Report for
Reading Recovery in Europe
2024-25

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 & 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.

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 & Harmey, 2016; Hurry & Fridkin, 2018).

This Report

This report presents Reading Recovery pupil outcomes for the **3950** children served by Reading Recovery teachers in Europe during the 2024-25 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 2024-25 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 **3961** children served by Reading Recovery during the 2024-25 school year. This number was comprised of children entering Reading Recovery late in the school year 2024-25 and those entering during the school year 2024-25. Of those;

- **2615** children have completed their programmes.
- **1965** of those programmes were successfully discontinued, the children now reading and writing at age-expected levels.
- **650** children made progress but are not yet at age-expected levels of attainment. Their programmes are referred back to school.
- **1101** children's programmes are ongoing,
- **196** programmes were incomplete, and **49** children left the school in which they were receiving Reading Recovery.

Data from **583** teachers are included in this report for 2024-25**.** Of those, **96** teachers were training in Reading Recovery and **487** were attending continuing professional development. **25** Teacher Leaders supported the implementation. In total, **637** professionals were involved in Reading Recovery during 2024-25.

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.

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 2024-25 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 identifiying '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 shows all children who entered and the number of completed programmes during 2024-25. The majority of the programmes not completed in 2024-25 began later in the year and will be completed in 2025-26. (For further detail on this, see Table 3a)

Table 1a: Number and characteristics of children participating in Reading Recovery across Europe, all programmes and those who completed during 2024-25				
Description	**All Programmes***		**Completed** Programmes**	
	number	percent***	number	percent***
Total number of children served	**3961**	**100**	**2615**	**100**
Entered the programme				
During 2023-24	2930	73.97	1659	63.44
During 2024-25	1031	26.03	956	36.56
Gender				
Male	2013	50.82	1329	50.82
Female	1946	49.13	1284	49.10
Refused/Prefer not to say	0	0	0	0
Missing Cases****	2	0.05	2	0.08
First language				
English	2484	62.71	1662	63.56
Not English	1475	37.24	951	36.36
Missing Cases****	2	0.05	2	0.08
Special cohort group				
No	3806	96.09	2524	96.52
Child in care	54	1.36	34	1.30
Asylum seeker / refugee	80	2.02	45	1.72
Other Priority Group e.g., Armed Services	18	0.45	9	0.38
Missing Cases****	2	0.05	2	0.08
Ethnicity				
White - Irish	1724	43.52	1137	43.48
White - British (e.g., English, Scottish, Welsh)	286	7.22	200	7.65
White - Maltese	714	18.03	504	19.27
White - Irish Traveller	150	3.79	100	3.82
White Any Other	454	11.46	277	10.59
Mixed - White and Black African	30	0.76	21	0.80
Mixed - White and Asian	31	0.78	24	0.92
Mixed - White and Black Caribbean	8	0.20	4	0.15
Mixed – Any Other Groups	62	1.57	43	1.64
Black - Caribbean	2	0.05	1	0.04
Black - African	106	2.68	65	2.49

Table 1a: Number and characteristics of children participating in Reading Recovery across Europe, all programmes and those who completed during 2024-25

Description	All Programmes*		Completed** Programmes	
	number	percent***	number	percent***
Black – Any other group	24	0.61	9	0.34
Chinese	12	0.30	8	0.31
Pakistani	48	1.21	33	1.26
Bangladeshi	18	0.45	11	0.42
Indian	120	3.03	73	2.79
Other Asian/Asian British/ Asian Irish	52	1.31	37	1.38
Any other ethnic group	101	2.55	55	2.10
Refused / prefer not to say	14		11	0.42
Missing Cases****	2	0.05	2	0.08
Special educational needs status				
No need identified	2293	57.89	1611	61.61
Receiving school-based support	1198	30.24	750	28.68
Has been assessed by a psychologist or other specialist professional	317	8.00	200	7.65
Has a statement of SEN or in receipt of specialist support/funding	71	1.79	52	1.98
Missing Cases****	2	0.05	2	0.08
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	**2186**	**100**	**1229**	**100**
In disadvantage	1189	54.39	652	53.05
Not in disadvantage	997	45.61	577	46.95

**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 2024-25, the data from the 583 Reading Recovery teachers entered into the Reading Recovery Evaluation database has been included in this report. Of these teachers, **487** were attending continuing professional development and **96** were training to become Reading Recovery Teachers. All were involved in professional development for their role in Reading Recovery.

Professional Development for teachers is provided by Reading Recovery Teacher Leaders, who train teachers in Reading Recovery, provide 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. 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 2024-25 and how they were deployed. Table 1c presents information on the longevity of experience in Reading Recovery of the **583** teachers across Europe.

Table 1b: Deployment of all Reading Recovery professionals in Europe

Role	number	percent
Total number in 2024-25	**583**	**100**
RR Teacher + Other Role	53	9.09
RR Teacher + Support Role	425	72.90
RR Teacher + Class Teacher	36	6.18
RR Teacher Only	69	11.83

Table 1c: Experience of Reading Recovery teachers across Europe		
Years of experience	**number**	**percent**
Total number in 2024-25	**583**	**100**
In training this year	96	16.46
2-3 years after training	266	45.63
4-5 years after training	84	14.41
More than five years	137	23.50

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 2024-25.

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 completed Reading Recovery, by programme outcome

Outcome/Time	Minimum	Maximum	Mean	Std. Deviation	Missing Cases*
Accelerated progress – Discontinued **Total Pupils – 1965**					
Weeks	3	46	**19.96**	5.93	1
Lessons	9	155	**70.56**	22.09	1
Missed lessons	3	98	**23.79**	16.37	1
Progress – Referred **Total Pupils – 650**					
Weeks	8	56	**22.08**	5.93	1
Lessons	25	153	**24.62**	22.11	1
Missed lessons	0	78	**29.68**	14.29	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 **2615 completed programmes** were available – **1965** with successfully discontinued programmes, **650** 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 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 = 2615	Minimum	Maximum	Mean	Std. Deviation	Missing Cases*
Number of Weeks Within Programme	3	56	**20.49**	5.93	2
Number of Lessons Within Programme	9	155	**71.56**	22.09	2
Number of Lessons Missed Due to Child's Absence	0	55	**7.62**	5.63	2
Lessons Missed Due to Child's Unavailability	0	29	**4.36**	3.87	2
Lessons Missed Due to Teacher's Absence	0	49	**4.76**	5.12	2
Lessons Missed Due to Teacher's Unavailability	0	64	**8.5**	8.43	2

**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 6 **more missed lessons** that 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 = 2615)					
Number of lessons	19996	11402	12434	22202	65964
Mean	**7.62**	4.35	**4.76**	**8.5**	**25.25**
Missing Cases*	2	2	2	2	2
Accelerated progress (Discontinued) (N = 1965)					
Number of lessons	13335	8294	9206	15891	46726
Mean	**6.78**	**4.22**	**4.68**	**8.09**	**23.79**
Missing Cases*	1	1	1	1	1
0Progress (Referred) (N = 650)					
Number of lessons	6591	3108	3228	6311	19238
Mean	**10.17**	**4.79**	**4.98**	**9.73**	**29.68**
Missing Cases*	1	1	1	1	1

**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 School**

Table 3a: Programme outcomes for children receiving Reading Recovery across Europe

Outcome	All Programmes		Completed Programmes	
	number	percent	number	percent
Accelerated progress (Discontinued)	1965	49.61	1965	75.14
Progress (Referred)	650	16.41	650	24.86
Ongoing	1101	27.80	N/A	N/A
Incomplete	196	4.95	N/A	N/A
Left School	49	1.23	N/A	N/A
Total	***3961***	***100***	***2615***	***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 completed 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 2024-25						
	2615	**100**	**71.56**	**1.45**	**15.61**	**75.14%**
Entered Reading Recovery						
During the school year 2023-24	956	63.44	73.95	1.62	16.10	76.05%
During the school year 2024-25	1659	36.56	70.19	1.34	15.33	74.62%
Gender						
Male	1329	50.82	72.15	1.34	15.46	73.66%
Female	1284	49.10	71.01	1.55	15.77	76.66%
Refused/Prefer not to say	0	0	0	0	0	0
Missing Cases*	2	0.08				100%
First language24						
English	1662	63.56	74.13	1.55	15.57	73.95%
Not English	951	36.36	67.07	1.24	15.68	77.39%
Missing Cases*	2	0.08				100%
Special cohort group						
No	2524	96.52	71.54	1.47	15.67	75.40%
Child in care	34	1.30	70.14	0.91	14.50	73.53%
Asylum seeker/Refugee	45	1.72	73.15	0.86	14.31	68.89%
Other Priority Group e.g., Armed Services	9	0.38	85.77	0.77	11.66	44.44%
Missing Cases*	2	0.08				100%

Ethnicity						
White - Irish	1137	43.48	76.28	1.43	15.59	73.39%
White - British (e.g., English, Scottish, Welsh)	200	7.65	69.12	2.57	15.99	76.50%
White - Maltese	504	19.27	63.34	1.07	15.45	77.38%
White - Irish Traveller	100	3.82	77.86	0.73	12.55	51%
White Any Other	277	10.59	69.45	1.59	16.32	80.14%
Mixed - White and Black African	21	0.80	65.14	0.76	13.38	61.90%
Mixed - White and Asian	24	0.92	61.00	1.70	16.95	79.17%
Mixed - White and Black Caribbean	4	0.15	63.25	1.75	19.50	100%
Mixed – Any Other Groups	43	1.64	69.35	1.30	15.97	79.07%
Black - Caribbean	1	0.04	68.00	0	9.00	0%
Black - African	65	2.49	73.84	1.2	15.72	69.23%
Black – Any other group	9	0.34	74.66	1.55	15.44	77.78%
Chinese	8	0.31	62.00	2.75	19.00	87.50%
Pakistani	33	1.26	73.45	1.96	16.54	87.88%
Bangladeshi	11	0.42	75.72	1.36	16.18	90.91%
Indian	73	2.79	66.93	1.95	17.08	86.30%
Other Asian/Asian British/ Asian Irish	37	1.38	73.67	1.62	16.62	83.78%
Any other ethnic group	55	2.10	68.23	0.96	14.47	70.91%
Refused / prefer not to say	11	0.42	73.09	1.00	14.00	63.64%
Missing Cases*	2	0.08				100%
Special Educational Needs Status						
No need identified	1611	61.61	65.59	1.70	16.27	82.74%
Receiving school-based support	750	28.68	75.64	1.10	14.87	64.80%

Has been assessed by a psychologist or other specialist professional	200	7.65	73.96	0.75	13.51	55.50%
Has a statement of SEN or in receipt of specialist support/funding	52	1.98	65.90	1.34	14.05	63.46
Missing Case*	2	0.08				100%
Pupils identified for funding due to disadvantage or attending a school with Disadvantaged status						
Total number of pupils in countries where disadvantage is recorded	**1229**	**100**				
In disadvantage	652	53.05	72.38	1.56	14.95	69.59%
Not in disadvantage	577	46.95	72.44	1.58	15.23	72.82%

******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, 2024-25

	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=3961	**1.41**	2.02	**41.12**	10.58	**12.20**	3.91	**7.82**	6.21	**9.82**	8.58	**19.97**	10.22	**7.19 (5yrs 4mths)**	8.28
At exit - All completed programmes														
N=1961	**15.61**	4.67	**51.13**	18.35	**19.56**	3.32	**20.55**	4.06	**34.47**	15.31	**33.13**	5.64	**28.22 (6yrs 4mths)**	12.80
Missing Cases*	**2**		**2**		**2**		**2**		**2**		**2**		**2**	
At Discontinuation - Accelerated Progress														
N= 1961	**17.70**	4.67	**52.29**	14.61	**20.53**	3.32	**22.06**	4.06	**38.78**	15.31	**34.95**	5.64	**32.61 (6yrs 7mths)**	12.80
Missing Cases*	**1**		**1**		**1**		**1**		**1**		**1**		**1**	
At Referral (Progress)														
N= 646	**9.27**	4.68	**47.62**	4.61	**16.60**	3.32	**15.98**	4.07	**21.38**	15.32	**27.59**	5.65	**14.87 (5yrs 10mths)**	12.81
Missing Cases*	**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 2023-24, we reported that average book level on entry to Reading Recovery across Europe was 1.42. Data collected from pupils entering Reading Recovery in 2024-25 indicate that entry text reading levels in participating schools were broadly the same as in 2023-24, with a mean book level score of **1.41**. 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, at entry to Reading Recovery in 2018-19, 2019-2020, 2020-2021, 2021-22, 2022-23, 2023-24 and 2024-25

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 2024-25														
N=3961	**1.41**	2.02	**41.12**	10.58	**12.20**	3.91	**7.82**	6.21	**9.82**	8.58	**19.97**	10.22	**7.19 (5yrs 4mths)**	8.28
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 **1881 pupils**. These pupils will have completed their programme between April 2024 and April 2025.

Follow-up data collected six months after Reading Recovery programme had ceased were available for **1198 pupils.** These programmes will have ended between January 2024 and January 2025.

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.

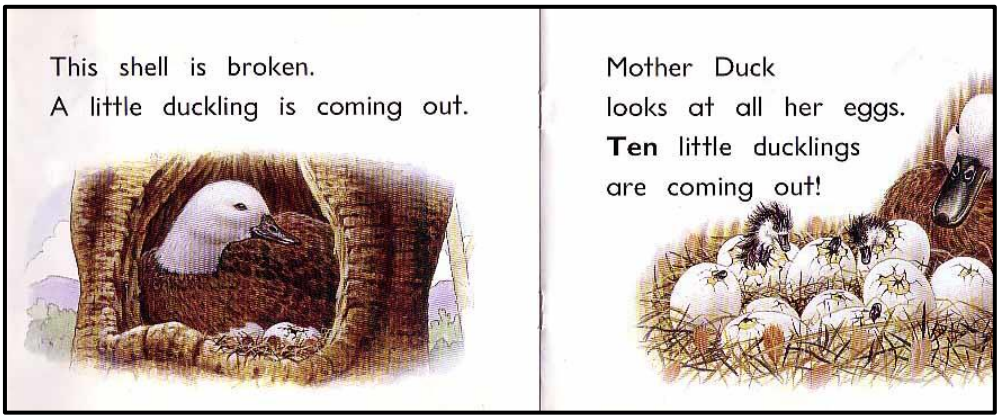
Table 3e: Follow-up scores on Observation Survey tasks of all completed programmes, across Europe

Assessment Point	Total Pupils*	Book Level		Writing Vocabulary		BAS Reading Age	
		Mean	SD	**Mean**	SD	**Mean (reading age equivalent)**	SD
Discontinued Programmes							
At discontinuing	1549	**17.82**	4.67	**39.97**	15.80	**33.02 (6yrs 4mths)**	13.00
At three-month follow-up	1549	**19.32**	5.83	**41.58**	18.02	**39.06 (6yrs 7mths)**	15.08
At six-month follow-up	937	**20.86**	6.28	**46.21**	19.11	**43.75 (6yrs 10mths)**	15.90
Referred Programmes							
At referral	332	**8.94**	4.67	**21.17**	15.81	**13.76 (5yrs 10mths)**	12.97
At three-month follow-up	332	**9.07**	5.84	**23.37**	18.05	**17.23 (5yrs 10mths)**	15.12
At six-month follow-up	261	**10.19**	6.31	**27.27**	19.25	**20.31 (6yrs 1mth)**	15.91

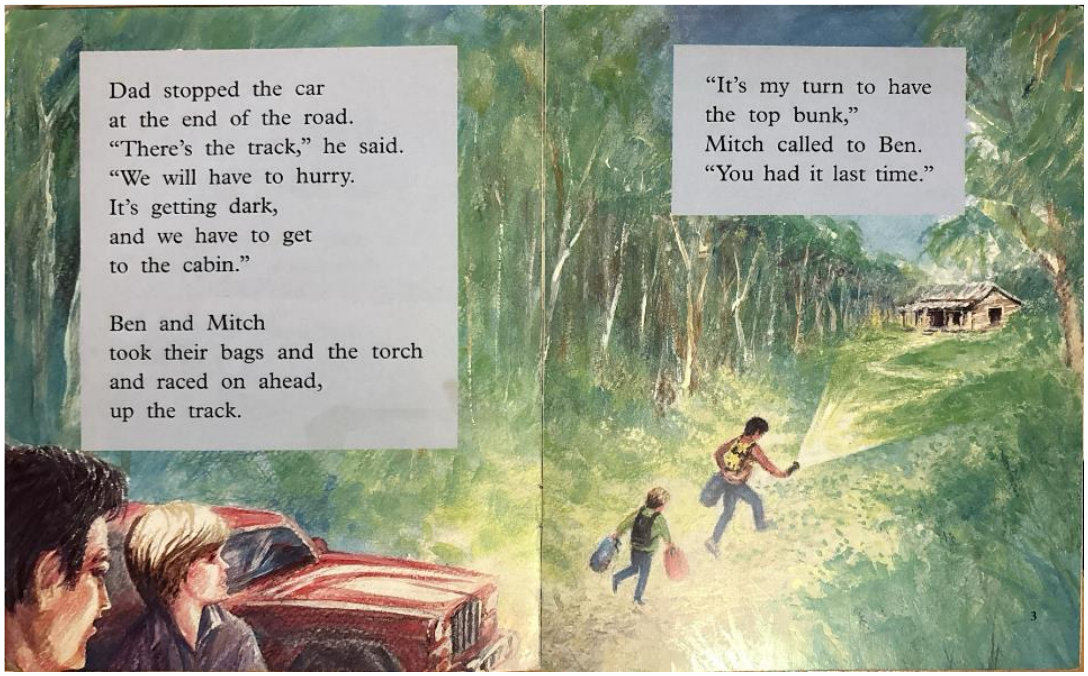
**These figures are drawn from completed programmes with available follow-up scores only*

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