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**Reading Recovery™ annual report for School A: 2021-2022**

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Data were collected and managed using REDCap electronic data capture tools hosted at University College London Institute of Education.1,2 REDCap (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.

1PA 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.

2PA 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](https://nam05.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.sciencedirect.com%2Fscience%2Farticle%2Fpii%2FS1532046408001226&data=02%7C01%7Cmichelle.fernandez%40vumc.org%7Ca39cc24f5c694c99116e08d6e5f0b3dc%7Cef57503014244ed8b83c12c533d879ab%7C0%7C0%7C636949219311836047&sdata=wO6ExJpaDVFituMdQoNKjj9yHG2o%2F8kdJNtAhJ4pQfM%3D&reserved=0) and <https://www.sciencedirect.com/science/article/pii/S1532046419301261>.

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# Introduction

Reading Recovery™ is a short-term intervention for the lowest attaining literacy learners 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 the average range of classroom performance for their chronological age. There is substantial independent research evidence (D’Agostino & Harmey, 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.

**Continued Disruption in Schools**

Many children have been unable to complete their programmes in the usual way due to school closures, deployment of Reading Recovery teachers in ‘bubbles’ of contact, covering absent colleagues, teaching classes and disruption in schools; programmes with a small number of lessons that were delivered infrequently are described as ‘incomplete’. Despite disruption, many children have received complete Reading Recovery programmes.

This report documents all Reading Recovery programmes during the academic year 2021-22 under three headings; 1. Characteristics, 2. Efficiency and 3. Effectiveness. The Summary Table gives an overview of this year’s implementation.

***Characteristics****:* An inclusive identification process offers a safety net at around the age of six for. Selection uses ‘*An Observation Survey of Early Literacy’* (Clay, 2013), with the lowest attaining children being given the first priority. Table 1 shows the number of children identified for Reading Recovery and their characteristics. Table 2 reports on the status of each child’s individual needs as they were identified for Reading Recovery and their outcomes at end of programme.

These characteristics can be used to review outcomes for children receiving Reading Recovery based on aspects such as age, gender, ethnicity or special educational need.

***Efficiency****:* Reading Recovery is designed to be delivered every day.  Disruption during the pandemic meant that this was not possible and schools had to make decisions about the safety of pupils and staff which made access to a Reading Recovery teacher less frequent. Teachers supported pupils in many different ways, particularly in online contact.  Data shows that the range of ways, frequencies and times that support was accessed during school closures were diverse.  Therefore, lessons delivered in the usual face-to-face setting have been recorded here so that we can compare provision that children  were accessing across school, region and country.

Table 3 reports on the length of programmes and the number of lost lessons so that schools can monitor the impact of school closures on vulnerable pupils.

In Table 4, missed lessons are recorded as:

* **Pupil absent** - days when the child was not in school;
* **Pupil unavailable** - days when the child was in school but did not have a lesson e.g. because of a special school event;
* **Teacher absent** - days when a lesson did not take place because the teacher was not in school; or
* **Teacher unavailable** - days when the teacher was in school but was used for other duties.

***Effectiveness:*** Status for every Reading Recovery programme is documented in Table 5. Possible pupil outcomes are:

1. Accelerated Progress (**Discontinued**): These children have made sufficient progress in literacy learning during their programme 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 may continue to need additional support.
3. **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.
4. **Left**: These children left the school part way through their programme.
5. **Ongoing:** These pupils began their series of lessons during the year and have not yet completed their programme. Therefore, they do not yet have exit data to report

Assessment scores provide an age-related overview of each child’s progress in literacy: book level, identifying letters, knowledge of how print works,words known in reading and in writing, a dictation task to assess of letter-sound relationships in writingand a standardised assessment of word reading.

Following completion of their programmes, progress is carefully monitored. Ensuring that all children still at the school receive follow up testing at three and six months after intervention is important to monitor impact and effectiveness.Table 6 presents follow-up assessment data for all those pupils who previously had Reading Recovery and are eligible.

**Summary Table: Reading Recovery implementation and outcomes: School A, 2021-22**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Number of RR teachers | Number of pupils  served | Pupil Outcomes: | | | | |
| **Discontinued** | **Referred to school** | **Incomplete** | **Left School** | **Ongoing** |
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1. **Characteristics**

**Table 1 - Demographic characteristics of pupils receiving Reading Recovery: School A, 2021-22**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| RRED User ID | Pupil Number | Year Group | Gender | Summer Birthday | Ethnicity | First Language | Poverty Indicator | Special Cohort Group | Outcome |
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**Table 2 - SEND status for pupils receiving Reading Recovery: School A, 2021-22**

|  |  |  |  |
| --- | --- | --- | --- |
| RRED User ID | Pupil Number | SEND Status on Entry | Outcome |
|  |  |  |  |
|  |  |  |  |

1. **Efficiency**

**Table 3** - **Length of completed programmes and programme outcomes**: **School A, 2021-22**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| RRED User ID | Pupil Number | Entry Test Date | Exit Test Date | Number of Weeks in Programme | Total Lessons | Outcome |
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**Table 4 - Number of Reading Recovery lessons taught and missed in completed programmes: School A, 2021-22**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| RRED User ID | Pupil Number | Lessons Missed (Child Absent) | Lessons Missed (Child Unavailable) | Lessons Missed (Teacher Absent) | Lessons Missed (Teacher Unavailable) | Total Lost Lessons | Outcome |
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1. **Effectiveness**

**Table 5 - Entry and Exit scores on literacy measures of pupils receiving literacy support: School A, 2021-22.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Book Level | | Letter ID | | Concepts about Print | | Word Reading | | Writing Vocabulary | | HRSinW | | BAS Word Reading Score | |  |
| RRED User ID | **Pupil Number** | **Year Group** | **Entry** | **Exit** | **Entry** | **Exit** | **Entry** | **Exit** | **Entry** | **Exit** | **Entry** | **Exit** | **Entry** | **Exit** | **Entry** | **Exit** | **Outcome** |
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Table 6 - Follow-up scores collected after pupils completed Reading Recovery: School A, 2021-22

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Book Level | | | Writing Vocabulary | | | BAS Word Reading Score | | |  |
| RRED User ID | **Pupil Number** | **Exit** | **Three month** | **Six month** | **Exit** | **Three month** | **Six month** | **Exit** | **Three month** | **Six month** | **Outcome** |
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