5	8	0.5
Black - African	88	3.2	54	3.3
Black - Any other group	12	0.4	7	0.4
Black – Caribbean	4	0.1	0	N/A
Chinese	2	0.1	2	0.1
Indian	35	1.3	18	1.1
Mixed - Any other groups	42	1.5	30	1.8
Mixed - White and Asian	17	0.6	10	0.6
Mixed - White and Black African	19	0.7	11	0.7
Mixed - White and Black Caribbean	13	0.5	10	0.6

Table 1a: Number and characteristics of children taught in Reading Recovery in 2020-21, all programmes and those who completed				
Description	All Programmes*		Completed** Programmes	
	number	percent***	number	percent
Other Asian/Asian British/ Asian Irish	42	1.5	23	1.4
Pakistani	39	1.4	23	1.4
Refused / prefer not to say	44	1.6	26	1.6
Special Educational Needs Status				
No need identified	1551	56.5	957	57.9
Receiving school-based support	929	33.8	531	32.1
Has been assessed by a psychologist or other specialist professional	228	8.3	141	8.5
Has a statement of SEN or in receipt of specialist support/funding	39	1.4	23	1.4

*Characteristics are collected at entry. These data were collected from programmes starting in 2020-21. Within Table 1 are children whose programmes were interrupted due to Covid-19 and will be completed in 2020-21. There is also a small proportion of children who left school or who were withdrawn from the Reading Recovery programme.

**Completed programmes are those that had finished their Reading Recovery programme and have either Discontinued or Referred as an outcome. These pupils may have started their programme in the calendar year 2020 or 2021.

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

Teacher Characteristics

In 2020-21, **692** teachers and **30** Teacher Leaders entered data about their teaching in Reading Recovery. Reading Recovery teachers across Europe were supported by **43** Teacher Leaders (**30** of whom entered data about their teaching of children), each of whom were accredited to provide professional development in Reading Recovery and support local implementation. All Teacher Leaders were involved in ongoing professional development from UCL Institute of Education for their leadership role in Reading Recovery.

Teacher Leaders train teachers in Reading Recovery, provide continuing professional development for already qualified Reading Recovery teachers who 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 how the **735** professionals working in Reading Recovery in Europe during 2020-21(of whom **722** entered pupil data) were deployed. The high number of teachers entering data who did not report their deployment during 2020-21 may indicate that the disruption in schools resulted in teachers being deployed in several different roles across the year.

Table 1b: Deployment of Reading Recovery professionals working in Reading Recovery in 2020-21		
Role	Number of Professionals	Percentage of all Professionals
Total number in 2020-21	735	100
Teacher Leader	43	5.9
Teacher Leader in Training	0	N/A
RR teacher and class teacher	25	3.4
RR teacher only	66	9.0
RR teacher and support role	417	56.7
RR and other role	90	12.2
Missing data	94	12.8

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 less children served and extended programme lengths and therefore a higher cost to implementing Reading Recovery.

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, in order to provide opportunities to as many children as possible. Teachers tend to take a little longer to achieve their goals during the year of training and those children who start with very little in place may take longer to get under way.

Table 2a presents the average number of calendar weeks in programme and lessons received by Reading Recovery pupils who completed their programmes in 2020-21. Attendance data for **1652** completed programmes were available – **1216** with successfully discontinued programmes, **436** referred. However, 3 discontinued programmes had missing data.

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.

Table 2a - Weeks and lessons of children who have completed Reading Recovery; by programme outcome				
Outcome/Time	Minimum	Maximum	Mean	Std. Deviation
Accelerated progress – Discontinued				
Total Pupils - 1216				
Weeks ^a	2	42	17.89	5.02
Lessons ^b	4	159	70.99	21.94
Missed lessons ^c	0	93	16.18	11.80
Progress – Referred				
Total Pupils – 436				
Weeks	7	38	19.47	4.24
Lessons	21	128	73.34	18.75
Missed lessons	0	182	22.26	15.79

^a Missing data n = 3

^b Missing data n = 2

^c Missing data n = 3

The lack of daily lessons in some programmes indicated in the data will have necessitated longer programmes, meaning that teachers could not move on to identify and teach further pupils in need of programme places as quickly or as frequently as they would have done in a normal year. Disruption in schools due to Covid-19 meant that programmes were much longer than in a typical year. Some programmes were as long as **42** weeks. Data from the **1652** completed programmes included in Table 2b below show that the most common reason for missed lessons was when teacher and pupil are both in school, but the teacher's duties or school events have prevented a lesson taking place. The second most common reason for a missed lesson was child absence. Missing data are also indicated below.

Table 2b: Weeks and lessons missed, completed programmes				
Number of Pupils = 1652	Minimum	Maximum	Mean	Std. Deviation
Number of Weeks Within Programme^a	2	42	18.31	4.87
Number of Lessons Within Programme^b	4	159	71.61	21.16
Number of Lessons Missed Due To Child's Absence^c	0	70	6.25	7.99
Lessons Missed Due To Child's Unavailability^d	0	77	2.17	3.63
Lessons Missed Due To Teacher's Absence^e	0	77	3.03	4.98
Lessons Missed Due To Teacher's Unavailability^f	0	93	6.34	6.48

^a Missing data n = 3

^b Missing data n = 2

^c Missing data n = 2

^d Missing data n = 3

^e Missing data n = 2

^f Missing data n = 2

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. Lessons missed were most frequently because the teacher was unavailable, although both pupil and teacher were at school (Table 2b above).

If pupils who have not attained average levels of literacy have missed more lessons than those who have been successful, then this may have been a factor in their slower than expected progress. Table 2c shows that pupils whose programmes were referred had, on average, just **6.08** more missed lessons than those who were successful and that those missed lessons were most frequently because the teachers were being used for other tasks in the school. However, the large standard deviations for child absence and teacher unavailability reported in Table 2b indicate that the numbers of lessons missed varied

considerably. This reflects the many different local contexts for managing the impact of Covid-19.

Table 2c: Number of Reading Recovery lessons missed in completed programmes; by programme outcome					
	Reason for lessons missed				
Programme outcome	Child Absent	Child Unavailable	Teacher Absent	Teacher Unavailable	Total
All Children (N = 1652)^a					
Number of lessons	10309	3579	5004	10456	29329
Mean	6.25	2.17	3.03	6.34	17.79
Accelerated progress (Discontinued) (N = 1216)^b					
Number of lessons	6848	2378	3587	6828	19622
Mean	5.64	1.96	2.95	5.62	16.18
Progress (Referred) (N = 436)					
Number of lessons	3461	1201	1417	3628	9707
Mean	7.94	2.75	3.25	8.32	22.26

^a Missing data n = 3

^b Missing data n = 3

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 completion

In the scholastic year 2020-21, five descriptors are used to describe Reading Recovery programmes at the end of a school year. Every child entering Reading Recovery 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. **Incomplete:** These children were part way through their series of lessons when the programme had to be suspended (e.g., because of funding withdrawal).
4. **Left:** These children left the school part way through their programme.
5. **Ongoing:** Some programmes were ongoing at the end of the school year and are recorded as 'ongoing' and will be completed in the new school year.

Despite the efforts of teachers to provide support for low-attaining children, the average percent of accelerated programmes dipped by around 7 percent compared to the averages in typical years' of provision prior to the pandemic. This not only highlights the potential effectiveness of Reading Recovery when it can be offered in daily face-to-face lessons, but also shows how a remarkable impact was achieved despite the disruption of school closures and the challenges in schools. Just over 10 percent of programmes were left incomplete. This is an increase in just over seven percent, again showing how disruption in schools decreased the efficiency with which teaching was delivered.

Table 3a: Programme completion for children receiving Reading Recovery, by programme completion				
Outcome	All Programmes		Completed Programmes	
	Number	Percent	Number	Percent
Accelerated progress (Discontinued)	1216	44.3	1216	73.6
Progress (Referred)	436	15.9	436	26.4
Incomplete	288	10.5	N/A	N/A
Left School	29	1.1	N/A	N/A
Ongoing	778	28.3	N/A	N/A
Total	2747	100.0	1652	100.0

Disaggregated outcomes 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.

Table 3b - Background characteristics, programme participation and outcomes of children who completed Reading Recovery during 2020-21							
Characteristic							
	Number of children	%*	Mean Number of Lessons	Entry Mean Book Level³	Exit Mean Book Level	Number of children making accelerated progress	% Accelerated progress
All children	1652	100	71.61	1.70	15.74	1216	73.6
Entered the programme							
In the school year 2019-20	349	21.1	80.49	1.41	16.30	266	76.2
In the school year 2020-21	1303	78.9	69.25	1.77	15.59	950	72.9
Gender							
Boys	914	55.3	72.65	1.62	15.62	688	73.1
Girls	738	44.7	70.32	1.79	15.89	548	74.3
First language							
English	1312	79.4	72.28	1.63	15.63	955	72.8
Not English	340	20.6	69.01	1.97	16.18	261	76.8
Special cohort group							
No	1618	97.9	71.62	1.71	15.78	1196	73.9
Child in care	22	1.3	73.41	1.82	13.82	14	63.6
Asylum seeker/refugee	6	0.4	63.17	0.67	12.33	2	33.3
Other priority group e.g. Armed Services	6	0.4	69.20	0.00	15.00	4	66.7

Ethnicity							
White - Irish	791	47.9	75.98	1.19	15.72	566	71.6
White - Any other	165	10.0	74.18	2.25	16.12	123	74.5
White - Irish Traveller	45	2.7	79.14	0.56	12.47	24	53.3
White - British	352	21.3	64.30	2.70	15.71	270	76.7
White - Maltese	49	3.0	56.29	1.41	16.98	43	87.8
Any other ethnic group	28	1.7	62.29	3.07	16.43	24	85.7
Bangladeshi	8	0.5	79.00	2.00	15.63	6	75.0
Black - African	54	3.3	73.48	1.56	16.67	41	75.9
Black - Any other group	7	0.4	82.86	0.71	16.71	5	71.4
Chinese	2	0.1	73.50	1.50	13.50	1	50.0
Indian	18	1.1	60.06	2.83	17.39	16	88.9
Mixed - Any other groups	30	1.8	66.53	1.70	16.50	24	80.0
Mixed - White and Asian	10	0.6	79.80	0.10	14.60	7	70.0
Mixed - White and Black African	11	0.7	71.00	0.55	14.27	9	81.8
Mixed – White and Black Caribbean	10	0.6	56.30	3.20	17.30	9	90.0
Other Asian/Asian British/ Asian Irish	23	1.4	62.78	2.22	15.57	15	65.2
Pakistani	23	1.4	57.13	1.78	16.09	17	73.9
Refused/ Prefer not to say	26	1.6	76.00	0.62	13.38	16	61.5

³ Reading Recovery book levels run from Level 1 to Level 25, offering a systematic way of using books from many schemes and series so that teachers can match books to the needs of their pupils. Books are evaluated to provide a numeric level of challenge, the levels are trialled with pupils and then organised into a teacher resource, The Reading Recovery Guide to Book Selection.

Special Educational Needs Status							
No need identified	957	57.9	70.41	2.02	16.52	771	80.6
Receiving school-based support	531	32.1	72.85	1.28	14.85	343	64.6
Has been assessed by a psychologist or other specialist professional	141	8.5	74.56	1.10	13.79	87	61.7
Has a statement of SEN or in receipt of specialist support/funding	23	1.4	75.09	1.65	16.22	15	65.2

*Percentages are column percentages calculated within each sub-heading

Average scores at entry and exit

Children selected for Reading Recovery are the lowest attaining in their age group, as measured by six measures of early literacy which together comprise the Observation Survey (Clay, 2013). 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

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 completed programmes, at entry														
N = 2747 ^a	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 completed programmes, at exit														
N = 1652 ^b	15.74	5.09	51.57	4.78	19.66	3.30	20.64	4.17	34.27	15.57	33.89	5.39	28.92 (6 years 4 months)	13.56
Exit data at Discontinuation - Accelerated progress														
N = 1216 ^c	17.91	3.30	52.65	2.99	20.52	2.68	22.13	1.84	38.33	14.57	35.44	2.75	33.54 (6 years 4 months)	11.58
Exit data at Referral (Progress)														
N = 436 ^d	9.70	4.24	48.57	7.04	17.26	3.68	16.50	5.78	22.92	12.33	29.56	7.98	16.05 (5 years 10 months)	9.86

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

^a Missing data n = 1

^b Missing data n = 4

^c Missing data n = 2

^d Missing data n = 2

In 2019-20, the average book level on entry to Reading Recovery was 1.53 with a standard deviation of 2.01. Data collected from pupils in 2020-21 indicates that in participating schools, scores were almost the same with similar dispersion. Table 3d shows other entry scores demonstrate a similar picture, indicating that not only are there numbers of children needing help with literacy learning each year, but the attainment level of the lowest attaining pupils who are identified for Reading Recovery aged six has decreased across the three-year period reported here.

Table 3d: Comparison of Average Scores on Observation Survey tasks at entry to Reading Recovery in 2018-19, 2019-2020 and 2021														
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 in 2018-19 at entry														
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
All pupils in 2019-2020 at entry														
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 in 2020-2021 at entry														
N = 2747^a	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

^a Missing data n = 1

Consistency of outcomes across all national contexts

Mean exit book level ranged from **11.67** to **19.50** across all Reading Recovery centres in Europe, although there was an outlier of **7.17** from one centre and **10.18** from another centre. The lower quartile shows 25% of scores fell below **14.85**, while the upper quartile shows 25% of scores were above **17.04**. The median exit book level was **15.97** and shows a fairly normal distribution. This suggests that, overall, centres across Europe had similar mean book level scores at exit from the programme. This suggests that despite school disruption, more missed lessons and longer programme lengths, book level at exit is broadly the same as in typical years. The speed of outcomes was impacted, not the level of attainment that pupils reached.

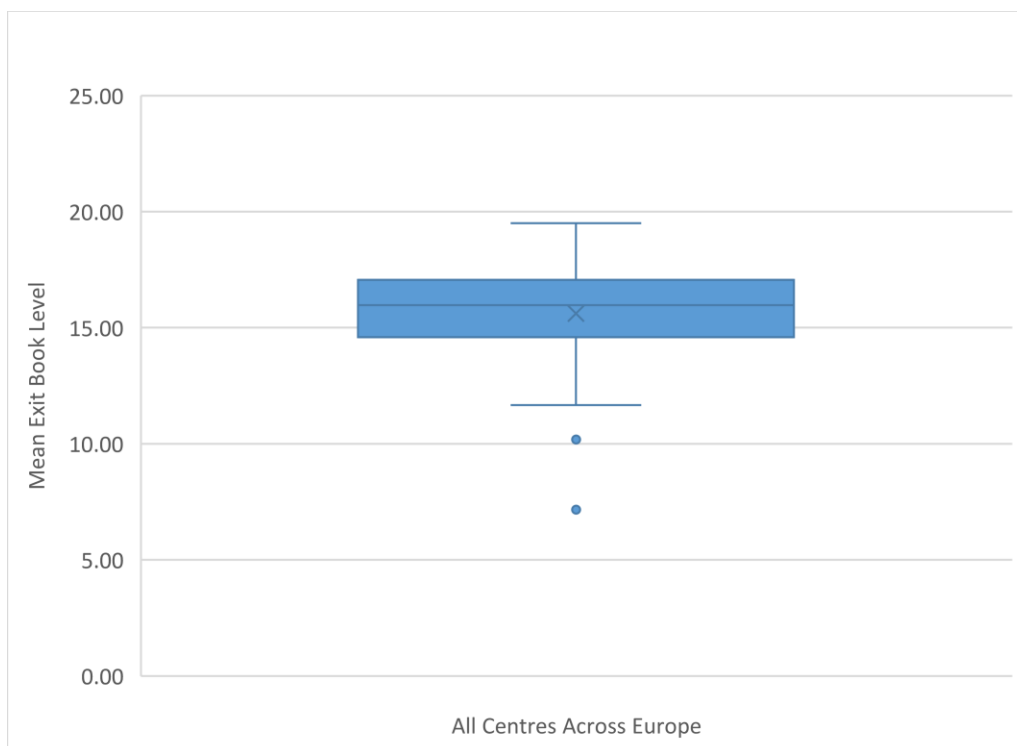


Figure 1. Mean exit book level across all Reading Recovery centres in Europe.

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. Some children may find their progress temporarily checked as they make this adjustment. This is shown by Table 3e. Scores for book level and writing vocabulary demonstrate that progress is being made in the weeks and months following individual Reading Recovery lessons. This progress is reflected in standardised scores. The large standard deviations for the age-related standardised scores suggest that for some pupils, progress immediately following a Reading Recovery programme is slow, then reverting to an age-related trajectory of progress between three and six months.

Follow-up data collected three months after Reading Recovery programme had ceased were available for **318** pupils, **268** whose programmes were discontinued and **50** whose programmes were referred. These pupils will have completed their programme between April 2020 and April 2021.

Follow up data collected six months after Reading Recovery programme had ceased were available for **321** pupils, **267** whose programmes were discontinued and **54** whose programmes were referred. These programmes will have ended between January 2020 and January 2021.

The follow-up data reported in Table 3e were impacted by COVID-19 as they refer to Reading Recovery implementation during the pandemic. The numbers of children whose progress was monitored is less than in a typical year, since follow-up testing would have occurred only when schools were open and teachers were available.

Follow-up data for pupils finishing their programmes during or after May 2021 will be part of the report for 2021-22.

Table 3e: Follow-up scores on Observation Survey tasks of all completed programmes							
Assessment Point	Total Pupils	Book Level		Writing Vocabulary		BAS Reading Age	
		Mean	SD	Mean	SD	Mean (reading age equivalent)	SD
Discontinued							
At discontinuing	268	18.51	3.14	40.79	16.21	34.66 (6 years 7 months)	10.86
At three month follow-up	268	20.15	4.14	43.25	17.79	40.97 (6 years 10 months)	11.97
Referred							
At referral	50	9.50	4.38	24.80	14.48	18.56 (5 years 10 months)	10.31
At three month follow-up	50	10.66	5.44	27.40	15.36	23.92 (6 years 1 month)	13.30
Discontinued							
At discontinuing	267	17.65	3.25	38.08	15.16	32.82 (6 years 4 months)	12.52
At six month follow-up	267	19.72	4.82	41.33	18.07	40.72 (6 years 10 months)	14.28
Referred							
At referral	54	10.50	4.39	26.28	12.43	17.70 (5 years 10 months)	9.54
At six month follow-up	54	12.04	5.45	29.35	14.63	24.22 (6 years 1 month)	13.03

These follow-up data were collected during a school year with closures and disruption. Despite this, pupils whose programmes were discontinued were making progress commensurate with chronological time passing in the months following Reading Recovery. This suggests that in general, the learning foundations for these children are not solid enough to make continued progress despite school disruption.

Appendix A: Progress in Reading Recovery

I am a cat.

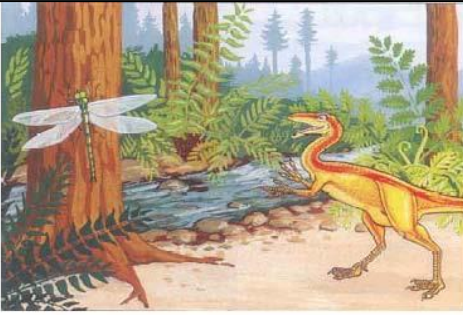


4

Typical text at Reading Recovery book level 1

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 book level 8

Toby stopped, and BJ jumped down to have a look at the car.

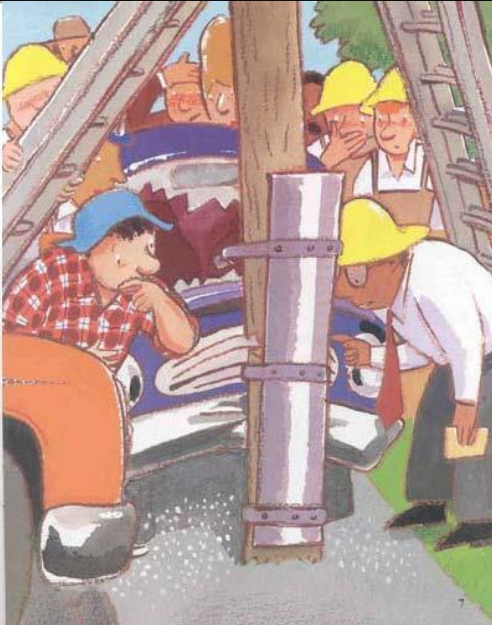
“Mm-mm,” said BJ.

“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.”



Typical text at Reading Recovery book level 16

Appendix B: Teaching in Reading Recovery during the Covid-19 Pandemic

Introduction

In March 2020, schools across Europe were required to close due to the COVID-19 pandemic. In the following months, many schools remained closed, with education being delivered entirely online. Some schools in some European countries were open to vulnerable pupils and the children of key workers and medical professionals. For these schools, patterns of rolling closure extended over many months (Harmey & Moss, 2021). Ways of delivering education were severely disrupted in all schools. Closures directly impacted children who were, at the time of and during the school closures, receiving a Reading Recovery intervention.

Many Reading Recovery teachers undertook to find ways to teach and/or stay in contact with pupils receiving Reading Recovery. There was a great deal of variation in what they were able to do. To explore these differences and the benefits and challenges of continuing to deliver remote learning, Reading Recovery teachers across Europe were surveyed in the spring term of 2021, asking them to identify and quantify the range of ways that they were able to stay in contact with their Reading Recovery pupils and what, if any, instruction it was possible to implement. Teachers were also asked to compare what they were able to do when schools first closed (March 2020) and ten months into the pandemic (Winter 2020/1).

Who responded to the survey?

222 (33%) of Reading Recovery teachers across Europe responded to the survey; of those, 73 were in England, 10 were in Scotland, 25 were in Malta, and 114 were in the Republic of Ireland.

When the pandemic hit in March 2020, teachers were teaching 816 pupils whose Reading Recovery programmes were disrupted from that point on.

How many teachers could teach Reading Recovery pupils in March 2021?

Of the 222 teachers responding to questions about teaching in March 2021, 83 reported that they were able to continue teaching Reading Recovery. 139 teachers reported that they were not able to teach their Reading Recovery pupils. Reasons for not being able to teach varied widely. 21 reported that the school was closed and they were redeployed to another role. 24 reported that although the school was open for vulnerable pupils, they were redeployed to another role. 15 teachers reported that 'bubble' arrangements in school made it impossible to continue teaching their Reading Recovery pupils.

62 teachers reported that the reasons for not teaching Reading Recovery pupils was not due to their deployment. Of these 62 teachers, 12 teachers reported that RR pupils and their families did not engage with the opportunity to have support online and 24 teachers indicated that national or school policy had prevented them from

establishing contact with children and families on an individual basis. Other reasons included lack of IT resources in school and shielding.

How many teachers could find other ways to stay in contact in March 2021?

Despite not being able to teach, many teachers found ways to stay in contact. The 62 teachers not able to teach reported on the ways they kept in touch. 43 reported that they did find at least one other way to stay in touch in some way. 33 reported that they also regularly delivered books to pupils’ homes, 14 reported writing letters to their pupils, 14 reported having regular phone calls or texts with their pupils, 43 stayed in contact with the child by communicating with their parent or caregiver and 25 reported posting activities and resources to their pupils’ homes.

What happened in January 2021?

The number of teachers able to teach pupils had increased by January 2021 (see Table 1 below). The same 223 teachers indicated how they were deployed ten months later in January 2021. 61 teachers reported that they were not able to teach their Reading Recovery pupils and 8 preferred not to say. The number of teachers able to teach Reading Recovery pupils had increased to 154. 102 worked online only, 30 worked face-to-face only and 21 worked both online and face-to-face in order to access targeted pupils.

Teaching in Reading Recovery	March 2020 (N=222)	January 2021 (N=223)
Yes	83	154
No	139	61
<i>Prefer not to say</i>	0	8
How did teaching take place		
<i>Online only</i>		102
<i>Both online and face to face</i>		21
<i>F2F only</i>		30

Table 1: Teaching in Reading Recovery during the pandemic

What did Reading Recovery teachers do in online lessons?

Reading Recovery teachers showed creativity and ingenuity in how they designed lessons for their pupils. Reading Recovery pupils are around the age of six, so lessons proceeded in ways that made it possible for the child to engage and actively participate. Many teachers also had to take account of limited IT resources in their pupils’ homes. Whilst teachers did report some use of apps and games to work on word reading and spelling skills, teachers were able to focus on text reading, text writing and oracy skills. Reading familiar books and talking with the child were the most frequent activities in both March 2020 and January 2021 (see Table 2 below). Supporting writing occurred more frequently than independent writing at both points in time. The small rise in frequency of explicit communication and support is

evidence of the strengthening of a partnership approach between teachers and parents/caregivers of children receiving Reading Recovery.

Online Teaching Activity	March 2020 N=83	January 2021 N=123
Share picture books for pleasure	58 (69.88%)	79 (64.22%)
Child read Familiar books	73 (87.95%)	121 (98.37%)
Work on word reading skills	53 (63.85%)	83 (67.47%)
Support parents to read with their child	54 (65.06%)	78 (63.41%)
Support parents to write with their child	33 (39.75%)	57 (46.34%)
Compose stories	53 (63.85%)	79 (64.22%)
Child writes independently	28 (33.73%)	47 (38.21%)
Support children's writing	52 (62.65%)	72 (58.53%)
Talk with the child	72 (86.74%)	111 (90.24%)
Share resources with the parent	55 (62.66%)	79 (64.22%)

Table 2: Activity during online instruction in March 2020 and January 2021

References:

Harmey, S., & Moss, G. (2021). Learning Disruption or Learning Loss: Using evidence from unplanned closures to inform returning to school after COVID-19. *Educational Review*. doi:10.1080/00131911.2021.1966389.

