



**Report for
Reading Recovery in Europe
2023-24**

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Produced by Reading Recovery Europe.

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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. Also, there is also strong evidence that school failure leads to lack of self-esteem, diminished confidence, school dropout, and other negative outcomes (for example, McLaughlin, Speirs & Shenassa (2014); Ricketts, Sperring & Nation (2014)).

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

This report presents Reading Recovery pupil outcomes for the **4584** children served by Reading Recovery in Europe during the 2023-24 school year. It includes data for pupils in England, Guernsey, Jersey, Ireland, Malta, and Scotland.

Outcomes for every child taught in Reading Recovery in Europe during 2023-24 are documented within this report. 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 **4584** children served by Reading Recovery during the 2023-24 school year. This number was comprised of children entering Reading Recovery late in the school year 2022-23 and those entering during the school year 2023-24. Of those;

- **2913** children have completed their programmes.
- **2191** of those programmes were successfully discontinued, the children now reading and writing at age-expected levels.
- **722** children made progress but are not yet at age-expected levels of attainment. Their programmes are referred back to school.
- **1394** children's programmes are ongoing,
- **233** programmes were incomplete, and 44 children left the school in which they were receiving Reading Recovery.

Data from **611** professionals are included in this report for 2023-24. Of those, **604** were deployed as Reading Recovery teachers. **134** teachers were training in Reading Recovery and **470** were attending continuing professional development. **33** Teacher Leaders supported the implementation. In total, **637** professionals were involved in Reading Recovery during 2023-24. **464** schools implemented Reading Recovery during 2023-24.

References

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- Hurry, J. & Fridkin, L. (2018) The impact of Reading Recovery ten years after intervention', UCL Institute of Education.
- McLaughlin, M. J., Speirs, K. E., & Shenassa, E. D. (2014). Reading disability and adult attained education and income: Evidence from a 30-year longitudinal study of a population-based sample. *Journal of Learning Disabilities*, 47(4), 374-386. doi:10.1177/0022219412458323
- Ricketts, J., Sperring, R., & Nation, K. (2014). Educational attainment in poor comprehenders. *Frontiers in Psychology*, 5, 445. doi:10.3389/fpsyg.2014.00445

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/S1532046408001236> and <https://www.sciencedirect.com/science/article/pii/S1532046419301261>

1. System Characteristics

In this section, the scale of the Reading Recovery implementation across Europe is summarised, 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 2023-24 were: England, Guernsey, Jersey, Ireland, 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, 2019), with the lowest attaining children being given 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. Each country has its own age-related permissions policy for state schooling. Reading Recovery has consistent approaches to selecting children across all 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 reduce the possibility of identifying '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 six months, usually two or three school 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 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 across Europe, all programmes and those who completed during 2023-24

Description	All Programmes*		Completed** Programmes	
	number	percent***	number	percent
Total number of children served	4, 584	100	2, 913	100
Entered the programme				
During 2022-23	1, 417	30.91	931	31.96
During 2023-24	3, 437	69.09	1, 982	68.04
Gender				
Male	2, 388	52.09	1, 534	52.66
Female	2, 193	47.84	1, 377	47.27
Refused/Prefer not to say	1	0.02	0	0
Missing Cases****	2	0.05	2	0.07
First language				
English	2, 911	63.50	1, 842	63.23
Not English	1, 672	36.48	1, 070	36.73
Missing Cases****	1	0.02	1	0.04
Special cohort group				
No	4, 437	96.79	2, 819	96.77
Child in care	63	1.37	45	1.54
Asylum seeker / refugee	68	1.48	39	1.34
Other Priority Group e.g., Armed Services	14	0.31	9	0.31
Missing Cases****	2	0.05	1	0.04
Ethnicity				
White - Irish	1, 939	42.30	1, 221	41.92
White - British (e.g., English, Scottish, Welsh)	458	9.99	309	10.61
White - Maltese	787	17.17	513	17.61
White - Irish Traveller	169	3.69	102	3.50
White Any Other	540	11.78	331	11.36
Mixed - White and Black African	33	0.72	20	0.69
Mixed - White and Asian	32	0.70	18	0.62
Mixed - White and Black Caribbean	17	0.37	14	0.48
Mixed – Any Other Groups	75	1.64	50	1.72
Black - Caribbean	1	0.02	0	0
Black - African	99	2.16	63	2.16
Black – Any other group	26	0.57	16	0.55

Table 1a: Number and characteristics of children participating in Reading Recovery across Europe, all programmes and those who completed during 2023-24

Description	All Programmes*		Completed** Programmes	
	number	percent***	number	percent
Chinese	12	0.26	7	0.24
Pakistani	57	1.24	34	1.17
Bangladeshi	23	0.50	19	0.65
Indian	97	2.12	48	1.65
Other Asian/Asian British/ Asian Irish	59	1.29	42	1.44
Any other ethnic group	131	2.86	83	2.85
Refused / prefer not to say	28	0.60	22	0.74
Missing Cases****	1	0.02	1	0.04
Special educational needs status				
No need identified	2, 721	59.36	1, 742	59.80
Receiving school-based support	1, 432	31.24	887	30.45
Has been assessed by a psychologist or other specialist professional	368	8.03	252	8.65
Has a statement of SEN or in receipt of specialist support/funding	62	1.35	31	1.06
Missing Cases****	1	0.02	1	0.04
Pupils identified for funding due to disadvantage or attending a school with Disadvantaged status				
	number	percent***	number	percent
Total number of pupils in countries where disadvantage is recorded	3, 616	100	2, 220	100
In disadvantage	1, 560	43.14	918	41.35
Not in disadvantage	2, 056	56.86	1, 302	58.65

*Characteristics are collected at entry. Within this number are children whose programmes are ongoing and will be completed in 2024-25. 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.

**** Missing Cases occur when data entries have not been fully completed.

Teacher Characteristics

In 2023-24, data from **611** professionals entered into the Reading Recovery Evaluation database has been included in this report, **604** Of these were teachers. Of the **604 teachers**, **470** were attending continuing professional development and **134** were training to become Reading Recovery Teachers. All were involved in professional development for their role in Reading Recovery.

Teachers Leaders train teachers in Reading Recovery, providing 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 in duration and 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 continue 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 professionals working in Reading Recovery in Europe during 2023-24 and how they were deployed. Table 1c presents information on the longevity of experience in Reading Recovery of the **604** teachers across Europe.

Table 1b: Deployment of all Reading Recovery professionals in Europe		
Role	number	percent
Total number in 2023-24	604	100
RR Teacher + Other Role	62	10.26
RR Teacher + Support Role	432	71.52
RR Teacher + Class Teacher	35	5.79
RR Teacher Only	74	12.25
Missing Cases*	1	0.18

**Missing Cases occur when data entries have not been fully completed.*

Table 1c: Experience of Reading Recovery teachers across Europe		
Years of experience	number	percent
Total number in 2023-24	604	100
In training this year	134	22.18
2-3 years after training	245	40.56
4-5 years after training	84	13.91
More than five years	136	22.52
Missing Cases*	5	0.83

**Missing Cases occur when data entries have not been fully completed.*

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 low efficiency; for example, fewer children 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 during 2023-24.

Length of programmes

Reading Recovery is a short-term intervention, taking between 15 to 20 weeks on average to achieve accelerated progress. Despite no prescribed length to children's programmes, 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 <u>completed</u> Reading Recovery, by programme outcome					
Outcome/Time	Minimum	Maximum	Mean	Std. Deviation	Missing Cases*
Accelerated progress – Discontinued					
Total Pupils – 2191					
Weeks	4	140	19.94	6.04	1
Lessons	5	165	70.21	20.25	1
Missed lessons	0	103	22.02	16.73	97
Progress – Referred					
Total Pupils – 722					
Weeks	6	40	21.46	6.02	1
Lessons	10	165	73.44	20.11	1
Missed lessons	2	79	23.36	10.73	1

**Missing Cases occur when data entries have not been fully completed.*

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 on average between 15 and 20 weeks. 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 as they could have. In this way, large numbers of missed lessons mean that fewer children get the opportunity to receive a Reading Recovery programme.

Attendance data for **2,913** completed programmes were available – **2,191** with successfully discontinued programmes, **722** referred. Attendance records give some insight into the main cause of disruption to lessons. Data show that whilst schools were open, lessons were most frequently disrupted by teacher unavailability, with a very slightly lower figure for child absence, the second most frequent cause.

Lack of daily lessons necessitates the need for longer programmes. This can mean that 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.

Table 2b: Weeks and lessons missed, completed programmes

Number of Pupils = 2913	Minimum	Maximum	Mean	Std. Deviation	Missing Cases*
Number of Weeks Within Programme	0	140	20.31	6.05	2
Number of Lessons Within Programme	5	165	71.01	20.25	2
Number of Lessons Missed Due to Child's Absence	0	93	8.04	7.92	10
Lessons Missed Due to Child's Unavailability	0	46	4.00	3.87	10
Lessons Missed Due to Teacher's Absence	0	42	4.56	4.92	10
Lessons Missed Due to Teacher's Unavailability	0	62	8.52	8.11	10

**Missing Cases occur when data entries have not been fully completed.*

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, then this may have been a factor in their slower than expected progress.

Table 2c shows the number of lessons missed by programme outcome. Pupils whose programmes were referred had on average **5 more missed lessons** than those who were successful and that lessons missed were most frequently due to child absence.

Table 2c: Number of Reading Recovery lessons missed in completed programmes, by programme outcome across Europe					
	Reason for lessons missed				
Programme outcome	Child Absent	Child Unavailable	Teacher Absent	Teacher Unavailable	Total
All completed programmes (N = 2913)					
Number of lessons	23, 421	11, 626	13, 284	24, 810	73, 141
Mean	8.04	4.00	4.56	8.52	25.11
Missing Cases*	10	10	10	10	10
Accelerated progress (Discontinued) (N = 2191)					
Number of lessons	16, 262	8, 391	9, 529	18, 335	52, 517
Mean	7.42	3.83	4.35	8.37	23.97
Missing Cases*	8	8	8	8	8
Progress (Referred) (N = 722)					
Number of lessons	7, 159	3, 235	3, 755	6, 475	20, 624
Mean	9.93	4.49	5.21	8.89	28.57
Missing Cases*	2	2	2	2	2

**Missing Cases occur when data entries have not been fully completed.*

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. Every child's outcome is recorded in this report.

Programme outcomes

There are five possible outcomes for children who were selected for Reading Recovery (see page 5).

1. Accelerated Progress (**Discontinued**)
2. Progress (**Referred**)
3. **Ongoing**
4. **Incomplete**
5. **Left**

Table 3a: Programme outcomes for children receiving Reading Recovery across Europe				
Outcome	All Programmes		Completed Programmes	
	Number	Percent	Number	Percent
Accelerated progress (Discontinued)	2191	47.80	2191	75.22
Progress (Referred)	722	15.75	722	24.78
Ongoing	1394	30.41	N/A	N/A
Incomplete	233	5.08	N/A	N/A
Left	44	0.96	N/A	N/A
Total	4584	100	2913	100

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 <u>completed</u> their programme across Europe						
Characteristic						
	Number of children	%**	Mean Number of Lessons	Entry Mean Book Level	Exit Mean Book Level	Accelerated progress
All programmes completed during 2023-24						
	2913	100	71.01	1.43	15.42	75.22
Entered Reading Recovery						
During the school year 2022-23	931	31.96	75.26	1.48	15.65	73.79
During the school year 2023-24	1, 982	68.04	69.02	1.40	15.31	75.88
Gender						
Male	1, 534	52.66	70.77	1.34	15.12	72.42
Female	1, 377	47.27	71.28	1.52	15.77	78.36
Missing Cases*	2	2	77.00	0	10.50	50.00
First language						
English	1, 842	63.23	72.31	1.53	15.46	74.27
Not English	1, 070	36.73	68.78	1.25	15.36	77.01
Missing Case*	1	0.04	82.00	0	5.00	0
Special cohort group						
No	2, 819	96.77	70.89	1.44	15.45	75.38
Child in care	45	1.54	72.11	1.11	15.22	73.33
Asylum seeker/Refugee	39	1.34	76.66	0.67	14.90	79.49
Other Priority Group e.g., Armed Services	9	0.31	75.88	0.22	10.44	22.22
Missing Case*	1	0.04	82.00	0	5.00	0

Ethnicity						
White - Irish	1, 221	41.92	73.82	1.46	15.45	74.77
White - British (e.g., English, Scottish, Welsh)	309	10.61	66.63	2.20	15.86	77.99
White - Maltese	513	17.61	65.84	0.78	15.29	78.36
White - Irish Traveller	102	3.50	75.46	0.58	12.27	43.14
White Any Other	331	11.36	71.09	1.97	15.69	78.25
Mixed - White and Black African	20	0.69	77.45	1.30	14.90	60.00
Mixed - White and Asian	18	0.62	65.00	1.33	16.61	77.77
Mixed - White and Black Caribbean	14	0.48	66.21	1.93	66.21	71.43
Mixed – Any Other Groups	50	1.72	67.61	1.22	15.82	78.00
Black - Caribbean	0	0	0	0	0	0
Black - African	63	2.16	72.97	1.24	16.52	77.77
Black – Any other group	16	0.55	77.00	1.19	14.31	68.75
Chinese	7	0.24	53.14	1.00	15.71	85.71
Pakistani	34	1.17	78.18	1.38	16.50	82.35
Bangladeshi	19	0.65	74.58	1.37	15.10	78.95
Indian	48	1.65	67.48	1.75	16.63	93.75
Other Asian/Asian British/ Asian Irish	42	1.44	73.88	1.36	15.83	78.57
Any other ethnic group	83	2.85	71.16	0.84	14.25	63.85
Refused / prefer not to say	22	0.74	68.27	2.27	16.77	77.27
Missing Cases*	1	0.04	82.00	0	5.00	0
Special Educational Needs Status						
No need identified	1, 742	59.80	69.50	1.70	16.26	82.89
Receiving school-based support	887	30.45	73.69	1.07	14.44	66.18

Has been assessed by a psychologist or other specialist professional	252	8.65	71.54	0.90	13.51	57.94
Has a statement of SEN or in receipt of specialist support/funding	31	1.06	74.87	0.77	12.06	45.16
Missing Case*	1	0.04	82.00	0	5.00	0

**Missing Cases occur when data entries have not been fully completed.*

***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 for longer term support available in the school.

Table 3c: Average Scores on Observation Survey tasks of children with completed Reading Recovery programmes, at entry and exit from the programme across Europe, 2023-24

	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
At entry														
N=4584	1.42	2.24	40.55	11.12	11.95	3.97	7.52	6.25	9.55	8.87	19.44	10.40	6.75 (5yrs 4mths)	7.92
At exit - All completed programmes														
N=2913	15.42	4.69	50.99	5.07	19.30	3.34	20.39	4.27	34.75	16.19	33.10	5.79	27.54 (6yrs 4mths)	12.95
Missing Cases*	13	13	13	13	13	13	13	13	13	13	13	13	13	13
At Discontinuation - Accelerated Progress														
N=2191	17.46	6.25	52.19	3.20	20.12	3.60	21.89	3.53	39.04	18.69	34.82	5.83	31.87 (6yrs 4mths)	10.88
Missing Cases*	12	12	12	12	12	12	12	12	12	12	12	12	12	12
At Referral (Progress)														
N=722	9.20	4.69	47.36	5.08	16.82	3.33	15.83	4.26	21.69	16.20	27.87	5.79	14.38 (5yrs 10mths)	12.94
Missing Cases*	1	1	1	1	1	1	1	1	1	1	1	1	1	1

**Missing Cases occur when data entries have not been fully completed.*

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

In 2022-23, we reported that average book level on entry to Reading Recovery across Europe was 1.43. Data collected from pupils entering Reading Recovery in 2023-24 indicate that entry text reading levels in participating schools were broadly the same as in 2022-23, with a mean book level score of **1.42**. 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.

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, 2022-23 and 2023-24

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 2023-24														
N=4584	1.42	2.24	40.55	11.95	11.95	3.97	9.55	8.87	9.55	8.87	19.44	10.40	6.75 (5yrs 4mths)	7.92
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 yrs 4mths)	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 (5yrs 4mths)	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 (5yrs 4mths)	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 (5yrs 4mths)	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 (5yrs 7mths)	8.01

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

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.

Follow-up data collected three months after Reading Recovery programme had ceased were available for **996 pupils**. These pupils will have completed their programme between April 2023 and April 2024.

Follow-up data collected six months after Reading Recovery programme had ceased were available for **319 pupils**. These programmes will have ended between January 2023 and January 2024.

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. Follow-up data for pupils finishing their programmes during or after May 2024 will be part of the report for 2024-25.

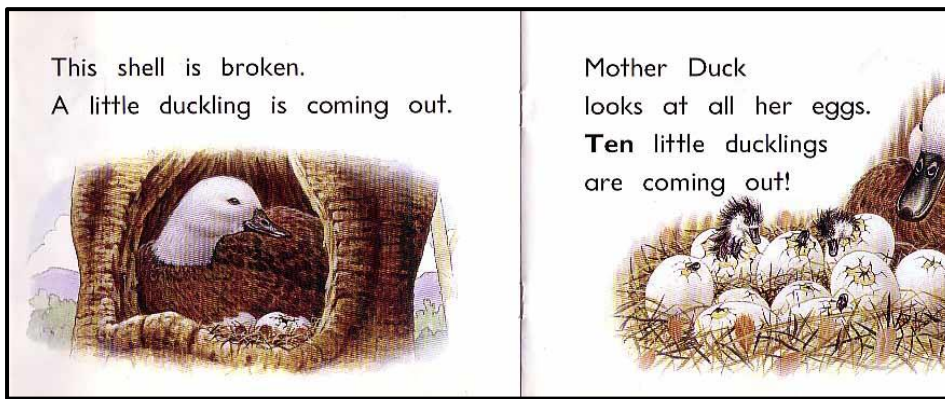
Table 3e: Follow-up scores on Observation Survey tasks of all completed programmes, across Europe							
Assessment Point	Total Pupils*	Book Level		Writing Vocabulary		BAS Reading Age	
		Mean	SD	Mean	SD	Mean (reading age equivalent)	SD
Discontinued							
At discontinuing	754	18.12	4.64	40.94	16.07	35.20 (6yrs 7mths)	5.67
At three-month follow-up	754	19.82	5.76	44.75	19.09	39.35 (6yrs 7mths)	14.69
At six-month follow-up	253	22.04	5.59	50.02	20.42	45.26 (6yrs 10mths)	14.55
Referred							
At referral	242	9.34	4.69	22.95	16.19	14.51 (5yrs 10mths)	12.82
At three-month follow-up	242	9.92	5.78	26.36	19.12	18.08 (5yrs 10mths)	14.70
At six-month follow-up	66	12.92	5.60	35.19	20.26	25.50 (6yrs 1mth)	14.57

**These figures are drawn from completed programmes with available follow-up scores only*

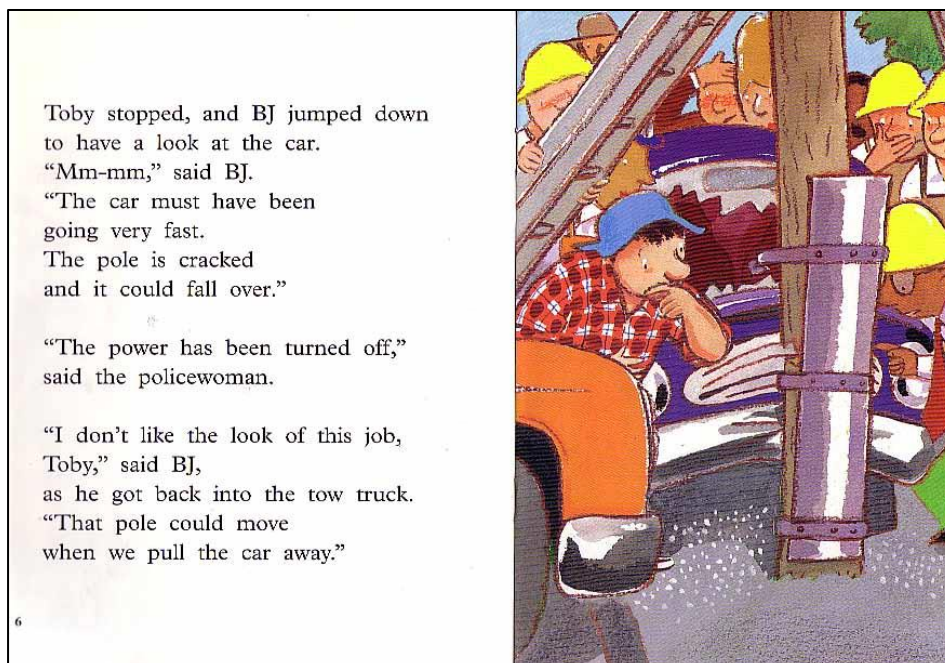
Appendix A: Progress in Reading Recovery



**Typical text at entry
to Reading Recovery
- book level 1**



**Typical text at
referral from
Reading Recovery
- book level 9**



**Typical text at
discontinuing a
Reading Recovery
programme
- book level 17**